Oral Reading Fluency Practice

FOR HD WORD, PHONICS BLITZ, AND PHONICS BOOST

REALLY GREAT READING

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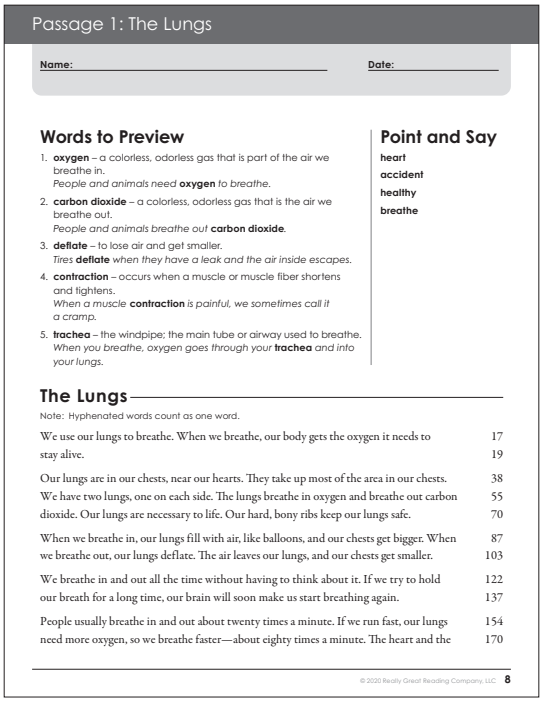
How to Use the Passages for Fluency Practice

Fluency Passages Quick Overview

The Fluency Passages are expository, non-controlled, connected text similar to what students might read in their content-area classes. Reading these passages allows students a chance to practice the strategies they are learning in their Boost or Blitz lessons.



Passage 1: The Lungs

Name: _____ Date: _____

Words to Preview

1. **oxygen** – a colorless, odorless gas that is part of the air we breathe in.
   People and animals need **oxygen** *to breathe.*
2. **carbon dioxide** – a colorless, odorless gas that is the air we breathe out.
   People and animals breathe out **carbon dioxide**.
3. **deflate** – to lose air and get smaller.
   Tires **deflate** *when they have a leak and the air inside escapes.*
4. **contraction** – occurs when a muscle or muscle fiber shortens and tightens.
   When a muscle **contraction** *is painful, we sometimes call it a cramp.*
5. **trachea** – the windpipe; the main tube or airway used to breathe.
   When you breathe, oxygen goes through your **trachea** *and into your lungs.*

Point and Say

heart
accident
healthy
breathe

The Lungs

Note: Hyphenated words count as one word.

We use our lungs to breathe. When we breathe, our body gets the oxygen it needs to stay alive. 17 19

Our lungs are in our chests, near our hearts. They take up most of the area in our chests. We have two lungs, one on each side. The lungs breathe in oxygen and breathe out carbon dioxide. Our lungs are necessary to life. Our hard, bony ribs keep our lungs safe. 38 55 70

When we breathe in, our lungs fill with air, like balloons, and our chests get bigger. When we breathe out, our lungs deflate. The air leaves our lungs, and our chests get smaller. 87 103

We breathe in and out all the time without having to think about it. If we try to hold our breath for a long time, our brain will soon make us start breathing again. 122 137

People usually breathe in and out about twenty times a minute. If we run fast, our lungs need more oxygen, so we breathe faster—about eighty times a minute. The heart and the 154 170

 8

Using the Passages for Oral Reading Fluency Practice

The students' goal in Oral Reading is to read with an accuracy rate of 98% or higher. When students read accurately, their comprehension improves because they are correctly interpreting the words on the page. When a student's miscues, or mistakes, are identified while reading aloud, it helps emphasize the importance of reading accuracy. Students learn to balance the two most important aspects of fluency, which are accuracy and speed. Among other positive net effects, this helps students learn how not to make those same mistakes in future reading.

