

NAME _____

READING
FLUENCY

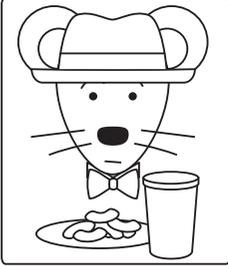
DRA 14

H5

LEXILE 420

LEVEL H - SET 2

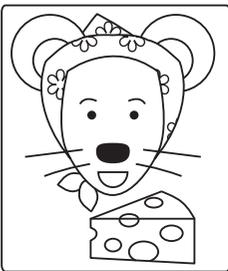
Town Mouse & Country Mouse



Town Mouse visited his friend Country Mouse. 7

Country Mouse wanted her visitor to be happy. 15

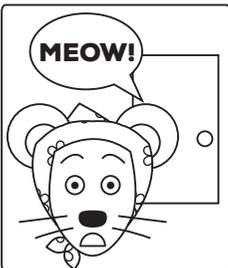
She only had some beans and corn, but she was 25
willing to share. Town Mouse thought, *This is not tasty.* 35



So he said, "We should visit my home in town." 45

The two mice set off for his fine house. There 55
they ate cheese, cake, and every good thing. 63

Suddenly, they heard scratching and a loud, "Meow!" 71



Country Mouse was afraid. Town Mouse said, 78

"Don't worry! It's just the cat that lives here." 87

"I'm leaving," said Country Mouse. "I'd rather 94
have a simple life in safety than your fine life in danger." 106

DAILY RECORD

DAY 1

DAY 2

DAY 3

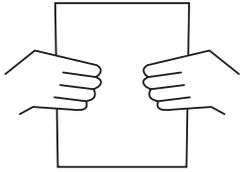
DAY 4

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.



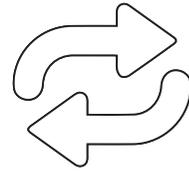
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



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.

 **day 1) FOCUS: read to sequence important events.**

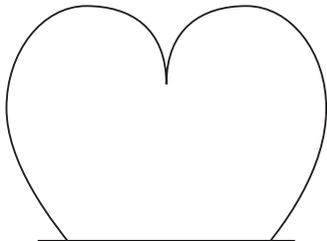
Read the text. Write a 1 next to the beginning of the story, a 2 next to the middle, and a 3 next to the ending.

Retell the big events in this story. Use words like *first, then, and last.*

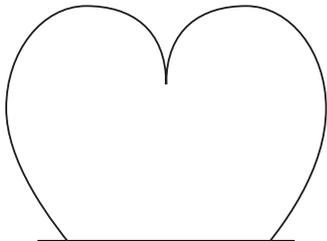
 **day 2) FOCUS: read to identify the character's feelings.**

Read the text. Circle words in the story that tell how the characters are feeling.

How do Country Mouse's feelings change during the story?



feelings at the beginning



feelings at the end

 **day 3) FOCUS: read to identify the moral of the story.**

Read the text. Underline the sentence that explains why Country Mouse leaves.

What lesson does Country Mouse learn in this story?

 **day 4) FOCUS: read to form an opinion.**

Read the text. Pay attention to the different homes.

Which mouse is right?

Country Mouse is right.

Town Mouse is right.

I think this because _____

NAME _____

READING
FLUENCY

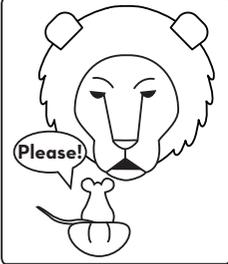
DRA 14

H6

LEXILE 460

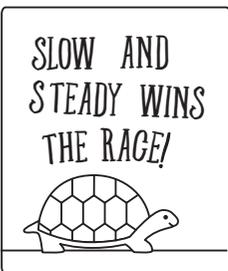
LEVEL H - SET 2

Fables



You've read one before, but do you know what a fable is? A fable is a short story. Often it has animals that act like people. Maybe there is a talking mouse or a bird with a problem to solve.

9
20
28
40



A fable always teaches a lesson. We call this the **moral**. Sometimes the moral is written at the end like: *tell the truth*. Sometimes the reader must decide what lesson the fable is teaching.

49
57
65
74

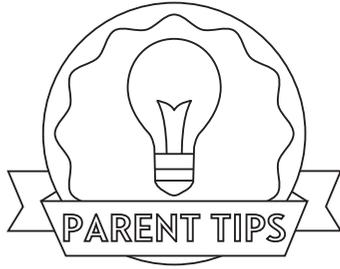


Aesop told fables thousands of years ago. He wrote *The Boy Who Cried Wolf*. Another of his fables is *Town Mouse and Country Mouse*. Because the morals are still true, we tell his fables today.

81
90
98
109

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				



It takes many successful experiences with reading for fluency to develop. So it's important that fluency practice be at a student's independent reading level. If the text is more difficult, the reader must focus on word recognition. At an independent level, students can work on improving their expression and speed instead of figuring out words. These weekly reading passages are formatted to help your child develop and maintain fluent reading skills.



FOCUS: read to identify the topic of the text.

The **topic** is one or two words that tell what the text is mostly about. Read the text. Underline the topic.

The topic of the text is:



FOCUS: read to find the meaning of a word.

Read the text. Find the sentences that explain what a fable is.

Color the sentences  .

What is a fable?



FOCUS: read to notice how illustrations help you understand.

Read the text. Circle the illustration of the moral.

How does the moral in the illustration relate to the turtle?



FOCUS: read to form an opinion.

Read the text. Pay attention to where the moral is found in a fable.

