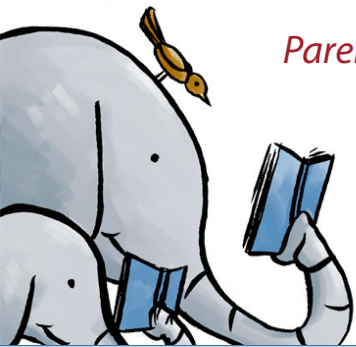


## **Activity #1**

- Sit down with your scholar and hand them the passage included in your folder
- Take out the version of the passage for you (found in the sheet protector) and a dry erase marker
- Set a timer for 1 minute and begin the timer when your scholar reads the first word
- As your scholar reads, mark each error by placing a line over the word (see error sheet included in packet)
- At the end of 1 minute count up how many words were attempted and subtract the number of errors. This is the fluency rate.
- Ask your scholar the comprehension question found at the bottom of the page.
- Graph the results on the provided graph
- Repeat daily!

## **Activity #2**

- Sit down with your scholar and place the script between you both.
- Assign yourself and your scholar one of the parts.
- Then take turns reading each assigned role in the following ways:
- The first time practice just reading the passage focused on pronunciation
- The second time practice reading with expression
- The third time try adding movements to the passage
- Practice the script daily.
- Once your scholar has mastered one of the scripts, you may move on to another one.
- Have fun!!



*Parent tips for raising strong readers and writers*

# Growing readers!

*Brought to you by Reading Rockets, Colorín Colorado and LD OnLine*

## Fluency Matters

If you've been around classrooms and teachers, you've probably heard the term "fluency." Fluency is something worth knowing more about! Read on to find out what it is and how to develop it in your young learner.

### Fluency: What is it? Why is it important?

If someone is fluent in speaking another language or in playing an instrument, there's a smooth, graceful and easy quality to it. The same is true with reading skills. Reading fluency is a child's ability to read a book or other text correctly, quickly, and with expression. A fluent reader doesn't have to stop and "decode" each word. Rather, most of the words can be read automatically. This means the reader can focus his attention on what the story or text means. For that reason, fluency is critically important — it's the bridge between decoding words and understanding what has been read.

### How can we foster reading fluency?

Parents can help their child develop reading fluency through a few simple and fun activities.

#### Paired or "buddy" reading

The easiest and best way to help your child develop fluency is to sit with your child and read! Read together every day, which is often called paired or buddy reading. To use paired reading, simply take turns reading aloud. You go first, as your reading provides a model of what good fluent reading sounds like. Then, ask your child to re-read the same page you just read. You'll notice that your child's reading will start to sound more and more like yours. Do this for several pages. Once your child is comfortable enough, and familiar enough with the book, take turns reading page for page.

#### Reread favorite books

Another way parents can help develop fluency is to build a tall stack of books that your child can read quickly and easily. Encourage your child to reread favorite books over and over again. With each reading, you may notice your child reading a bit easier, a bit faster, and with a bit more confidence and expression.

#### Record it

Another fun way to practice reading and build fluency is to have your child create her own audio books. This can be done simply with a tape recorder or audio recording feature or app (like Audioboo) on your phone. Or, use something more sophisticated like StoryKit, where a user can create an electronic storybook and record audio to accompany it. Regardless of the method you choose, your child will be practicing what they want to record and that reading practice is critical. Sharing your audio recordings with family and friends is a great motivator too!

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Reading Rockets, Colorín Colorado, and LD OnLine are national education services of WETA, the flagship public broadcasting station in Washington, D.C.



# OPM: Oral Reading Fluency

G1

**Directions:** Place the passage from the OPM Student Oral Reading Fluency Passages in front of the student (Task Cards pgs. 3-13). Using the script, instruct him/her to read each story out loud and start the stopwatch when the student reads the first word. Stop the student reading after 60 seconds. Mark all errors made by slashing ( / ) the word (see scoring rules below). After the student has read for 60 seconds or completed the passage, place a bracket ( ] ) after the last word read by the student, then administer the comprehension question that follows each passage on the OPM Oral Reading Fluency Score Sheet.

