

Name: _____

Monkey See, Monkey Do!

Monkeys are amazing animals that often copy what they see. This action is called mimicry. Monkeys use mimicry to learn new things and to play with each other. Sometimes, they even copy people! For example, if you wave your hand, a monkey might wave back.

Mimicry helps monkeys stay safe, too. Young monkeys watch older ones to learn how to find food or move through the trees. They also learn how to stay away from danger. Because monkeys are so curious, they like to try new things and follow what others do.

You may see monkeys in many places around the world. Knowing about mimicry can help us understand why monkeys act the way they do.



Student Name: _____

Date: _____

Monkey See, Monkey Do!

Monkeys are amazing animals that often copy what (8)
they see. This action is called mimicry. Monkeys (16)
use mimicry to learn new things and to play with (26)
each other. Sometimes, they even copy people! For (34)
example, if you wave your hand, a monkey might (43)
wave back. (45)

Mimicry helps monkeys stay safe, too. Young (52)
monkeys watch older ones to learn how to find food (62)
or move through the trees. They also learn how to (72)
stay away from danger. Because monkeys are so (80)
curious, they like to try new things and follow (89)
what others do. (92)

You may see monkeys in many places around the (101)
world. Knowing about mimicry can help us (108)
understand why monkeys act the way they do. (116)

Comprehension Questions:

Literal Question:

What is mimicry?

Answer:

Copying what is seen.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might monkeys copy people or other monkeys?

Answer:

To learn or have fun.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'curious' mean in this passage?

Answer:

Wanting to learn or know more.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 Word Count: 116

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: Monkey See, Monkey Do!

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 116

High-Frequency Words

animals, back, follow, hand, world

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 copied someone to learn something new."
"Why do you think mimicry helps animals survive?"

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!)