

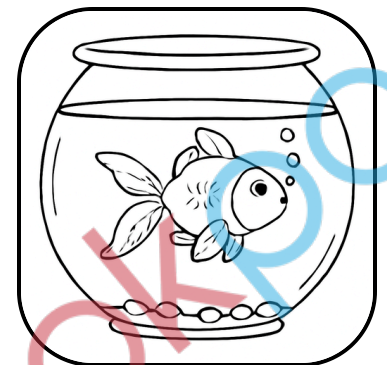
Name: _____

What Makes a Pet Special?

A pet is an animal that lives with people in their home. Pets can be small, like a goldfish, or big, like a dog. People in America and around the world have many different kinds of pets. Some common pets are cats, dogs, birds, and fish.

Pets need care to live and feel good. This means feeding them the right food and making sure they have clean air or water. Some pets must be walked or given time to play. Others, like fish, need their tanks cleaned. When you help a pet, you also learn to be kind and careful.

Every pet is special in its own way. Taking care of a pet is special and it teaches us how to be responsible.



Student Name: _____

Date: _____

What Makes a Pet Special?

A pet is an animal that lives with people in their (11)
home. Pets can be small, like a goldfish, or big, (21)
like a dog. People in America and around the world (31)
have many different kinds of pets. Some common (39)
pets are cats, dogs, birds, and fish. (46)
Pets need care to live and feel good. This means (56)
feeding them the right food and making sure they (65)
have clean air or water. Some pets must be walked (75)
or given time to play. Others, like fish, need (84)
their tanks cleaned. When you help a pet, you also (94)
learn to be kind and careful. (100)
Every pet is special in its own way. Taking care (110)
of a pet is special and it teaches us how to be (122)
responsible. (123)

Comprehension Questions:

Literal Question:

What are some common pets people have?

Answer:

Cats, dogs, birds, and fish.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone feel happy taking care of a pet?

Answer:

It can bring joy and teach responsibility.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

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

Answer:

Taking care of something or someone.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K 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: What Makes a Pet Special?

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 123

High-Frequency Words

air, America, animal, around, must

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 pet you would like to have and why."
"How can you help take care of a pet at 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!)