

TRICKY WORD WARM-UP

was                      very                      coming                      could                      thought

ORAL READING FLUENCY PASSAGE

**Chipmunk Laughs at Bear**

★Bear was very loud as he walked in the forest. 10

Chipmunk could hear Bear coming and said to himself, “I will 21  
tease Bear.” Chipmunk used his claws to run up a big tree as 34  
quickly as he could. 38

When he saw Bear walk under the tree, Chipmunk laughed 48  
out loud. Bear made a surprised sound and looked up into the 60  
tree. He couldn’t see anything, but he could hear Chipmunk 70  
chattering at him. Chipmunk thought he was funny! 78

Bear hit the tree very hard with his paw, and Chipmunk fell 90  
out of the tree. He landed on top of Bear, and Bear gave 103  
Chipmunk an angry look. 107

Chipmunk said, “I do not want you to be angry, Bear. I 119  
will not do that again!” 124

**ORAL READING FLUENCY**

Start timing at the ★. Mark errors. Make a single slash (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM**

Determine words correct per minute by subtracting errors from words read in 60 seconds.

**STRONG PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 101 words correct per minute. Proceed to Unit 40.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 80 to 100 words correct per minute. Proceed to Unit 40.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 60 to 79 words correct per minute. Proceed to Unit 40 with added fluency practice, and/or provide a Jell-Well Review.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 59 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD WARM-UP

most	change	thought	would	many
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ORAL READING FLUENCY PASSAGE

**Sam Went Camping**

★Sam liked to camp. When he went camping, he would ride his horse during the day, and his dog would run along next to them. They were not lazy. Together, they traveled many miles.

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At the end of every day, Sam would put up his tent and brush his horse. Then they would eat their evening meal by the fire. After they ate, Sam would clean up.

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Then Sam would sit next to the fire and he would sing. The horse would listen. The dog would howl along with Sam. Then Sam would crawl into his sleeping bag and wait for the owls to begin to hoot. He'd fall asleep and dream of the new day when he would sit tall in the saddle again.

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120  
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**ORAL READING FLUENCY**

Start timing at the ★. Mark errors. Make a single slash (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM**

Determine words correct per minute by subtracting errors from words read in 60 seconds.

**STRONG PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 102 words correct per minute.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 81 to 101 or more words correct per minute. Proceed to Unit 41.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 61 to 80 words correct per minute. Proceed to Unit 41 with added fluency practice, and/or provide a Jell-Well Review.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 60 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD AND NAME WARM-UP

move through change thought most Otto

ORAL READING FLUENCY PASSAGE

**Otto, the Sheep Dog**

★Jack went to town and picked up his new dog, Otto. 11

When they got back to his home, Jack took Otto over to meet 24

Horse and Ox. Horse and Ox were surprised when they saw the 36

very little dog. “We can’t use his help on this ranch,” said Ox. 49

“He’s too small. He needs to grow up.” 57

Horse added, “I agree, he’s too small and too slow for our 69

kind of work.” 72

Jack looked at his flock of sheep and said, “Show them what 84

you can do, Otto.” Otto quickly ran after the sheep, gathered 95

them together, and herded them back to Jack. “Good job, 105

Otto,” said the rancher. “Come on boy, let’s go for a ride.” 117

Horse and Ox watched as Otto climbed into Jack’s truck. 127

“Have a great time,” they said politely. 134

**ORAL READING FLUENCY**

Start timing at the ★. Mark errors. Make a single slash (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM**

Determine words correct per minute by subtracting errors from words read in 60 seconds.

**STRONG PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 103 or more words correct per minute. Proceed to Unit 42.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 82 to 102 words correct per minute. Proceed to Unit 42.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 62 to 81 words correct per minute. Proceed to Unit 42 with added fluency practice, and/or provide a Jell-Well Review.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 61 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD WARM-UP

thought	country	most	Mrs.	were
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ORAL READING FLUENCY PASSAGE

**The Fly Ball**

★George lives in the country. He likes to go into town for baseball games. He always takes water to drink, and he never forgets his mitt. George plans to catch a fly ball today. 10  
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32  
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Ann lives in town. She likes to go to baseball games too. She always takes an apple to eat and her mitt. Ann plans to catch a fly ball today. 45  
57  
64

