



FLUENCY

progress monitoring

420L Fluency Name: _____ Date: _____

Recycling

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

Questions

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



Recycling _____ Date: _____

When you throw it away? Trash can stay in a dump for the Earth to have too much trash. 14

Some kinds of trash can be recycled. That means it can be turned into new things. 33

Paper can be recycled. Plastic can be recycled, and glass can be recycled. 50

When you recycle, you need to put it in a different bin. 65

Then it is taken to the recycling station. First, they sort the trash. All the paper goes together. 81

All the plastic goes together, and all the glass goes together. Fresh new paper, plastic, and glass are made from the ones that were thrown away. 97

Recycling is good for the Earth. 125

138





COMPREHENSION SCORE

4 / 4 = 100%

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression

1st Grade



Questions

1. What does a A cat do?
2. What do fish do?
3. What do A bunny do?
4. Where do horses live?



FLUENCY SCORE				
	Total Words	Errors	Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1st Read	43	8	35	81%
2nd Read				
3rd Read				

COMPREHENSION SCORE
 $2 / 4 = 50\%$

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



200L

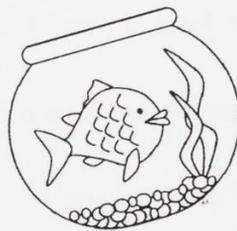
Fluency

Name: _____

Date: _____

Pets

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



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

FLUENCY SCORE				Accuracy % (WPM + Words Read) X 100
	Total Words	- Errors =	Words Per Minute (WPM)	
1 st Read	43	8	35	81%
2 nd Read				
3 rd Read				

COMPREHENSION SCORE

$2 / 4 = 50\%$

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression

Pets

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

4. Where does a hamster live?

ny eats carrots.

ABOUT LEXILE LEVELS



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

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

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



What is Reading Fluency?

Reading fluency is the ability to read easily and accurately.

Fluency is composed of three key elements:

- Accuracy
- Rate / speed
- Expression

Why is Fluency Important?

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

How to Teach Fluency

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

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

How to Measure Fluency:

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

How to Mark Mistakes

Errors (E)

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

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

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

How Often to Monitor Progress of Fluency

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

How to Use This Resource Beyond Progress Monitoring

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

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

Recommended Oral Reading Rates

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

Recommended Accuracy Percentages

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

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

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

Passages Included

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



Pets

There are lots of different pets. Pets can be big or small. A cat is a 16

small pet. A cat eats cat food. A cat sleeps all day. A fish is a small pet, too. A 36

fish swims in water. A fish eats fish food. A dog is a pet, too. Dogs are many 54

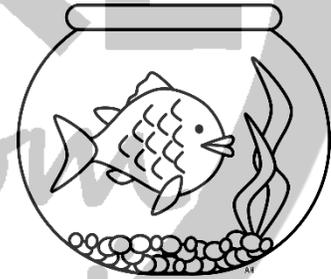
sizes. A dog plays with a ball. A dog chews bones. A bunny is a pet. A bunny is 73

soft. A bunny eats carrots. A bunny has long ears. A hamster is a small pet. A 90

hamster lives in a cage. A hamster runs inside a ball. A horse is a big pet. A 108

horse lives in a barn. You can ride a horse. Do you have a pet? What kind of 126

pet do you have or want? 132



FLUENCY SCORE						
	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						
2 nd Read						
3 rd Read						

COMPREHENSION SCORE

____ / 4 = ____ %

FLUENCY COMPONENTS

- Rate
- Accuracy
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- Expression



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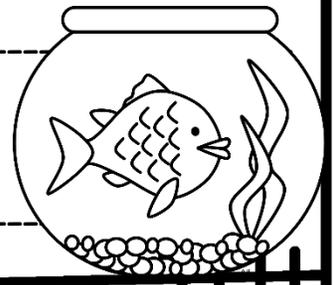
Questions