When children read accurately, their comprehension improves because they are correctly interpreting the words on the page. Helping your child identify incorrectly read words as they read aloud helps them understand how important it is to read each word correctly.

The two most important pieces of fluency are accuracy and speed. The focus should always be on accuracy first, and then speed can be addressed. Using the oral reading procedure described below will help your child achieve this goal.

One-Minute Cold Read (First Reading, Beginning of the Week)

It would be useful to print two copies of the passage before starting so that you and your child can each have your own copies. You will be marking up mistakes and words read on your copy.

Using the passage for the unit your child is currently working on, have your child first read the passage for one minute, starting with a preview of the Words to Preview and Point and Say words at the top of the page, at the beginning of the week. During this read:

1. Review the "Words to Preview" and their definitions as well as the "Point and Say" words with your child. This will help your child read these words more smoothly when he or she encounters them in the passage.
2. The child reads for just **one minute** independently and aloud. Stop your child at one minute and mark the last word they read at the one-minute mark.
3. As your child reads, mark any errors they make (skipped words, incorrectly read words, added words).
   a. If the child reads a word incorrectly or skips a word, cross that word out. However, if your child corrects the word on his or her own, do not count it as an error.

b. If your child adds a word, write the word in where it was added.

4. Calculate your child's Accuracy Percentage and Words Correct Per Minute using the Calculation Box at the bottom of the passage. Chart these scores using the chart on p. 6 of this document.

a. Calculating Words Correct Per Minute (the Calculation Box will walk you through this):

Number of words at the 1-minute mark − **Number of miscues/mistakes** = **Words Correct Per Minute**

Use the line count numbers at the end of each line to help you determine this.

Do not include words added.

b. Calculating Accuracy Percentage (the Calculation Box will walk you through this):

Words Correct Per Minute ÷ **Number of total words read at the 1-minute mark** = **Accuracy Percentage**

c. Charting with the Tracking Chart

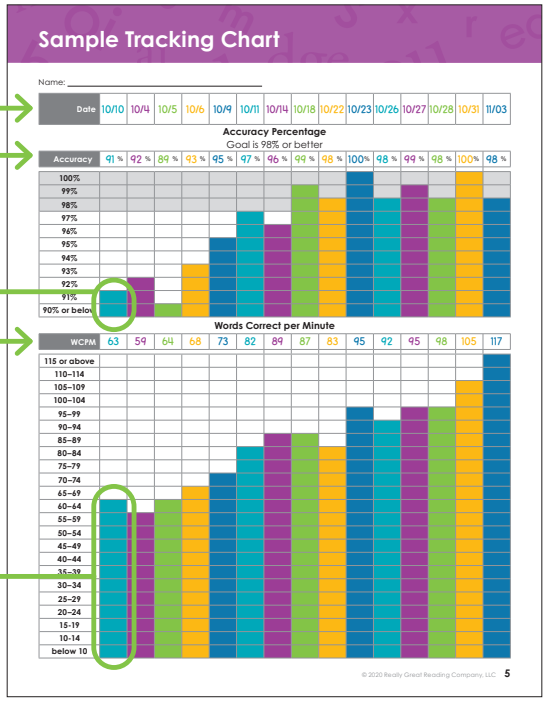
i. Record the date in the "Date" box

ii. Record the Accuracy % for the passage your child just read

iii. Have your child color in the vertical bar from the bottom of the section UP TO their accuracy percentage for the passage your child just read

iv. Record the Words Correct Per Minute

v. Have your child color in the vertical bar from the bottom of the section UP TO their WCPM



Practice Reads (Reading Throughout the Week)

Throughout the week, have your child practice reading the same passage aloud independently or to you. If possible, have them read aloud to you so you can address errors. For these practice reads, you should allow your child to read the whole passage and not stop them at the 1-minute mark, so they are able to practice reading all the words in the passage. These practice reads are NOT recorded on the Tracking Chart.

