

Florida Assessments for Instruction in Reading

Ongoing Progress Monitoring Oral Reading Fluency Grades 1-5

Blackline Master



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Florida Assessments for Instruction in Reading

First Grade Oral Reading Fluency Student Summary Sheet

1

Ongoing Progress Monitoring Blackline Masters

Student Name: _____
First *Last*

County: _____

School: _____

Teacher: _____

Administration Dates: _____

OPM passage #	Date	WCPM	RC Question
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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_____	_____	_____	_____



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OPM: Oral Reading Fluency

Directions: Place the passage from the OPM Student Oral Reading Fluency Passages in front of the student (Task Cards pgs. 3-13). Using the script, instruct him/her to read each story out loud and start the stopwatch when the student reads the first word. Stop the student reading after 60 seconds. Mark all errors made by slashing (/) the word (see scoring rules below). After the student has read for 60 seconds or completed the passage, place a bracket (]) after the last word read by the student, then administer the comprehension question that follows each passage on the OPM Oral Reading Fluency Score Sheet.

Script: **I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing?** (If the student seems unsure, repeat the task order: 1) Read Story Aloud 2) Then Answer 1 Question). **This story is called ____ . Begin here.** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

--Story Reading--

Now, I'm going to ask you a question about the story you just read.

Scoring: Reading Accuracy and Fluency – Indicate that an error occurred by slashing (/) the word stated incorrectly. When an error occurs, count it as an error and move on. After the student finishes reading tally all errors for a total number of errors.

Use rules below to determine errors:

ERRORS	NOT ERRORS
Mispronunciations (leaving off inflections like -s, -ed and -ing; reading "talk" for talked or China for China)	Insertions of words (reading "big, bad dog" instead of "bad dog")
Omissions (leaving out a word)	Self-corrections (mark as sc)
Substitutions (reading "beg" for big)	Repetitions (re-reading a word or phrase)
Reversals (reading "Tom said" instead of "said Tom") * This counts as 2 errors.	Loss of place (e.g., skipping a line) Redirect the student to the correct place and keep the stopwatch running.
Hesitations (waiting 4 seconds) * Provide the word and move on.	Misarticulation * f → th fumb → thumb * w → r wabbit → rabbit
Proper nouns (any capitalized word) * If student hesitates for four seconds or mispronounces the proper noun, provide the word and count as an error the first time only.	Multiple misreads of the proper noun DO NOT count as errors.

Record the student's time and errors in the boxes provided on the OPM Oral Reading Fluency Score Sheet.



Do not begin progress monitoring first grade students' oral reading fluency until they have successfully met the Assessment Period 2 Target Story (Cake) criteria on the Reading Comprehension task (on the BDI).



The question following the passage was designed to remind students the importance of attending to what they read. The questions are easily answered and found in the early part of the passage.



The end of year target fluency goal for first grade is 60 wcpm.

OPM: Oral Reading Fluency - Passage 1

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Trip to the Farm*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Trip to the Farm

My class went to a farm. An old man was there who told us what it is like to live on the farm. He walked us to the barn. In the barn he let us pet a big horse. The horse takes the man over the open land to round up his cows. 21
41
53

We did not get to see the cows. They were far away eating grass. At this farm the cows do not give milk. They are sold for meat. 71
81

Next to the barn was a pig pen. The pigs were tan and brown. They did not smell too good! The man said that he sells the pigs so that we can have ham, pork, and ribs. 98
116
118

The last stop we made was at the hen house. The hens give eggs every day. The old man does not sell the eggs or the hens. He eats them! The man fixed our class some fresh eggs, too. It was a fun trip. 135
153
162

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
[]	-	[]	=	[]



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
162	-	[]	=	[]	÷	[]	x 60 =	[]

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Name one animal that the child in the story saw at the farm.	horse; cow; pig; hen	[]

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Cat and the Fish*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Cat and the Fish

A big, fat cat sat by the pond. She wanted a fish to eat for her lunch. Soon a little 20
 fish swam by. The cat could not get to the fish. It was too far away. The fish swam 39
 round and round. Then it jumped out of the pond. PLOP! Back into the pond it went. 56
 The cat looked and looked at that little fish. She wanted to eat that fish, but she 73
 could not get to it. 78
 "What can I do to make that fish swim by me?" said the cat. "I know, I can make 97
 a big splash and make the fish jump up again. Let me find a rock to splash into the 116
 pond. Here is a big rock that will be good for a big splash." 130
 PLUNK went the rock. Out of the pond came the fish. It landed by the cat. The cat 148
 snatched the fish up fast and ate it all in one bite! 160
 "M-m-m! What a good lunch! I am one smart cat to get such a clever fish!" said 177
 the cat. 179

Fluency Rate Formula if Student Reads for 60 Seconds

$$\frac{\text{Total Words Attempted in Story in 60 Seconds} - \# \text{ Errors}}{60} = \text{Fluency (WCPM)}$$

	-		=		=	
--	---	--	---	--	---	--



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

$$\frac{\# \text{ of words in story} - \# \text{ Errors}}{\text{Total Seconds}} \times 60 = \text{Fluency (WCPM)}$$

179	-		=		÷		x 60 =	
-----	---	--	---	--	---	--	--------	--

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What did the cat want to do with the fish?	eat it (for lunch)	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Dogs Can Help*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Dogs Can Help

My dad is a policeman. He has a dog that helps him at his job. His dog, Mike, is	19
big and black. He jumps and runs when my dad tells him to jump and run. Mike is	37
smart! Mike can run after a bad man. Once he ran after a robber and made him	54
stop. Once he helped find a lost little girl. Mike can smell well. He sniffed the girl's	71
shirt and then he could find her by her smell. Dad likes to have Mike with him.	88
There is a big dog I see when I ride my bike. This dog must be good, too. He	107
walks with a man who can not see. The dog stops when the red light says to stop.	125
The dog is next to the man at all times. He takes the man everywhere he must go.	143
This dog knows how to help the man. Dogs are good helpers!	155

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
155	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Name one way that dogs are good helpers.	they can help stop robbers; they can help find lost girls; they can help people cross the street; run/chase after bad men	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Little Blue Bird*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Little Blue Bird

A little blue bird sat on the branch. He was by himself and he was sad. He	17
wanted to play with other birds. He wanted to fly up, up, up with them. It would be	35
so much fun! The little blue bird hopped from branch to branch to find some bird	51
friends. After a bit, he saw a pretty yellow bird in a nest.	64
“Maybe this bird will play with me,” said the little blue bird to himself. “Yellow	79
bird, will you play with me? We can fly up, up, up and then down, down, down. We	97
can have fun,” he said.	102
“No, I can not play with you now. I must sit on my egg. A new little bird is in it	123
and will come out soon. You may sit with me and we can talk together. That will be	141
fun,” said the yellow bird.	146
The two birds sat together and talked. Soon the yellow bird popped up. She	160
looked at the egg and saw a crack. Then, ONE, TWO, THREE, out came a new little	177
yellow bird. Now the blue bird had two new friends to play with.	190

Fluency Rate Formula if Student Reads for 60 Seconds

$$\frac{\text{Total Words Attempted in Story in 60 Seconds} - \# \text{ Errors}}{60} = \text{Fluency (WCPM)}$$

	-		=	
--	---	--	---	--



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

$$\frac{\# \text{ of words in story} - \# \text{ Errors}}{\text{Total Seconds}} \times 60 = \text{Fluency (WCPM)}$$

190	-		=		÷		x 60 =	
------------	---	--	---	--	---	--	--------	--

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why was the little bird sad?	he was by himself; he wanted to play with other birds	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Kite Flying*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Kite Flying

I just got a new kite for my birthday. It is really pretty with big blue stars on it.	19
My brother and I took my kite to the lake. He said it would fly really high there.	37
We went to the lake and there were so many people there. My brother told me	53
that he would help at first, but then it would be my turn. He let the string go and ran	73
around the lake. There it went; the kite flew up and over all the people. It was so	91
fast, flying through the air!	96
Then, it was my turn. I did just as he did, but the kite was not going up. I	115
wanted it to go as high as before. So I started to run. I ran as fast as I could to make	137
the kite go high up in the sky. The kite was flying! It was so much fun. I can not wait	158
to go again!	161

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
161	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Who helped the child in the story fly his kite?	his brother	

OPM: Oral Reading Fluency - Passage 6

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Rainy Day*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Rainy Day

It is raining outside. We can not play outside today. It is going to rain all day. 17

What should we do? I guess we will have to play inside the house today. 32

There is a lot of fun to be had inside. We can do many things. First, we will 50

build a fort. We can climb in and out of the fort. It will be fun. Next, we will dress up 71

like pirates. We can play pirates in the house. If that is not fun, we can draw animals 89

with crayons. I have many crayons. I have crayons of all colors. 101

When it stops raining, we can play in the puddles. I like to jump in puddles. If 118

we have raincoats, we can play in the rain. But if we're not careful, we could get 135

sick. We better stay in the house to be safe. There is lots of fun we can have indoors. 154

Fluency Rate Formula if Student Reads for 60 Seconds

$$\frac{\text{Total Words Attempted in Story in 60 Seconds} - \# \text{ Errors}}{60} = \text{Fluency (WCPM)}$$

	-		=	
--	---	--	---	--



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

$$\frac{\# \text{ of words in story} - \# \text{ Errors}}{\text{Total Seconds}} \times 60 = \text{Fluency (WCPM)}$$

154	-		=	÷		x 60 =	
-----	---	--	---	---	--	--------	--

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why did the child in the story say she might have to play inside the house today?	because it was raining	

OPM: Oral Reading Fluency - Passage 7

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Time for a Bath*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Time for a Bath

It's time to give my big dog a bath. He does not like it, not one bit! He spent	19
the day outside, rolling around in my mom's garden. He is covered with mud and	34
bits of grass. He ran up to me wagging his tail and wanting to play. He does not	52
know that I have a plan.	58
First, I have to put on his leash. My mom helps me hook his leash to a pipe so	77
that he can't get away. He has guessed what I'm going to do and is starting to bark	95
and jump around. I use a soft voice to calm him down, and give him hugs. He has	113
long hair so it takes a lot of soap to get him clean, and then a lot of water to get out	135
the soap! I always get soap on me, too.	144
When I finish, I rub him with a towel and then stand back. He shakes his body	170
so hard that nearly every drop of water flies off! Next, I use a large brush to make his	187
fur shiny and sleek. The funniest thing is that when I am all done, I am clean, too!	198

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
[]	-	[]	=	[]



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
198	-	[]	=	[]	÷	[]	x 60 =	[]

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why did the dog need a bath?	he was dirty; he rolled in the garden	[]

OPM: Oral Reading Fluency - Passage 8

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *A Present for Grandpa*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

A Present for Grandpa

I helped my mom pick out a present for my grandpa. We took it home and 16
 wrapped it up, then put it in a box. We wrote my grandpa's address on the outside 33
 of the box. Then we went to the post office. 43

My mom paid money and gave the box to the worker. He put the box in a bin 61
 with other boxes that are going to the same city. The boxes will go on an airplane to 79
 the town where my grandpa lives. A mail truck will pick them up from the airport and 96
 take them to the post office there. My grandpa's mailman will find our box and put it 113
 in his truck. He will take it to my grandpa's house. 124

I wish I could fly on the plane and ride in the mail truck! It would be funny if the 144
 mailman put me in the mailbox, too! 151

Fluency Rate Formula if Student Reads for 60 Seconds

$$\frac{\text{Total Words Attempted in Story in 60 Seconds} - \# \text{ Errors}}{\text{Total Words Attempted in Story in 60 Seconds}} = \text{Fluency (WCPM)}$$

	-		=	
--	---	--	---	--



NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

$$\frac{\# \text{ of words in story} - \# \text{ Errors}}{\# \text{ of words in story}} = \frac{\text{Words Correct}}{\text{Total Seconds}} \times 60 = \text{Fluency (WCPM)}$$

151	-		=		÷		x 60 =	
-----	---	--	---	--	---	--	--------	--

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Who did the child in the story and her mom mail a gift to?	her grandpa	

OPM: Oral Reading Fluency - Passage 9

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Great White Shark*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Great White Shark

The great white shark is one of the biggest sharks around. It can grow to be 20	17
feet long. The great white shark has a white belly and a gray back and lives in most	35
of the oceans in the world.	41
When they are born, these sharks are about five feet long. They must swim	55
away from their mother or she might eat them!	64
The great white has thousands of teeth. When it loses a tooth, a new one takes	80
its place. It eats meat, including fish, dolphins, seals and sea lions. After a big meal,	96
the shark might not eat again for one or two months. It is the only shark known to lift	115
its head out of the water, maybe to look around and see what it can eat.	131
The shark must swim all the time, even when sleeping, or it will sink. I don't ever	148
want to meet a great white!	154

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
154	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Is the great white shark one of the biggest sharks around?	yes	

OPM: Oral Reading Fluency - Passage 10

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Mitch and the Boat Race*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Mitch and the Boat Race

“There is a boat race at Loon Lake!” Mitch tells his mom and dad. Mitch wants to race his new boat. Mom and Dad think it is a good race for Mitch. 16
32

The race is marked with cones that float. Each boat has to go on the right side of all nine cones and past the flag at the end. Mitch feels good about the race. 48
66

The day of the race Mitch gets up at six. He eats a quick breakfast. Soon Dad meets Mitch by the boat and they check to see that Mitch has all the things he will need. He puts on his life vest and race number. He has two oars and two floats in the boat. He is set to go! 83
101
120
126

The race starts at nine. Dad hugs Mitch and says, “Good luck son, take care and have fun. Just do your best!” When the race starts, Mitch’s boat is out in front. 141
158

But soon a fast red boat comes next to him. Mitch passes the last flag. Did he win? 176
No, but he had fun! 181

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
181	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What does Mitch want to do in this story?	race his new boat	

OPM: Oral Reading Fluency - Passage 11

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Colors of the Rainbow*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Colors of the Rainbow

Have you ever seen a rainbow? I saw one today, far away, after a rain shower.	21
It was very big and bright. I went for a walk so I could look at it for a while.	41
Did you know that a rainbow shows up only when there is rain and sunshine?	53
The sun shines on little drops of water in the air and light is reflected into the sky.	71
Even when there is rain and sunshine, a rainbow will not be seen if the sun is too high. Rainbows are almost always seen in the early morning or late afternoon, when the sun is in just the right place.	116
Every rainbow has the same colors. Red is always the top color, followed by orange, yellow, green, blue, and purple.	135
I hope I get to see another rainbow soon. Some people say that rainbows are lucky. I just think they are pretty!	162

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
[]	-	[]	=	[]



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
162	-	[]	=	[]	÷	[]	x 60 =	[]

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
When did the child in the story see a rainbow?	after a rain shower	[]

Florida Assessments for Instruction in Reading

First Grade Oral Reading Fluency
Passages

1

Ongoing Progress Monitoring Blackline Masters



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Trip to the Farm

My class went to a farm. An old man was there who told us what it is like to live on the farm. He walked us to the barn. In the barn he let us pet a big horse. The horse takes the man over the open land to round up his cows.

We did not get to see the cows. They were far away eating grass. At this farm the cows do not give milk. They are sold for meat.

Next to the barn was a pig pen. The pigs were tan and brown. They did not smell too good! The man said that he sells the pigs so that we can have ham, pork, and ribs.

The last stop we made was at the hen house. The hens give eggs every day. The old man does not sell the eggs or the hens. He eats them! The man fixed our class some fresh eggs, too. It was a fun trip.

The Cat and the Fish

A big fat cat sat by the pond. She wanted a fish to eat for her lunch. Soon a little fish swam by. The cat could not get to the fish. It was too far away. The fish swam round and round. Then it jumped out of the pond. PLOP! Back into the pond it went.

The cat looked and looked at that little fish. She wanted to eat that fish, but she could not get to it.

“What can I do to make that fish swim by me?” said the cat. “I know, I can make a big splash and make the fish jump up again. Let me find a rock to splash into the pond. Here is a big rock that will be good for a big splash.”

PLUNK went the rock. Out of the pond came the fish. It landed by the cat. The cat snatched the fish up fast and ate it all in one bite!

“M-m-m! What a good lunch! I am one smart cat to get such a clever fish!” said the cat.

Dogs Can Help

My dad is a policeman. He has a dog that helps him at his job. His dog, Mike, is big and black. He jumps and runs when my dad tells him to jump and run. Mike is smart! Mike can run after a bad man. Once he ran after a robber and made him stop. Once he helped find a lost little girl. Mike can smell well. He sniffed the girl's shirt and then he could find her by her smell. Dad likes to have Mike with him.

There is a big dog I see when I ride my bike. This dog must be good, too. He walks with a man who can not see. The dog stops when the red light says to stop. The dog is next to the man at all times. He takes the man everywhere he must go. This dog knows how to help the man. Dogs are good helpers!

The Little Blue Bird

A little blue bird sat on the branch. He was by himself and he was sad. He wanted to play with other birds. He wanted to fly up, up, up with them. It would be so much fun! The little blue bird hopped from branch to branch to find some bird friends. After a bit, he saw a pretty yellow bird in a nest.

“Maybe this bird will play with me,” said the little blue bird to himself. “Yellow bird, will you play with me? We can fly up, up, up and then down, down, down. We can have fun,” he said.

“No, I can not play with you now. I must sit on my egg. A new little bird is in it and will come out soon. You may sit with me and we can talk together. That will be fun,” said the yellow bird.

The two birds sat together and talked. Soon the yellow bird popped up. She looked at the egg and saw a crack. Then, ONE, TWO, THREE, out came a new little yellow bird. Now the blue bird had two new friends to play with.

Kite Flying

I just got a new kite for my birthday. It is really pretty with big blue stars on it.

My brother and I took my kite to the lake. He said it would fly really high there. We went to the lake and there were so many people there. My brother told me that he would help at first, but then it would be my turn. He let the string go and ran around the lake. There it went; the kite flew up and over all the people. It was so fast, flying through the air!

Then, it was my turn. I did just as he did, but the kite was not going up. I wanted it to go as high as before. So I started to run. I ran as fast as I could to make the kite go high up in the sky. The kite was flying! It was so much fun. I can not wait to go again!

Rainy Day

It is raining outside. We can not play outside today. It is going to rain all day. What should we do? I guess we will have to play inside the house today.

There is a lot of fun to be had inside. We can do many things. First, we will build a fort. We can climb in and out of the fort. It will be fun. Next, we will dress up like pirates. We can play pirates in the house. If that is not fun, we can draw animals with crayons. I have many crayons. I have crayons of all colors.

