

Name: _____

Amazing Life Under the Ocean

The ocean is a large place on our planet. It is filled with saltwater and many different kinds of animals. Some animals live in groups called shoals, while others hide near a reef. A reef is a place where coral and seaweed grow, and many sea creatures find a home there.

You can find fish, starfish, and octopuses living together under the waves. Fish often have scales that protect their bodies. Some scales are iridescent, which means they shine and change color in the light. Sea creatures also need to move to find food and stay safe from danger.

The ocean is a special world where every animal has its own way to live, find food, and help others stay safe.



Student Name: _____

Date: _____

Amazing Life Under the Ocean

The ocean is a large place on our planet. It is (11)

filled with saltwater and many different kinds of (19)

animals. Some animals live in groups called (26)

shoals, while others hide near a reef. A reef is a (37)

place where coral and seaweed grow, and many sea (46)

creatures find a home there. (51)

You can find fish, starfish, and octopuses living (59)

together under the waves. Fish often have scales (67)

that protect their bodies. Some scales are (74)

iridescent, which means they shine and change (81)

color in the light. Sea creatures also need to (90)

move to find food and stay safe from danger. (99)

The ocean is a special world where every animal (108)

has its own way to live, find food, and help (118)

others stay safe. (121)

Comprehension Questions:

Literal Question:

What is a reef?

Answer:

A place where coral and seaweed grow.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might sea creatures live near a reef?

Answer:

It helps them find food and stay safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'iridescent' mean in this passage?

Answer:

Shines and changes color in the light.

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: Amazing Life Under the Ocean

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 121

High-Frequency Words

find, help, move, place, world

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 fish and octopuses are different."
"Why do you think ocean animals need to move?"

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!)