

# FLUENCY

## Progress Monitoring



430L Fluency Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Cody Loves to Chew

Cody is a big, playful dog who loves to chew! Cody chews on everything! shoes. He chews pillows. He chews stuffed animals. His favorite socks from the hamper!

One day, while his family was out, clothes and found a pair of smelly gym so flipped them into the air and caught them.

Then, Cody got nervous. What was goir he be in trouble? When he heard the door ope.

His owner called for him and he slowly can You just need some new toys to chew!" He gave hi loved his new toys.

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#### Questions

- What is Cody's favorite thing to chew?  
*His favorite things to chew are shoes.*
- Where did Cody find the gym socks?  
*He found the gym socks in the hamper.*
- How did Cody feel after chewing the socks?  
*Cody felt nervous.*
- Was Cody's owner mad at him? How do you know?  
*Cody's owner was not mad.*

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One day, while his family was out, Cody knocked the hamper down. He spilled out all the clothes and found a pair of smelly gym socks. Cody ran through the house with the socks. He flipped them into the air and caught them. He munched big holes in both socks.

Then, Cody got nervous. What was going to happen when his family got home? Would he be in trouble? When he heard the door open, he hid under the bed.

His owner called for him and he slowly came out. He said, "Silly Cody! What did you do? You just need some new toys to chew!" He gave him a rubber chicken and a green ball. Cody loved his new toys.

FLUENCY SCORE		Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
Total Words	Errors		
1 <sup>st</sup> Read	104	6	94%
2 <sup>nd</sup> Read			
3 <sup>rd</sup> Read			

**COMPREHENSION SCORE**  
3 / 4 = 75%

**FLUENCY COMPONENTS**

- Rate
- Accuracy
- Punctuation
- Expression

2<sup>nd</sup> & 3<sup>rd</sup>  
Grade



# ABOUT LEXILE LEVELS



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

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

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

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

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



# What is Reading Fluency?

Reading fluency is the ability to read easily and accurately.

Fluency is composed of three key elements:

- Accuracy
- Rate / speed
- Expression

## Why is Fluency Important?

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

## How to Teach Fluency

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

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

# How to Measure Fluency:

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

# How to Mark Mistakes

## Errors (E)

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

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

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

## How Often to Monitor Progress of Fluency

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

## How to Use This Resource Beyond Progress Monitoring

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

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

# Recommended Oral Reading Rates

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

# Recommended Accuracy Percentages

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

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

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

# Passages Included

Passage	Lexile Level
Cody Loves to Chew	430L
Monkey Bar Struggles	450L
How to Set the Table	460L
Ava's Sick Day	490L
Hiking With Dad	510L
Horseback Riding Lessons	530L
My Favorite Vacation	530L
Clouds	560L
The Great Lakes	580L
A New House for Gina	600L
Brooke's New Pet	620L
Golden Doodles	650L
How to Make Rainbow Popsicles	660L
Jane Goodall	700L
The Venus Fly Trap	710L
The Bear and the Bees	750L
Sloths	770L
The Championship Game	790L
Ruth Bader Ginsburg	810L
The Heron	830L

# Horseback Riding Lessons

Today was Violet's first day taking horseback riding lessons. She was excited and nervous! She has always loved horses. She loved petting them and giving them carrots, but she had never ridden one before.

When she arrived at the barn she put on her helmet and boots. Miss Hannah, the teacher, introduced her to her horse, Dixie. Violet helped groom Dixie by brushing her and picking her hooves. She put the saddle and bridle on Dixie. Then it was time to ride.

Miss Hannah helped Violet get onto Dixie's back. She showed her how to hold the reins. Dixie walked nice and slow and Violet wasn't afraid anymore. She was having fun!

When the lesson was over, Violet asked if she could give Dixie a treat. Miss Hannah let Violet feed Dixie an apple. Violet couldn't wait to come back for another lesson!



