

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!

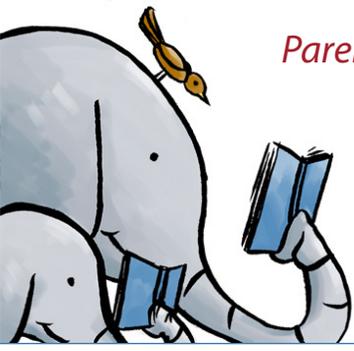
Activity #2

Option 1: Fiddle Sticks

- Put sight word sticks into a cup
- Pull out sticks one at a time and say the word on the stick
- Make a stack of words your scholar knows, and a stack of words he doesn't know
- Play daily

Option 2: Slap the words

- Spread the words out on a table face up
- Call out a word and the scholar will "slap" the word that you call out
- Continue this process until all the words have been called out
- Play daily



Growing readers!

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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!

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.

OPM: Oral Reading Fluency - Passage 1

G1

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? This story is called *Trip to the Farm*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Trip to the Farm

My class went to a farm. An old man was there who told us what it is like to live on the farm. He walked us to the barn. In the barn he let us pet a big horse. The horse takes the man over the open land to round up his cows. We did not get to see the cows. They were far away eating grass. At this farm the cows do not give milk. They are sold for meat. Next to the barn was a pig pen. The pigs were tan and brown. They did not smell too good! The man said that he sells the pigs so that we can have ham, pork, and ribs. The last stop we made was at the hen house. The hens give eggs every day. The old man does not sell the eggs or the hens. He eats them! The man fixed our class some fresh eggs, too. It was a fun trip.

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.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
162	-		=		÷		x 60 =	

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

Question	Answer	OPM RC Score (0,1)
Name one animal that the child in the story saw at the farm.	horse; cow; pig; hen	

Trip to the Farm

My class went to a farm. An old man was there who told us what it is like to live on the farm. He walked us to the barn. In the barn he let us pet a big horse. The horse takes the man over the open land to round up his cows.

We did not get to see the cows. They were far away eating grass. At this farm the cows do not give milk. They are sold for meat.

Next to the barn was a pig pen. The pigs were tan and brown. They did not smell too good! The man said that he sells the pigs so that we can have ham, pork, and ribs.

The last stop we made was at the hen house. The hens give eggs every day. The old man does not sell the eggs or the hens. He eats them! The man fixed our class some fresh eggs, too. It was a fun trip.

OPM: Oral Reading Fluency - Passage 2

G1

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? This story is called *The Cat and the Fish*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Cat and the Fish

A big, fat cat sat by the pond. She wanted a fish to eat for her lunch. Soon a little fish swam by. The cat could not get to the fish. It was too far away. The fish swam round and round. Then it jumped out of the pond. PLOP! Back into the pond it went. The cat looked and looked at that little fish. She wanted to eat that fish, but she could not get to it.

"What can I do to make that fish swim by me?" said the cat. "I know, I can make a big splash and make the fish jump up again. Let me find a rock to splash into the pond. Here is a big rock that will be good for a big splash."

PLUNK went the rock. Out of the pond came the fish. It landed by the cat. The cat snatched the fish up fast and ate it all in one bite!

"M-m-m! What a good lunch! I am one smart cat to get such a clever fish!" said the cat.

Fluency Rate Formula if Student Reads for 60 Seconds

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



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

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
179	-		=		÷		x 60 =	

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 cat want to do with the fish?	eat it (for lunch)	

The Cat and the Fish

A big fat cat sat by the pond. She wanted a fish to eat for her lunch. Soon a little fish swam by. The cat could not get to the fish. It was too far away. The fish swam round and round. Then it jumped out of the pond. PLOP! Back into the pond it went.

The cat looked and looked at that little fish. She wanted to eat that fish, but she could not get to it.

“What can I do to make that fish swim by me?” said the cat. “I know, I can make a big splash and make the fish jump up again. Let me find a rock to splash into the pond. Here is a big rock that will be good for a big splash.”

