

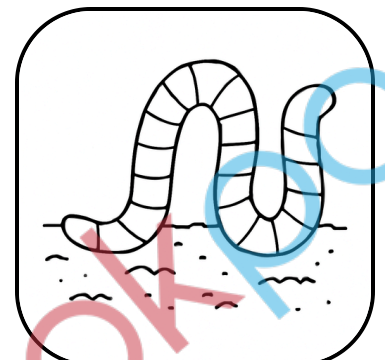
Name: \_\_\_\_\_

## Nature's Amazing Cleanup Crew

When plants and animals reach the end of their life, they begin to break down. This process is called decomposition. Decomposition happens with the help of things like air, water, and tiny living things in the soil called decomposers. Decomposers include bugs and worms.

As decomposers eat and break apart dead plants or animals, important nutrients are left behind in the soil. These nutrients help new plants grow strong and healthy. Without decomposition, there would not be enough food in the soil for new life to begin. This is one example of how everything in nature is connected.

Decomposition might seem a little gross, but it is always happening all around us. It is an important part of the cycle of life on Earth.



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

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

### Nature's Amazing Cleanup Crew

When plants and animals reach the end of their (9)  
life, they begin to break down. This process is (18)  
called decomposition. Decomposition happens with (23)  
the help of things like air, water, and tiny (32)  
living things in the soil called decomposers. (39)  
Decomposers include bugs and worms. (44)  
As decomposers eat and break apart dead plants or (53)  
animals, important nutrients are left behind in (60)  
the soil. These nutrients help new plants grow (68)  
strong and healthy. Without decomposition, there (74)  
would not be enough food in the soil for new life (85)  
to begin. This is one example of how everything in (95)  
nature is connected. (98)  
Decomposition might seem a little gross, but it is (107)  
always happening all around us. It is an important (116)  
part of the cycle of life on Earth. (124)

### Comprehension Questions:

#### Literal Question:

What do decomposers leave behind in the soil?

#### Answer:

They leave behind important nutrients.

#### Student Answer:

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

#### Inferential Question:

Why is decomposition helpful for new plants?

#### Answer:

It gives the soil the food plants need to grow.

#### Student Answer:

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

#### Vocabulary Question:

What does the word 'decomposers' mean?

#### Answer:

Tiny living things that break down dead plants or animals.

#### Student Answer:

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

### Scoring Guide

Text Level: F&P GRL N    Grade Level: 3    Word Count: 124

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

### Notes:

# 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: Nature's Amazing Cleanup Crew

### Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 124

### High-Frequency Words

always, begin, enough, example, soil

### 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 something decompose outside."  
"Why do you think nature has a cycle of life and decay?"

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!)