

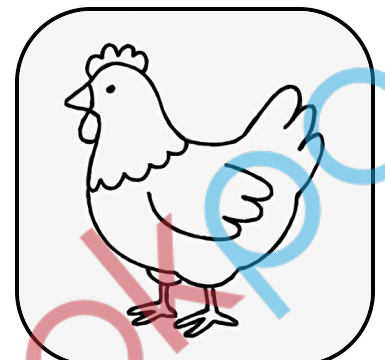
Name: _____

Life on the Farm

A farm is a special place where people grow food and take care of animals. You can find many kinds of animals on a farm. Hens are birds that lay eggs. There may also be cows, pigs, and sheep. A fox is an animal that sometimes comes near farms, but it does not live there.

Farms have many different parts. There can be a pond with water, a haystack that is made from dry grass, and a mill to grind grain. You might see a fence to keep animals safe and a beehive where bees live. Each part of the farm has an important job.

Farms help people by giving us food and other things we need. That is why farms are such a big part of our world.



Student Name: _____

Date: _____

Life on the Farm

A farm is a special place where people grow food (10)
and take care of animals. You can find many kinds (20)
of animals on a farm. Hens are birds that lay (30)
eggs. There may also be cows, pigs, and sheep. A (40)
fox is an animal that sometimes comes near farms, (49)
but it does not live there. (55)

Farms have many different parts. There can be a (64)
pond with water, a haystack that is made from dry (74)
grass, and a mill to grind grain. You might see a (85)
fence to keep animals safe and a beehive where (94)
bees live. Each part of the farm has an important (104)
job. (105)

Farms help people by giving us food and other (114)
things we need. That is why farms are such a big (125)
part of our world. (129)

Comprehension Questions:

Literal Question:

What is a hen?

Answer:

A bird that lays eggs.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why are farms important to people?

Answer:

They give us food and things we need.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does a 'fence' do on a farm?

Answer:

Keeps animals safe.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL F Grade Level: 1 Word Count: 129

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: Life on the Farm

Passage Details

Grade Level: 1

Reading Level: F&P GRL F

Word Count: 129

High-Frequency Words

can, each, may, there, where

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 an animal you might see on a farm."
"What job would you like to do on a farm?"

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!)