Congratulations on your purchase of the Really Good Stuff Fluency For Comprehension Passages: Grade 2, 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.2.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read on-level text with purpose and understanding.
  b. 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.

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 oral 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
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 readers’ 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

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

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:
1. 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.
2. WCPM Roster: For you to track your class’ WCPM in the fall, winter, and spring.
3. 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.

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:

\[
\text{WCPM} = \frac{\text{Total Words Read in 1 Minute} - \text{Errors}}{\text{Words Correct Per Minute}}
\]

(example: Jake read 75 words in one minute with 5 errors, giving him a WCPM score of 70.)
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

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 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.

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
- 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?
Fluency For Comprehension Passages: Grade 2

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

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

(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)
Toobaloo (#302132)
## Fluency For Comprehension Passages: Grade 2

### 1. Land and Water on Earth 300L

1. What are volcanoes? (a. mountains with melted fiery rock inside)
2. Where does the hot water come from in pools of steaming water? (underground)
3. What is the topic of the first paragraph? (types of land)
4. What is the topic of the second paragraph? (types of water)
5. What animal might you see in wetlands? (birds)

### 2. Fruits and Vegetables 350L

1. What is the main difference between a fruit and a vegetable? (A fruit has seeds, and a vegetable does not.)
2. What makes a tomato a fruit? (It has seeds.)
3. What are vegetables that grow underground called? (roots)
4. What is the text structure of this passage? (c. compare and contrast)
5. Broccoli and cauliflower are flowers. (b. false)

### 3. Things That People Like and Don't Like 350L

1. What is the topic of the first paragraph? (b. things people like)
2. What is the topic of the second paragraph? (b. things people don't like)
3. What do some people love, instead of like? (friends and family)
4. Why might some people like to be scared? (Answers will vary.)

### 4. A Letter to My Mom 360L

1. Which best describes the author’s mood? (b. excited)
2. Who was included in making breakfast in bed? (Pablo, Ana, Grandma)
3. Why do you think Pablo suggested Fred's Fun Room? (a. Pablo thinks Fred's Fun Room is fun.)

### 5. How to Take Good Care of a Pet 440L

1. What will happen if a pet does not eat enough? (It will get too thin.)
2. What is a vet? (an animal doctor)
3. Who needs more love, a dog or a cat? (a dog)
4. What is the topic of the third paragraph? (b. Pets need to stay healthy.)
5. What is one way that people can spend time with their pets? (Answers may include: cuddle, brush, and tickle their pets.)

### 6. Ice Cream in a Bag 450L

1. What worried Ana about ice cream in a bag? (b. that it would drip out)
2. Why do they use plastic bags instead of paper bags? (Ice cream would leak through paper but not through plastic.)
3. Why do Sam and Ana shake their plastic bags? (c. to chill the ice cream.)
4. What flavor of ice cream do the kids make? (vanilla)
5. What is funny about the end of the story? (Ana, who was against the bag idea, decided she liked the bag better than the cone after all.)

### 7. Color Rhymes 450L

1. What is the text mostly about? (colors and their rhymes)
2. What is a fellow? (a man or a boy)
3. What genre is this text? (b. poetry)

### 8. Hot Day and Night 460L

1. What is the genre of this text? (c. poetry)
2. Why do they go out and play? (It's a very hot day.)
3. What do the characters think of the sun burning bright? (b. They think it is nice.)
4. What is the weather like at night? (hot)

### 9. Towns, Cities, States, and Countries 460L

1. What was the author’s purpose for writing this text? (c. to inform)
2. What country is to our south? (Mexico)
3. Which ocean is on the west side of the United States? (Pacific Ocean)
4. Which state is larger, California or Rhode Island? (California)
5. Which state had a one-man town? (Wyoming)

### 10. The Three Little Pigs 470L

1. What was the difference between Ray and Rick? (b. Ray was lazy, and Rick was not.)
2. Who had a strong house? (Rick)
3. Why was the wolf mad? (He couldn’t blow down Rick’s brick house.)
4. Which do you think best describes the wolf? (a. mean)

### 11. Rhymes to Wear 470L

1. What is the genre of this text? (a. poetry)
2. The author uses a pattern in this text. Each line begins with (a. a piece of clothing.)
3. What is the topic of this text? (clothing that rhymes with other things or rhymes to wear)

