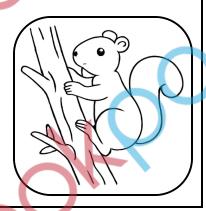
Super Squirrels: Clever Climbers of the Trees

Squirrels are small animals that live near trees.

You might see a group of them running along branches high above the ground. Squirrels have strong back feet that help them jump far from tree to tree. Their bushy tails almost always help them balance as they climb and run.

Squirrels eat many kinds of food. They like nuts, seeds, and sometimes fruit. If they find enough food, they might hide some under leaves or in the ground to eat later. Squirrels are clever and can figure out ways to get food, even if it is hard to reach.

These busy animals are fun to watch. If you see one in your yard or a city park, take a moment to notice how fast and smart it is.



Student Name:

Comprehension: _

_____/ 3 correct

Super Squirrels: Clever Climbers of the Trees		Comprehension Questions:
Squirrels are small animals that live near trees.	(8)	Literal Question: What do squirrels like to eat?
You might see a group of them running along	(17)	Answer: Nuts, seeds, and sometimes fruit.
branches high above the ground. Squirrels have	(24)	Student Answer:
strong back feet that help them jump far from tree	(34)	
to tree. Their bushy tails almost always help them	(43)	
balance as they climb and run.	(49)	CorrectIncorrect
Squirrels eat many kinds of food. They like nuts,	(58)	Inferential Question:
seeds, and sometimes fruit. If they find enough	(66)	Why do you think squirrels hide food for later?
food, they might hide some under leaves or in the	(76)	Answer: So they have something to eat
ground to eat later. Squirrels are clever and can	(85)	when food is hard to find.
figure out ways to get food, even if it is hard to	(97)	Student Answer:
reach.	(98)	
These busy animals are fun to watch. If you see	(108)	CorrectIncorrect
one in your yard or a city park, take a moment to	(120)	Vocabulary Question: What does 'almost' mean in the
notice how fast and smart it is.	(127)	passage?
		Answer: Nearly or very close to.
		Student Answer:
Scoring Guide		
Text Level: F&P GRL N Grade Level: 3 Word Count: 1	27	
Total Words Read:	X	Correct Incorrect
Errors:		Notes:
WCPM: (total words read — errors = WCPM)		
WCPM: Below grade level At grade level Above grade level		. ()
Prosody: 1 2 3 4		

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		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 Leve	el Norms (WC	PM) *	ノ				
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: Super Squirrels: Clever Climbers of the Trees

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 127

High-Frequency Words

above, almost, along, under, enough

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 you saw a squirrel. What did it do?"

"Why do you think squirrels are good at climbing trees?"

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!)