

NAME _____

READING
FLUENCY

DRA 6

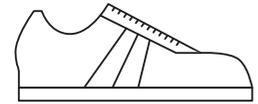
D5

LEXILE 170

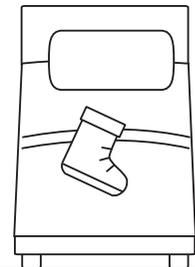
LEVEL D - SET 2

Shoe Hunt

“Where is my shoe?” I ask.
Mom says, “Look in your room.”



I find a boot on the bed.
But I do not find my shoe.



I find a skate on the floor.
But I do not find my shoe.

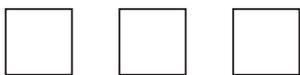


I find a shoe on the shelf.
But it is not **my** shoe.



day 1

Color a box each time
you read the text.



I read it ____ times!

day 2

Color a box each time
you read the text.



I read it ____ times!

day 3

Color a box each time
you read the text.



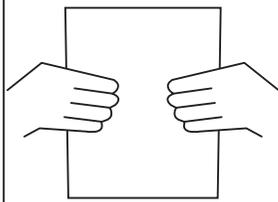
I read it ____ times!

day 4

Color a box each time
you read the text.



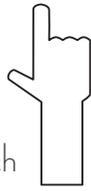
I read it ____ times!



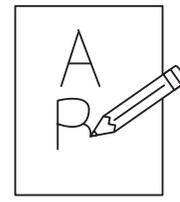
Have your child read this text several times each day.

see me

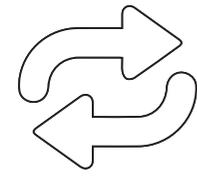
Ask your reader to point to each word as it is read.



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

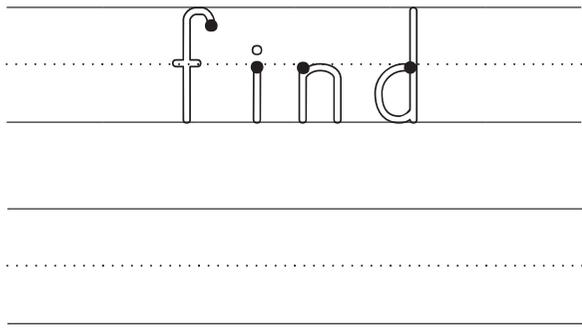


Have your child finish the practice activity for the day.



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

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



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

1 2 3

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

fnid find find
fine fin find
find dinf find
find flin fidn

Circle the letters in the word **find**.

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

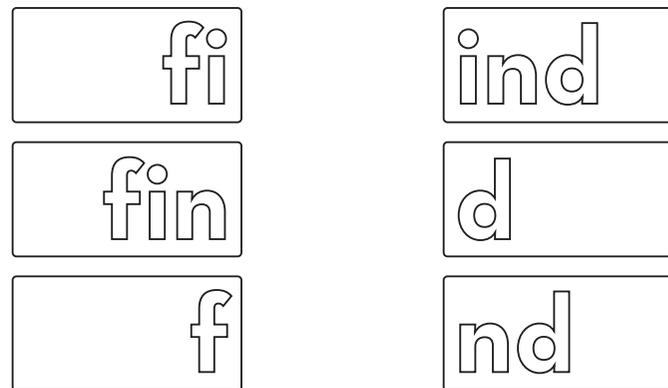
Day 3: Read the story. Then fill in the letters to make each word spell **find**.

 _ i n d
f i _ _

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

find

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



Circle **find** in the sentence.

Find my book!

NAME _____

READING
FLUENCY

DRA 6

D6

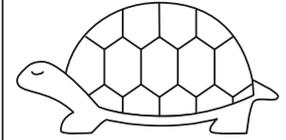
LEXILE 170

LEVEL D - SET 2

Sleepy Time

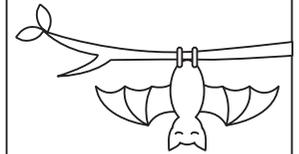
Everyone sleeps.

There are different ways to sleep.



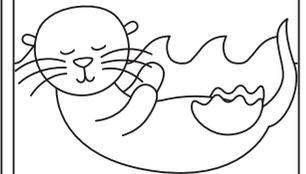
Bats sleep hanging in trees.

Sweet dreams, bat!



Otters sleep floating in water.

Sweet dreams, otter!



Kids sleep lying in bed.

Sweet dreams, kid!



day 1

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!

day 2

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!

day 3

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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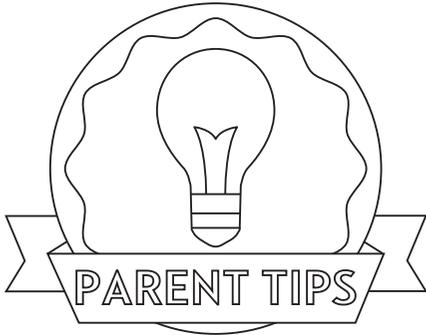
I read it ____ times!

day 4

Color a box each time
you read the text.

