

Name: _____

Meet the Wombat: A Burrowing Animal

A wombat is a small, strong animal that lives in Australia. Its body is low to the ground, and it has short legs with big claws. Wombats use their claws to dig deep burrows under the earth. These burrows give them a safe place to sleep and hide from danger.

Wombats come out to look for food after the sun goes down. They eat grass, roots, and other plants. Wombats must dig and move a lot of dirt to make their homes just right. Their thick fur helps keep them warm in their burrows, even when the air outside is cold.

Wombats are not found in America or any other place in the world. They are a special part of Australia's wild lands.



Student Name: _____

Date: _____

Meet the Wombat: A Burrowing Animal

A wombat is a small, strong animal that lives in (10)

Australia. Its body is low to the ground, and it (20)

has short legs with big claws. Wombats use their (29)

claws to dig deep burrows under the earth. These (38)

burrows give them a safe place to sleep and hide (48)

from danger. (50)

Wombats come out to look for food after the sun (60)

goes down. They eat grass, roots, and other (68)

plants. Wombats must dig and move a lot of dirt to (79)

make their homes just right. Their thick fur helps (88)

keep them warm in their burrows, even when the air (98)

outside is cold. (101)

Wombats are not found in America or any other (110)

place in the world. They are a special part of (120)

Australia's wild lands. (123)

Comprehension Questions:

Literal Question:

Where do wombats make their homes?

Answer:

In deep burrows under the earth.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do wombats dig burrows instead of living above ground?

Answer:

For safety and to stay warm.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "burrow" mean in the passage?

Answer:

A deep hole or tunnel in the ground.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 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: Meet the Wombat: A Burrowing Animal

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 123

High-Frequency Words

after, air, animal, move, America

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 how a wombat keeps safe in the wild."
"Name another animal that digs to make its home."

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!)