

Read on-level text with purpose and understanding.

The Show

Get Ready to Read

Preview ***The Show*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *brave*, *crate*, and *cape*.

Read the Story

Provide several opportunities to read ***The Show***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story. You may want to ask them the following questions:

- What does Lane do that is brave?
- What does Kate do that is brave?
- Have you ever put on a show?

To check fluency, use the Fluency Check Sheet included in this document.

Dinosaur Bones

Get Ready to Read

Preview ***Dinosaur Bones*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power word. Teach the meanings of *dinosaurs*, *skull*, and *museum*.

Read the Story

Provide several opportunities to read ***Dinosaur Bones***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Dinosaur***

Bones. You may want to ask them the following questions:

- What are they doing with the dinosaur bones?
- How do they lift the big bones?
- Have you ever been to a museum?

To check fluency, use the Fluency Check Sheet included in this document.

Mike and the Mice

Get Ready to Read

Preview ***Mike and the Mice*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power word.

Read the Story

Provide several opportunities to read ***Mike and the Mice***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Mike and the Mice***. You may want to ask them the following questions:

- How do the mice get in Mike's truck?
- What does Mike do with the mice when he finds them in his truck?
- Look at the word *mice*. What happens if there is only one? (Explain that the word becomes *mouse* and that some words change spelling when they go from one to more than one.)

To check fluency, use the Fluency Check Sheet included in this document.

Huge Red Plume

Get Ready to Read

Preview ***Huge Red Plume*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *dandy*, *handy*, *dune*, *plume*, *dust*, *prune*, *flute*, and *sail*.

Read the Story

Provide several opportunities to read ***Huge Red Plume***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Huge Red Plume***. You may want to ask them the following questions:

- Can you name one thing the girl does with the plume?
- What would you do with a huge red plume?
- On line 5 the plume is used to slide *where*? (Explain that the word *down* tells more about the verb *slide* and is called an adverb.)

To check fluency, use the Fluency Check Sheet included in this document.

The Bees

Get Ready to Read

Preview ***The Bees*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power word. Teach the meanings of *drain*, *hide-and-seek*, *hive*, *honey*, and *peek*.

Read the Story

Provide several opportunities to read ***The Bees***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***The Bees***. You may want to ask them the following questions:

- Where do the three bees hide?
- Where does the queen bee hide?
- Can you find the verbs that end in *-ed*? (Explain that these verbs show that the action happened in the past.)

To check fluency, use the Fluency Check Sheet included in this document.

My Shark

Get Ready to Read

Preview ***My Shark*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *fins*, *scales*, and *gills*.

Read the Story

Provide several opportunities to read ***My Shark***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***My Shark***. You may want to ask them the following questions:

- Where does Mark play with his shark?
- How do Mark and his dad find out about real sharks?
- Look on line 11. Can you find two words that are homophones, or words that sound the same but are spelled differently? (Explain that the words *see* and *sea* are homophones.)

To check fluency, use the Fluency Check Sheet included in this document.

Barnaby

Get Ready to Read

Preview ***Barnaby*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meaning of *brook*.

Read the Story

Provide several opportunities to read ***Barnaby***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Barnaby***. You may want to ask them the following questions:

- What does Barnaby's dad forget?
- How does he find his father at the castle?
- Look at line 10. Barnaby's mother tells him to *run*. On lines 11 and 12 it says he *ran*. (Explain that some words change spelling when they tell about the present or the past. Discuss other examples in the story such as *took* and *take*, *shook* and *shake*, and *got* and *get*.)

To check fluency, use the Fluency Check Sheet included in this document.

Animals in the House

Get Ready to Read

Preview ***Animals in the House*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meaning of *hippo*.

Read the Story

Provide several opportunities to read ***Animals in the House***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Animals in the House***. You may want to ask them the following questions:

- Why does Mother say they live in a zoo?
- Where can they go after they clean up?
- Look at the words *was* and *were* on lines 7 and 8. These are verbs, but they do not show action.

To check fluency, use the Fluency Check Sheet included in this document.

Do You Know?

Get Ready to Read

Preview ***Do You Know?*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *crow*, *lark*, and *gull*.