Should fables tell the moral or should readers have to decide what it is?

it should be written in the fable

it should be up to the reader to decide

I think this because _____

NAME _____

READING
FLUENCY

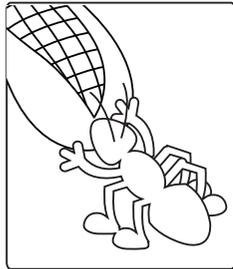
DRA 14

H7

LEXILE 390

LEVEL H - SET 2

The Grasshopper & the Ant



Grasshopper thought, *It's a fine summer day!*

7

He sang and danced in the warm sunshine.

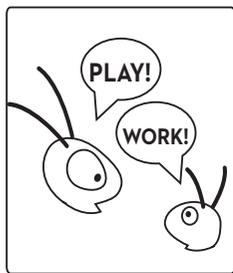
15

At the edge of the field, Grasshopper saw

23

a little ant. She was lugging home an ear of corn.

34



“Come play with me!” Grasshopper called.

40

Ant said, “I don’t have time to play. I’m getting

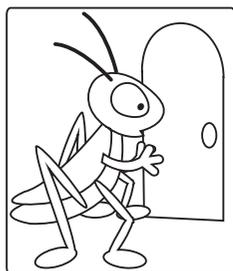
50

food for the winter like you should be doing.”

59

Grasshopper laughed, “Winter is still a long time away!”

68



Soon warm days turned to cold ones. With an

77

empty tummy, Grasshopper went to Ant’s hill.

84

He pounded on the door. “I’m here to share

93

your food!” he said. Ant slammed the door in his face.

104

DAILY RECORD

DAY 1

DAY 2

DAY 3

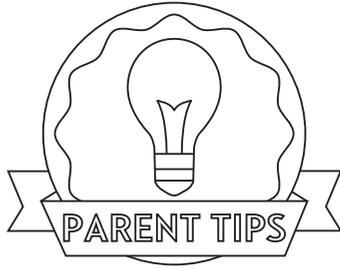
DAY 4

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adult initials



Students often pause at the end of a line rather than waiting until the punctuation at the end of the sentence. Stopping mid-sentence has a negative effect on comprehension. Remind your child not to stop until reaching the punctuation marks. Model the difference between pausing at the end of the line and pausing at the punctuation. Point out how the sentence makes much more sense if you don't stop until you've read the whole thing!



FOCUS: read to identify how a character reacts to a setting.

Read the text. Circle all the words that tell about weather.

How do Grasshopper's actions change as the weather changes?



FOCUS: read to learn how dialogue reveals character traits.

Quotation marks tell the reader that a character is speaking. Read the text. Underline the words that Ant speaks.

What does Ant say that proves she's a hardworker?



FOCUS: read to identify the moral of the story.

Read the text. Find the sentence that explains why Ant was working in the summer.

Color the sentence .

What lesson does Grasshopper learn in this story?



FOCUS: read to form an opinion.

Read the text. Pay attention to the ending.

Was Ant right to ignore Grasshopper?

Ant was right to leave him outside.

Ant was wrong to leave him outside

I think this because _____

NAME _____

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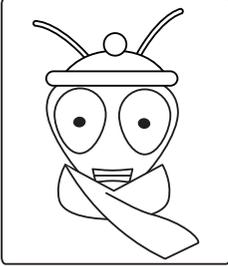
DRA 14

H8

LEXILE 450

LEVEL H - SET 2

Bugsicles



As winter gets colder, you put on a warm coat.

10

But what about bugs? They don't have a hat

19

or mittens. What do bugs do in the winter?

28

Different bugs have different ways of beating the cold.

37



Monarch Butterfly
Fall Migration

Some butterflies fly thousands of miles to

44

spend winter in Mexico. Bees stay in their hive.

53

They huddle close together to stay warm.

60

Ants dig deep down in the ground so they don't freeze.

71



Grasshopper
Egg Pod

A pod
can
hold
25-50
eggs.

Grasshoppers don't live through the winter.

77

In the fall, they lay eggs. When it gets cold,

87

the adult grasshopper dies. But the eggs stay

95

safe in the ground and hatch when it gets warm again.

106

DAILY RECORD

DAY 1

DAY 2

DAY 3

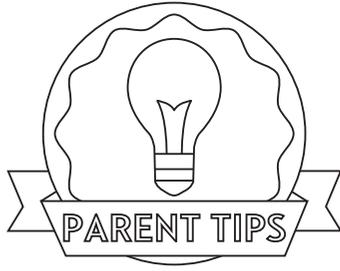
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Many students confuse fluent reading with fast reading. Fluency is more than just reading quickly, it also requires accuracy and expression. If your child is racing through the passage like a robot, point out that reading should sound like talking. Your student's voice should express liveliness. He or she should pause in the right places. Modeling how fluent reading sounds is one of the best ways to help your child's reading fluency improve.

day 1 FOCUS: read to learn new information.

Read the text. Pay attention to information that is new to you. Write an exclamation (!) next to sentences that teach you something.

What are some things you learned?

day 2 FOCUS: read to find the meaning of a word.

Read the text. Find the sentences that explain about bees.

Color the sentence  .

To huddle means to be close together. How does knowing the word help you understand bees?

day 3 FOCUS: read to notice how illustrations help you understand.

A **cutaway** shows the inside of a picture. Read the text. Circle the cutaway illustration.

How does the cutaway help you understand grasshopper egg pods?

day 4 FOCUS: read to be able to teach someone else.

Characters are the people in a story. Read the text. Circle the names of the characters.

What could you say to a friend who said butterflies hibernate in winter?
