

Name: \_\_\_\_\_

# How People Survive in the Wild

Wilderness survival means staying safe and alive when you are far from towns or roads. People must find ways to protect their body from the cold, wind, and rain. Finding or building shelter is usually the first step. A shelter can be made from wood, leaves, or even a low rock wall to block wind.

Food and water are also important. People can look for fish in streams or berries growing across the ground. Drinking clean water is one of the best things you can do to stay healthy. Fire is another key tool. Fire gives warmth, light, and can scare away wild animals.

It is never easy to survive in the wild, but with the right skills and tools, survival is possible.



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### How People Survive in the Wild

Wilderness survival means staying safe and alive (7)  
when you are far from towns or roads. People must (17)  
find ways to protect their body from the cold, (26)  
wind, and rain. Finding or building shelter is (34)  
usually the first step. A shelter can be made from (44)  
wood, leaves, or even a low rock wall to block (54)  
wind. (55)

Food and water are also important. People can look (64)  
for fish in streams or berries growing across the (73)  
ground. Drinking clean water is one of the best (82)  
things you can do to stay healthy. Fire is another (92)  
key tool. Fire gives warmth, light, and can scare (101)  
away wild animals. (104)

It is never easy to survive in the wild, but with (115)  
the right skills and tools, survival is possible. (123)

### Comprehension Questions:

#### Literal Question:

What are three things people need to survive in the wild?

#### Answer:

Shelter, food, and water.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why might fire help someone who is alone in the woods?

#### Answer:

It gives warmth, light, and protection.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does the word 'shelter' mean in this passage?

#### Answer:

A place that protects you from weather.

#### 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                               |
|------------------------------|-----------------------------------|-----------------------|----------------------------|---------------------------------|
| <b>Expression and Volume</b> | monotone or quiet                 | some expression       | appropriate expression     | varied, natural expression      |
| <b>Phrasing</b>              | word-by-word reading              | some phrase groupings | generally smooth phrasing  | natural, meaningful phrasing    |
| <b>Smoothness</b>            | frequent pauses, starts and stops | occasional breaks     | mostly smooth reading      | fluent and confident            |
| <b>Pace</b>                  | 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    |
| <b>First</b>               | 0 - 10   | 10 - 50  | 30 - 90  | <b>Fourth</b> | 70 - 120 | 80 - 130  | 90 - 140  |
| <b>Second</b>              | 30 - 80  | 50 - 100 | 70 - 130 | <b>Fifth</b>  | 80 - 130 | 90 - 140  | 100 - 150 |
| <b>Third</b>               | 50 - 110 | 70 - 120 | 80 - 140 | <b>Sixth</b>  | 90 - 140 | 100 - 150 | 110 - 160 |

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: How People Survive in the Wild

### Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 123

### High-Frequency Words

across, best, body, low, wood

### 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 survival skill you would want to learn."  
"Why do you think noticing changes in nature is important?"

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!)