### 12. Good and Bad Manners 480L

1. People with good manners (b. treat other people nicely.)
2. Name two things that people with bad manners do. (talk with their mouths full of food; cut in front of others in line; hurt others’ feelings on purpose; treat others in mean ways)
3. How do you use good manners? (Answers will vary.)
<table>
<thead>
<tr>
<th>Passage</th>
<th>Title</th>
<th>Level</th>
<th>Questions</th>
</tr>
</thead>
</table>
| 13      | When a Friend Moves Away                   | 510L  | 1. Why did Sam’s family have to move? (Sam's mom got a job in a different state.)  
2. How did Max and Sam stay in touch? (by phone and email)  
3. When is Max going to visit Sam’s new home? (c. in the summer)  
4. Why do you think Max feels better after hearing his dad’s story? (b. He realizes he and Sam can still be friends when they grow up.) |
| 14      | A Tale of Four Cats                         | 510L  | 1. Which cat was selfish? (d. Kat)  
2. Why did Fat Jack sit by the food dish? (b. He was hungry and wanted to wait rather than plan.)  
3. What reminded Mom to feed the cats? (The cats were sitting by the food dishes.)  
4. Why did Mom say the cats and she were even? (She forgot to feed them, and Kat bit her toe. They both did bad things.) |
| 15      | Butterflies and Moths                      | 510L  | 1. What is the text structure of this passage? (b. compare and contrast)  
2. Which are active during the day, butterflies or moths? (butterflies)  
3. Describe a moth’s antenna. (tiny feathers)  
4. What is similar about moths and butterflies? (Answers may include: They are in the same group, they are both insects with wings, they both have babies called caterpillars, they both begin life without wings and build little homes to sleep in.)  
5. What is different about moths and butterflies? (Answers may include: Butterflies are active in the day, while moths are active at night; butterflies have bright colors and most moths are dull; their bodies and antennae are different; and their homes have different names.) |
| 16      | The Gingerbread Man                         | 530L  | 1. What is the lesson in this fable? (a. Be careful who you trust.)  
2. Why did the gingerbread man stop at the river? (He could not swim.)  
3. What do you think best describes the fox’s personality? (b. sneaky) |
| 17      | A Fight with My Best Friend                | 540L  | 1. Why was Jill mad at the narrator? (She laughed at Jill.)  
2. Which do you think best describes the narrator after the fight? (a. She learned a valuable lesson not to laugh at hurt people.)  
3. Where did the girls first meet? (Pam’s Play Town)  
4. Why did Jill’s mom have to call the narrator’s mom? (Jill slammed the door and wouldn’t speak to her.)  
5. What was the narrator’s promise at the end? (never to laugh again when Jill is hurt) |
| 18      | Meat-Eating Plants                         | 540L  | 1. Where do meat-eating plants grow? (a. in soil without much food in it)  
2. What was the author’s purpose for writing this text? (b. to teach)  
3. What helps a pitcher plant digest an insect? (special chemicals)  
4. How many cups are in two gallons? (32) |
| 19      | Queen Bee Visits Jupiter, King of the Gods | 540L  | 1. What is honey’s main ingredient? (nectar)  
2. Why did Jupiter grant Queen Bee one wish? (a. as a reward for the delicious honey)  
3. What is the lesson in this passage? (Do not make selfish wishes.) |
| 20      | A Letter to My Best Friend                 | 540L  | 1. Josh writes This idea cannot fail. Is Josh right about this? Explain why or why not. (Answers may vary. Example: No, he is not right. There is a good chance that the idea will fail.)  
2. What does mint condition probably mean? (perfect condition)  
3. Why do you think Josh does not want to sell very many of the comics his Grandpa Rex gave him? (Answers may vary. Example: Probably he wants to keep the comics for himself because he likes them, they are valuable, and he does not want to sell a present from his grandpa.)  
4. In the second paragraph, what does Josh mean by the phrase start-up cash? (money used to start a business)  
5. What is funny about the third paragraph? (Answers may vary. Example: It is funny because it does not sound like Josh has asked anyone’s permission to use his sister’s room for his new business. It is also funny that Josh thinks his own room is too messy for business meetings.) |
| 21      | Good Boy!                                  | 550L  | 1. What did everyone say to Mack when he did good things? ("Good boy!")  
2. Who is Mack? (a. a bird)  
3. Who always needed to be told to clean the cage? (Joe) |
| 22      | Red Kangaroos                              | 550L  | 1. What is the author’s purpose for writing this text? (a. to inform)  
2. How does a baby red kangaroo pull itself along when it is first born? (It uses its front legs.)  
3. Where does the baby kangaroo drink Mom’s milk? (inside the pouch)  
4. What does Joey mean? (baby kangaroo) |
### A Birthday Surprise 560L

1. **Who is Finley?** (She is a woman who rescued the puppies’ mother. She gives the narrator his new puppy. Finley is also the new puppy’s name. The narrator names the puppy after Finley the human being.)

2. **What is the story’s setting?** (It is set on the narrator’s birthday. It takes place at the narrator’s house and also at Finley’s house.)

3. **In the third paragraph, the narrator says, My heart sang.** What does the narrator mean by this? (He means that he feels very happy.)

4. **How does the narrator decide which puppy to pick?** (He picks a puppy that is sitting by itself. When the narrator calls the puppy, it comes right to him.)

5. **In the last paragraph, the narrator says, It was Finley’s good deed that made this special birthday surprise possible.** What does the narrator mean by this? (If the woman named Finley had not rescued the puppies’ mother, the narrator would not have been able to adopt his new puppy.)

