

NAME \_\_\_\_\_

READING  
FLUENCY

DRA 8

**E1**

LEXILE 190

LEVEL E - SET 1

## Helping With Dinner

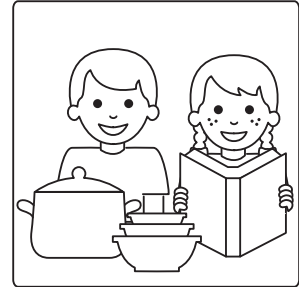
It is time for dinner. Matt and Joni are cooking dinner together.

Joni reads from the cookbook.

9

12

17

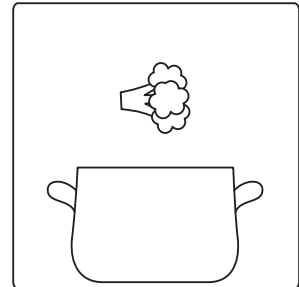


“Put broccoli in the pot,” says Joni. Matt says, “Okay.” He pours some broccoli in the pot.

24

30

33

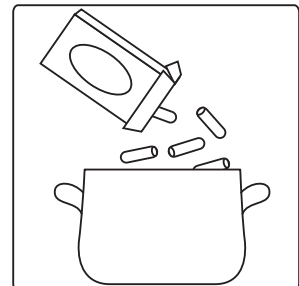


“Put noodles in the pot,” says Joni. Matt says, “Okay.” He pours some noodles in the pot.

40

46

50

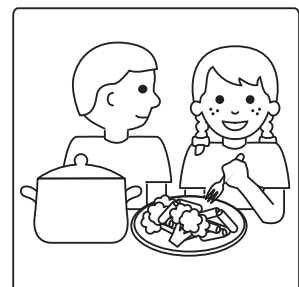


“I am doing all the work,” Matt says. “How are **you** going to help?” Joni says, “I am going to help eat it!”

58

64

73



### DAILY RECORD

DAY 1

DAY 2

DAY 3

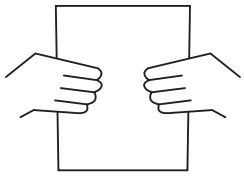
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials



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



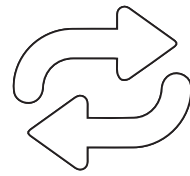
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



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..

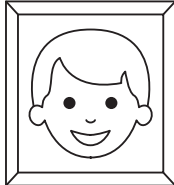


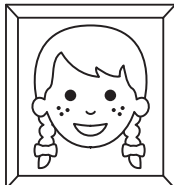
Repeat the steps on other days. Return the page to school.

**day 1** FOCUS: read to 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.**





**day 2** 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. \_\_\_\_\_
- \_\_\_\_\_

**day 3** 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 \_\_\_\_\_

\_\_\_\_\_

**day 4** 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 8

**E2**

LEXILE 220

LEVEL E - SET 1

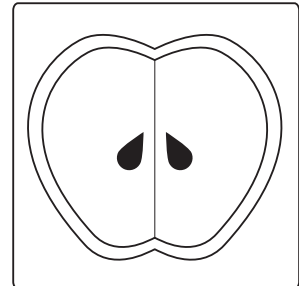
## Seeing Seeds

Look at this apple. Can you see the seeds? A seed can grow into a plant. It will be like the plant it came from.

8

16

25



A coconut is a very big seed. It can float on water. It has a hard shell. A coconut can grow into a new plant.

34

43

50

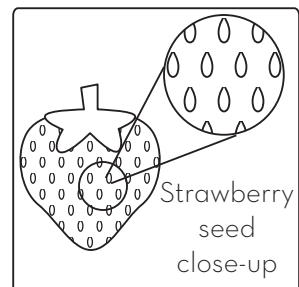


Strawberry seeds are small. 200 seeds fit on one strawberry! A strawberry seed can grow into a new plant.

56

62

69



Some seeds are bumpy. Some are round. All seeds are different. But all seeds can grow into new plants.

75

82

88



### DAILY RECORD

DAY 1

DAY 2

DAY 3

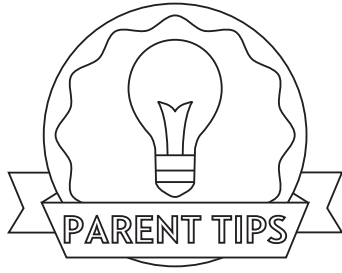
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

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adult initials



Up until now we've wanted our young readers to point to each word as they read. But it's time to break the habit! Students at this level have had a lot of experience with reading. They're ready to track words using only their eyes. Remind your child not to point while reading. Don't stop with fingers all the way, though. When your child is stuck on a word, suggest, "Run your finger under the word and say all the sounds."



**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:



**FOCUS:** read to compare and contrast different seeds.

Read the text. Find the sentence that tells how all seeds are the same.

Color the sentence  .

**How are all seeds alike?**

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

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

**What does the caption teach you about the way coconuts grow?**

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

Read the text. Pay attention to the places where seeds are found.

**List 3 kinds of seeds that you have seen.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

NAME \_\_\_\_\_

READING  
FLUENCY

DRA 8

**E3**

LEXILE 210

LEVEL E - SET 1

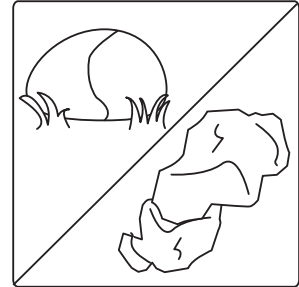
## Point of View

Ada and Leon walked up the hill.  
“Look at the rock I found!” said Ada.  
“I found some papers,” said Leon.