Warm Read (Last Reading, End of the Week)

Follow the same procedure as in the Cold Read, including calculating the Accuracy Percentage and Words Correct Per Minute and then charting them. The goal is for both of these numbers to increase by the end of the week; however, be aware that as accuracy increases, sometimes their speed (WCPM) will decrease. This is not a problem. Accuracy is the most important aspect of fluency; speed will come with more practice of accurate reading.

Sample Tracking Chart

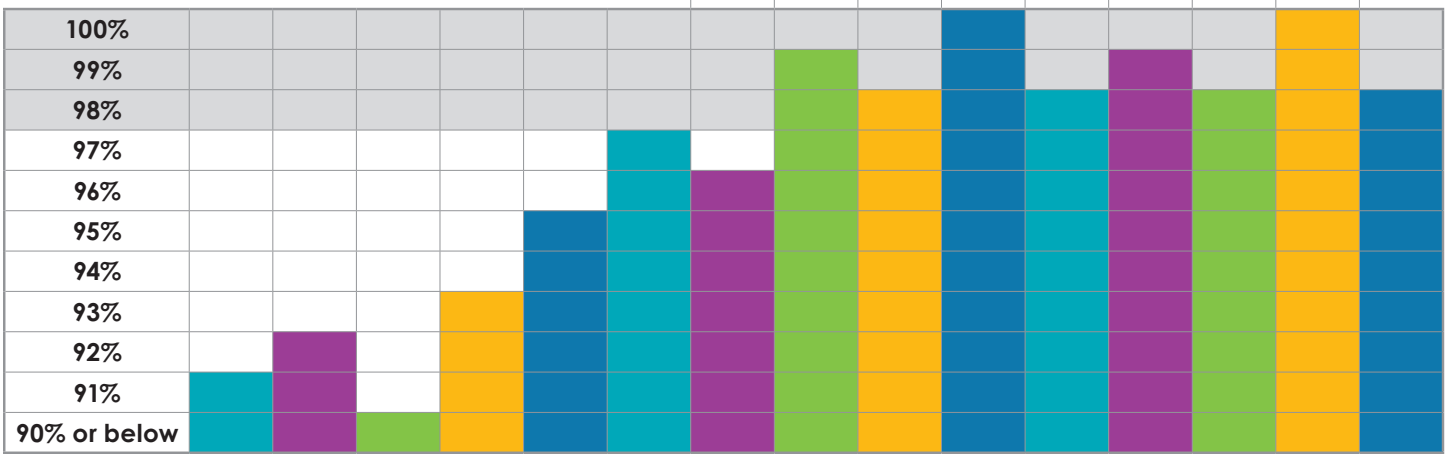
Name: _____

Date	10/10	10/4	10/5	10/6	10/9	10/11	10/14	10/18	10/22	10/23	10/26	10/27	10/28	10/31	11/03