Read the Story

Provide several opportunities to read ***Do You Know?*** Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Do You Know?***. You may want to ask them the following questions:

- The little boy asks his mother, "Why is it cold out in the ____?" (Have students provide the last word.) Can you find other words that rhyme with *snow*?
- What question does the mother ask the little boy?
- Can you find the color words in the story? (Explain that these words are adjectives and that they tell more about the nouns.)

To check fluency, use the Fluency Check Sheet included in this document.

Cow on the Hill

Get Ready to Read

Preview ***Cow on the Hill*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *fowl* and *scowl*.

Read the Story

Provide several opportunities to read ***Cow on the Hill***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Cow on the Hill***. You may want to ask them the following questions:

- Why does Brown Cow want to go to the top of the hill?
- Who finally goes with Brown Cow to the top?
- Find the word *sheep* on line 18. Does this word mean one or more than one? (Explain that the word *sheep* can be singular or plural depending on context. Point out that some words stay the same for one or more than one, like *sheep* and *deer*.)

To check fluency, use the Fluency Check Sheet included in this document.

Clouds

Get Ready to Read

Preview ***Clouds*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *chimpanzee*, *spouting*, *hound* and *trout*.

Read the Story

Provide several opportunities to read ***Clouds***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story. You may want to ask them the following questions:

- Who does Jenn bump into when she is looking for the noise?
- What is making the noise?
- On line 18, Jenn *tried* to stop. To change the word *try* to past tense, we change the y to i, then add the *-ed* ending. (Explain that for many words that end in y, we change the y to i before adding endings.)

To check fluency, use the Fluency Check Sheet included in this document.

The Noise in the Night

Get Ready to Read

Preview ***The Noise in the Night*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words.

Read the Story

Provide several opportunities to read ***The Noise in the Night***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***The Noise in the Night***. You may want to ask them the following questions:

- Who does Jenn bump into when she is looking for the noise?
- What is making the noise?
- On line 18, Jenn *tried* to stop. To change the word *try* to past tense, we change the y to i, then add the *-ed* ending. (Explain that for many words that end in y, we change the y to i before adding endings.)

To check fluency, use the Fluency Check Sheet included in this document.

Strawberry Jam

Get Ready to Read

Preview **Strawberry Jam** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words.

Read the Story

Provide several opportunities to read **Strawberry Jam**. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story **Strawberry Jam**. You may want to ask them the following questions:

- What does Shawnie's mother say will happen if she doesn't eat other foods?
- What does Shawnie learn that makes her think that her mother was right?
- On line 6, look for the verb *are*. (Explain that some verbs do not show action; they link words together.)

To check fluency, use the Fluency Check Sheet included in this document.

Jade's Note

Get Ready to Read

Preview **Jade's Note** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power word. Teach the meanings of *mall* and *whiteboard*.

Read the Story

Provide several opportunities to read **Jade's Note**. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story **Jade's Note**. You may want to ask them the following questions:

- What is Jade supposed to write on the whiteboard?
- What does Jade want to get most of all?
- List all of the things Jade wants to get at the store. Put them in alphabetical order. (Remind students that if some of the words start with the same letter, they should look at the second letter to decide the order.)

To check fluency, use the Fluency Check Sheet included in this document.

Bertie

Get Ready to Read

Preview **Bertie** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power word. Teach the meanings of *germ*, *vet*, and *nurse*.

Read the Story

Provide several opportunities to read **Bertie**. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story **Bertie**. You may want to ask them the following questions:

- What does the girl teach Bertie to do?
- What makes Bertie's throat hurt?
- Look at lines 12 and 14. There is a word that tells when Bertie will be well. What is the word? (Point out that the word *soon* is an adverb.)

To check fluency, use the Fluency Check Sheet included in this document.

Cory's Horn

Get Ready to Read

Preview ***Cory's Horn*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *band leader* and *concert*.

Read the Story

Provide several opportunities to read ***Cory's Horn***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Cory's Horn***. You may want to ask them the following questions:

- Why does Cory practice his horn so much?
- Who has the biggest smile of all after Cory finishes playing his horn at the band concert?
- His brother doesn't just have a big smile; he has the *biggest* smile. (Explain that adding a part to the end of a word, like *-est* to the end of *big*, changes its meaning. The part added to the end of a word is called a suffix.)

To check fluency, use the Fluency Check Sheet included in this document.

The Lion and the Mouse

Get Ready to Read

Preview ***The Lion and the Mouse*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *fangs*, *lungs*, *gnaw*, and *moral*.

