

Name: _____

Welcome to the Farm!

A farm is a big place where people grow food and care for animals. You can find cows, ducks, and even puppies living on a farm. The animals have homes in barns or fields, and each one is special in its own way.

Farmers work hard every day. They plant seeds in the ground to grow plants. They give food and water to the animals. Sometimes, a machine helps to pull wagons or carry heavy things.

Farms are busy and full of life. There is always something new happening on a farm. Farms help give us many things we need, such as milk and eggs. The farm is an important place for people and animals.



Student Name: _____

Date: _____

Welcome to the Farm!

A farm is a big place where people grow food and (11)
care for animals. You can find cows, ducks, and (20)
even puppies living on a farm. The animals have (29)
homes in barns or fields, and each one is special (39)
in its own way. (43)
Farmers work hard every day. They plant seeds in (52)
the ground to grow plants. They give food and (61)
water to the animals. Sometimes, a machine helps (69)
to pull wagons or carry heavy things. (76)
Farms are busy and full of life. There is always (86)
something new happening on a farm. Farms help give (95)
us many things we need, such as milk and eggs. The (106)
farm is an important place for people and animals. (115)

Comprehension Questions:

Literal Question:

What are some animals you can find on a farm?

Answer:

Cows, ducks, and puppies.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think farms are busy places?

Answer:

There is a lot to do and care for on a farm.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'farmer' mean in this passage?

Answer:

A person who works on a farm.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL C Grade Level: K Word Count: 115

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: Welcome to the Farm!

Passage Details

Grade Level: K

Reading Level: F&P GRL C

Word Count: 115

High-Frequency Words

and, from, is, the, you

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:
"What animals would you like to see on a farm?"
"How do farms help people in your community?"

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!)