

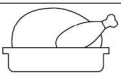
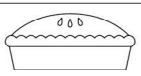

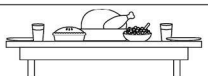




FLUENCY PRACTICE

First Grade Fluency FREE SAMPLE

NAME _____		READING FLUENCY DRA 1 A5 LEXILE BR LEVEL A - SET 2	
Dinnertime			
Look at the peas. • • • •			
Look at the milk. • • • •			
Look at the turkey. • • • •			
Look at the pie. • • • •			
Look at the table. • • • •			
Look at dinner. Yum! • • • •			
day 1 Color a box each time you read the text. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	day 2 Color a box each time you read the text. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	day 3 Color a box each time you read the text. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	day 4 Color a box each time you read the text. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I read it ____ times!	I read it ____ times!	I read it ____ times!	I read it ____ times!

READING FLUENCY DRA 16		11 LEXILE 480		LEVEL I - SET 1	
Smoothie Surprise					
I found the best book at the library--a kids cookbook! When I brought it home, I wanted to cook something right away. Mom said, "You can make a smoothie because you won't need e." Mom doesn't think I'm ready for the stove.		10	19	26	34
I got out bananas, milk, and ice. We didn't have blueberries. <i>Grapes are close enough</i> , I thought. The book said to put in a teaspoon of honey. I didn't know what that meant, so I just used the big spoons. Then I blended everything together.		54	61	71	81
I poured it into glasses. It was thick and chunky. Maybe I should have taken off the banana peel. I handed a glass to mom. She took a sip and her eyes got big. "It's very unexpected," she told her, "That's why I call it my smoothie surprise!"		101	110	121	129
RECORD		DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute					
mistakes (subtract from total)					
read correctly in 1 minute (WCPCM)					
adult initials					

NAME _____

READING
FLUENCY

DRA 1

A5

LEXILE BR

LEVEL A - SET 2

Dinnertime

Look at the peas.

• • • •



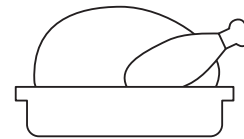
Look at the milk.

• • • •



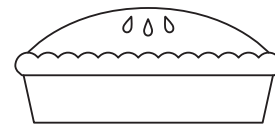
Look at the turkey.

• • • •



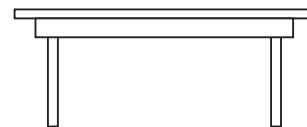
Look at the pie.

• • • •



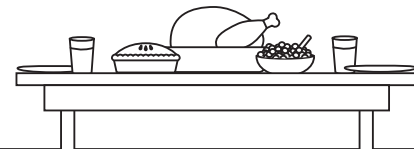
Look at the table.

• • • •



Look at dinner. Yum!

• • • •



day 1

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!

day 2

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!

day 3

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!

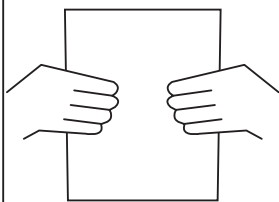
day 4

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!





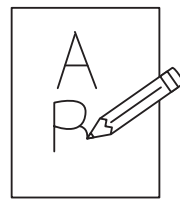
Have your child read this text several times each day.

see me

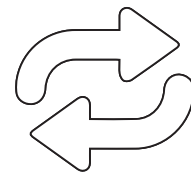
Ask your reader to put a finger on each dot as the word above is read.



Help your child figure out unknown words. The pictures can be a big help.

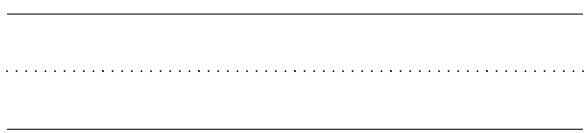
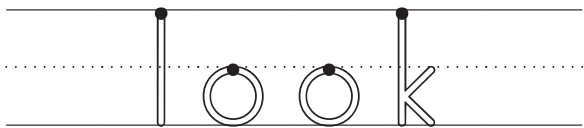


Have your child finish the practice activity for the day.



