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

Roll and Read

- Roll the die
- Read and check off the sentences that correspond with what you roll
- Allow 45 seconds for scholar to respond
- Check off read sentences
- Practice daily, and decrease time response gradually.

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!

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

Reading rockets www.ReadingRockets.org

¡Colorín colorado! www.ColorinColorado.org

LD online www.LDOnLine.org

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 Chĭna 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.

NOTE **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).**

NOTE **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.**

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

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Fog

Have you ever seen fog?

Fog is a cloud that has formed on the ground. Fog is made when there is too much water in the air. When the sun comes up, the water in the air goes away. This makes the fog go away. Fog can form quickly and go away quickly as well. Next time you see fog you will know where it comes from.

There are many kinds of fog. Most of the fog we see is called wind fog. Wind fog forms when cool air is blown into a warm area. Many hot cities have wind fog. Another type of fog is called valley fog. It is found near mountains. Valley fog only forms when it is cold outside.

Fog can make it very hard to see. It is not safe to drive if it is very foggy. Fog can also make a place seem scary. Don't be afraid though, fog is nothing to be scared of at all.

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OPM: Oral Reading Fluency - Passage 1

G2

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 *Fog*. Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Fog

Have you ever seen fog? 5

Fog is a cloud that has formed on the ground. Fog is made when there is too 22
much water in the air. When the sun comes up, the water in the air goes away. This 40
makes the fog go away. Fog can form quickly and go away quickly as well. Next 56
time you see fog you will know where it comes from. 67

There are many kinds of fog. Most of the fog we see is called wind fog. Wind 84
fog forms when cool air is blown into a warm area. Many hot cities have wind fog. 101
Another type of fog is called valley fog. It is found near mountains. Valley fog only 117
forms when it is cold outside. 123

Fog can make it very hard to see. It is not safe to drive if it is very foggy. Fog can 144
also make a place seem scary. Don't be afraid though, fog is nothing to be scared 160
of at all. 163

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)
163	-		=		÷		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)
Fog is made when there is too much what in the air?	water	

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OPM: Oral Reading Fluency - Passage 3

G2

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 *How to Build an Ant Farm*. Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

How to Build an Ant Farm

Ant farms are easy to make and fun to watch. Ask an adult to help you get the 18
things you need, including the ants! Start with a large glass jar or a small fish bowl. 35
Next, find an ant pile and use a shovel to dig up enough ants and dirt to fill the jar. 55
Be sure to leave them some walking room on top of the dirt. 68

Once you have ants in your "farm," put the lid on the jar. Get some paper and 85
wrap it around the jar, using tape to keep it in place. This will help the ants feel like 104
they are underground and they will get right to work making tunnels. Just take off 119
the paper when you want to see what they have done. 130

You will need to feed the ants every couple of days. Always put the food in the 147
same place. The ants will come and get it! They like tiny bits of fruits and vegetables. 164
You can also give them a drop of honey, sugar, or a small piece of bread dipped in 182
sugar water. 184

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)
184	-		=		÷		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 kind of container can you use to make an ant farm?	a glass jar; a small fish bowl	

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How to Build an Ant Farm

Ant farms are easy to make and fun to watch. Ask an adult to help you get the things you need, including the ants! Start with a large glass jar or a small fish bowl. Next, find an ant pile and use a shovel to dig up enough ants and dirt to fill the jar. Be sure to leave them some walking room on top of the dirt.

Once you have ants in your farm, put the lid on the jar. Get some paper and wrap it around the jar, using tape to keep it in place. This will help the ants feel like they are underground and they will get right to work making tunnels. Just take off the paper when you want to see what they have done.

You will need to feed the ants every couple of days. Always put the food in the same place. The ants will come and get it! They like tiny bits of fruits and vegetables. You can also give them a drop of honey, sugar, or a small piece of bread dipped in sugar water.