1. What does a cat do all day?

2. What do dogs play with?

3. What does a bunny eat?

4. Where does a hamster live?



Jake Goes to Camp

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

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

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



FLUENCY SCORE

	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						
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3 rd Read						

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FLUENCY COMPONENTS

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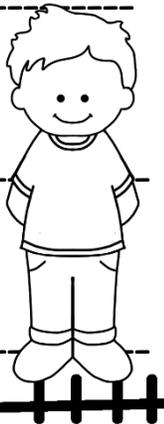
Questions

1. How did Jake get to camp?

2. What did Jake do at camp first?

3. What did Jake have for lunch?

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

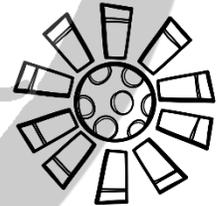




Seasons

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

16
33
48
62
82
99
116
131
148
164



FLUENCY SCORE						
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1 st Read						
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3 rd Read						

COMPREHENSION SCORE

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FLUENCY COMPONENTS

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Seasons

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

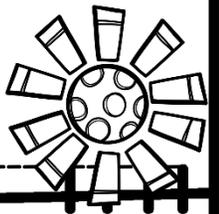
Questions

1. What season has snow and ice?

2. What season has a lot of rain?

3. What can you wear in the summer?

4. What can you do in the fall?





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 socks and flipped them into the air and caught them.

Then, Cody got nervous. What was going to be in trouble? When he heard the door open, His owner called for him and he slowly ran. You just need some new toys to chew! He gave him his loved his new toys.

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.

430L Fluency Name: _____ Date: _____

Cody Loves to Chew

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

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) × 100
Total Words	Errors		
1 st Read	104	6	94%
2 nd Read			
3 rd Read			

COMPREHENSION SCORE
3 / 4 = 75%

FLUENCY COMPONENTS

- Rate
- Accuracy
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2nd & 3rd Grade



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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

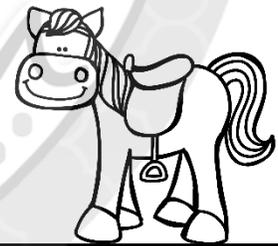
Horseback Riding Lessons

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!



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1 st Read						
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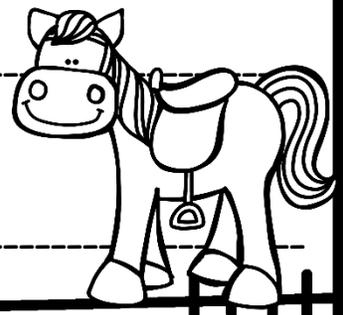
Questions

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?



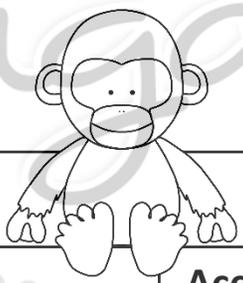


Jane Goodall

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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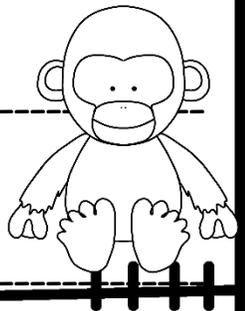
Questions

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?





FLUENCY

progress monitoring

860L Fluency Name: _____ Date: _____

Soda

Soda Pop. Coke. Whatever you call it, these fizzy drinks are popular with people all over the world. People are always saying that soda is bad, but is that really true? How could something so delicious be bad for you?

The average amount of sugar in a can of soda is 36 grams. ^{that is} 9.75 teaspoons of sugar! Sugar triggers your body to create a hormone called insulin. When small amounts of sugar are eaten, the insulin easily takes care of it, and no harm is done, however, if a ton of sugar is ingested into the body on a normal basis, your body can become ~~used~~ ^{used} to it and may stop producing enough insulin to process the extra sugar.

