



NAME \_\_\_\_\_

READING  
FLUENCY

DRA 8

**E5**

LEXILE 250

LEVEL E - SET 2

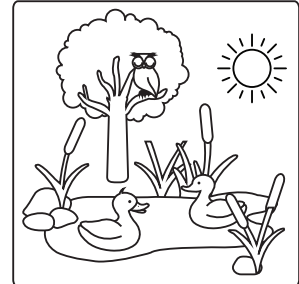
## Good Morning, Good Night

It is a busy morning at the pond.  
Duck calls to all her friends,  
“Quack, quack! Good morning!”

8

14

18

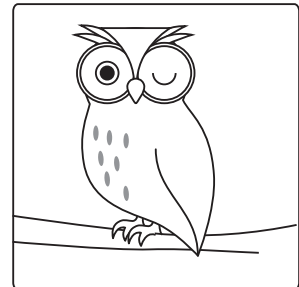


In the tree, Owl opens one sleepy eye.  
“Shhhhh!” says Owl. “You are too noisy.  
I am trying to sleep.”

26

33

38

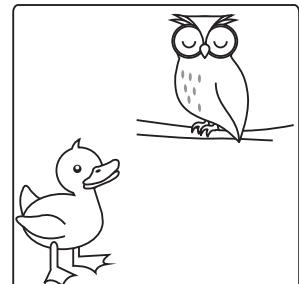


“It is a beautiful day!” Duck tells him.  
“You will miss it if you stay asleep.”  
But Owl is already snoring.

46

54

59

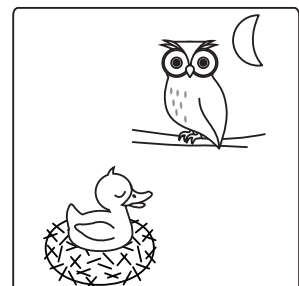


It is night at the pond. “Whoo!” says Owl.  
“Shhhhh!” says Duck. “You are too noisy. I am trying to sleep.”

67

73

80



### DAILY RECORD

DAY 1

DAY 2

DAY 3

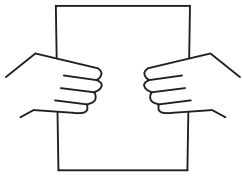
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPC)

adult initials



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



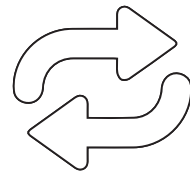
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



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.



**FOCUS:** read to notice your first impression.

Your **first impression** is the first thing you notice about the text. Read the text. Circle a few important words that jump out at you.

**What is the first thing you notice about this story?**

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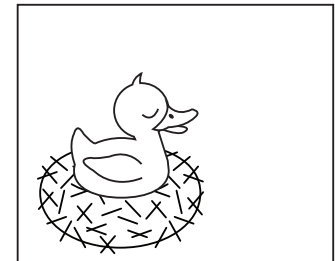
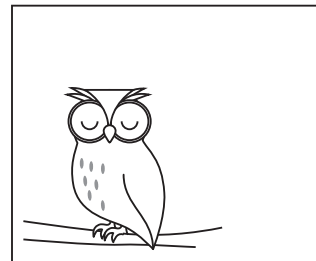
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**FOCUS:** read to find important details.

Read the text. Quotation marks tell the reader a character is talking. Underline the two sentences that say, "I am trying to sleep!"

**Draw a sun or moon to show the time of day each character said the sentence.**



**FOCUS:** read to find why Duck thinks Owl should wake up.

Read the text. Find the sentence that tells why Duck thinks Owl should be awake in the morning. Color the sentence .

**Should Owl wake up?**

☐ Yes, Owl should wake.


☐ No, Owl should sleep.

I think this because \_\_\_\_\_

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**FOCUS:** read to find connections to your life.

Read the text. Find the sentence that tells what Owl does up in the tree when Duck first wakes him. Color the sentence .

