

Name: _____

Big Balloons and a Thanksgiving Tradition

Thanksgiving is a special holiday in the United States. Families often gather to eat a big meal together and give thanks for what they have. In the city of New York, people also celebrate by watching a huge parade. This parade is called the Macy's Thanksgiving Day Parade.

The parade began almost one hundred years ago and has become an important part of the holiday. Every year, giant balloons float high above the streets. Marching bands, clowns, and people in costumes walk along the parade route. Many children and adults watch the parade, both in person and on TV.

The Macy's Parade is a fun way to start Thanksgiving. It brings people together and adds excitement to the day.



Student Name: _____

Date: _____

Big Balloons and a Thanksgiving Tradition

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Macy's Thanksgiving Day Parade. (48)

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year, giant balloons float high above the streets. (74)

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adults watch the parade, both in person and on TV. (99)

The Macy's Parade is a fun way to start (108)

Thanksgiving. It brings people together and adds (115)

excitement to the day. (119)

Comprehension Questions:

Literal Question:

What city holds the Macy's Thanksgiving Day Parade?

Answer:

New York

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do families like to watch the parade together?

Answer:

It helps them feel excited and united for the holiday.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'above' mean in this passage?

Answer:

High up in the air

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 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: Big Balloons and a Thanksgiving Tradition

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 119

High-Frequency Words

above, adults, almost, along, both

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 family tradition you enjoy on holidays."
"How do parades make celebrations more special?"

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!)