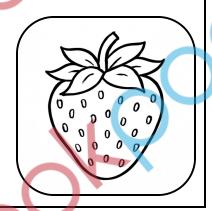
# Strawberries in the Garden

Strawberries are small, red fruits that grow in gardens. They have tiny seeds on their skin and taste sweet and juicy. Many people like to eat them fresh or use them to make jam. Each strawberry starts as a flower, and it needs sun and water to grow big and ripe.

Some animals, like birds, also love to eat strawberries. That is why people sometimes use nets or fences to keep animals out of the garden. If you look closely, you can see how bright and shiny a ripe strawberry can be. They are one of the most popular fruits around the world. When you find one in a garden, it can feel like a special treat!



Student Name:

**Prosody:** 1 2 3 4

Comprehension: \_\_\_\_\_\_ / 3 correct

Date:

| Strawberries in the Garden                                      |       | Comprehension Questions:                                      |
|---|-------|---|
| Strawberries are small, red fruits that grow in                 | (8)   | Literal Question: What color are ripe strawberries?           |
| gardens. They have tiny seeds on their skin and                 | (17)  | Answer:<br>Red  |
| taste sweet and juicy. Many people like to eat                  | (26)  | Student Answer:   |
| them fresh or use them to make jam. Each                        | (35)  |   |
| strawberry starts as a flower, and it needs sun                 | (44)  |   |
| and water to grow big and ripe.                                 | (51)  | CorrectIncorrect  |
| Some animals, like birds, also love to eat                      | (59)  | Inferential Question:   |
| strawberries. That is why people sometimes use                  | (66)  | Why might people want to keep animals away from strawberries? |
| nets or fences to keep animals out of the garden.               | (76)  | Answer: So animals do not eat the                             |
| If you look closely, you can see how bright and                 | (86)  | strawberries.  Student Answer:                                |
| shiny a ripe strawberry can be. They are one of                 | (96)  | Student Answer.   |
| the most popular fruits around the world. When you              | (105) |   |
| find one in a garden, it can feel like a special                | (116) | CorrectIncorrect  |
| treat!  | (117) | Vocabulary Question: What does 'ripe' mean when talking       |
|   |       | about fruit?  |
|   |       | Answer:<br>Ready to eat                                       |
| Scoring Guide   |       | Student Answer:   |
| Text Level: F&P GRL   Grade Level: 1 Word Count: 1              | 17    |   |
| Total Words Read:   |       | CorrectIncorrect  |
| Errors:   |       | Notes:  |
| WCPM: (total words read — errors = WCPM)                        |       |   |
| <b>WCPM:</b> Below grade level At grade level Above grade level |       |   |

# 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<br>Volume | monotone or quiet                 | some<br>expression       | appropriate expression           | varied, natural expression         |  |
| Phrasing                 | word-by-word<br>reading           | some phrase<br>groupings | generally smooth phrasing        | natural, meaningful<br>phrasing    |  |
| Smoothness               | frequent pauses, starts and stops | occasional<br>breaks     | mostly smooth reading            | fluent and confident               |  |
| Pace                     | too slow or too<br>fast           | uneven pace              | generally<br>appropriate<br>pace | consistent,<br>conversational pace |  |

| Grade Leve | el Norms (WC | PM) *    | ノ        |        |          |           |           |
|------------|--------------|----------|----------|--------|----------|-----------|-----------|
| 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 |

<sup>\*</sup> Rasinski Words Correct Per Minute Target Rates

#### Fluency Builder: Strawberries in the Garden

## **Passage Details**

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 117

## High-Frequency Words

each, find, look, out, use

#### 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 your favorite fruit and how it tastes."

"Have you ever picked fruit in a garden? Tell about it."

# 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!)