

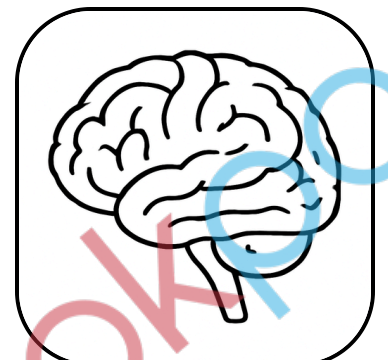
Name: \_\_\_\_\_

# How Your Body Works Together

Your body is made up of many different parts and systems. Each system has a special job that helps keep you healthy. For example, your bones make up the skeletal system. They hold your body up and protect important organs, like how your skull keeps your brain safe.

Muscles work with your bones so you can move, run, and even stand still. The nervous system is like a map of wires that sends messages across your body. The brain is the boss of this system. It tells your body what to do, even when you don't notice it happening.

All these systems must work together as a team. This teamwork makes sure your body can do its best every day.



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

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

### How Your Body Works Together

Your body is made up of many different parts and (10)

systems. Each system has a special job that helps (19)

keep you healthy. For example, your bones make up (28)

the skeletal system. They hold your body up and (37)

protect important organs, like how your skull (44)

keeps your brain safe. (48)

Muscles work with your bones so you can move, run, (58)

and even stand still. The nervous system is like a (68)

map of wires that sends messages across your body. (77)

The brain is the boss of this system. It tells (87)

your body what to do, even when you don't notice (97)

it happening. (99)

All these systems must work together as a team. (108)

This teamwork makes sure your body can do its best (118)

every day. (120)

### Comprehension Questions:

#### Literal Question:

What does the skull protect?

#### Answer:

The brain

#### Student Answer:

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

#### Inferential Question:

Why is it helpful for body systems to work together?

#### Answer:

It helps the body stay healthy and strong.

#### Student Answer:

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

#### Vocabulary Question:

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

#### Answer:

A group of parts with a special job

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL R      Grade Level: 4      Word Count: 120

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
<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: How Your Body Works Together

### Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 120

### High-Frequency Words

across, body, best, map, sure

### 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 your body had to work as a team."  
"Why is the brain called the boss of the body?"

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!)