

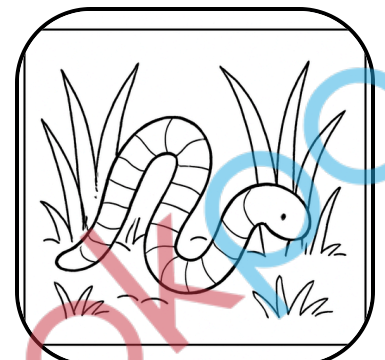
Name: \_\_\_\_\_

## Worms: Helpers Underground

Worms are small animals that live in the soil. They spend most of their time moving through the dirt. As worms wiggle around, they make tiny tunnels. These tunnels let more air and water reach plant roots. This helps plants grow strong and healthy.

Worms also eat dead leaves and plants. After they eat, they leave behind rich bits called castings. These castings give the soil good things that plants need. Worms work hard every day, even though you may not see them. Without worms, the land would not be the same.

Worms are important for our world. They help plants, animals, and people. The next time you see a worm, remember how much they do for us!



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Worms: Helpers Underground

Worms are small animals that live in the soil. (9)

They spend most of their time moving through the (18)

dirt. As worms wiggle around, they make tiny (26)

tunnels. These tunnels let more air and water (34)

reach plant roots. This helps plants grow strong (42)

and healthy. (44)

Worms also eat dead leaves and plants. After they (53)

eat, they leave behind rich bits called castings. (61)

These castings give the soil good things that (69)

plants need. Worms work hard every day, even (77)

though you may not see them. Without worms, the (86)

land would not be the same. (92)

Worms are important for our world. They help (100)

plants, animals, and people. The next time you see (109)

a worm, remember how much they do for us! (118)

### Comprehension Questions:

#### Literal Question:

What do worms make in the soil?

#### Answer:

Tiny tunnels.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why might plants grow better when worms are in the soil?

#### Answer:

Worms help soil get air and water.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does the word 'castings' mean in the passage?

#### Answer:

Rich bits worms leave after eating.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL K      Grade Level: 2      Word Count: 118

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: Worms: Helpers Underground

### Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 118

### High-Frequency Words

after, air, animal, land, work

### 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:  
"Why do you think worms are important to the earth?"  
"Describe what might happen if there were no worms."

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!)