

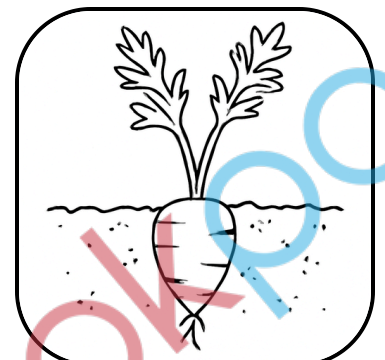
Name: \_\_\_\_\_

## From Tiny Seed to Tasty Plant

Some plants start as tiny seeds in the soil. When you put a seed in the ground, it needs water and sunlight to grow. The seed will not turn into a plant right away. It takes time for roots and leaves to come out. This is called the plant life cycle.

In a garden, you can help by watering and pulling out weeds. Plants must get enough sunlight, or they will not be healthy.

If you wait and take care of your plant, it can grow big and strong. Soon, you may see a flower or even a tasty vegetable! Plants need care, time, and a little bit of patience.



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

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

### From Tiny Seed to Tasty Plant

Some plants start as tiny seeds in the soil. When (10)

you put a seed in the ground, it needs water and (21)

sunlight to grow. The seed will not turn into a (31)

plant right away. It takes time for roots and (40)

leaves to come out. This is called the plant life (50)

cycle. (51)

In a garden, you can help by watering and pulling (61)

out weeds. Plants must get enough sunlight, or (69)

they will not be healthy. (74)

If you wait and take care of your plant, it can (85)

grow big and strong. Soon, you may see a flower or (96)

even a tasty vegetable! Plants need care, time, (104)

and a little bit of patience. (110)

### Comprehension Questions:

#### Literal Question:

What do seeds need to grow?

#### Answer:

Water and sunlight.

#### Student Answer:

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

#### Inferential Question:

Why do you think plants take time to grow?

#### Answer:

They change slowly and need care.

#### Student Answer:

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

#### Vocabulary Question:

What does 'cycle' mean in plant life cycle?

#### Answer:

A set of steps that repeat.

#### Student Answer:

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

### Scoring Guide

Text Level: F&P GRL G Grade Level: 1 Word Count: 110

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

### Notes:

## 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: From Tiny Seed to Tasty Plant

### Passage Details

Grade Level: 1

Reading Level: F&P GRL G

Word Count: 110

### High-Frequency Words

come, not, some, time, will

### 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 planted something."  
"Why is patience important in gardening?"

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!)