

Name: _____

Saving Endangered Tigers

An endangered animal is one that could soon disappear from the world. Tigers are endangered because their home, called a habitat, is getting smaller. People sometimes cut down trees or build houses where tigers once lived. Tigers are also hunted for their fur and body parts. These changes make it hard for tigers to find food and stay safe.

Many people want to help tigers. Some groups work to protect the land where tigers live. They also plant new trees to give tigers more space. When we help tigers, we help many other animals, too. Everyone can play a part in saving these big cats. If we work together, tigers can have a better chance to live for many years.



Student Name: _____

Date: _____

Saving Endangered Tigers

An endangered animal is one that could soon (8)
disappear from the world. Tigers are endangered (15)
because their home, called a habitat, is getting (23)
smaller. People sometimes cut down trees or build (31)
houses where tigers once lived. Tigers are also (39)
hunted for their fur and body parts. These changes (48)
make it hard for tigers to find food and stay (58)
safe. (59)
Many people want to help tigers. Some groups work (68)
to protect the land where tigers live. They also (77)
plant new trees to give tigers more space. When we (87)
help tigers, we help many other animals, too. (95)
Everyone can play a part in saving these big cats. (105)
If we work together, tigers can have a better (114)
chance to live for many years. (120)

Comprehension Questions:

Literal Question:

Why are tigers endangered?

Answer:

Their habitat is getting smaller and they are hunted.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might planting trees help tigers and other animals?

Answer:

It gives them more space and homes to live.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'endangered' mean in this passage?

Answer:

An animal that could soon disappear.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 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
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: Saving Endangered Tigers

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 120

High-Frequency Words

animal, house, live, means, years

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:
"What can people do to help endangered tigers?"
"Why is it important to save animals like tigers?"

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!)