When it stops raining, we can play in the puddles. I like to jump in puddles. If we have raincoats, we can play in the rain. But if we're not careful, we could get sick. We better stay in the house to be safe. There is lots of fun we can have indoors.

Time for a Bath

It's time to give my big dog a bath. He does not like it, not one bit! He spent the day outside, rolling around in my mom's garden. He is covered with mud and bits of grass. He ran up to me wagging his tail and wanting to play. He does not know that I have a plan.

First, I have to put on his leash. My mom helps me hook his leash to a pipe so that he can't get away. He has guessed what I'm going to do and is starting to bark and jump around. I use a soft voice to calm him down, and give him hugs. He has long hair so it takes a lot of soap to get him clean, and then a lot of water to get out the soap! I always get soap on me too.

When I finish, I rub him with a towel and then stand back. He shakes his body so hard that nearly every drop of water flies off! Next, I use a large brush to make his fur shiny and sleek. The funniest thing is that when I am all done, I am clean too!

A Present for Grandpa

I helped my mom pick out a present for my grandpa. We took it home and wrapped it up, then put it in a box. We wrote my grandpa's address on the outside of the box. Then we went to the post office.

My mom paid money and gave the box to the worker. He put the box in a bin with other boxes that are going to the same city. The boxes will go on an airplane to the town where my grandpa lives. A mail truck will pick them up from the airport and take them to the post office there. My grandpa's mailman will find our box and put it in his truck. He will take it to my grandpa's house.

I wish I could fly on the plane and ride in the mail truck! It would be funny if the mailman put me in the mailbox too!

Great White Shark

The great white shark is one of the biggest sharks around. It can grow to be 20 feet long. The great white shark has a white belly and a gray back and lives in most of the oceans in the world.

When they are born, these sharks are about five feet long. They must swim away from their mother or she might eat them!

The great white has thousands of teeth. When it loses a tooth, a new one takes its place. It eats meat, including fish, dolphins, seals and sea lions. After a big meal, the shark might not eat again for one or two months. It is the only shark known to lift its head out of the water, maybe to look around and see what it can eat.

The shark must swim all the time, even when sleeping, or it will sink. I don't ever want to meet a great white!

Mitch and the Boat Race

“There is a boat race at Loon Lake!” Mitch tells his mom and dad. Mitch wants to race his new boat. Mom and Dad think it is a good race for Mitch.

The race is marked with cones that float. Each boat has to go on the right side of all nine cones and past the flag at the end. Mitch feels good about the race.

The day of the race Mitch gets up at six. He eats a quick breakfast. Soon Dad meets Mitch by the boat and they check to see that Mitch has all the things he will need. He puts on his life vest and race number. He has two oars and two floats in the boat. He is set to go!

The race starts at nine. Dad hugs Mitch and says, “Good luck, son, take care and have fun. Just do your best!” When the race starts, Mitch’s boat is out in front. But soon a fast red boat comes next to him. Mitch passes the last flag. Did he win? No, but he had fun!

The Colors of the Rainbow

Have you ever seen a rainbow? I saw one today, far away, after a rain shower. It was very big and bright. I went for a walk so I could look at it for a while.

Did you know that a rainbow shows up only when there is rain and sunshine? The sun shines on little drops of water in the air and light is reflected into the sky. Even when there is rain and sunshine, a rainbow will not be seen if the sun is too high. Rainbows are almost always seen in the early morning or late afternoon, when the sun is in just the right place.

Every rainbow has the same colors. Red is always the top color, followed by orange, yellow, green, blue and purple.

I hope I get to see another rainbow soon. Some people say that rainbows are lucky. I just think they are pretty!

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Directions: Place the passage from the OPM Student Oral Reading Fluency Passages in front of the student (Task Cards p. 1-11). Using the script, instruct him/her to read each story out loud and start the stopwatch when the student reads the first word. Stop the student reading after 60 seconds. Mark all errors made by slashing (/) the word (see scoring rules below). After the student has read for 60 seconds or completed the passage, place a bracket (]) after the last word read by the student, then administer the comprehension question that follows each passage on the OPM Oral Reading Fluency Score Sheet.

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? (If the student seems unsure, repeat the task order: 1) Read Story Aloud 2) Then Answer 1 Question). **This story is called ____.** Begin here. (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

--Story Reading--

Now, I'm going to ask you a question about the story you just read.

Scoring: Reading Accuracy and Fluency – Indicate that an error occurred by slashing (/) the word stated incorrectly. When an error occurs, count it as an error and move on. After the student finishes reading tally all errors for a total number of errors.

Use rules below to determine errors:

ERRORS	NOT ERRORS
Mispronunciations (leaving off inflections like -s, -ed and -ing; reading “talk” for talked or Chīna for China)	Insertions of words (reading “big, bad dog” instead of “bad dog”)
Omissions (leaving out a word)	Self-corrections (mark as sc)
Substitutions (reading “beg” for big)	Repetitions (re-reading a word or phrase)
Reversals (reading “Tom said” instead of “said Tom”) * This counts as 2 errors.	Loss of place (e.g., skipping a line) Redirect the student to the correct place and keep the stopwatch running.
Hesitations (waiting 4 seconds) * Provide the word and move on.	Misarticulation * f → th fumb → thumb * w → r wabbit → rabbit
Proper nouns (any capitalized word) * If student hesitates for four seconds or mispronounces the proper noun, provide the word and count as an error the first time only.	Multiple misreads of the proper noun DO NOT count as errors.

Record the student’s time and errors in the boxes provided on the OPM Oral Reading Fluency Score Sheet.



The question following the passage was designed to remind students the importance of attending to what they read. The questions are easily answered and found in the early part of the passage.



The end of year target fluency goal for second grade is 90 wcpm.

OPM: Oral Reading Fluency - Passage 1

G2

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Fog*. Begin here. **Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Fog

Have you ever seen fog?	5
Fog is a cloud that has formed on the ground. Fog is made when there is too	22
much water in the air. When the sun comes up, the water in the air goes away. This	40
makes the fog go away. Fog can form quickly and go away quickly as well. Next	56
time you see fog you will know where it comes from.	67
There are many kinds of fog. Most of the fog we see is called wind fog. Wind	84
fog forms when cool air is blown into a warm area. Many hot cities have wind fog.	101
Another type of fog is called valley fog. It is found near mountains. Valley fog only	117
forms when it is cold outside.	123
Fog can make it very hard to see. It is not safe to drive if it is very foggy. Fog can	144
also make a place seem scary. Don't be afraid though, fog is nothing to be scared	160
of at all.	163

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
163	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Fog is made when there is too much what in the air?	water	

OPM: Oral Reading Fluency - Passage 2

G2

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *A Walk on the Beach*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

A Walk on the Beach

Mel and I wanted to take a walk on the beach. We dressed in our swimsuits and	17
Mom put sunscreen on us. I took a towel with me because I knew we might get wet.	35
The beach was not far away so we rode our bikes to get there fast. Mel and I	53
parked our bikes and walked to the beach. The air smelled salty and the sand felt	69
warm under our feet.	73
Mel walked to the edge of the water. She saw a white bird flying in the sky. The	91
bird landed near me. He flew away when I tried to catch him.	104
I started to look for sea shells. Mel looked too. She found ten sea shells. I found	121
four shells and a broken sand dollar. Mel found a hermit crab hiding in a shell.	137
The walk on the beach made us hot. Mel put her feet in the water to cool off.	155
Mel said I should put my feet in the water too. It felt good to get wet. The waves	175
splashed on our legs. We had fun in the water. I was happy we went to the beach.	192

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
[]	-	[]	=	[]



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
192	-	[]	=	[]	÷	[]	x 60 =	[]

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What did the children in the story wear to walk on the beach?	swimsuits	[]

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *How to Build an Ant Farm*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

How to Build an Ant Farm

Ant farms are easy to make and fun to watch. Ask an adult to help you get the things you need, including the ants! Start with a large glass jar or a small fish bowl. Next, find an ant pile and use a shovel to dig up enough ants and dirt to fill the jar. Be sure to leave them some walking room on top of the dirt. Once you have ants in your "farm," put the lid on the jar. Get some paper and wrap it around the jar, using tape to keep it in place. This will help the ants feel like they are underground and they will get right to work making tunnels. Just take off the paper when you want to see what they have done. You will need to feed the ants every couple of days. Always put the food in the same place. The ants will come and get it! They like tiny bits of fruits and vegetables. You can also give them a drop of honey, sugar, or a small piece of bread dipped in sugar water.

Fluency Rate Formula if Student Reads for 60 Seconds

$$\frac{\text{Total Words Attempted in Story in 60 Seconds} - \text{\# Errors}}{\text{60}} = \text{Fluency (WCPM)}$$

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

$$\frac{\text{\# of words in story} - \text{\# Errors}}{\text{Total Seconds}} \times 60 = \text{Fluency (WCPM)}$$

184	-		=		÷		x 60 =	
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Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What kind of container can you use to make an ant farm?	a glass jar; a small fish bowl	

OPM: Oral Reading Fluency - Passage 4

G2

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Summer Fun*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Summer Fun

Kate and Marsha were best friends. They did everything together. They both were happy summer was coming. On the last day of school, Kate told Marsha that she could stay over that night. Kate planned a fun movie night for them. Her mom rented a couple of movies for them to watch.

Marsha's parents drove her over to Kate's that night. Marsha walked into Kate's house and ate dinner with her family. They had pizza and soft drinks. After dinner they had ice cream.

After they finished eating, the girls sat in front of the TV. Kate's mom put on the first movie. Both girls laughed through the whole movie. They liked the talking fish and the sharks. The jokes were so funny. When it was over, the girls wanted to watch one more movie. Both of the girls thought the second movie was just as good as the first.

After the movies, Kate and Marsha walked upstairs to go to sleep. They brushed their teeth and got into bed. Kate asked Marsha what she wanted to do tomorrow, and Marsha said they should ride their bikes. They were both so happy that summer had finally come.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
197	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What did Kate's mom rent for the girls to watch on the TV?	movies	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Puppies Love to Play*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Puppies Love to Play

Don's family bought a puppy. Don loved puppies and was very happy when they brought her home. The family named her Maggie. Maggie loved to play with everyone, but mainly with Don. Together, the two of them would run all over the back yard. Don even taught Maggie how to sit, shake, and roll over.

Maggie soon grew into an adult. She still loved to play with Don, but one day she started to slow down. Don did not know why Maggie did not want to play. Don found Maggie hiding under the bed. He called to his parents, and they told her that Maggie was having puppies of her own.

Later that day, Maggie had five puppies; three girls and two boys. Don's parents let him choose one to keep. Don thought about it hard and decided to choose one of the girl puppies. His parents sold the other puppies, and Don named his new puppy Patty. Don and Patty played in the back yard like he and Maggie used to do. Maggie now liked to watch Don and Patty from the living room window. Don loves both his dogs very much!

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
[]	-	[]	=	[]



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
193	-	[]	=	[]	÷	[]	x 60 =	[]

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What kind of animal was Maggie?	a dog; a puppy	[]

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Charlie's First Day of School*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Charlie's First Day of School

It was Charlie's first day at a new school. His family had just moved from Ohio to Florida, and he was scared. That morning, Charlie's mom laid out his clothes and made his breakfast. Charlie showered, brushed his teeth and hair, and got dressed. "What is my new school going to be like?" he thought. Charlie's mom drove him to school and dropped him off in front of the main office. Inside the office, a teacher was waiting to take him to his new class. When the teacher opened the door to his new classroom, the whole class looked at Charlie. He wanted to run and hide, but knew he had to go in. His new teacher, Mr. Taylor, introduced him to the class. Charlie sat down next to Maria in the front row. Maria smiled at Charlie as he sat down. He paid attention to Mr. Taylor for the whole morning. When the bell rang for lunch, Maria said she would show him where to eat. Charlie was happy to meet someone so nice. For the rest of the year, he and Maria were best friends.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
[]	-	[]	=	[]



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
187	-	[]	=	[]	÷	[]	x 60 =	[]

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Who took Charlie to school?	his mom	[]

OPM: Oral Reading Fluency - Passage 7

G2

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Big Game*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Big Game

When Kevin woke up on Saturday morning, he was excited. He was going to play 15
 in his first soccer game ever. He ran into his mom and dad's room to wake them up. 33
 "Wake up!" he shouted, "I am going to be a super star today!" 46
 Kevin's parents were excited to watch him play in his first game. Kevin had been 61
 practicing soccer for a long time, and they knew he would do a great job. 76
 Kevin and his parents got dressed and ate breakfast quickly. When they were all 90
 ready to go, Kevin and his parents got into their car and drove to the soccer field. 107
 As they parked their car, Kevin saw his best friend, David. Both of the boys ran to 124
 the soccer field to meet their coach. Their coach told the team how proud he was 140
 of them and wished them all good luck. 148
 Kevin and David's parents sat on the bench to watch the boys play. They all 163
 shouted and cheered as Kevin scored a goal. His team won the game, and 177
 everyone had a great time. 182
 "I told you I would be a super star," said Kevin. 193

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
193	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What game was Kevin excited to play on Saturday morning?	soccer	

OPM: Oral Reading Fluency - Passage 8

G2

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Lisa's Flowers*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Lisa's Flowers

Lisa walked through the field in the spring. She looked at all of the pretty flowers along the path. She saw red roses, white and yellow daisies, and many other colorful flowers. 16
30
32

Lisa sat down in the field and began to pick some flowers to take home. Each flower she picked, she put in her basket. Soon, she had enough flowers to fill her basket to the top. 48
64
68

As Lisa was walking down to her bike to ride home, a bright blue flower caught her eye. She slowly walked over to it and tried to pick it up. Right then, a bee flew out of the flower and stung her hand. She yelled in pain and grabbed her hand as the bee flew away. 84
103
120
124

Lisa ran to her bike and pedaled as fast as she could. She cried the whole way home. She ran in through the front door and called for her mom. Lisa's mom looked at the sting and helped Lisa to soak her hand in hot water to help the pain go away. 140
157
176
191
194

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
194	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What was Lisa looking at as she walked in the field?	flowers	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *A Mosquito Bit Me*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

A Mosquito Bit Me!

Come look! My arm is itchy and there is a red bump on it. I think a mosquito	18
bit me. Well, they don't really bite. Mosquitoes have something like a needle on	32
their bodies that is so small and sharp that humans usually do not feel it going in.	49
Once they have stuck you, mosquitoes use stuff to keep your blood from drying	63
up. When they are done, they leave some of the stuff behind in your skin. That is	80
what makes it itchy. Sometimes it helps to wash the area with warm soapy water,	95
but there is really nothing you can do but wait for your body to heal.	110
Only female mosquitoes drink blood. These females have sensors that help	121
them find you for a meal. They can spot heat, so they know when a warm body is	139
around. They can also see bright colors and tell when something is moving.	152
It is not good to have too many mosquitoes around. Sometimes they can carry	166
germs which can make you very ill. You can protect yourself by wearing lots of	181
clothes, using bug spray, and making sure there is no water sitting in your yard.	196

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
[]	-	[]	=	[]



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
196	-	[]	=	[]	÷	[]	x 60 =	[]

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What is the itchy, red bump on the author's arm?	a mosquito bite	[]

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Beaver Pond*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Beaver Pond

My Uncle Herman takes me to Beaver Pond every summer. We fish and talk and	15
eat a picnic lunch that my Aunt Jan fixes. It is a fun day that I look forward to all	35
year. Uncle Herman has taught me all about how the pond was formed by beavers.	50
Years ago there was only a stream where the pond is now. He said some beavers	66
came to the area and began cutting down trees with their big, yellow teeth. Beavers	81
tear off bark, branches, and logs and pile them on top of each other in the stream.	98
The beavers use mud to fill in the holes in the sticks and branches. This stops the flow	116
of water. The water backs up and forms a pond.	126
The beavers do all of this so they can make a home for their family in the water.	144
In the middle of the pond they build a "lodge." Beavers are good swimmers and	159
putting their home in the water protects their young. They raise their newborn "kits"	173
inside the lodge. "Kits" are beaver babies.	180
Visiting Beaver Pond is so much fun. I enjoy being with my uncle and learning all	196
about the beavers.	199

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
199	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What kind of animals helped to form the pond that the child and Uncle Herman visited?	beavers	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Messy Jessie*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Messy Jessie

Jessie liked spending time in her room. Her room was filled with all of the stuff she liked to do. Jessie loved art, tea parties, and sports. She had art supplies like colored pencils, markers, and paints. She owned tea sets with designs on them. She even had a softball signed by all of her teammates.

Jessie's only trouble was finding things when she needed them. She never put anything away. When Jessie's mother asked her to clean her room, she shoved things under her bed or desk. She piled things in her closet, too. Jessie's house was always tidy, but not her room! Jessie's brother walked by her room every day and yelled, "Messy Jessie!"

Finally Jessie's mother said, "We have to clean your room." Jessie knew she was right. She couldn't stand it when she couldn't find her glove before softball practice or her favorite markers to draw pictures.

Jessie's whole family helped clean. When they were finished, they looked around her room smiling proudly. Now Jessie could find anything she needed right away!

"What will I call you now?" her brother laughed. "What about clean and mean!" Jessie yelled as she chased him out of her room.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
[]	-	[]	=	[]



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
200	-	[]	=	[]	÷	[]	x 60 =	[]

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Name one thing Jessie loves.	art; tea parties; sports	[]

Florida Assessments for Instruction in Reading

Second Grade Oral Reading Fluency
Passages

2

Ongoing Progress Monitoring
Blackline Masters



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Fog

Have you ever seen fog?

Fog is a cloud that has formed on the ground. Fog is made when there is too much water in the air. When the sun comes up, the water in the air goes away. This makes the fog go away. Fog can form quickly and go away quickly as well. Next time you see fog you will know where it comes from.

There are many kinds of fog. Most of the fog we see is called wind fog. Wind fog forms when cool air is blown into a warm area. Many hot cities have wind fog. Another type of fog is called valley fog. It is found near mountains. Valley fog only forms when it is cold outside.

Fog can make it very hard to see. It is not safe to drive if it is very foggy. Fog can also make a place seem scary. Don't be afraid though, fog is nothing to be scared of at all.

A Walk on the Beach

Mel and I wanted to take a walk on the beach. We dressed in our swimsuits and Mom put sunscreen on us. I took a towel with me because I knew we might get wet.