Read the Story

Provide several opportunities to read ***The Lion and the Mouse***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***The Lion and the Mouse***. You may want to ask them the following questions:

- Why does the lion let the little mouse go?
- How does the little mouse help the lion?
- Look at line 1. The lion is what size? The mouse is what size? (Point out that the words *large* and *little* are antonyms, or opposites.)

To check fluency, use the Fluency Check Sheet included in this document.

Lightning Bugs

Get Ready to Read

Preview ***Lightning Bugs*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *canning jar*, *Tennessee*, and *lightning bugs*.

Read the Story

Provide several opportunities to read ***Lightning Bugs***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Lightning Bugs***. You may want to ask them the following questions:

- Who tells Chelsey about the lightning bugs?
- What do Chelsey and her grandma use to catch the lightning bugs?
- Words that sound the same but are spelled differently are called *homophones*. This story has the word *there* spelled three different ways. Can you find them?

To check fluency, use the Fluency Check Sheet included in this document.

Louis Braille: Light out of Darkness

Get Ready to Read

Preview ***Louis Braille*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *braille*, *code*, *France*, *infection*, and *Paris*.

Read the Story

Provide several opportunities to read ***Louis Braille***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Louis Braille: Light out of Darkness***. You may want to ask them the following questions:

- What causes Louis Braille to lose his sight?
- How does Louis get the idea of using the code of raised dots for the blind to read?
- Look on line 6. It says Louis was a “blind child.” If there were more than one child, the word would be *children*. (Explain that some words change spelling when they change from one to more than one.)

To check fluency, use the Fluency Check Sheet included in this document.

Trolls’ Visit

Get Ready to Read

Preview ***Trolls’ Visit*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *Norway*, *slyly*, *sausage*, and *troll*.

Read the Story

Provide several opportunities to read ***Trolls’ Visit***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Trolls’ Visit***. You may want to ask them the following questions:

- What kind of animal does the baby troll think the bear is?
- Why does the bear jump up and growl?
- This story has many verbs that show the action happened in the past. They have *-ed* at the end of them. See how many you can find.

To check fluency, use the Fluency Check Sheet included in this document.

Andrew’s News

Get Ready to Read

Preview ***Andrew’s News*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words.

Read the Story

Provide several opportunities to read ***Andrew’s News***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Andrew’s News***. You may want to ask them the following questions:

- What is the question Andrew asks everyone?
- What does the teacher have all the children do to show what they have seen?
- Synonyms are words that have the same meaning. What are some of the synonyms that are used to tell about the rainbow?

To check fluency, use the Fluency Check Sheet included in this document. Bertie will be well. What is the word? (Point out that the word soon is an adverb.)

To check fluency, use the Fluency Check Sheet included in this document.

Sue's Slime

Get Ready to Read

Preview *Sue's Slime* by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *borax*, *crystal*, *experiment*, *science*, and *X ray*.

Read the Story

Provide several opportunities to read *Sue's Slime*. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story *Sue's Slime*. You may want to ask them the following questions:

- What day does Sue have to do her show-and-tell?
- What does the class think of Sue's slime?
- On page 8, look at the word *spoonful*. (Explain that the word part *-ful* added to the end of the word is a suffix.)

To check fluency, use the Fluency Check Sheet included in this document.

The Name of the Tree

Get Ready to Read

Preview *The Name of the Tree* by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *cheetah*, *grassland*, and *tortoise*.

Read the Story

Provide several opportunities to read *The Name of the Tree*. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story *The Name of the Tree*. You may want to ask them the following questions:

- Who goes first to ask the king the name of the tree?
- What does Tortoise do to help him remember the name of the tree?
- On lines 4 and 5 there are some adverbs. (Remind students that adverbs tell more about the verbs.) These words tell *where* and *how*. Can you find them?

To check fluency, use the Fluency Check Sheet included in this document.

The Giant and the Hare

Get Ready to Read

Preview *The Giant and the Hare* by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *creek*, *peak*, *hare*, and *reed*.

Read the Story

Provide several opportunities to read *The Giant and the Hare*. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story *The Giant and the Hare*. You may want to ask them the following questions:

- Why doesn't the giant read the sign that the hare has made?
- Why do you think the giant is grumpy?

To check fluency, use the Fluency Check Sheet included in this document.

