

NAME \_\_\_\_\_

READING  
FLUENCY

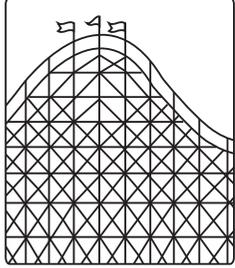
DRA 18

**J1**

LEXILE 520

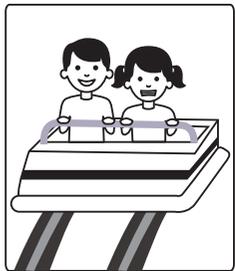
LEVEL J - SET 1

# Emotional Roller Coaster



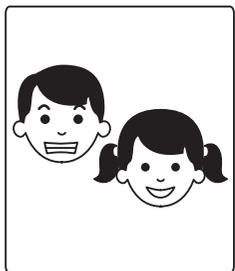
Luna looked up. The roller coaster loomed like a mountain. A yellow and red mountain she would be racing down. "I'm not going," Luna told her brother. Paul turned to her, "Of course you're going. We already have our tickets. Come on--it'll be fun!"

9  
17  
26  
34  
45



The kids moved forward in the line. Luna gripped her hands to stop them from shaking. Then it was their turn. Paul pulled her toward their seats. The bar came down and they were locked in. There was no getting out as the ride slowly climbed up the hill.

54  
64  
73  
82  
94

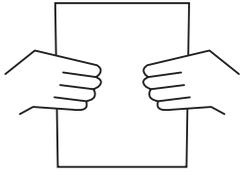


"Ready?" asked Paul. Before Luna could answer, they were rushing down, down, down. The track looped and they raced up and around and then to a stop. "That was really scary!" said Paul. But Luna didn't listen. "Come on," she said. "Let's go again!"

101  
109  
118  
127  
138

## 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.



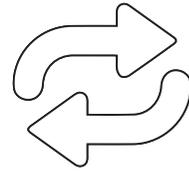
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



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 understand the characters.

Read the text. Underline details that tell about Luna.

**From the details in the story, what do you know about Luna?**

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**FOCUS:** read to find the meaning of a word.

Read the text. Circle the sentences that describe what the roller coaster looks like.

**Something looms if it is large and makes you feel scared. How does the word connect to the story?**

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**FOCUS:** read to find how a character's feelings change.

Read the text. Find the sentences that help you know how Luna felt in the beginning.

Color the sentences .

Find the sentence that tells how Luna felt after the ride.

Color the sentence .



**FOCUS:** read to predict later events.

Read the text. Pay attention how Luna and Paul feel at the end of the story.

**What do you think Luna and Paul do after riding the roller coaster?**

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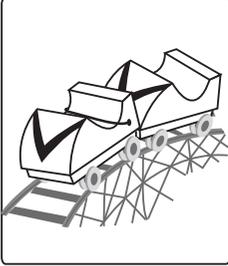
NAME \_\_\_\_\_

READING  
FLUENCY DRA 18

**J2** LEXILE 520

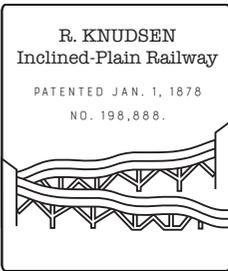
LEVEL J - SET 1

# Thrilling Rides



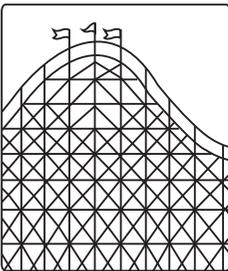
They're fast and huge. Some people think they're scary, but many people love riding roller coasters. Roller coasters have been thrilling riders for more than 100 years. But when roller coasters started, they were very different from the ones we ride today.

8  
16  
24  
32  
42



The first roller coaster wasn't very big. Each rider paid 5 cents for a one minute roll down a few small hills. The car had to be pushed to get going. And it was slow--your bike goes faster than this gentle coaster. But people loved it! They wanted more.

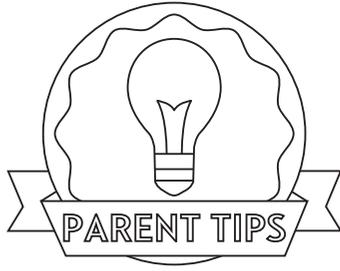
51  
62  
73  
83  
92



Soon wooden roller coasters were popping up all over. Each was bigger and faster than before. Today's steel roller coasters are even faster. They race down huge hills and climb giant loops. There's nothing gentle about riding a roller coaster today!

100  
108  
116  
124  
133

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				



By the end of 1st grade, students should be reading 40 words correct per minute (WCPM) on grade-level texts. For 2nd graders, we want 89 WCPM and we bump it to 110 WCPM by the end of 3rd. Depending on your student, finishing this entire passage in a minute may not be a goal, but seeing daily improvement is. Ideally, you should see your child's WCPM increase with each time he or she reads this passage.

**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?**

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

Read the text. Underline the word *gentle* each time it appears in the text.

**A gentle ride is smooth and slow.  
How does this word connect to roller coasters long ago and now?**

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**day 3** FOCUS: read to learn more information from the illustrations.

Circle the illustration of the Inclined-Plane Railway.

**What does the illustration teach you about the first roller coaster?**

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

Read the text. Pay attention to the way roller coasters have changed over time.

