

Name: _____

Why Do We Celebrate Groundhog Day?

Groundhog Day is a special event in America that happens every year on February 2. People gather around to watch a little animal called a groundhog come out of its home. They want to know if winter will end soon or last a while longer. If the groundhog sees its shadow, winter will stay for six more weeks. If not, spring will come early.

Many towns in America have big celebrations on Groundhog Day. People have fun, play games, and cheer for the groundhog. This day is also a way for people to come together and hope for good weather. Groundhog Day is just one example of how we use animals and traditions to mark changes in the year.



Student Name: _____

Date: _____

Why Do We Celebrate Groundhog Day?

Groundhog Day is a special event in America that (9)
happens every year on February 2. People gather (17)
around to watch a little animal called a groundhog (26)
come out of its home. They want to know if winter (37)
will end soon or last a while longer. If the (47)
groundhog sees its shadow, winter will stay for (55)
six more weeks. If not, spring will come early. (64)
Many towns in America have big celebrations on (72)
Groundhog Day. People have fun, play games, and (80)
cheer for the groundhog. This day is also a way (90)
for people to come together and hope for good (99)
weather. Groundhog Day is just one example of how (108)
we use animals and traditions to mark changes in (117)
the year. (119)

Comprehension Questions:

Literal Question:

What animal is watched on Groundhog Day?

Answer:

A groundhog.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people enjoy coming together for Groundhog Day?

Answer:

They like celebrating and hoping for good weather.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'celebrations' mean in the passage?

Answer:

Fun events where people come together.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 119

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: Why Do We Celebrate Groundhog Day?

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 119

High-Frequency Words

America, animal, around, came, end

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 another season and a special day people celebrate."
"What would you hope the groundhog sees? Why?"

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!)