**How do you act when someone wakes you?**

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NAME \_\_\_\_\_

READING  
FLUENCY

DRA 10

**F6**

LEXILE 330

LEVEL F - SET 2

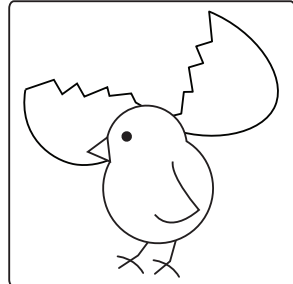
## *It Starts With an Egg*

A hen lays an egg. The egg hatches.  
A chick is born! It must eat and grow.  
Can you guess what happens next?

8

17

23

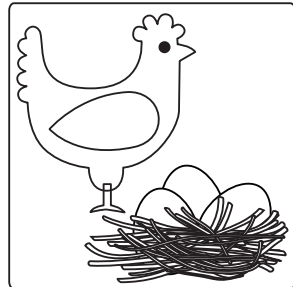


That chick grows up and lays an egg.  
The same thing happens over again.  
This is called a **cycle**.

31

37

42

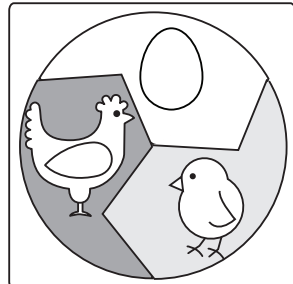


All birds have a three-step life cycle.  
They start as eggs and hatch into  
chicks. In time, the chicks grow up.

50

57

64

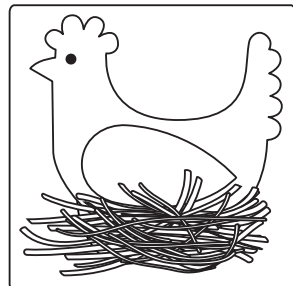


Grown-up birds have their own eggs.  
When those eggs hatch, the cycle will  
begin all over again!

70

77

81



### *DAILY RECORD*

DAY 1

DAY 2

DAY 3

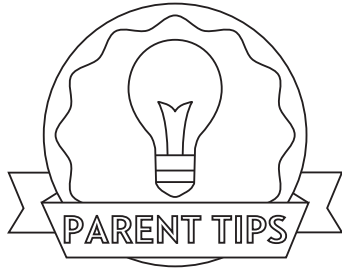
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPC)

adult initials



Fluent reading is much more than just fast reading. A fluent reader reads at a good rate with proper pauses. Intonation changes if the reader is reading a question or an exclamation. Notice how your student reads the questions in this passage. The reader's voice should go up at the end of a question. Model for your student how a fluent reader reads a question. Point out how your voice rises as you come to the end of the question.



**FOCUS:** read to connect the meaning of the title with the text.

The **title** is at the top of the text. It helps you focus on what you're about to read. Read the text. Underline the title.

**How does the title help you focus on the information in the passage?**

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**FOCUS:** read to find the meaning of a word.

Read the text. Find the sentence that explains the meaning of the word *cycle*.

Color the sentence .

**What does *cycle* mean?**

**Why stages are in a bird's life cycle?**

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**FOCUS:** read to notice how illustrations help you understand.

Read the text. Circle the illustration that shows the chicken's life cycle.

**How does the illustration help explain the chicken's life cycle?**

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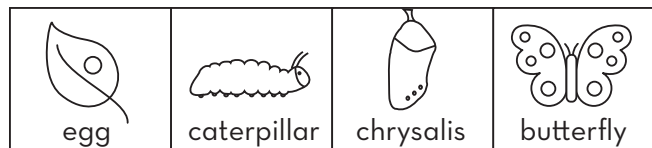
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**FOCUS:** read to extend your understanding.

Read the text. Pay attention to how chickens change during their lives. The picture below shows the stages in a butterfly's life cycle.



