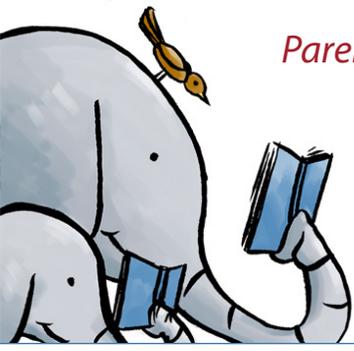


Activity #1

- 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

- Place two copies (one in a sheet protector) of the target affix zip practice sheet(s) and timer at the center.
- Provide the student with an affixes correct per minute record.
- Taking turns, student and parent practice reading the affixes aloud to each other.
- The parent sets the timer for one minute and tells student to “begin.”
- The student reads across the page while parent follows on their copy and uses a dry erase marker to mark any affixes that are read incorrectly. If all the affixes on the sheet are read, go back to the top and continue reading.
- When the timer goes off, the parent marks the last affix read. Counts the number of affixes read correctly.
- The student records the number of affixes read correctly on his record.
- Repeat the activity at least two more times attempting to increase speed and accuracy.



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!

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.

Building a Sandcastle

Have you ever built a sandcastle? It is easy if the sand is wet. You need a bucket and a shovel. You need a stick and some shells. You need a little seaweed and maybe some pebbles. You can find these on the beach.

Find a spot on the beach where the sand is a little wet. Start to dig a deep, round circle. Pile all the loose sand into the middle. This pile gets higher and higher. This is the start of your castle. When you think your castle is high enough, pat down the sides. Make the top flat.

The top is where you put more sand from your bucket. Fill your bucket with sand all the way to the top. Pat it down. Slowly turn it upside down onto the flat top of your castle. Pat the bottom of your bucket with the shovel. Slowly pull off the bucket. Now you have a top on your castle. It looks like your bucket!

Sometimes water will be running into your round circle. This is your castle moat. Make sure the moat has water. Fill up the moat with water from your bucket. Then make a sand bridge over the moat. You can draw windows and a door in your castle with a stick.

If you have seaweed, you can make a flag using your stick. Push the stick through the top of the seaweed. This is your flag. It can go on the top of your castle! If you have shells or pebbles, you can use them for the garden.

Making a sandcastle is great fun! Have you ever made one?

OPM: Oral Reading Fluency Passage: *Building a Sandcastle*

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

Building a Sandcastle

Have you ever built a sandcastle? It is easy if the sand is wet. You need a bucket 18
and a shovel. You need a stick and some shells. You need a little seaweed and maybe 35
some pebbles. You can find these on the beach. 44

Find a spot on the beach where the sand is a little wet. Start to dig a deep, round 63
circle. Pile all the loose sand into the middle. This pile gets higher and higher. This is 80
the start of your castle. When you think your castle is high enough, pat down the sides. 97
Make the top flat. 101

The top is where you put more sand from your bucket. Fill your bucket with sand 117
all the way to the top. Pat it down. Slowly turn it upside down onto the flat top of your 137
castle. Pat the bottom of your bucket with the shovel. Slowly pull off the bucket. Now you 154
have a top on your castle. It looks like your bucket! 165

Sometimes water will be running into your round circle. This is your castle moat. 179
Make sure the moat has water. Fill up the moat with water from your bucket. Then make 196
a sand bridge over the moat. You can draw windows and a door in your castle with a 214
stick. 215

If you have seaweed, you can make a flag using your stick. Push the stick 230
through the top of the seaweed. This is your flag. It can go on the top of your castle! If 250
you have shells or pebbles, you can use them for the garden. 262

Making a sandcastle is great fun! Have you ever made one? 273

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)
273	-	=	=	÷	=	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 does this passage teach you how to build?	<i>a sandcastle</i>	

Scoring Sheet

Our Hammock

Our yard had a lot of trees. Two trees were close enough to hang a hammock. A hammock is a type of bed that can be made from rope. You can hang them from trees. They are used for rest and fun.

