

Fluency For Comprehension Passages: Grade 1

Congratulations on your purchase of the Really Good Stuff® **Fluency For Comprehension Passages: Grade 1**, an informal assessment tool to help students develop fluency and comprehension independently, in pairs, or at home. This product includes leveled-reading passages with comprehension questions, record sheets, a letter to families, and a CD for accessing the reproducible material. Through modeling and scaffolding, students are taught to evaluate their accuracy, rate, expression, and comprehension, as well as to collect and maintain data in these areas. In addition to improving fluency and comprehension, they will increase self-efficacy and confidence.

Meeting Common Core State Standards

The Really Good Stuff **Fluency For Comprehension Passages** aligns with the following English Language Arts Standards:

Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Reading

Range of Reading and Level of Text Complexity

Anchor Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.

This Really Good Stuff product includes:

- 30 Write Again™ Leveled Passages with Comprehension Questions
- 12 Folders (included with Fluency for Comprehension Kit, Grade 1 #306361)
- 1 CD with Reproducibles
- This Really Good Stuff Teaching Guide

Research shows a direct correlation between fluency and comprehension. Fluency instruction, practice and assessment are necessary to develop fluency. Repeated oral reading builds fluency and overall reading achievement.

Managing Fluency For Comprehension Passages

- You may choose to keep the *Leveled Passages* in a three-ring binder and make copies for marking as needed.
- All passages and reproducibles are available for copying from the CD.

- You have the option to copy just the passage side for fluency or comprehension practice without the questions, level, and rubric, which appear on the opposite side.
- Use only dry erase markers on the *Write Again™ Leveled Passages*. Students may make fluency marks for stopping points and errors, as well as comprehension marks, such as underlining and circling.
- Use colored pencils on copies and graphs.
- Visit our Web site www.reallygoodstuff.com to download Really Good Stuff Teaching Guides.

What Is Reading Fluency?

Reading fluency is the ability to decode and comprehend text at the same time. When reading aloud, fluent readers sound natural, as if they are speaking to someone. Their reading is accurate, quick, and uses proper expression. In contrast, dysfluent readers make more errors, lack expression, and read more slowly and laboriously. Based on these observable differences, oral reading fluency can be easily assessed within 60 seconds (Rasinski, 2004). Using repeated, one-minute timed readings of these *Leveled Passages*, you can informally assess your students' fluency and prepare them for formal assessments.

Avoid Equating Fast with Fluent

As noted above, fluency sounds like conversation. In some schools, there is a tendency to place too much emphasis on improving reading rate. Students are encouraged to beat their scores, even when they are already reading at a satisfactory rate. This misplaced emphasis on speed over meaning eclipses meaningful reading and is not a good use of time. Students' reading rates will improve as students become naturally more efficient and confident in decoding words. Don't speed! Read!

Fluency Instruction & Practice Guidelines

Fluency instruction leads to impressive gains when it provides regular opportunities for expressive, repeated readings coupled with coaching. The comprehension questions and fluency rubric on each *Leveled Passage* provide structure for coaching from you, peers, and families, as well as for self-analysis.

When Should Fluency Practice Begin?

Fluency instruction begins when students can read connected text with 90% or better accuracy (usually in the middle of first grade). However, fluency practice using

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repeated readings, including poetry and readers' theater, may begin as early as at the point when students are reading connected text. It is important not to emphasize rate too early, as that can have a detrimental effect on students' accuracy. It is not recommended that you time first-graders' reading rates before this 90% or better accuracy rate. Use the passages for enjoyment, practice, and informal assessment through observation for those readers who are not ready to be timed.

Appropriate Levels Are Paramount

It is critical to select the appropriate literature for instructional and independent reading. Regardless of how well a student already reads, high error rates are negatively correlated with growth, while low error rates are positively linked with growth. Place students in a text that gives them a sense of control and comfort. So, for fluency practice and timed readings, students should be reading within their independent reading level (see chart below).

