

NAME _____

READING
FLUENCY DRA 10

F1 LEXILE 310

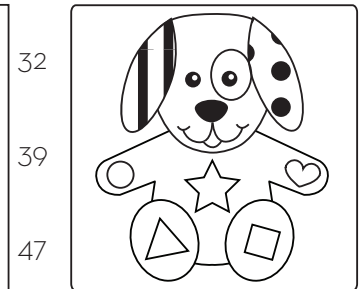
LEVEL F - SET 1

Happy Together

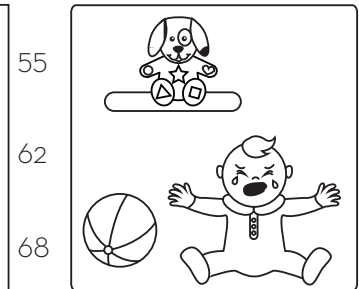
Nick is my little brother. He just turned one. He got lots of fun gifts. And he got one gift that isn't fun at all.



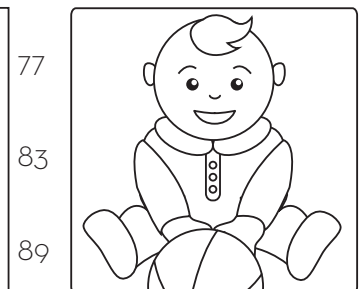
It's called Happy Puppy, but it makes me unhappy. It lights up and beeps. It plays the same songs over and over.



I set Happy Puppy up on the shelf. I said, "Play with the ball Nick!" Nick cried. He wanted Happy Puppy.



I rolled the ball to Nick. He smiled and rolled it back. Playing together made him happier than Happy Puppy did.



DAILY RECORD

DAY 1

DAY 2

DAY 3

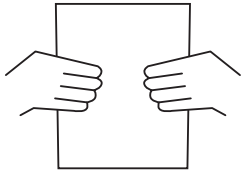
DAY 4

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.



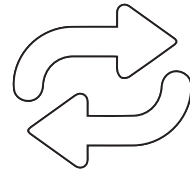
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



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 identify important events.

Read the text. Circle the illustration that shows the event that happens at the beginning of the story.

Which important event happens at the beginning of the story?



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

Read the text. Underline the sentence that tells what Nick does to show he is happy.


What two things does Nick do to show he feels happy?

1. _____

2. _____



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

Read the text. Find the last sentence. Color the sentence  yellow.

What does the main character learn about Nick at the end?



FOCUS: read to form an opinion.

Read the text. Pay attention to the description of the Happy Puppy toy. What kind of toys do you think are best for babies?

In my opinion, the best toys for babies are _____

I think this because _____

NAME _____

READING
FLUENCY

DRA 10

F2

LEXILE 320

LEVEL F - SET 1

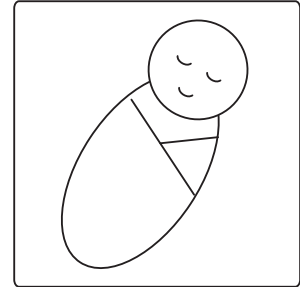
Having a Ball

A brand-new baby can't do much.
But that changes quickly! Babies
learn to do a lot in the first year.

7

12

21

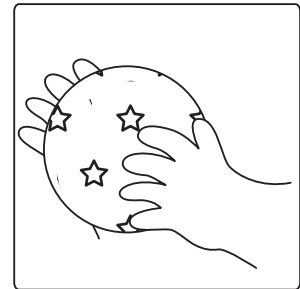


Give a four-month-old a ball to hold.
This teaches the baby how to grab.
Make sure the baby can't swallow it!

30

37

44

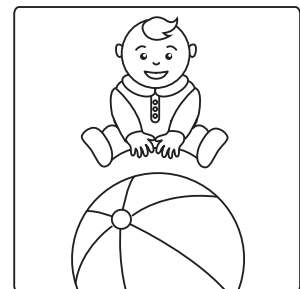


Roll a ball to a sitting baby. Baby will
grab the ball, but can't roll it back yet.
This helps the baby get strong.