**How is a butterfly's life cycle different than a bird's?**

NAME \_\_\_\_\_

READING  
FLUENCY

DRA 12

**G5**

LEXILE 350

LEVEL G - SET 2

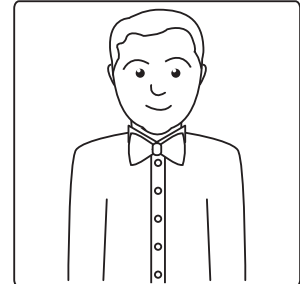
# A Teacher Substitute

My teacher had a baby. While she is gone, we have a new teacher. His name is Mr. Fox. School is different with him.

8

16

24

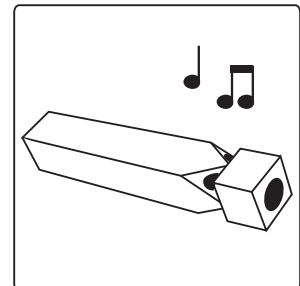


Mr. Fox blows a train whistle at the end of recess. We all stand in a long line. Then our train of students chugs forward.

34

42

49

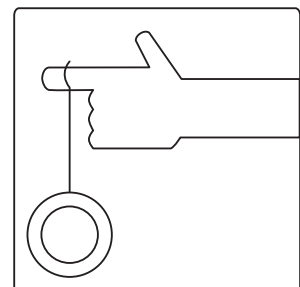


Mr. Fox has some neat things. One day, he showed us how to yo-yo. He brought his ant farm to school another day.

57

65

72

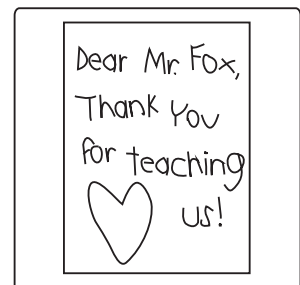


At first, school seemed strange with Mr. Fox. He has his own ideas about things. Now, I think Mr. Fox is a fun teacher.

79

87

95



## DAILY RECORD

DAY 1

DAY 2

DAY 3

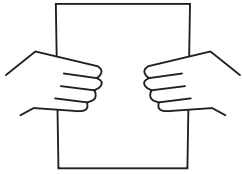
DAY 4

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.



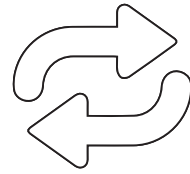
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



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.



**FOCUS:** read to learn about a character.

Read the text. Underline the sentences that tell the things Mr. Fox does.

**From what the story tells you, what do you know about Mr. Fox?**

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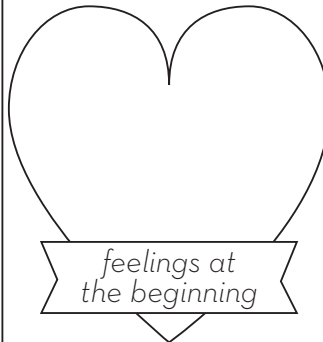
**FOCUS:** read to find how a character's feelings change.

Read the text. Find the sentence that tells how the narrator felt about Mr. Fox at first.

Color the sentence  yellow.

Find the sentence that tells how the narrator felt about Mr. Fox at the end.

Color the sentence  orange.



**FOCUS:** read to find the point of view.

Read the text. Who do you think is telling the story? Circle clues in the passage that give you information about who is telling the story.

**I think the narrator is:**

---

**I think this because** \_\_\_\_\_

---



**FOCUS:** read to make comparisons.

Read the text. Pay attention to the way Mr. Fox is described. Use the chart to compare Mr. Fox to your own teacher.

**Mr. Fox**

**both**

**My teacher**

NAME \_\_\_\_\_

READING  
FLUENCY

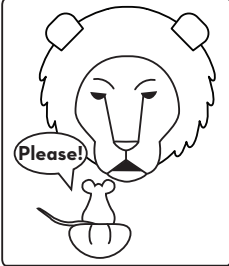
DRA 14

**H6**

LEXILE 460

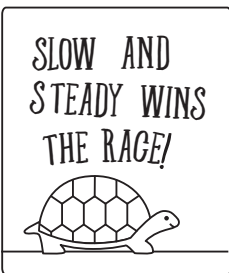
LEVEL H - SET 2

# Fables



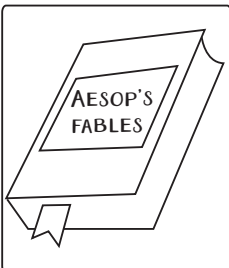
You've read one before, but do you know what a fable is? A fable is a short story. Often it has animals that act like people. Maybe there is a talking mouse or a bird with a problem to solve.