George and Ann sat right next to each other at the game. George was drinking his water, and Ann was munching on her apple. All of a sudden, a fly ball flew high into the air. George held his mitt up. Ann held her mitt up too. George was determined to catch the ball. It landed right in Ann’s mitt. George smiled and said, “I’ll get the next one.” 75  
84  
96  
108  
119  
129  
133

**ORAL READING FLUENCY**

Start timing at the ★. Mark errors. Make a single slash in the text (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM STRONG PASS**

Determine words correct per minute by subtracting errors from words read in 60 seconds. The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 104 or more words correct per minute. Proceed to Unit 43.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 83 to 103 words correct per minute. Proceed to Unit 43.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 63 to 82 words correct per minute. Proceed to Unit 43 with added fluency practice, and/or provide a Jell-Well Review.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 62 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD AND NAME WARM-UP

answer	thought	country	open	Mrs. J	Rosa
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ORAL READING FLUENCY PASSAGE

**Class Detectives**

★Our teacher, Mrs. J, had a puzzle for our class to solve.	12
Mrs. J said, "I'm thinking of something that lives in a very high place. That's the first clue."	24
	30
We thought and thought. Mrs. J asked, "What is brown and white, has wings, uses sticks, and likes trees?"	40
	49
Again, we thought and thought. Finally, Rosa said, "If it has wings, maybe it's an insect or a bird."	59
	68
George said, "If it has wings and uses sticks, maybe it's a bird that is building a nest."	80
	86
Mrs. J asked, "What do you think, Maya?"	94
Maya said, "It's an eagle! I am surprised that it would make a nest in the city. I wonder where it is getting the sticks to build a nest."	105
	118
	123
Mrs. J smiled and said, "I have a class of very smart detectives!"	136

**ORAL READING FLUENCY**

Start timing at the ★ Mark errors. Make a single slash in the text (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM**

Determine words correct per minute by subtracting errors from words read in 60 seconds.

**STRONG PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 105 or more words correct per minute. Proceed to Unit 44.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 84 to 104 words correct per minute. Proceed to Unit 44.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 64 to 83 words correct per minute. Proceed to Unit 44 with added fluency practice, and/or provide a Jell-Well Review.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 63 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD AND NAME WARM-UP

only      answer      because      over      almost      Jess

ORAL READING FLUENCY PASSAGE

**A Trip to the Store**

★ Annie likes to help her mom. When Annie’s mom asked her to go to the store, Annie said, “Sure, Mom. Can I ask Jess to come with me?”

Annie’s mom said, “Sure, Annie. Please remember to pick up milk, apples, and chicken. You and Jess can use any change that’s left over and get a treat.”

Annie walked next door and got her best friend, Jess. When they got near the store, Annie said, “I can’t remember everything my mom asked me to get.”

“I know what we can do,” said Jess. “I have paper and a pencil, so let’s write a list. You said your mom asked you to pick up milk and chicken. What else?”

Annie thought for a moment, then said, “She asked us to get apples.” Annie smiled and said, “I wonder if we should get an orange too.”

- ORAL READING FLUENCY**      Start timing at the ★. Mark errors. Make a single slash in the text (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.
- WCPM**      Determine words correct per minute by subtracting errors from words read in 60 seconds.
- STRONG PASS**      The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 106 or more words correct per minute. Proceed to Unit 45.
- PASS**      The student scores no more than 2 errors on the first pass through the passage and reads 85 to 105 words correct per minute. Proceed to Unit 45.
- WEAK PASS**      The student scores no more than 2 errors on the first pass through the passage and reads 65 to 84 words correct per minute. Proceed to Unit 45 with added fluency practice, and/or provide a Jell-Well Review.
- NO PASS**      The student scores 3 or more errors on the first pass through the passage and/or reads 64 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD AND NAME WARM-UP

through	learn	both	over	Jessica	Harry
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ORAL READING FLUENCY PASSAGE

