

Name: _____

Frogs and Toads in the Wild

Frogs and toads live near ponds, lakes, and even in your own backyard. They like to live where there is water, because they need it to keep their skin wet and to lay eggs.

These little animals have some big jobs in nature. They eat insects, which helps keep the air free from too many bugs. Frogs and toads also help other animals by being food for birds and snakes. Their life changes as they grow. First, they are eggs, then tiny tadpoles, and later, they become adults with legs.

In cold places, frogs and toads must rest in winter. This is called hibernation. When it gets warm again, they wake up and start moving around once more.



Student Name: _____

Date: _____

Frogs and Toads in the Wild

Frogs and toads live near ponds, lakes, and even (9)
in your own backyard. They like to live where (18)
there is water, because they need it to keep their (28)
skin wet and to lay eggs. (34)
These little animals have some big jobs in nature. (43)
They eat insects, which helps keep the air free (52)
from too many bugs. Frogs and toads also help (61)
other animals by being food for birds and snakes. (70)
Their life changes as they grow. First, they are (79)
eggs, then tiny tadpoles, and later, they become (87)
adults with legs. (90)
In cold places, frogs and toads must rest in (99)
winter. This is called hibernation. When it gets (107)
warm again, they wake up and start moving around (116)
once more. (118)

Comprehension Questions:

Literal Question:

Where do frogs and toads like to live?

Answer:

Near water, like ponds and lakes.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do frogs and toads rest during winter?

Answer:

They rest because it is too cold to move.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'hibernation' mean in the passage?

Answer:

It means resting in winter.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 Word Count: 118

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: Frogs and Toads in the Wild

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 118

High-Frequency Words

again, air, animal, around, must

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 place where you might find a frog or toad."
"Tell how frogs and toads help other animals."

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!)