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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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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8th Grade Passage: from Bully for You, Teddy Roosevelt!
by: Jean Fritz

What did Theodore Roosevelt want to do? Everything. And all 10
at once if possible. Plunging headlong into life, he refused to 21
waste a single minute. Among other things, he studied birds, shot 32
lions, roped steer, fought a war, wrote books, and discovered the 43
source of a mystery river in South America. In addition, he 54
became governor of New York, vice-president of the United 63
States, then president. This was a big order for one man, but 75
Theodore Roosevelt was not an everyday kind of man. He was so 87
extraordinary that when people tried to describe him, they gave 97
up on normal man-size words. "A cyclone," that's what Buffalo Bill 108
called him. Mark Twain said he was "an earthquake." He was 119
called "an eruption," "an express locomotive," "a buzz saw," 128
"a dynamo." 130

But he did not start out this way. Indeed, he was so puny that 144
his parents worried if he would ever grow up at all. Born in New 158
York City on October 27, 1858, Theodore (or Teddy, as he was 170
called) was the second of the four Roosevelt children, and he was 182
the sickly one, the one with asthma. As a child, he spent much of 196
his time struggling just to get his breath. Often he would have to 209
be propped up with pillows and would sit up in bed all night. 222

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)
222								

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 Teddy Roosevelt refuse to do?	Waste a minute.	

62

Nonfiction

from *Bully for You, Teddy Roosevelt!*

by Jean Fritz

What did Theodore Roosevelt want to do? Everything. And all at once if possible. Plunging headlong into life, he refused to waste a single minute. Among other things, he studied birds, shot lions, roped steer, fought a war, wrote books, and discovered the source of a mystery river in South America. In addition, he became governor of New York, vice-president of the United States, then president. This was a big order for one man, but Theodore Roosevelt was not an everyday kind of man. He was so extraordinary that when people tried to describe him, they gave up on normal man-size words. "A cyclone," that's what Buffalo Bill called him. Mark Twain said he was "an earthquake." He was called "an eruption," "an express locomotive," "a buzz saw," "a dynamo."

But he did not start out this way. Indeed, he was so puny that his parents worried if he would ever grow up at all. Born in New York City on October 27, 1858, Theodore (or Teddy, as he was called) was the second of the four Roosevelt children, and he was the sickly one, the one with asthma. As a child, he spent much of his time struggling just to get his breath. Often he would have to be propped up with pillows and would sit up in bed all night.

Grade 8 Passage: Operation Desert Fire

Over the years, Red Adair and his crew put out dozens of 12
seemingly unstoppable oil well fires. Then, in 1991, the Persian 22
Gulf War resulted in a challenge that made all previous fires seem 34
like child's play. Earlier, the nation of Iraq had invaded and 45
conquered its tiny oil-rich neighbor, Kuwait. The United States 54
and other nations responded by driving the Iraqis out of Kuwait 65
in Operation Desert Storm. 69

Before leaving Kuwait, however, the Iraqis ignited over 500 oil 79
wells. These fires burned more than six million barrels of oil a day. 92
Crude oil was going up in flames at a rate of $1,000 a second! 106
The black smoke was so dense it blotted out the noonday sun and 119
fouled the atmosphere as far away as Hawaii. It seemed as if the 132
whole nation was on fire. 137

It was little wonder that the task of extinguishing these fires 148
was monumental. The job was far too big for the 75-year-old 159
Red Adair and his company to do alone, so three other firefighting 171
companies joined the effort. Nobody had ever seen a situation 181
quite like this one. There was nothing but fire, smoke, and sticky 193
pools of oil all over the place. 200

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)
200								

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

Question	Answer	OPM RC Score (0, 1)
What made all previous fires seem like child's play?	The Persian Gulf War.	

54

Nonfiction

Operation Desert Fire

Over the years, Red Adair and his crew put out dozens of seemingly unstoppable oil well fires. Then, in 1991, the Persian Gulf War resulted in a challenge that made all previous fires seem like child's play. Earlier, the nation of Iraq had invaded and conquered its tiny oil-rich neighbor, Kuwait. The United States and other nations responded by driving the Iraqis out of Kuwait in Operation Desert Storm.

Before leaving Kuwait, however, the Iraqis ignited over 500 oil wells. These fires burned more than six million barrels of oil a day. Crude oil was going up in flames at a rate of $1,000 a second! The black smoke was so dense it blotted out the noonday sun and fouled the atmosphere as far away as Hawaii. It seemed as if the whole nation was on fire.

It was little wonder that the task of extinguishing these fires was monumental. The job was far too big for the 75-year-old Red Adair and his company to do alone, so three other firefighting companies joined the effort. Nobody had ever seen a situation quite like this one. There was nothing but fire, smoke, and sticky pools of oil all over the place.

8th Grade Passage: The Lincoln Highway

In 1912 two pioneers in the automobile business, Carl Fisher 10
and Henry Joy, proposed building a cross-country road. Fisher 19
and Joy planned to get the job done by 1915. People with cars 32
would then find it easier to drive to the San Francisco Exposition. 44
Fisher and Joy suggested calling the road the Lincoln Highway. To 55
promote their idea, they formed the Lincoln Highway Association. 64

The Lincoln Highway was a rough patchwork of existing roads. 74
It wound through acres of cornfields and along the main streets 85
of small towns. But people liked the idea. Businesses competed 95
for an address on the Lincoln Highway. 102

By 1924 Iowans were paving their section of the Lincoln 112
Highway. Farmers were moving more produce on the road, and 122
more people were traveling by car. The idea grew, and more 133
highways were developed. 136

In 1925 the United States government decided that named 145
highways were too confusing. They began labeling them with 154
numbers. The Lincoln Highway Association was disbanded in 162
1928, but work on the highway went on and people kept using 174
the Lincoln name. Today, Interstate 80 follows much the same 184
route as the old Lincoln Highway, the forerunner of our national 195
highway system. 197

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)
197								

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

Question	Answer	OPM RC Score (0, 1)
What year was the Lincoln Highway Disbanded?	1928.	

69

Nonfiction

The Lincoln Highway

In 1912 two pioneers in the automobile business, Carl Fisher and Henry Joy, proposed building a cross-country road. Fisher and Joy planned to get the job done by 1915. People with cars would then find it easier to drive to the San Francisco Exposition. Fisher and Joy suggested calling the road the Lincoln Highway. To promote their idea, they formed the Lincoln Highway Association.

The Lincoln Highway was a rough patchwork of existing roads. It wound through acres of cornfields and along the main streets of small towns. But people liked the idea. Businesses competed for an address on the Lincoln Highway.

By 1924 Iowans were paving their section of the Lincoln Highway. Farmers were moving more produce on the road, and more people were traveling by car. The idea grew, and more highways were developed.

In 1925 the United States government decided that named highways were too confusing. They began labeling them with numbers. The Lincoln Highway Association was disbanded in 1928, but work on the highway went on and people kept using the Lincoln name. Today, Interstate 80 follows much the same route as the old Lincoln Highway, the forerunner of our national highway system.

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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