The beach was not far away so we rode our bikes to get there fast. Mel and I parked our bikes and walked to the beach. The air smelled salty and the sand felt warm under our feet.

Mel walked to the edge of the water. She saw a white bird flying in the sky. The bird landed near me. He flew away when I tried to catch him.

I started to look for sea shells. Mel looked too. She found ten sea shells. I found four shells and a broken sand dollar. Mel found a hermit crab hiding in a shell.

The walk on the beach made us hot. Mel put her feet in the water to cool off. Mel said I should put my feet in the water too. It felt good to get wet. The waves splashed on our legs. We had fun in the water. I was happy we went to the beach.

How to Build an Ant Farm

Ant farms are easy to make and fun to watch. Ask an adult to help you get the things you need, including the ants! Start with a large glass jar or a small fish bowl. Next, find an ant pile and use a shovel to dig up enough ants and dirt to fill the jar. Be sure to leave them some walking room on top of the dirt.

Once you have ants in your farm, put the lid on the jar. Get some paper and wrap it around the jar, using tape to keep it in place. This will help the ants feel like they are underground and they will get right to work making tunnels. Just take off the paper when you want to see what they have done.

You will need to feed the ants every couple of days. Always put the food in the same place. The ants will come and get it! They like tiny bits of fruits and vegetables. You can also give them a drop of honey, sugar, or a small piece of bread dipped in sugar water.

Summer Fun

Kate and Marsha were best friends. They did everything together. They both were happy summer was coming. On the last day of school, Kate told Marsha that she could stay over that night. Kate planned a fun movie night for them. Her mom rented a couple of movies for them to watch.

Marsha's parents drove her over to Kate's that night. Marsha walked into Kate's house and ate dinner with her family. They had pizza and soft drinks. After dinner they had ice cream.

After they finished eating, the girls sat in front of the TV. Kate's mom put on the first movie. Both girls laughed through the whole movie. They liked the talking fish and the sharks. The jokes were so funny. When it was over the girls wanted to watch one more movie. Both of the girls thought the second movie was just as good as the first.

After the movies, Kate and Marsha walked upstairs to go to sleep. They brushed their teeth and got into bed. Kate asked Marsha what she wanted to do tomorrow, and Marsha said they should ride their bikes. They were both so happy that summer had finally come.

Puppies Love to Play

Don's family bought a puppy. Don loved puppies and was very happy when they brought her home. The family named her Maggie. Maggie loved to play with everyone, but mainly with Don. Together, the two of them would run all over the back yard. Don even taught Maggie how to sit, shake, and roll over.

Maggie soon grew into an adult. She still loved to play with Don, but one day she started to slow down. Don did not know why Maggie did not want to play. Don found Maggie hiding under the bed. He called his parents, and they told her that Maggie was having puppies of her own.

Later that day, Maggie had five puppies; three girls and two boys. Don's parents let him choose one to keep. Don thought about it hard and decided to choose one of the girl puppies. His parents sold the other puppies, and Don named his new puppy Patty. Don and Patty played in the back yard like he and Maggie used to do. Maggie now liked to watch Don and Patty from the living room window. Don loves both his dogs very much!

Charlie's First Day of School

It was Charlie's first day at a new school. His family had just moved from Ohio to Florida, and he was scared. That morning, Charlie's mom laid out his clothes and made his breakfast. Charlie showered, brushed his teeth and hair, and got dressed.

"What is my new school going to be like?" he thought.

Charlie's mom drove him to school and dropped him off in front of the main office. Inside the office, a teacher was waiting to take him to his new class.

When the teacher opened the door to his new classroom, the whole class looked at Charlie. He wanted to run and hide, but knew he had to go in. His new teacher, Mr. Taylor, introduced him to the class.

Charlie sat down next to Maria in the front row. Maria smiled at Charlie as he sat down. He paid attention to Mr. Taylor for the whole morning. When the bell rang for lunch, Maria said she would show him where to eat. Charlie was happy to meet someone so nice. For the rest of the year he and Maria were best friends.

The Big Game

When Kevin woke up on Saturday morning, he was excited. He was going to play in his first soccer game ever. He ran into his mom and dad's room to wake them up.

"Wake up!" he shouted, "I am going to be a super star today!"

Kevin's parents were excited to watch him play in his first game. Kevin had been practicing soccer for a long time, and they knew he would do a great job.

Kevin and his parents got dressed and ate breakfast quickly. When they were all ready to go, Kevin and his parents got into their car and drove to the soccer field.

As they parked their car, Kevin saw his best friend David. Both of the boys ran to the soccer field to meet their coach. Their coach told the team how proud he was of them and wished them all good luck.

Kevin and David's parents sat on the bench to watch the boys play. They all shouted and cheered as Kevin scored a goal. His team won the game, and everyone had a great time.

"I told you I would be a super star," said Kevin.

Lisa's Flowers

Lisa walked through the field in the spring. She looked at all of the pretty flowers along the path. She saw red roses, white and yellow daisies, and many other colorful flowers.

Lisa sat down in the field and began to pick some flowers to take home. Each flower she picked she put in her basket. Soon, she had enough flowers to fill her basket to the top.

As Lisa was walking down to her bike to ride home, a bright blue flower caught her eye. She slowly walked over to it and tried to pick it up. Right then, a bee flew out of the flower and stung her hand. She yelled in pain and grabbed her hand as the bee flew away.

Lisa ran to her bike and pedaled as fast as she could. She cried the whole way home. She ran in through the front door and called for her mom. Lisa's mom looked at the sting and helped Lisa to soak her hand in hot water to help the pain go away. After a few hours, Lisa's hand stopped hurting. She thanked her mom and ran back outside to play.

A Mosquito Bit Me!

Come look! My arm is itchy and there is a red bump on it. I think a mosquito bit me. Well, they don't really bite. Mosquitoes have something like a needle on their bodies that is so small and sharp that humans usually do not feel it going in. Once they have stuck you, mosquitoes use stuff to keep your blood from drying up. When they are done, they leave some of the stuff behind in your skin. That is what makes it itchy. Sometimes it helps to wash the area with warm soapy water, but there is really nothing you can do but wait for your body to heal.

Only female mosquitoes drink blood. These females have sensors that help them find you for a meal. They can spot heat, so they know when a warm body is around. They can also see bright colors and tell when something is moving.

It is not good to have too many mosquitoes around. Sometimes they can carry germs which can make you very ill. You can protect yourself by wearing lots of clothes, using bug spray, and making sure there is no water sitting in your yard.

Beaver Pond

My Uncle Herman takes me to Beaver Pond every summer. We fish and talk and eat a picnic lunch that my Aunt Jan fixes. It is a fun day that I look forward to all year. Uncle Herman has taught me all about how the pond was formed by beavers.

Years ago there was only a stream where the pond is now. He said some beavers came to the area and began cutting down trees with their big yellow teeth. Beavers tear off bark, branches, and logs and pile them on top of each other in the stream. The beavers use mud to fill in the holes in the sticks and branches. This stops the flow of water. The water backs up and forms a pond.

The beavers do all of this so they can make a home for their family in the water. In the middle of the pond they build a “lodge.” Beavers are good swimmers and putting their home in the water protects their young. They raise their newborn “kits” inside the lodge. “Kits” are beaver babies.

Visiting Beaver Pond is so much fun. I enjoy being with my uncle and learning all about the beavers.

Messy Jessie

Jessie liked spending time in her room. Her room was filled with all of the stuff she liked to do. Jessie loved art, tea parties, and sports. She had art supplies like colored pencils, markers, and paints. She owned tea sets with designs on them. She even had a softball signed by all of her teammates.

Jessie's only trouble was finding things when she needed them. She never put anything away. When Jessie's mother asked her to clean her room, she shoved things under her bed or desk. She piled things in her closet too. Jessie's house was always tidy, but not her room! Jessie's brother walked by her room every day and yelled, "Messy Jessie!"

Finally Jessie's mother said, "We have to clean your room." Jessie knew she was right. She couldn't stand it when she couldn't find her glove before softball practice or her favorite markers to draw pictures.

Jessie's whole family helped clean. When they were finished, they looked around her room smiling proudly. Now Jessie could find anything she needed right away!

"What will I call you now?" her brother laughed. "What about clean and mean!" Jessie yelled as she chased him out of her room.

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Ongoing Progress Monitoring Oral Reading Fluency Grades 3 - 5 Table of Contents

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Day with the Dolphins.....	550L.....	16
Bike Safety	580L.....	18
Rosebud	600L.....	20
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Ongoing Progress Monitoring Oral Reading Fluency Grades 3 - 5 Table of Contents

<u>Passage</u>	<u>Lexile Score</u>	<u>Page#</u>
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Making a Snowman	650L.....	68
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A Canoe Trip.....	790L.....	76
Do We Need Frogs?.....	820L.....	78
Gymnastics	850L.....	80

OPM: Oral Reading Fluency - Grades 3 - 5

Directions: Place the passage from the OPM Student Oral Reading Fluency Passages in front of the student. Using the script, instruct him/her to read each story out loud and start the stopwatch when the student reads the first word. Stop the student reading after 60 seconds. Mark all errors made by slashing (/) the word (see scoring rules below). After the student has read for 60 seconds or completed the passage, place a bracket (]) after the last word read by the student, then administer the comprehension question that follows each passage on the OPM Student Summary Sheet for Oral Reading Fluency.

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? (If the student seems unsure, repeat the task order: 1. Read Story Out Loud 2. Then Answer 1 Question.) **This story is called ____.** **Begin here.** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

--Story Reading--

Now, I'm going to ask you a question about the story you just read.

Scoring: Reading Accuracy and Fluency – Indicate that an error occurred by slashing (/) the word stated incorrectly. When an error occurs, count it as an error and move on. After the student finishes reading, tally all errors for a total number of errors.

Use rules below to determine errors:

ERRORS	NOT ERRORS
Mispronunciations (leaving off inflections like -s, -ed and -ing; reading “talk” for talked or Chīna for China)	Insertions of words (reading “big, bad dog” instead of “bad dog”)
Omissions (leaving out a word)	Self-corrections (mark as sc)
Substitutions (reading “beg” for big)	Repetitions (re-reading a word or phrase)
Reversals (reading “Tom said” instead of “said Tom”) * This counts as 2 errors.	Loss of place (e.g., skipping a line) Redirect the student to the correct place and keep the stopwatch running.
Hesitations (waiting 4 seconds) * Provide the word and move on.	Misarticulation * f → th fumb → thumb * w → r wabbit → rabbit
Proper nouns (any capitalized word) * If student hesitates for four seconds or mispronounces the proper noun, provide the word and count as an error the first time only.	Multiple misreads of the proper noun DO NOT count as errors.

Record the student’s time and errors in the boxes provided on the OPM Student Summary Sheet Blackline Master.



The question following the passage was designed to remind students of the importance of attending to what they read. The questions are easily answered and found in the early part of the passage.

Shark Teeth

I have a new hobby. I look for shark teeth. Yes, shark teeth! One time, my dad told me a story about when he was a boy. His mom and dad used to take him to the beach. They would rent a little house. It was not far from the beach. My dad used to spend all day at the beach. He swam in the water. He ran in the sand. He looked for shark teeth for a long time.

My dad said that you could walk on the beach and see shark teeth in the sand. He showed me a box from his room. It had some of the shark teeth he found when he was a boy. I wanted to find shark teeth. I asked my dad if we could go to the beach, too. He said yes!

We rented a little house by the beach. I swam in the water. I ran in the sand. I looked for shark teeth for a long time. My mom gave me a bowl with holes in it. I put it under the sand at the beach. I let some water in. Then I shook it back and forth. All the sand fell out. A shark tooth might be left. It is not very big. Most are very small. We were there for three days. I found a few shark teeth each day.

I asked my dad why there were so many shark teeth at the beach. He said that this beach used to be under the water. There were a lot of sharks here. They sank to the ocean floor. All that are left of them now are the teeth. The teeth were stuck in the sand and are still there.

I love my new hobby! I put my shark teeth in a box in my room. I want to be just like my dad. I will have the teeth for a long time.

OPM: Oral Reading Fluency Passage: *Shark Teeth*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Shark Teeth*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Shark Teeth

I have a new hobby. I look for shark teeth. Yes, shark teeth! One time, my dad 17
told me a story about when he was a boy. His mom and dad used to take him to the 37
beach. They would rent a little house. It was not far from the beach. My dad used to 55
spend all day at the beach. He swam in the water. He ran in the sand. He looked for 74
shark teeth for a long time. 80

My dad said that you could walk on the beach and see shark teeth in the sand. 97
He showed me a box from his room. It had some of the shark teeth he found when he 116
was a boy. I wanted to find shark teeth. I asked my dad if we could go to the beach, too. 137
He said yes! 140

We rented a little house by the beach. I swam in the water. I ran in the sand. I 159
looked for shark teeth for a long time. My mom gave me a bowl with holes in it. I put it 180
under the sand at the beach. I let some water in. Then I shook it back and forth. All the 200
sand fell out. A shark tooth might be left. It is not very big. Most are very small. We were 220
there for three days. I found a few shark teeth each day. 232

I asked my dad why there were so many shark teeth at the beach. He said that 249
this beach used to be under the water. There were a lot of sharks here. They sank to 267
the ocean floor. All that are left of them now are the teeth. The teeth were stuck in the 286
sand and are still there. 291

I love my new hobby! I put my shark teeth in a box in my room. I want to be just 312
like my dad. I will have the teeth for a long time. 324

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
324	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What does the character look for at the beach?	<i>shark teeth</i>	

Scoring Sheet

Our Hammock

Our yard had a lot of trees. Two trees were close enough to hang a hammock. A hammock is a type of bed that can be made from rope. You can hang them from trees. They are used for rest and fun.

We loved our hammock. It was in the shade of two large trees. There was a nice breeze in the hot summer. It was the best place to rest. Our cat liked to lay by my side. The cat climbed up and held onto the ropes. My brother also loved the hammock. He loved to swing high on it. If there was no one there to push him, he tied a rope around one of the other trees. Then he tied it to the hammock. He pulled on the rope and rocked the hammock back and forth!

We put the hammock away after it got wet in the summer rain. We hung it back up in the winter. There was no more rain. We tied the ropes around the trees. My brother climbed on. He asked me to push him. But after one push, both ends of the hammock broke. He fell to the ground! He laughed very hard. The ropes rotted during the time it was stored away!

The next summer, our two trees fell over in a storm. Now we miss our hammock. We tried to hang a new hammock with two other trees, but it was not as nice. The trees were not close enough. There was no shade.

We loved having a hammock. Do you have a hammock?

OPM: Oral Reading Fluency Passage: *Our Hammock*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Our Hammock*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Our Hammock

Our yard had a lot of trees. Two trees were close enough to hang a hammock. A	17
hammock is a type of bed that can be made from rope. You can hang them from trees.	35
They are used for rest and fun.	42
We loved our hammock. It was in the shade of two large trees. There was a nice	59
breeze in the hot summer. It was the best place to rest. Our cat liked to lay by my side.	79
The cat climbed up and held onto the ropes. My brother also loved the hammock. He	95
loved to swing high on it. If there was no one there to push him, he tied a rope around	115
one of the other trees. Then he tied it to the hammock. He pulled on the rope and	133
rocked the hammock back and forth!	139
We put the hammock away after it got wet in the summer rain. We hung it back	156
up in the winter. There was no more rain. We tied the ropes around the trees. My brother	174
climbed on. He asked me to push him. But after one push, both ends of the hammock	191
broke. He fell to the ground! He laughed very hard. The ropes rotted during the time it	208
was stored away!	211
The next summer, our two trees fell over in a storm. Now we miss our hammock.	227
We tried to hang a new hammock with two other trees, but it was not as nice. The trees	246
were not close enough. There was no shade.	254
We loved having a hammock. Do you have a hammock?	264

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
264								

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What kind of bed can hang from two trees?	<i>a hammock</i>	

Building a Sandcastle

Have you ever built a sandcastle? It is easy if the sand is wet. You need a bucket and a shovel. You need a stick and some shells. You need a little seaweed and maybe some pebbles. You can find these on the beach.

Find a spot on the beach where the sand is a little wet. Start to dig a deep, round circle. Pile all the loose sand into the middle. This pile gets higher and higher. This is the start of your castle. When you think your castle is high enough, pat down the sides. Make the top flat.

The top is where you put more sand from your bucket. Fill your bucket with sand all the way to the top. Pat it down. Slowly turn it upside down onto the flat top of your castle. Pat the bottom of your bucket with the shovel. Slowly pull off the bucket. Now you have a top on your castle. It looks like your bucket!

Sometimes water will be running into your round circle. This is your castle moat. Make sure the moat has water. Fill up the moat with water from your bucket. Then make a sand bridge over the moat. You can draw windows and a door in your castle with a stick.

If you have seaweed, you can make a flag using your stick. Push the stick through the top of the seaweed. This is your flag. It can go on the top of your castle! If you have shells or pebbles, you can use them for the garden.

Making a sandcastle is great fun! Have you ever made one?

OPM: Oral Reading Fluency Passage: *Building a Sandcastle*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Building a Sandcastle*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Building a Sandcastle

Have you ever built a sandcastle? It is easy if the sand is wet. You need a bucket 18
and a shovel. You need a stick and some shells. You need a little seaweed and maybe 35
some pebbles. You can find these on the beach. 44

Find a spot on the beach where the sand is a little wet. Start to dig a deep, round 63
circle. Pile all the loose sand into the middle. This pile gets higher and higher. This is 80
the start of your castle. When you think your castle is high enough, pat down the sides. 97
Make the top flat. 101

The top is where you put more sand from your bucket. Fill your bucket with sand 117
all the way to the top. Pat it down. Slowly turn it upside down onto the flat top of your 137
castle. Pat the bottom of your bucket with the shovel. Slowly pull off the bucket. Now you 154
have a top on your castle. It looks like your bucket! 165

Sometimes water will be running into your round circle. This is your castle moat. 179
Make sure the moat has water. Fill up the moat with water from your bucket. Then make 196
a sand bridge over the moat. You can draw windows and a door in your castle with a 214
stick. 215

If you have seaweed, you can make a flag using your stick. Push the stick 230
through the top of the seaweed. This is your flag. It can go on the top of your castle! If 250
you have shells or pebbles, you can use them for the garden. 262

Making a sandcastle is great fun! Have you ever made one? 273

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
273	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What does this passage teach you how to build?	<i>a sandcastle</i>	

Jumping Goldfish

Ana has a pet goldfish. It is orange in color. The goldfish lives in a large round bowl filled with water. It has some nice green plants and little purple pebbles on the bottom. The bowl makes a great home for the fish. Ana's fish swims around its bowl all day. Her goldfish gets fed twice a day. The fish food looks like dry flakes. Ana puts a tiny bit of food on the water and the goldfish slowly comes up to eat.

