

Name: _____

Penguin Life in the Snow

Penguins are amazing animals that live in cold, snowy places. The most well-known home for penguins is Antarctica. This large land is covered in ice and snow all year. Penguins feel right at home here because their thick feathers keep them warm, even when the air is very cold.

Penguins do not fly, but they move in other fun ways. On land, they waddle and sometimes even slide on their bellies. In the water, penguins swim quickly to catch fish. Penguins also live in groups. These groups help keep them safe and warm. After swimming, penguins often huddle together.

Penguins show us that animals can live in places that seem hard for others. Their special ways help them survive in the cold world around them.



Student Name: _____

Date: _____

Penguin Life in the Snow

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snowy places. The most well-known home for (15)

penguins is Antarctica. This large land is covered (23)

in ice and snow all year. Penguins feel right at (33)

home here because their thick feathers keep them (41)

warm, even when the air is very cold. (49)

Penguins do not fly, but they move in other fun (59)

ways. On land, they waddle and sometimes even (67)

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swim quickly to catch fish. Penguins also live in (84)

groups. These groups help keep them safe and warm. (93)

After swimming, penguins often huddle together. (99)

Penguins show us that animals can live in places (108)

that seem hard for others. Their special ways help (117)

them survive in the cold world around them. (125)

Comprehension Questions:

Literal Question:

Where do many penguins live?

Answer:

In Antarctica.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do penguins huddle in groups?

Answer:

To stay warm and safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'waddle' mean in the passage?

Answer:

To walk in a slow, side-to-side way.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 125

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: Penguin Life in the Snow

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 125

High-Frequency Words

after, air, animal, home, well

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 how penguins move on land and in water."
"Why do you think penguins like to live together?"

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!)