

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

# Why Our Bodies Need More Than Just Chocolate

Eating a mix of foods is important to keep our bodies strong and healthy. Our bodies need many different kinds of food, like fruits, vegetables, grains, and protein, to grow and work well. If we eat only one kind of food, like chocolate, we might not get enough vitamins or energy.

Doctors and parents often talk about eating a balanced diet. This means having the right amount of different foods each day. For example, eating both carrots and chicken helps our eyes and muscles. Eating too much of something sweet might seem fun at first, but it can leave us feeling tired or even make us sick.

Healthy eating is about making good choices. When we eat a mix of foods, we help our bodies do their best every day.



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

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

### Why Our Bodies Need More Than Just Chocolate

Eating a mix of foods is important to keep our (10)

bodies strong and healthy. Our bodies need many (18)

different kinds of food, like fruits, vegetables, (25)

grains, and protein, to grow and work well. If we (35)

eat only one kind of food, like chocolate, we (44)

might not get enough vitamins or energy. (51)

Doctors and parents often talk about eating a (59)

balanced diet. This means having the right amount (67)

of different foods each day. For example, eating (75)

both carrots and chicken helps our eyes and (83)

muscles. Eating too much of something sweet might (91)

seem fun at first, but it can leave us feeling (101)

tired or even make us sick. (107)

Healthy eating is about making good choices. When (115)

we eat a mix of foods, we help our bodies do their (127)

best every day. (130)

### Comprehension Questions:

#### Literal Question:

What does a balanced diet mean?

#### Answer:

Eating the right amount of different foods each day.

#### Student Answer:

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

#### Inferential Question:

Why do you think eating only sweets might be a problem?

#### Answer:

It does not give our bodies what they need to stay healthy.

#### Student Answer:

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

#### Vocabulary Question:

What does the word 'protein' mean in the passage?

#### Answer:

A type of food that helps our bodies grow and work well.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 130

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: Why Our Bodies Need More Than Just Chocolate

### Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 130

### High-Frequency Words

both, enough, example, eyes, often

### 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 meal that has a mix of healthy foods."  
"Why do you think parents remind us to eat vegetables?"

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!)