

Name: _____

From Seed to Supper: Life on a Farm

Farming is hard work, but it is also very important. Many people around the world grow food on farms. Crops like potatoes are planted in the ground and need air, water, and sunlight to grow strong. Farmers must take care of their plants every day. They pull out weeds and water the soil.

Family members often help with the work. Some may plant seeds, while others pick the crops when they are ready. After the harvest, the food can be eaten at home or sold to others. If the crops do not grow well, there may not be enough food to last through the year. Farmers must plan and work together to have a good harvest.



Student Name: _____

Date: _____

From Seed to Supper: Life on a Farm

Farming is hard work, but it is also very (9)
important. Many people around the world grow food (17)
on farms. Crops like potatoes are planted in the (26)
ground and need air, water, and sunlight to grow (35)
strong. Farmers must take care of their plants (43)
every day. They pull out weeds and water the soil. (53)
Family members often help with the work. Some may (62)
plant seeds, while others pick the crops when they (71)
are ready. After the harvest, the food can be (80)
eaten at home or sold to others. If the crops do (91)
not grow well, there may not be enough food to (101)
last through the year. Farmers must plan and work (110)
together to have a good harvest. (116)

Comprehension Questions:

Literal Question:

What do farmers need to help plants grow?

Answer:

Air, water, and sunlight.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might a family work together on a farm?

Answer:

Farming needs many hands to finish all the jobs.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'harvest' mean in the passage?

Answer:

Picking crops when they are ready.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 116

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: From Seed to Supper: Life on a Farm

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 116

High-Frequency Words

after, air, around, home, work

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 job you might do to help on a farm."
"Why is it important to care for crops every day?"

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!)