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 the phrase cards face up in a stack.
- Set a timer for one minute, select the top card and read the phrase.
- If all the words in the phrase are read correctly, student places the card in a pile. If one or more words in the phrase are read incorrectly, the parent gets the card.
- This will continue until the timer rings.
- Repeat the activity at least two more times to increase speed and accuracy.

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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Peter's Big Hit

Peter stepped up to the plate. He had practiced all week at the batter's box. Peter was ready to hit the ball far. He knew he was not the best hitter on the team. But he was told that hard work and practice would pay off. He already had two strikes against him.

The pitcher he was facing was very good. He had remembered what his coach said to him earlier in the year. "You don't have to swing at every pitch, Peter," Coach Smith said. "If you swing at every pitch, you're going to be out every time. Baseball is a game of wits. You have to be thinking all of the time." Peter had tried to listen to his coach's words. Every time someone threw a pitch to him, he had to swing at it. It seemed like he couldn't think whenever he was up at the plate. He had thought about this all week before the game.

Peter stood at the plate. There were already two strikes. He had swung at both pitches. The pitcher set up to throw and delivered. Peter wanted to swing really badly. The pitch was low. The umpire called a ball. Finally, Peter was learning. He felt good that he didn't swing at the pitch. The pitcher threw another. It was low again. His coach was cheering him on. His parents were screaming from the stands.

He knew he could do a good job. He had practiced all week. He would wait for his pitch. The pitcher set up to throw again. The ball moved slowly towards him. It was his pitch! He swung the bat hard and timed it well. The ball soared through the air towards the fence and cleared it. Peter had just hit his first home run.

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OPM: Oral Reading Fluency Passage: Peter's Big Hit

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 *Peter's Big Hit*. Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Peter's Big Hit

Peter stepped up to the plate. He had practiced all week at the batter's box. Peter 16
was ready to hit the ball far. He knew he was not the best hitter on the team. But he 36
was told that hard work and practice would pay off. He already had two strikes against 52
him. 53

The pitcher he was facing was very good. He had remembered what his coach 67
said to him earlier in the year. "You don't have to swing at every pitch, Peter," Coach 84
Smith said. "If you swing at every pitch, you're going to be out every time. Baseball 100
is a game of wits. You have to be thinking all of the time." Peter had tried to listen to 120
his coach's words. Every time someone threw a pitch to him, he had to swing at it. It 138
seemed like he couldn't think whenever he was up at the plate. He had thought about 154
this all week before the game. 160

Peter stood at the plate. There were already two strikes. He had swung at both 175
pitches. The pitcher set up to throw and delivered. Peter wanted to swing really badly. 190
The pitch was low. The umpire called a ball. Finally, Peter was learning. He felt good that 207
he didn't swing at the pitch. The pitcher threw another. It was low again. His coach was 224
cheering him on. His parents were screaming from the stands. 234

He knew he could do a good job. He had practiced all week. He would wait 250
for his pitch. The pitcher set up to throw again. The ball moved slowly towards him. It 267
was his pitch! He swung the bat hard and timed it well. The ball soared through the air 285
towards the fence and cleared it. Peter had just hit his first home run. 299

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 <u>If Student Completes Passage in Less Than 60 Seconds</u>

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
299	-		=		÷		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 had Peter been practicing all week?	*Baseball / Hitting the ball*	

Scoring Sheet

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Wilderness Trip

Do you like the zoo? Would you like to see wild animals up close? Maybe you should take a trip to Punta Gorda, Florida. There you can take a ride at the Badcock Ranch. You can take a tour from November to May between 9:00 a.m. and 3:00 p.m. During the hotter months, June to October, tours are only given in the mornings when it is a little cooler.

You may decide to take the swamp tour. It is a thrill to see the wild animals living on this ranch. You can see panthers. They are very rare in Florida. You may also see cattle and horses. If you have been on a farm before, this tour may not seem very exciting. For others who have not seen large farm animals, this will be a fun trip.

You may be lucky enough to see an alligator. Some may see a white-tailed deer. Most people on this tour also see wild turkeys. You may even see a buffalo. As you ride through the ranch, you will also see many birds. How can you see so much on this tour? One reason is that you will be riding in a swamp buggy. This swamp buggy can carry you through the woods. Then it can drive through a fresh water marsh.

You will enjoy this trip because of the tour guides. They know about the animals you are about to see. They can tell you about the areas where the animals live. The tour guides know what the animals eat. They also know how the animals are able to live in the woods. This whole trip only takes 90 minutes. You will see so much. It may even seem like a much longer trip.

