Literacy First

Fluency (K–2)

Catapult Learning™

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LESSON 1

Fluency Overview

OBJECTIVE

Participants will be able to explain the role of fluency in a comprehensive reading process.

ACTIVATE, ASSESS & AUGMENT RELEVANT KNOWLEDGE

Why is fluency considered a major component of a comprehensive reading process?

CRITICAL ATTRIBUTES

1. Fluent readers are characterized by the ability to read orally with speed, accuracy and proper expression (National Reading Panel 2000).
2. Fluent readers read orally as if conversing with someone.
3. Fluency is the end result of the decoding and comprehension processes.
4. Fluency results from making connections between the ideas expressed in the passage and the reader's knowledge. These connections help the reader understand what is being read.
5. Fluency can be developed or enhanced through explicit instruction.

IDENTIFYING STUDENT SUCCESS

How will students benefit if fluency is a major component of reading instruction?

LESSON 2

Modeling Fluent Reading

OBJECTIVE

Participants will analyze the criteria for an effective model of fluent reading.

ACTIVATE, ASSESS & AUGMENT RELEVANT KNOWLEDGE

Why would the modeling of fluent reading be an effective instructional strategy for developing fluency?

CRITICAL ATTRIBUTES

1. Reading aloud to students increases fluency.
   - **a** The student hears how the teacher's voice can create and expand the meaning of words.
   - **b** The student is given a model of fluent, meaningful reading that he or she can use when reading silently or orally.
2. Planning the model of fluent reading will increase the effectiveness of the read-aloud.
   - **a** Read the selection silently to become familiar with the text's word meanings, sentence structure and key concepts.
   - **b** Read the selection aloud to become aware of how a skilled or consciously competent reader sounds — using natural pauses and phrasing, natural intonation or emphasis on words or phrases, and a natural expression.
   - **c** Plan oral-language interactions to involve students throughout the modeled reading.
3. Models of fluent reading are appropriate for whole-group, flexible-skill groups and in literacy stations.

IDENTIFYING STUDENT SUCCESS

What are important concepts you have learned about modeling fluent reading? How will these concepts affect fluency instruction in your classroom?

Modeling Fluent Reading Planning Steps

1. Determine the Objective.
2. Determine what you will do to Activate Relevant Knowledge.
3. Prepare for reading aloud to students.
   - **a** Read the selection silently to become familiar with the text. Ask yourself:
     - **i** Can I pronounce all the words?
     - **ii** Do I know the meanings of all the words?
     - **iii** What do I notice about the sentence structure?
     - **iv** Do I understand what I read?
     - **v** What are the key points to keep in mind before, during and after reading?
   - **b** Read the selection aloud to practice fluent reading. Ask yourself:
     - **i** Were there places where I naturally paused? Why did I do that?
     - **ii** Did I stress some words more than others? Why did I do that?
     - **iii** Did I hear myself using any expression as I read? Why did I do that?
     - **iv** Would another read-aloud practice be helpful?
   - **c** Develop oral-language interactions to involve students in the roles of active listeners.

Before Reading Aloud Examples	During Reading Aloud Examples	After Reading Aloud Examples
What do you know about…?	Tell your partner a fact you have learned.	What is something you learned?
What do you think you will hear in this…?	What are you thinking now?	What was an interesting fact?
What question do you have?	What question do you have?	What question do you have?

4. Determine what you will do to Identify Student Success or Evidence of Learning.

LESSON 3

Fluency Instruction: Accuracy and Pace

OBJECTIVES

Participants will identify and apply strategies for explicit instruction in accuracy and pace.

ACTIVATE, ASSESS & AUGMENT RELEVANT KNOWLEDGE

What comes to mind when you hear the words accuracy and pace?

CRITICAL ATTRIBUTES

1 Accuracy when reading reflects few corrections and, where needed, efficient self-corrections.

2 Pace when reading should be consistently conversational and appropriate to materials being read.

3 Explicit instruction in accuracy and pace when reading orally assists the student in understanding the process of handling text efficiently.

- **a** Students should practice reading high-frequency words with automaticity in the context of phrases and sentences to increase accuracy and pace.
- **b** Students should be engaged in developmental word study (phonics and spelling).
- **c** Students should apply and practice word acquisition in decodable and authentic text through repeated readings.
- **d** Students should routinely be engaged in paired reading of texts.

IDENTIFYING STUDENT SUCCESS

What strategies will you use with students who need explicit instruction in accuracy and/or pace?

Explicit Instruction – Accuracy and Pace

PRACTICE HIGH-FREQUENCY WORDS

High-Frequency Word Lists A, B and C (see Section 3)

- Adapt games – *Phonics from A to Z*, pages 187–193 #1, #7, #11–16, #18, #23, #25–26, #30
- Problem 9 – *Phonics from A to Z*, page 213
- Walls That Teach – *Literacy First Notebook Module 4*; *Phonics from A to Z*, pages 130–131

Dolch Phrases

Phrases and Short Sentences for Repeated Reading Practice

Other Ideas

REPEATED READINGS

- Problem 14 – *Phonics from A to Z*, page 216
- MIRP criteria from *Literacy First Notebook Module 2*

Other Ideas

PHONICS/WORD STUDY

- Decodable-text lesson plan with fluency application – *Literacy First Notebook Module 4*
- Decodable text criteria – *Phonics from A to Z*, pages 125–126

Other Ideas

PAIRED READINGS OF TEXT

- Partner Fluency Feedback Charts – *Phonics from A to Z*, page 206

Other Ideas

Dolch Phrases

1	a big horse	**25**	could eat	**49**	her mother
2	a big house	**26**	could make	**50**	his brother
3	a new book	**27**	did not fall	**51**	his sister
4	a new hat	**28**	do not go	**52**	I am
5	a pretty home	**29**	down here	**53**	I may get
6	a pretty picture	**30**	down the hill	**54**	I may go
7	about him	**31**	down the street	**55**	I was
8	about it	**32**	down there	**56**	I will come
9	all day	**33**	for him	**57**	I will go
10	all night	**34**	for the baby	**58**	if I may
11	as he did	**35**	for the girl	**59**	if I must
12	as he said	**36**	for them	**60**	if you can
13	as I do	**37**	from home	**61**	if you wish
14	as I said	**38**	from the farm	**62**	in the barn
15	at home	**39**	from the tree	**63**	in the box
16	at once	**40**	has come back	**64**	in the garden
17	at school	**41**	has found	**65**	in the grass
18	at three	**42**	has made	**66**	in the water
19	by the house	**43**	has run away	**67**	in the window
20	by the tree	**44**	he is	**68**	is coming
21	can fly	**45**	he was	**69**	is going
22	can live	**46**	he would do	**70**	it is
23	can play	**47**	he would try	**71**	it was
24	can run	**48**	her father	**72**	must be

73 must go
74 my brother
75 my father
76 on the chair
77 on the floor
78 so long
79 so much
80 some bread
81 some cake
82 the black bird
83 the black horse
84 the funny man
85 the funny rabbit
86 the little chicken
87 the little children
88 the little dog
89 the little pig
90 the new coat
91 the new doll
92 the old man
93 the old men
94 the red apple
95 the red cow
96 the small boat
97 the small boy
98 the white duck
99 the white sheep
100 the yellow ball
101 the yellow cat
102 then he came
103 then he said
104 they are
105 they were
106 to go
107 to stop
108 to the barn
109 to the house
110 to the farm
111 to the nest
112 to the school
113 too little
114 too soon
115 up here
116 up there
117 was found
118 was made
119 we are
120 we were
121 went away
122 went down
123 what I say
124 what I want
125 when I can
126 when I wish
127 when you come
128 when you know
129 will buy
130 will go
131 will look
132 will read
133 will think
134 will walk
135 with mother
136 with us
137 would like
138 would want
139 you are
140 you were
141 you will do
142 you will like
143 your mother
144 your sister

Phrases and Short Sentences for Repeated Reading Practice

Used with permission of the author Timothy Rasinski; from *The Fluent Reader* (2003), pages 95–99

FIRST 100 WORDS

These phrases and sentences contain the first 100 words from the Fry Instant Word List (1980), which represent 50% of all the words children encounter in elementary school reading.

1 The people
2 Write it down.
3 By the water
4 Who will make it?
5 You and I
6 What will they do?
7 He called me.
8 We had their dog.
9 What did they say?
10 When would you go?
11 No way
12 A number of people
13 One or two
14 How long are they?
15 More than the other
16 Come and get it.
17 How many words?
18 Part of the time
19 This is a good day.
20 Can you see?
21 Sit down.
22 Now and then
23 But not me
24 Go find her
25 Not now
26 Look for some people.
27 I like him.
28 So there you are.
29 Out of the water
30 A long time
31 We were here.
32 Have you seen it?
33 Could you go?
34 One more time
35 We like to write.
36 All day long
37 Into the water
38 It's about time.
39 The other people
40 Up in the air
41 She said to go.
42 Which way?
43 Each of us
44 He has it.
45 What are these?
46 If we were older
47 There was an old man.
48 It's no use.
49 It may fall down.
50 With his mom
51 At your house
52 From my room
53 It's been a long time.
54 Will you be good?
55 Give them to me.
56 Then we will go.
57 Now is the time.
58 An angry cat
59 May I go first?
60 Write your name.
61 This is my cat.
62 That dog is big.
63 Get on the bus.

64 Two of us
65 Did you see it?
66 The first word
67 See the water.
68 As big as the first
69 But not for me
70 When will we go?
71 How did they get it?
72 From here to there
73 Number two
74 More people
75 Look up.
76 Go down.
77 All or some
78 Did you like it?
79 A long way to go
80 When did they go?
81 For some of your people

SECOND 100 WORDS

These phases and sentences contain the second 100 words from the Fry Instant Word List (1980), which represent some of the most common words students encounter in their reading.

82 Over the river
83 My new place
84 Another great sound
85 Take a little.
86 Give it back.
87 Only a little
88 It's only me.
89 I know why.
90 Three years ago
91 Live and play.
92 A good man
93 After the game
94 Most of the animals
95 Our best things
96 Just the same
97 My last name
98 That's very good
99 Think before you act.
100 Mother says to now.
101 Where are you?
102 I need help.
103 I work too much.
104 Any old time
105 Through the line
106 Right now
107 Mother means it.
108 Same time tomorrow
109 Tell the truth.
110 A little boy
111 The following day
112 We came home.
113 We want to go.
114 Show us around.
115 Form two lines.
116 A small house also
117 Another old picture
118 Write one sentence.
119 Set it up.
120 Put it there.
121 Where does it end?
122 I don't feel well.
123 My home is large.
124 It turned out well.
125 Read the sentence.
126 This must be it.
127 Hand it over.
128 Such a big house
129 The men asked for help.
130 A different land
131 They went here.
132 Get to the point.
133 Because we should.

134 Even the animals
135 Try your best.
136 Move over.
137 We found it here.
138 Study and learn
139 Kind of nice
140 Spell your name.
141 The good American
142 Change your clothes.
143 Play it again.
144 Back off.
145 Give it away.
146 Answer the phone.
147 Turn the page.
148 The air is warm.
149 Read my letters.
150 It's still here.
151 Where in the world
152 We need more.
153 I study in school.
154 I'm an American.
155 Such a mess
156 Point it out.
157 Right now
158 It's a small world.
159 Big and small
160 Home sweet home
161 Around the clock
162 Show and tell
163 You must be right.
164 Tell the truth.
165 Good and plenty
166 Help me out.
167 It turned out well.
168 It's your place.
169 Good things
170 I think so.
171 Read the book.

THIRD 100 WORDS

These phrases and sentences contain the third 100 words from the Fry Instant Words List (1980), which represent some of the most common words students encounter in their reading. The complete list of 300 words contains approximately two-thirds of all the words students encounter in their reading.

172 Near the car
173 Between the lines
174 My own father
175 In the country
176 Add it up.
177 Read every story.
178 Below the water
179 Plants and flowers
180 Will it last?
181 Keep it up.
182 Plant the trees.
183 Light the fire.
184 The light in your eyes
185 In my head
186 Under the earth
187 We saw the food.
188 Close the door.
189 The big city
190 We started the fire.
191 It never happened.
192 A good thought
193 Stay a while.
194 A few good men
195 Don't open the door.
196 You might be right.
197 It seemed too good.
198 Along the way
199 Next time
200 It's hard to open.
201 Something good
202 For example
203 In the beginning
204 Those other people

205 A group of friends
206 We got together.
207 We left it here.
208 Both children
209 It's my life.
210 Always be kind.
211 Read the paper.
212 Run for miles.
213 Once upon a time
214 Do it often.
215 We walked four miles.
216 Until the end
217 A second later
218 Stop the music.
219 Read your book.
220 Sing your song.
221 State your case.
222 I miss you.
223 A very important person
224 On my side
225 I took the car.
226 So far so good.
227 The young girl
228 My feet hurt.
229 The dark night
230 A good idea
231 It began to grow.
232 Watch the river.
233 White clouds
234 Too soon
235 Leave it to me.
236 I hear the waves.
237 Almost enough
238 Is it really true?
239 It's time to eat.
240 Let me carry it.
241 Near the sea
242 Talk to my father.
243 The young face
244 The long list
245 My family
246 I cut myself.
247 Above the clouds
248 Watch the game.
249 The peaceful Indians
250 Without a care
251 I like being on the team.
252 The tall mountains
253 Next to me
254 A few children
255 A long life
256 A group of Indians
257 He started to cry.
258 I hear the sea.
259 An important idea
260 The first day of school
261 Almost four miles

LESSON 4

Fluency Instruction: Prosody

OBJECTIVES

Participants will identify and apply strategies for explicit instruction for prosody (phrasing, intonation, and smoothness).

ACTIVATE, ASSESS & AUGMENT RELEVANT KNOWLEDGE

What comes to mind when you hear the words phrasing, smoothness and intonation?

CRITICAL ATTRIBUTES

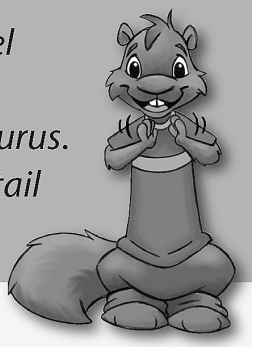
1. When speaking, we use appropriate pace, phrasing and intonation to help the listener comprehend our message.
2. When reading, an indicator that we comprehend the author's message is our prosody or expressive reading.
3. Expressive reading includes:
   - **a** attention to phrases that are created by subject/predicate, prepositions and conjunctions;
   - **b** appropriate intonation or emphasis on words or phrases to show meaning; and
   - **c** smoothness that reflects minimal breaks or extended pauses during the reading.
4. Explicit instruction in phrasing, intonation and smoothness assists the student in understanding the text.
   - **a** Students should practice expressive reading by rereading sentences or passages from familiar text.
   - **b** Students should be involved in discussing how reading expressively helps them comprehend what they read.
   - **c** Students should apply and practice expressive reading in all genres of fiction and nonfiction texts.
5. Prosody with text is dependent on the reader's:
   - **a** prior knowledge about both the content of the text and the type of text being read;
   - **b** understanding about the vocabulary of the text;
   - **c** ability to handle the length and complexity of the sentences; and
   - **d** ability to clarify and be metacognitive about the text.