One day, Ana came home from school. She looked into the fish bowl. Her goldfish was not there! Ana and her mother looked around. The fish was on the floor! This was not good. Goldfish can't breathe outside of the water. Ana's mother quickly put the fish back in the bowl. It turned around. After a while, it began to swim.

A few days later, Ana saw that her goldfish was not in the bowl. It was on the floor again! She put the fish back in the bowl. Once again, the fish turned around. But after a minute, it began to swim! Two days later, Ana and her mother were in the kitchen. Suddenly, the goldfish jumped out of the water and landed on the floor. They quickly put the fish back in the water.

Ana's mother went to the pet store to solve their problem. The clerk told her that the best thing for jumping goldfish is to put a soft net over the bowl. Her mother purchased the net and put it over the fish bowl. Every time the fish tried to jump out, it fell back down into the water. The net worked great!

Ana and her mother were happy. The goldfish did not jump onto the floor again.

OPM: Oral Reading Fluency Passage: *Jumping Goldfish*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Jumping Goldfish*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Jumping Goldfish

Ana has a pet goldfish. It is orange in color. The goldfish lives in a large round bowl filled with water. It has some nice green plants and little purple pebbles on the bottom. The bowl makes a great home for the fish. Ana's fish swims around its bowl all day. Her goldfish gets fed twice a day. The fish food looks like dry flakes. Ana puts a tiny bit of food on the water and the goldfish slowly comes up to eat. 17
33
50
69
83

One day, Ana came home from school. She looked into the fish bowl. Her goldfish was not there! Ana and her mother looked around. The fish was on the floor! This was not good. Goldfish can't breathe outside of the water. Ana's mother quickly put the fish back in the bowl. It turned around. After a while, it began to swim. 98
115
130
144

A few days later, Ana saw that her goldfish was not in the bowl. It was on the floor again! She put the fish back in the bowl. Once again, the fish turned around. But after a minute, it began to swim! Two days later, Ana and her mother were in the kitchen. Suddenly, the goldfish jumped out of the water and landed on the floor. They quickly put the fish back in the water. 163
180
197
213
219

Ana's mother went to the pet store to solve their problem. The clerk told her that the best thing for jumping goldfish is to put a soft net over the bowl. Her mother purchased the net and put it over the fish bowl. Every time the fish tried to jump out, it fell back down into the water. The net worked great! 234
252
271
281

Ana and her mother were happy. The goldfish did not jump onto the floor again. 296

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
296	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What kind of pet does Ana have?	<i>a goldfish</i>	

Scoring Sheet

Autumn Pickings

When I was young, we loved the fall. This was when we got bags full of chestnuts and acorns. We picked apples and berries. We would also take home piles of the bright colored fall leaves. Some were orange, red, and pink.

Once in the house, we washed the berries. We put them in ice cream. Mom made a pie with some of them. She froze the rest. We roasted the chestnuts as we sat around the fireplace. On a cold night, it's nice to have chestnuts and hot chocolate.

We stored the apples. We wrapped them each in brown paper and put them in a big cardboard box, then put the box in a cool, dark place. They can stay this way for a long time. Another way my mom stored them was peeling and freezing them. We always had fresh fruit pies all winter.

We wiped down the leaves and left them out to dry. Then we rubbed a little oil into them. This kept them soft and the colors bright. We also oiled the acorns and made beautiful center displays.

We used to play in the piles of leaves. My sister and I would fall into the leaves and stuff our clothes with them. Once, we made a beautiful wreath for our door. We chose really pretty colored leaves. We oiled them. Mom put thick foam all around a wire circle. Then we put glue all over the foam. We stuck the leaves in a nice pattern covering all the foam. It looked lovely when it was finished. We put it on our door each season. It lasted a long time.

There are a lot of things to pick during autumn. Next time autumn comes around, try going outside to see what you can find!

OPM: Oral Reading Fluency Passage: *Autumn Pickings*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Autumn Pickings*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Autumn Pickings

When I was young, we loved the fall. This was when we got bags full of chestnuts 17
and acorns. We picked apples and berries. We would also take home piles of the bright 33
colored fall leaves. Some were orange, red, and pink. 42

Once in the house, we washed the berries. We put them in ice cream. Mom made 58
a pie with some of them. She froze the rest. We roasted the chestnuts as we sat around 76
the fireplace. On a cold night, it's nice to have chestnuts and hot chocolate. 90

We stored the apples. We wrapped them each in brown paper and put them in a 106
big cardboard box, then put the box in a cool, dark place. They can stay this way for a 125
long time. Another way my mom stored them was peeling and freezing them. We always 140
had fresh fruit pies all winter. 146

We wiped down the leaves and left them out to dry. Then we rubbed a little oil 163
into them. This kept them soft and the colors bright. We also oiled the acorns and made 180
beautiful center displays. 183

We used to play in the piles of leaves. My sister and I would fall into the leaves 201
and stuff our clothes with them. Once, we made a beautiful wreath for our door. We 217
chose really pretty colored leaves. We oiled them. Mom put thick foam all around a wire 233
circle. Then we put glue all over the foam. We stuck the leaves in a nice pattern covering 251
all the foam. It looked lovely when it was finished. We put it on our door each season. It 270
lasted a long time. 274

There are a lot of things to pick during autumn. Next time autumn comes around, 289
try going outside to see what you can find! 298

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
298	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What time of year is this passage about?	<i>autumn (or fall)</i>	

Scoring Sheet

Welcome Baby

My mom is going to have a baby. Her tummy is getting bigger and bigger every day. The baby is going to be my first brother or sister. We don't know yet if the baby will be a boy or a girl. In fact, my mom doesn't want to know until the baby is born. I can't wait to see our new baby.

My mom says that I am going to make a great big sister. She bought me a baby doll. I can practice how to hold a newborn. She says you have to be very careful. The baby will be very small. I named my baby doll Mary. I pretend she is my sister. Mom even bought me some diapers for Mary to wear!

I've been helping my mom get the new baby's room ready. We painted the room bright yellow. We put up a border with little ducks on it. Dad helped us set up my old crib. The final touch was the ducky mobile. We hung it over the crib.

My Aunt Becky is going to have a party for my mom before the baby is born. A party for a mom with a baby coming is called a shower. The shower will be at Aunt Becky's house. People will bring lots of presents for the new baby. I was a little jealous that the new baby was going to get so many gifts. Aunt Becky told me that she had a gift for me too. I can't wait to see what it is.

When the baby comes, my dad will drive my mom to the hospital. I will have to stay with my grandma in the waiting room. Then the doctor will tell me when it is ok to visit mom. I can't wait!

OPM: Oral Reading Fluency Passage: *Welcome Baby*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Welcome Baby*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Welcome Baby

My mom is going to have a baby. Her tummy is getting bigger and bigger every 16
 day. The baby is going to be my first brother or sister. We don't know yet if the baby will 36
 be a boy or a girl. In fact, my mom doesn't want to know until the baby is born. I can't 57
 wait to see our new baby. 63

My mom says that I am going to make a great big sister. She bought me a baby 81
 doll. I can practice how to hold a newborn. She says you have to be very careful. The 99
 baby will be very small. I named my baby doll Mary. I pretend she is my sister. Mom 117
 even bought me some diapers for Mary to wear! 126

I've been helping my mom get the new baby's room ready. We painted the room 141
 bright yellow. We put up a border with little ducks on it. Dad helped us set up my old 160
 crib. The final touch was the ducky mobile. We hung it over the crib. 174

My Aunt Becky is going to have a party for my mom before the baby is born. 191
 A party for a mom with a baby coming is called a shower. The shower will be at Aunt 210
 Becky's house. People will bring lots of presents for the new baby. I was a little jealous 227
 that the new baby was going to get so many gifts. Aunt Becky told me that she had a 246
 gift for me too. I can't wait to see what it is. 258

When the baby comes, my dad will drive my mom to the hospital. I will have to 275
 stay with my grandma in the waiting room. Then the doctor will tell me when it is ok to 294
 visit mom. I can't wait! 299

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
299	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why is the author so excited?	<i>She is going to have a baby brother or sister.</i>	

Scoring Sheet

Sun Tans and Fun at the Beach

The beach is a nice place. Many people go to the beach. It is nice to have fun in the sun, but you have to be careful. If you stay in the sun for a long time, it is not good. A sunburn is not fun. It makes your skin red. It can hurt your skin and make your arms, legs, and body red. Every time you go to the beach, you should wear sunscreen. You will not get a burn. After you take care of your skin, the real fun begins.

There are many exciting things you can do at the beach. You can play volleyball in the sand. You can throw frisbees. Playing football or tag can be fun. You get to run in and out of the water. It is a lot of fun. It is also fun to swim in the water. Be sure to stay near your parents. The water can be fun, but it can also be dangerous. It is best to swim close to the shore with friends. You can also swim with rafts or floats in the ocean. This will make your time in the water relaxing.

When you are not swimming, you can look along the shore for shells. Every time a wave rolls in from the ocean, it brings shells. There are many different kinds of shells you can look for while you are at the beach.

At the beach, you can also build sand castles in the sand. When the sun starts to set, it is time to go home. Next time you are at the beach, you will have lots of fun!

OPM: Oral Reading Fluency Passage: *Sun Tans and Fun at the Beach*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Sun Tans and Fun at the Beach*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Sun Tans and Fun at the Beach

The beach is a nice place. Many people go to the beach. It is nice to have fun in	19
the sun, but you have to be careful. If you stay in the sun for a long time, it is not good.	41
A sunburn is not fun. It makes your skin red. It can hurt your skin and make your arms,	60
legs, and body red. Every time you go to the beach, you should wear sunscreen. You	76
will not get a burn. After you take care of your skin, the real fun begins.	92
There are many exciting things you can do at the beach. You can play volleyball	107
in the sand. You can throw frisbees. Playing football or tag can be fun. You get to run in	126
and out of the water. It is a lot of fun. It is also fun to swim in the water. Be sure to stay	150
near your parents. The water can be fun, but it can also be dangerous. It is best to swim	169
close to the shore with friends. You can also swim with rafts or floats in the ocean. This	187
will make your time in the water relaxing.	195
When you are not swimming, you can look along the shore for shells. Every time	210
a wave rolls in from the ocean, it brings shells. There are many different kinds of shells	227
you can look for while you are at the beach.	237
At the beach, you can also build sand castles in the sand. When the sun starts to	254
set, it is time to go home. Next time you are at the beach, you will have lots of fun!	274

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted	-	# Errors	=	Fluency
in Story in 60 Seconds				(WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words	-	# Errors	=	Words	÷	Total	x 60 =	Fluency
in story				Correct		Seconds		(WCPM)
276	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Where can you play volleyball in the sand or look for seashells?	<i>at the beach</i>	

A Day with the Dolphins

Kate's family lives near the beach and has a boat. One day Kate and her dad went out for a boat ride. It turned out to be the most amazing day ever. Kate and her dad went out to an area far from land and stopped the boat. They were looking out at the crystal clear water.

They saw fish of all different sizes and colors. Then they saw it, a flash of silver. It looked like a fin. Turns out it was a dolphin! Soon another dolphin came, and then another. Kate's dad had a container with some small fish, so he threw a few to the dolphins. He told Kate she could feed them by hand if she wanted. Kate leaned over the side of the boat with her hand held out. A dolphin jumped up and grabbed the fish right out of her hand! It was amazing!

Kate's dad said that she could get in the water with the dolphins. Kate jumped into the water. Her heart was beating fast; it was so exciting. The dolphins were much bigger than Kate realized. She was frightened, but the dolphins were playful and gentle. They looked right at Kate, nodded their heads, and made clicking sounds. Kate thought the dolphins were talking to her. She touched one of them and was surprised how smooth they felt.

Dolphins are very fast swimmers. Kate would see one swim next to her, and then it would be gone, only to pop up right behind her. It was an incredible experience. After a while, Kate became tired and climbed back into the boat.

On the boat ride home, Kate and her dad watched the dolphins swim beside the boat. The dolphins followed them almost the whole way home. It was an amazing day with the dolphins!

OPM: Oral Reading Fluency Passage: *A Day with the Dolphins*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *A Day with the Dolphins*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

A Day with the Dolphins

Kate's family lives near the beach and has a boat. One day Kate and her dad went out for a boat ride. It turned out to be the most amazing day ever. Kate and her dad went out to an area far from land and stopped the boat. They were looking out at the crystal clear water.

They saw fish of all different sizes and colors. Then they saw it, a flash of silver. It looked like a fin. Turns out it was a dolphin! Soon another dolphin came, and then another. Kate's dad had a container with some small fish, so he threw a few to the dolphins. He told Kate she could feed them by hand if she wanted. Kate leaned over the side of the boat with her hand held out. A dolphin jumped up and grabbed the fish right out of her hand! It was amazing!

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On the boat ride home, Kate and her dad watched the dolphins swim beside the boat. The dolphins followed them almost the whole way home. It was an amazing day with the dolphins!

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
303	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What did Kate see when she was out on the boat?	<i>dolphins</i>	

Scoring Sheet

Bike Safety

Bike riding is a fun way to get around. It is good exercise too. Sometimes children get hurt riding bikes. There are ways to stay safe on a bicycle. Do you know the rules for bike safety?

First, you must always wear a helmet to protect your head. Make sure your helmet fits you. Keep the straps closed at all times. If you are caught without a helmet, the police will give you a ticket.

Before you ride your bike, make sure it is safe. Ask your parents to check it out for you. The tires should have enough air. The brakes should work well. Your seat and handlebars should be the right size for you.

Next, ask your parents where you can ride your bike. If you ride on the sidewalk, watch out for cars and trucks. Always stop at street corners to look before you cross. Walk your bike across busy streets. If people are walking in front of you, you should let them know you are there. Do that by calling out, “excuse me” or “watch out!”

If you are allowed to ride on the street, there are laws you must follow. These are the same laws that cars and trucks must follow. You must stop at red lights and stop signs. You should ride in the same direction as the cars and trucks. Never ride against the traffic.

There are some other rules that will keep you safe on your bike. Ride with your hands on the handlebars. Watch the road ahead of you for puddles, wet leaves, or rocks. Do not wear headphones when riding. Headphones will block out traffic sounds that you need to hear.

Now that you know the rules, you should be ready to ride. Have fun riding and stay safe!

OPM: Oral Reading Fluency Passage: *Bike Safety*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Bike Safety*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Bike Safety

Bike riding is a fun way to get around. It is good exercise too. Sometimes children get hurt riding bikes. There are ways to stay safe on a bicycle. Do you know the rules for bike safety? 16
35
37

First, you must always wear a helmet to protect your head. Make sure your helmet fits you. Keep the straps closed at all times. If you are caught without a helmet, the police will give you a ticket. 52
69
75

Before you ride your bike, make sure it is safe. Ask your parents to check it out for you. The tires should have enough air. The brakes should work well. Your seat and handlebars should be the right size for you. 93
108
116

Next, ask your parents where you can ride your bike. If you ride on the sidewalk, watch out for cars and trucks. Always stop at street corners to look before you cross. Walk your bike across busy streets. If people are walking in front of you, you should let them know you are there. Do that by calling out, "excuse me" or "watch out!" 132
148
165
180

If you are allowed to ride on the street, there are laws you must follow. These are the same laws that cars and trucks must follow. You must stop at red lights and stop signs. You should ride in the same direction as the cars and trucks. Never ride against the traffic. 197
214
230
232

There are some other rules that will keep you safe on your bike. Ride with your hands on the handlebars. Watch the road ahead of you for puddles, wet leaves, or rocks. Do not wear headphones when riding. Headphones will block out traffic sounds that you need to hear. 248
263
276
281

Now that you know the rules, you should be ready to ride. Have fun riding and stay safe! 297
299

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
299	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What is this passage about?	<i>staying safe on a bike</i>	

Scoring Sheet

Rosebud

When I was a young girl, my best friend was named Janet. Janet was a year older than I. We did everything together. We would ride our bikes and go on walks in the woods. Janet and I both loved animals. My family had a bird dog. But Janet was lucky enough to own a dog, cat, and even a pony.

Janet's father was an animal doctor. Janet spent many hours helping him in his office. She cleaned the cages daily. She fed the animals when her dad was too busy. Sometimes she would help her dad deliver baby puppies. When I was lucky, her dad would ask me to help with the delivery too. The newborn puppies were so cute.

One day, Janet's dad had a great surprise for us. He had found a baby skunk on his farm. The mother was nowhere to be found. He knew the baby skunk would die if it was not cared for. He asked Janet and me to help him raise the little one.

Janet and I were thrilled. We did not know if it was a boy or a girl. We named it Rosebud. We played with the baby skunk. We made sure it got plenty of food to eat and milk to drink. Adult skunks are known to spray people with an awful smell when they get scared. Janet's dad fixed our skunk so it could not spray anyone. As the skunk grew older, we bought a small dog collar and led Rosebud around with a rope. We would walk Rosebud around the small town and watch the people look at us in a funny way. We were quite the talk of the town!

OPM: Oral Reading Fluency Passage: *Rosebud*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Rosebud*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Rosebud

When I was a young girl, my best friend was named Janet. Janet was a year 16
 older than I. We did everything together. We would ride our bikes and go on walks in 33
 the woods. Janet and I both loved animals. My family had a bird dog. But Janet was 50
 lucky enough to own a dog, cat, and even a pony. 61

Janet's father was an animal doctor. Janet spent many hours helping him in his 75
 office. She cleaned the cages daily. She fed the animals when her dad was too busy. 91
 Sometimes she would help her dad deliver baby puppies. When I was lucky, her dad 106
 would ask me to help with the delivery too. The newborn puppies were so cute. 121

One day, Janet's dad had a great surprise for us. He had found a baby skunk on 138
 his farm. The mother was nowhere to be found. He knew the baby skunk would die if it 156
 was not cared for. He asked Janet and me to help him raise the little one. 172

Janet and I were thrilled. We did not know if it was a boy or a girl. We named it 192
 Rosebud. We played with the baby skunk. We made sure it got plenty of food to eat and 210
 milk to drink. Adult skunks are known to spray people with an awful smell when they 226
 get scared. Janet's dad fixed our skunk so it could not spray anyone. As the skunk grew 243
 older, we bought a small dog collar and led Rosebud around with a rope. We would 259
 walk Rosebud around the small town and watch the people look at us in a funny way. 276
 We were quite the talk of the town! 284

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
284	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What was the great surprise that Janet's dad had for them?	<i>He had found a baby skunk.</i>	

Maps Help

Have you ever been lost? When someone is lost, they can use a map. A map is a picture of a place seen from above. Imagine what your house would look like if you flew over it. You would not only see your house, you would see streets and trees. If you want to find your friend's school, look at a map.

