

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

## 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: \_\_\_\_\_

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

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can be filled with emotion, or it might paint a (96)  
clear picture in your mind. (101)  
There are many forms of poetry. Some are built (110)  
with rhyme, while others are not. No matter the (119)  
form, poetry gives people a special way to bring (128)  
their thoughts and feelings to others. (134)

### Comprehension Questions:

#### Literal Question:

What can poems use to sound like a song or a game?

#### Answer:

Repetition of words or lines

#### Student Answer:

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

#### Inferential Question:

Why might someone choose to write a poem instead of a story?

#### Answer:

To share feelings in a creative way

#### Student Answer:

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

#### Vocabulary Question:

What does 'carefully' mean in the passage?

#### Answer:

With special attention or thought

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL T      Grade Level: 5      Word Count: 134

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: 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!)