

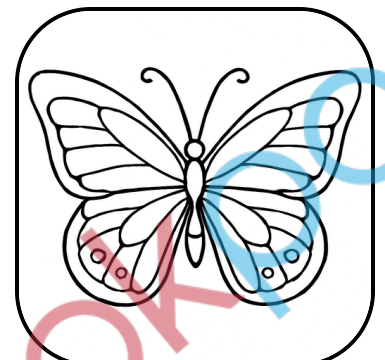
Name: _____

From Egg to Butterfly

Butterflies are special insects that go through four stages in their life. First, a butterfly lays an egg on a leaf. After some time, a tiny caterpillar comes out of the egg. This part of the life cycle is called the larva stage. The caterpillar eats leaves and grows bigger every day.

Next, the caterpillar forms a shell around itself. This shell is called a chrysalis. Inside, the caterpillar changes into a butterfly. When it is ready, the butterfly comes out of the chrysalis. Now, it can fly away to find flowers.

All butterflies start as eggs. They do not stay the same. They grow and change, just like you do. Nature has many ways to help animals grow!



Student Name: _____

Date: _____

From Egg to Butterfly

Butterflies are special insects that go through (7)

four stages in their life. First, a butterfly lays (16)

an egg on a leaf. After some time, a tiny (26)

caterpillar comes out of the egg. This part of the (36)

life cycle is called the larva stage. The (44)

caterpillar eats leaves and grows bigger every (51)

day. (52)

Next, the caterpillar forms a shell around itself. (60)

This shell is called a chrysalis. Inside, the (68)

caterpillar changes into a butterfly. When it is (76)

ready, the butterfly comes out of the chrysalis. (84)

Now, it can fly away to find flowers. (92)

All butterflies start as eggs. They do not stay (101)

the same. They grow and change, just like you do. (111)

Nature has many ways to help animals grow! (119)

Comprehension Questions:

Literal Question:

What is the second stage of a butterfly's life?

Answer:

The caterpillar, or larva, stage.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think a butterfly's life cycle has many stages?

Answer:

Each stage helps the butterfly grow and survive.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What is a chrysalis, as used in the passage?

Answer:

A shell where a caterpillar changes into a butterfly.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL G Grade Level: 1 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: From Egg to Butterfly

Passage Details

Grade Level: 1

Reading Level: F&P GRL G

Word Count: 119

High-Frequency Words

all, comes, first, like, out

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 what happens after a butterfly lays an egg."
"How do you think a caterpillar feels inside a chrysalis?"

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!)