7

15

21

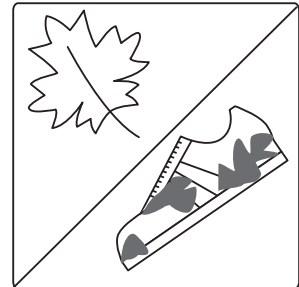


They walked higher up the hill.  
“Here is a pretty leaf,” Ada said.  
Leon said, “Here is an old shoe.”

27

34

41

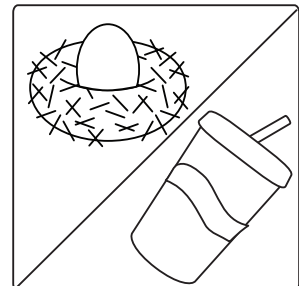


The kids walked near the trees.  
Ada asked, “Do you see the nest?”  
“I see this empty cup,” Leon said.

47

54

61

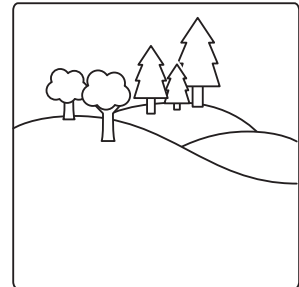


“You only see the trash,” Ada said.  
“No,” said Leon, “I picked up the trash.  
Now I see a beautiful hill.”

68

76

82



### DAILY RECORD

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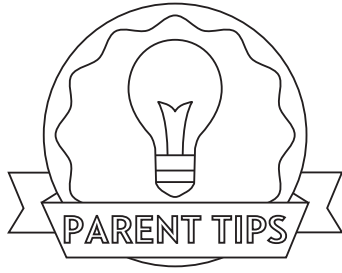
DAY 4

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adult initials



There are over 80 words in this story, but don't panic if your student isn't reading all of them in one minute. By the end of 1st grade, students should be reading 53 words correct per minute (WCPM) on grade-level texts. By the end of 2nd grade, we bump the total to 89 WCPM. So finishing this entire passage in a minute isn't a goal, but seeing daily improvement is. Ideally, your child's WCPM will increase each time the text is read.



**FOCUS:** read to identify where the story happens.

**Setting** is WHERE and WHEN a story happens. Read the text. Circle words that tell where the story takes place.

Where  
does this  
story take place?

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

Read the text. Find what the kids saw.

Color what Ada saw .

Color what Leon saw .

**List 2 things each character saw.**

Ada

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Leon

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**FOCUS:** read to notice a problem and how it is solved.

Read the text. Underline the sentence that tells how Leon fixed a problem.

**How would the ending be different if Leon hadn't picked up the trash?**

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

Read the text. Pay attention to the effect of Leon picking up the trash.

**What can you do to be like Leon and help make the world a better place?**

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NAME \_\_\_\_\_

READING  
FLUENCY

DRA 8

**E4**

LEXILE 240

LEVEL E - SET 1

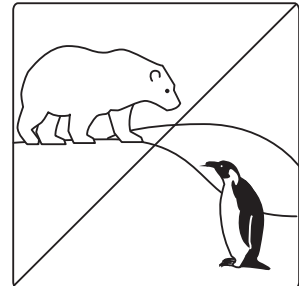
## Same But Different

Penguins and polar bears live in cold places. They live in the snow. But they do not live together.

6

13

19



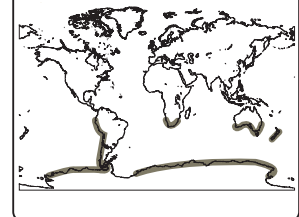
Penguins live at the bottom of the world. They walk slow, but swim fast. Some penguins live in warm places.

26

33

39

Where Penguins Live



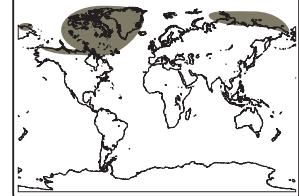
Polar bears live at the top of the world. Their thick fur keeps them warm. Polar bears are good hunters.

47

53

59

Where Polar Bears Live

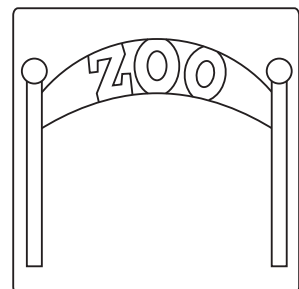


They both love fish. They both love swimming. But penguins and polar bears cannot meet--except at the zoo!

66

71

78



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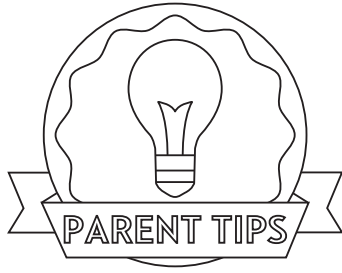
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adult initials



This story probably has a few words that your student doesn't automatically know. How does your child figure out these unknown words? Good readers are confident using a variety of strategies to solve words. Running a finger under a word and saying all the sounds is a good strategy. Also encourage chunking--looking for familiar groups of letters in unknown words. For example, seeing the word *swim* inside the word *swimming*.



**FOCUS:** read to connect the meaning of the title to 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 use the text features to understand the topic.

Read the text. Find the map illustrations.

Circle the maps.

**How do the maps help you understand where the animals live?**


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**FOCUS:** read to infer meaning from the text.

Read the text. Find the sentence that tells the one place penguins and polar bears might meet. Color the sentence .

**Why could penguins and polar bears maybe meet there?**

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

Read the text. Pay attention to the different places each type of animal lives.

**A TV commercial shows penguins and polar bears having a party. What could you say to the makers of the commercial to explain the problem with their idea?**

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