9  
20  
28  
40



A fable always teaches a lesson. We call this the **moral**. Sometimes the moral is written at end like: *tell the truth*. Sometimes the reader must decide what lesson the fable is teaching.

49  
57  
65  
74



Aesop told fables thousands of years ago. He wrote *The Boy Who Cried Wolf*. Another of his fables is *Town Mouse and Country Mouse*. Because the morals are still true, we tell his fables today.

81  
90  
98  
109

## DAILY RECORD

DAY 1

DAY 2

DAY 3

DAY 4

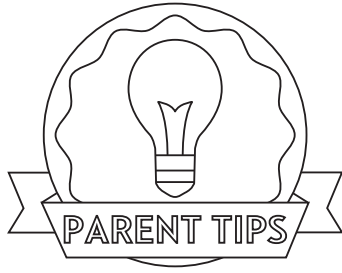
total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials





It takes many successful experiences with reading for fluency to develop. So it's important that fluency practice be at a student's independent reading level. If the text is more difficult, the reader must focus on word recognition. At an independent level, students can work on improving their expression and speed instead of figuring out words. These weekly reading passages are formatted to help your child develop and maintain fluent reading skills.



**FOCUS:** read to identify the topic of the text.

The **topic** is one or two words that tell what the text is mostly about. Read the text. Underline the topic.

The topic of the text is:

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**FOCUS:** read to find the meaning of a word.

Read the text. Find the sentence that explains what a fable is.

Color the sentence .

What is a fable?

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**FOCUS:** read to notice how illustrations help you understand.

Read the text. Circle the illustration of the moral.

How does the moral in the illustration relate to the turtle?

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

Read the text. Pay attention to where the moral is found in a fable.

Should fables tell the moral or should readers have to decide what it is?

☐ it should be written in the fable

☐ it should be up to the reader to decide

I think this because \_\_\_\_\_

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NAME \_\_\_\_\_

READING  
FLUENCY

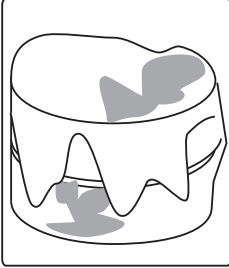
DRA 16

**16**

LEXILE 480

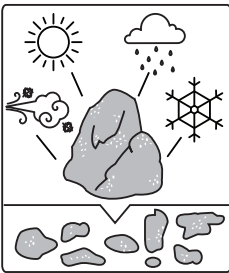
LEVEL I - SET 2

## Fair Weathering



Pretend you left a cake outside. What would happen to it? Well, your cake would probably dry out. Maybe pieces would break off. If it rained, the cake would get soggy. After a few days, you might be left with a pile of crumbs.

8  
16  
25  
34  
44



That cake is a bit like a rock. Rocks are out in the wind and rain and freezing cold. All this weather changes the rocks. Pieces break off. Those pieces wear down into smaller pieces. When weather wears down rocks we call it **weathering**.

56  
65  
72  
79  
88

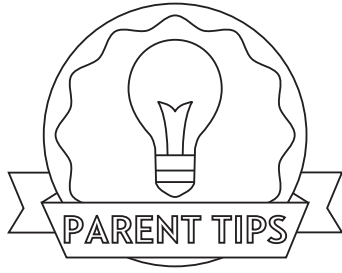


Rain and wind smooth a giant boulder. When winter comes, ice splits open a crack. Little by little, that boulder is broken into small rocks. Those rocks are weathered until they become sand. Because of weathering, the earth is always changing.

