

NAME _____

READING
FLUENCY

DRA 10

F5

LEXILE 340

LEVEL F - SET 2

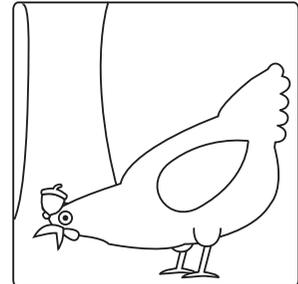
Henny Penny

An acorn fell from the tree one day.
It hit Henny Penny on the head.
“Oh no!” she cried. “The sky is falling!”

8

15

23

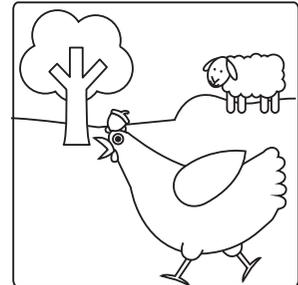


Sheepy Leapy heard the noise.
He came closer to see the problem.
“What’s wrong?” asked Sheepy Leapy.

28

35

40

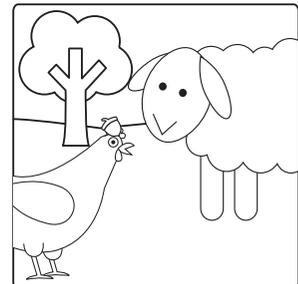


“The sky is falling!” Henny told Sheepy.
“I was by the tree when a piece of
sky fell. It landed right on my head.”

47

56

64

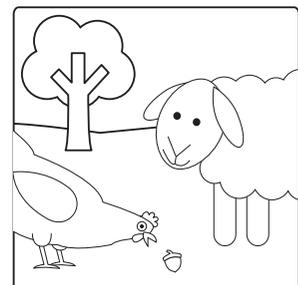


Sheepy laughed, “An acorn hit you.
The sky can’t fall. You are a nice
chicken, but you can be very silly!”

70

78

85



DAILY RECORD

DAY 1

DAY 2

DAY 3

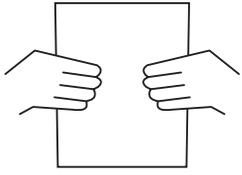
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials



Have your child read the ENTIRE text and answer the questions for today.



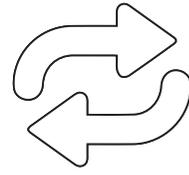
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



If your child is stuck on a word for 2 seconds, say the word and count it as a mistake.



Record total words read. Then subtract the number of errors. Now help fix any mistakes..



Repeat the steps on other days. Return the page to school.



FOCUS: read to identify important events.

Read the text. Circle the illustration that shows the event that happens at the beginning of the story.

Which important event happens at the beginning of the story?



FOCUS: read to sequence the order of events.

Read the text. Number the illustrations 1, 2, 3, and 4.

List the events in order:

1. _____
2. _____
3. _____
4. _____



FOCUS: read to find what the character learns in the story.

Read the text. Find the sentences where Sheepy explains to Henny what really happened. Color the sentences .

What does Henny learn from Sheepy at the end of the story?



FOCUS: read to be able to teach someone else.

Read the text. Pay attention to how Sheepy Leapy reacts when Henny Penny says the sky is falling.

What would you say to a friend who thought the sky was falling?

NAME _____

READING
FLUENCY

DRA 10

F6

LEXILE 330

LEVEL F - SET 2

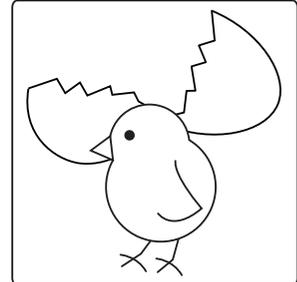
It Starts With an Egg

A hen lays an egg. The egg hatches.
A chick is born! It must eat and grow.
Can you guess what happens next?

8

17

23

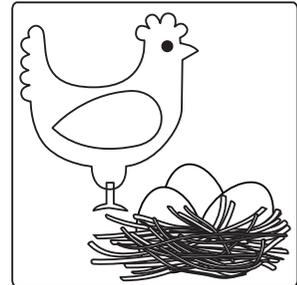


That chick grows up and lays an egg.
The same thing happens over again.
This is called a **cycle**.

31

37

42

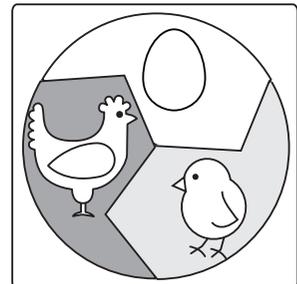


All birds have a three-step life cycle.
They start as eggs and hatch into
chicks. In time, the chicks grow up.

