

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

## Tops and Bottoms: Which Part Do You Eat?

Plants grow in many ways, and people eat different parts of them. Some vegetables grow above the ground. We eat the leaves, stems, or flowers of these plants. For example, lettuce, celery, and broccoli are all tops that we eat. nOther vegetables grow below the ground. These are called root vegetables. Carrots, potatoes, and beets are some examples. People eat the bottoms of these plants, which grow under the soil. These parts store food for the plant and are often packed with nutrients.

It is important to know which part of a plant you are eating. This can help you add more variety to your meals, eat different food, and keep your body healthy.



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

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

### Tops and Bottoms: Which Part Do You Eat?

Plants grow in many ways, and people eat different (9)  
parts of them. Some vegetables grow above the (17)  
ground. We eat the leaves, stems, or flowers of (26)  
these plants. For example, lettuce, celery, and (33)  
broccoli are all tops that we eat. nOther (41)  
vegetables grow below the ground. These are called (49)  
root vegetables. Carrots, potatoes, and beets are (56)  
some examples. People eat the bottoms of these (64)  
plants, which grow under the soil. These parts (72)  
store food for the plant and are often packed with (82)  
nutrients. (83)  
It is important to know which part of a plant you (94)  
are eating. This can help you add more variety to (104)  
your meals, eat different food, and keep your body (113)  
healthy. (114)

### Comprehension Questions:

#### Literal Question:

Which part of the carrot do people eat?

#### Answer:

The root below the ground.

#### Student Answer:

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

#### Inferential Question:

How do root vegetables grow underground?

#### Answer:

They get sunlight (energy) from the leaves that grow above the ground.

#### Student Answer:

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

#### Vocabulary Question:

What does 'edible' mean in the passage?

#### Answer:

Something you can eat.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL N    Grade Level: 3    Word Count: 114

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: Tops and Bottoms: Which Part Do You Eat?

### Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 114

### High-Frequency Words

above, add, example, important, clove

### 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 vegetable and which part you eat."  
"Why do you think plants have both tops and bottoms we can eat?"

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!)