

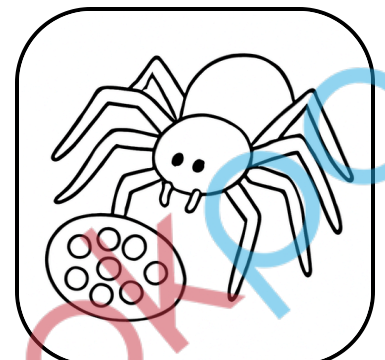
Name: _____

The Circle of Life in Nature

All living things have a life cycle. This means they are born, grow, and later die. During their lives, animals and plants often make new life. For example, birds lay eggs and seeds fall to the ground to become new plants.

Some animals, like spiders, have a short life. They live for only a few months. However, these animals often leave behind many babies. This helps their kind survive, even as the older ones pass away.

Death is a natural part of life. When one life ends, another can begin. The cycle keeps going, making sure the world is always filled with living things. If you ever notice new plants or animals in an area, you are seeing the life cycle at work.



Student Name: _____

Date: _____

The Circle of Life in Nature

All living things have a life cycle. This means (9)

they are born, grow, and later die. During their (18)

lives, animals and plants often make new life. For (27)

example, birds lay eggs and seeds fall to the (36)

ground to become new plants. (41)

Some animals, like spiders, have a short life. (49)

They live for only a few months. However, these (58)

animals often leave behind many babies. This helps (66)

their kind survive, even as the older ones pass (75)

away. (76)

Death is a natural part of life. When one life (86)

ends, another can begin. The cycle keeps going, (94)

making sure the world is always filled with living (103)

things. If you ever notice new plants or animals (112)

in an area, you are seeing the life cycle at work. (123)

Comprehension Questions:

Literal Question:

What is a life cycle?

Answer:

Being born, growing, and dying.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might new life be important after an animal dies?

Answer:

It helps keep their kind alive.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'however' mean here?

Answer:

It shows a different or surprising idea.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL R Grade Level: 4 Word Count: 123

Total Words Read: _____

Errors: _____

WCPM: (total words read — errors = WCPM) _____

WCPM: Below grade level At grade level Above grade level

Prosody: 1 2 3 4

Comprehension: _____ / 3 correct

How to Administer the Fluency Passage Assessment

Assess Oral Reading Fluency

- Give the student a copy of the passage. **Set a timer or stopwatch for 1 minute.**
- Ask the student to begin reading. As the student reads aloud, assess prosody and mark errors and self-corrections on the evaluation copy using the following guides.
- **Stop the student when one minute has passed.** Take note of the last word the student read.
- Score the passage on the evaluation copy according to the **Scoring Guide**. Use the following chart to compare grade level norms for words correctly read per minute.

Marking Conventions	
Attempted Word = Substitution Error	✓ = Accurate Word Reading
^ = Insertion Error	Attempted Word S/C = Self Correction
— = Omission Error	R = Repetition
— = Omission Error	R = Repetition
T = Intervention Error (telling student the word)	

Prosody Rubric	1	2	3	4
Expression and Volume	monotone or quiet	some expression	appropriate expression	varied, natural expression
Phrasing	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
Smoothness	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
Pace	too slow or too fast	uneven pace	generally appropriate pace	consistent, conversational pace

Grade Level Norms (WCPM) *							
Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
First	0 - 10	10 - 50	30 - 90	Fourth	70 - 120	80 - 130	90 - 140
Second	30 - 80	50 - 100	70 - 130	Fifth	80 - 130	90 - 140	100 - 150
Third	50 - 110	70 - 120	80 - 140	Sixth	90 - 140	100 - 150	110 - 160

* Rasinski Words Correct Per Minute Target Rates

Fluency Builder: The Circle of Life in Nature

Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 123

High-Frequency Words

area, become, birds, during, however

Suggestions for Use

Increase Exposure to High-Frequency Words

- Before reading, introduce the list of high-frequency words in the passage.
- Find the words in the passage. Highlight or underline the words.

Illustrate and Label Extension Activity

- Have students draw and label items mentioned in the passage.

Link to Writing or Discussion

- Encourage knowledge transfer and personal connection by asking:
"Describe a life cycle you have seen outdoors."
"Why do you think life cycles are important in nature?"

Use for Repeated Readings

Day 1: Teacher reads aloud, then echo read

Day 2: Partner reading

Day 3: One-minute fluency timing and WCPM tracking

Day 4: Performance reading (with expression!)