

FLUENCY

progress monitoring

420L Fluency Name: _____ Date: _____

Recycling

What happens with your trash when you throw it away? Trash can stay in a dump for a very long time. It is not good for the Earth to have too much trash. There is a way you can help. Some kinds of trash can be recycled. That means it can be turned into new things. Paper can be recycled. Plastic can be recycled, and glass can be recycled. When you recycle, you need to put it in a different bin. Then it is taken to the recycling station. First, they sort the trash. All the paper goes together. All the plastic goes together, and all the glass goes together. Fresh new paper, plastic, and glass are made from the ones that were thrown away. People can use them again and again. Recycling is good for the Earth.

Questions

- Where does trash go when you throw it away?
The trash goes in a dumpster.
- Where do you put items to be recycled?
You put them in a different bin.
- What does a recycling station do first?
They sort out the trash.
- Why is recycling good for the Earth?
It is good because people can use materials again.



Recycling

1st
Grade





Fluency

Name: _____

Date: _____

Recycling

What happens with your trash when you throw it away? Trash can stay in a dump for

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Fluency

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Fluency

Name: _____

Date: _____

Pets

There are lots of diffe

eats cat food. A cat sleeps

eats fish food. A dog is a

chews bones. A bunny is

A hamster is a small pet

big pet. A horse lives in

you have or want?

small. A cat is a small pet. A cat



Fluency

Name: _____

Date: _____

Pets

There are lots of different pets. Pets can be big or small. A cat is a small pet. A cat eats cat food. A cat sleeps all day. A fish is a small pet, too. A fish swims in water.

A dog plays with a ball. A dog chews bones. A dog is a pet, too. Dogs are many sizes. A bunny eats carrots. A bunny has long ears. A hamster is a pet. A hamster is soft. A hamster runs inside a ball. A hamster is a small pet. A hamster lives in a cage. A horse lives in a barn. You can ride a horse. Do you have a pet? What kind of pet do you have or want?

Questions

1. What does a

A cat sl

2. What do d

3. What do

A bunn

4. Where

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FLUENCY SCORE

	Total Words	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
Read	43	8		35	81%
Read					
Read					



COMPREHENSION SCORE

2 / 4 = 50 %

FLUENCY COMPONENTS

- ☐ Rate
- ☐ Accuracy
- ☒ Punctuation
- ☐ Expression



200L

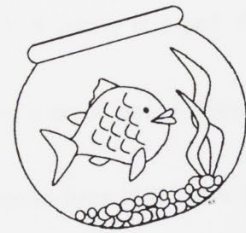
Fluency

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Date: _____

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- 16
- 36
- 54
- 73
- 90
- 108
- 126
- 132

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1st Read	43	8	35	81%
2nd Read				
3rd Read				

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- ☐ Expression

Pets

ets can be big
a small pet
many size
A bunny
e. A H
e. D

4. Where does a hamster live?

ny eats carrots.

ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1,010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



What is Reading Fluency?

Reading fluency is the ability to read easily and accurately.

Fluency is composed of three key elements:

- Accuracy
- Rate / speed
- Expression

Why is Fluency Important?

Research shows fluency is directly related to comprehension. For students to become proficient readers, they must be able to read fluently so they can pay attention to text meaning.

How to Teach Fluency

Some students, many who are avid readers by choice, learn fluency on their own. Other students need explicit teaching to become fluent. If your student's fluency is not improving, these are the methods you can integrate into your teaching:

1. **Model Fluent Reading:** Regularly do read alouds, teacher-assisted reading, and listening centers where students follow along with a copy of the text while listening to a recording.
2. **Repeated Reading:** Give students opportunities to read the same text over and over. When students engage in repeated readings, their rate increases. Students can read aloud to themselves, to a partner who times them, or even record their reading and listen back.
3. **Progress Monitoring:** Regularly assess students and work together to come up with goals. If a student's rate is low for a passage, set a Words Per Minute (WPM) goal and have students practice rereading the text and timing themselves. Then, reassess the student to see if their rate has improved. Progress monitoring helps students become accountable and motivates them.