**Script:** I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? (If the student seems unsure, repeat the task order: 1) Read Story Aloud 2) Then Answer 1 Question). **This story is called \_\_\_\_.** Begin here. (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

--Story Reading--

Now, I'm going to ask you a question about the story you just read.

**Scoring:** Reading Accuracy and Fluency – Indicate that an error occurred by slashing ( / ) the word stated incorrectly. When an error occurs, count it as an error and move on. After the student finishes reading tally all errors for a total number of errors.

Use rules below to determine errors:

ERRORS	NOT ERRORS
Mispronunciations (leaving off inflections like -s, -ed and -ing; reading "talk" for talked or China for China)	Insertions of words (reading "big, bad dog" instead of "bad dog")
Omissions (leaving out a word)	Self-corrections (mark as sc)
Substitutions (reading "beg" for big)	Repetitions (re-reading a word or phrase)
Reversals (reading "Tom said" instead of "said Tom") * This counts as 2 errors.	Loss of place (e.g., skipping a line) Redirect the student to the correct place and keep the stopwatch running.
Hesitations (waiting 4 seconds) * Provide the word and move on.	Misarticulation * f → th      fumb → thumb * w → r      wabbit → rabbit
Proper nouns (any capitalized word) * If student hesitates for four seconds or mispronounces the proper noun, provide the word and count as an error the first time only.	Multiple misreads of the proper noun DO NOT count as errors.

Record the student's time and errors in the boxes provided on the OPM Oral Reading Fluency Score Sheet.



Do not begin progress monitoring first grade students' oral reading fluency until they have successfully met the Assessment Period 2 Target Story (Cake) criteria on the Reading Comprehension task (on the BDI).



The question following the passage was designed to remind students the importance of attending to what they read. The questions are easily answered and found in the early part of the passage.



The end of year target fluency goal for first grade is 60 wcpm.

6<sup>th</sup> Grade Passage: From Sitting Bull  
By : Sheila Black

The Crow warrior on the other side could hardly believe his eyes. The Sioux coming toward him was only a boy, and he did not even have a real weapon. The Crow warrior raised his bow and fitted an arrow to it. But before he could fire—bam! [The boy called] Slow struck him on the arm with his coup stick, and the bow fell from the Crow's hand.	11 24 36 49 62 69
The other Sioux warriors quickly fell upon him, and within minutes the Crow lay dead.	79 84
When other Crows saw how quickly their fellow brave had been killed, they fled over the hills, leaving horses and provisions behind them.	94 105 107
The Sioux burst into a song. It had been a good day. But the greatest honor of the battle belonged to Slow, for it was he who had taken the first coup against the enemy.	121 134 142
The boy was brave.	146
In triumph, the war party made its way back to camp. Returns-Again rode at the head of the Sioux warriors with his son beside him. He was proud and wanted everyone to know what the boy had done.	158 170 182 184
In the family tepee, he painted the boy from head to toe with the black color of victory. Then, placing him on one of his finest horses, he led him slowly around the . . . camp while everyone looked on.	197 210 220 222
"My son is brave!" Returns-Again chanted.	228

Fluency Rate Formula if Student Reads for 60 seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency WCPM

Note → Use the table below if the student finishes the passage before 60 seconds have elapsed.

# Words in Story	-	# Errors	=	Words Correct	÷	Total Seconds	X 60 =	Fluency (WCPM)
228								

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0, 1)
What did the Sioux do after Crow was killed?	Burst into song.	

from *Sitting Bull*

by Sheila Black



The Crow warrior on the other side could hardly believe his eyes. The Sioux coming toward him was only a boy, and he did not even have a real weapon. The Crow warrior raised his bow and fitted an arrow to it. But before he could fire—bam! [The boy called] Slow struck him on the arm with his coup stick, and the bow fell from the Crow's hand.

The other Sioux warriors quickly fell upon him, and within minutes the Crow lay dead.

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In triumph, the war party made its way back to camp. Returns-Again rode at the head of the Sioux warriors with his son beside him. He was proud and wanted everyone to know what the boy had done.

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"My son is brave!" Returns-Again chanted.