PLUNK went the rock. Out of the pond came the fish. It landed by the cat. The cat snatched the fish up fast and ate it all in one bite!

“M-m-m! What a good lunch! I am one smart cat to get such a clever fish!” said the cat.

Dogs Can Help

My dad is a policeman. He has a dog that helps him at his job. His dog, Mike, is big and black. He jumps and runs when my dad tells him to jump and run. Mike is smart! Mike can run after a bad man. Once he ran after a robber and made him stop. Once he helped find a lost little girl. Mike can smell well. He sniffed the girl's shirt and then he could find her by her smell. Dad likes to have Mike with him.

There is a big dog I see when I ride my bike. This dog must be good, too. He walks with a man who can not see. The dog stops when the red light says to stop. The dog is next to the man at all times. He takes the man everywhere he must go. This dog knows how to help the man. Dogs are good helpers!

OPM: Oral Reading Fluency - Passage 3

G1

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? This story is called *Dogs Can Help*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Dogs Can Help

My dad is a policeman. He has a dog that helps him at his job. His dog, Mike, is 19
 big and black. He jumps and runs when my dad tells him to jump and run. Mike is 37
 smart! Mike can run after a bad man. Once he ran after a robber and made him 54
 stop. Once he helped find a lost little girl. Mike can smell well. He sniffed the girl's 71
 shirt and then he could find her by her smell. Dad likes to have Mike with him. 88

There is a big dog I see when I ride my bike. This dog must be good, too. He 107
 walks with a man who can not see. The dog stops when the red light says to stop. 125
 The dog is next to the man at all times. He takes the man everywhere he must go. 143
 This dog knows how to help the man. Dogs are good helpers! 155

Fluency Rate Formula if Student Reads for 60 Seconds

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



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

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
155	-		=		÷		x 60 =	

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

Question	Answer	OPM RC Score (0,1)
Name one way that dogs are good helpers.	they can help stop robbers; they can help find lost girls; they can help people cross the street; run/ chase after bad men	

Dolch Pre-Primer Sight Vocabulary

Name: _____ Date Pretest: _____ % Correct: _____

Date of test: _____ % Correct: _____

a	I	run
and	in	said
away	is	see
big	it	the
blue	jump	three
can	little	to
come	look	two
down	make	up
find	me	we
for	my	where
funny	not	yellow
go	one	you
help	play	
here	red	

Your child identifies all circled words. Our goal is 100% by the end of November.

Thanks for your help in practicing at home.

Jill Perkins © 1998

Color code: purple = Sept. blue = Nov. green = Jan. red = March black = May

Dolch Primer Sight Vocabulary

Name: _____ Date Pretest: _____ % Correct: _____

Date of test: _____ % Correct: _____

all	into	that
am	like	there
are	must	they
at	new	this
ate	no	too
be	now	under
black	on	want
brown	our	was
but	out	well
came	please	went
did	pretty	what
do	ran	white
eat	ride	who
four	saw	will
get	say	with
good	she	yes
have	so	
he	soon	

Your child identifies all circled words. Our goal is 100% by the end of January of 1st Grade.
Thanks for your help in practicing at home.

Jill Perkins © 1998

Color code: purple = Sept. blue = Nov. green = Jan. red = March black = May

Dolch Third Grade Sight Vocabulary

Name: _____ Date Pretest: _____ % Correct: _____

Date of test: _____ % Correct: _____

about

hold

seven

better

hot

shall

bring

hurt

show

carry

if

six

clean

keep

small

cut

kind

start

done

laugh

ten

draw

light

today

drink

long

together

eight

much

try

fall

myself

warm

far

never

full

only

got

own

grow

pick

Your child identifies all circled words. Our goal is 100% by the end of March of 3rd Grade.

Thanks for your help in practicing at home.

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Color code: purple = Sept. blue = Nov. green = Jan. red = March black = May