Squirrel Tails for Protection

Tree squirrels shade themselves
with their bushy tails
on hot summer days.
On rainy days, they use their tails
like umbrellas and cover themselves.
On cold days, they wrap their tails
around themselves, like blankets.

Did You Know?

The word *squirrel* comes from the Greek word *skiourus*. It means *shade-tail* or *shadow-tail*.



Squirrel Tails for Talking

Squirrels talk to one another
by making sounds.
But they also use their tails to talk.
They flick their tails from side to side
or hold them up like flags.
Maybe this squirrel is saying good-bye!

ILLUSTRATIONS: **Kellie Lewis**. **PHOTOS**: Page 1: **Sunny Gagliano**; Page 2: **Sunny Gagliano** (top, bottom left), **Shutterstock, Inc./Stuart Monk** (bottom right); Page 3: **Fototeca Storica Nazionale/Stockbyte/Getty Images**; Page 4: **Jeremy Woodhouse/Corbis** (top), **Shutterstock, Inc./Tony Campbell** (bottom).

Resource Activity Guide

Activity	Focus	Source	Materials
Systematic and Explicit Phonics Instruction and Reinforcement Activities	Decoding accuracy and automaticity	*Literacy First Manual* Word Study Module *Teaching Phonics and Word Study*, pages 37-246 *Words Their Way*	Phonics assessment Word study activities Decodable books Leveled books
Choral Reading Groups of students read the same text aloud with proper pace, phrasing, smoothness and intonation.	Pace Expression: smoothness, phrasing, intonation	*The Fluent Reader*, pages 69–74, 166 *Teaching Phonics and Word Study*, pages 266, 268	Speeches Poetry Poetry books Nonfiction or fiction text
Echo Reading Teacher reads one sentence or phrase at a time and the students echo back the same sentence or phrase with proper pace, phrasing, smoothness and intonation. They follow the words with a finger so that you can be sure that they are actually reading.	Pace Expression: smoothness, phrasing, intonation	*Teaching Phonics and Word Study*, page 266	Poems Lyrics Nonfiction or fiction text
Intonation Activities Students practice modulating their voices to communicate a message.	Expression: smoothness, phrasing, intonation	*Literacy First Manual* Fluency Module *Teaching Phonics and Word Study*, page 265	Phrases Poems Jokes, riddles, comics Lyrics Books on tape
Partner/Buddy Reading Students at similar reading levels are paired up to take turns reading and listening to passages. Students choose a book at their independent reading level. Word recognition should average 95% or better.	Expression: smoothness, phrasing, intonation	*The Fluent Reader*, pages 62–69, 83–84, 115–116, 166, 173–174 *Teaching Phonics and Word Study*, page 265	Books at student's independent reading level

Activity	Focus	Source	Materials
Practice New Words Prior to Reading Teacher selects words from new text that may cause students difficulty. Help students decode each word and/or understand its meaning.	Decoding accuracy and automaticity Pace	*Teaching Phonics and Word Study*, page 263	Speeches Poetry Poetry books Nonfiction or fiction text
Radio Reading Another form of repeated reading. Teacher chooses students to read aloud from an assigned text. On day one, students practice reading their parts; on day two, students read passages as a radio announcer would, using appropriate pace, phrasing, smoothness and intonation.	Pace Expression: smoothness, phrasing, intonation	*The Fluent Reader*, pages 98–101	Scripts Nonfiction text Stories Directions and instructions
Rapid Phrase Reading/Speed Reading Students perform repeated reading of high-frequency words or short sentences and phrases.	Pace Expression: smoothness, phrasing, intonation	*The Fluent Reader*, pages 106–111 *Teaching Phonics and Word Study*, pages 51-54	List of phrases/ sentences High-frequency word lists A, B and C Poems
Readers' Theater Students practice reading a play with accuracy, pace, smoothness and expression. Once they have become skilled reading their part, they perform the play. Note: Fluency is developed during practice sessions. The performance is the reward. Example: perform during breakfast/lunch in cafeteria or on videotape to show to parents.	Expression: smoothness, phrasing, intonation	*The Fluent Reader*, pages 117–130, 169–172 *Teaching Phonics and Word Study*, page 268	Scripts Original poems

Activity	Focus	Source	Materials
Recorded Reading Books on Tape Select appropriate books on tape for listening center. Have students follow along with the tape and read with the narrator when possible.	Decoding accuracy and automaticity Pace Expression: smoothness, phrasing, intonation	*The Fluent Reader*, pages 82, 85–86, 116, 172 *Teaching Phonics and Word Study*, page 268	Tape recorder Audiotapes (commercial) Teacher-made tapes
Repeated Reading Working in pairs, students monitor each other as they read one passage orally several times until they achieve a predetermined degree of fluency.	Pace Expression: smoothness, phrasing, intonation	*The Fluent Reader,* pages 103–106 *Teaching Phonics and Word Study*, page 268-269	Poetry Fiction or nonfiction text
Teacher Read-Alouds Teacher read-alouds should include modeling of pace, phrasing, smoothness and intonation, and using periodic think-alouds to emphasize a component of fluency.	Pace Expression: smoothness, phrasing, intonation	*The Fluent Reader,* pages 37–55 *Teaching Phonics and Word Study*, page 262	Books (fiction/ nonfiction) Lyrics Poems Magazines Newspapers
Timed Reading/Speed Drills Done with word lists, phrase lists and passages. Students monitor their own progress by using charts. Teacher should encourage each student to set new reading-rate goals. Example: number of words read correctly in one minute (WRCPM).	Pace	*Literacy First Manual* Fluency Module *Teaching Phonics and Word Study*, page 51-54	High-frequency word lists A, B and C Leveled books Leveled passages

LESSON 5

Oral Reading Fluency Assessment

OBJECTIVE

Participants will learn to administer the Oral Reading Fluency Assessment.

ACTIVATE, ASSESS & AUGMENT RELEVANT KNOWLEDGE

How do you currently assess a student's level of fluency?

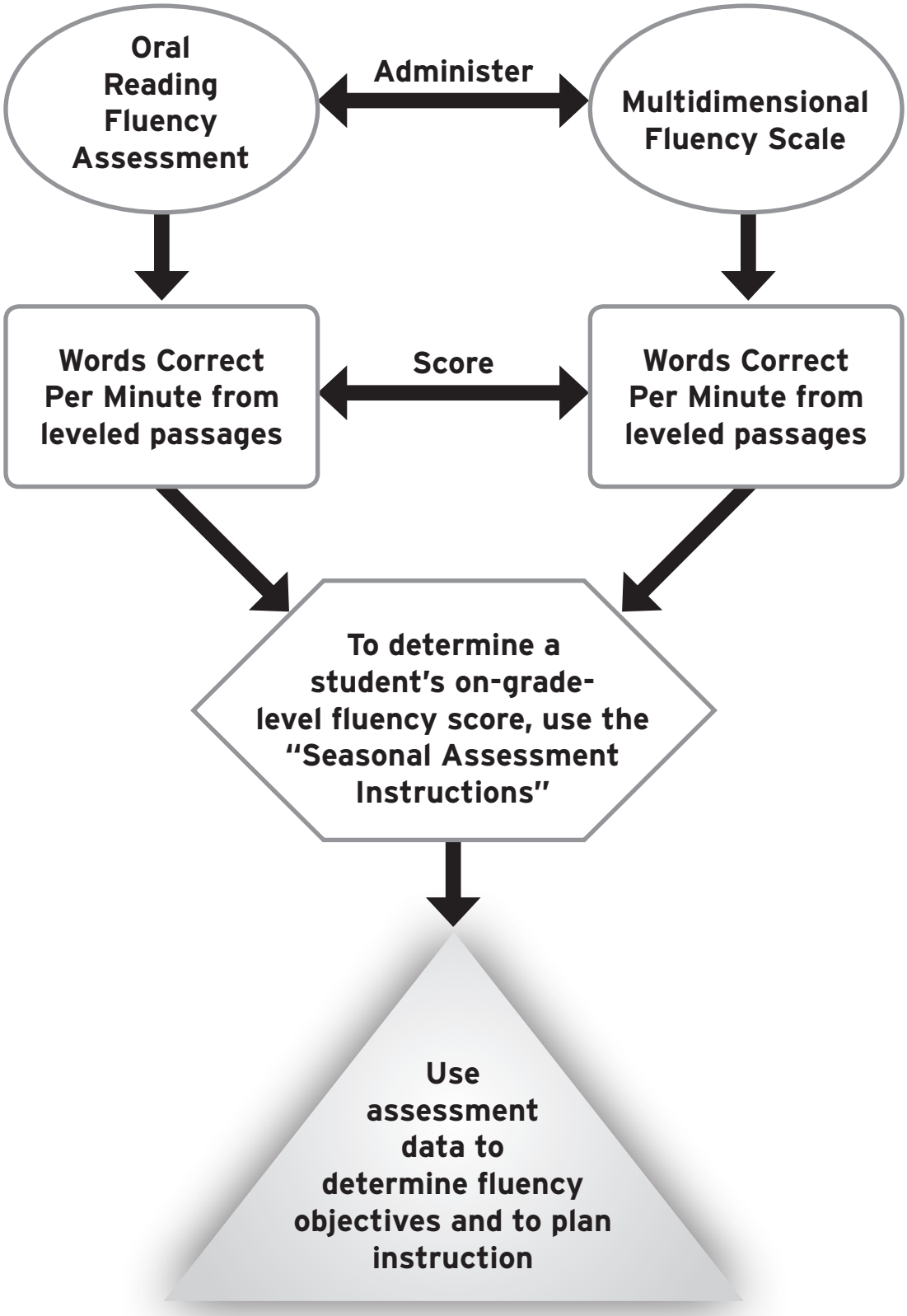
CRITICAL ATTRIBUTES

1. The Oral Reading Fluency Assessment is a one-minute, norm-referenced diagnostic tool.
2. The Oral Reading Fluency Assessment is administered three times a year.
3. Leveled passages are used for the assessment.
4. A norm chart is used to determine the percentile for the number of words read correctly per minute.

IDENTIFYING STUDENT SUCCESS

What are the key steps in the process of administering the Oral Reading Fluency Assessment? How will the use of this process help you provide differentiated fluency instruction?

Fluency Assessment Process



Oral Reading Fluency Assessment Directions

1. Assess fluency three times a year.
   - **a** Use the Oral Reading Fluency Passages for the assessment.
   - **b** Use Passage 1 in the fall, Passage 2 in the winter and Passage 3 in the spring.
   - **c** **Do not use any of these passages for practice.**

2. During the first two weeks of school, establish the student's on-grade-level fluency baseline by administering the Oral Reading Fluency Assessment.

3. Choose from the following to determine the passage to begin the assessment.
   - **a** Review existing student data.
   - **b** Administer the San Diego Quick Assessment to determine which passage to use.

4. Key points for administering:
   - **a** Refrain from teaching or correcting the student.
   - **b** Sit across from, not beside, the student while assessing.
   - **c** Use a one-minute timer.
   - **d** Use the numbered passage to record errors.
   - **e** Give the student the non-numbered passage to read.

5. Directions for administration:
   - **a** Say: *When I say "Begin," start reading aloud at the top of this page.*
   - **b** Say: *Begin,* and start the timer when the student says the first word.
   - **c** If you need to supply a word, wait three seconds then tell the student the word and mark as incorrect.
   - **d** Follow along on your copy. Put a slash through words read incorrectly.
   - **e** At the end of one minute, place a bracket after the last word and say, *Stop.*

6. Directions for scoring:
   - **a** Count the words the student pronounces correctly.
   - **b** Count self-corrections within three seconds as correct.
   - **c** Repetitions are not counted as incorrect.
   - **d** Count the following types of errors as incorrect:
     - **i** Mispronunciations.
     - **ii** Substitutions.
     - **iii** Insertions.
     - **iv** Omissions.
     - **v** If a student skips an entire line, each word is counted as an error.
     - **vi** Three-second rule: If a student is struggling to pronounce a word or hesitates for three seconds, tell the student the word and count it as an error.

e Score and summarize immediately to determine Words Correct Per Minute (WCPM):

- **i** Record the number of words read.
- **ii** Subtract the errors from the words read.
- **iii** You now have the Words Correct Per Minute (WCPM).
- **iv** On the WCPM norm chart, find the grade level of the passage the student read.
- **v** Depending on the time of assessment (fall, winter, spring), locate the norm closest to the student's WCPM.
- **vi** Then identify the percentile and grade level into which the student's WCPM falls.

7 Determine the grade level or final score on the Oral Reading Fluency Assessment.

8 After determining the grade level or final score on the Oral Reading Fluency Assessment, use the Multidimensional Fluency Scale rubric to rate the student's level of accuracy, pace, smoothness and phrasing/ intonation.

Oral Reading Fluency Assessment Think-Aloud Process

Imagine yourself in the following scenario:

1 I'm in the role of a second-grade teacher who is ready to begin the fluency assessment. For practice purposes, at this time I will model only the scoring process for the Oral Reading Fluency Assessment. I will model the Multidimensional Fluency Scale scoring process after we've had practice on this part.

2 I've selected Andrew as my first student to assess, and I've reviewed his records. Because he is in second grade, I will start with the Fall Passage 2-1.

3 I put both his copy of the passage and mine that has the number of words for each line inside plastic page protectors. The timer, directions, norms, erasable pen, student work sheet and other grade level Fall passages are at the table.

4 My objective is to find the number of words that Andrew reads correctly in one minute and then to determine the grade level percentile for that number of accurate words.

5 I record the data on the Student Work Sheet. I used Passage 2-1. Andrew read 32 words. He made five errors. His WCPM is 27. I will use the Norms to find Andrew's percentile at Grade 2.

6 Remember, we are only practicing the scoring for one part of the fluency assessment at this time. Now, it's your turn.

7 Let's watch another student, Beatrice. Beatrice is a second-grade student. We are going to watch her read Fall Passage 2-1.

8 Beatrice read 55 words with seven errors. Her WCPM is 49. We will find her percentile for Grade 2 on the Norms page.

9 We will watch one more student, Jasmine. Jasmine is a capable second-grade reader, so we will watch her read Fall Passage 2-1.

10 Jasmine read 118 with no errors. Her WCPM is 118. Find her percentile for Grade 2.

Student Fluency Record

student Andrew grade 2

FALL

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

WINTER

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

SPRING

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

Student Fluency Record

student Beatrice grade 2

FALL

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

WINTER

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

SPRING

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

Student Fluency Record

student Jasmine grade 2

FALL

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

WINTER

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

SPRING

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

Student Fluency Record

student _____ grade _____

FALL

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

WINTER

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

SPRING

Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Passage Errors WCPM Percentile	Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace
Expression and Volume:	Expression and Volume:	Expression and Volume:							
Phrasing:	Phrasing:	Phrasing:							
Smoothness:	Smoothness:	Smoothness:							
Pace:	Pace:	Pace:							

LESSON 6

Multidimensional Fluency Scale

OBJECTIVE

Participants will learn to administer the Multidimensional Fluency Scale.

ACTIVATE, ASSESS & AUGMENT RELEVANT KNOWLEDGE

We know that fluency is more than decoding with automaticity. How do we determine other dimensions of fluency?

CRITICAL ATTRIBUTES

1. The Multidimensional Fluency Scale (MFS) utilizes a rubric to rate a student's expression and volume, phrasing, smoothness and pace (Rasinski and Zutell 1991).
2. The MFS is administered three times a year.
3. As the student is reading an Oral Reading Assessment Passage, the teacher rates the student on the MFS rubric.
4. Information from the MFS is used to determine the area of fluency in which students need systematic, explicit instruction and practice.