Sugar is a great source of energy. When runners are running long races, they often eat or drink sugar along the way to keep their muscles going. When we eat a lot of sugar and can't use it as energy right away, it is stored in our body as fat. ^{stop}

Soda contains not only sugar but also contains acid. When people drink a lot of soda, these acids ^{erode} away at their tooth enamel, causing them to get cavities. Cavities have to be repaired in order to save the tooth, and this process can be painful and expensive.

Soda can be a great treat once in a while, however, when ingested in large quantities, it can have some seriously negative effects on your health.

FLUENCY SCORE				
	Total Words	- Errors	= Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1 st Read	99	7	92	92%
2 nd Read				
3 rd Read				

COMPREHENSION SCORE	
3 / 4 = 75 %	
FLUENCY COMPONENTS	
<input type="checkbox"/>	Rate
<input checked="" type="checkbox"/>	Accuracy
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860L Fluency

Soda Pop. Coke are always saying f

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1. What a Pop or Coke

2. Why is soda bad for you? Because it contains a lot

What happens if someone consumes too much sugar? It erodes away tooth enamel.

What does soda do to your teeth?

4th & 5th Grade





Name: _____ Date: _____

Fluency

Soccer Tryouts

Joaquin had never been very good at soccer, but he tried out for the team anyway. All of his friends were trying to, and he did not ~~want~~ ^w to be left out.

Joaquin tried his hardest during tryouts and made the team. He found out later that everyone who tried out made the team, but he was still proud of himself ~~anyway~~ ^w.

During practice, Joaquin would run his hardest during warm-ups. He ~~always~~ ^s did his best to make his passes sharp and accurate. He would listen to the coach and made sure to keep his eyes on the chest of the person he was defending so he wouldn't get around him.

Joaquin would go home after practice and fall down on to his bed completely exhausted, but proud of how hard he had worked on the field.

On the day of the first game of the season, ~~Joaquin~~ ^{oo} sat at the kitchen table eating his cereal. He was so nervous that he didn't know what to do.

Joaquin's mom looked at him and smiled, "Joaquin don't look so worried," she said, "you've been practicing hard every day, you're going to do fine."

During the game, Joaquin missed three shots, and let the boy he was defending get past him twice. He felt horrible and ~~was~~ ^r shaking his head as he approached the sideline, knowing that his teammates were going to be mad at him.

However, when he got there, he felt people patting his back. He looked up and saw his coach and his teammates smiling and hearing them saying, "Great game!"

He stared at them in surprise, and then his face broke into a smile. It had been a great game! He had made six passes and ~~had~~ ^{oo} stopped his man from scoring three times. Maybe he wasn't the worst player on the team after all.

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FLUENCY SCORE

	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read	83		4		79	95
2 nd Read						
3 rd Read						

COMPREHENSION SCORE

$1 / 4 = 25\%$

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



Name: _____

Soccer

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out for soccer?
of his friends.

860L

Fluency

Name: _____ Date: _____

Soda

Soda. Pop. Coke. Whatever you call it, these fizzy drinks are popular with people all over the world. 18

People are always saying that soda is bad, but is that really true? How could something so delicious be bad for you? 39

The average amount of sugar in a can of soda is 36 grams. ^{that is} ~~that is~~ 9.75 teaspoons of sugar! Sugar 40

triggers your body to create a hormone called insulin. When small amounts of sugar are eaten, the insulin easily 59

takes care of it, and no harm is done; however, if a ton of sugar is ingested into the body on a normal basis, 78

your body can become ^{mm} ~~immune~~ to it and may stop producing enough insulin to process the extra sugar. 102

Sugar is a great source of energy. When runners are running long races, they often eat or drink sugar 120

along the way to keep their muscles going. When we eat a lot of sugar and can't use it as energy right away, 139

it is stored in our body as fat. ^{stop} 163

Soda contains not only sugar but also contains acid. When people drink a lot of soda, these acids ^{is} ~~can~~ 170

wear away at their tooth enamel, causing them to get cavities. Cavities have to be repaired in order to save 189

the tooth, and this process can be painful and expensive. 209

Soda can be a great treat once in a while; however, when ingested in large quantities, it can have some 219

seriously negative effects on your health. 239

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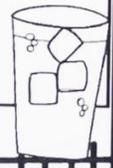
FLUENCY SCORE				
	Total Words	Errors	Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1st Read	99	7	92	92%
2nd Read				
3rd Read				

COMPREHENSION SCORE

3 / 4 = 75 %

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



1. What is a Pop or Coke?
2. Why is soda bad for you?
Because it contains a lot
3. What happens if someone consumes too much sugar?
4. What can soda do to your teeth?
Soda wears away tooth enamel.