A Closer Look at Reading Levels

Reading Level	Description	Suggested Accuracy Level	Purpose for Reading Text at this Level
Independent	1 in 20 difficult words	95-100%	independent reading with little or no instruction
Instructional	1 in 10 difficult words	90-94%	small group, guided reading, with instruction
Frustrational	more than 1 in 10 difficult words	less than 90%	only with intensive teacher support

Fluency Goal Guidelines

- Establish baseline fluency scores to help determine students' fluency goals.
- Determine the number of words the student needs to improve each week to reach an end-of-year goal (see norms below).
- Follow the recommended weekly improvement of one or two additional correct words per minute.
- If students are making adequate, steady progress in a level, but they are not approaching their fluency goals on a cold read (a first, unpracticed read), have them continue to read texts at that same level.
- If students are meeting their fluency goals in a cold read, move them to the next level of difficulty, or have them continue in the same level but raise the fluency goal; being careful not to encourage speed reading.

- If students are having difficulty achieving their fluency goals, move them to easier texts, or continue in the current level and lower the goal.

Collecting Fluency Data

Three reproducibles are provided for you and your students to monitor progress throughout the year:

- Student Fluency Progress Record:** For students to track their data. In addition to graphing their Words Correct Per Minute (WCPM), students also record their accuracy, rate, expression, and comprehension score. The symbols for these criteria are the same on the folder and the back of the passages. There is space to graph three readings for three different passages per reproducible page. Similar graphs are on the inside of the folder.
- WCPM Roster:** For you to track your class' WCPM in the fall, winter, and spring.
- Oral Fluency Tracker:** For you to track each student individually with more detail. It includes space for WCPM, comprehension scores, accuracy, rate, and expression, as well as anecdotal notes.

My Fluency Rubric

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Timed Readings

Before students practice timed repeated readings and collect their own data, model the steps and monitor them in this process. It may take many practice sessions before young readers are ready to take on timed readings independently; practice time invested up front pays off later.

- Show students how to gather materials, complete record sheets, and put materials away.
- Teach students how to complete a timed reading by using a stopwatch, underlining errors and marking the stop point, using different-colored pencils or dry erase markers for each reading.
- Teach students how to compute WCPM. The formula is shown on the folder and below:

Words Correct Per Minute
(WCPM)

$$\begin{array}{r} \text{Total Words Read} \\ \text{in 1 Minute} \\ - \text{Errors} \\ \hline \text{WCPM} \end{array}$$

(example: Jake read 65 words in one minute with 5 errors, giving him a WCPM score of 60.)

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Marking Fluency Errors (or Miscues)

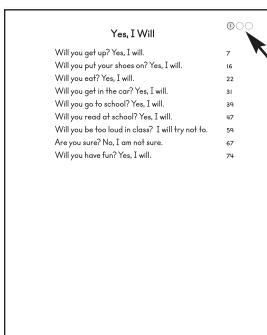
Make copies of the passages as needed to collect data, such as miscues and word counts.

Decide which types of errors to count in timed readings. Below is a list of common miscues:

- Mispronunciation
- Insertion (adding a word)
- Omission (skipping a word)
- Repetition (saying a word more often than it appears)
- Hesitation (taking too long to decode)
- Word order (changing the order of words)
- Proper nouns (not decoding names of people or places)

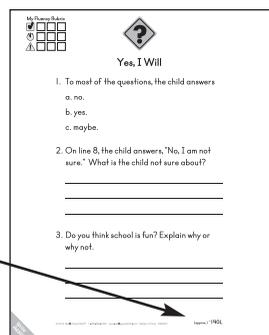
During readings, provide a five-second-wait time when a student makes an error, as self-corrections are a common and important part of the fluency process. Instruct students in the listening role to wait five seconds and not provide the reader with the correct word.

Introducing Fluency For Comprehension Passages



Front: Leveled Passage

dots



Back: Rubric, Questions, and Lexile

Lexile

30 Leveled Passages (10 at each level) are marked with a low, middle, or high dot for at-a-glance selection.

Approximate Lexiles are also provided on the passages.

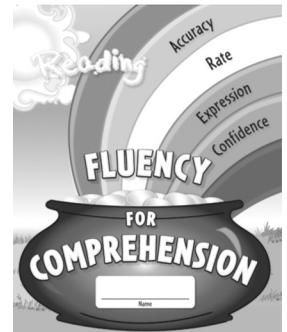
Text-dependent comprehension questions are on the back of the passages. It is important that students are able to answer questions to demonstrate comprehension.

