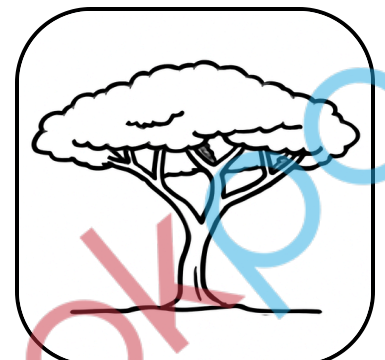


Name: _____

Welcome to the African Savanna!

The African savanna is a wide, open place with tall grasses and few trees. It is very warm during the day. The sun shines down on the grass, and the sky can look very big. Many animals live in the savanna, like lions, elephants, and zebras. These animals need space to run or look for food. Some animals hide in the grass to stay safe.

There is not much water in the savanna. When it does rain, the plants and animals are happy. This habitat is special because of its long, dry times and short, rainy times. If you look at a picture of the savanna, you will see a lot of grass and maybe one or two trees. The African savanna is an amazing place to learn about nature.



Student Name: _____

Date: _____

Welcome to the African Savanna!

The African savanna is a wide, open place with (9)
tall grasses and few trees. It is very warm during (19)
the day. The sun shines down on the grass, and the (30)
sky can look very big. Many animals live in the (40)
savanna, like lions, elephants, and zebras. These (47)
animals need space to run or look for food. Some (57)
animals hide in the grass to stay safe. (65)
There is not much water in the savanna. When it (75)
does rain, the plants and animals are happy. This (84)
habitat is special because of its long, dry times (93)
and short, rainy times. If you look at a picture (103)
of the savanna, you will see a lot of grass and (114)
maybe one or two trees. The African savanna is an (124)
amazing place to learn about nature. (130)

Comprehension Questions:

Literal Question:

What kind of plants grow in the savanna?

Answer:

Tall grasses and few trees.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do animals need space in the savanna?

Answer:

To move, find food, or stay safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "habitat" mean in this passage?

Answer:

A place where plants and animals live.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL F Grade Level: 1 Word Count: 130

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: Welcome to the African Savanna!

Passage Details

Grade Level: 1

Reading Level: F&P GRL F

Word Count: 130

High-Frequency Words

day, down, look, one, will

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:
"How is the savanna different from where you live?"
"What animals would you like to see in the savanna?"

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!)