

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

## Bears in the Wild: How They Live and Grow

Bears are large animals that live in forests and mountains. Their homes are called habitats. A bear's habitat gives it food, water, and shelter. Bears often look for berries, nuts, or fish to eat. They have a great sense of smell to help them find food, even when it is hard to see.

Bear cubs stay close to their mother after they are born. The mother bear helps her cubs learn how to find food and stay safe. Cubs must follow their mother everywhere so they do not get lost.

Bears are different from people. They need space and do not live in houses like us. Wild bears move around their habitat to find the food they need to survive.



Student Name:

Date:

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**Comprehension Questions:**

**Literal Question:**  
Where do bears live?

**Answer:**  
In forests and mountains.

**Student Answer:**  
\_\_\_\_\_ **Correct** \_\_\_\_\_ **Incorrect**

**Inferential Question:**  
Why do bear cubs stay close to their mother?

**Answer:**  
They need help and safety from their mother.

**Student Answer:**  
\_\_\_\_\_ **Correct** \_\_\_\_\_ **Incorrect**

**Vocabulary Question:**  
What does "habitat" mean in the text?

**Answer:**  
A bear's home in nature.

**Student Answer:**  
\_\_\_\_\_ **Correct** \_\_\_\_\_ **Incorrect**

**Notes:**

**Scoring Guide**

**Text Level:** F&P GRL M    **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
<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: Bears in the Wild: How They Live and Grow

### Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 120

### High-Frequency Words

after, different, follow, great, mother

### 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 what a bear eats in its habitat."  
"How is a bear's life different from your own?"

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!)