Frank's Pranks

Get Ready to Read

Preview *Frank's Pranks* by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meaning of *pranks*.

Read the Story

Provide several opportunities to read *Frank's Pranks*. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story *Frank's Pranks*. You may want to ask them the following questions:

- Frank and Hank are twins. They look alike, but what is different about them?
- How does Frank end up playing a prank on himself?
- Look on lines 9 and 10. What did Frank do to Bethany's ribbon? What did Hank do to it? (Explain that the word parts *un-* and *re-* added to the front of the words are called prefixes.)

To check fluency, use the Fluency Check Sheet included in this document.

Through the Back Fence

Get Ready to Read

Preview *Through the Back Fence* by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *Africa*, *banner*, *France*, *lance*, *pounce*, *prancing*, *prowl*, and *royal*.

Read the Story

Provide several opportunities to read *Through the Back Fence*. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story *Through the Back Fence*. You may want to ask them the following questions:

- What is one of the things the boy really sees through his back fence?
- What does he wish he had so he could see far into the distance?
- This story has many adjectives. See how many you can find. (Remind students that adjectives tell more about a noun.)

To check fluency, use the Fluency Check Sheet included in this document.

Fudge For Sale

Get Ready to Read

Preview *Fudge for Sale* by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *nudge* and *smudge*.

Read the Story

Provide several opportunities to read *Fudge for Sale*. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story *Fudge For Sale*. You may want to ask them the following questions:

- What does Riley want to buy with the money he earns from selling fudge?
- What does Riley want to make to earn money for a new bat?
- Find the verbs on line 6. Which of these verbs change spelling when they change from telling about now to telling about the past?

To check fluency, use the Fluency Check Sheet included in this document.

Photos for Phil

Get Ready to Read

Preview ***Photos for Phil*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power words. Teach the meanings of *dolphin*, *photographs*, *gopher*, and *photos*.

Read the Story

Provide several opportunities to read ***Photos for Phil***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Photos for Phil***. You may want to ask them the following questions:

- Why can't Phil go to the zoo with his class?
- What does Ralph do so Phil can see what happened at the zoo?
- Find the verbs that don't show action in lines 1 and 2.

To check fluency, use the Fluency Check Sheet included in this document.

Moose Are Not Meese

Get Ready to Read

Preview ***Moose Are Not Meese*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power word. Teach the meanings of *dizzy*, *moose*, and *language*.

Read the Story

Provide several opportunities to read ***Moose Are Not Meese***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

Think About It

Have students share their thoughts about the story ***Moose Are Not Meese***. You may want to ask them the following questions:

- What does Kimi lose?
- What rule does Kimi learn to help her make most words plural (mean more than one)?
- What are some of the words that Kimi learns that don't follow the rule?

To check fluency, use the Fluency Check Sheet included in this document.

Little Barry Busy

Get Ready to Read

Preview ***Little Barry Busy*** by copying the text for each student. Read the title of the story, and discuss what the story might be about. Have students circle the pattern words and underline the power word. Teach the meanings of *birdbath*, *explore*, and *tool shed*.

Read the Story

Provide several opportunities to read ***Little Barry Busy***. Using the text copies or School Manager, have students read the story independently, as a choral reading, or in pairs.

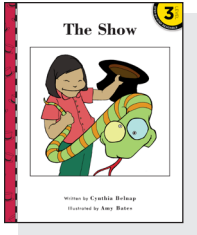
Think About It

Have students share their thoughts about the story ***Little Barry Busy***. You may want to ask them the following questions:

- What do Barry and his baby sitter explore?
- How many songs does she sing to get Barry to sleep?
- Find the words that have prefixes in this story.

To check fluency, use the Fluency Check Sheet included in this document.

Fluency Check Sheets



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

The Show

(Fluency Unit 1)

Lane and Kate can do a show for us.

"Let the show begin!" says Lane.

Kate comes out with a big black hat.

"I can pull a snake out of this hat!" she says.

A snake! Kate is brave!

She takes a magic stick, waves it over the hat,
and pulls out a . . .

. . . silly snake! What a trick!