### A Spa for Hippos 570L

1. **What part of a spa calms people down?** (the hot tub’s bubbling water)

2. **Where are hippos’ spas?** (in rivers)

3. **How do hippos get clean at their spa?** (Fishes clean hippos.)

4. **What is the author’s purpose for writing this passage?** (a. to teach and entertain)

### Animal Rhymes 570L

1. **The genre for this text is** (poetry.)

2. **What does tale mean?** (a story)

3. **What is a guppy?** (a fish)

4. **What rhymes with mitten?** (kitten)

### Rainbow Crow, A Native American Legend 570L

1. **Why did the animals decide to talk to the Maker?** (They wanted to be warm.)

2. **Why did the Maker give Crow shiny feathers with little rainbows?** (to make him feel better)

3. **What was Rainbow Crow’s goal and wish?** (a. for the world to be warm again)

4. **Why can’t the Maker take away snow and ice?** (c. Once he makes something, he can’t undo it.)

### The Fastest Runner 570L

1. **Why do they call Rachel “Rachel the Runner”?** (She is a very fast runner.)

2. **What would happen if the Monsters got one more run?** (c. They would play in the Championship game.)

### The Turtle and the Rabbit 570L

1. **How did Rabbit show off?** (He curled up for a nap.)

2. **What is the lesson from this passage?** (b. Slow and steady wins the race.)

3. **Where does Turtle pass Rabbit?** (halfway to the old pine tree)

### Catch of the Day 580L

1. **What is the story’s setting?** (One setting is a lake during the day. The other setting is Grandpa’s house in the evening.)

2. **The words creaking, plopping, and hollered describe** (c. sounds.)

3. **The narrator says I wasn’t sure if fishing was going to be my sport.** What does the narrator mean by this? (The narrator is unsure whether he or she is going to be good at fishing.)

4. **In the fourth paragraph, the narrator says, a large, shiny trout emerged from the water on the end of my line.** What does the word emerged mean here? (appeared or rose)

5. **In the last paragraph, the narrator says, That was the best dinner I ever had.** Why do you think the narrator feels this way about the dinner? (Answers may vary. Examples: The narrator is very proud to have caught the biggest fish of the day. The grilled fish tastes delicious. The narrator is tired and happy at the end of a long, exciting day. He or she is having a wonderful evening with Grandpa.)

### What’s That Sound? 600L

1. **What is the story’s setting?** (a campground in the forest at night in 1986)

2. **Who is the narrator, the person telling the story?** (He or she is Joel’s brother or sister and the son or daughter of the parents in the story.)

3. **The narrator and Joel promise that they will not get scared. Do they keep their promise? Explain why or why not.** (They do not keep their promise. A bear cub comes to their campsite in the middle of the night and makes scary noises.)

4. **The family moves to another campsite because** (c. the bear cub’s mother might hurt them.)

5. **In the last paragraph, what do you learn about Joel and the narrator that you did not know before?** (They are grown-ups with their own kids.)
# WCPM Roster

Teacher: ___________________________ Grade: _______ Year: _______

<table>
<thead>
<tr>
<th>#</th>
<th>Student</th>
<th>Words Correct Per Minute (Median Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Oral Fluency Tracker

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Level</th>
<th>WCPM</th>
<th>Comp.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. 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.

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!
Fecha __________

Querida familia,

Su hijo(a) ha traído a casa un fragmento de lectura para leérselo.
Su hijo(a) leerá el fragmento en voz alta tres veces (¡lo más!) para desarrollar fluidez. Cada vez, su hijo(a) procurará mejorar su precisión, velocidad y expresión.
Su hijo(a) tiene dos metas en está práctica de fluidez de lectura:

1. Sonar como si estuviera conversando
2. Contestar correctamente las preguntas

Cuando los niños leen en voz alta es tentador interrumpirlos cada vez que se equivocan. Cuando se equivoquen, ¡espere cinco segundos! Muchas veces los niños corregirán el error por sí solos. Si no lo hacen, utilice una de las siguientes pistas:

- ¿Sonó bien eso?
- Casi estás correcto. Vuelve a intentarlo.
- ¿Qué tendría sentido ahí?

Después de cada lectura, su hijo(a) llenará la rúbrica que se encuentra al reverso del fragmento. Después, siga con las preguntas y hablen sobre el fragmento. Por favor grabe sus iniciales en la rúbrica.

Siempre mantenga positiva la sesión de lectura; puede dar halagos:
- ¡Se escuchó como si estuvieras conversando!
- Todo tu esfuerzo valió la pena.
- Me gusta como lidiaste con eso.
- ¡Te corregiste tú mismo!
- Sabías que no tenía sentido, ¡y lo arreglaste!

Límite el tiempo a unos 20 minutos para que así su hijo(a) se mantenga interesado(a) y alerto(a). ¡Disfruten de este tiempo juntos!

¡Feliz Lectura!