IDENTIFYING STUDENT SUCCESS

What are key steps in the process of administering the Multidimensional Fluency Scale? How will the use of this process help you provide differentiated fluency instruction?

Multidimensional Fluency Scale

Adapted from the original work by Timothy Rasinski, *The Fluent Reader*, 2010, p. 199.

DIRECTIONS The Multidimensional Fluency Scale (MFS) is a rubric that measures the student's ability to read with expression and volume, phrasing, smoothness and pace. Student performance is compared to the following indicators as the teacher administers the Oral Reading Fluency Assessment. Students unable to read grade-level text at the 50th percentile or higher need systematic and explicit reading instruction driven by the fluency assessment and other Literacy First assessments.

When reading on-grade-level text, students who perform at Level 3 or Level 4 on any item of the MFS rubric are making adequate progress for that item. Students who perform at Level 1 or Level 2 on any item of the MFS rubric need systematic and explicit instruction for that item in a small, flexible group.

Note: When scoring each dimension on the MFS rubrics, if you have trouble deciding between two numbers, always choose the lower number.

Level	Expression and Volume
4	Reads with good expression and enthusiasm throughout the text; sounds like natural language; able to vary expression and volume to match interpretation of the text
3	Sounds like natural language throughout the better part of the text; occasionally slips into expressionless reading; voice volume generally appropriate throughout the text
2	Some expression; begins to use voice to make text sound like natural language in some areas of the text, but not in others; focus remains largely on saying the words; still reads in a quiet voice
1	Reads with little expression or enthusiasm in voice; reads words as if to simply get them out; little sense of trying to make text sound like natural language; tends to read in a quiet voice

Level	Phrasing
4	Generally well-phrased, mostly in clause and sentence units, with adequate attention to expression
3	Mixture of run-ons, mid-sentence pauses for breath and possibly some choppiness; reasonable stress and intonation
2	Frequent two- and three-word phrases giving the impression of choppy reading; often exhibits improper stress and intonation that fail to mark ends of sentences and clauses
1	Monotonic, with little sense of phrase boundaries; frequent word-by-word reading; usually exhibits improper stress and intonation that fail to mark ends of sentences and clauses

Level	Smoothness
4	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction
3	Occasional breaks in smoothness caused by difficulties with specific words and/or structures
2	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive
1	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions and/or multiple attempts

Level	Pace
4	Consistently conversational and appropriate for the nature of the text
3	Uneven mixture of fast and slow reading
2	Moderately slow
1	Slow and laborious

LESSON 7

WCPM Seasonal Assessment

OBJECTIVE

Participants will analyze the Words Correct Per Minute (WCPM) Seasonal Assessment Instructions to learn the process for determining an on-grade-level fluency score for a student.

ACTIVATE, ASSESS & AUGMENT RELEVANT KNOWLEDGE

What criteria would be used to determine an on-grade-level fluency score for a student?

CRITICAL ATTRIBUTES

1. The results from the Oral Reading Fluency Assessment and the Multidimensional Fluency Scale are used to determine a student's on-grade-level fluency score.
2. An on-grade-level fluency score is the point at which a student reads successfully at the 50th percentile or higher and scores 3s or 4s on all items on the Multidimensional Fluency Scale.
3. The on-grade-level fluency score is considered to be a student's independent fluency level.
4. The fluency assessment is administered three times a year.
5. Each seasonal administration has a new passage and is administered for a different purpose.
6. The San Diego Quick Assessment may be used to determine an approximate grade-level passage to begin the fluency assessment process.

IDENTIFYING STUDENT SUCCESS

Why is it important to determine an on-grade-level fluency score for each student? How will this affect your fluency instruction?

WCPM Seasonal Assessment Instructions

PROCEDURES FOR ADMINISTERING THE ORAL READING FLUENCY ASSESSMENT

The Oral Reading Fluency Assessment and Multidimensional Fluency Scale (MFS) are administered three times a year. The overall purpose of the fluency assessment is to identify the highest grade level at which a student scores at or above the 50th percentile and **also** scores 3's or 4's on the MFS. As the student reads the Oral Reading Fluency Assessment passage, the student's expression and volume, phrasing, smoothness and pace are evaluated using the MFS rubric. So, for example, in order to score a 3 for accuracy on the MFS, a student must correctly read enough words in one minute to score at the 50th percentile or higher.

To be considered on grade level, the student must read successfully at the 50th percentile or higher **and** score 3's or 4's on all the items on the MFS. (Example: to be on grade level, a fifth-grade student must read from a fifth-grade passage and score at the 50th percentile or higher with MFS scores of 3 or 4.)

Fall Assessment Instructions Using Passage 1

Purpose: To determine the baseline grade level for each student.

To Begin: Select Passage 1 of the Oral Reading Fluency Assessment that best matches the student's reading ability. If there is no existing assessment information, administer the San Diego Quick Assessment to determine which grade level's passage to use at the start.

1 If the student reads at or between the 50th and 74th percentiles and also scores 3's or 4's on each item of the Multidimensional Fluency Scale, record the scores on the Fluency Class Record sheet and/or My Data First. These are the student's baseline grade-level fluency scores.

2 If the student performs at or above the 75th percentile and scores 3's or 4's on each item of the Multidimensional Fluency Scale, administer Passage 1 for the next grade level up. Keep assessing using Passage 1 for each grade level until you identify the highest grade level at which the student scores at the 50th through the 74th percentile and **also** scores 3's or 4's on each item of the Multidimensional Fluency Scale. Record the scores at this level on the Fluency Class Record sheet and/or My Data First. These are the student's baseline grade-level fluency scores.

3 If the score is lower than the 50th percentile, use Passage 1 for the next grade level down. Continue administration of lower-grade passages until the student scores at the 50th through the 74th percentile and ***also*** scores 3's or 4's on the Multidimensional Fluency Scale. Stop the assessment and record the scores on the Fluency Class Record sheet and/or My Data First. These are the student's baseline grade-level fluency scores.

4 If you have continued assessing using lower-grade passages and the student has **not** scored at the 50th through the 74th percentile

and scored 3's and 4's on the Multidimensional Fluency Scale, record the scores for the final passage given on the Fluency Class Record sheet. These are the student's baseline grade-level fluency scores. Because student scores are only to be recorded on My Data First when a student scores at the 50th through the 74th percentile with scores of 3's or 4's on the Multidimensional Fluency Scale, do not record these scores on My Data First.

Winter Assessment Instructions Using Passage 2

Purpose: To monitor each student's progress.

1 Administer Passage 2 for the same grade level as recorded in the fall.

2 If the student reads at or between the 50th and 74th percentile and scores 3's and 4's on the Multidimensional Fluency Scale, stop the assessment and record the grade, percentile and Multidimensional Fluency Scale scores on the Fluency Class Record sheet and/or My Data First.

3 If the student performs at or above the 75th percentile and scores 3's or 4's on each item of the Multidimensional Fluency Scale, administer Passage 2 for the next grade level up. Keep assessing using Passage 2 for each grade level until the student reads at or below the 74th percentile and also scores 3's and 4's on the Multidimensional Fluency Scale. Stop the assessment and record the grade, percentile and Multidimensional Fluency Scale scores where the student is reading at grade level and scores 3's and 4's on the Multidimensional Fluency Scale. (Example: a third-grade student scores at the 77th percentile with 3's and 4's on the Multidimensional Fluency Scale while reading a third-grade passage. On the fourth-grade passage, the student reads at the 55th percentile with 2's and 3's on the Multidimensional Fluency Scale. Stop assessing and record the third-grade percentile and MFS scores because this is where the student meets grade-level criteria.)

Spring Assessment Instructions Using Passage 3

Purpose: To determine the maximum growth each student has demonstrated since the baseline assessment.

1 Administer Passage 3 for each student at the same grade level as recorded in the winter.

2 If the student reads at or between the 50th and 74th percentile and **also** scores 3's or 4's on each item of the Multidimensional Fluency Scale, record the scores on the Fluency Class Record sheet and/or My Data First. These are the student's grade-level fluency scores.

3 If the student performs at or above the 75th percentile **and** scores 3's or 4's on each item of the Multidimensional Fluency Scale, administer Passage 3 for the next grade level up. Keep assessing using Passage 3 for each grade level until you identify the highest grade level at which the student can read at the 50th through the 74th percentile and also score a 3 or 4 on each item of the Multidimensional Fluency Scale. Record these scores on the Fluency Class Record sheet and/or My Data First. These are the student's grade-level fluency scores.

4 If the student's score is lower than the 50th percentile, use Passage 3 for the next grade level down. Continue administration of lower-grade passages until the student scores at the 50th through the 74th percentile **and** scores 3's and 4's on the Multidimensional Fluency Scale. Record these scores on the Fluency Class Record sheet and/or My Data First. These are the student's grade-level fluency scores.

5 If you have continued assessing using lower-grade passages and the student has not scored at the 50th through the 74th percentile and scored 3's and 4's on the Multidimensional Fluency Scale, record the scores for the final passage given on the Fluency Class Record

sheet. These are the student's grade-level fluency scores. Since student scores are only to be recorded on My Data First when a student scores at the 50th through the 74th percentile with scores of 3's or 4's on the Multidimensional Fluency Scale, do not record these scores on My Data First.

Exceptions to Fall, Winter, Spring Instructions

Follow these instructions if you are giving the fluency assessment for the first time and it is no longer fall. (Exceptions may include a student entering the school after the fall assessment period or a student who reaches the level on the phonics assessment that makes the student eligible for fluency testing just after the fall testing period.

Purpose: To determine the baseline grade level for each student.

To Begin: Select the reading passage that matches the season of the year, e.g., if the student is being assessed for the first time in January, use the winter passage (Passage 2). Choose the Oral Reading Fluency Assessment grade-level passage that best matches the student's reading ability. If there is no existing assessment information, administer the San Diego Quick Assessment to determine which grade level's passage to use at the start.

1 If the student reads at or between the 50th and 74th percentile and **also** scores 3's or 4's on the Multidimensional Fluency Scale, record the scores on the Fluency Class Record sheet and/or My Data First. These are the student's grade-level fluency scores.

2 If the student performs at or above the 75th percentile **and** scores 3's or 4's on the Multidimensional Fluency Scale, administer the appropriate seasonal passage for the next grade level up. For example: if you used the winter passage (Passage 2) initially, continue at the next grade level up with the winter passage. Keep assessing using the winter passage for each grade level until you identify the highest grade level at which the student can read at the 50th through the 74th percentile and **also** score 3's or 4's on each item of the Multidimensional Fluency Scale. Record these scores on the Fluency Class Record sheet and/or My Data First. These are the student's grade-level fluency scores.

3 If the score is lower than the 50th percentile, use the appropriate seasonal passage for the next grade level down. Continue administration of lower-grade passages until the student scores at the 50th percentile with 3's and 4's on the Multidimensional Fluency Scale. Record the scores on the Fluency Class Record sheet and/or My Data First. These are the student's grade-level fluency scores.

4 If you have continued assessing using lower-grade passages **and** the student has not scored at the 50th through the 74th percentile and scored 3's and 4's on the Multidimensional Fluency Scale, record the scores for the final passage given on the Fluency Class Record sheet. These are the student's grade-level fluency scores. Because student scores are only to be recorded on My Data First when a student scores at the 50th through the 74th percentile with scores of 3's or 4's on the Multidimensional Fluency Scale, do not record these scores on My Data First.

2006 Hasbrouck & Tindal Oral Reading Fluency Data

GRADE	PERCENTILE	FALL WCPM*	WINTER WCPM*	SPRING WCPM*	AVERAGE WEEKLY IMPROVEMENT**
	90		81	111	1.9
	75		47	82	2.2
1	**50**		**23**	**53**	**1.9**
	25		12	28	1.0
	10		6	15	0.6
	90	106	125	142	1.1
	75	79	100	117	1.2
2	**50**	**51**	**72**	**89**	**1.2**
	25	25	42	61	1.1
	10	11	18	31	0.6
	90	128	146	162	1.1
	75	99	120	137	1.2
3	**50**	**71**	**92**	**107**	**1.1**
	25	44	62	78	1.1
	10	21	36	48	0.8
	90	145	166	180	1.1
	75	119	139	152	1.0
4	**50**	**94**	**112**	**123**	**0.9**
	25	68	87	98	0.9
	10	45	61	72	0.8
	90	166	182	194	0.9
	75	139	156	168	0.9
5	**50**	**110**	**127**	**139**	**0.9**
	25	85	99	109	0.8
	10	61	74	83	0.7
	90	177	195	204	0.8
	75	153	167	177	0.8
6	**50**	**127**	**140**	**150**	**0.7**
	25	98	111	122	0.8
	10	68	82	93	0.8
	90	180	195	202	0.7
	75	156	165	177	0.7
7	**50**	**128**	**136**	**150**	**0.7**
	25	102	109	123	0.7
	10	79	88	98	0.6
	90	185	199	199	0.4
	75	161	177	177	0.5
8	**50**	**133**	**151**	**151**	**0.6**
	25	106	124	124	0.6
	10	77	97	97	0.6

* WCPM = Words Correct Per Minute **Average words per week growth

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, **brt.uoregon.edu/tech_reports. htm**, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

This table shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

LESSON 8

Data-Driven Fluency Instruction

OBJECTIVE

Participants will analyze fluency assessment data to form instructional groups.

ACTIVATE, ASSESS & AUGMENT RELEVANT KNOWLEDGE

How do you currently use assessment data to form flexible-skill groups?

CRITICAL ATTRIBUTES

1. Students who score on grade level at a grade below their current grade need systematic, explicit instruction in the components of fluency.
   - **a** Fluency components should be explicitly taught during flexible-skill groups.
   - **b** Utilize text at both independent and instructional levels for student practice of the fluency objective.
   - **c** Continually monitor student progress in all MFS components during small-group instruction and Monitored Independent Reading Practice (MIRP).
2. Students who score on grade level at a grade on or above their current grade need monitored practice in the components of fluency.
   - **a** MIRP, whole-group activities and fluency station activities provide time for this practice to maintain on-grade-level status.
   - **b** Utilize grade-level text for student practice of all fluency components.

IDENTIFYING STUDENT SUCCESS

What did you learn or have reinforced regarding the use of data to form flexible-skill groups and monitored-practice groups for fluency?