6<sup>th</sup> Grade Passage: From Breaking Through  
by: Francisco Jimenez

What I feared most happened that same year. I was in my eighth-	13
grade social studies class at El Camino Junior High School in	23
Santa Maria. I was getting ready to recite the preamble to the	35
Declaration of Independence, which our class had to memorize.	44
I had worked hard at memorizing it and felt confident. While	55
I waited for class to start, I sat at my desk and recited it silently	70
one last time. . . . I was ready.	76
After the bell rang, Miss Ehlis, my English and social studies	87
teacher, began to take roll. She was interrupted by a knock on the	100
door. When she opened it, I saw the school principal and a man	113
behind him. As soon as I saw the green uniform, I panicked. I felt	127
like running, but my legs would not move. I trembled and could	139
feel my heart pounding against my chest as though it too wanted	151
to escape. My eyes blurred. Miss Ehlis and the officer walked	162
up to me. "This is him," she said softly, placing her right hand	175
on my shoulder.	178
"Are you Francisco Jiménez?" he asked firmly. His deep voice	188
echoed in my ears.	192
"Yes," I responded, wiping my tears and looking down at his	203
large, black shiny boots. At that point I wished I were someone	215
else, someone with a different name.	221

Fluency Rate Formula if Student Reads for 60 seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency WCPM

Note → Use the table below if the student finishes the passage before 60 seconds have elapsed.

# Words in Story	-	# Errors	=	Words Correct	÷	Total Seconds	X 60 =	Fluency (WCPM)
221								

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0, 1)
What class does this story take place in?	8 <sup>th</sup> grade Social Studies class	

from *Breaking Through*

by Francisco Jiménez



What I feared most happened that same year. I was in my eighth-grade social studies class at El Camino Junior High School in Santa Maria. I was getting ready to recite the preamble to the Declaration of Independence, which our class had to memorize. I had worked hard at memorizing it and felt confident. While I waited for class to start, I sat at my desk and recited it silently one last time. . . . I was ready.

After the bell rang, Miss Ehlis, my English and social studies teacher, began to take roll. She was interrupted by a knock on the door. When she opened it, I saw the school principal and a man behind him. As soon as I saw the green uniform, I panicked. I felt like running, but my legs would not move. I trembled and could feel my heart pounding against my chest as though it too wanted to escape. My eyes blurred. Miss Ehlis and the officer walked up to me. "This is him," she said softly, placing her right hand on my shoulder.

"Are you Francisco Jiménez?" he asked firmly. His deep voice echoed in my ears.

"Yes," I responded, wiping my tears and looking down at his large, black shiny boots. At that point I wished I were someone else, someone with a different name.

6<sup>th</sup> Grade Passage: From Deadly Ants  
by Seymour Simon

Suddenly a column of ants bursts forth. The ants lay down a	12
scent trail as they move. Other ants begin to follow the trail the	25
first ants have left.	29
The ants at the head of the column hardly seem to be brave	42
leaders. They never move more than a few inches out in front.	54
Even this forward march is caused by all the pushing going on	66
behind them. After being pushed ahead, the leading ants quickly	76
return to the sides of the column.	83
With the leading ants hanging back and the rear ants pushing	94
ahead, the column finally forms a broad swarm. The swarm	104
spreads out as it moves forward. A large raiding swarm may	115
be sixty-five feet across and four to six feet deep.	125
The pressure of moving ants causes first one part of the swarm	137
to break forward, then another. This results in a kind of encircling	149
movement. In this way, small animals are caught and trapped by	160
the wall of advancing ants. The ants grab any living thing which	172
cannot manage to get away, and bring the soft pieces back to	184
the nest.	186
The approach of a raiding swarm of army ants can be heard	198
from quite a distance. There is a steady rattling and rustling of	210
plants and leaves as the ants move along and small animals try	222
to escape.	224

Fluency Rate Formula if Student Reads for 60 seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency WCPM

Note → Use the table below if the student finishes the passage before 60 seconds have elapsed.

# Words in Story	-	# Errors	=	Words Correct	÷	Total Seconds	X 60 =	Fluency (WCPM)
224								

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0, 1)
What causes the leading ants to move forward?	Ants in the back are pushing them forward.	



## from *Deadly Ants*

by Seymour Simon



Suddenly a column of ants bursts forth. The ants lay down a scent trail as they move. Other ants begin to follow the trail the first ants have left.