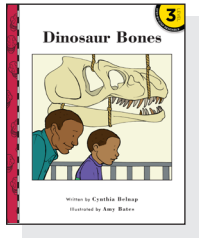
TOTAL NUMBER OF WORDS: 58

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Dinosaur Bones

(Fluency Unit 1)

Dad and I like dinosaurs.
We went to the museum
to see a new set of dinosaur bones.
Each bone had to be put in place.
The big bones were lifted with ropes.
There were so many bones.
It would take days to put them together.
I hope we can come back.

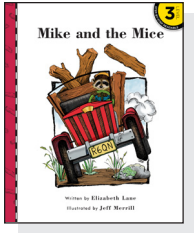
TOTAL NUMBER OF WORDS: 52

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Mike and the Mice

(Fluency Unit 1)

Mike drives five miles to the lake
to get logs for his fire. Oh, no!
There are mice in one of the logs!
The mice are in Mike's truck.
Mike drives and drives.
Then Mike sees the mice.
He drives five miles back to the lake.
"Good-bye, mice."
"Mike is nice," say the mice.

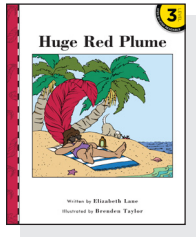
TOTAL NUMBER OF WORDS: 54

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Huge Red Plume

(Fluency Unit 1)

You say you have a huge red plume?

Lucky you!

Here are some things you can do.

If the sun is too hot, use your plume for a fan.

Use it for shade if you don't want to tan.

A huge red plume makes a handy sail.

A huge red plume makes a dandy tail.

What else does a huge red plume do?

That, my friend, is up to you.

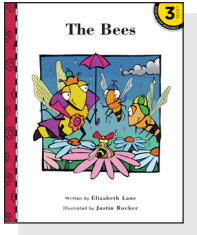
TOTAL NUMBER OF WORDS: 70

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

The Bees

(Fluency Unit 1)

The bees played hide-and-seek on a rainy day.

One small bee was "it."

"I won't peek," she said.

The queen bee hid in the hive.

The small bee waited.

"Here I come!" she said.

"But where is the queen?"

"Here I am," said the queen.

"I stayed out of the rain!

Come and eat honey! Then let's play again!"

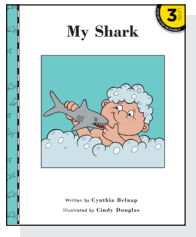
TOTAL NUMBER OF WORDS: 59

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

My Shark

(Fluency Unit 2)

I know a lot about real sharks.

The shark has many sharp teeth.

It eats fish and small animals in the sea.

Most sharks do not harm people.

The shark uses its fins and tail to help it swim.

Someday I want to see a real shark,

but today I'll just play with my toy shark.

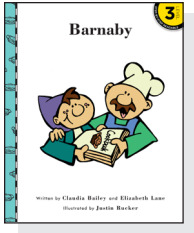
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TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Barnaby

(Fluency Unit 2)

One day Barnaby had to take a cookbook to his father.

His father was the king's cook.

He ran down the path to the busy castle.

He saw many people, but where was Father?

Just then, Barnaby smelled something good to eat.

He followed the smell and there was Father baking cookies.

"Thank you for bringing me the cookbook.

You may stay and help me cook."

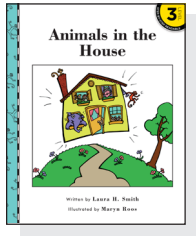
TOTAL NUMBER OF WORDS: 66

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Animals in the House

(Fluency Unit 2)

"We live in a zoo," said Mother.

"Some pigs left food all over the kitchen," she said.

"Look at this bathroom!" said Mother.

"It looks like a pool in here. Hippos must have used the tub."

Mother looked at us.

"Are we the messy animals, Mother? We're sorry for the mess."

"Let's clean up our zoo. Then we can go to the park."

I'm sure my little animals would like that," she said with a smile.

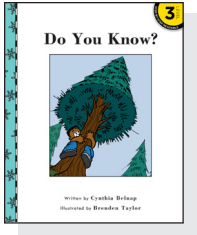
TOTAL NUMBER OF WORDS: 76

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Do You Know?

(Fluency Unit 2)

Mother, Mother, do you know
Why the turtle walks so slow?
Why is it green? Why not black?
Why does it carry its house on its back?
Little one, little one, do you know
How your mother loves you so?
How I love your hugs and smiles!
Sit on my lap and we'll rock awhile.