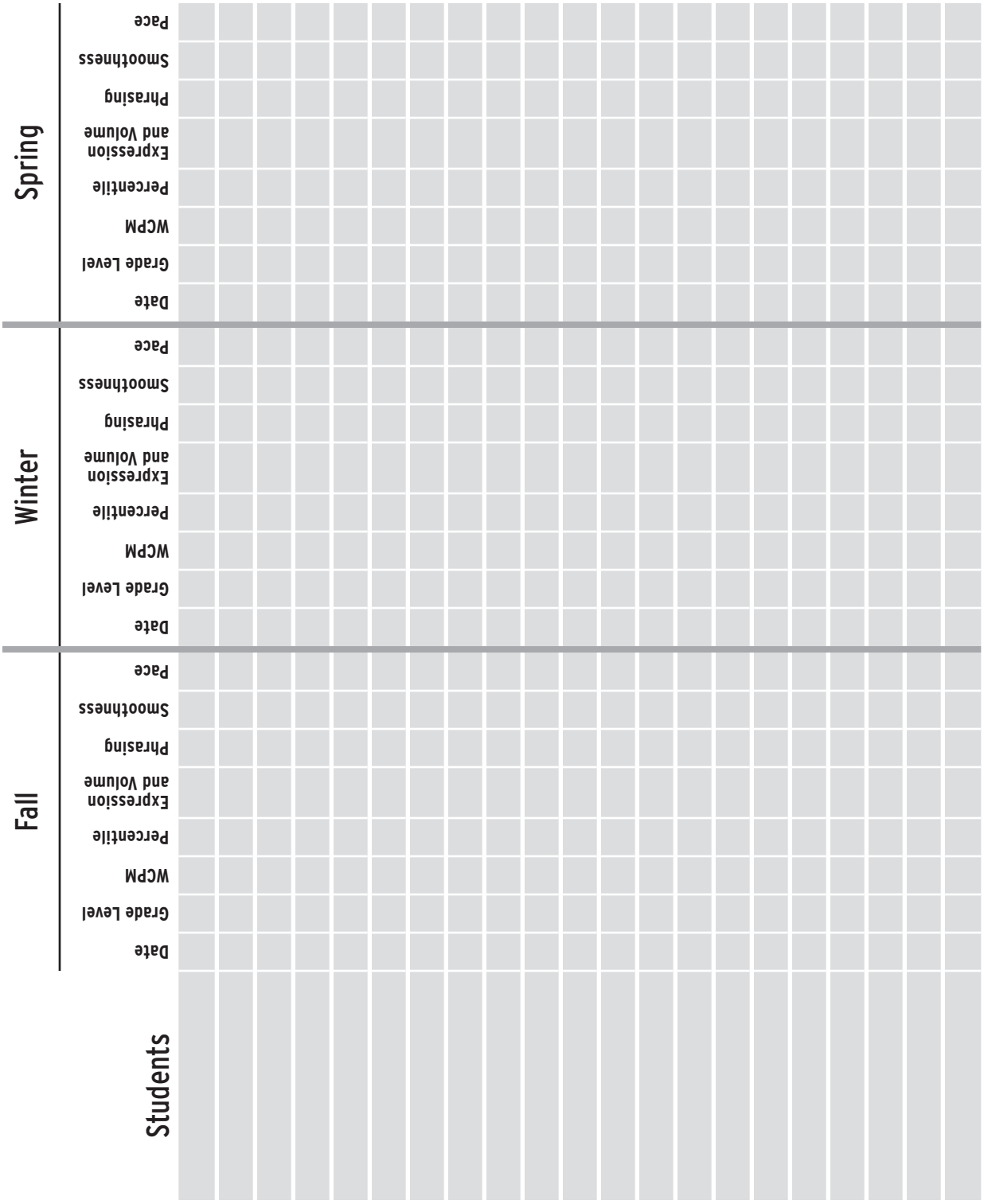
Fluency Assessment Class Profile (Sample)

Grade: 1

Fluency Assessment	Names	Fall								Winter								Spring							
		Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace		Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace		Grade Level	WCPM	Percentile	Expression and Volume	Phrasing	Smoothness	Pace	
	1									1	39	71	3	3	3	3		1	93	85	4	4	4	4	
	2																	1	53	53	3	3	3	3	
	3																	1	91	84	4	4	4	4	
	4																	1	65	65	3	3	3	3	
	5																	1	51	51	3	3	3	3	
	6									1	42	73	3	3	3	3		1	102	89	4	3	3	3	
	7									1	55	82	4	4	4	4		2	106	65	4	4	4	4	
	8																	1	76	74	4	4	3	3	
	9									1	31	63	3	3	3	3		1	81	77	3	3	3	3	
	10	2	89	85	3	3	3	3		3	110	65	4	4	4	4		3	128	79	4	4	4	4	
	11									1	62	85	3	3	3	3		1	117	75	4	4	4	4	
	12									2	84	59	4	4	4	4		3	111	51	4	4	4	4	
	13									1	74	90	3	3	3	3		2	111	70	4	4	4	4	
	14																	1	50	50	3	3	3	3	
	15																	1	57	58	3	3	3	3	
	16																	1	52	52	3	3	3	3	
	17									1	57	83	4	4	4	4		2	105	64	4	4	4	4	
	18	4	99	51	3	3	3	3		4	123	60	4	4	3	3		4	179	88	4	4	4	4	
	19																								
	20									1	50	79	3	3	3	3		1	94	86	4	4	4	4	
	21									1	34	66	3	3	3	3		1	78	75	3	3	4	4	3

Fluency Class Record

school _____ teacher _____ grade _____



For the columns Expression and Volume, Phrasing, Smoothness, and Pace, use the codes 1–4. "-" indicates student is a non-reader.

Fluency Assessment Passages and Norms, Grades 1–8

The Match, Grade 1, Passage 1

"Pass to Jules,"

"Pass to Fred,"

"Get it in!"

"On your head!"

"Watch the ball!"

"Keep it tight!"

If you do, we'll win tonight!

"Team-play lads,"

"It's up for grabs!"

"In the D,"

"Don't wait for me!"

"He's on your right."

Kick it hard, we'll win tonight!

"United scores!"

Their fans applaud.

The whistle's blown,

Supporters groan,

"They didn't fight."

We really should have won tonight!

The Match, Student Copy

Do you like to eat apples? Many children love eating apples. They eat them **14**

at lunch or breakfast. They eat them for a snack. **24**

How Apples Grow **27**

Apple trees make flowers in the spring. The flowers are pink, but they may **41**

look white. They are beautiful and smell nice. **49**

An apple grows from a part of a flower on the tree. Apples begin to grow in **66**

the summer. They grow slowly. They get bigger, and their color changes. **78**

The apples are ready in the fall. Some apples grow on branches near the **92**

ground. Other apples grow at the top of the trees. Farmers use ladders to **106**

get those apples. **109**

How Apples Taste and Look **114**

Apples can taste sweet or sour. They can be red, green, or yellow. Some **128**

apples are bigger than your hand. Some are small like a cherry. **140**

Apples Are Good for You **145**

Apples are good for you. They can help you grow and stay healthy. Some **159**

people say to eat an apple every day. **167**

Sue liked to play,Grade 1, Passage 2

Do you like to eat apples? Many children love eating apples. They eat them at lunch or breakfast. They eat them for a snack.

How Apples Grow

Apple trees make flowers in the spring. The flowers are pink, but they may look white. They are beautiful and smell nice.

An apple grows from a part of a flower on the tree. Apples begin to grow in the summer. They grow slowly. They get bigger, and their color changes. The apples are ready in the fall. Some apples grow on branches near the ground. Other apples grow at the top of the trees. Farmers use ladders to get those apples.

How Apples Taste and Look

Apples can taste sweet or sour. They can be red, green, or yellow. Some apples are bigger than your hand. Some are small like a cherry.

Apples Are Good for You

Apples are good for you. They can help you grow and stay healthy. Some people say to eat an apple every day.

Sue liked to play, Student Copy

I wanted a pet for my birthday. **7**
"How about a puppy?" my mother asked. **14**
"How about a cat?" my father asked. **21**
"I think we should get a bunny," my sister said. **31**
"I want a snake," I told them. **38**
"A snake?" they shouted together. **43**
"Isn't that a rather unusual pet?" my father asked. **52**
"I hate snakes," my mother added. **58**
"Yuck!" my sister said and stomped out. **65**
"Snakes can make good pets," I told them. I had read all about snakes. **79**
"Corn snakes are good for beginners, and you keep them in a cage. I even **94**
know about how to clean the cage." **101**
Like all animals, snakes need to be fed, but they like to eat strange things **116**
like mice. This was the part my mom hated, so I told her you could buy **132**
snake food frozen. She felt better then. **139**
There was only one little problem. "Corn snakes kind of like to escape," I **153**
said quietly. **155**
"Escape?" yelled my father. "You mean get out?" **162**
"Oh, no!" yelled my mother. **167**
"I'm out of here!" yelled my sister from the other room. **178**
"No! Wait!" I cried. "All you have to do is make sure the lid to the cage is **196**
locked. I can do that. I promise!" I was turning eight, which made me plenty **211**
old enough for this. **215**
My parents looked at each other. **221**
"OK," my mother said. She did not sound too sure. **231**
"OK," my father said. He sounded more sure. **239**
"No one listens to me," my sister said. She was absolutely sure. **251**
So now I am a pet owner. My corn snake's name is Sasha, and she's about **267**
four feet long. The best thing is that my new pet keeps my sister out of my **284**
room, which I think makes her a great pet! **293**

A Most Unusual Pet, Grade 1, Passage 3

I wanted a pet for my birthday.
"How about a puppy?" my mother asked.
"How about a cat?" my father asked.
"I think we should get a bunny," my sister said.
"I want a snake," I told them.
"A snake?" they shouted together.
"Isn't that a rather unusual pet?" my father asked.
"I hate snakes," my mother added.
"Yuck!" my sister said and stomped out.
"Snakes can make good pets," I told them. I had read all about snakes.
"Corn snakes are good for beginners, and you keep them in a cage. I even know about how to clean the cage."
Like all animals, snakes need to be fed, but they like to eat strange things like mice. This was the part my mom hated, so I told her you could buy snake food frozen. She felt better then.
There was only one little problem. "Corn snakes kind of like to escape," I said quietly.
"Escape?" yelled my father. "You mean get out?"
"Oh, no!" yelled my mother.
"I'm out of here!" yelled my sister from the other room.
"No! Wait!" I cried. "All you have to do is make sure the lid to the cage is locked. I can do that. I promise!" I was turning eight, which made me plenty old enough for this.
My parents looked at each other.
"OK," my mother said. She did not sound too sure.
"OK," my father said. He sounded more sure.
"No one listens to me," my sister said. She was absolutely sure.
So now I am a pet owner. My corn snake's name is Sasha, and she's about four feet long. The best thing is that my new pet keeps my sister out of my room, which I think makes her a great pet!

A Most Unusual Pet, Student Copy

My name is Lisa. I am seven years old. I live in a small house with my **17**
mother, my father, and my dog, Albert. **24**

Albert is a large dog. He has thick fur. His legs are strong, and he can run **41**
fast. When he is hot, his tongue hangs out of his mouth, and I can hear him **58**
breathe loudly. Sometimes he snores when he sleeps. **66**

Albert is not just a pet. He is a working dog, too. His job is to help me. I **85**
cannot see, and Albert must guide me. When we go outside, Albert wears a **99**
leash. I hold onto the leash, and Albert keeps me safe. **110**

Albert makes sure that I do not bump into other people. He also leads me **125**
away from things that could hurt me. If there is a big stone, a piece of glass, **142**
or a hole in the sidewalk, Albert leads me around them. Albert also leads me **157**
across the street when there are not any cars coming. **167**

After Albert works, he often takes a nap. Then he is ready to play. He **182**
especially likes to play ball. I throw a tennis ball, and he runs to find it. He **198**
carries it to me in his mouth. Then he drops it by my feet. **212**

Albert and I are good friends. I like to be with him. He helps keep me safe, **229**
and he also keeps me company. I feel lucky to have such a special dog. **244**

Albert, a Very Special Dog, Grade 2, Passage 1

My name is Lisa. I am seven years old. I live in a small house with my mother, my father, and my dog, Albert.

Albert is a large dog. He has thick fur. His legs are strong, and he can run fast. When he is hot, his tongue hangs out of his mouth, and I can hear him breathe loudly. Sometimes he snores when he sleeps.

Albert is not just a pet. He is a working dog, too. His job is to help me. I cannot see, and Albert must guide me. When we go outside, Albert wears a leash. I hold onto the leash, and Albert keeps me safe.

Albert makes sure that I do not bump into other people. He also leads me away from things that could hurt me. If there is a big stone, a piece of glass, or a hole in the sidewalk, Albert leads me around them. Albert also leads me across the street when there are not any cars coming.

After Albert works, he often takes a nap. Then he is ready to play. He especially likes to play ball. I throw a tennis ball, and he runs to find it. He carries it to me in his mouth. Then he drops it by my feet.

Albert and I are good friends. I like to be with him. He helps keep me safe, and he also keeps me company. I feel lucky to have such a special dog.

Albert, a Very Special Dog, Student Copy

What is fun, colorful, and over 100 years old? Crayons! The first crayons for **14**
kids were made in 1903. There were only eight colors. Now there are over **28**
100 different colors! **31**

A lot has changed in 100 years. But the steps for making crayons are still **46**
the same. Crayons have only two ingredients: wax and colored powder. The **58**
wax is heated in large bowls. Heating the wax turns it into a liquid. Then, the **74**
color is added. It is mixed into the wax. **83**

Next, the colored wax is poured over a mold. The mold is a flat tray with **99**
a lot of holes. The holes are in the shape of a crayon. The hot liquid wax **116**
fills the holes. The wax cools while it is in the mold. When the wax cools it **133**
turns hard. A machine pushes the cooled wax out of the holes. And up pop **148**
crayons! **149**

Most color names come from a special art book. But sometimes people who **162**
use crayons get to name new colors. Many of the colors have fun names like **177**
"tickle me pink." There is even a color named "macaroni and cheese." The **190**
most popular color is blue. **195**

Today there are many types of crayons. They come in different shapes and **208**
sizes. Some even sparkle with glitter! Crayons are still as much fun as they **222**
were 100 years ago. **226**

A Rainbow of Fun, Grade 2, Passage 2

What is fun, colorful, and over 100 years old? Crayons! The first crayons for kids were made in 1903. There were only eight colors. Now there are over 100 different colors!

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Next, the colored wax is poured over a mold. The mold is a flat tray with a lot of holes. The holes are in the shape of a crayon. The hot liquid wax fills the holes. The wax cools while it is in the mold. When the wax cools it turns hard. A machine pushes the cooled wax out of the holes. And up pop crayons!

Most color names come from a special art book. But sometimes people who use crayons get to name new colors. Many of the colors have fun names like "tickle me pink." There is even a color named "macaroni and cheese." The most popular color is blue.

Today there are many types of crayons. They come in different shapes and sizes. Some even sparkle with glitter! Crayons are still as much fun as they were 100 years ago.

A Rainbow of Fun, Student Copy

Carter slowly opened his eyes. It was a wonderful morning! He had played a **14**
great football game last night. He was the hero. The strong. The mighty. He **28**
was like a lion that had fought one of the gladiators in ancient Rome. He had **44**
felt the power in his veins. That winning touchdown had been one of the **58**
best moments of his life. **63**

Jake, his best friend, had spent the night and was asleep in the other bed. **78**
Carter knew that Jake was a good football player, but not as good as Carter. **93**
At least for today, Carter felt like the best! **102**
Suddenly, Carter felt a tickle on his foot. He looked down and froze. A **116**
mouse was sitting on his toe, calmly licking its paws. Carter could have **129**
easily moved his foot and scared it away, but there was one problem: no **143**
one in the world was as terrified of mice as he was. He lay like a statue, **160**
wondering what to do. **164**

Calling Mom to help was clearly out of the question. Jake would hear **177**
him, and that would not do. The big, strong football hero calling out to his **192**
mommy, afraid of a mouse? He could just see the entire school laughing at **206**
him in the halls. They would lose all their respect for him! **218**

The mouse crawled higher. Carter heard his heart pounding in his head. He **231**
watched it's disgusting little feet on his leg. He wondered if it was possible **245**
for a person to die of fear. What to do, what to do? What if Jake woke to find **264**
him frozen with fright, sweating with terror? He closed his eyes and tried to **278**
think. **279**

The mouse was on his chest now, staring him down. Carter slowly looked at **293**
Jake on the other bed, and saw that his friend's eyes were now open. Jake **308**
was awake, grinning at him. **313**

"Do you need a little help, big guy?" Jake whispered. **323**

Fear made Carter lose all sense of pride. "Yes!" the mighty lion squeaked. **336**
Jake jumped up, scaring the mouse, which quickly scampered off. Carter let **348**
out a squeal and jumped to the head of his bed. **359**
Jake snickered. "You're lucky we played a team of big athletes last night, **372**
instead of a team of little mice. Something tells me you wouldn't have been **386**
such a hero!" **389**

Carter threw his pillow across the room at Jake and they both fell to the **404**
floor laughing.