Accuracy Percentage

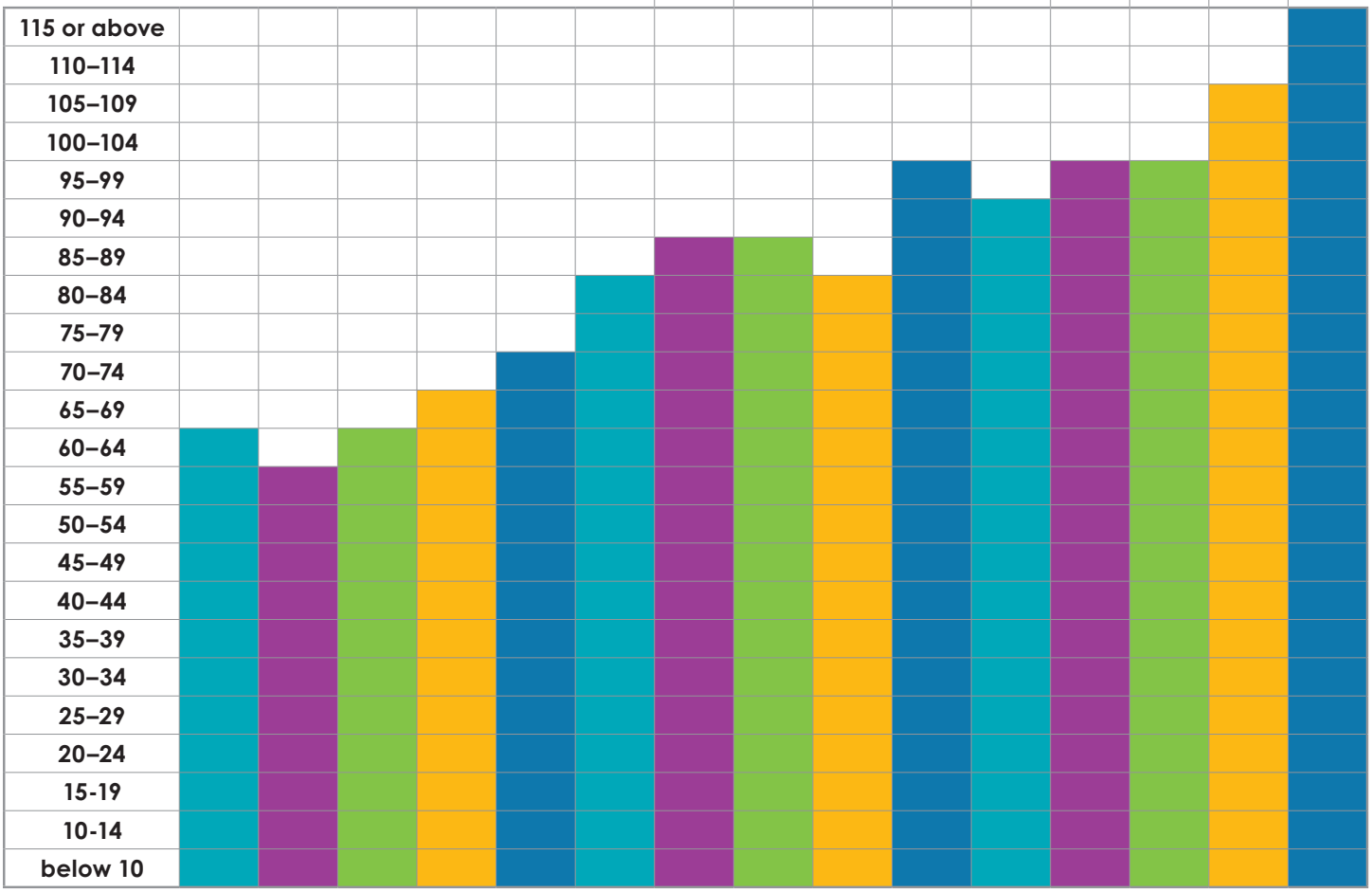
Goal is 98% or better

Accuracy	91 %	92 %	89 %	93 %	95 %	97 %	96 %	99 %	98 %	100%	98 %	99 %	98 %	100%	98 %



Words Correct per Minute

WCPM	63	59	64	68	73	82	89	87	83	95	92	95	98	105	117



Tracking Chart

Name: _____

Date															

Accuracy Percentage

Goal is 98% or better

Accuracy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
100%															
99%															
98%															
97%															
96%															
95%															
94%															
93%															
92%															
91%															
90% or below															

Words Correct per Minute

WCPM															
115 or above															
110–114															
105–109															
100–104															
95–99															
90–94															
85–89															
80–84															
75–79															
70–74															
65–69															
60–64															
55–59															
50–54															
45–49															
40–44															
35–39															
30–34															
25–29															
20–24															
15-19															
10-14															
below 10															

Name: _____ **Date:** _____

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Point and Say

heart

accident

healthy

breathe

The Lungs

Note: Hyphenated words count as one word.

