

Name: _____

Winter Homes for Woodland Animals

Woodland animals need to stay warm in winter, just like we do. Many of them find or make special homes to help them survive when the air is cold and food is hard to find. Some animals, like moles and rabbits, dig tunnels or burrows under the ground. Others, such as owls, live in tree holes or nests high above the land.

Animals also use their bodies to stay warm. Some have thick fur, while others huddle together for heat. A bear, for example, finds a safe place to sleep through the winter because it needs to rest and stay away from the cold. Each animal has its own way to make a home and keep safe until spring comes again.



Student Name: _____

Date: _____

Winter Homes for Woodland Animals

Woodland animals need to stay warm in winter, just (9)
like we do. Many of them find or make special (19)
homes to help them survive when the air is cold (29)
and food is hard to find. Some animals, like moles (39)
and rabbits, dig tunnels or burrows under the (47)
ground. Others, such as owls, live in tree holes (56)
or nests high above the land. (62)
Animals also use their bodies to stay warm. Some (71)
have thick fur, while others huddle together for (79)
heat. A bear, for example, finds a safe place to (89)
sleep through the winter because it needs to rest (98)
and stay away from the cold. Each animal has its (108)
own way to make a home and keep safe until spring (119)
comes again. (121)

Comprehension Questions:

Literal Question:

Where do rabbits and moles make their winter homes?

Answer:

Under the ground in tunnels or burrows.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do animals use different homes in winter?

Answer:

Because each one needs to stay warm in its own way.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'burrow' mean in this passage?

Answer:

A tunnel or hole made in the ground for shelter.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 121

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: Winter Homes for Woodland Animals

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 121

High-Frequency Words

again, air, land, need, away

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 you stay warm when it is cold outside?"
"Describe another animal's winter home you have learned about."

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!)