The Football Hero, Grade 2, Passage 3

Carter slowly opened his eyes. It was a wonderful morning! He had played a great football game last night. He was the hero. The strong. The mighty. He was like a lion that had fought one of the gladiators in ancient Rome. He had felt the power in his veins. That winning touchdown had been one of the best moments of his life.

Jake, his best friend, had spent the night and was asleep in the other bed. Carter knew that Jake was a good football player, but not as good as Carter. At least for today, Carter felt like the best!

Suddenly, Carter felt a tickle on his foot. He looked down and froze. A mouse was sitting on his toe, calmly licking its paws. Carter could have easily moved his foot and scared it away, but there was one problem: no one in the world was as terrified of mice as he was. He lay like a statue, wondering what to do.

Calling Mom to help was clearly out of the question. Jake would hear him, and that would not do. The big, strong football hero calling out to his mommy, afraid of a mouse? He could just see the entire school laughing at him in the halls. They would lose all their respect for him!

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Carter threw his pillow across the room at Jake and they both fell to the floor laughing.

The Football Hero, Student Copy

Timmy walked into the classroom right behind Leo, who was reading a **12**
book. Leo stopped suddenly, and Timmy ran into him. **21**

"Why don't you watch where you're going?" Timmy asked. "You shouldn't **32**
be walking and reading at the same time." **40**

"Sorry," Leo said, and then he sat down and started reading again. **52**

Leo was a brain. He seemed to know everything. Whenever Mr. Zane asked **65**
a question, Leo's hand shot up like a rocket. **74**

Timmy settled in his own seat between his friends, Kim and Mike. They **87**
started gabbing about yesterday's baseball game. **93**

Soon, the bell rang, and Mr. Zane greeted everybody. Then he passed back **106**
some science tests from Tuesday. **111**

"Your hard effort is paying off," he told Timmy. Timmy smiled, thinking that **124**
his parents were going to be happy. **131**

A moment later, Timmy heard Mr. Zane congratulating Leo the Brain. "Your **143**
test was perfect," he said. **148**

At recess, Timmy noticed Leo again, but this time Leo wasn't reading a **161**
book. He was stooped over a ball of fur at the edge of the playground. **176**

Timmy was curious, so he ran over. Leo was comforting a kitten. It's purring **190**
sounded like a little motor. **195**

"I think it's lost," Leo said. **201**

"My mom volunteers for Animal Rescue," Timmy said, "so we should call **213**
her." **214**

"Let's do that, " Leo said. "I wish I could take the kitten home, but we've **229**
already got two cats and two dogs." **236**

"We've got a bunch of pets, too," Timmy said. "You should come over this **250**
afternoon, and I'll show you." **255**

The Animal Lovers, Grade 3, Passage 1

Timmy walked into the classroom right behind Leo, who was reading a book. Leo stopped suddenly, and Timmy ran into him.

"Why don't you watch where you're going?" Timmy asked. "You shouldn't be walking and reading at the same time."

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"Let's do that, " Leo said. "I wish I could take the kitten home, but we've already got two cats and two dogs."

"We've got a bunch of pets, too," Timmy said. "You should come over this afternoon, and I'll show you."

The Animal Lovers, Student Copy

Have you ever heard of dogs having jobs? Guide dogs have very important **13**
jobs. They help people who cannot see. **20**

Not every dog can be a guide dog. Guide dogs must be smart and healthy. **35**
They must be calm around people. Only the very smartest puppies are **47**
chosen to become guide dogs. They begin their training right away. They **59**
learn how to live with a family, and how to take orders. **71**

How do guide dogs get so smart? Special dog trainers teach young guide **84**
dogs how to help blind people. For example, a blind person cannot see **97**
traffic lights. The guide dog learns to lead the person safely across the **110**
street. **111**

A guide dog must be alert while working. It must not stop to chase a cat. It **128**
must not stop to bury a bone. An accident could happen if the guide dog **143**
stops working when its partner needs help. **150**

Blind people also get special training before they can have a guide dog. **163**
They must learn how to treat their guide dog, and how to give their dog **178**
orders. They must learn how to take care of their guide dog. **190**

A guide dog and its owner spend a lot of time together. They become **204**
partners. They trust each other. A guide dog and its partner will work **217**
together well if they understand each other. **224**

Guide dogs and their owners learn a lot about each other by living and **238**
working together. They become good friends. Being a good friend to its **250**
owner is the most important job a guide dog can have. **261**

Guide Dogs, Grade 3, Passage 2

Have you ever heard of dogs having jobs? Guide dogs have very important jobs. They help people who cannot see.

Not every dog can be a guide dog. Guide dogs must be smart and healthy. They must be calm around people. Only the very smartest puppies are chosen to become guide dogs. They begin their training right away. They learn how to live with a family, and how to take orders.

How do guide dogs get so smart? Special dog trainers teach young guide dogs how to help blind people. For example, a blind person cannot see traffic lights. The guide dog learns to lead the person safely across the street.

A guide dog must be alert while working. lt must not stop to chase a cat. lt must not stop to bury a bone. An accident could happen if the guide dog stops working when its partner needs help.

Blind people also get special training before they can have a guide dog. They must learn how to treat their guide dog, and how to give their dog orders. They must learn how to take care of their guide dog.

A guide dog and its owner spend a lot of time together. They become partners. They trust each other. A guide dog and its partner will work together well if they understand each other.

Guide dogs and their owners learn a lot about each other by living and working together. They become good friends. Being a good friend to its owner is the most important job a guide dog can have.

Guide Dogs, Student Copy

Imagine being a famous musician at age 12. Now imagine doing that 12
without being able to see. This happened to Stevie Wonder. 22
The Child Star 25
Stevie was born in 1950. He was first named Steveland Judkins. Being blind 38
didn't keep Steveland away from music. When he was 4 years old, his voice 52
was already outstanding, so he joined a church choir. When he was 7 years 66
old, he learned to play piano. By the age of 9, Steveland could also play the 82
drums and the harmonica. 86
When Steveland was 12, a man named Berry Gordy listened to him sing and 100
play. Berry Gordy was the head of a big record company named Motown 113
Records. He was impressed, and he decided to help Stevie make records. 125
He also renamed him "Little Stevie Wonder." He had his first hit with a song 140
called "Fingertips (Part 2)." Soon, Stevie's picture was on newsstands all 151
over the country. By the age of 12, Stevie was a star. 163
The Music Maker 166
At first, Stevie played whatever songs Motown Records asked him to 177
play. When he was 21, he worked out a new agreement. Now he had the 192
freedom to play the music he wanted to play. He began to write his own 207
songs. His record, Talking Book, came out in 1972. It included some of 220
Stevie's best music ever. The songs "You Are the Sunshine of My Life" and 234
"Superstition" are still played on radio stations today. 242
Using Music for Peace 246
As Stevie got older, he became more interested in politics. In the 1980s, 259
Stevie worked hard to get the United States government to make a holiday 272
in honor of Dr. Martin Luther King, Jr. Dr. King was an important leader 286
who fought for the rights of African Americans. Stevie saw his dream come 299
true in 1986. The first Martin Luther King Day was celebrated with a Stevie 313
Wonder concert. 315
Today, Stevie Wonder is one of pop music's greatest stars. He has won over 329
20 Grammy Awards and an Oscar. Stevie takes great joy out of sharing his 343
music with the world. He has also worked against world hunger and racism. 356
Stevie Wonder has been around the world, using his music to teach people 369
about peace. A man who was once a child star is now making our world a 385
better place. 387

Stevie Wonder: Using Music for Peace, Grade 3, Passage 3

Imagine being a famous musician at age 12. Now imagine doing that without being able to see. This happened to Stevie Wonder.

The Child Star

Stevie was born in 1950. He was first named Steveland Judkins. Being blind didn't keep Steveland away from music. When he was 4 years old, his voice was already outstanding, so he joined a church choir. When he was 7 years old, he learned to play piano. By the age of 9, Steveland could also play the drums and the harmonica.

When Steveland was 12, a man named Berry Gordy listened to him sing and play. Berry Gordy was the head of a big record company named Motown Records. He was impressed, and he decided to help Stevie make records. He also renamed him "Little Stevie Wonder." He had his first hit with a song called "Fingertips (Part 2)." Soon, Stevie's picture was on newsstands all over the country. By the age of 12, Stevie was a star.

The Music Maker

At first, Stevie played whatever songs Motown Records asked him to play. When he was 21, he worked out a new agreement. Now he had the freedom to play the music he wanted to play. He began to write his own songs. His record, Talking Book, came out in 1972. It included some of Stevie's best music ever. The songs "You Are the Sunshine of My Life" and "Superstition" are still played on radio stations today.

Using Music for Peace

As Stevie got older, he became more interested in politics. In the 1980s, Stevie worked hard to get the United States government to make a holiday in honor of Dr. Martin Luther King, Jr. Dr. King was an important leader who fought for the rights of African Americans. Stevie saw his dream come true in 1986. The first Martin Luther King Day was celebrated with a Stevie Wonder concert.

Today, Stevie Wonder is one of pop music's greatest stars. He has won over 20 Grammy Awards and an Oscar. Stevie takes great joy out of sharing his music with the world. He has also worked against world hunger and racism. Stevie Wonder has been around the world, using his music to teach people about peace. A man who was once a child star is now making our world a better place.

Stevie Wonder: Using Music for Peace, Student Copy

"Actually, we've been working on a turkey drive," Isabella said, laughing. **11**

"A turkey drive?" Mom and Dad answered in unison. **20**

Jake explained: "Yes, remember those families Dad told us about who can't **32**
afford turkey for Thanksgiving. Well, we decided to do something about it." **44**
Isabella pulled out the sign that Jake and she had made, asking people to **58**
help by donating turkeys to the drive. She passed the sign to Dad, who read **73**
it and passed it to Mom. "Wow," she said. **82**

"Your sign says collection day is this Saturday at our house," Dad said. **95**

"That doesn't give people much notice. Don't be disappointed if you don't **107**
get many turkeys." **110**

"We'll put up a million signs," Jake said, "and keep our fingers crossed." **123**

Saturday arrived. Dad agreed to drive Isabella to the grocery stores to pick **136**
up turkeys. Mom agreed to wait at home in case anybody arrived with a donation. **151**
Dad, Isabella, and Jake spent the morning collecting turkeys from the **162**
grocery stores. Their van was full by the time they finished. **173**

"Maybe we should go straight to the pantry with these turkeys," Dad said. **186**

"If a few come to the house, we can take them over later." **199**

"No, let's bring them all at the same time," Jake said, "to make it easier on **215**
the people at the food pantry." **221**

When they got near their street, the traffic slowed down to a crawl. "I've **235**
never seen so many cars here," Dad said. "It figures that this would happen **249**
today, when we're in a hurry," **255**

Ten minutes later they reached their driveway. Friends and neighbors were **266**
carrying bags and boxes to the door. Cars were lined up along the street, **280**
bumper to bumper, waiting to deliver more turkeys to their house. **291**

Jake and Isabella cheered. "Well, it looks like we're going to need a truck for **306**
all those turkeys!" Dad exclaimed. **311**

A Thanksgiving Lesson, Grade 4, Passage 1

"Actually, we've been working on a turkey drive," Isabella said, laughing.

"A turkey drive?" Mom and Dad answered in unison.

Jake explained: "Yes, remember those families Dad told us about who can't afford turkey for Thanksgiving. Well, we decided to do something about it." Isabella pulled out the sign that Jake and she had made, asking people to help by donating turkeys to the drive. She passed the sign to Dad, who read it and passed it to Mom. "Wow," she said.

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"We'll put up a million signs," Jake said, "and keep our fingers crossed."

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"Maybe we should go straight to the pantry with these turkeys," Dad said.

"If a few come to the house, we can take them over later."

"No, let's bring them all at the same time," Jake said, "to make it easier on the people at the food pantry."

When they got near their street, the traffic slowed down to a crawl. "I've never seen so many cars here," Dad said. "It figures that this would happen today, when we're in a hurry,"

Ten minutes later they reached their driveway. Friends and neighbors were carrying bags and boxes to the door. Cars were lined up along the street, bumper to bumper, waiting to deliver more turkeys to their house.

Jake and Isabella cheered. "Well, it looks like we're going to need a truck for all those turkeys!" Dad exclaimed.

A Thanksgiving Lesson, Student Copy

On October 2, 1950, Charles Schulz's comic strip Peanuts appeared for the **12**
first time in seven newspapers. The strip featured the character "good ol **24**
Charlie Brown," his friends, and his dog. Who was Charles Schulz? How did **37**
he create one of the most famous comic strips ever? **47**

Charles Schulz was born in Minneapolis, Minnesota, on November 26, **57**
1922. Schultz wanted to be a cartoonist from the time he was a young child. **72**
He read the comic strips in the newspaper and practiced drawing his own **85**
cartoons. He continued to draw cartoons in high school. After he graduated **97**
from high school, Schultz joined the Army and served in World War II. **110**

After the war, Schulz tried his hand at professional cartooning. He created a **123**
comic strip called Li'l Folks, which was first published in the St. Paul Pioneer **137**
Press in 1947. Schulz also had his cartoons published in the Saturday **149**
Evening Post, a well-known magazine. **154**

Charles Schulz was not an instant success as a cartoonist. He received **166**
letters from many newspapers that rejected his cartoons. Finally, in 1950, **177**
Schulz sold his Li'l Folks comic strip to United Features Syndicate. They **189**
liked the strip, but they renamed it Peanuts. Schulz often said that he did not **204**
like the new name, but he agreed to the change. Within two years, Peanuts **218**
was in more than 40 newspapers across the country. **227**

The look of the Peanuts characters changed over time, but they remained **239**
human and easy to relate to. Schulz based the characters on his own life. **253**
Charlie Brown was named after one of Schulz's friends. The lovable dog **265**
Snoopy was based on Spike, the dog Schultz grew up with. **276**

Schulz's characters have distinct personalities. Charlie Brown is a nice kid **287**
who just never quite feels like a winner. Things don't come easily to Charlie **301**
Brown. Lucy Van Pelt is the opposite of Charlie Brown. Lucy does not worry **315**

Charles M. Schulz, Grade 4, Passage 2

On October 2, 1950, Charles Schulz's comic strip Peanuts appeared for the first time in seven newspapers. The strip featured the character "good ol Charlie Brown," his friends, and his dog. Who was Charles Schulz? How did he create one of the most famous comic strips ever?