Frog Eggs

★“Let’s stop by the pond,” said Jessica. She and Harry were walking home from school. “I saw some frog eggs yesterday. They looked like eyeballs!”	11 21 25
“Wow,” said Harry. “If they have turned into tadpoles, we can take them to school to show our class. We are learning about frogs and toads in Mr. Miller’s class. Frogs and toads are so cool. They start out living in water, but then they live on land as adults.”	35 47 59 73 75
“I know that,” said Jessica. “Frogs and toads can live on land because they grow lungs. Remember, I’m in Mr. Miller’s class with you.”	87 97 99
Looking in the water, Jessica and Harry saw that the eggs hadn’t hatched yet. Harry said, “We can come back and check on them later. Right now, let’s look for a salamander.”	110 122 131
“Okay,” said Jessica. “Maybe we can find a red one with black spots!”	142 144

**ORAL READING FLUENCY**

Start timing at the ★. Mark errors. Make a single slash in the text (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM**

Determine words correct per minute by subtracting errors from words read in 60 seconds.

**STRONG PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 107 or more words correct per minute. Proceed to Unit 46.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 86 to 106 words correct per minute. Proceed to Unit 46.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 66 to 85 words correct per minute. Proceed to Unit 46 with added fluency practice, and/or provide a Jell-Well Review.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 65 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD WARM-UP

through	both	often	group	almost
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ORAL READING FLUENCY PASSAGE

**Friends**

★Once upon a time, there were two toads. The two toads	11
were the best of friends. From morning to night, they did	22
everything together.	24
One morning, the toads went down the road to visit Green	35
Frog. Green Frog lived in an underground tunnel near the	45
swamp. When the toads got to Frog’s place, they knocked on the	57
door. Green Frog said, “Hello! Please join me for breakfast.”	67
The toads had a nice visit. After a while, they took a	79
ride in Green Frog’s boat. They had a fantastic float through	90
the swamp. Green Frog sat at the front of the boat and pointed	103
out many interesting things. They even saw a large and	113
frightening snake.	115
At the end of the day, the friends had supper. They played	127
games, listened to loud music, and talked about their day	137
together. It was a day to remember.	144

**ORAL READING FLUENCY**

Start timing at the ★. Mark errors. Make a single slash in the text (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM**

Determine words correct per minute by subtracting errors from words read in 60 seconds.

**STRONG PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 108 or more words correct per minute. Proceed to Unit 47.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 87 to 107 words correct per minute. Proceed to Unit 47.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 67 to 86 words correct per minute. Proceed to Unit 47 with added fluency practice, and/or provide a Jell-Well Review.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 66 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.



TRICKY WORD WARM-UP

brought	field	worry	thought	alien
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ORAL READING FLUENCY PASSAGE

**It Is Back**

★Matt really liked the class field trip. A friend had brought an alien onto the shuttle. Everyone worried that the alien would explode. Matt’s teacher sent it into space, and Matt thought he would never see it again.

When Matt got home, he started to tell his dad all about the trip. His dad got a very funny look on his face. Then Matt’s dad said, “I can tell you what the alien looks like. In fact, I can show you.”

Matt followed his dad out to the field where they played baseball. Matt was surprised to see a hungry alien, but it wasn’t just any alien. It was the alien from the spacecraft. It gave a snort, hoot, and squeak.

Matt said with excitement, “I think it really likes me.”

Matt’s dad said, “Yes, but I’m worried. It’s still a problem. What do you think we should do?”

**ORAL READING FLUENCY**

Start timing at the ★. Mark errors. Make a single slash (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM**

Determine words correct per minute by subtracting errors from words read in 60 seconds.

**STRONG PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 109 or more words correct per minute. Proceed to Unit 48.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 88 to 108 words correct per minute. Proceed to Unit 48.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 68 to 87 words correct per minute. Proceed to Unit 48 with added fluency practice, and/or provide a Jell-Well Review.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 67 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD WARM-UP

piece	against	caught	love	field	boy
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ORAL READING FLUENCY PASSAGE

<b>Space Travel</b>	
★Many boys and girls would love to travel into space. Can you imagine looking at our planet from out in space? You could see Earth’s blue water, brown land, and white clouds.	9 20 29 32
Can you imagine a trip to a planet far away? You would need to haul food, water, and air. You would need air tanks so you could take a spacewalk.	43 54 62
Can you imagine walking on a planet far out in space? You would want to write about all the new things you saw. You would want to take pictures! It would be exciting.	73 84 95
Can you imagine being the first boy or girl to travel out of our Solar System? Where would you go, and what would you find? Would you live on a space station? Maybe you would find a new planet or perhaps a new star. Maybe you would find aliens living in space.	106 117 127 138 147