(Some readers are quite able to call words, but not make meaning of the text.) With practice and improved fluency, students will gain confidence by seeing for themselves how much better they understand what they read.

Explain the Connection between Fluency and Comprehension

Using the rainbow cover of the folder as a visual, begin by explaining to students what fluency is and why it is important. (You might choose instead to invite students to study the cover and explain the analogy.) Note that the rainbow is the predominant piece on the cover. It

represents fluency. Several of the colors within the rainbow are labeled with key components of fluency. You might ask students if they can think of any others, such as enjoyment of reading. Just as we need sun and clouds (rain) to create a rainbow, students first need to be able to read words to become fluent. Therefore, the sun and clouds represent decoding and reading words. Fluency helps readers reach the goal of reading--understanding or comprehending the text. Fluency leads to comprehension in the same way that the rainbow leads to the legendary pot of gold, which represents comprehension.



One way to help students understand the concept of fluency and reflect on whether or not they are fluent readers, is to ask, "Did you read it as naturally as you talk?" They may ask themselves, "Do I sound like I am talking?"

The Folder: A Resource for Fluency and Comprehension

The folder's front and back covers support your initial instruction in your explanation of fluency and how it connects to comprehension (see above). The left inside of the folder consists of a fluency rubric, a list of attributes of good readers, the WCPM formula, and graphs for progress monitoring fluency and comprehension. On the right inside, strategies for tricky words are shown, as well as helpful coding symbols to mark text for comprehension. The dry erase Leveled Passages offer a great opportunity for students to mark their text for better understanding. Marking copies of the passages is another option.

Students may keep all their fluency and comprehension passages, graphs, and the letter to families in their folders.

Demonstrate Repeated Reading

Materials: A Leveled Passage, a copy of it, three different-colored pencils, a folder, a stopwatch

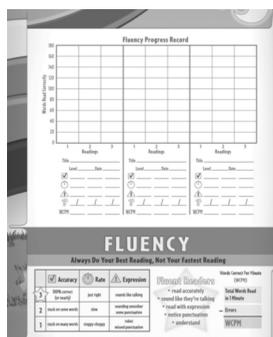
Explain to students that repeated oral reading improves fluency and comprehension. Demonstrate a reading session with a student to prove this fact.

1. Have a willing reader read a Leveled Passage (at the reader's independent level) aloud for one minute as you time the reader.
2. On your copy, use a colored pencil to underline any

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errors, and mark the stopping place with a slash when one minute is up.

3. Count the words read correctly up to your slash mark. Show students how to graph the WCPM score on a sheet or on the folder.
4. Using the fluency rubric on the back of the passage, discuss the reader's accuracy, rate, and expression. Refer to the folder's rubric to determine scoring. Have the reader fill in the rubric's first column of boxes on your copy.
5. Ask the reader the comprehension questions. If any seem difficult, talk about how rereading will help to find the answers.
6. Repeat two more times, with the student reading aloud as you mark the passage using a different-colored pencil each time. You might coach with a teaching point, such as improving expression or picking up the pace, and have the class listen for improvement. The reader completes the rubric on your copy and graphs the remaining two WCPMs on a reproducible graph or in the folder.



Name _____

Fluency Progress Record

Words Read Correctly	100								
	90								
	80								
	70								
	60								
	50								
	40								
	30								
	20								
	10								
0									

Readings: 1 2 3 1 2 3 1 2 3

Title	1	2	3	1	2	3	1	2	3
WCPM									

7. Notice how the student read more words and used more expression with each reading. The class will notice improvement, both from listening and from looking at the reader's graph.

Moving Toward Independence in Repeated Readings

Note that for first-graders, you will not time their reading in the first half of the year or until they are reading with 90% accuracy.

- When you believe your students are ready to monitor and record their own timed readings, establish a designated area in your classroom. Be sure all necessary materials, including *Leveled Passages*, copies of passages, graphs, folders, dry erase markers, colored pencils, and stopwatches are available.
- Be certain that the reader's passage is at the reader's independent level.
- Assign partners with similar reading levels. One reads

aloud while the listener times the reader for one minute and marks a copy of the passage with a colored pencil (or the listener may mark the *Leveled Passage* with a dry erase marker). The listener underlines errors and marks the stopping place.

