

Name: _____

Life Below the Ground

Many animals do not live above the ground. Instead, they dig tunnels and make their homes below the earth. These underground homes are called burrows. Animals like foxes and badgers use their strong feet to dig through dirt. They create long tunnels with rooms for their family to sleep and rest.

Living below the ground keeps animals safe from predators. It is also cooler and dark, which helps them stay comfortable even on hot days. Some animals store food in their burrows, so they always have enough to eat. Moving along these tunnels helps them find food without being seen.

Burrows are important for animal life. They give shelter, protect young animals, and help groups stay close together.



Student Name: _____

Date: _____

Life Below the Ground

Many animals do not live above the ground. (8)

Instead, they dig tunnels and make their homes (16)

below the earth. These underground homes are (23)

called burrows. Animals like foxes and badgers use (31)

their strong feet to dig through dirt. They create (40)

long tunnels with rooms for their family to sleep (49)

and rest. (51)

Living below the ground keeps animals safe from (59)

predators. It is also cooler and dark, which helps (68)

them stay comfortable even on hot days. Some (76)

animals store food in their burrows, so they (84)

always have enough to eat. Moving along these (92)

tunnels helps them find food without being seen. (100)

Burrows are important for animal life. They give (108)

shelter, protect young animals, and help groups (115)

stay close together. (118)

Comprehension Questions:

Literal Question:

What is an underground animal home called?

Answer:

A burrow.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might animals prefer to live underground?

Answer:

To stay safe and comfortable.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'predators' mean in this passage?

Answer:

Animals that might eat or hunt them.

Student Answer:

_____ Correct _____ Incorrect

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 118

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

Notes:

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: Life Below the Ground

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 118

High-Frequency Words

above, always, below, enough, family

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 burrow keeps animals safe."
"Name other animals that might live underground."

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!)