

Name: _____

Nighttime Hunters: Owls and Their Wild Friends

Owls are amazing birds that are awake when most people are sleeping. They are called nocturnal animals. At night, owls use their sharp eyes and ears to find food. Their wings are made for silent flying, so they can sneak up on animals like mice or small birds.

Owls are not the only animals that come out at night. Bats, raccoons, and some insects are also busy after dark. These animals all have special ways to live in the dark. For example, raccoons use their hands to feel along the ground for food.

It is important to be quiet and patient if you want to watch these animals. If you make too much light or noise, they might leave before you get to see them.



Student Name: _____

Date: _____

Nighttime Hunters: Owls and Their Wild Friends

Owls are amazing birds that are awake when most (9)
people are sleeping. They are called nocturnal (16)
animals. At night, owls use their sharp eyes and (25)
ears to find food. Their wings are made for silent (35)
flying, so they can sneak up on animals like mice (45)
or small birds. (48)

Owls are not the only animals that come out at (58)
night. Bats, raccoons, and some insects are also (66)
busy after dark. These animals all have special (74)
ways to live in the dark. For example, raccoons (83)
use their hands to feel along the ground for food. (93)
It is important to be quiet and patient if you (103)
want to watch these animals. If you make too much (113)
light or noise, they might leave before you get to (123)
see them. (125)

Comprehension Questions:

Literal Question:

What do owls use to find food at night?

Answer:

Their sharp eyes and ears.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might animals be easier to see at night?

Answer:

They are more active after dark.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'nocturnal' mean in the text?

Answer:

Active at night.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 125

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: Nighttime Hunters: Owls and Their Wild Friends

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 125

High-Frequency Words

along, example, important, light, leave

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 time you saw an animal at night."
"Why do you think animals are quieter at night?"

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!)