- Have the listener calculate WCPM.
- Have the reader self-assess accuracy, rate, and expression (listed on the back of the passage) using the rubric from the folder. The reader may set a goal for the next reading. (The goal may be WCPM, pacing, expression, or comprehension.)
- Have the listener ask the reader the comprehension questions. They may discuss them. The Answer Key is included. There is a space for a comprehension score on the graphs.
- Repeat two more timed readings (or as many as are needed), using a different-colored pencil or marker each time to mark the passage.
- Following the reader's third reading, ask students to switch roles.
- At the conclusion of the session, instruct students to file or turn in their completed graphs.

Take-Home Fluency Practice

A Letter To Families Reproducible is attached and on the CD. Parents generally enjoy fluency practice because it offers quality, focused, structured time together, and, with the guidelines suggested, both students and parents feel successful. Just 20 minutes per session equates to significant gains in fluency and confidence over the school year. The folders offer both a management tool and instructional tool for students and families. Don't wait to involve your families. You will see more gains overall with this type of family support than you would with spelling lists!

Best Practices to Develop Fluency

1. Model fluent reading (read alouds).
2. Provide direct instruction and feedback.
3. Provide reader support.
4. Use repeated readings of one text.
5. Cue phrase boundaries within text (e.g., In the summer/ I like to swim/ at the pool./)
6. Provide students with easy reading material.

Prompts During Reading

- Did that sound right?
- Does that look right?
- Does that make sense?
- You're nearly right. Try it again.
- What would make sense there?

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Prompts After Reading

- I like the way you worked through that.
- You sounded like you were talking!
- That was worth all your hard work.
- That was some quick thinking!
- Great job noticing it sounded funny!
- You went back to be sure, and you made it work!
- You self-corrected!
- You knew it didn't make sense, and you fixed it!

WCPM Oral Reading Fluency Norms

Percentile	Fall	Winter	Spring	Average Weekly Improvement
Grade 1				
90	-	81	111	1.9
75	-	47	82	2.2
50	-	23	53	1.9
25	-	12	28	1
10	-	6	15	.6
Grade 2				
90	106	125	142	1.1
75	79	100	117	1.2
50	51	72	89	1.2
25	25	42	61	1.1
10	11	18	31	.06
Grade 3				
90	128	146	162	1.1
75	99	120	137	1.2
50	71	92	107	1.1
25	44	62	78	1.1
10	21	36	48	0.8

(suggested norms based on Hasbrouck & Tindal, 2006)

More Reading Activities that Build Fluency

Partner (or buddy) reading: Two readers read a passage together.

Echo reading: A student immediately echoes a more able reader, sounding almost in unison, but one voice trails the first reader.

Shared reading: Everyone (e.g., whole class) reads from the same text (often big books) at varying times throughout a lesson.

Choral reading: Everyone reads in unison.

Antiphonal reading: Similar to choral reading, but groups have assigned parts.

Phrasal boundary reading: Reading a phrase-cued passage (The lazy dog/ who sleeps on the couch/ just won't play fetch./)

Radio reading: Like a radio announcer, the reader prepares and performs a short passage for an audience.

Readers' Theater: A group reads a script without props.

I Read a Page, You Read a Page: Two readers alternate reading pages.

Preview-Pause-Prompt-Praise: Tutor and reader work together, with the tutor previewing the book cover. When the reader is stuck, the tutor waits (pause), and if the reader still cannot read the word, the tutor gives a prompt, such as, "Let's try that again." Praise follows for the reader's effort.

Repeated reading: Simply reread a passage without timing the reading.

Timed repeated reading: Reread with one-minute timings.

Reading while listening: Read and follow along to a recorded text.

Relax and read: Enjoy a book anywhere, reading silently to oneself.

It is important to note that this list does not include the age-old ineffective practice of Round Robin Reading!

Fluency Terms

Accuracy Rate: The percentage of words read without a deviation or miscue from the text. Accuracy rate is calculated by words read correctly divided by the total number of words read.

Automaticity: The ability to identify or spell words rapidly so that the student's efforts can be directed to expression and comprehension. Readers may be accurate but slow at recognizing words (lacking automaticity), which keeps them from being fluent.

