

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

## Why Forests Need Our Help

Forests are special places filled with tall trees, plants, and many kinds of animals. But sometimes people cut down trees to use the wood or to clear space for farms and towns. This is called deforestation. When too many trees are removed, it becomes a problem for the whole area.

Trees help keep the air clean and provide homes for birds and other animals. They also hold the soil in place, so it does not wash away during heavy rain. If forests disappear, animals lose their homes, and the ground can become dry and bare.

People can help by planting new trees, using less paper, and protecting forests. Working together is the best way to make sure forests stay healthy for everyone.



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

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

### Why Forests Need Our Help

Forests are special places filled with tall trees, (8)  
 plants, and many kinds of animals. But sometimes (16)  
 people cut down trees to use the wood or to clear (27)  
 space for farms and towns. This is called (35)  
 deforestation. When too many trees are removed, it (43)  
 becomes a problem for the whole area. (50)  
 Trees help keep the air clean and provide homes (59)  
 for birds and other animals. They also hold the (68)  
 soil in place, so it does not wash away during (78)  
 heavy rain. If forests disappear, animals lose (85)  
 their homes, and the ground can become dry and (94)  
 bare. (95)  
 People can help by planting new trees, using less (104)  
 paper, and protecting forests. Working together is (111)  
 the best way to make sure forests stay healthy for (121)  
 everyone. (122)

### Comprehension Questions:

**Literal Question:**

What is deforestation?

**Answer:**

Cutting down trees in a forest.

**Student Answer:**

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

**Inferential Question:**

Why might animals have trouble if forests are destroyed?

**Answer:**

They could lose their homes and food.

**Student Answer:**

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

**Vocabulary Question:**

What does "area" mean in the text?

**Answer:**

A space or place in the forest.

**Student Answer:**

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

### Notes:

### Scoring Guide

**Text Level:** F&P GRL R    **Grade Level:** 4    **Word Count:** 122

**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: Why Forests Need Our Help

### Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 122

### High-Frequency Words

area, birds, best, farm, wood

### 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 one way you can help protect forests."  
"Why do you think trees are important to animals?"

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!)