The ants at the head of the column hardly seem to be brave leaders. They never move more than a few inches out in front. Even this forward march is caused by all the pushing going on behind them. After being pushed ahead, the leading ants quickly return to the sides of the column.

With the leading ants hanging back and the rear ants pushing ahead, the column finally forms a broad swarm. The swarm spreads out as it moves forward. A large raiding swarm may be sixty-five feet across and four to six feet deep.

The pressure of moving ants causes first one part of the swarm to break forward, then another. This results in a kind of encircling movement. In this way, small animals are caught and trapped by the wall of advancing ants. The ants grab any living thing which cannot manage to get away, and bring the soft pieces back to the nest.

The approach of a raiding swarm of army ants can be heard from quite a distance. There is a steady rattling and rustling of plants and leaves as the ants move along and small animals try to escape.

## **Readers' Theatre**

### **Acknowledgments**

Worthy, J., & Broaddus, K. (2002). Fluency beyond the primary grades: From group performance to silent

independent reading. *Reading Teacher*, 55, 334–343.

### **Introduction**

Readers' theatre involves students in extensive practice and rehearsal of scripted material to be performed for a group. By the time struggling readers reach middle school and high school, they have probably had several unsuccessful, or "bad," experiences reading in front of their peers. Readers' theatre can provide older struggling readers with an opportunity to be successful at reading. This experience may lead to greater student confidence, motivation, and, because of the extensive practice required, improved oral reading fluency (Rinehart, 1999). As with any new activity, you will need to model, or demonstrate, what a readers' theatre performance may look like. It would be beneficial to develop a criteria chart with the class to be used for all performances. Criteria may include but not be limited to:

- Readers speak clearly and use an appropriate volume.
- Readers read the text accurately.
- Readers read the text with expression.
- Members of the group cooperate with each other during rehearsal time.
- The group uses their rehearsal time wisely.

### **Procedure**

#### **Select Material to Read**

Scripted material can be developed from children's books, poetry, song lyrics, plays, stories, or novels with rich dialogue.

#### **Develop the Script**

Assign dialogue to different characters or voices in a story, novel, or poem. Highlight each role so that each student has a copy of the script with his or her role highlighted.

#### **Assign Roles**

Readers' theatre groups can be as small or as large as needed. It will probably work best to keep groups small at first. When students become confident with the process of rehearsing and performing, you may assign scripts with a larger number of performers. *The Reading Teacher's Sourcebook* 229

### **Practice, Practice, Practice**

Allow students ample time to practice and rehearse their script. This repeated practice of familiar text is necessary to improve oral reading fluency to prepare for the “performance” when they read for the class or others. According to Rasinski et al. (2005), “when students are asked to perform for others, they have a natural inclination and desire to practice the passage to the point where they can read it accurately, with

# FAMOUS QUOTES

by Kevin M Reese

## Cast\*

Rickie (or Ricky)

Bobbie (or Bobby)

\*Characters may be male or female.

Scene: Anywhere.

*Rickie and Bobbie meet.*

RICKIE: Hi, Bobbie.

BOBBIE: Hi, Rickie. What did you think of English class. Those famous quotations were really neat. My favorite one was the one by Ben Franklin: "Necessity is the mother of invention". What one was your favorite?

RICKIE: It was the one by P.T. Barnum--but I can't think of it right now. (Up to something) Oh... it'll probably come to me. Hey, Bobbie, I'll bet you that I can prove that planes come from water.

BOBBIE: What?

RICKIE: Airplanes, I'll bet you that airplanes come from water.

BOBBIE: They do not.

RICKIE: Want to bet?

BOBBIE: You mean to tell me that airplanes are made from water? No way! OK, I'll bet you. I'll bet you... the use of my Game Boy for a week that planes don't come from water.

RICKIE: OK, you're on.

BOBBIE: (they shake) OK. Now try and prove it.

RICKIE: OK... (planning the attack) ... Would you agree that the airplane is one of the world's greatest inventions?