Expression: A meaningful manner of reading or speaking.

Prosody: The ability to read a text orally using appropriate phrasing, pitch, stress, and smoothness. It is not reading a string of words in a monotone voice.

Words Correct Per Minute (WCPM): Within a minute, the words read correctly. Formula: Number of words read - errors = words correct per minute

Related Really Good Stuff Products

Really Good Fluency Timer (#305393)

Deluxe Write Again Colored Dry Erase Markers (#142668)

ReMarkable Dry Erase Sleeves (#304464)

Close Reading Tents (#306311)

Toobaloos (#302132)

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1 ● ● Yes, I Will -190L

1. To most of the questions, the child answers (b. yes.)
2. On line 8, the child answers “No, I am not sure.” What is the child not sure about? (The child is not sure whether he or she will be loud in class.)
3. Do you think school is fun? Explain why or why not. (Answers will vary. Example: Yes, because we get to read funny stories.)

2 ● ● In or Out? -170L

1. Why is the story called “In or Out?” (because many of the sentences have the word *in*, *out*, or both of them)
2. Where does the story happen? (in a classroom and out in a schoolyard)
3. How many people are talking in the story? (b. two)

3 ● ● My Cat Matt -90L

1. Which two words in the poem both rhyme with the name Matt? (cat and fat)
2. What does Matt love to do? (He loves to eat, play, and sleep.)
3. What is funny about the poem? (The cat thinks the child’s bed belongs to him, Matt the cat.)

4 ● ● A Fat Cat Sat on My Lap -70L

1. What is the child’s main problem? (a. The cat is too fat for the child’s little lap.)
2. Why do you think the cat will not get down from the child’s lap? (Answers may vary. Example: The cat is asleep. When it wakes up, it still does not want to get down because it feels comfortable on the child’s lap.)
3. The child says the cat looks mad. Do you think the cat really is mad? Explain why you think so. (Answers may vary. Example: Yes, cats do not like being pushed out of a comfortable spot.)

5 ● ● Why Not? -10L

1. What question does the child keep asking? (Why not?)
2. The child probably wants to bang on a pot because (b. it makes a loud noise.)
3. Why is it a bad idea to dress up a cat? (Answers may vary. Example: Most cats do not like being dressed up. You can get scratched.)

6 ● ● Here Is What I Like 10L

1. Name three things the child likes. (The child likes bananas, baseball, a toy dog, a real cat, pancakes, the child’s family, and his or her friend Sam.)
2. Name three things the child does not like. (The child does not like mean kids, green beans, falling down, scary things, or bad smells.)
3. Name one thing you like and one thing you do not like. (Answers will vary. Example: I like strawberries. I do not like cookies with raisins.)

7 ● ● Shapes and Patterns 50L

1. Name two shapes and two patterns that the writer tells about. (Shapes: square, circle, triangle, diamond, star; patterns; stripes, dots, zigzags.)
2. The writer says that a diamond is like a square. How are these two shapes the same? (They both have four sides.)
3. Look around the room. Find one shape and one pattern. Tell their names. (Answers will vary. Children might see a square-shaped book or picture. They might see other children wearing striped or dotted clothing.)

8 ● ● I Am Sick Today 70L

1. The child is sick with (a. a cold.)
2. What does Dad do to help his sick child? (Dad stays home from work. He brings his child water, juice, soup, and toast. He reads to his child and draws with his child.)
3. What is one bad thing and one good thing about being sick? (bad—you miss school and you feel bad; good—your family takes care of you, and you feel your family’s love)

9 ● ● You Are Number One 80L

1. What is this text mostly about? (the number one, as in *first* and being *alone*)
2. Name one bad thing and one good thing about being alone. (One bad thing: being alone can feel lonely. One good thing: it is quiet.)
3. What does solo mean? (You are the only one.)

10 ● ● “Go to Bed,” Mom Said 100L

1. The writer keeps using a word that rhymes with *bed*. What word is it? (said)
2. This is about a child who (b. gives lots of reasons to stay up.)
3. The child already had everything he asked for except (c. a hug.)

