

Name: _____

How Animals See the World

Animals do not all see the world in the same way. Some animals have eyes that can see in the dark. Others can see colors that people cannot see. This helps them find food or stay safe from other animals.

A bee can see special colors called ultraviolet. A snake can sense heat with its head. Cats can see well at night, but they may not see as many colors as people do. Each animal uses its eyes in a way that is best for it.

Our eyes help us see, but animals may see things we do not. This is part of what makes the world so interesting and full of surprises!



Student Name: _____

Date: _____

How Animals See the World

Animals do not all see the world in the same way. (11)

Some animals have eyes that can see in the dark. (21)

Others can see colors that people cannot see. This (30)

helps them find food or stay safe from other (39)

animals. (40)

A bee can see special colors called ultraviolet. A (49)

snake can sense heat with its head. Cats can see (59)

well at night, but they may not see as many colors (70)

as people do. Each animal uses its eyes in a way (81)

that is best for it. (86)

Our eyes help us see, but animals may see things (96)

we do not. This is part of what makes the world so (108)

interesting and full of surprises! (113)

Comprehension Questions:

Literal Question:

What do some animals use to see in the dark?

Answer:

Their eyes.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might animals need to see in different ways?

Answer:

To find food or stay safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'ultraviolet' mean in the passage?

Answer:

A special color bees can see.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL H Grade Level: 1 Word Count: 113

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: How Animals See the World

Passage Details

Grade Level: 1

Reading Level: F&P GRL H

Word Count: 113

High-Frequency Words

all, can, do, each, see

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 think a cat sees at night."
"Why do you think animals see different colors?"

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!)