

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: _____

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(9)
(17)
(26)
(33)
(41)
(49)
(56)
(64)
(72)
(82)
(83)
(94)
(104)
(113)
(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
Expression and Volume	monotone or quiet	some expression	appropriate expression	varied, natural expression
Phrasing	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
Smoothness	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
Pace	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
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

* 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, close

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!)