A map uses clues to help you find something. One of these clues is called a compass rose. This is a guide that tells you which direction to go. The compass rose points to the north, south, east, and west. Another clue a map uses is color. Oceans, rivers, and lakes are blue. Grasslands are green in color.

A map also has a key. This isn't a key that opens a door! The key has pictures on it. If there is a school on your map, the key could have a flag to show where it is. The flag is a symbol for the school. We have keys because it would be hard to read a map that is too crowded!

Maps cannot copy the real size of the places they show, so they are drawn to scale. This means that places are shrunk to fit the map page. A short distance on a map stands for a much larger distance in real life. A map shows this distance on a scale bar. The scale bar is about an inch long. The inch bar stands for a large distance in miles.

As you can see, we need maps to get around. Your parents need a map to get to new places. Your new friend will need a map to find your house. Your teacher will need maps to show you exciting places. There's no doubt about it, maps help!

OPM: Oral Reading Fluency Passage: *Maps Help*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Maps Help*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Maps Help

Have you ever been lost? When someone is lost, they can use a map. A map is a picture of a place seen from above. Imagine what your house would look like if you flew over it. You would not only see your house, you would see streets and trees. If you want to find your friend's school, look at a map.

A map uses clues to help you find something. One of these clues is called a compass rose. This is a guide that tells you which direction to go. The compass rose points to the north, south, east, and west. Another clue a map uses is color. Oceans, rivers, and lakes are blue. Grasslands are green in color.

A map also has a key. This isn't a key that opens a door! The key has pictures on it. If there is a school on your map, the key could have a flag to show where it is. The flag is a symbol for the school. We have keys because it would be hard to read a map that is too crowded!

Maps cannot copy the real size of the places they show, so they are drawn to scale. This means that places are shrunk to fit the map page. A short distance on a map stands for a much larger distance in real life. A map shows this distance on a scale bar. The scale bar is about an inch long. The inch bar stands for a large distance in miles.

As you can see, we need maps to get around. Your parents need a map to get to new places. Your new friend will need a map to find your house. Your teacher will need maps to show you exciting places. There's no doubt about it, maps help!

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
301	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What can you use if you get lost?	<i>a map</i>	

Floating in a Bubble

I love to blow bubbles. I like to take my bubble container and wand, go sit on a hill, and then watch the bubbles fly away. They are so round, shiny, and light as a feather. I have a special wand that makes giant bubbles.

I wonder what it would be like to be inside one of those big bubbles. I think it would be bouncy. I could jump up and down and never get hurt. I could throw myself against one side and just bounce off. The bubble would jiggle and shake but not break. I would gently float over houses and land, able to see for miles! A bird might fly by, whipping my bubble around and up or down. Rain would just slide off my bubble. I would stay nice and dry inside. I would float far away, all night and all day.

I might float over the ocean until I get to China! A little Chinese boy might see my bubble and chase us, trying to catch my bubble in his hand. If he caught us, he would not believe his eyes. I would be right there, standing in his hand, inside my bubble. When he blinked, my bubble and I would rise in the air.

We would go back over the ocean. We might even rest for a long while on a wave. Back on land, we would float together. I would enjoy the light of the late afternoon sun.

When we float over my house, I would use my pencil to cut a very small hole in the bubble. It would start to come down until it bounced on the ground. We would hit a sharp stick and my bubble would finally pop. The adventure would be over. I would laugh at all I had seen and done that day.

OPM: Oral Reading Fluency Passage: *Floating in a Bubble*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Floating in a Bubble*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Floating in a Bubble

I love to blow bubbles. I like to take my bubble container and wand, go sit on a hill, 19
 and then watch the bubbles fly away. They are so round, shiny, and light as a feather. I 37
 have a special wand that makes giant bubbles. 45

I wonder what it would be like to be inside one of those big bubbles. I think it 63
 would be bouncy. I could jump up and down and never get hurt. I could throw myself 80
 against one side and just bounce off. The bubble would jiggle and shake but not break. 96
 I would gently float over houses and land, able to see for miles! A bird might fly by, 114
 whipping my bubble around and up or down. Rain would just slide off my bubble. I would 131
 stay nice and dry inside. I would float far away, all night and all day. 146

I might float over the ocean until I get to China! A little Chinese boy might see my 164
 bubble and chase us, trying to catch my bubble in his hand. If he caught us, he would 182
 not believe his eyes. I would be right there, standing in his hand, inside my bubble. 198
 When he blinked, my bubble and I would rise in the air. 210

We would go back over the ocean. We might even rest for a long while on a wave. 228
 Back on land, we would float together. I would enjoy the light of the late afternoon sun. 245

When we float over my house, I would use my pencil to cut a very small hole in 263
 the bubble. It would start to come down until it bounced on the ground. We would hit 280
 a sharp stick and my bubble would finally pop. The adventure would be over. I would 296
 laugh at all I had seen and done that day. 306

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
306	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What does the character want to float inside of?	<i>a bubble</i>	

A Good Day for Hot Cocoa

It is cold today. When I wake up, I don't want to get out of my warm, cozy bed. As soon as I pull off my blanket, cold air hits my body and gives me a chill. My feet quickly begin to feel like blocks of ice, and my hands search for my pockets. I grab my robe and pull on my slippers. I look through my bedroom window and see ice covering all the cars and most of the grass in the front yard. It is a cold morning indeed.

I go downstairs and see flames in the fireplace. I can smell the burning wood. Mom has a fire going. I can't wait to sit in front of it and warm my hands. I hurry into the room and find a spot on the fuzzy rug.

My mom brings me a mug of steaming hot cocoa. Today is the perfect day for hot cocoa. I drink it slowly, taking little sips. I can feel the hot liquid as it goes down my throat and into my belly. I feel better already. Our cat comes walking by, then curls up beside me. Then our dog also lies down and snuggles. We are all enjoying the warmth of the roaring fire. I love the crackling sounds of the wood as it burns. I watch the flames as they turn yellow, orange, red, and blue.

My mom tells me that it has started to snow outside. I am so happy. I think about how much fun I will have later when I go outside. But right now, I am too warm and cozy, snuggling with my pets and sipping my hot cocoa. I think I will stay here for a little while and enjoy this very cold day.

OPM: Oral Reading Fluency Passage: A Good Day for Hot Cocoa

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *A Good Day for Hot Cocoa*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

A Good Day for Hot Cocoa

It is cold today. When I wake up, I don't want to get out of my warm, cozy bed. As soon as I pull off my blanket, cold air hits my body and gives me a chill. My feet quickly begin to feel like blocks of ice, and my hands search for my pockets. I grab my robe and pull on my slippers. I look through my bedroom window and see ice covering all the cars and most of the grass in the front yard. It is a cold morning indeed.

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My mom tells me that it has started to snow outside. I am so happy. I think about how much fun I will have later when I go outside. But right now, I am too warm and cozy, snuggling with my pets and sipping my hot cocoa. I think I will stay here for a little while and enjoy this very cold day.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
296	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
According to the story, what is the weather like outside?	<i>cold</i>	

Jane's Sweet Tooth

Jane loved sweets. She liked to have some after every meal. Sometimes she would have candy, ice cream, or even cake. Instead of eating a healthy meal for lunch or dinner, she would have some sweets. Jane seemed to always be eating sweets. One day her friend, Pat, asked Jane why she loved eating sweets so much. She said it was because of the taste. She also liked eating them whenever she wanted. Then Pat told her how she only got to have sweets as a treat. Jane started to think that maybe she was eating a lot of sweets. She made a plan to stop eating all sweets for one week. Her parents were pleased with her since they thought she was eating too many sweets.

The first few days were very hard for Jane. She really wanted something sweet, and it was hard not to eat any when she had the chance. Pat was proud of Jane and the hard work she was doing. She told her that once the week is over, she will be able to have sweets again as a treat for her hard work. By the fourth day, Jane was having a hard time. She tried to eat healthy foods like fruits and veggies. They were good, but they were not as good as sweets. By day six, Jane felt a little bit better. Then the final day came and passed. That night Jane's mom and dad made her something sweet. They made her some ice cream. Jane was not going to eat it, but she earned it. That night Jane realized how having sweets once in awhile as a treat was a good thing. Every now and then Jane treats herself to some sweets, but only as a treat.

OPM: Oral Reading Fluency Passage: Jane's Sweet Tooth

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Jane's Sweet Tooth*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Jane's Sweet Tooth

Jane loved sweets. She liked to have some after every meal. Sometimes she 13
 would have candy, ice cream, or even cake. Instead of eating a healthy meal for lunch 29
 or dinner, she would have some sweets. Jane seemed to always be eating sweets. One 44
 day her friend, Pat, asked Jane why she loved eating sweets so much. She said it was 61
 because of the taste. She also liked eating them whenever she wanted. Then Pat told 76
 her how she only got to have sweets as a treat. Jane started to think that maybe she 94
 was eating a lot of sweets. She made a plan to stop eating all sweets for one week. Her 113
 parents were pleased with her since they thought she was eating too many sweets. 127

The first few days were very hard for Jane. She really wanted something sweet, 141
 and it was hard not to eat any when she had the chance. Pat was proud of Jane and 160
 the hard work she was doing. She told her that once the week is over, she will be able 179
 to have sweets again as a treat for her hard work. By the fourth day, Jane was having 197
 a hard time. She tried to eat healthy foods like fruits and veggies. They were good, but 214
 they were not as good as sweets. By day six, Jane felt a little bit better. Then the final 233
 day came and passed. That night Jane's mom and dad made her something sweet. 247
 They made her some ice cream. Jane was not going to eat it, but she earned it. That 265
 night Jane realized how having sweets once in awhile as a treat was a good thing. 281
 Every now and then Jane treats herself to some sweets, but only as a treat 296

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
296	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What kinds of food did Jane love?	sweets	

Summer Camp

James was 10 years old. This year would be his first trip to summer camp. He was very excited but also a little scared. James would be flying by himself on a plane. He was not scared because he had been on a plane before. He knew he would be looked after on the plane, and then someone from the camp would be meeting him at the airport.

When James got to camp, he went to a large room with three beds. He chose his bed, which he had to make up himself with sheets his mom had sent to the camp. He met the other boys, Sam and Mike, with whom he would be sharing a room. James knew right away he was going to get along with them. They were both from a town close to where James was from, and were also the same age as James.

The next day, they all had to pick an activity to do. The boys chose to play soccer and they had a great time. After they had finished, they were hot and sweaty. The camp had two large pools and was also on a lake. On the lake, they had a very large blown up airbed. The idea was to run and jump down onto a huge airbed. Then you would bounce into the lake. The boys had a great time!

Camp had fun things to do all day every day. But before James knew it, summer camp was over, and it was time to go home. James had become very close with his new friends, and they exchanged phone numbers before saying goodbye. When James got home, he told his family all about his time at summer camp. Summer camp was one of the best times James ever had, and he wanted to go next summer!

OPM: Oral Reading Fluency Passage: Summer Camp

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Summer Camp*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Summer Camp

James was 10 years old. This year would be his first trip to summer camp. He was 17
 very excited but also a little scared. James would be flying by himself on a plane. He 34
 was not scared because he had been on a plane before. He knew he would be looked 51
 after on the plane, and then someone from the camp would be meeting him at the 67
 airport. 68

When James got to camp, he went to a large room with three beds. He chose 84
 his bed, which he had to make up himself with sheets his mom had sent to the camp. 102
 He met the other boys, Sam and Mike, with whom he would be sharing a room. James 119
 knew right away he was going to get along with them. They were both from a town close 137
 to where James was from, and were also the same age as James. 150

The next day, they all had to pick an activity to do. The boys chose to play soccer 168
 and they had a great time. After they had finished, they were hot and sweaty. The camp 185
 had two large pools and was also on a lake. On the lake, they had a very large blown up 205
 airbed. The idea was to run and jump down onto a huge airbed. Then you would bounce 222
 into the lake. The boys had a great time! 231

Camp had fun things to do all day every day. But before James knew it, summer 247
 camp was over, and it was time to go home. James had become very close with his new 265
 friends, and they exchanged phone numbers before saying goodbye. When James got 277
 home, he told his family all about his time at summer camp. Summer camp was one of 294
 the best times James ever had, and he wanted to go next summer! 307

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
307	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Where did James go during the summer?	<i>to camp</i>	

Peter's Big Hit

Peter stepped up to the plate. He had practiced all week at the batter's box. Peter was ready to hit the ball far. He knew he was not the best hitter on the team. But he was told that hard work and practice would pay off. He already had two strikes against him.

The pitcher he was facing was very good. He had remembered what his coach said to him earlier in the year. "You don't have to swing at every pitch, Peter," Coach Smith said. "If you swing at every pitch, you're going to be out every time. Baseball is a game of wits. You have to be thinking all of the time." Peter had tried to listen to his coach's words. Every time someone threw a pitch to him, he had to swing at it. It seemed like he couldn't think whenever he was up at the plate. He had thought about this all week before the game.

Peter stood at the plate. There were already two strikes. He had swung at both pitches. The pitcher set up to throw and delivered. Peter wanted to swing really badly. The pitch was low. The umpire called a ball. Finally, Peter was learning. He felt good that he didn't swing at the pitch. The pitcher threw another. It was low again. His coach was cheering him on. His parents were screaming from the stands.

He knew he could do a good job. He had practiced all week. He would wait for his pitch. The pitcher set up to throw again. The ball moved slowly towards him. It was his pitch! He swung the bat hard and timed it well. The ball soared through the air towards the fence and cleared it. Peter had just hit his first home run.

OPM: Oral Reading Fluency Passage: Peter's Big Hit

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Peter's Big Hit*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Peter's Big Hit

Peter stepped up to the plate. He had practiced all week at the batter's box. Peter 16
 was ready to hit the ball far. He knew he was not the best hitter on the team. But he 36
 was told that hard work and practice would pay off. He already had two strikes against 52
 him. 53

The pitcher he was facing was very good. He had remembered what his coach 67
 said to him earlier in the year. "You don't have to swing at every pitch, Peter," Coach 84
 Smith said. "If you swing at every pitch, you're going to be out every time. Baseball 100
 is a game of wits. You have to be thinking all of the time." Peter had tried to listen to 120
 his coach's words. Every time someone threw a pitch to him, he had to swing at it. It 138
 seemed like he couldn't think whenever he was up at the plate. He had thought about 154
 this all week before the game. 160

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 pitches. The pitcher set up to throw and delivered. Peter wanted to swing really badly. 190
 The pitch was low. The umpire called a ball. Finally, Peter was learning. He felt good that 207
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 cheering him on. His parents were screaming from the stands. 234

He knew he could do a good job. He had practiced all week. He would wait 250
 for his pitch. The pitcher set up to throw again. The ball moved slowly towards him. It 267
 was his pitch! He swung the bat hard and timed it well. The ball soared through the air 285
 towards the fence and cleared it. Peter had just hit his first home run. 299

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
299	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What had Peter been practicing all week?	<i>Baseball / Hitting the ball</i>	

Lights Out!

One night last year, my family and I were enjoying a nice evening at home. I was watching TV in the living room. My sister was playing a game on the computer in the back bedroom. My mom and dad were washing dishes in the kitchen. Everything was going along normally. All of a sudden, the lights went out!

At first I blinked. Was this really happening? I couldn't see a thing. I looked down to find the remote in my hand. The room was pitch dark.

My sister yelled from the bedroom, "Hey, what happened to the lights?"

My dad called from the kitchen, "Everything's ok. The power just went out. There's no need to panic."

"Don't move," my mom called. "I'll get a flashlight."

A few minutes later, I saw the beam of the flashlight flash across the wall.

"Whoa, not in my eyes," I said to my mom. She made her way over to the couch. She handed me a second flashlight. She said to stay put.

"I'm going to get your sister," she said. "Just hang tight for a second. We'll all meet back here."

By the time my mom and sister were back, my dad had made his way to the living room. He was carrying a lantern. He brought with him a battery-powered radio and a deck of cards. He also had a box of cookies tucked under his arm.

"It looks like we may be stuck in the dark for a while," he said. "We may as well make the best of it."

My sister was a little scared at first. After a few minutes she settled down. Dad started up the radio. Then we all played a game of Crazy 8s. I won the first game.

OPM: Oral Reading Fluency Passage: Lights Out!

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Lights Out!*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Lights Out!

One night last year, my family and I were enjoying a nice evening at home. I was 17
 watching TV in the living room. My sister was playing a game on the computer in the 34
 back bedroom. My mom and dad were washing dishes in the kitchen. Everything was 48
 going along normally. All of a sudden, the lights went out! 59

At first I blinked. Was this really happening? I couldn't see a thing. I looked down 76
 to find the remote in my hand. The room was pitch dark. 87

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 no need to panic." 117

"Don't move," my mom called. "I'll get a flashlight." 126

A few minutes later, I saw the beam of the flashlight flash across the wall. 141

"Whoa, not in my eyes," I said to my mom. She made her way over to the couch. 159

She handed me a second flashlight. She said to stay put. 170

"I'm going to get your sister," she said. "Just hang tight for a second. We'll all 186
 meet back here." 189

By the time my mom and sister were back, my dad had made his way to the living 207
 room. He was carrying a lantern. He brought with him a battery-powered radio and a 222
 deck of cards. He also had a box of cookies tucked under his arm. 236

"It looks like we may be stuck in the dark for a while," he said. "We may as well 255
 make the best of it." 260

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 started up the radio. Then we all played a game of Crazy 8s. I won the first game. 294

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
294	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why did the author's mother get flashlights?	<i>The lights had gone out.</i>	

Scoring Sheet

The Sheep Dog

Brian and Jim lived near a large field. Mr. Brown lived next door. Mr. Brown had a dog named Bob. Bob was a sheep dog. He liked to chase things. Every day Brian and Jim would go for a walk with Mr. Brown and Bob. Mr. Brown never kept Bob on a leash when they got to the field. Bob would run and make circles around them. He was pretending that Mr. Brown, Jim, and Brian were sheep. He made sure that they all walked just where Bob wanted them to walk. He would gently nip them on the ankles if they went too far outside of Bob's circle.

