

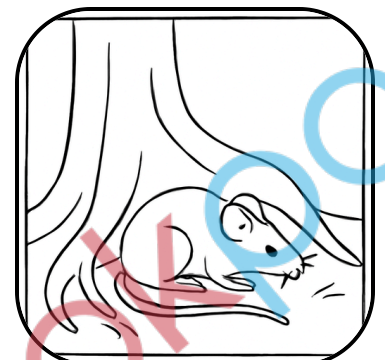
Name: _____

Life in the Forest: Who Eats Whom?

A forest is a big place with many trees, plants, and animals. Air in the forest is cool and fresh. Lots of different animals live around the trees, such as birds, foxes, and snakes. These animals call the forest their home.

Animals in the forest must find food to live. Some animals eat plants, while others eat other animals. These animal hunters are called predators. Smaller animals, like mice, must watch out for predators who want to eat them.

Predators need to hunt to get food, but small animals must be clever to stay safe. This helps keep the forest in balance. Every animal has a job to do in the forest food chain.



Student Name: _____

Date: _____

Life in the Forest: Who Eats Whom?

A forest is a big place with many trees, plants, (10)

and animals. Air in the forest is cool and fresh. (20)

Lots of different animals live around the trees, (28)

such as birds, foxes, and snakes. These animals (36)

call the forest their home. (41)

Animals in the forest must find food to live. Some (51)

animals eat plants, while others eat other (58)

animals. These animal hunters are called (64)

predators. Smaller animals, like mice, must watch (71)

out for predators who want to eat them. (79)

Predators need to hunt to get food, but small (88)

animals must be clever to stay safe. This helps (97)

keep the forest in balance. Every animal has a job (107)

to do in the forest food chain. (114)

Comprehension Questions:

Literal Question:

What do predators eat in the forest?

Answer:

Other animals.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do small animals need to be clever in the forest?

Answer:

To avoid being eaten by predators.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'predators' mean in the passage?

Answer:

Animals that hunt other animals for food.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 114

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: Life in the Forest: Who Eats Whom?

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 114

High-Frequency Words

air, animal, around, home, 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 animals stay safe in the forest?"
"Describe a food chain you might find in a forest."

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!)