Repeat the steps on other days. Return the page to school.

Day 1: Read the story. Then trace and write the word **look**.



Circle the number of syllables in **look**.

1 2 3

Day 2: Read the story. Then circle each word that says **look**.

look lkoo look
like look ook
look love lool
look look book

Circle the letters in the word **look**.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

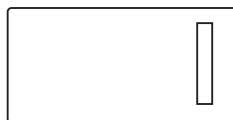
Day 3: Read the story. Then fill in the letters to make each word spell **look**.

l _ _ k
l o o _

Color the vowels in **look**. (a e i o u y)

look

Day 4: Read the story. Then draw lines to match the word parts that spell **look**.



Circle **look** in the sentence.

I will look.

NAME _____

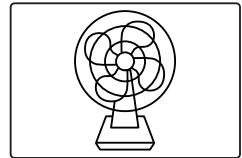
READING
FLUENCY DRA 4
C7 LEXILE 160
LEVEL C - SET 2

Summer Cool Down

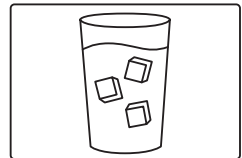
It is summer. I am **too** hot!



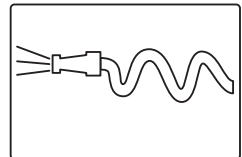
A blowing fan cools me down.



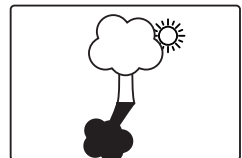
An icy drink cools me down.



A spraying hose cools me down.



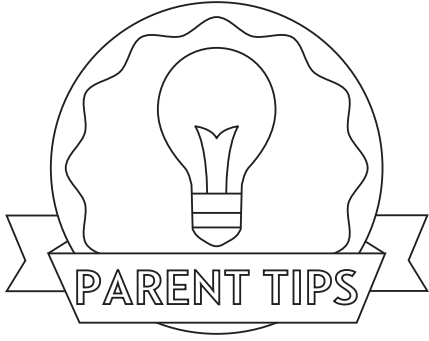
A shady spot cools me down.



Brrrr! Now I am **too** cold!

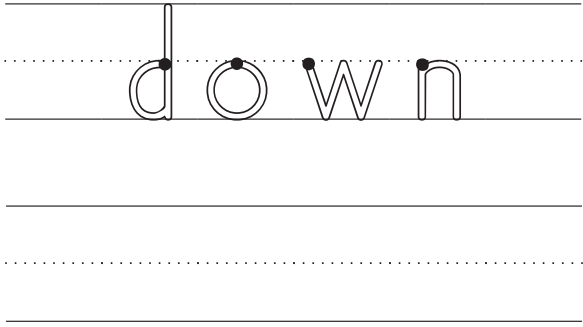


day 1	day 2	day 3	day 4
Color a box each time you read the text.	Color a box each time you read the text.	Color a box each time you read the text.	Color a box each time you read the text.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I read it ___ times!	I read it ___ times!	I read it ___ times!	I read it ___ times!



If your child makes an error and then self-corrects, give a cheer! Your child is monitoring his/her thinking to make sure what is being read makes sense. If your child makes a mistake, pause before jumping in to help. Giving your child some time to solve the problem. This will make your child a stronger, more confident reader. If your child doesn't notice the error, after waiting for a few moments ask, "Something doesn't sound right. Let's figure it out."

Day 1: Read the story. Then trace and write the word **down**.



Day 2: Read the story. Then circle each word that says **down**.

down dnow down
down don bown
done down donw
bow down down

Circle the number of syllables in **down**.

1 2 3

Circle the letters in the word **down**.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Day 3: Read the story. Then fill in the letters to make each word spell **down**.

d o w _
d _ _ n

Day 4: Read the story. Then draw lines to match the word parts that spell **down**.

d	wn
do	n
dow	own

Color the vowels in **down**. (a e i o u y)

down

Circle **down** in the sentence.

He fell down.