One day they were on a walk with Bob and Mr. Brown. Suddenly Bob ran off. He went far ahead of them. Then he ran back to them. Bob barked loudly. He was trying to tell them something.

"What's wrong Bob?" said Mr. Brown. Bob barked even louder. He started running towards something. Mr. Brown, Brian, and Jim caught up with Bob. They saw why he was barking. Bob was standing over a baby rabbit. He hadn't hurt or attacked it. Bob had wanted to protect it. He knew Mr. Brown would be able to help it.

"Good boy," said Mr. Brown. He patted Bob on the head. He picked up the baby rabbit. It had hurt its paw.

"We'll take it home until it's better," said Mr. Brown.

"We have a spare rabbit hutch," said Brian. "It will have somewhere to sleep."

They picked some dandelion leaves for the baby rabbit. Then they carried it home. They made a snug bed for it. The little rabbit looked happier.

"What a good dog you are!" said Brian and Jim. "Thanks to you Bob, the rabbit will live."

OPM: Oral Reading Fluency Passage: The Sheep Dog

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Sheep Dog*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Sheep Dog

Brian and Jim lived near a large field. Mr. Brown lived next door. Mr. Brown had a dog named Bob. Bob was a sheep dog. He liked to chase things. Every day Brian and Jim would go for a walk with Mr. Brown and Bob. Mr. Brown never kept Bob on a leash when they got to the field. Bob would run and make circles around them. He was pretending that Mr. Brown, Jim, and Brian were sheep. He made sure that they all walked just where Bob wanted them to walk. He would gently nip them on the ankles if they went too far outside of Bob's circle.

One day they were on a walk with Bob and Mr. Brown. Suddenly Bob ran off. He went far ahead of them. Then he ran back to them. Bob barked loudly. He was trying to tell them something.

"What's wrong Bob?" said Mr. Brown. Bob barked even louder. He started running towards something. Mr. Brown, Brian, and Jim caught up with Bob. They saw why he was barking. Bob was standing over a baby rabbit. He hadn't hurt or attacked it. Bob had wanted to protect it. He knew Mr. Brown would be able to help it.

"Good boy," said Mr. Brown. He patted Bob on the head. He picked up the baby rabbit. It had hurt its paw.

"We'll take it home until it's better," said Mr. Brown.

"We have a spare rabbit hutch," said Brian. "It will have somewhere to sleep."

They picked some dandelion leaves for the baby rabbit. Then they carried it home. They made a snug bed for it. The little rabbit looked happier.

"What a good dog you are!" said Brian and Jim. "Thanks to you Bob, the rabbit will live."

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
296	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What was the sheep dog's name in the story?	<i>Bob</i>	

Goldfish

A goldfish can make a good pet. Goldfish have many different colors. They also have different shapes. They are sold more than any other fish in the pet stores. Goldfish usually live in a fresh water fish bowl. Some goldfish are only two or three inches long. They can grow to be more than a foot long. There are about twenty kinds of goldfish sold. Some have scales and some do not. Some have eyes that stick out. Some have eyes flat on the side of their heads. Some goldfish look fancy and have more than one color. Goldfish come in many colors like red, orange, brown, gray, black and white. Their fins may be different shapes. These fish come from the carp family of fish.

All goldfish have come from the rivers and lakes of Japan or China. These fish are removed from the rivers and lakes. Then they stop looking like other wild fish. When they are not living in the wild, they become more colorful. Goldfish were in China first. Then they were in Japan. They were brought to the United States in 1878 to be raised and sold in stores. Washington was the first state to raise goldfish.

Goldfish require very little care. Their water should be kept clean. The water temperature should not be changed. They should be fed only goldfish food one time each day. It is better for the top of the fish bowl to be large. This gives them more air. If you get a goldfish, enjoy your new pet!

OPM: Oral Reading Fluency Passage: Goldfish

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Goldfish*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Goldfish

A goldfish can make a good pet. Goldfish have many different colors. They also have different shapes. They are sold more than any other fish in the pet stores. Goldfish usually live in a fresh water fish bowl. Some goldfish are only two or three inches long. They can grow to be more than a foot long. There are about twenty kinds of goldfish sold. Some have scales and some do not. Some have eyes that stick out. Some have eyes flat on the side of their heads. Some goldfish look fancy and have more than one color. Goldfish come in many colors like red, orange, brown, gray, black and white. Their fins may be different shapes. These fish come from the carp family of fish.

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Goldfish require very little care. Their water should be kept clean. The water temperature should not be changed. They should be fed only goldfish food one time each day. It is better for the top of the fish bowl to be large. This gives them more air. If you get a goldfish, enjoy your new pet!

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
258	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What type of fish does the author talk about in this passage?	<i>Goldfish</i>	

Scoring Sheet

Cara Wins the Race

Cara was nervous before the track meet. She had been running every day to prepare for this. When she arrived, her coach was already on the track. Cara began to do her stretching. Cara had a long stretching routine. She and her coach agreed this was the best way to avoid injuries.

Cara's friends walked onto the track. They let her know that they were there to cheer for her. They all wished her good luck. It was time for the race. Cara and the other runners lined up on their marks. Cara bent down to the ground. The runners prepared to hear the fire shot. The blast went off. Cara sprung from the ground. She began to run as hard as she could. She could feel the other runners right next to her.

As she ran by the stands, she heard the voices of her friends cheering her name. Cara kept her energy and continued to keep a good pace around the track. When she rounded the track for the last time, she and another runner were neck and neck for the finish line. As the end approached, Cara remembered her coach telling her to always give it everything you have at the end.

Cara put all her effort into those last few feet. She won the race by a few inches. Cara congratulated the other runner. Then she ran over to the stands where her friends and family were.

"You were wonderful honey," her mother said. She reached out to hug her.

"That was awesome! Cara, you did such a great job," her friend Keri said. Cara walked over to her coach and thanked him for all the time he had spent preparing her for this.

"Believe me, you worked for it," her coach replied. Cara was so happy. So many people came to the race to support her. She made sure she thanked everyone before leaving the track. Cara was so proud of her medal. When she got home, she hung it on her bedroom wall.

OPM: Oral Reading Fluency Passage: Cara Wins the Race

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Cara Wins the Race*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Cara Wins the Race

Cara was nervous before the track meet. She had been running every day to prepare for this. When she arrived, her coach was already on the track. Cara began to do her stretching. Cara had a long stretching routine. She and her coach agreed this was the best way to avoid injuries.

Cara's friends walked onto the track. They let her know that they were there to cheer for her. They all wished her good luck. It was time for the race. Cara and the other runners lined up on their marks. Cara bent down to the ground. The runners prepared to hear the fire shot. The blast went off. Cara sprung from the ground. She began to run as hard as she could. She could feel the other runners right next to her.

As she ran by the stands, she heard the voices of her friends cheering her name. Cara kept her energy and continued to keep a good pace around the track. When she rounded the track for the last time, she and another runner were neck and neck for the finish line. As the end approached, Cara remembered her coach telling her to always give it everything you have at the end.

Cara put all her effort into those last few feet. She won the race by a few inches. Cara congratulated the other runner. Then she ran over to the stands where her friends and family were.

"You were wonderful honey," her mother said. She reached out to hug her.

"That was awesome! Cara, you did such a great job," her friend Keri said. Cara walked over to her coach and thanked him for all the time he had spent preparing her for this.

OPM: Oral Reading Fluency Passage: Cara Wins the Race (continued)

“Believe me, you worked for it,” her coach replied. Cara was so happy. So many 303
 people came to the race to support her. She made sure she thanked everyone before 318
 leaving the track. Cara was so proud of her medal. When she got home, she hung it on 336
 her bedroom wall. 339

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
339	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
In what kind of race did Cara participate?	<i>Running / Track</i>	

Tyler Buys a Suit

Tyler did not own a suit. He agreed to go to his girlfriend's work party. He wanted to look nice. So he went to the men's suit store to purchase something to wear. When he arrived, the salesman was very helpful. He explained to Tyler all his different options. There were many sales going on at the time.

"What are you looking for?" the salesman asked.

"Well, I have to go to a work party with my girlfriend. I would like to look nice. This is my first suit. I am not sure what to buy."

"Well, you will probably want to go with something that you will get some use out of. You can buy one suit and use it for many events," the salesman replied.

"Well, that sounds good," Tyler responded.

The salesman suggested a dark suit. There was one with a thin stripe in the material. He also suggested a nice shirt and matching tie. Tyler found a nice navy blue suit. He liked it with a very small stripe in the material. The salesman helped Tyler pick out a gray long-sleeved shirt. Then they picked out a tie that had both navy and gray colors on it. When Tyler tried on all the items together, they looked very nice. The party wasn't for another week, so there was time to alter the suit. It would fit Tyler perfectly.

The day before the party, Tyler went back to the store to pick up his suit. This time the fit was even better. He felt as if the suit was made for him. The next night Tyler went to his girlfriend's house to pick her up. She was very impressed with the way he looked. She complimented his suit many times. This made Tyler happy. He was glad to wear something his girlfriend liked to her work party.

OPM: Oral Reading Fluency Passage: Tyler Buys a Suit

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Tyler Buys a Suit*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Tyler Buys a Suit

Tyler did not own a suit. He agreed to go to his girlfriend's work party. He wanted to look nice. So he went to the men's suit store to purchase something to wear. When he arrived, the salesman was very helpful. He explained to Tyler all his different options. There were many sales going on at the time.

"What are you looking for?" the salesman asked.

"Well, I have to go to a work party with my girlfriend. I would like to look nice. This is my first suit. I am not sure what to buy."

"Well, you will probably want to go with something that you will get some use out of. You can buy one suit and use it for many events," the salesman replied.

"Well, that sounds good," Tyler responded.

The salesman suggested a dark suit. There was one with a thin stripe in the material. He also suggested a nice shirt and matching tie. Tyler found a nice navy blue suit. He liked it with a very small stripe in the material. The salesman helped Tyler pick out a gray long-sleeved shirt. Then they picked out a tie that had both navy and gray colors on it. When Tyler tried on all the items together, they looked very nice. The party wasn't for another week, so there was time to alter the suit. It would fit Tyler perfectly.

The day before the party, Tyler went back to the store to pick up his suit. This time the fit was even better. He felt as if the suit was made for him. The next night Tyler went to his girlfriend's house to pick her up. She was very impressed with the way he looked. She complimented his suit many times. This made Tyler happy. He was glad to wear something his girlfriend liked to her work party.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
310	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Where is Tyler going in his new suit?	<i>His girlfriend's work party</i>	

The Wild White Horse

When I was in high school, my brother and sister were still in elementary school. They both wanted a horse. My parents bought some land that was fenced. The land also had a small barn on it. It looked like a nice place for a horse to stay. It did not take long for my sister to talk my dad into buying a horse. We all thought we could ride whenever we wanted.

Dad did not own a truck or trailer. He had to find another way to get the horse moved to our new farm. He decided to just ride the new horse home to our land. We all drove with Dad to the farm to see our new horse. We were very excited to see our big white horse named Pat. Dad put a saddle on Pat. Then he got on him and took off to our new farm.

I should mention my dad was a big man. Pat had to take him for a fifteen mile ride to our new farm. It was a hot summer day and it took several hours to get there. We all waited at our barn. We were excited to see Dad arrive on Pat. Pat was very wet and looked very tired. Dad looked tired also. Dad rode Pat up to the barn. Then he got off the horse and took off the saddle. He sent Pat out to the pasture.

The next day my dad, brother, sister and I drove to the farm thinking we were going on a horseback ride. We did everything we could to catch Pat. He did not want to be caught. He ran all over the farm with all of us chasing him.

OPM: Oral Reading Fluency Passage: The Wild White Horse

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Wild White Horse*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Wild White Horse

When I was in high school, my brother and sister were still in elementary school.	15
They both wanted a horse. My parents bought some land that was fenced. The land	30
also had a small barn on it. It looked like a nice place for a horse to stay. It did not	51
take long for my sister to talk my dad into buying a horse. We all thought we could ride	70
whenever we wanted.	73
Dad did not own a truck or trailer. He had to find another way to get the horse	91
moved to our new farm. He decided to just ride the new horse home to our land. We all	110
drove with Dad to the farm to see our new horse. We were very excited to see our big	129
white horse named Pat. Dad put a saddle on Pat. Then he got on him and took off to	148
our new farm.	151
I should mention my dad was a big man. Pat had to take him for a fifteen mile	169
ride to our new farm. It was a hot summer day and it took several hours to get there.	188
We all waited at our barn. We were excited to see Dad arrive on Pat. Pat was very wet	207
and looked very tired. Dad looked tired also. Dad rode Pat up to the barn. Then he got	225
off the horse and took off the saddle. He sent Pat out to the pasture.	240
The next day my dad, brother, sister and I drove to the farm thinking we were	256
going on a horseback ride. We did everything we could to catch Pat. He did not want	273
to be caught. He ran all over the farm with all of us chasing him.	288

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted	-	# Errors	=	Fluency
in Story in 60 Seconds				(WCPM)
	-		=	

NOTE

Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words	-	# Errors	=	Words	÷	Total	x 60 =	Fluency
in story				Correct		Seconds		(WCPM)
288	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
How did the author's father get Pat to the new farm?	<i>He rode him.</i>	

Wilderness Trip

Do you like the zoo? Would you like to see wild animals up close? Maybe you should take a trip to Punta Gorda, Florida. There you can take a ride at the Badcock Ranch. You can take a tour from November to May between 9:00 a.m. and 3:00 p.m. During the hotter months, June to October, tours are only given in the mornings when it is a little cooler.

You may decide to take the swamp tour. It is a thrill to see the wild animals living on this ranch. You can see panthers. They are very rare in Florida. You may also see cattle and horses. If you have been on a farm before, this tour may not seem very exciting. For others who have not seen large farm animals, this will be a fun trip.

You may be lucky enough to see an alligator. Some may see a white-tailed deer. Most people on this tour also see wild turkeys. You may even see a buffalo. As you ride through the ranch, you will also see many birds. How can you see so much on this tour? One reason is that you will be riding in a swamp buggy. This swamp buggy can carry you through the woods. Then it can drive through a fresh water marsh.

You will enjoy this trip because of the tour guides. They know about the animals you are about to see. They can tell you about the areas where the animals live. The tour guides know what the animals eat. They also know how the animals are able to live in the woods. This whole trip only takes 90 minutes. You will see so much. It may even seem like a much longer trip.

OPM: Oral Reading Fluency Passage: Wilderness Trip

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Wilderness Trip*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Wilderness Trip

Do you like the zoo? Would you like to see wild animals up close? Maybe you 16
 should take a trip to Punta Gorda, Florida. There you can take a ride at the Badcock 33
 Ranch. You can take a tour from November to May between 9:00 a.m. and 3:00 p.m. 49
 During the hotter months, June to October, tours are only given in the mornings when it 65
 is a little cooler. 69

You may decide to take the swamp tour. It is a thrill to see the wild animals living 87
 on this ranch. You can see panthers. They are very rare in Florida. You may also see 104
 cattle and horses. If you have been on a farm before, this tour may not seem very 121
 exciting. For others who have not seen large farm animals, this will be a fun trip. 137

You may be lucky enough to see an alligator. Some may see a white-tailed deer. 152
 Most people on this tour also see wild turkeys. You may even see a buffalo. As you 169
 ride through the ranch, you will also see many birds. How can you see so much on this 187
 tour? One reason is that you will be riding in a swamp buggy. This swamp buggy can 204
 carry you through the woods. Then it can drive through a fresh water marsh. 218

You will enjoy this trip because of the tour guides. They know about the animals 233
 you are about to see. They can tell you about the areas where the animals live. The 250
 tour guides know what the animals eat. They also know how the animals are able to 266
 live in the woods. This whole trip only takes 90 minutes. You will see so much. It may 284
 even seem like a much longer trip. 291

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted - **# Errors** = **Fluency**
in Story in 60 Seconds - **(WCPM)**

	-		=	
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NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words - **# Errors** = **Words** - **Total** - **Fluency**
in story - **# Errors** = **Correct** - **Seconds** - **(WCPM)**
 x 60 =

291	-		=	÷		x 60 =	
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Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Where is the swamp in the story located?	(Punta Gorda), Florida	

Vacation

Summer is here. The weather is hot. School is out. This is the time of year when many families go on a vacation. Do you like vacations? People go on vacations to many places. Families travel to the beach. Others travel to the mountains. Some travel to see places they have not seen before. There are also trips to state parks for camping. A vacation may be a trip to visit with relatives. Your family may even go on a large ship for a few days.

One common vacation is a trip to an amusement park. The smell of popcorn and cotton candy fills the air. The sound of children laughing makes everyone happy.

Many of the theme parks have fast and scary rides. Roller coasters are very exciting. First you go up, and then you go down very fast. Riders are screaming because the roller coaster rides are so thrilling. The ride may take you into a dark place or into a land of mountains. You may even take a ride that plunges you into the water so that you get wet. These rides are a great way to cool off when it is very hot outside.

At an amusement park, there are often animals that perform tricks. Some amusement parks are like giant zoos. Elephants, lions, and zebras live in these large zoos.

Another very popular amusement park is a giant aquarium. There are all kinds of fish and sea animals to see. You can even feed sharks or pet dolphins. Watch out for the birds. They will steal the fish right from your hand as you are trying to feed the dolphins. You can even eat at a restaurant where there are sharks swimming in giant tanks around your table.

Scarlet King Snake

My family and I live in the woods. Our home is surrounded by ten acres of pine, oak, magnolia, and dogwood trees. So it was no surprise when my dad came into the house one morning and said that he'd found a snake. He had it in a jar. We could hardly see it because it was so small.

"It's dead. I found it on the driveway right by the garage," explained my dad. "Do you know what kind it is?" he asked us.

I knew by its colors that it was either a coral snake or a king snake. Those snakes both live in Florida. I figured out what it was by saying the rhyme I had learned years before, "red touching yellow, kill a fellow; red touching black, friend of Jack." This snake had red rings next to black rings. It was some sort of king snake.

Dad and I went to the computer and learned that it was a Scarlet King Snake. It is common to our area in north Florida. This type of king snake grows only twenty inches long. The one Dad found was a baby snake. It was only six inches long. We also learned that it likes to hide in loose pine bark. Several tall pine trees are next to our garage. There is a skink that lives in and around our garage. Skinks are the snakes' favorite food.