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We breathe in and out all the time without having to think about it. If we try to hold our breath for a long time, our brain will soon make us start breathing again. 122 137

People usually breathe in and out about twenty times a minute. If we run fast, our lungs need more oxygen, so we breathe faster—about eighty times a minute. The heart and the 154 170

lungs work together. The heart pumps blood to the lungs, which put oxygen in the blood. 186
Then the heart sends this blood all around the body. 196

When you hiccup, your lungs do not work quite right. A hiccup is a sudden contraction, 212
or squeezing, of the main tube we use to breathe. This tube is called the trachea. The opening 230
at the top of the trachea slams shut when you hiccup. Most hiccups stop quickly, but some 247
people's hiccups last a long time. They can last three or four days. One person had hiccups for 265
more than fifty years. Hiccups can be a big problem because they change the way we breathe. 282

Sometimes a person has a lung disease, or a lung gets hurt in an accident. A doctor may have 301
to take out the lung. A person can live just fine with only one lung. 316

To be healthy, we must take care of our lungs. Smoking is very bad for the lungs. The lungs 335
need clean air, exercise, and rest to do their best work. 346

Calculation Boxes

		Cold Read*
Number of Words at One-Minute Mark	a	
Subtract: Number of Errors	b	
Equals: Words Correct per Minute (WCPM)	c	
Accuracy Percentage	c ÷ a	%

		Warm Read*
Number of Words at One-Minute Mark	a	
Subtract: Number of Errors	b	
Equals: Words Correct per Minute (WCPM)	c	
Accuracy Percentage	c ÷ a	%

See pages 3-4 for information about Cold Reads and Warm Reads.

Name: _____ **Date:** _____

Words to Preview

1. **unique** – unlike any other; unusual.
   Every person has **unique** *fingerprints.*
2. **contrast** – the strong difference between two things.
   It is easy to imagine the **contrast** *between the desert and the North Pole.*
3. **continuous** – uninterrupted; going on continually without any stops.
   The **continuous** *buzz of the broken doorbell gave me a headache.*
4. **scholars** – people who know a great deal about one or more subjects.
   The university's president spoke highly of the fine **scholars** *who taught there.*

Point and Say

Nazca, Peru

desert

weather

Nazca Line Drawings

Note: Hyphenated words count as one word.

Imagine a drawing of a hummingbird that filled half a football field! A desert near the town 17
of Nazca, Peru has one that big. This unique desert floor has about 300 huge drawings. They 34
are called the Nazca Lines. Many of the drawings are of animals. Others are of things like 51
straight lines and circles. 55

The Nazca Lines were not made the way most drawings are made. They were made by 71
taking away small red stones from the desert floor. The ground under the stones is white. 87
The contrast between the white ground and the red stones that are left makes the lines. 103

The Nazca Line drawings are very old. Weather has not changed them. The Nazca Desert 118
has no wind or rain. That is why the lines are still there. Some of the drawings are more than 135
2,000 years old. 141

People do not see the Nazca Lines from the ground. Few people knew about them before 157
there were planes. 160

The drawings are very big. One drawing of a lizard is 600 feet long. The spider drawing is more than 130 feet long. It was made of one continuous line. Other drawings are even bigger than the animals. Some shapes are almost half a mile long. One straight line is nine miles long! 178 194 211 213

Today people wonder about the Nazca Lines. Scholars wonder how the lines can be so straight. Some people think they were drawn with wooden stakes and a rope. Imagine pounding two stakes into the ground. Then imagine tying a rope between them. You can make a straight line in this way. Maybe the people who made the Nazca Lines used this plan. 228 242 257 275

Many scholars wonder why the drawings were made. Maybe they were used as a calendar. Maybe they were temples. Or maybe they pointed to rivers under the ground. 290 303

Today the Nazca Lines are in danger. People walk too close to them. Changing weather may hurt them. It would be terrible if the drawings were lost. 319 330

Calculation Boxes

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See pages 3-4 for information about Cold Reads and Warm Reads.