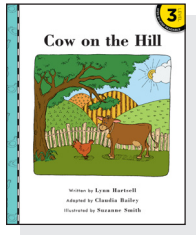
TOTAL NUMBER OF WORDS: 55

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Cow on the Hill

(Fluency Unit 2)

"I want to go to the top of the hill.

I want to see where the sun comes from,"

said Brown Cow.

"Will you come with me?"

"Of course," said Gray Horse.

"I want to go to the top of the hill to see the sea."

The two friends went to the top of the hill.

"Wow! There are the sun and the sea!" they said.

"We made it!"

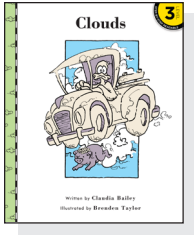
TOTAL NUMBER OF WORDS: 69

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Clouds

(Fluency Unit 3)

I look up at the sky
and watch the clouds go by.
I see . . .
A mouse running to his house,
A spouting whale with a great big tail,
A huge hound running around,
A chimpanzee in a tree,
Four frogs on logs.
Watching cloud shapes is such fun.
Mother is calling, I have to run.

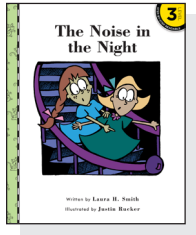
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TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

The Noise in the Night

(Fluency Unit 3)

Jenn sat up in bed.

"I heard a noise," she said.

"So did I," said Joyce.

They walked slowly down the stairs.

BUMP! SCRATCH, SCRATCH!

Jenn bumped right into . . . Dad!

They all walked to the closet.

Dad started to slowly open the door.

Something dashed out of the closet.

Jenn and Joyce screamed.

"MEOW!" said Floyd, their cat!

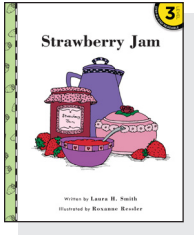
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TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Strawberry Jam

(Fluency Unit 3)

I like strawberry jam any time!
Mom said, "If you don't start to eat
other foods, you could turn into a strawberry."
Maybe Mom was right.
I tried eggs and strawberry pancakes.
It was good!
For dinner, I had ham and peas.
I'm starting to like many new foods.
Now I don't think I will turn into a strawberry.

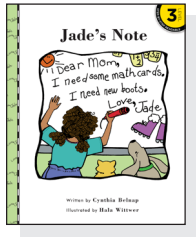
TOTAL NUMBER OF WORDS: 59

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Jade's Note

(Fluency Unit 3)

Dear Mom,

I need a book and a pet rat.

I need new pants and a pet rat.

I need math cards and a pet rat.

Love,

Jade

Mom saw the note.

Then we went to the mall to shop.

Everything we got fit into a small brown bag,
except for one little thing I put in my pocket!

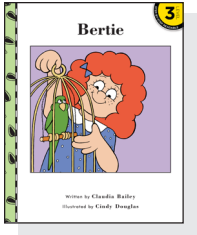
TOTAL NUMBER OF WORDS: 59

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Bertie

(Fluency Unit 3)

The girl took Bertie to the vet.

The vet checked Bertie.

"Your bird has caught a germ," she said.

"The germ has made his throat hurt. Will you be his nurse?"

The girl nodded.

"Drop this medicine into his mouth three times a day.

He'll soon be much better. Then he will want to sing."

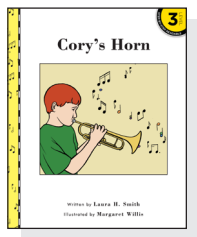
TOTAL NUMBER OF WORDS: 55

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Cory's Horn

(Fluency Unit 4)

"Someday I will be a good horn player," said Cory.

Cory played and played his horn.

He played for his cat, Pepper.

He played for his dog, Sandy.

He played while Mom worked in the garden.

He played while Dad mowed the lawn.

The day of the concert came.

When it was Cory's turn, he played his very best.

Cory was happy he had practiced so hard.

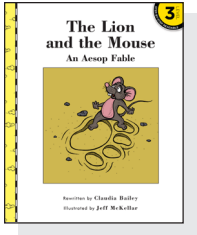
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TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

The Lion and the Mouse

An Aesop Fable

(Fluency Unit 4)

One day in the jungle,
a large lion caught a little mouse.
The mouse yelled, "Oh, big lion,
please don't eat me. I am so small.
If you let me go, someday I may help you."
The lion laughed.
"How could one so weak help a strong lion?
But you won't make a very big meal.
You may go this time."