860L Fluency

Soda. Pop. Coke.

are always saying t

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DL Fluency Name: _____ Date: _____

Soda

Soda. Pop. Coke. Whatever you call it, these fizzy drinks are per-
 ways saying that soda is bad, but is that really
 The average amount of sugar
 rs your body to

60L Fluency Name: _____ Date: _____

Soda

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 People are always saying that soda is bad, but is that really true? How could something so delicious be bad for
 you?
 The average amount of sugar in a can of soda is 36 grams. ~~that's~~ *that is* 9.75 teaspoons of sugar! Sugar
 triggers your body to create a hormone called insulin. When small amounts of sugar are eaten, the insulin easily
 takes care of it, and no harm is done; however, if a ton of sugar is ingested into the body on a normal basis,
 your body can become ~~mm~~ *mm* to it and may stop producing enough insulin to process the extra sugar.
 Sugar is a great source of energy. When runners are running long races, they often eat or drink sugar
 along the way to keep their muscles going. *stop* When we eat a lot of sugar and can't use it as energy right away, it
 is stored in our body as fat. *sc*
 Soda contains not only sugar but also contains acid. When people drink a lot of soda, these acids can
 away at their tooth enamel, causing them to get cavities. Cavities have to be repaired in order to *sc*
 ss can be painful and expensive. *R*
 in a while; however, when ingested in large quantities it co some

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ABOUT LEXILE LEVELS



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

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

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

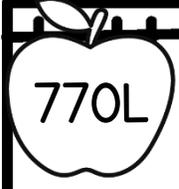
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

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."



Passages Included

PASSAGE	LEXILE LEVEL	GENRE
Seeking Adventure	720L	Fiction
The Red-Breasted Nuthatch	750L	Nonfiction
The Mother & the Wolf	760L	Fiction
Soccer Tryouts	770L	Fiction
Maya and the Pool	790L	Fiction
Exercise	800L	Nonfiction
Erosion	810L	Nonfiction
The Astrologer	830L	Fiction
The Tongue	840L	Nonfiction
The Food Festival	850L	Fiction
Soda	860L	Nonfiction
The Hike	870L	Fiction
Catching Waves	900L	Fiction
Shiba Inus	930L	Nonfiction
Hercules & the Wagoner	940L	Fiction
The Anasazi	970L	Nonfiction
The Rocket Launch	980L	Fiction
Knights	990L	Nonfiction
Revolutionary Riders	1000L	Nonfiction
Ernest Shackleton	1010L	Nonfiction



Soccer Tryouts

Joaquin had never been very good at soccer, but he tried out for the team anyway. All of his friends were trying out, and he did not want to be left out. 22 32

Joaquin tried his hardest during tryouts and made the team. He found out later that everyone who tried out made the team, but he was still proud of himself anyway. 51 62

During practice, Joaquin would run his hardest during warm-ups. He always did his best to make his passes sharp and accurate. He would listen to the coach and made sure to keep his eyes on the chest of the person he was defending so they wouldn't get around him. 81 106 111

Joaquin would go home after practice and fall down on to his bed completely exhausted, but proud of how hard he had tried on the field. 132 137

On the day of the first game of the season, Joaquin sat at the kitchen table eating his cereal. He was so nervous! 160

Joaquin's mom looked at him and smiled, "Joaquin don't look so worried," she said, "you've been practicing hard every day. You're going to do fine." 178 185

