

Name: _____

A Day on the Farm

A farm is a busy place where people grow food and care for animals. Many farms have large fields where crops like corn, wheat, or vegetables are planted and harvested. Farmers work hard from early morning until the sun goes down.

Farm animals can include cows, horses, chickens, and even a dog to help with chores. In every area of the farm, there are special jobs to do, like feeding animals or checking the crops. Each season brings a pattern of new tasks, such as planting in spring and harvesting in fall.

Farms are important because they produce many products we use every day. Understanding farm life helps us appreciate where our food comes from and how much work is needed to grow it.



Student Name: _____

Date: _____

A Day on the Farm

A farm is a busy place where people grow food and (11)

care for animals. Many farms have large fields (19)

where crops like corn, wheat, or vegetables are (27)

planted and harvested. Farmers work hard from (34)

early morning until the sun goes down. (41)

Farm animals can include cows, horses, chickens, (48)

and even a dog to help with chores. In every area (59)

of the farm, there are special jobs to do, like (69)

feeding animals or checking the crops. Each season (77)

brings a pattern of new tasks, such as planting in (87)

spring and harvesting in fall. (92)

Farms are important because they produce many (99)

products we use every day. Understanding farm life (107)

helps us appreciate where our food comes from and (116)

how much work is needed to grow it. (124)

Comprehension Questions:

Literal Question:

What do farmers do on a farm?

Answer:

They grow food and care for animals.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it important for farms to have different jobs in each area?

Answer:

Each job helps the farm run smoothly and produce food.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'pattern' mean in the passage?

Answer:

A regular way things happen, like tasks in each season.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL R Grade Level: 4 Word Count: 124

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: A Day on the Farm

Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 124

High-Frequency Words

area, dog, fall, horses, pattern

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 what you might see and hear on a farm."
"Why do you think farms change with the seasons?"

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!)