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11 Sunny Days, Rainy Days 130L

1. What does the child do on sunny days? (The child plays in the yard and at the park. The child runs with the dog and with friends. The friends swing on the swings, throw the ball, and yell because they are happy.)
2. On rainy days, the child plays (a. inside.)
3. If you run indoors on a rainy day, what rule must you follow? (You must be careful not to break things.)

12 Where Do We Go? 140L

1. Where does the child's sister go? (to school and to a movie)
2. Why do you think dogs and cats do not go to movies? (Answers will vary. Example: because they don't let dogs and cats in)
3. At the end of the story, they all go (c. to bed.)

13 My Puppy Jack 160L

1. In the poem, which two words both rhyme with the name Jack? (black and back)
2. Which line rhymes with this one? (line 4) His nose will be wet. (He will be the best pet.)
3. The poem is mostly about (c. what it will be like to have a puppy.)

14 Dear Addie 180L

1. Which is the older sister, Addie or Ana? How can you tell? (Ana is older. Addie can wear Ana's clothes after they get too small for Ana. Also, the older sister sometimes bosses the little sister around, and Ana does this to Addie.)
2. What is different about Addie's bed and Ana's bed? (Addie has the bottom bunk, and her bed is messy. Ana has the top bunk, and her bed is neat.)
3. Ana wants her sister Addie to (b. follow Ana's rules about her bed and her clothes.)

15 Yes or No, Fast or Slow? 200L

1. This poem is mostly about (c. opposites.)
2. On line 4, what is the opposite of a farm? (a town)
3. Is a tiny store the opposite of a shopping mall? Explain why you think so. (Answers will vary. Example: Yes, a shopping mall is big and a tiny store is small.)

16 What Do We Need? What Do We Want? 220L

1. Name three things that the writer says people need. (They need food, water, a place to live, and other people.)
2. Name three things that the writer says people want, if they already have everything they need. (They want friends. They want to be outside when the weather is sunny and the sky is blue. They want to use their brains for things like reading and thinking up new ideas. They want to move around. They want to make artwork. They want to go to interesting places and do interesting things. They want to be happy.)
3. The writer says that people do not want to be (c. bored.)

17 I Hope You Feel Better Soon 250L

1. Why is the child sad? (The child lost a toy pig named Fred.)
2. Why do you think Max helps the child feel better about Fred? (Answers may vary. Example: Max is the child's toy dog. Max is not lost, like Fred is. The child still has a toy animal to love.)
3. How many people are talking in the story? (b. two)

18 To, Too, and Two 250L

1. The words *to*, *too*, *two* sound the same. They have (c. different meanings and spellings.)
2. What does the word *two* mean? (the number 2)
3. The word *too* means (b. also.)

19 The Ant and the Bird 250L

1. The story happens (c. next to a river.)
2. How does Ant save Bird? (Ant falls into the river. Bird bites a leaf off a tree. The leaf falls into the river, and Ant uses the leaf as a boat.)
3. Why are Ant's words, "Thank YOU!" in tiny print? (because Ant is tiny and has a tiny voice)

20 My Brother's Mess 260L

1. What things does the two-year-old boy dump on the floor? (blocks, Go Fish cards, little cars, and crayons)
2. Is the storyteller older or younger than the two-year-old? Tell why you think so. (Answers may vary. Example: The storyteller is older. I think so because the storyteller is good at talking and cleaning up.)
3. Why do you think the storyteller's brother does not clean up the mess when Mom says it is time to clean up? (Answers may vary. Example: He is too young to know how to clean up.)

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21 Helpers, Sellers, and Makers 270L

1. Is a doctor a helper, a seller, or a maker? (a helper)
2. List three kinds of makers that the writer tells about in paragraph 3. (cook, artist, worker)
3. The writer thinks that a child's job is to be (c. a learner.)

22 Spiders and Insects 310L

1. In what ways are spiders and insects the same? (Both are pretty small. Both crawl around and have more than four legs.)
2. A spider has eight legs and two body parts. How many legs and body parts does an insect have? (An insect has six legs and three body parts.)
3. An insect uses its antennae to (c. smell things.)