## FLUENCY SCORE

	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
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## COMPREHENSION SCORE

\_\_\_\_ / 4 = \_\_\_\_ %

## FLUENCY COMPONENTS

- Rate
- Accuracy
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## Questions

1. Why was Violet nervous about her riding lessons?

\_\_\_\_\_

2. What did Violet do first when she got to the barn?

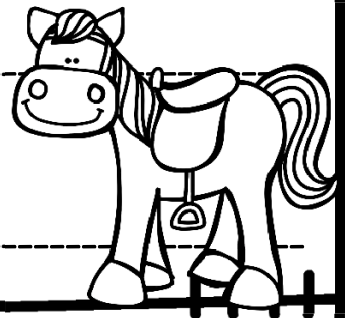
\_\_\_\_\_

3. What was the name of the horse that Violet rode?

\_\_\_\_\_

4. How did Violet feel when she started to ride?

\_\_\_\_\_



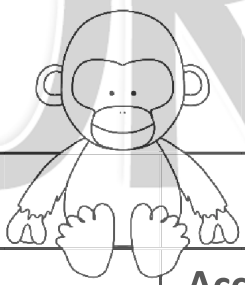


# Jane Goodall

Jane Goodall is a female scientist who taught the world all about how chimpanzees live and act in the wild. When Jane was a little girl in London, her dad gave her a toy chimp. She loved studying nature and learning about animals.

After college, she traveled to Africa. She got a job with a scientist who was trying to prove that chimpanzees were similar to humans. Jane wanted to live in the wild with the chimps and watch the way they act in groups. She saw a chimp use a tool to get bugs out of a twig. This was the first time humans ever saw another animal use tools. Jane also saw mothers hugging and kissing their babies. They had a special bond, just like the bond human parents have with their children!

Jane Goodall works to protect wild chimps and to teach others about these amazing animals.



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## Questions

1. What did Jane's dad give her as a toy?

\_\_\_\_\_

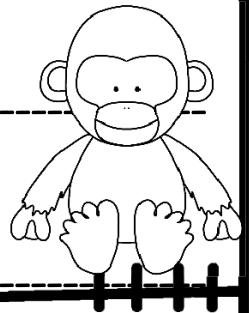
2. Where did Jane travel to learn about chimps?

\_\_\_\_\_

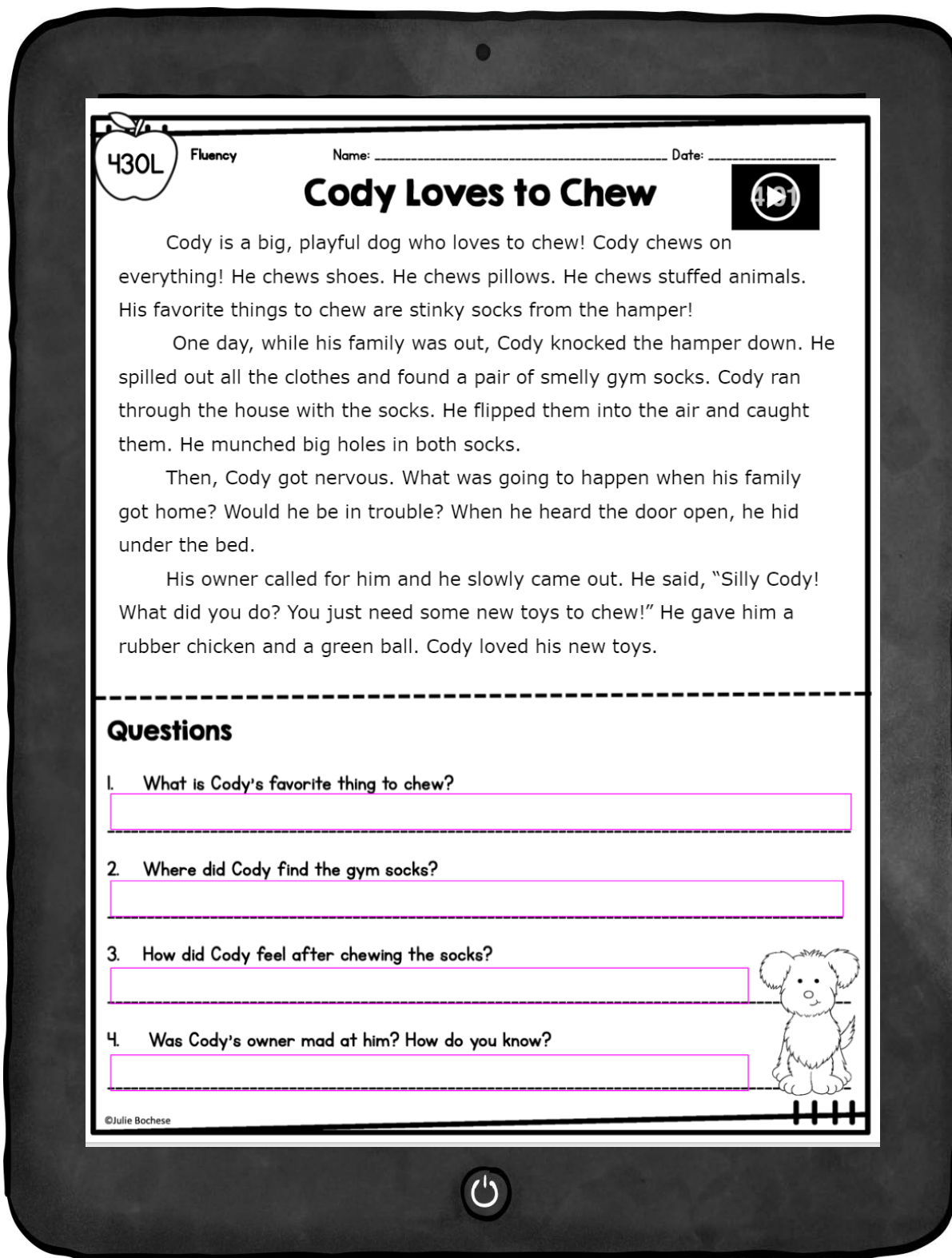
3. What did the chimp use to get bugs out of the twig?

\_\_\_\_\_

4. How are chimps and humans alike?



# Student Passages are Now Digital in Google Slides!



430L Fluency Name: \_\_\_\_\_ Date: \_\_\_\_\_

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One day, while his family was out, Cody knocked the hamper down. He spilled out all the clothes and found a pair of smelly gym socks. Cody ran through the house with the socks. He flipped them into the air and caught them. He munched big holes in both socks.


Then, Cody got nervous. What was going to happen when his family got home? Would he be in trouble? When he heard the door open, he hid under the bed.


His owner called for him and he slowly came out. He said, "Silly Cody! What did you do? You just need some new toys to chew!" He gave him a rubber chicken and a green ball. Cody loved his new toys.

---

### Questions

1. What is Cody's favorite thing to chew?
2. Where did Cody find the gym socks?
3. How did Cody feel after chewing the socks?
4. Was Cody's owner mad at him? How do you know?



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# Student Passages

430L Fluency Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Cody Loves to Chew

4:01

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### Questions

1. What is Cody's favorite thing to chew?

2. Where did Cody find the gym socks?

3. How did Cody feel after chewing the socks?

4. Was Cody's owner mad at him? How do you know?



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

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

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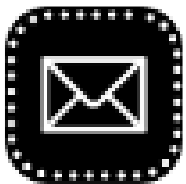
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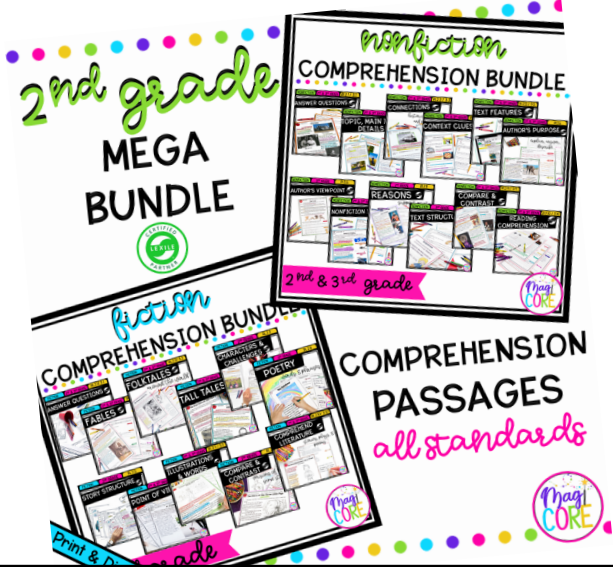


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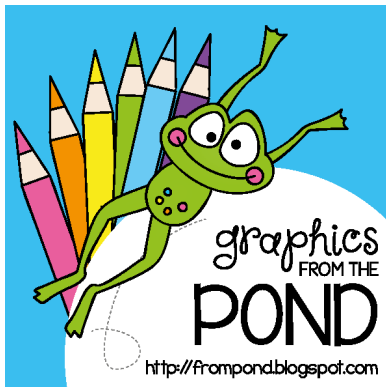
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