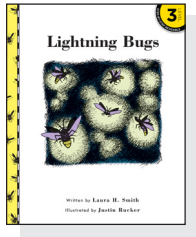
TOTAL NUMBER OF WORDS: 61

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Lightning Bugs

(Fluency Unit 4)

Grandma would sit on the porch swing
and watch my sisters and me chase lightning bugs.
Those little bugs lit up the night like lightning does.
Maybe that's why people call them lightning bugs.
I would catch one every now and then.
But they were hard to catch.
They only lit up for a few seconds.
Then their lights would go out.

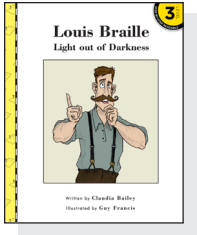
TOTAL NUMBER OF WORDS: 62

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Louis Braille **Light out of Darkness**

(Fluency Unit 4)

I invented a code named braille that uses
raised dots punched into paper.
Blind people could then feel the dots and read books.
I punched dots into the back of the paper—
two dots wide and three dots high.
I felt the dots on the front of the paper.
My code was named braille after me.

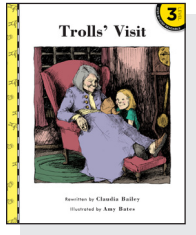
TOTAL NUMBER OF WORDS: 56

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Trolls' Visit

(Fluency Unit 4)

One day a man with a big bear knocked at Olaf's door.

He asked if he and his bear could spend the night.

That night, trolls came to Olaf's house.

They gobbled lots of food.

Then a baby troll saw the bear's nose

sticking out from under the stove.

She thought it was Olaf's cat.

"Kitty cat!" she called, pushing a hot

sausage into the bear's face.

But the sausage was hot!

It burned the bear's nose. He growled loudly.

The frightened trolls ran screaming out of the house.

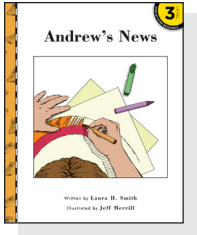
TOTAL NUMBER OF WORDS: 89

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Andrew's News

(Fluency Unit 5)

"Is there anything new to report today?"

asked Andrew's teacher, Miss Stewart.

Andrew raised his hand.

"I have some news," he said.

"I saw the biggest, most beautiful thing I have ever seen."

The rest of the children in the class agreed.

"Why don't you all draw what you saw," said Miss Stewart.

Everyone began to color.

They each drew the biggest, most beautiful

RAINBOW they had ever seen.

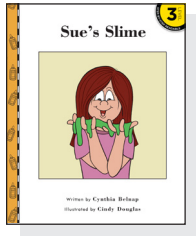
TOTAL NUMBER OF WORDS: 69

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Sue's Slime

(Fluency Unit 5)

"I have an experiment to show everyone,"
Sue said to her science class.
In one jar, she mixed glue and water.
In the other jar, she mixed
a spoonful of borax with water.
Then she stirred everything together,
and it turned into one big ball of slime.
All of her friends told her it was the best show-and-tell ever!

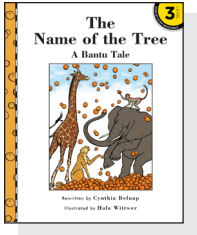
TOTAL NUMBER OF WORDS: 59

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

The Name of the Tree

A Bantu Tale

(Fluency Unit 5)

The animals found a fruit tree.

“Food!” they yelled as they ran to the tree.

They tried to reach the fruit, but it was too high.

The tortoise spoke. “To get the fruit,
you must say the name of the tree.”

He went to the tree and yelled, “Uangilama!”

The fruit fell from the branches of the tree.

The animals ate and ate until they were full.

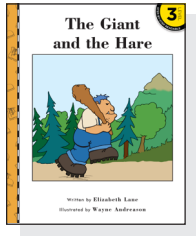
TOTAL NUMBER OF WORDS: 67

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

The Giant and the Hare

(Fluency Unit 5)

A hare lived in a quiet forest.

One day a grumpy giant with squeaky boots
went tromping across the creek.

His boots went creak, creak,
scaring the mice, deer, and birds.