- ORAL READING FLUENCY** Start timing at the ★. Mark errors. Make a single slash in the text (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.
- WCPM** Determine words correct per minute by subtracting errors from words read in 60 seconds.
- STRONG PASS** The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 110 or more words correct per minute. Proceed to Unit 49.
- PASS** The student scores no more than 2 errors on the first pass through the passage and reads 89 to 109 words correct per minute. Proceed to Unit 49.
- WEAK PASS** The student scores no more than 2 errors on the first pass through the passage and reads 69 to 88 words correct per minute. Proceed to Unit 49 with added fluency practice, and/or provide a Jell-Well Review.
- NO PASS** The student scores 3 or more errors on the first pass through the passage and/or reads 68 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD WARM-UP

break      groups      wonder      special      certain      piece

ORAL READING FLUENCY PASSAGE

**Living With Dinosaurs**

★Can you imagine dinosaurs living on Earth today? 8

What would life be like? It would be exciting to see 19  
giant dinosaurs roaming the streets, but there might be a 29  
problem or two. 32

If dinosaurs still walked on Earth, where would 40  
they live? What would it be like to have a dinosaur in your 53  
yard? Would it be safe to have a dinosaur living in the park? 66

If dinosaurs weren't extinct, what would they eat? 74  
Would the plant eaters eat all our plants and trees? 84  
Would the meat eaters think people were great little snacks? 94

If dinosaurs still lived on Earth, we would have to 104  
solve these problems. We would need to protect the dinosaurs, 114  
study them, and find ways to enjoy living with them. I 125  
wonder what would happen if the dinosaurs came back? 134  
If dinosaurs came back, people might have to live in zoos. 145

**ORAL READING FLUENCY**

Start timing at the ★. Mark errors. Make a single slash in the text (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the ★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM**

Determine words correct per minute by subtracting errors from words read in 60 seconds.

**STRONG PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 111 or more words correct per minute. Proceed to Unit 50.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 90 to 110 words correct per minute. Proceed to Unit 50.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 70 to 89 words correct per minute. Proceed to Unit 50 with added fluency practice, and/or provide a Jell-Well Review.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 69 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.

TRICKY WORD WARM-UP

break      through      toward      straight      thought      heard

ORAL READING FLUENCY PASSAGE

**Paul and Bobo**

★Paul and his family were on a trip. Paul’s mom and dad let Bobo come along too. Paul was an excited boy. He wanted to explore new places with Bobo by his side. Bobo was a famous explorer. He had been in newspapers and magazines. People thought that Bobo could smell a dinosaur bone from miles away.

Paul looked out the car window. It seemed like all he could see for miles was desert. Paul knew that deserts were great places to find dinosaurs. Bobo didn’t like riding in the car, so Paul gave Bobo a toy bone. Bobo was not excited.

Finally, the car stopped. Paul and Bobo jumped out. Bobo sniffed the sand, but the sand went up his nose. Paul picked up a stick and threw it. Bobo ran after the stick, but came back with a bigger stick in his mouth. The stick looked a little like a dinosaur bone. Bobo barked. Paul wondered, “Is it possible?”

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**ORAL READING FLUENCY**

Start timing at the★. Mark errors. Make a single slash in the text (/) at 60 seconds. If the student completes the passage in less than 60 seconds, have the student go back to the★ and continue reading. Make a double slash (//) in the text at 60 seconds.

**WCPM**

Determine words correct per minute by subtracting errors from words read in 60 seconds.

**STRONG PASS**

The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 112 or more words correct per minute. Assess for placement in a 2<sup>nd</sup> reading program.

**PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 91 to 111 words correct per minute. Assess for placement in a 2<sup>nd</sup> reading program.

**WEAK PASS**

The student scores no more than 2 errors on the first pass through the passage and reads 71 to 90 words correct per minute. Provide added fluency practice, and/or a Jell-Well Review. Assess for placement in a 2<sup>nd</sup> reading program.

**NO PASS**

The student scores 3 or more errors on the first pass through the passage and/or reads 70 or fewer words correct per minute. Provide added fluency practice and/or a Jell-Well Review, then retest.