BOBBIE: No. There are lots of better ones, like the wheel, penicillin---

RICKIE: Oh, come on! OK, there are lots of other inventions, but out of the millions of inventions over the centuries, you have to agree that the airplane was a pretty good one. You don't have to say it was the greatest--but it was good.

BOBBIE: Ok, out of all the world's inventions, the airplane is a pretty good one.

RICKIE: Alright. Now, name something that the body can't live without.

BOBBIE: Food. Yeah, food.

RICKIE: Yeah, we'd die without food alright. But we'd die sooner if we didn't have any water, right? Remember we learned that in science class?

BOBBIE: Yeah, I remember.

RICKIE: OK, so would you say that since we'd die without water, it's a necessary thing?

BOBBIE: OK, yeah, it's necessary.

RICKIE: So an airplane is an invention and water is a necessity, right?

BOBBIE: Yeah, so?

RICKIE: What was your favorite quotation again?

BOBBIE: What's that got to do with---

RICKIE: What's your favorite quotation? You just told me.

BOBBIE: "Necessity is the mother of invention."

RICKIE: See? Necessity--water--is the mother of invention--an airplane. Water is the mother of the airplane. Planes come from water. Right? Right. I win. I'll take the Game Boy next week.

BOBBIE: Hey, wait a minute, Rickie! That's not--

RICKIE: Bobbie, Ben Franklin wouldn't lie. Hey, I just remembered my favorite quotation from P.T. Barnum: "There's a sucker born every minute." (exiting) Happy birthday!

*Bobbie can only stand there, wondering what in the world just happened....*

THE END

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# AT THE MOVIES

By Kevin M Reese

## Cast\*

Max (short for Max or Maxine)

Alex (short for Alexander or Alexandra)

\*Cast may be male or female

*At a movie theatre. Alex is seated, obviously waiting for a late friend. Max enters and approaches Alex.*

MAX: Is this seat taken?

ALEX: Hey, it's about time! Where have you been? I waited out in the lobby since 2:00! What took you so long?

MAX: Mom wouldn't get off the phone. Right before we were going to leave, the phone rang.

ALEX: So? Why didn't she just tell them she was heading out the door and couldn't talk?

MAX: My mom? She's the original "Ma Bell"--she lives to talk on the phone. You should hear her and my dad get into it sometimes. Geez, you'd swear you were listening to a TV show. They really get into it!

ALEX: What are we gonna have to do? If we need to be someplace at 2:00 should we tell her 1:30?

MAX: Oh, knock it off, Alex. I got here before the movie started, didn't I?

ALEX: Barely.

MAX: Well, at least I got the popcorn, so knock it off.

ALEX: Hey, the lights are starting to dim.

MAX: Good. The movie.

ALEX: I hope there are a lot of previews. I love previews.

MAX: (seeing a preview of a good animated movie) Oh, I want to see this one. I heard a guy was almost killed when they were making it.

ALEX: Max, it's a cartoon! How could a real person almost get killed when they're making a cartoon? Get real!

MAX: Well, that's what I heard. It was on Entertainment Tonight so it must be true. (The preview ends) Yeah, I want to see that one.

ALEX: Yeah, it looked OK.

MAX: Yeah.

ALEX: (Another preview begins) Now that's one that I want to see. Kurt Russell is one of my all-time favorite actors. I never miss his movies--unless they're rated "R". Mom and dad won't let me see "R" rated movies. Do your parents?

MAX: No. At least not in a movie theatre. I can when it comes on HBO though.

ALEX: That doesn't make a whole lot of sense to me: you can't watch it in a theatre but you can watch it-- (a good part comes on) Whoa! Did you see that? I gotta see that movie! (the preview's credits come on) Let's see who else is in it... (not impressed) Hmmm... oh, well, I still want to see it.

MAX: I wonder if anybody got killed when they were making that one.

ALEX: (making fun) Probably a couple of cartoons!

MAX: Oh, shut up! Uh-oh, there goes the curtain. Must not be any more previews. (Making fun) Sorry, Alex, no more previews.

ALEX: Oh, shut up.

MAX: (humming the movie studio theme song with zeal) And here comes the show.

ALEX: Are you going to talk through the whole movie? Be quiet.

MAX: Sorry! Geez, what a grouch! See if I go to a movie with you again.

THE END

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