I asked if I could take the snake that Dad found to school. I wanted to share it with my fourth grade class.

OPM: Oral Reading Fluency Passage: Scarlet King Snake

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Scarlet King Snake*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Scarlet King Snake

My family and I live in the woods. Our home is surrounded by ten acres of pine, 17
oak, magnolia, and dogwood trees. So it was no surprise when my dad came into 32
the house one morning and said that he'd found a snake. He had it in a jar. We could 51
hardly see it because it was so small. 59
"It's dead. I found it on the driveway right by the garage," explained my dad. "Do 75
you know what kind it is?" he asked us. 84
I knew by its colors that it was either a coral snake or a king snake. Those 101
snakes both live in Florida. I figured out what it was by saying the rhyme I had learned 119
years before, "red touching yellow, kill a fellow; red touching black, friend of Jack." This 134
snake had red rings next to black rings. It was some sort of king snake. 149
Dad and I went to the computer and learned that it was a Scarlet King Snake. 165
It is common to our area in north Florida. This type of king snake grows only twenty 182
inches long. The one Dad found was a baby snake. It was only six inches long. We 199
also learned that it likes to hide in loose pine bark. Several tall pine trees are next to 217
our garage. There is a skink that lives in and around our garage. Skinks are the snakes' 234
favorite food. 236
I asked if I could take the snake that Dad found to school. I wanted to share it 254
with my fourth grade class. 259

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
259	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Where does the author of the story live?	<i>in the woods / in Florida</i>	

Going to the Fair

The fair is in town! Do you know what that means? For many people, it means good old-fashioned family fun. Every year when the fair comes to town, my whole family takes a trip out to the fairgrounds. There is a ton of stuff to see and do.

One of the best things about going to the fair is the food. There are all different kinds of things you can buy from the vendors that set up on the fairgrounds. You can get turkey legs, corn dogs, ice cream, cotton candy, popcorn, and pizza, just to name a few. My most favorite fair food is something called a funnel cake. A funnel cake is fried dough covered in delicious powdered sugar. I think it is the best thing ever.

If you don't want the food, there are lots of exhibits to see. Most fairs have livestock on display. Some even have a petting zoo. One time at the fair, my dad rode the mechanical bull. He didn't last very long. My brothers, sisters, and I thought that it was pretty funny.

There are also games at the fair. My mom is really good at the game where you have to throw rings around bottles. She always wins a stuffed animal as a prize. Usually we play the games ourselves. If we don't win, we have Mom play for us. Last year, she won me a giant stuffed panda bear. I still have it in the corner of my room.

The last great thing about the fair is the rides. There are ferris wheels, roller coasters, and bumper cars. Some of the rides are scary. My sister is afraid of heights, so she won't go up on the ferris wheel. I really like the carousel and the giant slide, but I steer clear of the rides that spin.

OPM: Oral Reading Fluency Passage: Going to the Fair

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Going to the Fair*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Going to the Fair

The fair is in town! Do you know what that means? For many people, it means good old-fashioned family fun. Every year when the fair comes to town, my whole family takes a trip out to the fairgrounds. There is a ton of stuff to see and do. 16
31

One of the best things about going to the fair is the food. There are all different kinds of things you can buy from the vendors that set up on the fairgrounds. You can get turkey legs, corn dogs, ice cream, cotton candy, popcorn, and pizza, just to name a few. My most favorite fair food is something called a funnel cake. A funnel cake is fried dough covered in delicious powdered sugar. I think it is the best thing ever. 48
65
82
98
115
129

If you don't want the food, there are lots of exhibits to see. Most fairs have livestock on display. Some even have a petting zoo. One time at the fair, my dad rode the mechanical bull. He didn't last very long. My brothers, sisters, and I thought that it was pretty funny. 145
162
178
181

There are also games at the fair. My mom is really good at the game where you have to throw rings around bottles. She always wins a stuffed animal as a prize. Usually we play the games ourselves. If we don't win, we have Mom play for us. Last year, she won me a giant stuffed panda bear. I still have it in the corner of my room. 198
214
232
249

The last great thing about the fair is the rides. There are ferris wheels, roller coasters, and bumper cars. Some of the rides are scary. My sister is afraid of heights, so she won't go up on the ferris wheel. I really like the carousel and the giant slide, but I steer clear of the rides that spin. 264
280
300
307

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
307	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What is the author's favorite food at the fair?	<i>Funnel cake</i>	

Garbage Can Pests

Everyone has probably seen a raccoon. They have become pests in many neighborhoods. Their ability to turn over garbage cans and find bits of food is uncanny. Most garbage cans now have clamp type tops. This causes the raccoons to have a harder time getting into the containers.

Raccoons are actually related to bears. The common raccoon grows to about thirty-two inches long from nose to tail. The normal weight for an adult is between twenty to twenty-five pounds. Most Florida raccoons have outside hair that is grayish in color with black tips. The under fur is a pale brown. The tail is bushy and grayish white with black rings. The face of a raccoon looks kind of like a fox. A black patch around each eye has a ring of white hair around it. This gives the raccoon the look of a burglar. This look fits the mischievous nature of the animal.

Raccoons are great tree climbers with long legs and strong claws. Raccoons will eat almost anything. Their favorite foods are found in fresh water. They seem to enjoy eating frogs, crayfish, and turtles. They also like to eat berries and other fruit.

Raccoons have become more of a pest than they used to be. This happened as much of their habitat has been cleared. This has limited their natural environment. Because of this, many of them are in people's garbage cans trying to find food.

OPM: Oral Reading Fluency Passage: Garbage Can Pests

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Garbage Can Pests*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Garbage Can Pests

Everyone has probably seen a raccoon. They have become pests in many	12
neighborhoods. Their ability to turn over garbage cans and find bits of food is uncanny.	27
Most garbage cans now have clamp type tops. This causes the raccoons to have a	42
harder time getting into the containers.	48
Raccoons are actually related to bears. The common raccoon grows to about	60
thirty-two inches long from nose to tail. The normal weight for an adult is between	75
twenty to twenty-five pounds. Most Florida raccoons have outside hair that is grayish in	89
color with black tips. The under fur is a pale brown. The tail is bushy and grayish white	107
with black rings. The face of a raccoon looks kind of like a fox. A black patch around	125
each eye has a ring of white hair around it. This gives the raccoon the look of a burglar.	144
This look fits the mischievous nature of the animal.	153
Raccoons are great tree climbers with long legs and strong claws. Raccoons will	166
eat almost anything. Their favorite foods are found in fresh water. They seem to enjoy	181
eating frogs, crayfish, and turtles. They also like to eat berries and other fruit.	195
Raccoons have become more of a pest than they used to be. This happened	209
as much of their habitat has been cleared. This has limited their natural environment.	223
Because of this, many of them are in people's garbage cans trying to find food.	238

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted	-	# Errors	=	Fluency
in Story in 60 Seconds				(WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words	-	# Errors	=	Words	÷	Total	x 60 =	Fluency
in story				Correct		Seconds		(WCPM)
238	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What are the pests in the story?	<i>raccoons</i>	

How to Make Play Dough

It was raining today. I couldn't play outside. I couldn't find my old red truck. I was feeling kind of blue. My mom could tell I was bored. She asked me if I wanted to make play dough. Boy was I excited! It was so much fun!

If you want to make your own play dough, you need to get a grown-up to help. First, get a large bowl. Mix one cup of flour, one cup warm water, two teaspoons cream of tartar, one teaspoon oil, and $\frac{1}{4}$ cup salt. Then, use your hands to knead (mix) it together. Add food coloring if you want to make colored dough. Now ask the grown-up to help you put the dough in a pot. Place the pot on the stove. Stir the dough over medium heat until the lumps are gone. Ask the grown-up to remove it from the hot pan. Let the dough cool. Then knead it some more until smooth. Now it is ready for play!

I made five batches of dough. I had red, blue, green, yellow and black. I made animals and bugs with my play dough. My mom made eight big cookies. They looked good enough to eat! Then she made a cup. I had a pretend drink with my pretend cookies! Later, I helped my mom wash the dishes we used. We cleaned the table where we played. We put all the dough in plastic bags so it would stay soft. I decided to keep one of my creations. I left the very long and pretty caterpillar out to dry out. I put it on the shelf in my room. Now I will always remember the fun I had on this rainy day!

OPM: Oral Reading Fluency Passage: How to Make Play Dough

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *How to Make Play Dough*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

How to Make Play Dough

It was raining today. I couldn't play outside. I couldn't find my old red truck. I was 17
feeling kind of blue. My mom could tell I was bored. She asked me if I wanted to make 36
play dough. Boy was I excited! It was so much fun! 47

If you want to make your own play dough, you need to get a grown-up to help. 64
First, get a large bowl. Mix one cup of flour, one cup warm water, two teaspoons cream 81
of tartar, one teaspoon oil, and ¼ cup salt. Then, use your hands to knead (mix) it 98
together. Add food coloring if you want to make colored dough. Now ask the grown-up to 114
help you put the dough in a pot. Place the pot on the stove. Stir the dough over medium 133
heat until the lumps are gone. Ask the grown-up to remove it from the hot pan. Let the 151
dough cool. Then knead it some more until smooth. Now it is ready for play! 166

I made five batches of dough. I had red, blue, green, yellow and black. I made 182
animals and bugs with my play dough. My mom made eight big cookies. They looked 197
good enough to eat! Then she made a cup. I had a pretend drink with my pretend 214
cookies! Later, I helped my mom wash the dishes we used. We cleaned the table 229
where we played. We put all the dough in plastic bags so it would stay soft. I decided to 248
keep one of my creations. I left the very long and pretty caterpillar out to dry out. I put it 268
on the shelf in my room. Now I will always remember the fun I had on this rainy day! 287

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
287	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What did the person put in the mixture to color the play dough?	<i>Food coloring</i>	

Hoop Dreams

Kyle's dad surprised him on his eleventh birthday. He bought Kyle tickets to see a game. His favorite basketball team and their number one rival were playing on a Saturday night. Finally, the day arrived. Kyle raced to the car in his team gear.

"I can't wait to get there," he told his dad. "This is going to be so much fun."

Kyle and his dad arrived at the arena. There were tons of people filing in the door. They made their way to their seats through the crowd. They found their section. Kyle was amazed.

"We're so close to the court," he said. "We could probably touch the players on the bench."

"I told you this was going to be a special trip," his dad said.

Kyle and his dad cheered louder than almost any fans in the stands. Right before half time, Kyle's dad said he was going to grab a hot dog. He asked Kyle if he wanted anything. Kyle just shook his head no. He kept his eyes on the court. His team was up by three-points. It was going to be a close game.

Kyle's dad returned with his hot dog. He reached into his pocket and pulled out a ticket. He handed the ticket to Kyle.

"I bought you a raffle ticket," he said. "If they call your number, you might get to play a game on the court during half time with a chance to win a prize. Make sure you listen in case you get lucky."

Kyle held the ticket and made a silent wish. "Please let them call my number," Kyle thought. He knew if he got to go on the court, all of his friends would be jealous.

OPM: Oral Reading Fluency Passage: Hoop Dreams

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Hoop Dreams*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Hoop Dreams

Kyle's dad surprised him on his eleventh birthday. He bought Kyle tickets to see a game. His favorite basketball team and their number one rival were playing on a Saturday night. Finally, the day arrived. Kyle raced to the car in his team gear.

"I can't wait to get there," he told his dad. "This is going to be so much fun."

Kyle and his dad arrived at the arena. There were tons of people filing in the door. They made their way to their seats through the crowd. They found their section. Kyle was amazed.

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"I bought you a raffle ticket," he said. "If they call your number, you might get to play a game on the court during half time with a chance to win a prize. Make sure you listen in case you get lucky."

Kyle held the ticket and made a silent wish. "Please let them call my number," Kyle thought. He knew if he got to go on the court, all of his friends would be jealous.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
288	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What type of game did Kyle's dad take him to?	<i>Basketball</i>	

Feeding Giraffes

I fed a giraffe today. How, you ask? Did I go to Africa on a safari? Did the giraffe bend down and eat from my hand? Did I climb up a tree and offer it a leaf? All of those could've happened, but for me, it was nothing like that. I simply went to the zoo on a field trip.

During summer camp my friends and I went to the local zoo. It was in the middle of summer, and it was very hot. At the zoo, many animals were resting in the shade and hard to see. But not the giraffes, they were very visible. I think they must have liked the heat.

When we entered the giraffe habitat, I saw a large wooden deck. It was built up high and was a great place to see the animals. As we got closer, I could see a long line of people. As we got closer, I could see why there was a long line. The wooden deck was built to be as high as a giraffe's head. It was amazing!

The giraffes came over to the deck and were hand fed by the visitors. They love to eat broccoli and lettuce. The zookeeper handed each person on the deck a bunch of each vegetable. The giraffes stuck out their very long tongues and curled them around the food, then pulled it into their mouths. They were beautiful and big. Even though they were big, they were very gentle. The zookeeper told us to speak softly. He told us that if the crowd gets too loud, the giraffes will walk away. Then when the noise settles down, they will come back.

Finally our group got to the deck. There were three giraffes that came over to the deck. Two of them were grown, but one was very young and much shorter than the others were. I tried to give the short one the most food because he seemed like the baby. The zookeeper said I could touch them on the neck. Their hair is short and wiry. I was surprised because I thought their hair was long and soft. After our time on the deck was over, we left the giraffe habitat and left the zoo. We saw many animals on our trip to the zoo. My favorite was the giraffe!

OPM: Oral Reading Fluency Passage: Feeding Giraffes

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Feeding Giraffes*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Feeding Giraffes

I fed a giraffe today. How, you ask? Did I go to Africa on a safari? Did the giraffe	19
bend down and eat from my hand? Did I climb up a tree and offer it a leaf? All of those	40
could've happened, but for me, it was nothing like that. I simply went to the zoo on a	58
field trip.	60
During summer camp my friends and I went to the local zoo. It was in the middle	77
of summer, and it was very hot. At the zoo, many animals were resting in the shade and	95
hard to see. But not the giraffes, they were very visible. I think they must have liked the	113
heat.	114
When we entered the giraffe habitat, I saw a large wooden deck. It was built up	130
high and was a great place to see the animals. As we got closer, I could see a long line	150
of people. As we got closer, I could see why there was a long line. The wooden deck	168
was built to be as high as a giraffe's head. It was amazing!	181
The giraffes came over to the deck and were hand fed by the visitors. They love	197
to eat broccoli and lettuce. The zookeeper handed each person on the deck a bunch of	213
each vegetable. The giraffes stuck out their very long tongues and curled them around	227
the food, then pulled it into their mouths. They were beautiful and big. Even though they	243
were big, they were very gentle. The zookeeper told us to speak softly. He told us that if	261
the crowd gets too loud, the giraffes will walk away. Then when the noise settles down,	277
they will come back.	281

OPM: Oral Reading Fluency Passage: Feeding Giraffes (continued)

Finally our group got to the deck. There were three giraffes that came over to the deck. Two of them were grown, but one was very young and much shorter than the others were. I tried to give the short one the most food because he seemed like the baby. The zookeeper said I could touch them on the neck. Their hair is short and wiry. I was surprised because I thought their hair was long and soft. After our time on the deck was over, we left the giraffe habitat and left the zoo. We saw many animals on our trip to the zoo. My favorite was the giraffe!

296
313
330
348
365
383
391

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
391	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Where did the author go to feed the giraffe?	The zoo	

The New Kitten

Jane was very excited. Today her mom was taking her to the animal shelter. She was going to get her very own kitten! Mom had told Jane that it was hard work caring for a pet. She explained that Jane would have to feed the kitten, change the cat litter tray and keep it clean. On Saturday, Mom took Jane to a bookstore. She bought a book called "Your First Pet." The book told Jane what to expect when she got a new pet, and how to care for it. Jane had a friend named Tom who had a cat. He let her spend time helping him feed the cat and cleaning the cat litter tray. Finally, Mom decided Jane was ready for her first pet.

The day came, and Mom picked Jane up after school. Mom had made an appointment at the animal shelter to view the kittens. "Here we are," said Mom. They parked the car and went inside. "We've come to see the kittens," Mom said to the lady behind the desk. The lady's name was Rose. Rose showed them into a back room lined with cages. In the middle of the room was a long table which had two or three older cats sitting on it. On the floor was a blanket where another couple of cats were resting. Jane peered into the first cage. The mother cat was lying on one side of the cage. The kittens were lying in the corner. Rose pointed to the next cage. She said, "Here are some kittens that can go home with you today."

OPM: Oral Reading Fluency Passage: *The New Kitten*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The New Kitten*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The New Kitten

Jane was very excited. Today her mom was taking her to the animal shelter. She 15
 was going to get her very own kitten! Mom had told Jane that it was hard work caring 33
 for a pet. She explained that Jane would have to feed the kitten, change the cat litter 50
 tray and keep it clean. On Saturday, Mom took Jane to a bookstore. She bought a book 67
 called "Your First Pet." The book told Jane what to expect when she got a new pet, and 85
 how to care for it. Jane had a friend named Tom who had a cat. He let her spend time 105
 helping him feed the cat and cleaning the cat litter tray. Finally, Mom decided Jane was 121
 ready for her first pet. 126

The day came, and Mom picked Jane up after school. Mom had made an 140
 appointment at the animal shelter to view the kittens. "Here we are," said Mom. They 155
 parked the car and went inside. "We've come to see the kittens," Mom said to the lady 172
 behind the desk. The lady's name was Rose. Rose showed them into a back room 187
 lined with cages. In the middle of the room was a long table which had two or three 205
 older cats sitting on it. On the floor was a blanket where another couple of cats were 222
 resting. Jane peered into the first cage. The mother cat was lying on one side of the 239
 cage. The kittens were lying in the corner. Rose pointed to the next cage. She said, 255
 "Here are some kittens that can go home with you today." 266

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
266	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why was Jane excited about going to the animal shelter?	<i>She was going to get a new kitten/cat</i>	

Scoring Sheet

Danny and Maria's Adventure

Danny and Maria stood looking out of the window. They watched the snow fall on the lawn in front of their house. They had been waiting for snow so that they could play with their new wooden sleds with red runners.

"Want to go on a big adventure on our snow sleds?" asked Danny.

"Sure," said Maria.

So they put on their boots, coats, snow pants, hats and mittens. They headed out the back door to the garage. Hanging from the garage wall were the sleds with red runners. The two children grabbed the sleds. They carried them outside into the cold, white, fluffy snow. Already the snow covered the tops of Maria's boots.

