

Name: _____

How Gardens Grow

A garden is a special place in the ground. It is where you can grow plants. Most plants start as small seeds. You put the seeds in the soil and cover them up.

To help the seeds grow, you give them water and sun. The sun warms the soil, and water helps the seeds wake up. After a while, you may see green leaves poke up from the dirt.

Plants need care. You pull out weeds that try to grow in the same spot. When your plants are big, you can pick them. This is called harvesting.

Growing a garden takes time, but it is fun to see what you can grow!



Student Name: _____

Date: _____

How Gardens Grow

A garden is a special place in the ground. It is (11)
where you can grow plants. Most plants start as (20)
small seeds. You put the seeds in the soil and (30)
cover them up. (33)
To help the seeds grow, you give them water and (43)
sun. The sun warms the soil, and water helps the (53)
seeds wake up. After a while, you may see green (63)
leaves poke up from the dirt. (69)
Plants need care. You pull out weeds that try to (79)
grow in the same spot. When your plants are big, (89)
you can pick them. This is called harvesting. (97)
Growing a garden takes time, but it is fun to see (108)
what you can grow! (112)

Comprehension Questions:

Literal Question:

What do you put in the soil to grow plants?

Answer:

You put seeds in the soil.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people need to take care of a garden?

Answer:

So the plants can grow healthy and strong.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'harvesting' mean in the passage?

Answer:

Picking plants when they are big.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL B Grade Level: K Word Count: 112

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: How Gardens Grow

Passage Details

Grade Level: K

Reading Level: F&P GRL B

Word Count: 112

High-Frequency Words

and, in, is, the, you

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:
"What would you like to grow in a garden?"
"How do you think plants change as they grow?"

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!)