**What could you say to a friend to explain how roller coasters have changed over time?**

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NAME \_\_\_\_\_

READING  
FLUENCY

DRA 18

**J3**

LEXILE 520

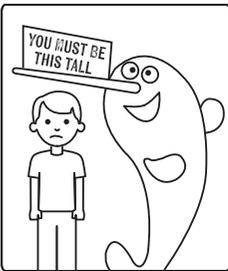
LEVEL J - SET 1

## Ride Time



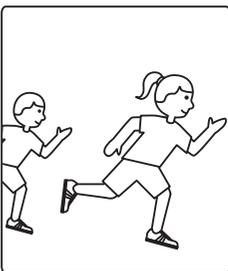
“There it is!” Miles called. He and Cara ran to get in line for the ride. The Fire Dragon roller coaster looked even cooler up close. “This is going to be awesome!” Miles said. Cara agreed. “I can’t wait!” But they did wait..and wait...and wait...and wait...

11  
21  
31  
38  
49



At last, they were at the front. A worker checked people before they got on the ride. Cara was tall enough and the worker said she could go. Then Miles took a turn. Even on tiptoe, he was shorter than the sign. His shoulders slumped and tears filled his eyes.

59  
69  
78  
88  
99



The worker said, “I’m sorry. But this ride just isn’t safe if you’re small.” Cara nodded. “We’ll try the Fire Dragon next year.” She jogged away and called back to Miles, “For now, I’ll race you to the log slide!” Miles laughed and ran to catch up.

109  
118  
126  
137  
146

### DAILY RECORD

DAY 1

DAY 2

DAY 3

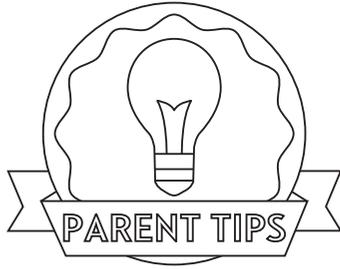
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials



Modeling fluent reading is one of the best ways to help students learn to read fluently. Try reading this passage aloud for your child. Your student may not have encountered ellipses before. Explain that the reader's voice should pause at each group of dots [...]. This makes the sentence about waiting in line feel more tedious. It helps convey the boredom of waiting. Point this out to your student and let him or her have a try adding pauses to the sentence.



**FOCUS: read to understand the story.**

Read the text. Underline important events.

**What is this story about?**

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**FOCUS: read to understand the text's structure.**

Read the text. Find sentences that talk about waiting in line.

Color the sentences .

**Ellipses are three dots. They can show a pause in the story. How do the ellipses work in this story?**

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**FOCUS: read to understand a character.**

Read the text. Circle words that help you understand how Miles feels during this story.

**How can you tell that Miles feels bad about missing the ride?**

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**FOCUS: read to form an opinion.**

Read the text. Pay attention to what Cara does when Miles is disappointed.

**How can you cheer up someone who has been disappointed?**

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NAME \_\_\_\_\_

READING  
FLUENCY

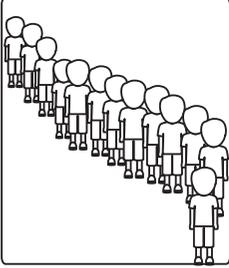
DRA 18

**J4**

LEXILE 520

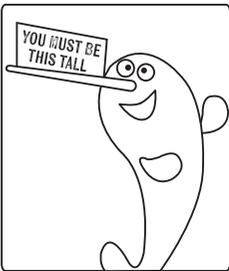
LEVEL J - SET 1

## Risky Rides



You waited for ages in a long, hot, boring line. Now, at last, it's your turn to ride the Super Speedy roller coaster. But wait! Just before you go, the ride worker stops you. He says that you aren't tall enough to go on the ride. What a way to ruin a fun day!

10  
21  
30  
40  
54



If that ever happened to you, it might make you feel bad. But if you went on the ride, you could end up feeling worse. You could get really hurt. Rides like roller coasters are only safe if you follow the rules. One of the rules is that you have to be tall enough.

64  
75  
84  
94  
108



To stay safe on rides, you must be restrained. Rides have restraints like safety belts and lap bars. But if you are too little, those restraints won't hold you in and you could slip out. So if you're too small to ride now, know that you'll be happier waiting until it's safe.

117  
126  
136  
148  
160

### DAILY RECORD

DAY 1

DAY 2

DAY 3

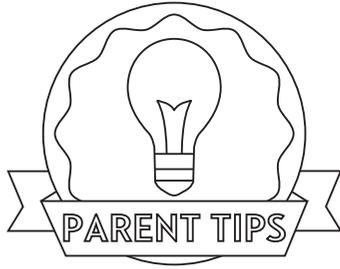
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials



Students benefit from hearing themselves read aloud. If you have a phone or other recording device, tape your student reading this passage. Afterward, let your reader listen to the recording. Encourage your child to point out what he or she did well. Did the reading sound smooth? Did he or she figure out unknown words, pause at the punctuation, or give expression to the words? If so, great! If not, help your child make a plan for improving those fluency skills.

**day 1** FOCUS: read to identify the main audience.

An **author's audience** is the person the author is writing for. Read the text. Circle any words that help you understand the author's audience.

**I think the author wrote this text for:**

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**I think this because** \_\_\_\_\_

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

Read the text. Underline sentences that talk about restraints.

**To *restrain* something is to hold it in. How does this word connect to the story?**

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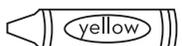
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**day 3** FOCUS: read to predict events.

Read the text. Find sentences that explain what restraints do.

Color the sentences .

**What could happen if someone too small for a ride still went on it?**

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**day 4** FOCUS: read to make a connection to your life.

Read the text. Pay attention to the safety rules for roller coasters.

**If you were a ride worker and people were mad you wouldn't let them on a ride they were too small for, what would you say?**

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