NAME _____

READING
FLUENCY

DRA 8

E1

LEXILE 190

LEVEL E - SET 1

Helping With Dinner

It is time for dinner. Matt and Joni are cooking dinner together.

Joni reads from the cookbook.

9

12

17

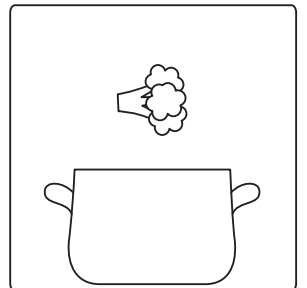


“Put broccoli in the pot,” says Joni. Matt says, “Okay.” He pours some broccoli in the pot.

24

30

33

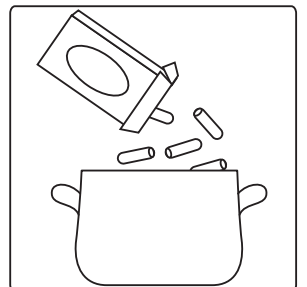


“Put noodles in the pot,” says Joni. Matt says, “Okay.” He pours some noodles in the pot.

40

46

50



“I am doing all the work,” Matt says. “How are **you** going to help?” Joni says, “I am going to help eat it!”

58

64

73



DAILY RECORD

DAY 1

DAY 2

DAY 3

DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

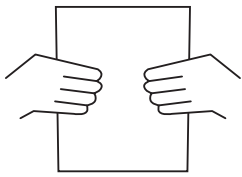
adult initials



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Have your child read the ENTIRE text and answer the questions for today.



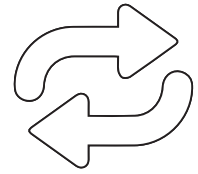
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



If your child is stuck on a word for 2 seconds, say the word and count it as a mistake.



Record total words read. Then subtract the number of errors. Now help fix any mistakes..



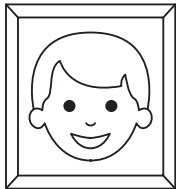
Repeat the steps on other days. Return the page to school.



FOCUS: read to find the characters' names.

Characters are the people in a story. Read the text. Circle the names of the characters.

Write each character's name next to the correct picture.







FOCUS: read to find what Matt does to help with dinner.

Read the text. Underline the things that Matt does to help cook dinner.

Ways Matt helps with dinner:


1. He puts in the broccoli

2. _____



FOCUS: read to find what Joni does to help with dinner.

Read the text. Find the sentence that tells how Joni says she helps with dinner.

Color the sentence .

Is Joni really helping with dinner?

 Yes, Joni is helping.

 No, Joni is not helping.

I think this because _____



FOCUS: read to find connections to your life.

Read the text. Pay attention to the things that have to be done to make dinner.

List 3 ways you could be a better help at your house.

1. _____

2. _____

3. _____

NAME _____

READING FLUENCY DRA 12
G1 LEXILE 330
LEVEL G - SET 1

Lunch for Panda

Panda sighed, "I am so tired of bamboo.
Today, I want to eat something new."
He went into the forest to find a treat.

8
15
24



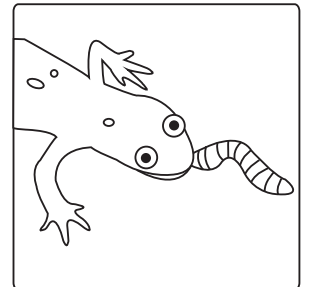
Panda saw Monkey eating chewy bark.
"Bark is great!" Monkey told him. "Try it."
Panda took a bite. "Eww! Bark isn't for me!"

30
38
47



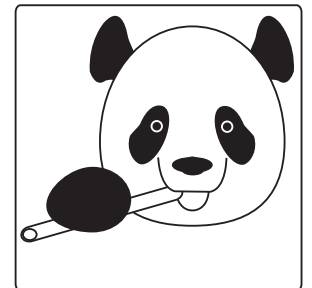
Salamander was eating a wiggly worm.
"Have a bite," Salamander offered.
Panda backed away. "No worms for me!"

