

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

## From Seed to Pumpkin

A pumpkin is a big, round fruit that grows on the ground. It starts as a tiny seed. First, the seed goes into the soil. It needs water and sunlight to grow. Soon, a green sprout pops up.

The sprout gets bigger and becomes a vine. Flowers bloom on the vine, and then small green pumpkins begin to grow. Over time, the pumpkins get larger and turn orange. Many pumpkins are ready to be picked in the fall.

People use pumpkins for many things. Some use them to make pies or soup. Others use them for fun decorations. It is amazing to see how one small seed can grow into a giant pumpkin!



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

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

### From Seed to Pumpkin

A pumpkin is a big, round fruit that grows on the (11)  
ground. It starts as a tiny seed. First, the seed (21)  
goes into the soil. It needs water and sunlight to (31)  
grow. Soon, a green sprout pops up. (38)  
The sprout gets bigger and becomes a vine. Flowers (47)  
bloom on the vine, and then small green pumpkins (56)  
begin to grow. Over time, the pumpkins get larger (65)  
and turn orange. Many pumpkins are ready to be (74)  
picked in the fall. (78)  
People use pumpkins for many things. Some use them (87)  
to make pies or soup. Others use them for fun (97)  
decorations. It is amazing to see how one small (106)  
seed can grow into a giant pumpkin! (113)

### Comprehension Questions:

#### Literal Question:

What does a pumpkin start as?

#### Answer:

A tiny seed.

#### Student Answer:

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

#### Inferential Question:

Why do you think pumpkins need sunlight to grow?

#### Answer:

Plants need sunlight to make food and get bigger.

#### Student Answer:

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

#### Vocabulary Question:

What does "bloom" mean in the passage?

#### Answer:

It means flowers open up.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL J      Grade Level: 1      Word Count: 113

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: From Seed to Pumpkin

### Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 113

### High-Frequency Words

first, many, one, some, use

### 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:  
"Have you ever seen a pumpkin grow? Tell about it."  
"What would you do with a giant pumpkin?"

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!)