How to Measure Fluency:

1. Select a passage on your student's independent reading level. This should be a text they have never seen.
2. Tell the student that you will be checking their fluency by listening to them read aloud and timing them. Afterwards, they will answer a few questions.
3. Give students a copy of the student passage. Fold the paper so they do not see the questions.
4. Tell students to start at the title when they are ready.
5. Follow along with your recording sheet. Start the timer once the student gets to the first word in the passage, not including the title.
6. Mark student errors, reversals, and substitutions as shown below.
 - *If the student substitutes or mispronounces a word, put a line through the word and write the word the student said above it.*
 - *If the student does not correctly say the word within 3 seconds, say the word for the student and circle the word to mark it as incorrect.*
 - *Self-corrections and repetitions are not marked as errors.*
7. At 1 minute, put a bracket after the last word the student read. Note: Student should continue to read the passage until they have finished.
8. Check off fluency components you observed.
9. Ask students the comprehension questions. You can have the students answer the questions orally, or have students write the answers. It is important to note that the main point is to assess their fluency and comprehension, so if writing answers will impede the students score, they should be asked and answered orally.
10. Calculate the WPM, Accuracy, and Comprehension scores.
11. Use the provided chart to determine whether to adjust the student's independent reading level.

How to Mark Mistakes

Errors (E)

- Student substitutes one word for another
- Omits a word
- Inserts a word
- Is told a word
- Mispronounces a word
- Proper nouns are only counted as 1 error. Other words are counted as an error each time.

Self-Correction (SC) – When a student realizes his or her mistake and corrects it. This is not marked as an error.

Repetition (R) – When a student repeats a word, phrase, or line. This is not marked as an error.

How Often to Monitor Progress of Fluency

I recommend monitoring progress of fluency **once per month**. For students who are below grade-level expectations, I recommend a fluency check more frequently. Once students are reading well above grade level with superior fluency, this can be assessed less frequently because their levels will not change as frequently.

How to Use This Resource Beyond Progress Monitoring

For students who struggle with fluency, I recommend you give them a hard copy of the passage you assessed them with. Have the student practice reading the passage silently, out loud to themselves, out loud to peers and family, and even record themselves reading. Have students time 3 readings to see if their fluency improves. At the next fluency progress monitoring check, have the student share their progress with you.

*For assessment and progress monitoring purposes, I always recommend a new text the student has not seen, so it is an accurate reflection of fluency.

Recommended Oral Reading Rates

End of Grade	Lexile Measure	Guided Reading Level	Oral Reading Rate (WPM)
1	425L-550L	J-K	75-100
2	550L-700L	L-M-N	90-120
3	650L-800L	N-O-P	100-140
4	800L-950L	Q-R-S	120-160
5	950L-1100L	T-U-V	140-180
6	1100L-1250L	W-X-Y	160-200

Recommended Accuracy Percentages

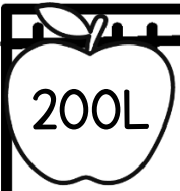
Easy Text	Instructional Text	Challenge Instructional Text	Hard Text
96-100%	93-95%	90-92%	Below 90%
Perfect for independent reading	Perfect for instruction with some support.	Student may require more support.	Text is too hard.

*Note: These charts are to be used as a guide to help you make informed decisions and monitor progress. I have compiled this recommendation based on research from Fountas & Pinnell and Common Core State Standards. These are presented in ranges because many variables go into a text's level. Teachers should monitor progress within a range, rather than setting an arbitrary level that varies based on many factors.

Please note that the Lexile measures in this chart vary from the Common Core Text Complexity band. This is partially due to the fact that the above chart is an end-of-the-year target.