We loved our hammock. It was in the shade of two large trees. There was a nice breeze in the hot summer. It was the best place to rest. Our cat liked to lay by my side. The cat climbed up and held onto the ropes. My brother also loved the hammock. He loved to swing high on it. If there was no one there to push him, he tied a rope around one of the other trees. Then he tied it to the hammock. He pulled on the rope and rocked the hammock back and forth!

We put the hammock away after it got wet in the summer rain. We hung it back up in the winter. There was no more rain. We tied the ropes around the trees. My brother climbed on. He asked me to push him. But after one push, both ends of the hammock broke. He fell to the ground! He laughed very hard. The ropes rotted during the time it was stored away!

The next summer, our two trees fell over in a storm. Now we miss our hammock. We tried to hang a new hammock with two other trees, but it was not as nice. The trees were not close enough. There was no shade.

We loved having a hammock. Do you have a hammock?

OPM: Oral Reading Fluency Passage: *Our Hammock*

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

Our Hammock

Our yard had a lot of trees. Two trees were close enough to hang a hammock. A hammock is a type of bed that can be made from rope. You can hang them from trees. They are used for rest and fun. 17
35
42

We loved our hammock. It was in the shade of two large trees. There was a nice breeze in the hot summer. It was the best place to rest. Our cat liked to lay by my side. The cat climbed up and held onto the ropes. My brother also loved the hammock. He loved to swing high on it. If there was no one there to push him, he tied a rope around one of the other trees. Then he tied it to the hammock. He pulled on the rope and rocked the hammock back and forth! 59
79
95
115
133
139

We put the hammock away after it got wet in the summer rain. We hung it back up in the winter. There was no more rain. We tied the ropes around the trees. My brother climbed on. He asked me to push him. But after one push, both ends of the hammock broke. He fell to the ground! He laughed very hard. The ropes rotted during the time it was stored away! 156
174
191
208
211

The next summer, our two trees fell over in a storm. Now we miss our hammock. We tried to hang a new hammock with two other trees, but it was not as nice. The trees were not close enough. There was no shade. 227
246
254

We loved having a hammock. Do you have a hammock? 264

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)
264	-		=		÷		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 bed can hang from two trees?	<i>a hammock</i>	

Scoring Sheet

Shark Teeth

I have a new hobby. I look for shark teeth. Yes, shark teeth! One time, my dad told me a story about when he was a boy. His mom and dad used to take him to the beach. They would rent a little house. It was not far from the beach. My dad used to spend all day at the beach. He swam in the water. He ran in the sand. He looked for shark teeth for a long time.

My dad said that you could walk on the beach and see shark teeth in the sand. He showed me a box from his room. It had some of the shark teeth he found when he was a boy. I wanted to find shark teeth. I asked my dad if we could go to the beach, too. He said yes!

We rented a little house by the beach. I swam in the water. I ran in the sand. I looked for shark teeth for a long time. My mom gave me a bowl with holes in it. I put it under the sand at the beach. I let some water in. Then I shook it back and forth. All the sand fell out. A shark tooth might be left. It is not very big. Most are very small. We were there for three days. I found a few shark teeth each day.

I asked my dad why there were so many shark teeth at the beach. He said that this beach used to be under the water. There were a lot of sharks here. They sank to the ocean floor. All that are left of them now are the teeth. The teeth were stuck in the sand and are still there.

I love my new hobby! I put my shark teeth in a box in my room. I want to be just like my dad. I will have the teeth for a long time.

OPM: Oral Reading Fluency Passage: *Shark Teeth*

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

Shark Teeth

I have a new hobby. I look for shark teeth. Yes, shark teeth! One time, my dad told me a story about when he was a boy. His mom and dad used to take him to the beach. They would rent a little house. It was not far from the beach. My dad used to spend all day at the beach. He swam in the water. He ran in the sand. He looked for shark teeth for a long time.

