

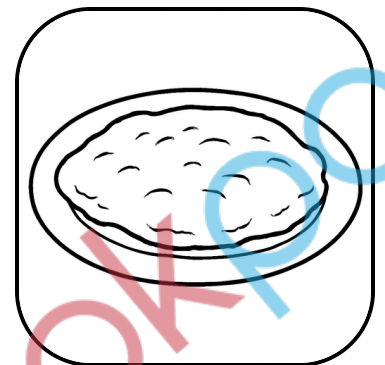
Name: _____

Fry Bread: More Than Just Food

Native Americans are the first people who lived on the land we now call the United States. There are many different Native groups, each with its own language and traditions. Their cultures are rich with art, music, and ways to live close to the earth.

A long time ago, Native Americans faced hard times when they were forced to leave their homes. They did not always have enough food. Out of these hard days, fry bread began. People used simple ingredients they had to make something they could eat and share.

Today, fry bread is much more than food. It is a way for families and friends to come together. Fry bread shows the strength and spirit of Native people.



Student Name: _____

Date: _____

Fry Bread: More Than Just Food

Native Americans are the first people who lived on (9)
the land we now call the United States. There are (19)
many different Native groups, each with its own (27)
language and traditions. Their cultures are rich (34)
with art, music, and ways to live close to the (44)
earth. (45)

A long time ago, Native Americans faced hard times (54)
when they were forced to leave their homes. They (63)
did not always have enough food. Out of these hard (73)
days, fry bread began. People used simple (80)
ingredients they had to make something they could (88)
eat and share. (91)

Today, fry bread is much more than food. It is a (102)
way for families and friends to come together. Fry (111)
bread shows the strength and spirit of Native (119)
people. (120)

Comprehension Questions:

Literal Question:

Why did Native Americans make fry bread?

Answer:

They made it during hard times with simple ingredients.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might fry bread help people feel close to each other?

Answer:

It brings families and friends together to share.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'traditions' mean in the passage?

Answer:

Ways people do things in their culture.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 120

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: Fry Bread: More Than Just Food

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 120

High-Frequency Words

always, begin, earth, enough, together

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 food that is special to your family."
"Why do you think sharing food is important in a community?"

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!)