Charles Schulz was born in Minneapolis, Minnesota, on November 26, 1922. Schultz wanted to be a cartoonist from the time he was a young child. He read the comic strips in the newspaper and practiced drawing his own cartoons. He continued to draw cartoons in high school. After he graduated from high school, Schultz joined the Army and served in World War II.

After the war, Schulz tried his hand at professional cartooning. He created a comic strip called Li'l Folks, which was first published in the St. Paul Pioneer Press in 1947. Schulz also had his cartoons published in the Saturday Evening Post, a well-known magazine.

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The look of the Peanuts characters changed over time, but they remained human and easy to relate to. Schulz based the characters on his own life. Charlie Brown was named after one of Schulz's friends. The lovable dog Snoopy was based on Spike, the dog Schultz grew up with.

Schulz's characters have distinct personalities. Charlie Brown is a nice kid who just never quite feels like a winner. Things don't come easily to Charlie Brown. Lucy Van Pelt is the opposite of Charlie Brown. Lucy does not worry

Manny Soto could pinpoint the exact moment when nervousness turned his **11**
stomach upside down. The campaign for sixth-grade class president had **22**
just begun to heat up, spreading a contagious election fever through the **34**
middle school. This year the school principal had encouraged each student **44**
to get involved in some way -- from taking polls to designing posters for **57**
the candidates. Manny decided to go for the gold, becoming one of four **70**
students to run for class president. **76**

His trouble began when the candidates presented their speeches at a school **88**
assembly. As a result of a random drawing, Darius Johnson spoke first. **100**

Darius was all about sports, so he proposed building new bleachers and **112**
cutting back on athletic fees with the help of the school administration. **124**

Next up was Antonio Rizzi, whose speech made the audience feel like **136**
they were at a comedy club. The comic relief was entertaining, but no one **149**
seemed to take Antonio very seriously. Then, Julia Thomas stepped up **160**
to the microphone and Manny listened to her proposals: Keep the library **172**
open longer after school… Work with the School Committee on reducing **183**
class size… Launch a homework center…. It was as if she'd read his speech, **197**
Manny thought as he walked to the podium. Delivering his speech as **209**
written, he emphasized the one idea that Julia hadn't already mentioned -- **220**
more healthy food choices on the school menu. **228**

When the audience began to ask the candidates probing questions, the first **240**
went to Manny. "Can you explain the difference between your proposal and **252**
Julia's?" asked a student. **256**

"Well... ah... that's a good question," Manny stalled. "Actually, Julia and I **268**
agree on many things, but the difference is I know how to get things done. **283**
I'm the one who can put those ideas into practice." Manny put such a good **298**
spin on it that he almost convinced himself his words were true. **310**

A Class Election, Grade 4, Passage 3

Manny Soto could pinpoint the exact moment when nervousness turned his stomach upside down. The campaign for sixth-grade class president had just begun to heat up, spreading a contagious election fever through the middle school. This year the school principal had encouraged each student to get involved in some way -- from taking polls to designing posters for the candidates. Manny decided to go for the gold, becoming one of four students to run for class president.

His trouble began when the candidates presented their speeches at a school assembly. As a result of a random drawing, Darius Johnson spoke first.

Darius was all about sports, so he proposed building new bleachers and cutting back on athletic fees with the help of the school administration.

Next up was Antonio Rizzi, whose speech made the audience feel like they were at a comedy club. The comic relief was entertaining, but no one seemed to take Antonio very seriously. Then, Julia Thomas stepped up to the microphone and Manny listened to her proposals: Keep the library open longer after school… Work with the School Committee on reducing class size… Launch a homework center…. It was as if she'd read his speech, Manny thought as he walked to the podium. Delivering his speech as written, he emphasized the one idea that Julia hadn't already mentioned -- more healthy food choices on the school menu.

When the audience began to ask the candidates probing questions, the first went to Manny. "Can you explain the difference between your proposal and Julia's?" asked a student.

"Well... ah... that's a good question," Manny stalled. "Actually, Julia and I agree on many things, but the difference is I know how to get things done. I'm the one who can put those ideas into practice." Manny put such a good spin on it that he almost convinced himself his words were true.

A Class Election, Student Copy

Jake laid awake most of the night, thinking about all the cars he would not **15**
see and the chrome and leather interiors he would not touch. Instead of **28**
being surrounded by luxury Buick and Cadillac town cars from the 1930s, **40**
he would be spending his days with an ancient man that he hardly knew. **54**
Jake could not imagine that this great-uncle would be much fun. Jake finally **68**
went to sleep, discouraged and upset with the man who had spoiled his summer. **82**

The next morning, Jake awakened to the sounds of laughter and a strange **95**
voice coming from the kitchen. William Henry Young had arrived! Though **106**
Jake was hungry, he was still upset; he did not want to go downstairs, so **121**
he decided to cover his head and go back to sleep. Maybe it would have **136**
worked had it not been for the smell of bacon and eggs penetrating his **150**
nostrils. Still foggy from sleep, Jake carefully made his way downstairs, **161**
where he saw a stately man sitting at the kitchen table, drinking a cup of **176**
coffee. Before Jake could speak, the man spoke to him. **186**

"Well, if it isn't my Great-Nephew Jake, Jr. I am glad to meet the nephew **202**
who has taken after me." Jake looked surprised, and they all laughed. **214**

"Young man, I know all about your fascination with classic cars because that **227**
is my passion, too. I worked at the General Motors plant in Detroit when **241**
I was a young man, and I fell in love with those cars and still adore them today." **259**

"You helped to build cars in Detroit?" **266**

"I helped to design and engineer them, and I brought some original pictures **279**
of the cars that I worked on to show you. Until you came along, I thought **295**
that no one appreciated classic cars as much as I do." **306**

Now all ears and no longer upset, Jake sat beside his great-uncle and **320**
listened intently as he talked about the 1936 Cadillac V-12 engine he **332**
engineered. Great-Uncle William's voice was as powerful as the engine **343**
that he described. When he brought out a photo of a 1959 red Cadillac with **358**
enormous fins, Jake's parents smiled, satisfied that their son would indeed **369**
enjoy their summer guest. **373**

Jake's Summer Guest by Clifton Taulbert, Grade 5, Passage 1

Jake laid awake most of the night, thinking about all the cars he would not see and the chrome and leather interiors he would not touch. Instead of being surrounded by luxury Buick and Cadillac town cars from the 1930s, he would be spending his days with an ancient man that he hardly knew. Jake could not imagine that this great-uncle would be much fun. Jake finally went to sleep, discouraged and upset with the man who had spoiled his summer.

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"Young man, I know all about your fascination with classic cars because that is my passion, too. I worked at the General Motors plant in Detroit when I was a young man, and I fell in love with those cars and still adore them today."

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Jake's Summer Guest by Clifton Taulbert, Student Copy

How would you feel if you lived in a place where it seems like it rains hard **17**
every day for half the year? To people in Southeast Asia, Africa, and India, **31**
this is normal. There, torrential rainstorms arrive each year because of the **43**
monsoon winds. **45**

It may be hard for people from other areas to grasp the intense power of **60**
this weather system. For example, Miami, Florida, one of the wettest cities **72**
in the United States, has an average annual rainfall of 60 inches. Contrast **84**
this with Cherrapunji, India, which lies in the path of the Asian monsoon. **97**
This town gets an average rainfall of 480 inches per year, eight times more **111**
than Miami. That's a whole lot of rain. **119**

What Causes Monsoons? **122**

The word monsoon comes from the Arabic word mausim, meaning "season **133**
of winds." People use monsoon to refer to the winds that bring rain, the **147**
season when the monsoon winds blow, and the rain that falls because of the **161**
winds. The Asian monsoon (mainly in India) is the largest system. Smaller **173**
monsoons occur near the equator in Africa, Australia, Indonesia, Sri Lanka, **184**
and also in the southwestern United States. **191**

A few key factors combine to create the summer monsoon in India. One of **205**
these is the position of Earth in relation to the sun. From June to September, **220**
the sun's rays are mostly concentrated on Earth's Northern Hemisphere, or **231**
half. The land traps warmth from the sun and heats the air above it. Because **246**
hot air is lighter than cool air, the hot air rises, creating space for cooler **261**
ocean air that rushes inland from the south. Over India, this moisture-rich **274**
layer can build up to three miles high. Clouds form because of the moisture, **288**
and they release torrential rain. **293**

The winter monsoon season occurs from September to March. The sun's **304**
rays become more concentrated on Earth's Southern Hemisphere during **313**

"Clouds Like Elephants": The Indian Monsoon, Grade 5, Passage 2

How would you feel if you lived in a place where it seems like it rains hard every day for half the year? To people in Southeast Asia, Africa, and India, this is normal. There, torrential rainstorms arrive each year because of the monsoon winds.

It may be hard for people from other areas to grasp the intense power of this weather system. For example, Miami, Florida, one of the wettest cities in the United States, has an average annual rainfall of 60 inches. Contrast this with Cherrapunji, India, which lies in the path of the Asian monsoon. This town gets an average rainfall of 480 inches per year, eight times more than Miami. That's a whole lot of rain.

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The winter monsoon season occurs from September to March. The sun's rays become more concentrated on Earth's Southern Hemisphere during

Dear Jean-Paul, **3**

Greetings and salutations from your new American pen pal. I'm **13**
excited to be part of the Community Through Correspondence program, **23**
which matches up kids with similar interests from around the world. **34**
The program asked me to list the five words that best described the real **48**
me, and the words I listed were enterprising, imaginative, independent, **58**
straightforward, and loyal. I'd be interested to know how you described yourself. **70**

Allow me to introduce myself. My name is Benjamin Sicker. I have **82**
lived in the university town of Charlottesville, Virginia, since I was in **94**
kindergarten. My father teaches law at the University of Virginia School **105**
of Law, and my mother is a health services administrator at the university **118**
hospital and clinic. Before moving to Charlottesville, we lived briefly **128**
in Seattle, Washington, where my father worked as an environmental **138**
lawyer, assisting on critical cases involving toxic waste dumping and **148**
biohazards. (You may not be aware of this, but the United States contains **161**
two Washingtons. The one you regularly read about, Washington, DC, is the **173**
capital of our country, just as Brussels is the capital of yours. The one I lived **189**
in, Washington State, is a state in the northwest corner of our country.) **202**

I am in middle school, which for us encompasses sixth through **213**
eighth grades. Beginning in September, I will go to high school, where **225**
I will unfortunately once again be among the youngest kids. It has been **238**
extremely gratifying being one of the oldest this year in middle school, so **251**
I'm a little apprehensive about starting over with all the potential bullies and **264**
brutes at the high school, but I have reasonable expectations of survival. **276**
I'm also pretty optimistic about the course offerings there, which are much **288**
more varied and appealing than what we get at the middle school. They **301**
offer things like CAD programming, Romantic Poetry (not that I'd take that), **313**
and Business Math in addition to the regular required courses. **323**

Here in middle school, I'm taking all the usual requirements: English **334**
language arts, math, science, health, history, and Spanish, plus I have **345**
occasional, bi weekly classes in art, physical education, and music. In **356**
addition, I take a hands-on class in computer modeling at the university **369**
once a week. It's awesome! You would love the professor -- he's hilarious, **381**
brilliant, and creative. We get to design spaces and invent our own simple **394**
games. I am working on a modular space that is a kind of elaborate castle, **409**

A Letter to a Pen Pal, Grade 5, Passage 3

Dear Jean-Paul,

Greetings and salutations from your new American pen pal. I'm excited to be part of the Community Through Correspondence program, which matches up kids with similar interests from around the world. The program asked me to list the five words that best described the real me, and the words I listed were enterprising, imaginative, independent, straightforward, and loyal. I'd be interested to know how you described yourself.

Allow me to introduce myself. My name is Benjamin Sicker. I have lived in the university town of Charlottesville, Virginia, since I was in kindergarten. My father teaches law at the University of Virginia School of Law, and my mother is a health services administrator at the university hospital and clinic. Before moving to Charlottesville, we lived briefly in Seattle, Washington, where my father worked as an environmental lawyer, assisting on critical cases involving toxic waste dumping and biohazards. (You may not be aware of this, but the United States contains two Washingtons. The one you regularly read about, Washington, DC, is the capital of our country, just as Brussels is the capital of yours. The one I lived in, Washington State, is a state in the northwest corner of our country.)

I am in middle school, which for us encompasses sixth through eighth grades. Beginning in September, I will go to high school, where I will unfortunately once again be among the youngest kids. It has been extremely gratifying being one of the oldest this year in middle school, so I'm a little apprehensive about starting over with all the potential bullies and brutes at the high school, but I have reasonable expectations of survival. I'm also pretty optimistic about the course offerings there, which are much more varied and appealing than what we get at the middle school. They offer things like CAD programming, Romantic Poetry (not that I'd take that), and Business Math in addition to the regular required courses.

Here in middle school, I'm taking all the usual requirements: English language arts, math, science, health, history, and Spanish, plus I have occasional, bi weekly classes in art, physical education, and music. In addition, I take a hands-on class in computer modeling at the university once a week. It's awesome! You would love the professor -- he's hilarious, brilliant, and creative. We get to design spaces and invent our own simple games. I am working on a modular space that is a kind of elaborate castle,

On the outside, porcupines and hedgehogs are clearly a prickly pair, but they have their differences, too. 12 17

Did you know that a porcupine is actually a rodent covered with guard hairs and quills? Every part of its body is covered, although the hair on its stomach is thinner. A porcupine is mostly brown in color. However, white or yellow tips give its coat a lighter appearance. A porcupine can have up to 30,000 quills. The longest quills are on its back and the shortest on its cheeks. A porcupine will use its quills to protect itself from danger. 30 45 57 71 86 98

Some people might think that porcupines actually look very similar to hedgehogs, since they both have spikes (or spines) on their backs. However, the two animals are quite different in appearance and habits. All common hedgehogs are similar in color to one another and are covered on their backs and sides with spines. Their faces, legs, stomachs, and tails are covered in fur. 108 120 132 145 157 160

Eating and Sleeping Habits 164

Both porcupines and hedgehogs are nocturnal creatures that sleep during the day. However, sometimes porcupines are seen during the day because they like to roost in and feed from trees. Hedgehogs hibernate during the winter, from November to May. During these months, a hedgehog will only leave its nest to find some water and to feed. A porcupine might keep to its den during bad weather in the winter, but it does not hibernate. 174 185 198 210 226 238

Porcupines are herbivores and eat twigs, leaves, and green plants like clover and skunk cabbage. When food gets hard to find in the winter, porcupines sometimes resort to eating the bark off of trees. 250 263 272

Hedgehogs are known to be omnivores. They eat mice, frogs, insects, slugs, 284

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My dad is a TV-news cameraman and witnesses all kinds of interesting **12**
events. When he asked me if I wanted to come along with him to experience **27**
a truly memorable one, I jumped at the chance. **36**

Now, a week later, I'm on an airplane to Florida with my dad and the TV **52**
station's top news anchorman. They're going to film the launch of Apollo 11, **65**
the first manned space mission to attempt a lunar landing. I'm going along **78**
as cameraman's assistant. Somehow my dad wrangled a special, temporary **88**
press pass for me. **92**

When we land in Florida just a day before the launch, the runway shimmers **106**
and sizzles in the oppressive July heat. The road traffic consists of us and **120**
a million other motorists who are slowly converging on Cape Canaveral to **132**
watch the launch. Even with the heat, humidity, and mosquitoes, everybody **143**
is in a good mood. **148**

We finally reach the launch area and see the Saturn V rocket, a gleaming **162**
white arrow targeting the sky. It's 363 feet tall, which is about the size of **177**
a 30-story building, but it doesn't stop there. On top of the rocket, there's **192**
a space capsule that will house three astronauts. The rocket will carry the **205**
capsule into space so that the astronauts can fly to the moon at 25,000 **219**
miles per hour. I'm impressed but doubtful that a rocket that weighs 14 **232**
times more than the Statue of Liberty can get airborne, let alone carry an **246**
additional 100,000 pounds or so into space. **253**

We spend the afternoon around Kennedy Space Center, filming interviews. I **264**
trail after Dad, lugging bags of film and untangling microphone equipment. **275**
Dad's job is more difficult than I thought! The anchorman interviews an **287**
engineer who says that at liftoff, the Saturn V rocket launching Apollo 11 **300**

A Blast of a Time, Grade 6, Passage 2

My dad is a TV-news cameraman and witnesses all kinds of interesting events. When he asked me if I wanted to come along with him to experience a truly memorable one, I jumped at the chance.