23 Sunday Breakfast 320L

1. Who comes over for breakfast on Sundays? (the child's grandparents, uncles, aunts, and cousins)
2. What does the family eat and drink for breakfast? (They eat pancakes with butter, syrup, and berries. They drink coffee, hot cocoa, and orange juice.)
3. This story shows a bunch of people who love to (b. spend time together.)

24 Frogs and Toads 340L

1. Are frogs and toads the same? Give your reason. (No. The only similarity is that they are in the same group of animals. Their habitat, their skin, and the way they move are different. Frogs get eaten and toads do not.)
2. What is different about frogs' skin and toads' skin? (Frogs have smooth, wet skin that looks slimy. Toads have dry, bumpy skin.)
3. What does a toad's smell seem to say? ("Get away or you will be sorry!")

25 My Shoes Come in Twos 380L

1. What genre is this text? (b. poetry)
2. Which shoes are for parties? (a. black)
3. What else comes in twos, besides the author's shoes? (socks)

26 A Tiny Mammal 380L

1. What does a mammal do that makes it different from a bird, a snake, or a bug? (A female mammal feeds milk to her babies.)
2. The writer compares the tiny bat to a bee, a mouse, and a bug.
How is the bat like a bee? (The bat is the size of a bee.)
How is it like a mouse? (It is fuzzy like a mouse.)
What does it have that a bug has? (It has wings like a bug.)
3. The tiny bat is in trouble because there are only (c. 2000 tiny bats left.)

27 Gail and the Five Gumballs 380L

1. What is Gail's problem? (b. She cannot get all five gumballs out of the jar.)
2. How does Josh help Gail? (He tells her to drop two gumballs, and take three gumballs out of the jar. Next, he says, she can put her hand back in the jar and get the two gumballs she dropped.)
3. Which math fact does the story have in it? (a. $5 = 3 + 2$)

28 The Fox and the Grapes 380L

1. Why does Fox want the grapes? (Fox is hot, tired, and thirsty. She thinks the juicy grapes will cool her off.)
2. Bird does not help Fox because (c. Bird is scared of Fox.)
3. What lesson does the story teach? (People say bad things about things they want but cannot get.)

29 The Crow and the Jar 410L

1. Why can't Crow reach the water in the jar? (because the jar is too tall and thin, and there is only a little water at the bottom)
2. How does Crow solve her problem? (She drops rocks into the jar one by one until the water rises. Then she is able to reach the water and drink it.)
3. The story teaches us that we should (c. work little by little, and not give up.)

30 What Is Dirt? 420L

1. The three main things in dirt are bits of rock, bits of rotted plants and animals, and (c. water.)
2. The passage tells about three kinds of dirt particles. One is sand. What are the other two? (silt and clay)
3. Why is dirt important? Give two reasons. (It lets plants grow. Small animals like bugs and worms live in it. Bigger animals dig homes in it. It cleans our air and water.)

Date _____



Dear Family,

Your child has brought home a reading passage to read to you.

Your child will read the passage aloud three times (or more!) to build fluency.

3x

Each time, your child will try to improve accuracy, rate, and expression.

Your child has two goals in reading fluency practice:

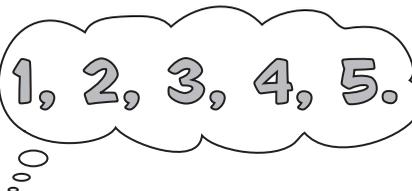
1. to sound like talking
2. to correctly answer questions

When children read aloud, it is tempting to stop them each time they make an error.

When an error occurs, wait five seconds! Often children correct the error on their own.

If they do not, use one of these prompts:

- Did that sound right?
- You're nearly right. Try it again.
- What would make sense there?



After each reading, your child will complete the rubric on the back of the passage.

Follow up with the questions and discuss the passage.



Please initial the rubric.

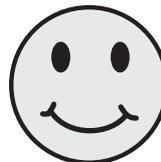
My Fluency Rubric

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MH

Always keep the reading session positive, giving praise:

- You sounded like you were talking!
- That was worth all your hard work.
- I like the way you worked through that.
- You self-corrected!
- You knew it didn't make sense, and you fixed it!



