

Name: _____

Strange Words for Strange Creatures

Some sea animals have special features that help them survive. For example, some can glow in the dark. This is called bioluminescence. It helps animals find food or stay away from danger. Other animals use camouflage to blend in with their surroundings. This means they can hide from bigger animals that want to eat them.

A few sea animals are venomous. This means they have poison that can hurt others. Some animals have spines, which are sharp points that protect them. Others make slime to stay safe or move more easily in the water.

These words help us talk about how animals look and act. The ocean is full of new and different creatures. Learning these words helps us understand the amazing world under the sea.



Student Name: _____

Date: _____

Strange Words for Strange Creatures

Some sea animals have special features that help (8)
them survive. For example, some can glow in the (17)
dark. This is called bioluminescence. It helps (24)
animals find food or stay away from danger. Other (33)
animals use camouflage to blend in with their (41)
surroundings. This means they can hide from bigger (49)
animals that want to eat them. (55)
A few sea animals are venomous. This means they (64)
have poison that can hurt others. Some animals (72)
have spines, which are sharp points that protect (80)
them. Others make slime to stay safe or move more (90)
easily in the water. (94)
These words help us talk about how animals look (103)
and act. The ocean is full of new and different (113)
creatures. Learning these words helps us (119)
understand the amazing world under the sea. (126)

Comprehension Questions:

Literal Question:

What does camouflage help animals do?

Answer:

Hide from bigger animals.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might glowing help animals stay safe?

Answer:

It can help them avoid danger.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does venomous mean in the passage?

Answer:

Having poison that can hurt others.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L 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: Strange Words for Strange Creatures

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 126

High-Frequency Words

away, different, move, new, stay

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 an animal that can blend in with its home."
"How do spines or slime help animals stay safe?"

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!)