

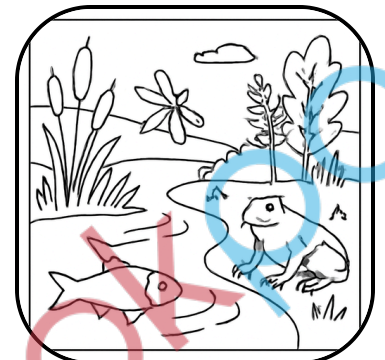
Name: _____

Where Deadly Animals Live

All animals need a place to live, called a habitat. Some animals live high up in the mountains, while others stay close to rivers or even deep under the sea. Each habitat gives animals what they need, like food, water, and shelter.

Many plants and animals live together in groups called ecosystems. In these places, animals might eat plants, or they might eat other animals. Every animal has its own job to do, and this helps keep the ecosystem in balance.

It is important to remember that some deadly animals might seem scary, but they are just trying to survive. If people watch where they walk or swim, they can stay safe and enjoy learning about these amazing creatures.



Student Name: _____

Date: _____

Where Deadly Animals Live

All animals need a place to live, called a (9)

habitat. Some animals live high up in the (17)

mountains, while others stay close to rivers or (25)

even deep under the sea. Each habitat gives (33)

animals what they need, like food, water, and (41)

shelter. (42)

Many plants and animals live together in groups (50)

called ecosystems. In these places, animals might (57)

eat plants, or they might eat other animals. Every (66)

animal has its own job to do, and this helps keep (77)

the ecosystem in balance. (81)

It is important to remember that some deadly (89)

animals might seem scary, but they are just trying (98)

to survive. If people watch where they walk or (107)

swim, they can stay safe and enjoy learning about (116)

these amazing creatures. (119)

Comprehension Questions:

Literal Question:

What is a habitat?

Answer:

A place where animals live.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might animals need to live in different places?

Answer:

They need food, water, and shelter.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'ecosystem' mean in this passage?

Answer:

A group of plants and animals living together.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 119

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: Where Deadly Animals Live

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 119

High-Frequency Words

close, every, high, important, together

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 an ecosystem you have seen or learned about."
"Why do you think some animals are deadly in their habitats?"

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!)