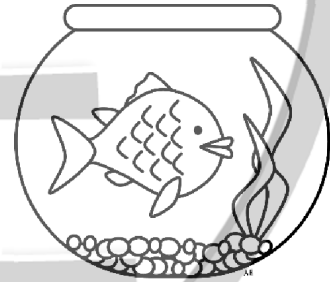
Passages Included

Passage	Lexile Level
Tom Likes Red	190L
Pets	200L
All about Pigs	230L
The Big Hit	250L
At the Farm	260L
Jake Goes to Camp	280L
The Vet	280L
Tim's Cat	300L
Planes	320L
A Good Day for Duck	320L
Pam's Little Pup	340L
At the Store	360L
Rose's Garden	380L
Seasons	400L
Recycling	420L
Tess and Jan	430L
The Bike Path	440L
Fox	450L
The Boys and the Frogs	480L
Fish in the Sea	500L



Pets

There are lots of different pets. Pets can be big or small. A cat is a 16
small pet. A cat eats cat food. A cat sleeps all day. A fish is a small pet, too. A 36
fish swims in water. A fish eats fish food. A dog is a pet, too. Dogs are many 54
sizes. A dog plays with a ball. A dog chews bones. A bunny is a pet. A bunny is 73
soft. A bunny eats carrots. A bunny has long ears. A hamster is a small pet. A 90
hamster lives in a cage. A hamster runs inside a ball. A horse is a big pet. A 108
horse lives in a barn. You can ride a horse. Do you have a pet? What kind of 126
pet do you have or want? 132



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3 rd Read				

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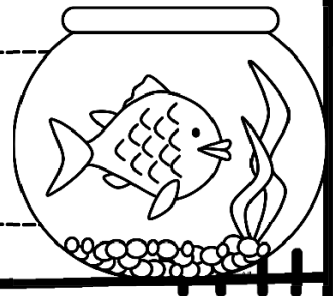
Questions

1. What does a cat do all day?

2. What do dogs play with?

3. What does a bunny eat?

4. Where does a hamster live?



Jake Goes to Camp

It was the first day of camp. Jake was all set to go. He had his hat. He 18
had his backpack. He had his drink. The bus picked Jake up. It took him to 34
camp. 35

When he got there, he went fishing in the lake. He got a big fish. Then, 51
they did arts and crafts. He made a bird feeder for his mom. Next, they 66
went swimming in the pool. Jake went into the deep end. He splashed with his 81
friends. At lunch, Jake got a hot dog. Jake was having fun. He played baseball 96
after lunch. Jake played catch with the coach. 104

It was time to go home. Jake wanted to stay. He was sad, but he knew 120
he could come back tomorrow. 125



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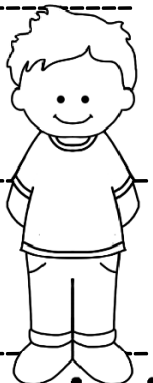
Questions

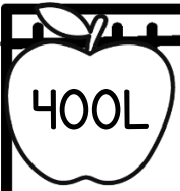
1. How did Jake get to camp?

2. What did Jake do at camp first?

3. What did Jake have for lunch?

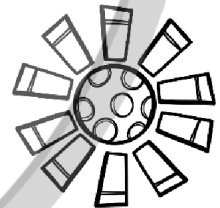
4. How did Jake feel at the end of the day? Why?





Seasons

There are four seasons in a year. In the winter, there is snow and ice. You need to wear a coat and boots. It is cold outside. You can sled and build a snowman in the winter. In the spring, the flowers start to bloom. It starts to get warm outside. You can play outside without a coat. You can pick flowers and ride your bike in the spring. It rains a lot in the spring. It is fun to jump in puddles. Summer is a hot season. You can wear shorts and flip flops. It is fun to swim in the summer. There is no school in summer, so there is lots of time to play outside. When school starts again, it is fall. The weather gets cool and you need to wear a coat again. Leaves fall off the trees and you can pick apples. It is fun to jump in a big pile of leaves. What season do you like best?