Name: _____ **Date:** _____

Words to Preview

1. **gliders** – aircrafts that are very light and have no engine.
   Mary enjoys flying in **gliders** *because they let her see the beautiful scenery without the noise of an engine.*
2. **wind tunnel** – a passage through which air is forced in order to study the effects of the wind on an object.
   When the scientists saw how the plane performed in the **wind tunnel***, they knew the wings were too heavy.*
3. **propeller** – a device that lifts an aircraft by spinning.
   The **propellers** *on a helicopter help lift it into the air.*
4. **sustain** – to keep something going.
   Food and clean water are of great importance because they **sustain** *all life on earth.*

Point and Say

Orville and Wilbur Wright

brother

control

bicycle

The Wright Brothers

Note: Hyphenated words count as one word.

Have you heard of the story *Around the World in 80 Days*? The story is from 1872. It is 19
about a man who said he could circle the world in 80 days. At the time, people said it could 39
not be done. This was before planes. People can now fly around the world in a few days. 57

The Wright brothers made the world's first flight in a powered aircraft in 1903. Their plane 73
flew 120 feet. It stayed in the air for 12 seconds. 84

Orville and Wilbur Wright had wanted to fly since they were young. They read everything 99
they could find about flying. In 1900, they made their first gliders. 111

Their gliders sometimes flew for hundreds of feet, but they stayed too near the ground. 126
The brothers could not control the gliders. They decided to learn more about flight. 140

Orville and Wilbur made a wind tunnel. They learned that their gliders did not go high 156
because of the wing shape. They tried more than 200 wing shapes. Then they found one 172
that let the gliders fly higher. 178

Next, the brothers worked on how to control their gliders. They thought about how 192
someone riding a bicycle balances it. They tried similar ideas for the gliders. They learned to 208

move the wings so the aircraft would roll right and left. Then they found a way to make the aircraft's nose go up and down or side to side. Today, all planes still do these things to help them fly. 227 246 248

Orville and Wilbur made a light engine for their aircraft. They also added a propeller. These two things helped them to sustain flight. In late 1903, they made the first sustained flight in a powered plane. 264 281 284

The Wright brothers kept working to make their planes better. At first, they could only fly in a straight line for under a minute. But in less than two years, they could fly for more than half an hour. They learned to control where they flew. They also learned to control where they landed. 300 320 336 338

Calculation Boxes

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Number of Words at One-Minute Mark	a	
Subtract: Number of Errors	b	
Equals: Words Correct per Minute (WCPM)	c	
Accuracy Percentage	c ÷ a	%

See pages 3-4 for information about Cold Reads and Warm Reads.

Name: _____ **Date:** _____

Words to Preview

1. **climate** – the weather common to an area.
   In desert **climates**, *it is always dry and almost never rains.*
2. **temperate** – not too much and not too little.
   Many people prefer **temperate** *climates because they want to avoid extreme cold in the winter or extreme heat in the summer.*
3. **desert** – a dry, often sandy area of little rainfall, extreme temperatures, and little growth.
   Camels are mammals used for carrying people and objects across the sandy **desert**.
4. **tropical** – to do with or living in the hot, rainy, area of the tropics.
   People like to travel to Florida in the winter because of the warm, **tropical** *weather.*

Point and Say

weather

temperature

area

equator

Climates

Note: Hyphenated words count as one word.

Earth has many different climates. Climates range from hot to cold and wet to dry. The 16
weather in an area will depend on what climate you live in. 28

Many people live in temperate climates. People who live in temperate climates have the four 43
seasons. These are spring, summer, fall, and winter. In temperate climates, people plant crops 57
in the spring and harvest them in the fall. Many of the world's farms and large cities are in 76
temperate areas. 78

Some people live in cold climates. These are in the far north. People who live in these 95
climates have mild summers and very cold winters. Temperatures may drop far below zero 109
in the winter. Living in a cold climate can be hard. The roads may be too icy. There may be 129
too much snow on the ground. But cold climates also have winter sports. People in cold 145
climates may enjoy winter sports like skiing and ice fishing. 155