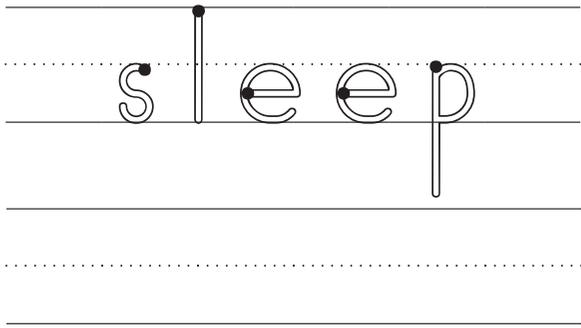
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!



Inflectional endings are groups of letters added to the end of a root word to change its meaning. Some examples are the **-s** in the word **hats** or the **-ed** in **hopped**. In this passage, students are reading words with the **-ing** ending. Inflectional endings are everywhere. Often new readers don't have the habit of reading to the end of a word. Take a minute to talk about these endings and remind your child to read all the letters in a word.

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



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

sleep selep sleep
slip sleep seep
sleep peels sleep
sleap sleep slep

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

1 2 3

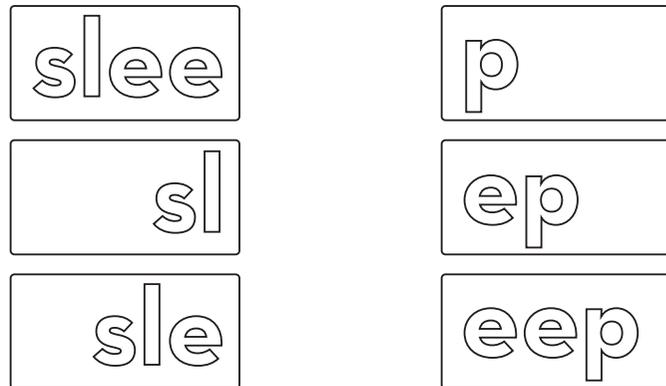
Circle the letters in the word **sleep**.

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 **sleep**.

s l _ _ p
_ _ e e p

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



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

sleep

Circle **sleep** in the sentence.

We sleep here.

NAME _____

READING
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DRA 6

D7

LEXILE 170

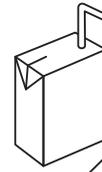
LEVEL D - SET 2

We Want

“Milk!” said the hungry baby.
Hungry babies want milk.



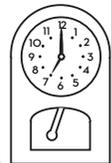
“Juice!” said the thirsty boy.
Thirsty boys want juice.



“Toys!” said the bored girl.
Bored girls want toys.



“Bedtime!” said the tired mom.
Tired moms want bedtime.



day 1

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!

day 2

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!

day 3

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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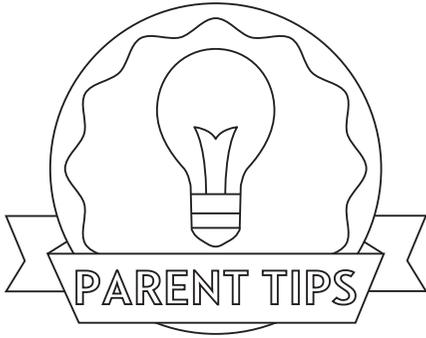
I read it ____ times!

day 4

Color a box each time
you read the text.

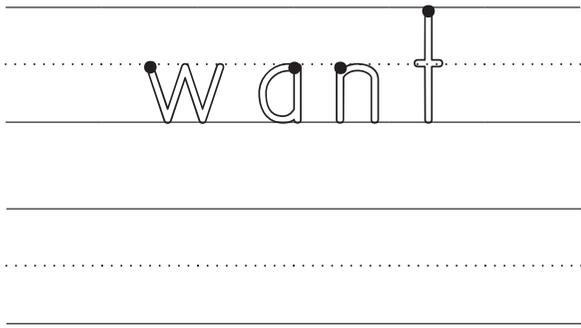
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!



This story still has a predictable structure, but your student is being asked to read dialogue. To your student, this may be an unfamiliar text structure. Take a minute to point out the quotation marks. Explain that the marks don't make a sound, but they tell us someone is talking. Model how reading dialogue has a different tone than reading the rest of the text. Usually our voices get a bit higher, possibly more excited when we read dialogue.

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



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

want went want
wnt want wat
want ant wnta
want wan want

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

1 2 3

Circle the letters in the word **want**.