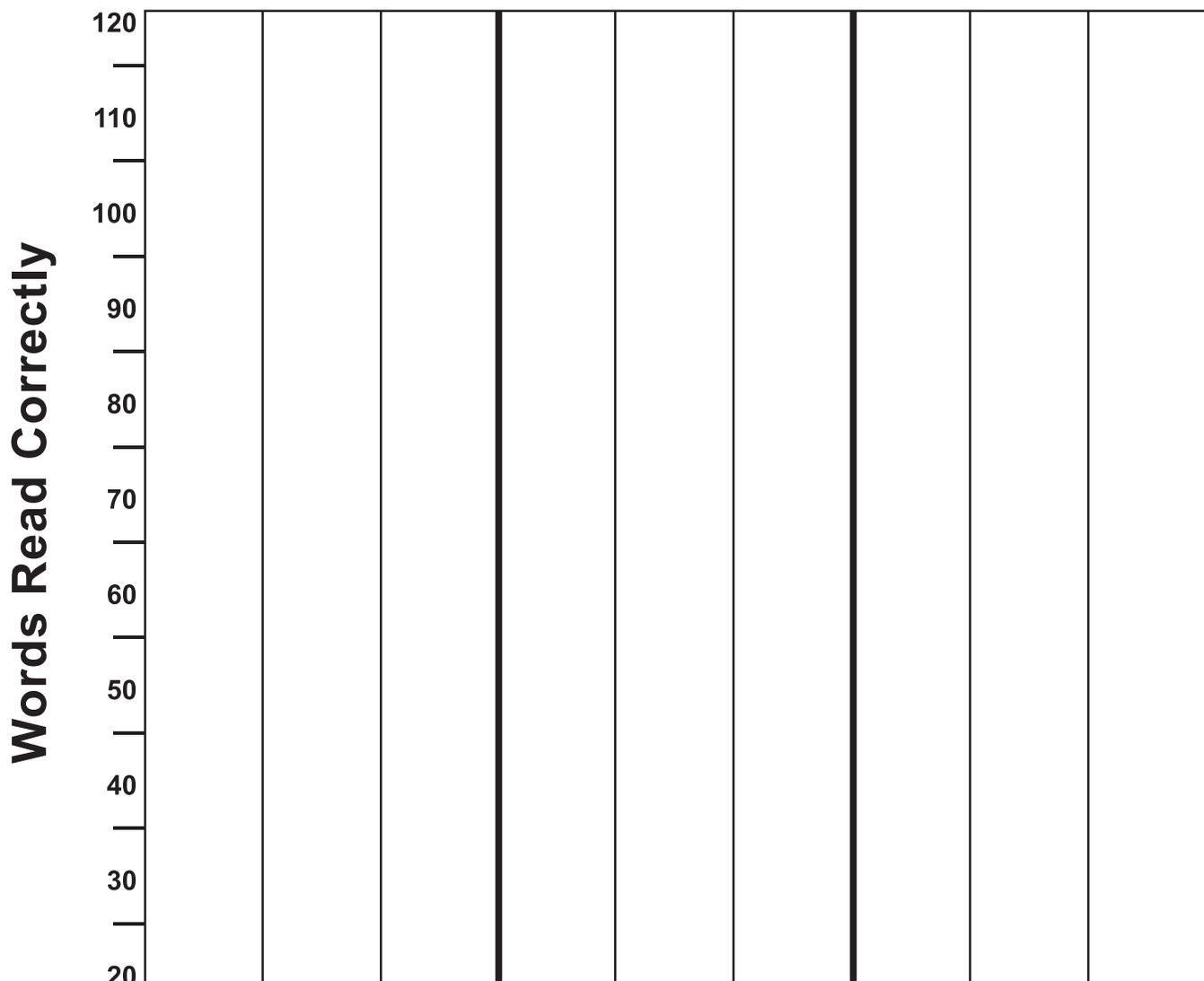
Limit your time to about 20 minutes so that your child stays alert and interested.

Enjoy your time together!

Happy Reading!

Name _____

Fluency Progress Record



Readings 1 2 3 1 2 3 1 2 3

Title _____

level _____ date _____



/ / /

WCPM _____

WCPM Roster

Teacher: _____ Grade: _____ Year: _____

#	Student	Words Correct Per Minute (Median Score)		
		Fall	Winter	Spring
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2				
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