

Name: _____

Dig, Dig, Dig!

Digging means using your hands or tools to move dirt or sand from one place to another. People dig to plant flowers, build houses, or search for things. Shovels are handy tools that help us dig by scooping up soil. The flat end of a shovel goes into the ground, and you use the handle to lift the dirt away.

When you dig, you make a hole in the ground. Some holes can be small, while others are big and deep. But people cannot dig through the whole earth. The earth is made of layers, and after a certain point, it gets too hard and hot to dig any farther.

Digging can help us learn about the world under our feet. It can also be good work and a fun way to explore outside.



Student Name: _____

Date: _____

Dig, Dig, Dig!

Digging means using your hands or tools to move (9)
dirt or sand from one place to another. People dig (19)
to plant flowers, build houses, or search for (27)
things. Shovels are handy tools that help us dig (36)
by scooping up soil. The flat end of a shovel goes (47)
into the ground, and you use the handle to lift (57)
the dirt away. (60)

When you dig, you make a hole in the ground. Some (71)
holes can be small, while others are big and deep. (81)
But people cannot dig through the whole earth. The (90)
earth is made of layers, and after a certain (99)
point, it gets too hard and hot to dig any (109)
farther. (110)

Digging can help us learn about the world under (119)
our feet. It can also be good work and a fun way (131)
to explore outside. (134)

Comprehension Questions:

Literal Question:

What tool helps people dig by scooping up soil?

Answer:

A shovel.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might it be fun to dig outside?

Answer:

You can explore and find new things.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does digging mean in this passage?

Answer:

Moving dirt or sand from one place to another.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 134

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: Dig, Dig, Dig!

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 134

High-Frequency Words

after, big, hand, help, 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:
"Describe a time you dug a hole or used a shovel."
"Why do you think people need to dig holes?"

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!)