Some people live in the hot, dry desert. Deserts are places where very little rain falls. Little 172
rainfall makes it very hard for crops to grow. It is hard to find a garden or farm in the desert. 193

People in the desert know that each drop of water is important. People who live in the 210
desert also must dress to protect themselves from the strong sun. 221

Tropical climates are located near the equator. Weather in tropical climates is hot and wet. 236
In many tropical climates, rain falls nearly every day. But there are also tropical climates that 252
have wet seasons and dry seasons. Tropical climates provide many useful crops like sugar 266
and coffee. Those who live in tropical climates live in homes of straw, bamboo, and wood. 282
This way, a tropical breeze can blow through their homes. 292

Many people think the Earth's climates are changing. If this is true, the weather across the 308
whole planet may begin to change. To help stop climate change, you can do many things. 324
You can drive less, use less hot water, or plant a tree. These things will help protect our planet. 343

Calculation Boxes

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Number of Words at One-Minute Mark	a	
Subtract: Number of Errors	b	
Equals: Words Correct per Minute (WCPM)	c	
Accuracy Percentage	c ÷ a	%

See pages 3-4 for information about Cold Reads and Warm Reads.

Name: _____ **Date:** _____

Words to Preview

1. **Pompeii** – (pronounced **Pom-pay**) a city in southern Italy that was destroyed by a volcanic eruption.
   Hundreds of people visit the ruins of **Pompeii** *every year.*
2. **Mount Vesuvius** – (pronounced **Vuh-su-ve-us**) a volcano in southern Italy.
   Mount Vesuvius *has erupted more than three dozen times times in the last 2,000 years.*
3. **erupted** – burst; shot from an active volcano.
   The volcano **erupted** *and lava came shooting out.*
4. **C.E.** or **Common Era** – a dating system that coincides with the dating system A.D.
   Man walked on the moon for the first time in 1969 **C.E.**
5. **excavators** – people who remove soil by digging or scooping.
   Sometimes **excavators** *work in hot, dusty locations to find objects from long ago.*

Point and Say

tremor

volcano

debris

Pompeii

Note: Hyphenated words count as one word.

Imagine standing at the edge of a large bay. There is a busy city on the other side. But you 20
are not looking at the city. There is a huge cloud in the sky. It shoots into the air and spreads 41
out like tree branches. Then the city across the bay is gone. 53

This is what a young man saw when Mount Vesuvius erupted. That was almost 2,000 years 69
ago. The city was Pompeii. 74

Pompeii was a busy town in Italy in 79 C.E. About 20,000 people lived there. One day in 92
late summer, the ground shook. The people were not scared because they often felt the earth 108
shaking. No one knew that this shaking, called tremors, could be a sign of an active volcano. 125
There were three days of tremors. Then a noise like thunder came from the mountain, and 141
its top blew off. 145

The people of Pompeii were not killed by lava. They were not killed by stones that flew down on the city. They were not killed by buildings falling down. Most people were killed by the huge cloud. The cloud was full of poison. It moved toward Pompeii at 100 miles an hour. 163 180 197

People could not run to get away from the cloud. Sea captains tried to save people. But debris blocked the ports. Soon, all of Pompeii was under deep piles of ash. 214 228

No one knew about Pompeii for several hundred years. But the ash that destroyed the city also preserved it. When Pompeii was found, the ruins were preserved. Excavators found proof that the eruption was a surprise. They found an oven with bread in it. They also found holes in the ash. When filled with plaster, a soft mixture of sand and cement, these holes took the shape of people. Many looked very scared. Others looked calm. 244 257 275 292 304

Today, many people visit Pompeii. Excavators have learned a lot about Pompeii. But some parts of the city are still under ash. 318 326

Calculation Boxes

		Cold Read*
Number of Words at One-Minute Mark	a	
Subtract: Number of Errors	b	
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Really Great Reading