

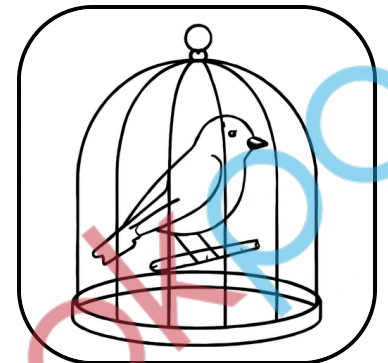
Name: _____

Why Animals Need Freedom

Animals have needs, just like people. They need food, water, shelter, and space to move. Some animals live in the wild, while others may become pets and live with people. Wild animals, like birds, usually need a large area to fly and find their own food.

Keeping wild animals in a small space can be a problem. Their bodies are made for running, flying, or swimming across big places. If they are held in one room or cage, they may feel sad or act in strange ways. Animals can work together as friends in groups to solve problems and help each other.

It is best to treat animals with care and respect. Animals should not be kept or hurt just for fun. They deserve to feel safe, just like we do.



Student Name: _____

Date: _____

Why Animals Need Freedom

Animals have needs, just like people. They need (8)
food, water, shelter, and space to move. Some (16)
animals live in the wild, while others may become (25)
pets and live with people. Wild animals, like (33)
birds, usually need a large area to fly and find (43)
their own food. (46)
Keeping wild animals in a small space can be a (56)
problem. Their bodies are made for running, (63)
flying, or swimming across big places. If they are (72)
held in one room or cage, they may feel sad or act (84)
in strange ways. Animals can work together as (92)
friends in groups to solve problems and help each (101)
other. (102)
It is best to treat animals with care and respect. (112)
Animals should not be kept or hurt just for fun. (122)
They deserve to feel safe, just like we do. (131)

Comprehension Questions:

Literal Question:

What do animals need to live?

Answer:

Food, water, shelter, and space.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might wild animals feel sad in a small cage?

Answer:

They can't move or act like they do in the wild.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "area" mean in the passage?

Answer:

A space or place where animals can move.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL S Grade Level: 4 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: Why Animals Need Freedom

Passage Details

Grade Level: 4

Reading Level: F&P GRL 5

Word Count: 131

High-Frequency Words

across, area, become, birds, room

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 how you would help a wild animal."
"Why is it important to treat animals with respect?"

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!)