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OPM: Oral Reading Fluency Passage: Wilderness Trip

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

Wilderness Trip

Do you like the zoo? Would you like to see wild animals up close? Maybe you 16
should take a trip to Punta Gorda, Florida. There you can take a ride at the Badcock 33
Ranch. You can take a tour from November to May between 9:00 a.m. and 3:00 p.m. 49
During the hotter months, June to October, tours are only given in the mornings when it 65
is a little cooler. 69

You may decide to take the swamp tour. It is a thrill to see the wild animals living 87
on this ranch. You can see panthers. They are very rare in Florida. You may also see 104
cattle and horses. If you have been on a farm before, this tour may not seem very 121
exciting. For others who have not seen large farm animals, this will be a fun trip. 137

You may be lucky enough to see an alligator. Some may see a white-tailed deer. 152
Most people on this tour also see wild turkeys. You may even see a buffalo. As you 169
ride through the ranch, you will also see many birds. How can you see so much on this 187
tour? One reason is that you will be riding in a swamp buggy. This swamp buggy can 204
carry you through the woods. Then it can drive through a fresh water marsh. 218

You will enjoy this trip because of the tour guides. They know about the animals 233
you are about to see. They can tell you about the areas where the animals live. The 250
tour guides know what the animals eat. They also know how the animals are able to 266
live in the woods. This whole trip only takes 90 minutes. You will see so much. It may 284
even seem like a much longer trip. 291

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 <u>if Student Completes Passage in Less Than 60 Seconds</u>

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
291	-		=		÷		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)
Where is the swamp in the story located?	*(Punta Gorda), Florida*	

Scoring Sheet

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Garbage Can Pests

Everyone has probably seen a raccoon. They have become pests in many neighborhoods. Their ability to turn over garbage cans and find bits of food is uncanny. Most garbage cans now have clamp type tops. This causes the raccoons to have a harder time getting into the containers.

Raccoons are actually related to bears. The common raccoon grows to about thirty-two inches long from nose to tail. The normal weight for an adult is between twenty to twenty-five pounds. Most Florida raccoons have outside hair that is grayish in color with black tips. The under fur is a pale brown. The tail is bushy and grayish white with black rings. The face of a raccoon looks kind of like a fox. A black patch around each eye has a ring of white hair around it. This gives the raccoon the look of a burglar. This look fits the mischievous nature of the animal.

Raccoons are great tree climbers with long legs and strong claws. Raccoons will eat almost anything. Their favorite foods are found in fresh water. They seem to enjoy eating frogs, crayfish, and turtles. They also like to eat berries and other fruit.

Raccoons have become more of a pest than they used to be. This happened as much of their habitat has been cleared. This has limited their natural environment. Because of this, many of them are in people's garbage cans trying to find food.

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OPM: Oral Reading Fluency Passage: Garbage Can Pests

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

Garbage Can Pests

Everyone has probably seen a raccoon. They have become pests in many 12
neighborhoods. Their ability to turn over garbage cans and find bits of food is uncanny. 27
Most garbage cans now have clamp type tops. This causes the raccoons to have a 42
harder time getting into the containers. 48

Raccoons are actually related to bears. The common raccoon grows to about 60
thirty-two inches long from nose to tail. The normal weight for an adult is between 75
twenty to twenty-five pounds. Most Florida raccoons have outside hair that is grayish in 89
color with black tips. The under fur is a pale brown. The tail is bushy and grayish white 107
with black rings. The face of a raccoon looks kind of like a fox. A black patch around 125
each eye has a ring of white hair around it. This gives the raccoon the look of a burglar. 144
This look fits the mischievous nature of the animal. 153

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Raccoons have become more of a pest than they used to be. This happened 209
as much of their habitat has been cleared. This has limited their natural environment. 223
Because of this, many of them are in people's garbage cans trying to find food. 238

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 <u>if Student Completes Passage in Less Than 60 Seconds</u>

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
238	-		=		÷		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 are the pests in the story?	*raccoons*	

Scoring Sheet

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Fleeting Phrases

F.009.AM1a

several years ago	between the lines
remember to include	along the river
during certain times	never say never
before and after	among the family

phrase cards

F.009.AM1b

Fleeting Phrases

really easy	body of water
enough money	cannot understand you
able to explain	usually order
today began slowly	again and again

phrase cards

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Fleeting Phrases F.009.AM1c

a number of people	just minutes away
answer the question	an important idea
your mother and father	give me an example
measure in inches	before you begin

phrase cards

F.009.AM1d

Fleeting Phrases

complete the sentence	a common color
listen carefully	every second counts
better late than never	something special
circle the letter	almost always

phrase cards

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Fleeting Phrases F.009.AM1e

below the surface	early in the morning
the story is about	go inside the building
correct the paper	over and under
it finally happened	figure out the problem

phrase cards

F.009.AM1f

Fleeting Phrases

across the ocean	too heavy to carry
children study together	travel across the country
nothing was decided	many different animals
covered the table	sometimes you notice

phrase cards

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