53

62

68

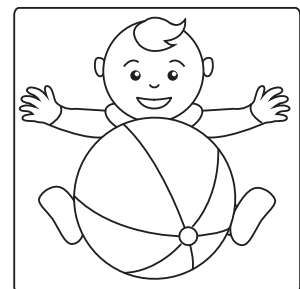


Playing with a ball is good for babies.
You know it helps the baby learn.
But all the baby knows is that it's fun!

76

83

92



DAILY RECORD

DAY 1

DAY 2

DAY 3

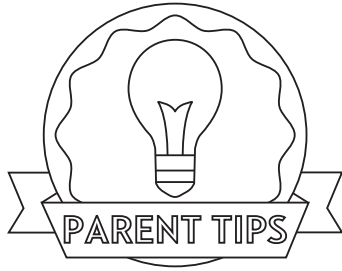
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials



We want students to “read to the punctuation.” This means that students don’t pause in their reading until they reach a punctuation mark. Beginning readers often develop the habit of stopping at the end of a line instead of at the end of the sentence. A couple sentences in this passage run onto 2 lines. If your student is pausing early, show how to keep your voice going while your eyes sweep down to the text on the next line.



FOCUS: read to identify the author’s audience.

An **author’s audience** is the person the author is writing for. Read the text. Circle any words that help you understand the author’s audience.

I think the author wrote this text for:

I think this because _____



FOCUS: read to identify the author’s purpose.

The **author’s purpose** is the reason the author wrote the text. Read the text. Pay attention to what the author is trying to teach.

What does the author want the reader to learn from this text?



FOCUS: read to infer meaning from the text.

Read the text. Find the sentence that talks about the baby swallowing the ball.

Color the sentence yellow.

What should be done so the baby doesn’t swallow the ball?



FOCUS: read to be able to teach someone else.

Read the text. Underline sentences that explain why playing with a ball is good for baby.

Your mom is buying a gift for your aunt’s new baby. What could you say to convince your mom that a ball is a good baby gift?

NAME _____

READING
FLUENCY

DRA 10

F3

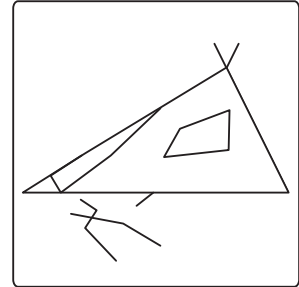
LEXILE 270

LEVEL F - SET 1

Camping In

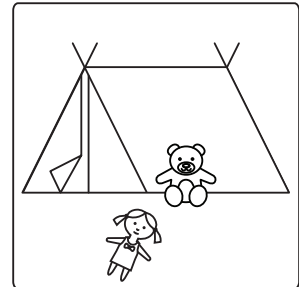
“Help me with the tent,” Gina said.
Elle had never been camping before.
Gina showed her just what to do.

7
13
20



First, the girls put up the tent. It was
very small. “It’s OK,” said Gina.
“We still have room for our dolls.”

29
35
42



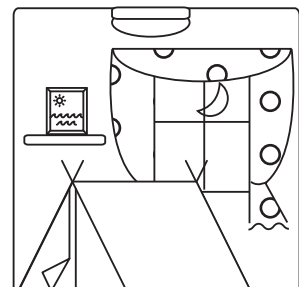
“What do we do now?” asked Elle.
Gina said, “Let’s have dinner!”
The girls liked the hot dogs and chips.

49
54
62



They got in their sleeping bags at
bedtime. “I like camping,” said Elle.
“Someday we should try it outside.”

69
75
81



DAILY RECORD

DAY 1

DAY 2

DAY 3

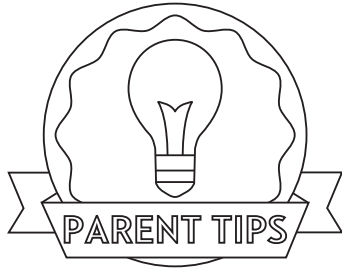
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPC)

adult initials



This story has a lot of dialogue. Your beginning reader may not yet be familiar with quotation marks. Point out some of the quotes in this passage. Talk about how it sounds to read the words the character is speaking. "Let's have dinner!" should sound excited because the character is excited. But when it comes to *Gina said*, the voice should go back to a normal speaking voice. Model for your child how the dialogue in this story should sound.