During the game, Joaquin missed three shots, and let the boy he was defending get past him twice. He felt horrible and hung his head as he approached the sideline, knowing that his teammates were going to be mad at him. 205 226

However, when he got there, he felt people patting his back. He looked up and saw his coach and his teammates smiling and heard them saying, "Great game!" 247 254

He stared at them in surprise, and then his face broke into a smile. It had been a great game! He had made six awesome passes and had stopped his man from scoring three times. Maybe he wasn't the worst player on the team after all! 278 299 230

FLUENCY SCORE

	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						
2 nd Read						
3 rd Read						

COMPREHENSION SCORE

____ / 4 = ____ %

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



Soccer Tryouts

Joaquin had never been very good at soccer, but he tried out for the team anyway. All of his friends were trying out, and he did not want to be left out.

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Questions

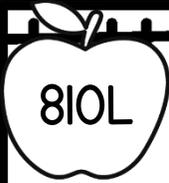
1. Why did Joaquin decide to try out for soccer?

2. What did Joaquin do during practice?

3. What happened during Joaquin's first game?

4. How did Joaquin's teammates feel?





Erosion

When people arrive in Colorado for the first time they are struck by the majesty and sheer size of the Rocky Mountains. They might think to themselves that those giant hunks of rock must have been there forever; however, they are wrong. The Rocky Mountains are only about forty million years old. In fact, they have been formed and erased from the surface of the earth three times over the course of four and a half billion years.

It is hard to imagine such giant geological formations being worn down to nothing, but it slowly happens every day. Mountains are worn to nothing through processes called erosion and weathering.

Erosion occurs when wind, water, gravity, and ice wear rocks down. As the rocks wear down, they are turned into smaller and smaller rocks. They are eventually blown away. Over millions of years, even the tallest mountain can be worn down into sand!

Don't worry though. New mountains are constantly forming. Mountains form through plate tectonics. The earth's crust is made up of a series of plates. When these plates crash together, they cause mountains to rise from the crash site.

Right now, two plates are crashing together in South Asia. These plates are currently forming the highest mountain range in the world, the Himalayas. This is where Mount Everest is located. Eventually, through erosion, even the sky-high Himalayas will be reduced to sand.

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FLUENCY SCORE

	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						
2 nd Read						
3 rd Read						

COMPREHENSION SCORE

____ / 4 = ____ %

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



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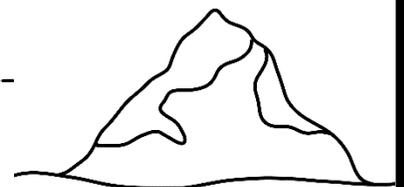
Questions

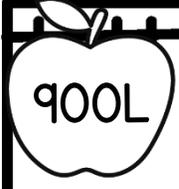
1. How old are the Rocky Mountains?

2. What is erosion?

3. How do new mountains form?

4. What are the highest mountain range in the world?





Catching Waves

Julia stood with her feet in the water looking out at the crashing blue waves. A salty spray stuck to her lips. Her 23
 tight, black wet suit was beginning to get hot, and she yearned to jump into the water. Grinning, she turned around and 45
 called "Mom, hurry! I want to get in before the tide goes out." 58

The tide wouldn't go out for another hour and a half and both Julia and her mom knew it, but it was a joke they 83
 had between them. Her mom called back laughing, "I'm coming! Hold your horses Poseidon!" 97

When her mom reached the water's edge, Julia jumped onto her surfboard, and she and her mother paddled out 116
 into the waves. 119

They had to paddle out for a while to get to the good waves and to avoid being tossed onto the shore like 142
 flopping fish when they wiped out. When they reached the right spot, they waved to the other surfers and sat on their 164
 boards to wait for an epic ride. 171

As they waited, Julia looked around. She listened to the joyous screaming of the kids playing in the sand on the 192
 beach and saw the sunlight twinkling on her mom's beautiful, long black hair. 205

Julia's mom was a strong woman who had been surfing for most of her life. She had taught Julia everything she 226
 knew about catching waves. The two of them would spend hours each week in the ocean while her dad sat on the shore 249
 watching and waving. 252