Now, a week later, I'm on an airplane to Florida with my dad and the TV station's top news anchorman. They're going to film the launch of Apollo 11, the first manned space mission to attempt a lunar landing. I'm going along as cameraman's assistant. Somehow my dad wrangled a special, temporary press pass for me.

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In my opinion, schools should not serve fast food in their cafeterias. While **13**
this may not be a popular point of view with many of my fellow students, **28**
it is time for schools to help students make decisions that will help us lead **43**
healthier lives. **45**

Like most teenagers, I enjoy eating fast food. My family and I will **58**
occasionally go out for burgers or burritos. However, my parents help me **70**
limit the amount of fast food that I eat. I stress the word "limit" in this **86**
debate. I'm not saying that fast food should be completely cut from our **99**
diets. Our school cafeteria should not serve students fast food on demand. **111**
It is fine to serve an occasional burger or taco. However, if this type of **126**
food is offered in the cafeteria daily, it can quickly become a staple of most **141**
students' diets. **143**

America has a childhood obesity crisis. Childhood obesity has more than **154**
tripled over the last 30 years, according to the U.S. government Centers **166**
for Disease Control and Prevention. Some reports state that more than 30 **178**
percent of young people are now overweight. **185**

What does this problem have to do with serving fast food in school **198**
cafeterias? Plenty. The dietary facts gathered from the fast-food chains tell **210**
the story. A single cheeseburger with a side of fries and a soda provides a **225**
full day's worth of fat, salt, and sugar. That does not include what the person **240**
might also eat for breakfast, dinner, or a snack. **249**

This type of diet goes against the advice of health organizations and **261**
doctors. Food pyramids show how much of each type of food should be **274**
eaten regularly. The pyramids show that we should eat plenty of grains, **286**
vegetables, fruits, and smaller amounts of meats, oils, dairy products, and **297**
fats. By contrast, a typical fast-food order has large amounts of meat and **311**
oils, with smaller amounts of grains and even fewer fruits and vegetables. **323**
Usually, the only fruits that can be found are in high-calorie desserts. **336**

Schools have allowed fast-food chains to set up shop in their cafeterias to **350**

Ban Fast Food in School Cafeterias, Grade 6, Passage 3

In my opinion, schools should not serve fast food in their cafeterias. While this may not be a popular point of view with many of my fellow students, it is time for schools to help students make decisions that will help us lead healthier lives.

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In 1917 women in America still did not have the legal right to participate in national elections. They had no legal voice in selecting their president, senators, or representatives in Washington, D.C. Women had been trying to get the right to vote for decades. Some individual states had even recognized that right, but the United States government did not. So all across the country, women were joining organizations to fight for suffrage.

One of the most important and popular of those organizations was the National Woman's Party (NWP), the leader of which was a determined woman named Alice Paul.

Picketing and Arrests

Members of the NWP took to the streets of the nation's capital, right in front of the White House. They carried picket signs with political slogans demanding that they be given the right to vote, claiming that they were tired of waiting politely while the government ignored them. At first they were tolerated, although ignored. After America entered World War I, however, government officials were far less inclined to put up with many kinds of protest. The chief of police warned Paul and her organization that in his opinion, such demonstrations in front of the presidential mansion were illegal. The women countered that according to their lawyers, their marches were not illegal, that all citizens had a right given to them by the U.S. Constitution to gather peacefully for any purpose, including a political one.

On June 22, 1917, two picketers were arrested and charged with blocking the sidewalk. Within the next four days, 27 other women were arrested. They were soon released, however, perhaps because some officials thought that the arrests would be enough to stop the protests. That didn't work, though. The NWP continued to demonstrate, and on June 27 six women were tried and found guilty of obstructing traffic. Their punishment was a $25 fine, but the women refused to pay it and wound up going to jail for three days.

More Arrests and a Resignation

Over the next four months, the undaunted members of the NWP persisted in their picketing. Many women were arrested and sent to the Occoquan Workhouse, a prison in Virginia.

Dudley Field Malone, an attorney and a minor office holder in President Woodrow Wilson's administration, resigned because of these arrests. "I think it is high time," Malone said, "that men in this generation, at some

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Benjamin Banneker, America's first African American scientist, was hardly typical of his time. Benjamin was born in 1731 to parents descended from slaves. However, his parents were among the five percent of free black people living in Baltimore County, Maryland. And unlike most other free African Americans, they owned a small tobacco farm. **9 22 33 44 52**

Benjamin's grandmother taught him to read, and he occasionally attended classes in a one-room country schoolhouse. But Benjamin was mostly self-educated, devouring books about literature, mathematics, and science. **62 74 82**

At age 15, Benjamin took over running the family farm. To increase its productivity, he invented an irrigation system consisting of canals and dams that brought water to the fields, even in times of drought. The farm flourished, and in his spare time Benjamin continued reading and tinkering with mechanical objects. **95 105 119 130 133**

At age 22, Banneker was intrigued by a friend's pocket watch, the first he'd seen. Banneker's friend gave him the watch to take apart and examine. Delighted, Banneker disassembled the watch and studied its workings. Banneker returned the watch and then -- never having seen a clock -- he created a working clock by carving wood pieces to create its components. **147 159 168 180 192**

The clock was accurate to the minute, and it had the distinction of being the first clock totally made in America. Banneker's clock greatly impressed community members and established Banneker's reputation as a clock expert. Banneker then started his own watch and clock repair business. **206 217 226 236**

Banneker's lively intelligence and natural charm overcame many whites' prejudice against African Americans. As a result, he developed friendships with white people who shared his interest in science and mathematics. **245 255 266**

One white friend loaned Banneker a telescope and several books about astronomy. Working alone, Banneker mapped the position of the moon, planets, individual stars, and constellations. People reported that on many nights, Banneker could be found in his yard, observing the constellations as they moved across the heavens. Using his advanced mathematical abilities, he predicted a solar eclipse on April 14, 1789, more accurately than other scientists of his day. **277 287 297 309 319 332 336**

Banneker's accomplishments were many. He tended beehives and wrote a scientific study about bees. He calculated the 17-year cycles of locusts, an insect that could destroy farmers' crops. He taught himself how to play the flute and violin. **345 358 371 374**

Benjamin Banneker: Scientist, Inventor, Author, Grade 7, Passage 2

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Benjamin Banneker: Scientist, Inventor, Author, Student Copy

Extinction is happening to many species of plants and animals, and it's **12**
happening fast. Approximately three species become extinct every hour **22**
of every day, which amounts to about 20,000 extinct species of plants and **35**
animals every year. **38**

Not so for the Coelacanth (SEE-luh-kanth). For this 400-million-year-old **50**
"dinofish," the journey continues. Once thought to have become extinct **60**
with the dinosaurs, the Coelacanth was discovered alive and well in 1938. **72**

Coelacanths are often called "living fossils" because, when compared to **82**
ancient Coelacanth skeletons, they appear to have not changed from their **93**
ancestors who lived millions of years ago. According to the fossil record, the **106**
Coelacanth first appeared about 400 million years ago. They were abundant **117**
throughout the world and then seemed to disappear around 70 million **128**
years ago. Most people had believed that they were extinct. Then Marjorie **140**
Latimer, a museum attendant with an interest in prehistoric fish, identified **151**
a living Coelacanth caught by a fisherman off the coast of South Africa in 1938. **165**

Since that remarkable discovery, present-day Coelacanths have been found **175**
in the Indian Ocean off the coast of East Africa and in Indonesia, on the other **191**
side of the same ocean. Coelacanths, which are deep blue or brown in color **205**
and may grow to be over five feet long, are sometimes called "Old Fourlegs," **219**
because some of their fins resemble legs. However, scientists are not sure if **232**
Coelacanths ever use their fins to walk on the bottom of the ocean. In fact, **247**
Coelacanths are usually found congregating in underwater caves where they **257**
hover by standing on their heads, without touching each other. Perhaps they **270**
are proud to have survived for so long. **278**

Scientists argue about whether Coelacanths are related to Eusthenopteron **287**
(YÜS-thuh-nop-tuh-ron), the fish that grew legs and came ashore 360 **297**
million years ago. Eusthenopteron is the ancestor of all two- and four- **309**
legged creatures, including ourselves. One thing remains certain, however, **318**
Coelacanths are the last remaining representatives of a kind of fish that have **331**
been around longer than there have been animals walking the earth. **342**

A Living Dinosaur, Grade 7, Passage 3

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A Living Dinosaur, Student Copy

When Chad Clayborn turned sixteen, his parents surprised him with a classy **12**
new wallet. In addition, his grandparents gave him a crisp twenty-dollar bill, **25**
which Chad immediately tucked inside the sleek black folds. Someday, Chad **36**
imagined himself donning a lustrous black leather jacket, and this wallet **47**
was a premonition: it clearly reflected his sophisticated taste. **56**

The next day, Chad attended school as usual, tired from celebrating and **68**
relieved that it was Friday. That afternoon, after a hectic day that included **81**
an unexpected calculus quiz and a challenging biology lab, Chad shuffled **92**
out the front door of Nelson Mandela High School with his best friend, Amir. **106**
Amir and his family had emigrated from Somalia two years ago, and Amir's **119**
English was like an oak tree, growing more robust every day. **130**

It was hot and muggy and, as usual, the two boys emerged from school **144**
starving. "Let's go somewhere air conditioned to get something to eat," **155**
Chad suggested. "I've got $20 in birthday cash burning a hole in my pocket." **169**

Confused and concerned, Amir replied, "But I observe no fire or even **181**
smoke," causing Chad to laugh out loud. **187**

"It's a figure of speech," Chad explained, "and it means I'm in a hurry to **202**
spend my newly acquired cash." When he reached into his pocket to show **215**
Amir his new wallet, Chad gulped and then let out an incredulous yell. **228**
His pocket was empty; his wallet, gone. Chad frantically checked his other **240**
pockets, then knelt on the sidewalk to unpack his backpack, but his wallet **253**
was nowhere. He recalled the myriad places he had been that day and **266**
groaned at the idea of retracing all those steps. **275**

"Are you sure you carried the wallet with you to school?" Amir asked **288**
timidly, helping Chad stuff his gym clothes back into his pack. **299**

"Of course I'm sure," Chad answered abruptly. "What do you think I am, **312**
some kind of imbecile?" **316**

"What is the meaning of this word 'imbecile?'" **324**

"It's someone who doesn't have a clue about what's really going on," Chad **337**
explained, looking accusatory. **340**

Amir frowned. "You are not an imbecile and neither am I. We will solve this **355**

A Hole in His Pocket, Grade 8, Passage 1

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After the Revolutionary War ended in 1783, Americans expected their **10**
new government to establish a national capital, but Congress discovered **20**
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disagreed about the choice of location. Northerners thought the capital **41**
should be in the North, and Southerners thought it should be in the South. **55**
Second, various cities clamored to be chosen as the national capital. But **67**
Congressmen knew that they would be charged with favoritism no matter **78**
which city they chose. **81**

Compromise **82**

To end the bickering, Congress decided to create an entirely new capital city **95**
that was not located in any state. Thus, when Congress approved the United **108**
States Constitution in 1787, it included language to establish the nation's **119**
capital on federal land. President George Washington urged Congress **128**
to create that federal land from a chunk of land taken from Maryland, a **141**
Northern state, and from Virginia, a Southern state. Congress agreed to the **153**
compromise and appointed President Washington to oversee the building of **163**
the capital. **165**

In 1791, President Washington chose Major Pierre Charles L'Enfant, a French **176**
engineer, to design the capital. L'Enfant's vision was that of an elegant city **190**
with broad streets, an enormous capitol building, and a lavish presidential **201**
residence that rivaled the grand palaces of European royalty. **210**

Problems **211**

Construction began in 1792, with a target completion date of 1800, but **223**
progress was slow and costly, and the new country was sinking in an ocean **237**
of debt from the Revolutionary War. Many argued that L'Enfant's ideas were **249**
unrealistic. In 1792, President Washington fired L'Enfant and hired another **259**
engineer. But when Washington died in December of 1799, the capital was **271**

Creating a National Capital, Grade 8, Passage 2

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The evidence is clear. Driving and talking on a cell phone are a dangerous **14**
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accident. The solution to the problem is simple. State lawmakers around **54**
the country must pass legislation banning drivers from using cell phones. **65**
The laws should be passed quickly before more people become involved in **77**
serious accidents. **79**

Why is it so dangerous to drive and talk on a cell phone at the same time? **96**
Both talking and driving require a lot of attention. Studies conducted by Dr. **109**
Amit Almor, a psychology researcher at the University of South Carolina, **120**
found that people are four times more distracted while preparing to speak **134**
or speaking than when listening. That explains why drivers can listen to the **147**
radio or a book on tape and still focus on the road. It is easier to tune out the **166**
radio than to ignore the person on the other end of the phone. **179**

Scientists at the University of Utah Applied Cognition Laboratory have **189**
spent the last decade studying driver distraction in an effort to help people **202**
become safer drivers. They have found that people have a limited ability to **216**
focus and that talking on the phone causes an "inattention blindness" to the **229**
driving scene. In other words, drivers who talk on a cell phone are unable **243**
to focus all their attention on the road. They are more likely to miss traffic **258**
signals, billboards, and other signs. Even when cell phone using drivers **269**
direct their gaze at objects on the road, they do not focus on them because **284**
their attention is someplace else -- on their conversation. In fact, researchers **296**
at Carnegie Mellon found that talking on a cell phone while driving reduces **309**
the amount of brain activity used for driving by a full 37 percent! **322**

Driving while talking on a cell phone can be even more dangerous than **335**
driving under the influence of alcohol. In another University of Utah study, **347**
subjects using cell phones were more distracted, had slower reaction times, **358**
and were more likely to crash than subjects with a blood alcohol level at the **373**

Cell Phones and Driving: A Dangerous Mix, Grade 8, Passage 3

The evidence is clear. Driving and talking on a cell phone are a dangerous mix. Research shows that driving while on a cell phone, either handheld or hands free, is linked with a four-fold increase in the odds of having an accident. The solution to the problem is simple. State lawmakers around the country must pass legislation banning drivers from using cell phones. The laws should be passed quickly before more people become involved in serious accidents.