50

57

64

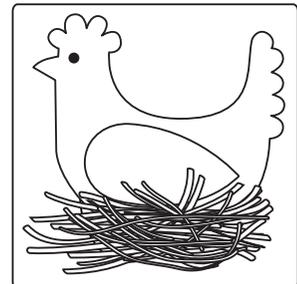


Grown-up birds have their own eggs.
When those eggs hatch, the cycle will
begin all over again!

70

77

81



DAILY RECORD

DAY 1

DAY 2

DAY 3

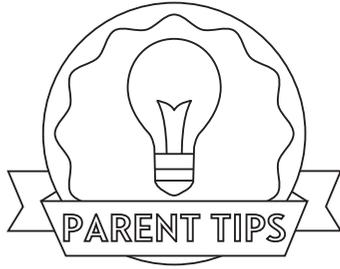
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials



Fluent reading is much more than just fast reading. A fluent reader reads at a good rate with proper pauses. Intonation changes if the reader is reading a question or an exclamation. Notice how your student reads the questions in this passage. The reader's voice should go up at the end of a question. Model for your student how a fluent reader reads a question. Point out how your voice rises as you come to the end of the question.



FOCUS: read to connect the meaning of the title with the text.

The **title** is at the top of the text. It helps you focus on what you're about to read. Read the text. Underline the title.

How does the title help you focus on the information in the passage?



FOCUS: read to find the meaning of a word.

Read the text. Find the sentence that explains the meaning of the word **cycle**.

Color the sentence  **yellow**.

What does cycle mean?

What stages are in a bird's life cycle?



FOCUS: read to notice how illustrations help you understand.

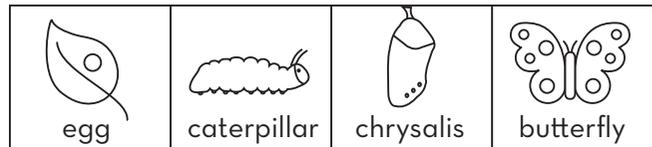
Read the text. Circle the illustration that shows the chicken's life cycle.

How does the illustration help explain the chicken's life cycle?



FOCUS: read to extend your understanding.

Read the text. Pay attention to how chickens change during their lives. The picture below shows the stages in a butterfly's life cycle.



How is a butterfly's life cycle different than a bird's?

NAME _____

READING
FLUENCY DRA 10

F7 LEXILE 280

LEVEL F - SET 2

The Right Time

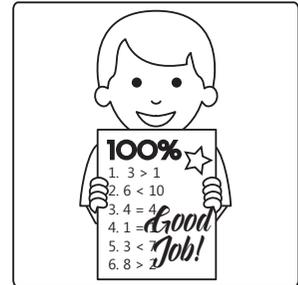
Morning is the right time for brushing.
Brush your teeth. Brush your hair.
Brush the toast crumbs off the table.

7
13
20



Afternoon is the right time for smiling.
Smile at friends when it's time to play.
Smile when teacher says, "Good job!"

27
35
41



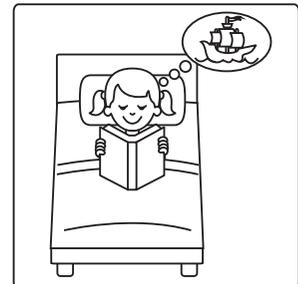
Evening is the right time for running.
Run home. Then run errands with mom.
Don't forget to run the dishwasher!

48
55
61



Night is the right time for thinking.
Think about the story. Think of sleep.
Think of all you will do tomorrow!

68
75
82



DAILY RECORD

DAY 1

DAY 2

DAY 3

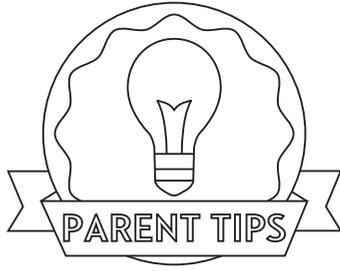
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials



The ultimate goal of reading is for the reader to understand. There is a link between fluent reading and how well a student understands the text. However, we must be careful not to send the message that we just want students to read fast. We want them to read well--with expression, accuracy, appropriate pausing, and with a good rate. Counting words read correctly in a minute is just the simplest way to track that reading.



FOCUS: read to identify key details.

Read the text. Underline the 4 times of day mentioned in the text.

What is each time right for?