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A Walk on the Beach

Mel and I wanted to take a walk on the beach. We dressed in our swimsuits and Mom put sunscreen on us. I took a towel with me because I knew we might get wet.

The beach was not far away so we rode our bikes to get there fast. Mel and I parked our bikes and walked to the beach. The air smelled salty and the sand felt warm under our feet.

Mel walked to the edge of the water. She saw a white bird flying in the sky. The bird landed near me. He flew away when I tried to catch him.

I started to look for sea shells. Mel looked too. She found ten sea shells. I found four shells and a broken sand dollar. Mel found a hermit crab hiding in a shell.

The walk on the beach made us hot. Mel put her feet in the water to cool off. Mel said I should put my feet in the water too. It felt good to get wet. The waves splashed on our legs. We had fun in the water. I was happy we went to the beach.

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OPM: Oral Reading Fluency - Passage 2

G2

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 *A Walk on the Beach*. Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

A Walk on the Beach

Mel and I wanted to take a walk on the beach. We dressed in our swimsuits and 17
Mom put sunscreen on us. I took a towel with me because I knew we might get wet. 35
The beach was not far away so we rode our bikes to get there fast. Mel and I 53
parked our bikes and walked to the beach. The air smelled salty and the sand felt 69
warm under our feet. 73
Mel walked to the edge of the water. She saw a white bird flying in the sky. The 91
bird landed near me. He flew away when I tried to catch him. 104
I started to look for sea shells. Mel looked too. She found ten sea shells. I found 121
four shells and a broken sand dollar. Mel found a hermit crab hiding in a shell. 137
The walk on the beach made us hot. Mel put her feet in the water to cool off. 155
Mel said I should put my feet in the water too. It felt good to get wet. The waves 175
splashed on our legs. We had fun in the water. I was happy we went to the beach. 192

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)
192	-		=		÷		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 children in the story wear to walk on the beach?	swimsuits	

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Name_____

Roll and Read

Simple Sentences

Directions: Roll the dice, read and check off a sentence in the column.

☐ Do you like ham?	☐ Jump on the rug.	☐ Put it in the jug.
☐ Can you see my cat?	☐ Do you like bugs?	☐ I see a bug in the mug.
☐ We can find the dog.	☐ I like my nap.	☐ The fan is on.
☐ We can find the dog.	☐ The dot is on top.	☐ Did you see the pit?
☐ Can you play with Jim?	☐ His dog is wet.	☐ I see two big fins.
☐ I like the red pot.	☐ Ben's bed is blue.	☐ We can tap on it.
☐ The pot is hot!	☐ Did you get a cat?	☐ Can you make the bed?
☐ The bat is here.	☐ Where is the wax?	☐ Peg hid in the little hut.
☐ My mom can find it.	☐ The pot is big.	☐ The bat is in the bag.
☐ Where is the tin can?	☐ Max has a log for you.	☐ You can hit the pin.
☐ Did the yam rot?	☐ Can you see in the fog?	☐ The van is tan.

Name_____

Roll and Read

Simple Sentences with the Vowel Team -ai

Directions: Roll the dice, read and check off a sentence in the column.

●	☐ Can you give them the mail?	☐ I know how to braid.
	☐ His snail is old.	☐ The drain is round.
● ●	☐ He has some bait.	☐ Ask if he has some nails.
	☐ Take the chain over there.	☐ Do you know if it has a stain?
● ● ●	☐ I am going to stop that train.	☐ Can I take some grain?
	☐ Let the snail live.	☐ Do you know how to sail?
● ● ● ●	☐ His brain helps him think.	☐ It is going down the drain.
	☐ Could I give him a train set?	☐ Let us walk to the train.
● ● ● ● ●	☐ When is it going to hail?	☐ He has his chain on.
	☐ Stop that train!	☐ What do you think is in her pail?
● ● ● ● ● ●	☐ I am going to get the mail.	☐ I do not think he will fail.
	☐ Is it going down the drain?	☐ They were not going to fail.

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