Soon Julia spotted an awesome wave in the distance. She started paddling and as she popped up on her board 272
 and caught the wave, she felt her heart lift in exhilaration and heard her mom cheering right behind her. 291

FLUENCY SCORE

	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						
2 nd Read						
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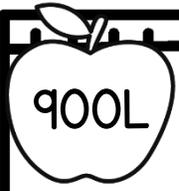
COMPREHENSION SCORE

____ / 4 = ____ %

FLUENCY COMPONENTS

- Rate
- Accuracy
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- Expression





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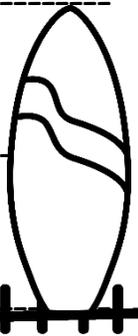
Questions

1. How does Julia feel at the beach? How do you know?

2. What is Julie doing at the beach?

3. Describe Julia's mother.

4. What happens at the end?



Revolutionary Riders

Most people have heard of Paul Revere and the important role he played in the Revolutionary War. When they hear his name, the popular saying, "The British are coming!" comes to mind. School children learn of his dangerous ride warning the American soldiers that they needed to get ready for an impending battle with their enemies.

Most people, however, have never heard of Sybil Ludington. When Sybil was only 16 years old, she too took a wild ride on April 17th, 1777. That night a messenger had come to her house to tell her father that the British were planning a surprise attack on a valuable weapons cache 15 miles from her house. Sybil's father was an important member of the militia. He worked closely with General Washington. Sybil's father got right to work organizing the militia to defend the weapons, but was in need of someone who could rouse the militia members who lived far from their home.

Knowing that the loss of these weapons would be devastating for the American army, Sybil jumped on her horse. She rode for 40 miles around the surrounding countryside. She woke up the militia members and called on them to protect the weapons.

Without her act of heroism and bravery, the American army surely would have lost this important battle!

Both Paul Revere and Sybil Ludington were heroes of the Revolutionary War and should be remembered as such. In fact, the town where Sybil Ludington was born was changed from being named Fredrickberg to Ludingtonville. Paul Revere's house still stands and is often visited by tourists who are following the freedom train in Boston.

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FLUENCY SCORE

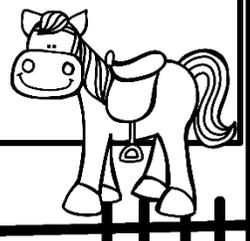
	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						
2 nd Read						
3 rd Read						

COMPREHENSION SCORE

____ / 4 = ____ %

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
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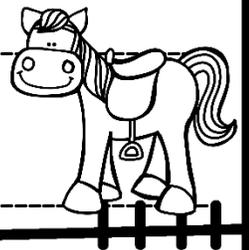
Questions

1. Who is the well-known Revolutionary War rider?

2. What did Sybil Ludington do?

3. Why was this important?

4. How are Sybil Ludington and Paul Revere remembered?



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Julie@commoncorekingdom.com

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COMPREHENSION
MEGA BUNDLE



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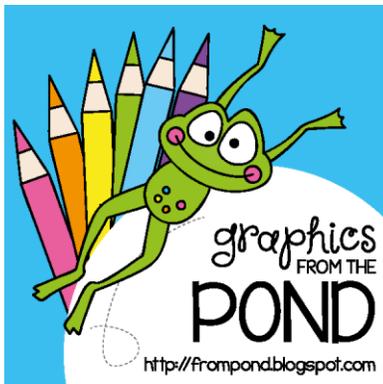
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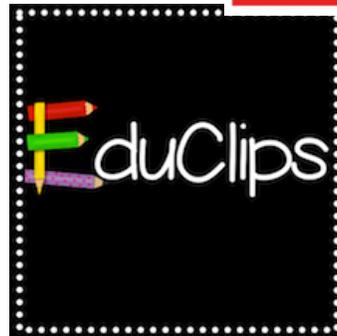
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Kate Hadfield
DESIGNS

