

Name: _____

Saving Our Wild Neighbors

Many animals need special places to live, called habitats. When a habitat is destroyed, animals may not have enough food, water, or safe places to lay their eggs. This can cause their numbers to drop until there are only a few left. These animals are called endangered species.

People sometimes build stores, roads, or homes on land where wild animals live. This makes a big difference for creatures like burrowing owls in Florida. When habitats disappear, it is hard for these animals to return or survive. Conservation means working to protect these beautiful places and the animals beside them.

When we help take care of wild spaces, we give animals a better chance.



Student Name: _____

Date: _____

Saving Our Wild Neighbors

Many animals need special places to live, called (8)

habitats. When a habitat is destroyed, animals may (16)

not have enough food, water, or safe places to lay (26)

their eggs. This can cause their numbers to drop (35)

until there are only a few left. These animals are (45)

called endangered species. (48)

People sometimes build stores, roads, or homes on (56)

land where wild animals live. This makes a big (65)

difference for creatures like burrowing owls in (72)

Florida. When habitats disappear, it is hard for (80)

these animals to return or survive. Conservation (87)

means working to protect these beautiful places (94)

and the animals beside them. (99)

When we help take care of wild spaces, we give (109)

animals a better chance. (113)

Comprehension Questions:

Literal Question:

What is a habitat?

Answer:

A special place where animals live.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people want to protect wild spaces?

Answer:

To help animals survive and keep nature healthy.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does endangered mean in the passage?

Answer:

Animals with only a few left; at risk of disappearing.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL W Grade Level: 6 Word Count: 113

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 |
| Λ = 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: Saving Our Wild Neighbors

Passage Details

Grade Level: 6

Reading Level: F&P GRL W

Word Count: 113

High-Frequency Words

beautiful, beside, cause, difference, store

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 local animal that might need protection."
"How can people help save endangered species?"

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!)