

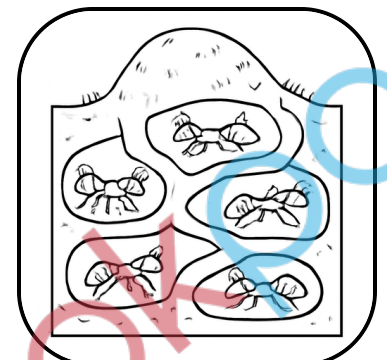
Name: _____

Amazing Ant Communities

Ants are tiny animals, but they do big things in the world around us. Ants live together in places called colonies. Each colony is like a busy city, with many ants working together. Some ants are workers, and their job is to find food and help care for the young ants.

Ant colonies have a queen ant, worker ants, and sometimes soldier ants. The queen lays eggs, while the workers gather food and clean the home. Ants must help each other to survive. They follow paths made by scent to find their way back to the nest.

Even though ants are small, their teamwork is great. Ants show us that working together can help get things done. Their homes and jobs make them important in nature.



Student Name: _____

Date: _____

Amazing Ant Communities

Ants are tiny animals, but they do big things in (10)
the world around us. Ants live together in places (19)
called colonies. Each colony is like a busy city, (28)
with many ants working together. Some ants are (36)
workers, and their job is to find food and help (46)
care for the young ants. (51)

Ant colonies have a queen ant, worker ants, and (60)
sometimes soldier ants. The queen lays eggs, while (68)
the workers gather food and clean the home. Ants (77)
must help each other to survive. They follow paths (86)
made by scent to find their way back to the nest. (97)
Even though ants are small, their teamwork is (105)
great. Ants show us that working together can help (114)
get things done. Their homes and jobs make them (123)
important in nature. (126)

Comprehension Questions:

Literal Question:

What is the home of ants called?

Answer:

A colony.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might ants need to work together?

Answer:

Working together helps them survive.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'colony' mean in this passage?

Answer:

A place where many ants live together.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 126

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: Amazing Ant Communities

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 126

High-Frequency Words

animal, around, follow, great, 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:
"How do ants help each other in their colony?"
"Why is teamwork important for ants and people?"

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!)