My dad said that you could walk on the beach and see shark teeth in the sand. He showed me a box from his room. It had some of the shark teeth he found when he was a boy. I wanted to find shark teeth. I asked my dad if we could go to the beach, too. He said yes!

We rented a little house by the beach. I swam in the water. I ran in the sand. I looked for shark teeth for a long time. My mom gave me a bowl with holes in it. I put it under the sand at the beach. I let some water in. Then I shook it back and forth. All the sand fell out. A shark tooth might be left. It is not very big. Most are very small. We were there for three days. I found a few shark teeth each day.

I asked my dad why there were so many shark teeth at the beach. He said that this beach used to be under the water. There were a lot of sharks here. They sank to the ocean floor. All that are left of them now are the teeth. The teeth were stuck in the sand and are still there.

I love my new hobby! I put my shark teeth in a box in my room. I want to be just like my dad. I will have the teeth for a long time.

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)
324	-		=		÷		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 does the character look for at the beach?	<i>shark teeth</i>	

Scoring Sheet

Fluency

Affix Wiz

F.002.AM1a

de	dis	em	en	il	
fore	trans	semi	anti	mid	
im	in	ir	mis	non	(15)
pre	re	un	sub	inter	
inter	dis	em	trans	anti	
im	in	ir	non	de	(30)
mis	pre	re	un	sub	
fore	en	semi	il	mid	
un	re	sub	pre	inter	(45)
im	in	non	fore	mis	
semi	fore	ir	trans	anti	
em	en	il	de	dis	(60)

prefixes

able	ation	ed	en	er	
est	ful	ible	ing	ion	
ition	ity	ive	less	ly	(15)
ness	or	es	tion	ment	
ment	ful	ive	en	er	
est	ation	ible	or	ion	(30)
ition	ity	less	ed	ly	
ness	ing	es	tion	able	
or	tion	tion	ness	ment	(45)
ity	ive	ition	ly	less	
ible	ing	est	ful	ion	
able	en	er	ation	ed	(60)

suffixes

Affixes Correct Per Minute

1 st try	_____ affixes
2 nd try	_____ affixes
3 rd try	_____ affixes
4 th try	_____ affixes
5 th try	_____ affixes



Affixes Correct Per Minute

1 st try	_____ affixes
2 nd try	_____ affixes
3 rd try	_____ affixes
4 th try	_____ affixes
5 th try	_____ affixes

ity	ive	ir	mis	ition	
de	ed	en	in	non	
inter	less	im	sub	inter	(15)
pre	re	un	ful	ation	
anti	mid	tion	fore	ive	
dis	less	ly	ation	er	(30)
able	em	en	il	ion	
sub	ition	ness	er	im	
fore	trans	mis	ed	mid	(45)
tion	ment	im	ir	non	
ness	or	es	ment	re	
fore	est	ful	ible	ing	(60)

prefixes and suffixes

Fluency

Affix Wiz

F.002.AM4a

ir-	irregular	irresistible	irresponsible	irrational	
sub-	subdivide	subgroup	subway	substandard	
de-	debrief	decompose	deplane	defrost	
fore-	forearm	foreshadow	foreground	forehand	(20)
mid-	midday	midsized	midweek	midnight	
semi-	semifinal	semiskilled	semidry	semiweekly	
anti-	antigravity	antisocial	anticrime	antibacterial	(35)
inter-	interact	interconnect	interstate	interchange	
non-	nonabrasive	nonfiction	nonliving	nonstop	
em-	emblaze	embody	embolden	emplacement	(50)

prefixes and words

-ation	admiration	consultation	perspiration	expectation	
-en	darken	deepen	quicken	straighten	
-able	replaceable	noticeable	questionable	readable	
-less	sleepless	careless	colorless	thoughtless	(20)
-ment	amazement	development	entertainment	placement	
-ness	kindness	bitterness	weakness	darkness	
-ive	creative	passive	active	directive	(35)
-ity	minority	purity	ability	majority	
-ful	forgetful	successful	wonderful	thoughtful	
-or	governor	conductor	investigator	inventor	(50)

suffixes and words