

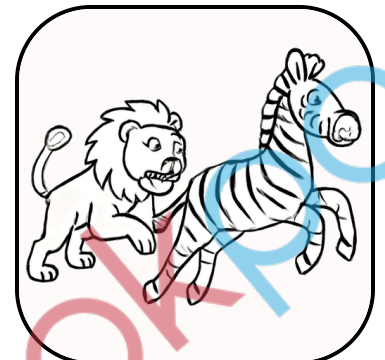
Name: _____

Who Hunts and Who Hides?

In nature, animals must find ways to live and stay safe. Some animals are called predators. A predator is an animal that hunts and eats other animals for food. For example, a lion is a predator because it hunts for food on the land.

The animals that predators hunt are called prey. Prey animals often need to run away or hide to stay alive. A zebra is prey because it must move quickly to escape a hungry lion. There are many different kinds of predators and prey all around the world.

Knowing about predators and prey helps us learn how animals survive. Each animal has its own way to help it stay safe or catch food. This is one reason nature is so interesting and full of surprises.



Student Name: _____

Date: _____

Who Hunts and Who Hides?

In nature, animals must find ways to live and stay (10)
safe. Some animals are called predators. A (17)
predator is an animal that hunts and eats other (26)
animals for food. For example, a lion is a (35)
predator because it hunts for food on the land. (44)
The animals that predators hunt are called prey. (52)
Prey animals often need to run away or hide to (62)
stay alive. A zebra is prey because it must move (72)
quickly to escape a hungry lion. There are many (81)
different kinds of predators and prey all around (89)
the world. (91)
Knowing about predators and prey helps us learn (99)
how animals survive. Each animal has its own way (108)
to help it stay safe or catch food. This is one (119)
reason nature is so interesting and full of (127)
surprises. (128)

Comprehension Questions:

Literal Question:

What is a predator?

Answer:

An animal that hunts and eats other animals.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do prey animals need to hide or run?

Answer:

To stay safe from predators.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'prey' mean in this passage?

Answer:

An animal hunted by another animal.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 Word Count: 128

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: Who Hunts and Who Hides?

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 128

High-Frequency Words

different, land, live, move, 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:
"Share a time you saw a predator or prey animal."
"Why do you think animals have special ways to survive?"

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!)