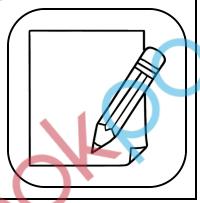
What Makes a Poem a Poem?

Poetry is a special kind of writing. Unlike stories or essays, poems do not always follow common rules. A poem might have short lines or even rhyme. Some poems use repetition, where words or lines are used again and again. This can make the poem feel like a song or a game.

Poems can be about anything. People write poems to share how they feel, tell about something that happened, or describe things they see. The words in a poem are carefully chosen. Sometimes, a poem can be filled with emotion, or it might paint a clear picture in your mind.

There are many forms of poetry. Some are built with rhyme, while others are not. No matter the form, poetry gives people a special way to bring their thoughts and feelings to others.



Student Name:

Prosody: 1 2

Comprehension: ______ / 3 correct

	What Makes a Poem a Poem?		Comprehension Questions:
	Poetry is a special kind of writing. Unlike	(8)	Literal Question: What can poems use to sound like
	stories or essays, poems do not always follow	(16)	a song or a game? Answer:
	common rules. A poem might have short lines or	(25)	Repetition of words or lines
	even rhyme. Some poems use repetition, where words	(33)	Student Answer:
	or lines are used again and again. This can make	(43)	
	the poem feel like a song or a game.	(52)	Correct Incorrect
	Poems can be about anything. People write poems to	(61)	Inferential Question:
	share how they feel, tell about something that	(69)	Why might someone choose to write a poem instead of a story?
	happened, or describe things they see. The words	(77)	Answer:
	in a poem are carefully chosen. Sometimes, a poem	(86)	To share feelings in a creative way Student Answer:
	can be filled with emotion, or it might paint a	(96)	
	clear picture in your mind.		
	There are many forms of poetry. Some are built	(110)	Correct Incorrect
	with rhyme, while others are not. No matter the	(119)	Vocabulary Question: What does 'carefully' mean in the
	form, poetry gives people a special way to bring	(128)	passage?
	their thoughts and feelings to others.	(134)	Answer: With special attention or thought
			Student Answer:
	Scoring Guide		
	Text Level: F&P GRL T Grade Level: 5 Word Count: 134	1	
	Total Words Read:	- X	Correct Incorrect
	Errors:		Notes:
	WCPM: (total words read — errors = WCPM)		
1	WCPM: Below grade level At grade level Above grade level		

Date:

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		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: What Makes a Poem a Poem?

Passage Details

Grade Level: 5

Reading Level: F&P GRL T

Word Count: 134

High-Frequency Words

bring, carefully, common, filled, game

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 time you wrote or heard a poem."

"How can poetry help people share feelings?"

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!)