53
58
65

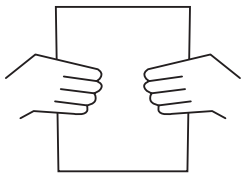


Panda sat and thought. What should he
eat? He pulled up a green bamboo stem.
"Yum!" he said. "Bamboo is best for me!"

72
80
88



DAILY RECORD	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				



Have your child read the ENTIRE text and answer the questions for today.



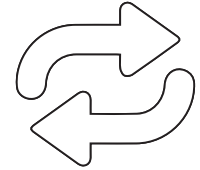
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.




If your child is stuck on a word for 2 seconds, say the word and count it as a mistake.



Record total words read. Then subtract the number of errors. Now help fix any mistakes..




Repeat the steps on other days. Return the page to school.


 **day 1** FOCUS: read to identify the main character.

Read the text. Circle the name of the character that appears most often in the story.

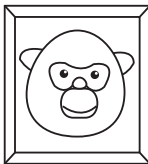
_____ is the main character.

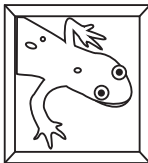
What clues in the story help you know he's the main character?


 **day 2** FOCUS: read to find important details.


Read the text. Find the foods that Monkey and Salamander think Panda should eat. Color the foods  yellow.

Write the food each animal thinks Panda should try.






 **day 3** FOCUS: read to find what the character learns in the story.

Read the text. Find the sentence that tells what Panda realizes. Color the sentence  orange.

What does Panda learn about what food is best for him?

 **day 4** FOCUS: read to form an opinion.

Read the text. Pay attention to what Panda chose not to eat.

Would you rather have to eat ONLY your favorite food or never eat your favorite again?

eat ONLY my favorite food.

NEVER eat my favorite food again.

I think this because _____

NAME _____

READING
FLUENCY

DRA 16

11

LEXILE 450

LEVEL I - SET 1

Smoothie Surprise



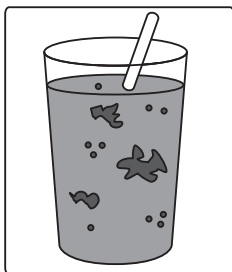
I found the best book at the library--a kids cookbook! When I brought it home, I wanted to cook something right away. Mom said, "You can make a smoothie because you won't need the stove." Mom doesn't think I'm ready for the stove.

10
19
26
34
44



I got out bananas, milk, and ice. We didn't have blueberries. *Grapes are close enough*, I thought. The book said to put in a teaspoon of honey. I didn't know what that meant, so I just used one of the big spoons. Then I blended everything together.

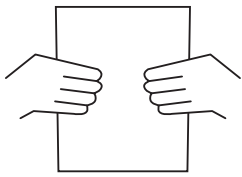
54
61
71
81
91



I poured it into glasses. It was thick and chunky. Maybe I should have taken off the banana peel. I handed a glass to mom. She took a sip and her eyes got big. "It's very unexpected," she said. I told her, "That's why I call it my smoothie surprise!"

101
110
121
129
141

DAILY RECORD	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				



Have your child read the ENTIRE text and answer the questions for today.



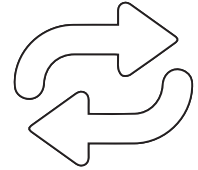
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If your child is stuck on a word for 2 seconds, say the word and count it as a mistake.



Record total words read. Then subtract the number of errors. Now help fix any mistakes..



Repeat the steps on other days. Return the page to school.




FOCUS: read to understand the order of events.

Read the text. **Number** the events in the story. Write a 1 next to the first event, a 2 next to the second event, and so on.

What happens in this story?



FOCUS: read to identify the problem.

Read the text. Find the sentences where the cook has problems making the smoothie. Color the sentence .

What goes wrong in this story?



FOCUS: read to infer meaning from a character's actions.

Read the text. Circle the things the mom does after trying the smoothie.

How do the mom's actions help the reader know how she really feels about the smoothie?



FOCUS: read to be able to form an opinion.

Read the text. Notice why the cook can't use the stove.

If the kid in this story were your child, would you let him or her use the stove?



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