"Let's pretend we are Arctic explorers," said Danny. "Let's pretend we are exploring the tundra."

Tundra was a new word Danny had just learned at school. Maria had never heard of tundra.

"I don't know, Danny. Tundra sounds scary," said Maria. "Is it some sort of monster?"

"Don't be afraid," said Danny. "Tundra is what they sometimes call icy terrain. Besides, I'm your big brother and we will be okay. It's only pretend."

"Okay," said Maria. "Which way should we go? Does tundra have a direction?"

They headed toward the school for their great adventure.

OPM: Oral Reading Fluency Passage: *Danny and Maria's Adventure*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Danny and Maria's Adventure*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Danny and Maria's Adventure

Danny and Maria stood looking out of the window. They watched the snow fall on the lawn in front of their house. They had been waiting for snow so that they could play with their new wooden sleds with red runners. 15
33
41

"Want to go on a big adventure on our snow sleds?" asked Danny. 54

"Sure," said Maria. 57

So they put on their boots, coats, snow pants, hats and mittens. They headed out the back door to the garage. Hanging from the garage wall were the sleds with red runners. The two children grabbed the sleds. They carried them outside into the cold, white, fluffy snow. Already the snow covered the tops of Maria's boots. 71
88
102
114

"Let's pretend we are Arctic explorers," said Danny. "Let's pretend we are exploring the tundra." 127
129

Tundra was a new word Danny had just learned at school. Maria had never heard of tundra. 144
146

"I don't know, Danny. Tundra sounds scary," said Maria. "Is it some sort of monster?" 160
161

"Don't be afraid," said Danny. "Tundra is what they sometimes call icy terrain. Besides, I'm your big brother and we will be okay. It's only pretend." 174
187

"Okay," said Maria. "Which way should we go? Does tundra have a direction?" 200

They headed toward the school for their great adventure. 209

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
209	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What were Danny and Maria waiting for so they could play with their new sleds?	<i>Snow</i>	

Making a Snowman

Growing up in the North of England, we had plenty of snow in the winter. Our house was on a main road. Opposite the front of our house we had a park. At the back of our house was the moor. One year we had a very bad winter. We had two huge snowstorms, one after the other. Our school roof fell in because of the weight of the snow. As children, we were delighted with this fortunate event! Each day we would go out in the deep snow that often covered our boots. We had such fun. The snow was pure white, crisp, and clean. We would be well covered up with thick clothes, thick gloves, hats, scarves, and thick parkas. We would make huge snow balls, and throw them at each other. We would go sledding down the slopes, and skate on the ice of the park pond.

We had three weeks off school while they fixed the roof. We decided to make a great big snowman. First we started off with a snowball. We then rolled the snowball in a straight line in the snow until it grew and grew. Then we turned it and rolled it the other way. When it was about 3 feet around, we pushed and turned it on its side. This became the lower body of our snowman. Then we started again with another snowball. We rolled it in the loose snow until it was about 2 feet across. It was very difficult lifting this on top of the other huge snowball. We managed it by rolling it up the side of the base snowball. The second snowball became the top half of our snowman's body.

OPM: Oral Reading Fluency Passage: *Making a Snowman*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Making a Snowman*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Making a Snowman

Growing up in the North of England, we had plenty of snow in the winter. Our	16
house was on a main road. Opposite the front of our house we had a park. At the back	35
of our house was the moor. One year we had a very bad winter. We had two huge	53
snowstorms, one after the other. Our school roof fell in because of the weight of the	69
snow. As children, we were delighted with this fortunate event! Each day we would go out	85
in the deep snow that often covered our boots. We had such fun. The snow was pure	102
white, crisp, and clean. We would be well covered up with thick clothes, thick gloves,	117
hats, scarves, and thick parkas. We would make huge snow balls, and throw them at	132
each other. We would go sledding down the slopes, and skate on the ice of the park	149
pond.	150
We had three weeks off school while they fixed the roof. We decided to make a	166
great big snowman. First we started off with a snowball. We then rolled the snowball	181
in a straight line in the snow until it grew and grew. Then we turned it and rolled it the	201
other way. When it was about 3 feet around, we pushed and turned it on its side. This	219
became the lower body of our snowman. Then we started again with another snowball.	233
We rolled it in the loose snow until it was about 2 feet across. It was very difficult lifting	252
this on top of the other huge snowball. We managed it by rolling it up the side of the	271
base snowball. The second snowball became the top half of our snowman's body.	284

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
284	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What did the children make with the snow?	<i>A Snowman</i>	

Scoring Sheet

The Snake and the Guinea Pig

Susan had a guinea pig. She called it Eddy. Eddy was white with orange, brown and black patches. His fur stuck up this way and that. He had two bright, shiny black eyes. At first Eddy lived in a cage in Susan's bedroom. Eddy was too noisy, so they moved him to the back room near the kitchen.

Every time anyone opened the refrigerator door, Eddy would shriek out "EEK, EEK!" He knew the lettuce, carrots and apples were kept in the refrigerator. He was very clever and also very sweet and loving. He made a purring and chattering noise when he was picked up and cuddled.

Susan's dad decided to make a run in the garden for Eddy. Eddy would be able to eat the grass and the weeds. He especially liked the dandelion flowers and leaves. He loved to be out in the sunshine. Dad made a six foot long run for Eddy. He made a small house at the top end. The house was a box of wood with a hole in it big enough for Eddy to get in and out. It had straw inside. Eddy could eat the grass and run around safely. When he had eaten all the grass, they just moved the run to another part of the garden.

One day Eddy was out in his run, when they heard his loud and urgent "EEK, EEK, EEK!" screeches. Susan was inside painting and her mom was baking. They ran outside to see what was wrong. They were just in time to save Eddy. A snake had crawled into Eddy's run.

OPM: Oral Reading Fluency Passage: *The Snake and the Guinea Pig*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Snake and the Guinea Pig*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Snake and the Guinea Pig

Susan had a guinea pig. She called it Eddy. Eddy was white with orange, brown and black patches. His fur stuck up this way and that. He had two bright, shiny black eyes. At first Eddy lived in a cage in Susan's bedroom. Eddy was too noisy, so they moved him to the back room near the kitchen. 15
32
49
58

Every time anyone opened the refrigerator door, Eddy would shriek out "EEK, EEK!" He knew the lettuce, carrots and apples were kept in the refrigerator. He was very clever and also very sweet and loving. He made a purring and chattering noise when he was picked up and cuddled. 70
85
100
107

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138
158
178
197
215
216

One day Eddy was out in his run, when they heard his loud and urgent "EEK, EEK, EEK!" screeches. Susan was inside painting and her mom was baking. They ran outside to see what was wrong. They were just in time to save Eddy. A snake had crawled into Eddy's run. 232
245
263
267

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
267	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why did Dad build a run for Eddy in the garden?	<i>Eddy would be able to eat the grass and weeds</i>	

Jungle Gardens

Do you like animals? Do you like to feed animals? Do you like to watch animals do tricks? If you said yes to these questions, you would love to go to Jungle Gardens in Sarasota, Florida. A man named David Lindsey bought this property in the 1930s. He planned to make it a garden of plants and flowers. He and his friend Mr. Conrad put in lakes and streams and plants from the Conrad farm. They built trails that wandered from the lakes and ponds through land. The land really looked like a jungle. They brought in plants and flowers from all over the world. The plants have had over 75 years to grow into a thick forest.

There is such a variety of plants, flowers, and trees. There are signs telling you their names and from where they came. The two men saw many people wander through their jungle. They decided to charge a fee of ten cents for children and thirty-five cents for adults. This was in 1940. Over the years, other people bought this property. A snack bar, a fish pool, and even a gift shop have been added. As the years went by, some of these owners even lived on the grounds. In recent years, many fun shows have been added. One of those is a bird show. Several birds do their tricks on small bikes while walking on a high wire, and by also putting puzzles together. There is also a reptile show with alligators as the stars. There are many other shows that are fun to watch.

OPM: Oral Reading Fluency Passage: *Jungle Gardens*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Jungle Gardens*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Jungle Gardens

Do you like animals? Do you like to feed animals? Do you like to watch animals 16
do tricks? If you said yes to these questions, you would love to go to Jungle Gardens 33
in Sarasota, Florida. A man named David Lindsey bought this property in the 1930s. 47
He planned to make it a garden of plants and flowers. He and his friend Mr. Conrad put 65
in lakes and streams and plants from the Conrad farm. They built trails that wandered 80
from the lakes and ponds through land. The land really looked like a jungle. They 95
brought in plants and flowers from all over the world. The plants have had over 75 years 112
to grow into a thick forest. 118

There is such a variety of plants, flowers, and trees. There are signs telling 132
you their names and from where they came. The two men saw many people wander 147
through their jungle. They decided to charge a fee of ten cents for children and thirty-five 163
cents for adults. This was in 1940. Over the years, other people bought this property. 178
A snack bar, a fish pool, and even a gift shop have been added. As the years went by, 197
some of these owners even lived on the grounds. In recent years, many fun shows have 213
been added. One of those is a bird show. Several birds do their tricks on small bikes 230
while walking on a high wire, and by also putting puzzles together. There is also a reptile 247
show with alligators as the stars. There are many other shows that are fun to watch. 263

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
263	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
How much was the fee for children to get into the Jungle Gardens in 1940?	<i>Ten cents</i>	

Building a Fort

One of my favorite things to do with my best friend Dan is to build a fort. When Dan spends the night at my house, my mom lets us sleep in the living room. She helps us move the furniture to build our fort right in the middle of the room. She also helps us carry some chairs in from the dining room. We use the dining room chairs to hold up our fort. Before she goes to bed, my mom leaves us a stack of sheets, blankets, and pillows. Then she lets us get to work.

First, we arrange the chairs in a square in the middle of the room. We turn them all so that their backs are facing each other. Then we drape a sheet or blanket over the chairs. It takes many sheets and blankets to cover all of the chairs. When we're finished, it looks like a big tent. When we find an opening, we make it the door.

Then Dan and I gather everything we need to take inside. Both of us will need a sleeping bag and a pillow to sleep on. I also like to bring snacks from the kitchen in case we get hungry. Dan usually brings a deck of cards and comic books. We also take flashlights into the tent. It's no fun to sit in the fort in the dark!

Finally, Dan and I climb into the fort. We usually pretend like we are soldiers living in a fort a long time ago.

OPM: Oral Reading Fluency Passage: *Building a Fort*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Building a Fort*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Building a Fort

One of my favorite things to do with my best friend Dan is to build a fort. When	18
Dan spends the night at my house, my mom lets us sleep in the living room. She helps	36
us move the furniture to build our fort right in the middle of the room. She also helps us	55
carry some chairs in from the dining room. We use the dining room chairs to hold up our	73
fort. Before she goes to bed, my mom leaves us a stack of sheets, blankets, and pillows.	90
Then she lets us get to work.	97
First, we arrange the chairs in a square in the middle of the room. We turn them	114
all so that their backs are facing each other. Then we drape a sheet or blanket over the	132
chairs. It takes many sheets and blankets to cover all of the chairs. When we're finished,	148
it looks like a big tent. When we find an opening, we make it the door.	164
Then Dan and I gather everything we need to take inside. Both of us will need	180
a sleeping bag and a pillow to sleep on. I also like to bring snacks from the kitchen in	199
case we get hungry. Dan usually brings a deck of cards and comic books. We also take	216
flashlights into the tent. It's no fun to sit in the fort in the dark!	231
Finally, Dan and I climb into the fort. We usually pretend like we are soldiers living	247
in a fort a long time ago.	254

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
254								

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Where do the author and his friend build their fort?	<i>in the living room / in the house</i>	

Scoring Sheet

A Canoe Trip

Are you ready for a float trip in a canoe? Florida's rivers provide some of the best places to explore. You will see many reptiles and fish in the rivers. You will also see many other kinds of wildlife along the river banks.

A canoe is the best way to travel along the river. Two people can ride in a canoe. A third person could ride if that person is a child or a small adult. This is because canoes can overturn easily if they are not balanced properly. If you are a beginner, it will be best to ride with someone who has done this before.

If you do not own a canoe, you can rent one from a place close to the river. Most places rent canoes for a half day or a whole day. For your first canoe trip, a half day trip may be best. You want to find out if you even like float trips before you go for a whole day.

The people who rent canoes will teach you about canoe safety. They will also provide you with a life jacket and show you how to put it on. During this time, you may have some questions. You may want to ask about the length of the trip, the depth of the water, and what you may expect to see along the river bank. The canoe rental people will help you and your family to get started.

Be sure to take some food and drinks with you on this float trip. Keep the food in something that will float and will not leak. This way, if your canoe turns over or if it rains, your meal will not be ruined. Relax and enjoy your canoe trip.

OPM: Oral Reading Fluency Passage: A Canoe Trip

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *A Canoe Trip*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

A Canoe Trip

Are you ready for a float trip in a canoe? Florida's rivers provide some of the best places to explore. You will see many reptiles and fish in the rivers. You will also see many other kinds of wildlife along the river banks.

A canoe is the best way to travel along the river. Two people can ride in a canoe. A third person could ride if that person is a child or a small adult. This is because canoes can overturn easily if they are not balanced properly. If you are a beginner, it will be best to ride with someone who has done this before.

If you do not own a canoe, you can rent one from a place close to the river. Most places rent canoes for a half day or a whole day. For your first canoe trip, a half day trip may be best. You want to find out if you even like float trips before you go for a whole day.

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Be sure to take some food and drinks with you on this float trip. Keep the food in something that will float and will not leak. This way, if your canoe turns over or if it rains, your meal will not be ruined. Relax and enjoy your canoe trip.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
292	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Where are most canoe trips taken?	<i>In Florida rivers</i>	

Do We Need Frogs?

Everyone knows what a frog looks like. For whatever reasons, some people do not like frogs and try to stay away from them. Then there are those people who seem not afraid, and go ahead and pick them up. What do we really know about frogs? Are they bad for us? Are frogs good for something? You may be surprised about how important frogs are.

There are actually many kinds of frogs, but mostly there are frogs that live in trees and frogs that live in water. All kinds of frogs are helpful to mankind because they eat unwanted insects. Baby frogs, called tadpoles, even eat insects. So without the help of frogs, we could have way too many insects to deal with. We also need frogs because they are a good source of food. Many people like to eat frog legs.

In the United States, the most commonly eaten frogs are the bull frog and the green frog. Their hind legs are known to be the best part of the frog to eat. Their legs are fried in a skillet much like you would fry a chicken. In France, frog legs are very common, and are found on almost every menu in their restaurants. Germans, on the other hand, often cook the entire frog in boiling water to help make frog stew for their dinner.

Frogs are also helpful to fisherman. The fisherman use them for fish bait to help them catch fish. Frogs also make a nice dinner for snakes and birds. The frog's worst enemy though is man, because we eat them and use them for fishing. There also are some science projects that require the use of frogs for experiments.

The next time you see a frog, think of all the good things they do for us.

OPM: Oral Reading Fluency Passage: *Do We Need Frogs?*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Do We Need Frogs?* Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Do We Need Frogs?

Everyone knows what a frog looks like. For whatever reasons, some people do 13
 not like frogs and try to stay away from them. Then there are those people who seem 30
 not afraid, and go ahead and pick them up. What do we really know about frogs? 46
 Are they bad for us? Are frogs good for something? You may be surprised about how 62
 important frogs are. 65

There are actually many kinds of frogs, but mostly there are frogs that live in trees 81
 and frogs that live in water. All kinds of frogs are helpful to mankind because they eat 98
 unwanted insects. Baby frogs, called tadpoles, even eat insects. So without the help of 112
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 dinner. 226

Frogs are also helpful to fisherman. The fisherman use them for fish bait to help 241
 them catch fish. Frogs also make a nice dinner for snakes and birds. The frog's worst 257
 enemy though is man, because we eat them and use them for fishing. There also are 273
 some science projects that require the use of frogs for experiments. 284

The next time you see a frog, think of all the good things they do for us. 301

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
301	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What kind of animal does the author discuss in this article?	<i>Frogs</i>	

Scoring Sheet

Gymnastics

When I was seven years old, I took my very first gymnastics class. The week before my class started, my mom took me shopping to buy a pink leotard. I liked it so much that I wanted to wear it to school, but my mom said I would have to wait until the day of my class.

On the first day of class, my mom took me to the gym. I met my instructor, Brandi, along with the other girls and boys in my class. We all sat together in a big circle on the mat to stretch. While we stretched, we introduced ourselves. Brandi taught us a game called “The Name Game.” We had to say our name and the name of an animal that started with the same letter as our name. I said, “My name is Claire and I like crocodiles.” The point of the game was that we were supposed to remember everyone’s name around the circle. I only got about half the names right, but that was ok, because by taking the class together, we would all learn each others’ names.

After we stretched, we learned how to do our very first gymnastics move. It was called a bridge. We each found a partner and practiced. One person would lie flat on his back on the mat and would push himself up using his hands and feet. Once the person had pushed all the way up a little bridge was made. The partner would hold her hands under the person’s back to spot him. That way if he fell, the partner could help ease him back onto the mat. Making the bridge with our bodies was pretty easy, so we were excited when we moved on to something new.

The next activity of the day was walking on the balance beam.

OPM: Oral Reading Fluency Passage: *Gymnastics*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Gymnastics*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Gymnastics

When I was seven years old, I took my very first gymnastics class. The week before my class started, my mom took me shopping to buy a pink leotard. I liked it so much that I wanted to wear it to school, but my mom said I would have to wait until the day of my class.

On the first day of class, my mom took me to the gym. I met my instructor, Brandi, along with the other girls and boys in my class. We all sat together in a big circle on the mat to stretch. While we stretched, we introduced ourselves. Brandi taught us a game called "The Name Game." We had to say our name and the name of an animal that started with the same letter as our name. I said, "My name is Claire and I like crocodiles." The point of the game was that we were supposed to remember everyone's name around the circle. I only got about half the names right, but that was ok, because by taking the class together, we would all learn each others' names.

After we stretched, we learned how to do our very first gymnastics move. It was called a bridge. We each found a partner and practiced. One person would lie flat on his back on the mat and would push himself up using his hands and feet. Once the person had pushed all the way up a little bridge was made. The partner would hold her hands under the person's back to spot him. That way if he fell, the partner could help ease him back onto the mat. Making the bridge with our bodies was pretty easy, so we were excited when we moved on to something new.

The next activity of the day was walking on the balance beam.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
306	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What is the name of the instructor?	<i>Brandi</i>	