

Name: _____

Bats and Birds: What Makes Them Different?

Bats and birds both fly high above the earth, but they are not the same. Birds have feathers and beaks, while bats have fur and small faces. If you watch them closely, you will see their wings are different, too. A bird's wings are covered in feathers, but a bat's wings are made of thin skin stretched between its long fingers.

Bats sleep upside down during the day and come out at night to eat. Birds usually rest in nests at night and are awake when it is light. While many birds eat seeds, fruit, or bugs, bats almost always eat fruit or insects.

It is important to remember that, even though bats and birds both fly, they are not in the same animal family. They just share the sky together!



Student Name: _____

Date: _____

Bats and Birds: What Makes Them Different?

Bats and birds both fly high above the earth, but (10)

they are not the same. Birds have feathers and (19)

beaks, while bats have fur and small faces. If you (29)

watch them closely, you will see their wings are (38)

different, too. A bird's wings are covered in (46)

feathers, but a bat's wings are made of thin (55)

skin stretched between its long fingers. (61)

Bats sleep upside down during the day and come out (71)

at night to eat. Birds usually rest in nests at (81)

night and are awake when it is light. While many (91)

birds eat seeds, fruit, or bugs, bats almost (99)

always eat fruit or insects. (104)

It is important to remember that, even though bats (113)

and birds both fly, they are not in the same (123)

animal family. They just share the sky together! (131)

Comprehension Questions:

Literal Question:

How are a bat's wings different from a bird's wings?

Answer:

Bat wings have skin; bird wings have feathers.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might bats come out only at night, not during the day?

Answer:

It helps them stay safe and find food more easily.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'usually' mean in this passage?

Answer:

It means something happens most of the time.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 131

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: Bats and Birds: What Makes Them Different?

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 131

High-Frequency Words

above, almost, earth, important, night

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 do you think bats and birds help our world?"
"Describe a time you saw a bat or a bird. What did it do?"

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!)