Morning: _____

Afternoon: _____

Evening: _____

Night: _____



FOCUS: read to find the meaning of a word.

Read the text. Find the sentences that have the word *run*.

Color the sentences .

***Run* can mean *moving fast*, but in this text it has different meanings. What does it mean to *run errands*?**

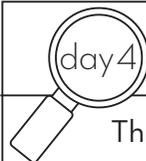
What does *run the dishwasher* mean?



FOCUS: read to notice how illustrations help you understand.

Read the text. Circle the picture that goes with the sentence about saying "good job."

Use the illustration to explain why the teacher said, "Good job!"



FOCUS: read to find connections to your life.

The girl in the text is reading a bedtime story.

When in your day is the right time for reading?

What makes that time the right time?

NAME _____

READING
FLUENCY

DRA 10

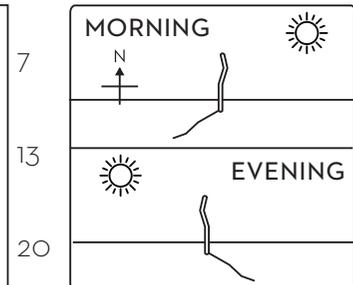
F8

LEXILE 350

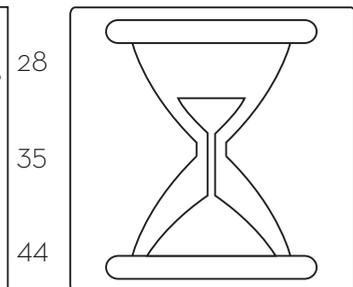
LEVEL F - SET 2

It's About Time

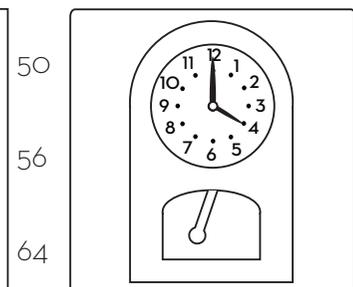
Can you tell time with the sun?
Long ago, that's what people did.
They looked at shadows to tell time.



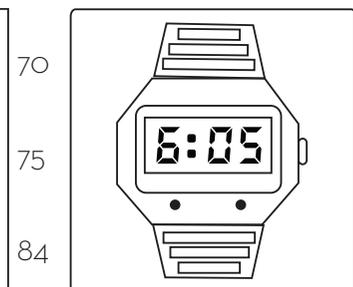
In a sand glass, falling sand tracks time.
This was better than a sun clock.
It worked at night or on a cloudy day.



Then, people learned to make clocks.
The clock's hands pointed to numbers.
This made it easy to know the time.



Clocks are digital now. Numbers on
screens tell hours and minutes.
But the sun still shows it's a new day!



DAILY RECORD

DAY 1

DAY 2

DAY 3

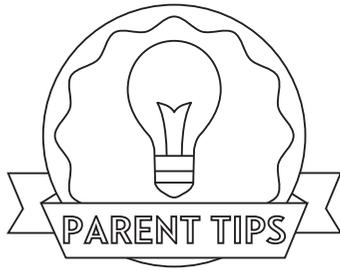
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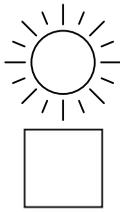
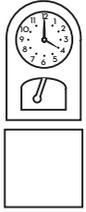
Up until now we've wanted our young readers to point to each word as they read. But it's time to break the habit! Students at this level have had a lot of experience with reading. They're ready to track words using only their eyes. Remind your child not to point while reading. Don't stop with fingers all the way, though. When your child is stuck on a word, suggest, "Run your finger under the word and say all the sounds."



FOCUS: read to understand the sequence of events.

Read the text. Underline the 4 different ways of telling time mentioned in the text.

Look at the pictures below. Each picture represents a way of telling time mentioned in the text. Write 1 under the picture that represents what happened first. Write 2 under the picture of what happened second. Number the remaining pictures in the order they happened.



FOCUS: read to use text features to understand the topic.

Read the text. Find the illustration of the sun and shadow. Circle the shadow in the morning. Circle the shadow in the evening.

How does the illustration help you understand using a shadow to tell time?



FOCUS: read to infer meaning from the text.

Read the text. Find the sentence that tells how the sun still helps us tell time today.

Color the sentence .

How does the sun still help us tell time even though we have clocks?



FOCUS: read to form an opinion.

Read the text. Find the sentence that tells how clocks are now.

Color the sentence .

If it's so easy to tell time now, why are people still late?