Suddenly the hare had an idea!

The giant was taking a nap.

The mice brought fur, the birds brought
feathers, and the deer brought hair
to stuff into the giant's boots.

The giant's boots didn't creak anymore!

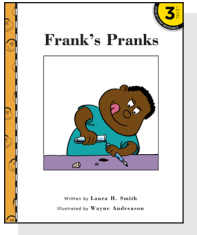
TOTAL NUMBER OF WORDS: 68

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Frank's Pranks

(Fluency Unit 5)

One day Frank had an idea for a prank.
He put some disappearing ink into Hank's pen.
“Now when Hank does his homework,
it will disappear,” thought Frank.
The next day, as Frank was leaving for school,
Mother handed him his signed slip for the zoo.
“Your slip isn't signed, Frank,” said his teacher.
“Oh no!” thought Frank.
“Mother signed my slip with Hank's pen—
the pen with the invisible ink!”

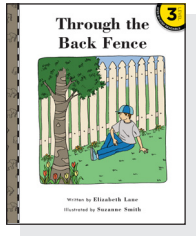
TOTAL NUMBER OF WORDS: 71

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Through the Back Fence

(Fluency Unit 6)

When I look through the fence in my backyard,
I see many strange things.
I see a prince with a purple banner on his lance,
or a princess dancing in a long, red gown,
or camels prancing in a long, long line.
Or maybe, just by chance, I see a child somewhere
behind his own fence, looking out and seeing me.

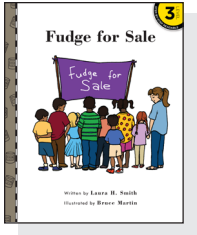
TOTAL NUMBER OF WORDS: 61

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Fudge for Sale

(Fluency Unit 6)

"Mom, I need a new baseball mitt," said Riley.

"Well, you'll have to earn the money

for a new one," said Mom.

"I'll make fudge and sell it!" said Riley.

The next day Riley made fudge

and set up a sign that read:

FUDGE FOR SALE.

People came from all over to buy Riley's fudge.

He sold every box.

Now he had enough money to buy the new mitt.

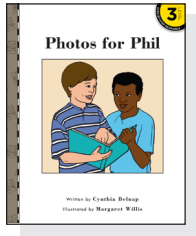
TOTAL NUMBER OF WORDS: 69

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Photos for Phil

(Fluency Unit 6)

Today was the class trip to the zoo.

Phil had a bad cough and could not go.

The phone rang.

It was Phil's best friend, Ralph.

Ralph was sad Phil could not go to the zoo.

"My mom says I can use our camera to take
some photos," said Ralph.

Ralph took many photographs at the zoo
and later showed Phil each one.

"I didn't miss the trip to the zoo after all!" said Phil.

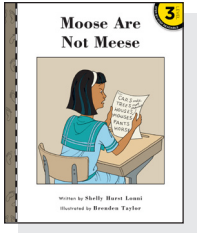
TOTAL NUMBER OF WORDS: 75

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Moose Are Not Meese

(Fluency Unit 6)

Kimi learned to add an “s”

To make things more than one.

But when she tried the rule on “mouse,”

“It’s mice, not mouses,” wrote Miss Dunn.

“Goose are geese, but moose aren’t meese?”

These words don’t follow the rule.

The key is just REMEMBER them—

Then I will get through school!”

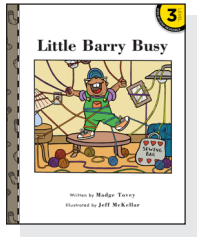
TOTAL NUMBER OF WORDS: 52

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud.
Encourage students to read with appropriate expression.

Little Barry Busy

(Fluency Unit 6)

One time, Mrs. Busy asked me to tend her littlest Busy—Barry.

Barry was so busy and so fast that I really had to hurry.

Everything that I did, Barry would undo it.

He could unfold, unwind, and unpack faster than a blink.

I tied his shoes, one at a time, as fast as he untied them.

He'd look at me and say, "Please retie them."

At last, I put Barry in his bed.

Just then Mrs. Busy came home.

I grabbed my bag and ran out the door—in an extra big hurry.

TOTAL NUMBER OF WORDS: 94

TOTAL NUMBER MISSED: _____

TIME: _____

WORDS PER MINUTE: _____

COMMENTS: