

NAME _____

READING
FLUENCY

DRA 8

E5

LEXILE 250

LEVEL E - SET 2

Good Morning, Good Night

It is a busy morning at the pond.
Duck calls to all her friends,
“Quack, quack! Good morning!”

8

14

18

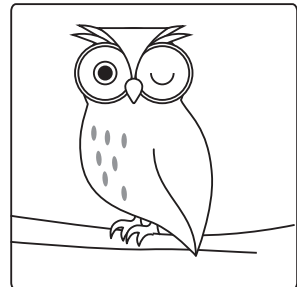


In the tree, Owl opens one sleepy eye.
“Shhhh!” says Owl. “You are too noisy.
I am trying to sleep.”

26

33

38

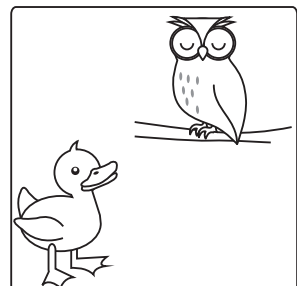


“It is a beautiful day!” Duck tells him.
“You will miss it if you stay asleep.”
But Owl is already snoring.

46

54

59

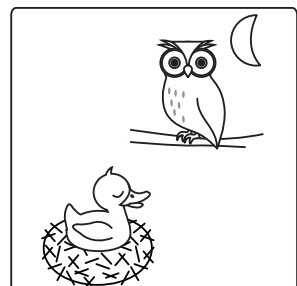


It is night at the pond. “Whoo!” says Owl.
“Shhhh!” says Duck. “You are too noisy. I am trying to sleep.”

67

73

80



DAILY RECORD

DAY 1

DAY 2

DAY 3

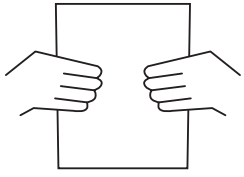
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPM)

adult initials



Have your child read the ENTIRE text and answer the questions for today.



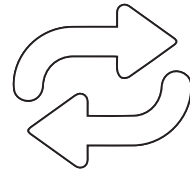
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



If your child is stuck on a word for 2 seconds, say the word and count it as a mistake.



Record total words read. Then subtract the number of errors. Now help fix any mistakes..



Repeat the steps on other days. Return the page to school.



FOCUS: read to notice your first impression.

Your **first impression** is the first thing you notice about the text. Read the text. Circle a few important words that jump out at you.

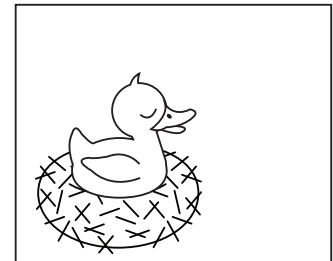
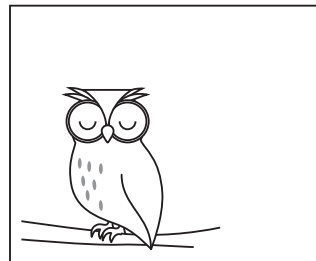
What is the first thing you notice about this story?




FOCUS: read to find important details.

Read the text. Quotation marks tell the reader a character is talking. Underline the two sentences that say, "I am trying to sleep!"

Draw a sun or moon to show the time of day each character said the sentence.



FOCUS: read to find why Duck thinks Owl should wake up.

Read the text. Find the sentence that tells why Duck thinks Owl should be awake in the morning. Color the sentence .

Should Owl wake up?


Yes, Owl should wake.

No, Owl should sleep.

I think this because _____



FOCUS: read to find connections to your life.

Read the text. Find the sentence that tells what Owl does up in the tree when Duck first wakes him. Color the sentence .

How do you act when someone wakes you?

NAME _____

READING
FLUENCY

DRA 8

E6

LEXILE 290

LEVEL E - SET 2

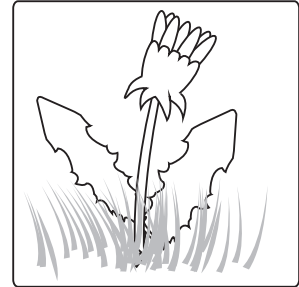
Dandy Dandelions

You find dandelions in lots of places.
Grass or dirt, sun or shade, wet or dry--
dandelions grow almost anywhere!

7

16

20

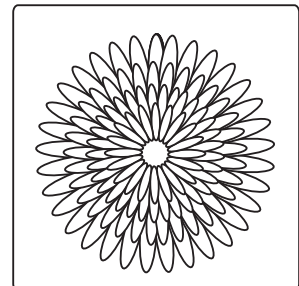


Dandelions have yellow flowers.
The flowers open in the morning and
close at night.

24

31

34

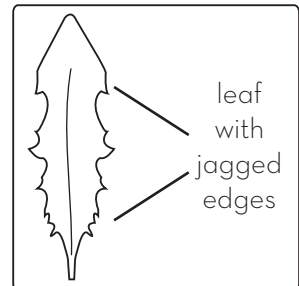


Dandelion means lion's tooth.
The spiky leaves look like little teeth.
You can eat the leaves.

38

45

50



The flower changes to a puff of seeds.
The wind blows them away. The seeds
will grow and make new flowers.

58

65

71



DAILY RECORD

DAY 1

DAY 2

DAY 3

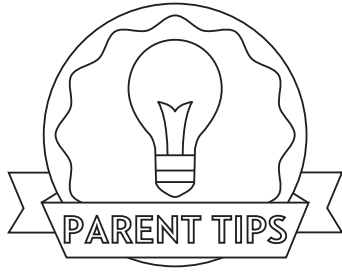
DAY 4

total words read in 1 minute

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adult initials



Up until now we've wanted our young readers to point to each word as they read. But it's time to break the habit! Students at this level have had a lot of experience with reading. They're ready to track words using only their eyes. Remind your child not to point while reading. Don't stop with fingers all the way, though. When your child is stuck on a word, suggest, "Run your finger under the word and say all the sounds."



FOCUS: read to identify key details.


Read the text. Look for information about dandelions. Underline 3 facts about dandelions.

Dandelion Facts:

1. _____
2. _____
3. _____



FOCUS: read to find the meaning of a word.

Read the text. Find the sentence that explains the meaning of the word *dandelion*. Color the sentence .

What does *dandelion* mean?

Why is it a fitting name for this plant?



FOCUS: read to notice how illustrations help you understand.

A caption is a few words that tell more about a picture. Read the text. Circle the caption in the illustration of dandelion seeds.

How does the caption and illustration help explain why the seeds blow away?



FOCUS: read to form an opinion.

Some people think dandelions are ugly weeds. Others think they are pretty flowers. Read the text.

My opinion is that dandelions are:

just ugly weeds

pretty flowers

I think this because _____

NAME _____

READING
FLUENCY

DRA 8

E7

LEXILE 280

LEVEL E - SET 2

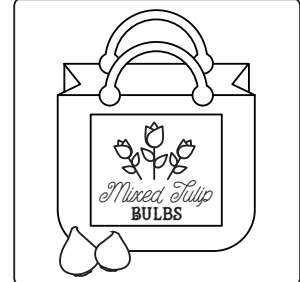
Spring Magic

It was a beautiful day. It felt more like summer than fall. Tala helped her mom plant bulbs in the garden.

9

15

21

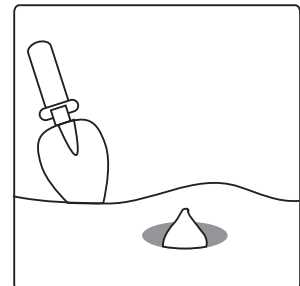


Tala dug a hole. Mom put in a bulb. "Flowers bloom in spring," said Tala. "Why are we planting now?"

30

36

41

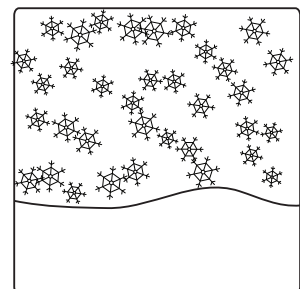


Mom said, "We are making spring magic. All winter the bulbs sleep. They bloom when it is warm again."

47

53

60

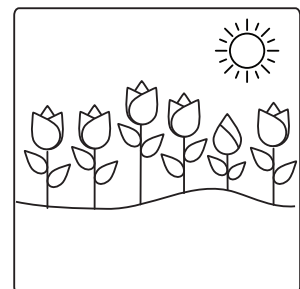


A tiny sprout grew after many days. Soon flowers bloomed. "Look Mom!" Tala said, "We made spring magic!"

67

72

78



DAILY RECORD

DAY 1

DAY 2

DAY 3

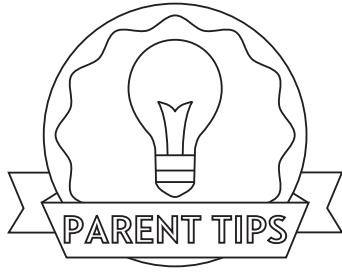
DAY 4

total words read in 1 minute

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adult initials



This passage offers some words that may be challenging. One way to solve a tricky word is to break it down into its beginning and ending sounds. Words like *spring*, *plant*, and *bloom* all start with a blend of consonants. Cover up the *spr-* blend on *spring*. Have your child look at the ending chunk *-ing*. Now put the word back together--*spring!* This is a great skill that will help your new reader with lots of tricky words.

day 1 FOCUS: read to find how the setting changes.

Setting is WHERE and WHEN a story happens. This story takes place in different seasons. Read the text. Circle words that tell the season.

Write the season that matches each event.

Bulbs were planted in _____

Bulbs slept during the _____

Bulbs bloomed in the _____

day 2 FOCUS: read to identify cause and effect.

Tala's mom is teaching her about spring magic. Read the text. Underline the things they must do in fall to make the magic.

What do they do in the fall? What happens in the spring?

CAUSE **EFFECT**

day 3 FOCUS: read to notice how illustrations help you understand.

Read the text. Look at the illustrations. Draw a line from each picture to a sentence in the story that tells more about it.

How do the pictures help you understand the story?

day 4 FOCUS: read to find connections to your life.

Read the text. Pay attention to how long it took for Tala to see the magic happen.

When have you had to wait a long time for something?

NAME _____

READING
FLUENCY

DRA 8






E8

LEXILE 290

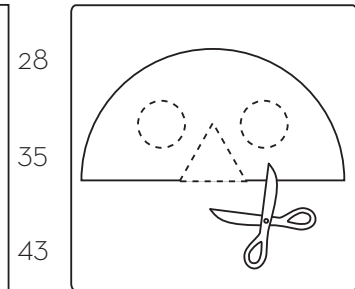
LEVEL E - SET 2

How to Make a Bear Mask

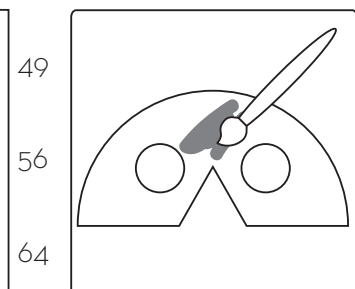
Do you want to make a bear mask?
Just follow these easy steps.
Start with a paper plate and scissors.

- You need:**
- 8 • scissors 
 - 13 • paper plate 
 - paint 
 - 20 • stick 
 - paper circles 

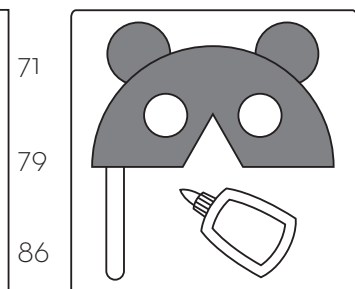
Cut the plate in half. Just cut out
a little triangle to make the nose.
Ask a grown-up to cut circles for eyes.



Next, paint the paper plate brown.
This will make a brown bear mask.
Leave it white to make a polar bear.

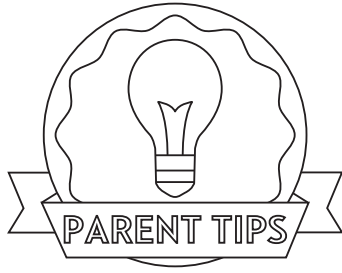


Use two paper circles to make ears.
Glue or staple a stick to the side.
Now you are a mighty bear! Grrrr!



DAILY RECORD

	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				



Most of the sentences in this passage end at the end of the line. The one exception is the 5th sentence--it runs onto 2 lines. New readers often develop the habit of pausing at the end of a line instead of at the end of the sentence. If you notice your student reading, "To make the [pause] nose..." take a minute to discuss reading to the punctuation before stopping. Model how it should sound, "To make the nose, [pause]..."



FOCUS: read to identify the main audience.

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

I think the author wrote this text for:

I think this because _____



FOCUS: read to find the author's purpose.

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

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



FOCUS: read to infer meaning from the text.

Read the text. Find the sentence that talks about the color of the bear mask.

Color the sentence .

Why don't you need brown paint for a polar bear mask?



FOCUS: read to learn about the genre of how-to texts.

Read the text. Underline the sentence that tells how to affix the stick.

Glue is not on the list of supplies. Is it important to have every supply listed in a how-to text? Why?