96  
105  
113  
120  
129

### 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				



A goal for our young readers is to develop the skill to read silently. Your child may be approaching this milestone (or may have reached it already). However, silent reading does not improve fluency. Having your child continue to read this assignment out loud can help give the support needed to develop reading fluency. Increased fluency helps strengthen reading comprehension so your student can understand what he/she is reading silently.



**FOCUS:** read to gain a general understanding of the topic.

Read the text. Underline sentences that give the reader details about weathering.

**What is this passage about?**

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**FOCUS:** read to find the meaning of a word.

Read the text. Find the sentence that explains what weathering is.

Color the sentence .

**What is weathering?**

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**FOCUS:** read to learn more information from the captions.

A caption is a few words that tell more about a picture. Read the text. Circle the caption in the illustration.

**What information about weathering does the caption give?**

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**FOCUS:** read to be able to teach someone else.

Read the text. Pay attention to the way rocks change over time.

**Imagine you saw a rock arch. What could you say to a little brother or sister to explain how it was made?**

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# Need more SECOND GRADE *fluency* homework?

## KINDERGARTEN

### FLUENCY HOMEWORK

36 Weeks of Passages

## LETTER NAME

### FLUENCY HOMEWORK

48 Weeks of Passages

- level A**
  - 24 weeks
  - 1 new capital letter a week
  - Practice each letter 3 weeks
- level B**
  - 16 weeks
  - lowercase letters
  - 6 letters every 4 weeks
- level C**
  - 4 weeks
  - capital & lowercase letters
  - 6 letters a day, 24 letters a week
- level D**
  - 4 weeks
  - 18 letters a day
  - alphabet fluency

Second Story Window

## SEGMENTING & BLENDING

### FLUENCY HOMEWORK

## FIRST GRADE

### FLUENCY HOMEWORK

36 Weeks of Practice  
for Reading Levels A-I

Weekly Fluency Passages &  
Daily Close Reading Questions

Reading Passage	Close Reading Questions	Fluency Practice																
<b>Helping With Dinner</b> <p>It is time for dinner. Matt and Joni are cooking dinner together. Joni reads from the cookbook.</p> <p>"Put broccoli in the pot," says Joni.</p> <p>"Okay," says Matt. He puts broccoli in the pot.</p> <p>"Put noodles in the pot," says Joni.</p> <p>"Okay," says Matt. He puts noodles in the pot.</p> <p>"I'm doing all the work," Matt says.</p> <p>"How are you going to help?"</p> <p>Joni says, "I'm going to help with it up!"</p> <p>Jon's Read</p> <table border="1"><thead><tr><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Day 4</th></tr></thead><tbody><tr><td>Read the text.</td><td>Read the text.</td><td>Read the text.</td><td>Read the text.</td></tr><tr><td>Count the words.</td><td>Count the words.</td><td>Count the words.</td><td>Count the words.</td></tr><tr><td>Count the letters.</td><td>Count the letters.</td><td>Count the letters.</td><td>Count the letters.</td></tr></tbody></table>	Day 1	Day 2	Day 3	Day 4	Read the text.	Read the text.	Read the text.	Read the text.	Count the words.	Count the words.	Count the words.	Count the words.	Count the letters.	Count the letters.	Count the letters.	Count the letters.	<p>What can you learn from the text?</p> <p>1. Joni reads from the cookbook.</p> <p>2. Matt puts broccoli in the pot.</p> <p>3. Joni puts noodles in the pot.</p> <p>4. Matt is doing all the work.</p> <p>5. Joni is going to help with it up!</p>	<p>Look at it go!</p> <p>run. Look at it go!</p> <p>Look at it go!</p> <p>ing machine run?</p> <p>suggested in!</p>
Day 1	Day 2	Day 3	Day 4															
Read the text.	Read the text.	Read the text.	Read the text.															
Count the words.	Count the words.	Count the words.	Count the words.															
Count the letters.	Count the letters.	Count the letters.	Count the letters.															

Second Story Window