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

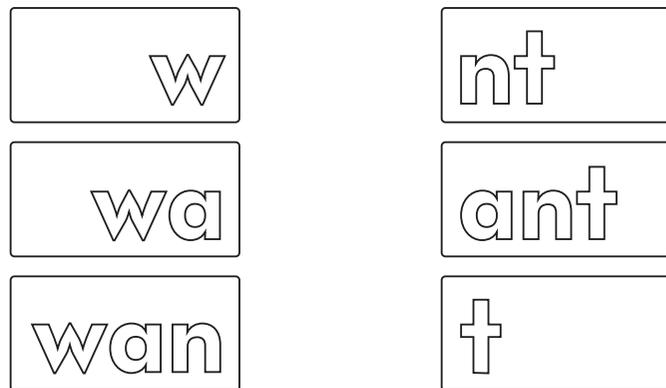
Day 3: Read the story. Then fill in the letters to make each word spell **want**.

w a _ _
w _ n t

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

want

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



Circle **want** in the sentence.

I want to go.

NAME _____

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DRA 6

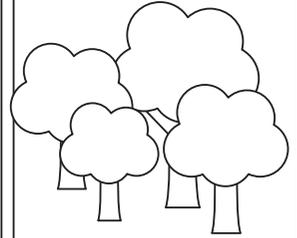
D8

LEXILE 180

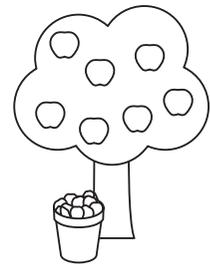
LEVEL D - SET 2

How Do They Grow?

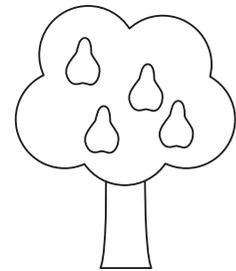
We are going to the orchard.
There are many trees.



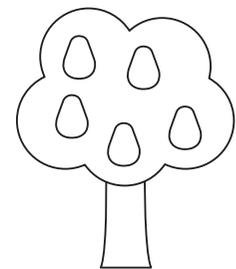
Apples grow on trees.
They are red and round.



Pears grow on trees.
They are yellow and sweet.



Avocados grow on trees.
They are green and bumpy.



day 1

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!

day 2

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!

day 3

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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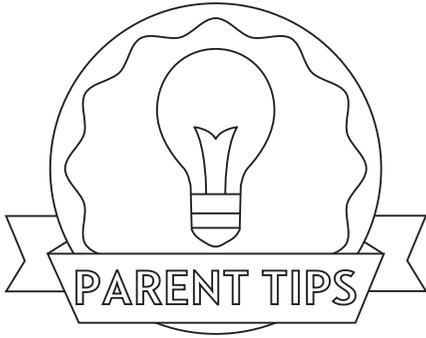
I read it ____ times!

day 4

Color a box each time
you read the text.

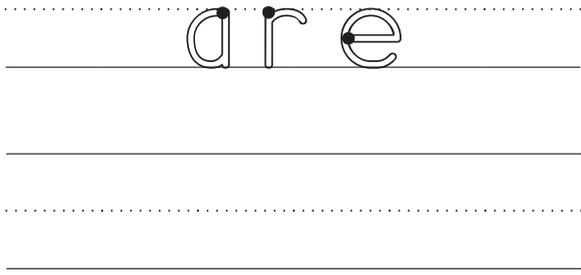
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!



Most English text is made of a small core of words. These words are extremely common and often do not follow expected phonics rules (**they, are, have** for example). We call these sight words because successful readers can recognize these words on sight. The purpose of reading is to make meaning, but if you have to sound out each word, it's difficult to follow a train of thought. That's why it's important to recognize them effortlessly.

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



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

are arr are
are are ear
aer rea are
air all are

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

1 2 3

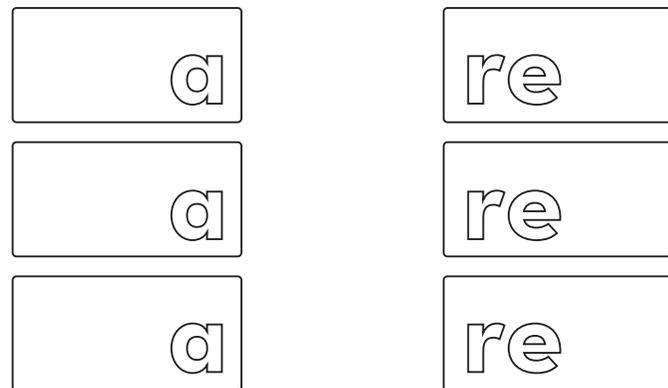
Circle the letters in the word **are**.

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 **are**.

a _ e
_ r e

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



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

are

Circle **are** in the sentence.

Are they here?