FOCUS: read to find identify when the story takes place.

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

What time of day does the story happen?



When does this story take place?



FOCUS: read to sequence the order of events.

Read the text. Underline the sentence that tells what the girls did first. Underline what they did second and third.

List the events in order:

1. _____
2. _____
3. _____



FOCUS: read to understand the meaning of the text.

Read the text. Find the last sentence. Color the sentence yellow.

How does this sentence change your understanding of the story?



FOCUS: read to form an opinion.

Read the text. Pay attention to how the girls feel about camping inside.

I would rather camp:

outside

inside

I think this because _____

NAME _____

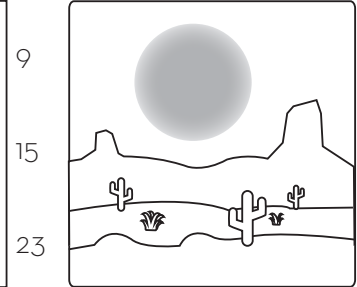
READING
FLUENCY DRA 10

F4 LEXILE 370

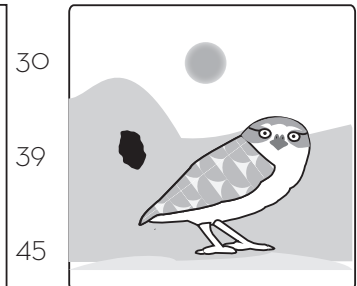
LEVEL F - SET 1

Built for the Desert

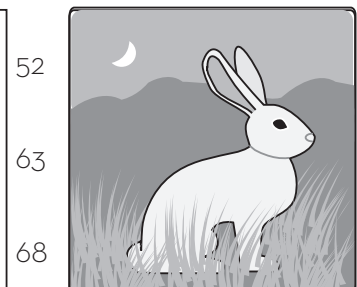
A desert is a dry place. Very little rain or snow falls. Desert animals have ways to stay cool in the hot sun.



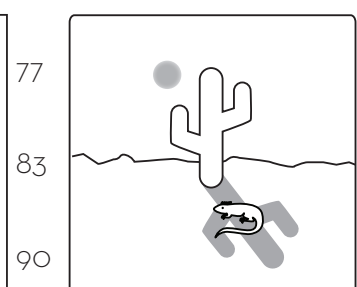
Can you guess where this owl lives? Not in a tree, but in a hole! Living underground is cooler in the desert.



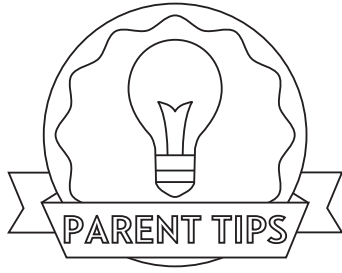
A desert rabbit comes out at night. It is cooler in the dark. It is too hot for the rabbit in the sunshine.



Desert life is hard because it is so hot and dry. Animals there are clever. They know special ways to stay cool.



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				



There are over 90 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 key details.

Read the text. Look for information about desert animals. Underline 3 facts about desert animals.

Desert Animal Facts:

1. _____
2. _____
3. _____



FOCUS: read to find how animals adapt to desert life.

Read the text. Circle the sentences that explain how the owl and rabbit stay cool.

The owl stays cool by _____

The rabbits stays cool by _____



FOCUS: read to infer meaning from the illustrations.

Read the text. Draw a line from the sentence about clever animals to the illustration next to it.

How does this illustration help you understand more about animals staying cool in the desert?



FOCUS: read to be able to teach someone else.

Read the text. Pay attention to the ways animals stay cool in the desert.

Your friend says animals can't live in the desert because it's too hot. What can you say to explain about animals in the desert?