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Summary of Research

Synthesis of Fluency Research

DEFINITION OF FLUENCY

The National Reading Panel (2000) states, "Fluent readers are characterized by the ability to read orally with speed, accuracy, and proper expression." Many other studies support this definition, as evidenced below.

1 "Fluency is described as 1) accuracy of decoding, 2) appropriate use of pitch, juncture, and stress (prosodic features) in one's voice, 3) appropriate text phrasing or 'chunking,' 4) an acceptable reading speed or rate." (Reutzel and Cooter, *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*, 2003)

2 "Fluent readers… read quickly enough and with appropriate phrasing and expression to make clear they are working with larger units of text. Phrases, clauses, and sentences are more important units of text and meaning for fluent readers." (Rasinski and Padak, *Effective Reading Strategies: Teaching Children Who Find Reading Difficult*, 2004)

3 "One of the primary advances in this process involves the shift from dealing with words on a word-by-word basis to an accurate, rapid, and expressive rendering of text. In other words, learners develop such familiarity with print that they achieve fluency in their reading." (Kuhn and Stahl, *Fluency: A Review of Developmental and Remedial Practices*, 2000)

4 "Although an exact definition of fluency has yet to be agreed upon, there does seem to be a consensus regarding its primary components: (a) accuracy in decoding, (b) automaticity in word recognition, and (c) the appropriate use of prosodic features such as stress (some words receive more emphasis than others—'The RED bandana' as contrasted with 'the red BANDANA'), pitch (rising and falling intonation patterns—'She's frightened.' or 'She's frightened!' or 'She's frightened?'), and juncture (appropriate text phrasing)." (Kuhn and Stahl, *Fluency: A Review of Developmental and Remedial Practices*, 2000)

CONFUSION REGARDING THE USE OF THE TERM FLUENCY

5 There are two interpretations of the word *fluency* in the literature. Sometimes *fluency* is used synonymously with the word *automaticity*. Sometimes *fluency* means "reading text aloud in an interpretive manner." This is evidenced by a statement from the National Reading Panel: "There has been a high degree of overlap in the use of terms such as *automaticity* and *fluency*. Most scholars treat *automaticity* as the more general term that embraces a wide variety of behaviors, ranging from motor skills such as driving and typing, to cognitive skills such as reading. Some would prefer to reserve the term *fluency* for reading or other language phenomena. For example, *The Literacy Dictionary* (Harris and Hodges 1995) defines *fluency* as 'freedom from word identification problems that might hinder comprehension…' whereas, in the same source, *automaticity* is defined as 'fluent processing of information that requires little effort or attention.' In other words, *automaticity* and *fluency* are often used synonymously." ("Report of the National Reading Panel" 2000)

6 Kuhn and Stahl, in *Fluency: A Review of Developmental and Remedial Practices*, state, "Although automaticity theory accounts for

the accurate and effortless decoding that fluent readers exhibit, it fails to provide a sufficient explanation of the role prosody plays in the reading process. When an individual provides a fluent rendering of text, there is a tacit understanding that they are doing more than simply reading the words quickly and accurately; they are also reading with expression. Implicit in the term 'reading with expression' is the use of those prosodic features that account for the tonal and rhythmic aspects of language." (Dowhower 1991)

"Prosody is composed of a series of features including pitch or intonation, stress or emphasis, tempo or rate, and the rhythmic patterns of language, all of which contribute to the expressive rendering of text. Additionally, prosodic reading includes appropriately chunking groups of words into phrases or meaningful units in accordance with the syntactic structure of the text." (Kuhn and Stahl, *Fluency: A Review of Developmental and Remedial Practices*, 2000)

THE RELATIONSHIP BETWEEN FLUENCY AND COMPREHENSION

There is much evidence that fluency and comprehension are interconnected.

7 "Research on what young good comprehenders do is not as far along as research on children's word processing. Studies that contrast skilled and less skilled comprehenders have shown that skilled comprehenders are better at decoding, have superior global language comprehension, and have superior meta-cognitive skills." (Snow, Burns, and Griffin, *Preventing Reading Difficulties in Young Children*, 1998)

8 "The hallmark of fluent reading is the ability to decode and comprehend at the same time." (Blevins, *Building Fluency: Lessons and Strategies for Reading Success*, 2001)

9 "Given children's sensitivity to prosody and oral language, it seems reasonable to assume that they are equally dependent on these features in determining the meaning of text. In fact, appropriate phrasing, intonation, and stress are all considered to be indicators that a child has become a fluent reader. The reasoning behind this emphasis is that such readings provide clues to an otherwise invisible process; they act as indicators of the reader's comprehension. Given that a fluent reader is one that groups text into syntactically appropriate phrases, this parsing of text signifies that the reader has an understanding of what is being said." (Kuhn and Stahl, *Fluency: A Review of Developmental and Remedial Practices*, 2000)

10 "Over the past three decades our understanding of what is involved in reading fluency has been altered and enlarged. One finds, for example, in the 1974 LaBerge and Samuels article on automatic information processing in reading, an emphasis on word recognition. This same focus persists in *The Literacy Dictionary* definition (Harris and Hodges 1995) that states that fluency is 'freedom from word identification problems.' More recent conceptualizations of fluency, however, have been extended beyond word recognition and may embrace comprehension processes as well." ("Report of the National Reading Panel" 2000)

11 "An individual is required to perform at least two interdependent tasks: the reader must determine what words constitute the text while simultaneously constructing meaning." (Kuhn and Stahl, *Fluency: A Review of Developmental and Remedial Practices*, 2000)

12 "Fluent speakers actually help listeners understand their message. They speak in meaningful phrases and embed expressions and pauses into their speech to help the listener make sense of the speech as easily as possible. Disfluent speakers, on the other hand, speak in a slow, labored, word-by-word fashion that makes it difficult for listeners to discern the intended message." (Rasinski and Padak, *Effective Reading Strategies Teaching Children Who Find Reading Difficult*, 2004)

13 "Prosody may also provide a link between fluency and comprehension. Chafe (1988) speculates that, in order to read a sentence

with intonation, one must assign syntactic roles to the words in the sentence. The assignment of syntactic roles is a key component of micro-processing, or the mental parsing of a text into hierarchically ordered propositions." (Kuhn and Stahl, *Fluency: A Review of Developmental and Remedial Practices*, 2000)

14 "Most quality fluency instruction is deeply imbued with meaning. This is a good thing for you to strive for in your teaching. The interface between fluency and comprehension is quite tight. A focus on the surface levels of performance only is certain to disappoint." (Rasinski, *The Fluent Reader*, 2003)

15 "J. V. Hoffman (2003) rightfully points out that the 'interface between fluency and comprehension is quite tight' (p. 5). High-quality fluency instruction, similar to high-quality comprehension instruction, is largely permeated with understanding and constructing meaning." (Rasinski, Blachowicz, and Lems, *Fluency Instruction: Research-Based Best Practices*, 2006)

In September 2003, Rasinski and Reutzel addressed representatives of Literacy First to discuss the relationship between fluency and comprehension. During this day-long meeting, the following points were agreed upon:

16 Fluency is the apex of the reading process. Fluency is accomplished as a result of developing automaticity with at least the following:

- **a** Decoding
- **b** Vocabulary
- **c** Syntax
- **d** Semantics
- **e** Comprehension skills
- **f** Strategic reading tools
- **g** Metacognition

17 Prosody is when you read in an interpretive manner.

18 All components of the reading process have multiple layers. For teachers to create consciously competent comprehenders, they must be able to model all these layers when teaching.

FLUENCY INSTRUCTION

Fluency is much more than automaticity in decoding words. The instructional process to develop fluency is dependent upon the concepts identified below:

19 "The National Reading Panel (2000) found in its review of fluency instruction that fluency lessons ranging in length between 15 and 30 minutes showed positive effects on students' fluency development." (Rasinski, Blachowicz, and Lems, *Fluency Instruction: Research-Based Best Practices*, 2006)

20 "Because a student can read narrative or poetry texts fluently does not necessarily imply a concurrent ability to read information or expository texts with similar facility. We also found from our study of fluency research that when levels or types of text difficulty or challenge increased that most students' fluency levels decreased. This suggests that fluency is not a perfectable process at least in the short term—the elementary school years. Hence, the National Reading Panel suggests that it is advisable that teachers include such activities in their regular instructional routines at least during the elementary grades and certainly with struggling readers." (Reutzel, "Developing Fluency and Meta-fluency in Elementary Classrooms," 2003)

21 "Since fluency and comprehension are so tightly connected, many aspects of high-quality comprehension instruction also pertain to providing high-quality fluency instruction.... It is not enough for students to be taught comprehension strategies or processes; they must also become aware of when reading processes are going along as they should (Pressley 2002). The same can be said of fluency development.... Hoffman (2003) asserts, 'Work to develop the meta-language of fluency with your students, which includes concepts of expression, word stress, and

phrasing.'" (Rasinski, Blachowicz, and Lems, *Fluency Instruction: Research-Based Best Practices*, 2006)

22 "Because comprehension and fluency processes are so integrally intertwined, we reviewed research around the concept of meta-comprehension or meta-cognitive monitoring (Good, Simmons, and Kame'enui 2001; Pinnell, Pikulski, Wixson, Campbell, Gough, and Beatty 1995; Rasinski 2003). Vygotsky (1962) described the acquisition of knowledge in two distinct phases: 1) through automatic, unconscious acquisition processes, and followed by 2) gradual increases in active, conscious control over the acquisition of knowledge. According to Brown (1980), *meta-cognition* is defined as 'the deliberate conscious control of one's own cognitive actions' (p. 453). When readers are aware of their own cognitive processes, they are aware of what they need to know as well as knowing how and when to actively intervene to assure that the acquisition of knowledge is proceeding as it should." (Reutzel, "Developing Fluency and Meta-fluency in Elementary Classrooms," 2003)

23 "Again because of the tight link between fluency and comprehension, we examined what constitutes high quality comprehension instruction. We found from our examination of the research that high quality comprehension is marked by explicit explanations, modeling, descriptions, and demonstrations followed by guided practice both in groups and individually that gradually releases the responsibility for comprehension strategy use from the teacher to the students. As a result we reasoned that high quality fluency instruction would likely look very similar to high quality comprehension instruction." (Reutzel, "Developing Fluency and Meta-fluency in Elementary Classrooms," 2003)

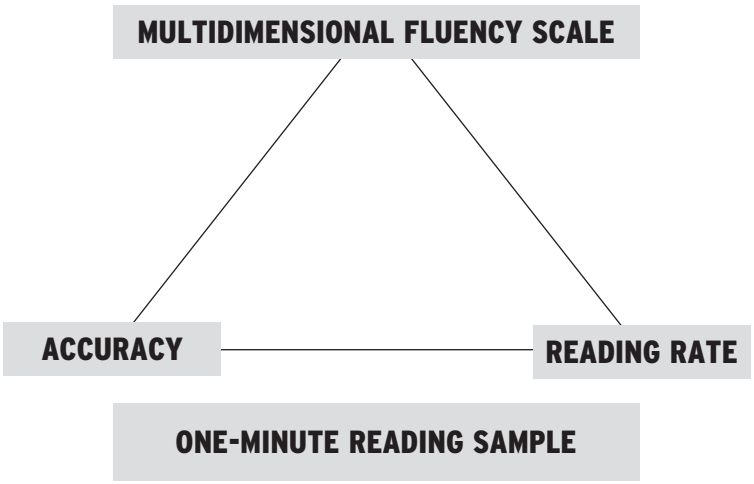
24 "Explicitly teaching children the meta-language of fluency along with building into their reading strategy repertoire a propensity to monitor the status of their own reading fluency and to know how to 'fix up' ineffective or inefficient fluency behaviors would be important for improving fluency." (Reutzel, "Developing Fluency and Meta-fluency in Elementary Classrooms," 2003)

FLUENCY ASSESSMENT

Assessment-driven instruction is essential to develop fluent readers.

25 "According to the definition of the National Reading Panel, fluent readers can read text with speed, accuracy, and proper expression (p. 3.1). With this definition in mind, we determined that adequate assessment of fluency would involve periodically sampling children's reading rate, decoding accuracy, and expression. Our fluency assessment model is shown in Figure 6. In this model, we used a one-minute reading sample to examine students' decoding accuracy and reading rate. To assess expressive reading, we used the Zutell and Rasinski (1991) Multidimensional Fluency Scale."

Figure 6: Fluency Development Workshop Assessment Model.
Reutzel, "Developing Fluency and Meta-fluency in Elementary Classrooms," 2003.



26 "Although quite simple, the one-minute assessment model has been validated in recent research by Good, Simmons, and Kame'enui (2001) showing that fluency measures are comprehensive measures of reading progress and accurately predict students comprehension as measured by oral retellings. This is a very simple, yet comprehensive on-going measurement of fluency and comprehension that informed teachers, parents, and children on a regular basis about individual student's reading development." (Reutzel, "Developing Fluency and Meta-fluency in Elementary Classrooms," 2003)

Additional Research Findings

The ability to obtain meaning from print depends so strongly on the development of word-recognition accuracy and reading fluency, both should be regularly assessed in the classroom.

Fountas and Pinnell 1996
Hasbrouck and Tindal 1992
Howe and Shinn 2001

Adequate progress in learning to read beyond the initial level depends on sufficient practice in reading to achieve fluency with different texts.

Allington 1984
Cunningham and Stanovich 1998
Krashen 1993
Logan 1997
Snow et al. 1998
Wolf and Katzir-Cohen 2001

A close relationship exists between fluency and reading comprehension.

Faulkner and Levy 1999
Pinnell et al. 1995, 2001
Reutzel and Hollingsworth 1991, 1993
Stoddard et al. 1993
Thurlow and van den Broek 1997

Fluency helps comprehension by freeing the cognitive resources for interpretation.

Armbruster, Lehr, and Osborn 2001
Cunningham and Stanovich 1998
Faulkner and Levy 1999
Pinnell, Pikulski, Wixson, et al. 1995, 2001
Stoddard, Valcante, Sindelar, et al. 1993
Thurlow and van den Broek 1997

Repeated oral readings and other guided oral reading procedures have clearly been shown to improve fluency and overall reading achievement.

Blum et al. 1995
Dowhower 1994
Kamps, Barbetta, Leonard and Delquardri 1994
Levy, Nicholls and Kohen 1993
Pinnell and Fountas 1996, 2001
Rasinski and Padak 1990, 2001, 2003
Shanahan 2000
Wolf and O'Brien 2001

Repeated oral readings that provide feedback and guidance lead to meaningful improvement in reading expertise in good readers as well as those who are experiencing difficulties.

Armbruster, Lehr and Osborn 2001
Dixson and Krauss 1995
Hasbrouck, Ihnot and Rogers 1999
Pany and McCoy 1988
Taylor, Wade and Yekovich 1985
Topping 1989, 1995
Turpie and Paratore 1995
Van Wagenen, Williams and McLaughlin 1994
Turpie and Paratore 1995
Wolf 2001

Forms of supported readings such as choral reading, paired reading and fluent renditions of taped readings have shown an increase in reading achievement, interest and self-confidence in students.

Koshinen et al. 1999
Smith and Elley 1997
Topping 1989, 1995