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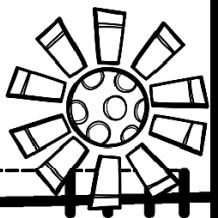
Questions

1. What season has snow and ice?

2. What season has a lot of rain?

3. What can you wear in the summer?

4. What can you do in the fall?



Student Passages are Digital

230L

Fluency

Name: _____ Date: _____

All About Pigs



Pigs have snouts. Their snouts help them smell. Pigs have hooves. Hooves are on their feet. Pigs have 44 teeth. Males have tusks. Tusks are teeth. Tusks help them dig. Tusks help them fight. Pigs have short hairs. The hairs are called bristles.

Male pigs are called hogs. Female pigs are called sows. Baby pigs are called piglets.

Pigs can be wild. Pigs can be pets. Some pet pigs live on farms. People farm pigs. Pork comes from pigs. Bacon comes from pigs. Ham comes from pigs. Pigs eat plants and animals. In the wild, pigs eat leaves, fruit, and flowers. They also eat fish and bugs. On farms, pigs eat cornmeal. Pigs drink a lot of water.

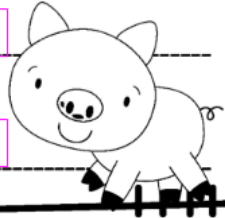
Questions

1. What helps pigs smell?

2. How do pigs use tusks?

3. What are baby pigs called?

4. What food comes from pigs?





Student Passages

Fluency

Name: _____ Date: _____

Tom Likes Red

4:01

Tom likes red. He eats red apples. He wears red shirts. He plays with a red truck. He plays with red blocks.

It was Tom's birthday. His mom said, "What do you want for your Birthday?" Tom said, "I want a red ball."

Tom did not get a red ball. He got a blue ball. He liked it. Now Tom likes blue too. Tom eats blueberries. He wears blue shirts. He plays with a blue car. He plays with blue blocks.

Tom learned it is fun to try new things. Tomorrow he will eat peas. He will play with a green train. He will play with green blocks.

Questions

1. What is Tom's favorite color in the beginning?

Students type their answers right in the text box.

2. What does Tom want for his birthday?

3. What did Tom get for his birthday?

4. What did Tom learn?







Each student passage has a stopwatch timer for students to time their reading and improve their fluency.

Passages are editable so students may highlight text evidence to support comprehension. After reading, students type their answers in the text boxes.

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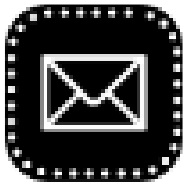
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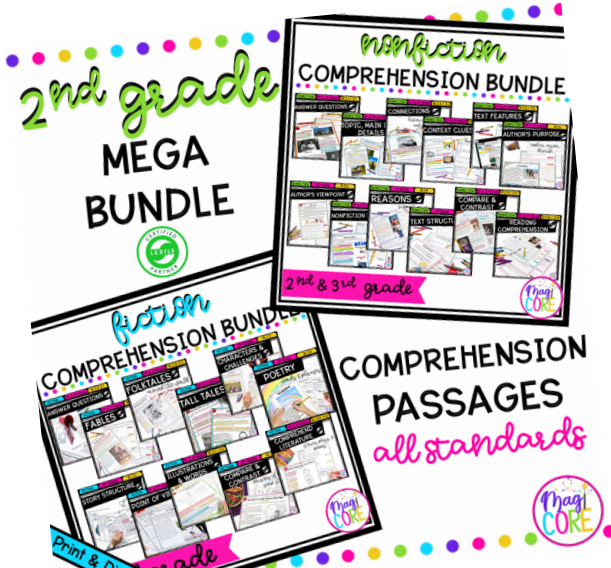


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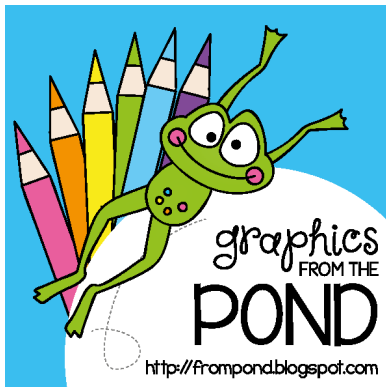
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