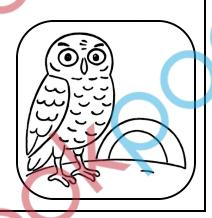
# Saving Our Wild Neighbors

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:

Comprehension: \_\_\_\_\_\_ / 3 correct

Sc	aving Our Wild Neighbors		Comprehension Questions:
Μ	any animals need special places to live, call	led (8)	<b>Literal Question:</b> What is a habitat?
h	abitats. When a habitat is destroyed, animals	s may (16)	Answer: A special place where animals live.
n	ot have enough food, water, or safe places t	o lay (26)	Student Answer:
th	neir eggs. This can cause their numbers to dro	p (35)	
U	ntil there are only a few left. These animals a	re (45)	
C	alled endangered species.	(48)	Correct Incorrect
Pe	eople sometimes build stores, roads, or homes	s on (56)	Inferential Question:
lo	and where wild animals live. This makes a big	(65)	Why might people want to protect wild spaces?
d	ifference for creatures like burrowing owls in	(72)	Answer: To help animals survive and keep
FI	orida. When habitats disappear, it is hard for	(80)	nature healthy.
th	nese animals to return or survive. Conservation	n (87)	Student Answer:
m	neans working to protect these beautiful plac	es (94)	
а	nd the animals beside them.	(99)	Correct Incorrect
W	hen we help take care of wild spaces, we gi	ve (109)	Vocabulary Question: What does endangered mean in
а	nimals a better chance.	(113)	the passage?
		0V	Answer: Animals with only a few left; at risk of disappearing.
c	Nine Caldo		Student Answer:
	xt Level: F&P GRL W Grade Level: 6 Word	<b>Count:</b> 113	
)	tal Words Read:	1 <b>Coom.</b> 110	CorrectIncorrect
	ors:		Notes
w	CPM: (total words read — errors = WCPM)		Notes:
w	CPM: Below grade level At grade level Above grad	le level	
Pro	osody: 1 2 3 4		

## 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		2	3	4	
Expression and Volume	monotone or 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 Leve	el Norms (WC	PM) *					
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

<sup>\*</sup> 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!)