

# Reading Fluency Screener

Student information		
Student name:	Age:	Grade:
Testing date:	Assessor's name:	

Recording of scores			
<b>Rapid letter naming</b>	Number of letters identified:	Number correct:	
<b>Rapid sound identification</b>	Number of sounds identified:	Number correct:	
<b>Non-phonetic reading</b>	Score:	Notes:	
<b>Mixed phonetic pseudo-word reading</b>	Score:	Notes:	
<b>Mixed real word phonetic reading</b>	Score:	Notes:	
<b>Rapid &amp; automatic word recognition</b>	Score:	Notes:	
Oral reading fluency scores			
<b>Reading passage administered:</b>	<input type="checkbox"/> Fluency 1 (Gr.K-2)	<input type="checkbox"/> Fluency 2 (Gr.2-4)	
	<input type="checkbox"/> Fluency 3 (Gr.4-6)	<input type="checkbox"/> Fluency 4 (Gr.6-8)	
<b>Total words read:</b>	<b>Number of errors:</b>	<b>WCPM<sup>1</sup>:</b>	<b>Accuracy rate<sup>2</sup>:</b>
1. In order to get your WCPM (word count per minute), take the total number of words read minus the total number of errors. 2. In order to get your accuracy reading, divide the WCPM by the total words read.			

<b>Behavioural observations related to reading:</b>		
<b>Fluency indicators</b>	<b>Yes</b>	<b>No</b>
Does the student attend to punctuation?		
Does the student read with expression?		
Does the student read single words at a time?		
Does the student group words together as they read? (phrasing or chunking)		
Does the student track the text with their finger?		
Does the student have any word attack strategies? (ie: sound out familiar words)		
Does the student skip over or miss whole words?		
Does the student replace words with similar words?		
Does the student read at a rapid pace with no attention to accuracy?		
Does the student read at a slower and/or laboured pace with no attention to accuracy?		
Does the student make several errors that affect fluency? (ie: bus/dus)		
<b>Other behavioural observations</b>		
Does the student appear nervous while reading?		
Does the student appear to be reluctant to read?		
Does the student appear to be distracted while reading?		
When reading becomes more difficult, does the student persevere?		

# Rapid Letter Naming

**DIRECTIONS:** This is a one-minute timed activity. Have your students identify as many letters as they can in one minute. **Mark errors with a slash. Self-corrections do not count as errors.** If a student omits or **skips** a letter, circle the letter and count it as an **error**. If there is a pause of 5 seconds or longer, give the student the letter name, **circle the letter** and count it as an **error**.

Q	w	x	k	M	t	i	H	j	s	10
F	b	a	d	G	R	e	u	O	y	20
V	c	B	Y	S	U	o	P	A	o	30
p	M	l	r	i	X	T	W	b	z	40
g	f	L	h	J	z	n	m	q	Y	50
q	r	f	l	g	V	i	K	l	H	60
e	i	V	d	t	p	o	X	C	z	70
y	G	U	r	D	q	y	H	J	u	80
Q	w	x	k	M	t	i	H	j	s	90
F	b	a	d	G	R	e	u	O	y	100

Total Named:	- # of errors:	= Letters Correct:
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**Assessor Notes & Observations:**

# Rapid Sound Identification

**DIRECTIONS:** This is a one-minute timed activity. Have your students identify as many sounds as they can in one minute. **Score 1 point for every correct sound and 0 points for sounds missed or skipped.** Tally the total number of correct sounds made in each of the following 4 columns and then tally the final score.

Score	Letter	Sound	Keyword
Vowel Sounds			
	a	/ă/	apple
		/ā/	cake
		/ə/	above
		/ŏ/	walrus
	e	/ĕ/	elephant
		/ē/	we
	i	/ĭ/	insect
		/ī/	bike
		/ē/	radio
	o	/ŏ/	octopus
		/ō/	go
	u	/ŭ/	up
		/yū/	cube
		/ü/	flute
		/û/	bull
	y	/ĭ/	cry
		/ē/	candy
		/ī/	gym
Consonant Sounds			
	b	/b/	bat
	c	/k/	cookie
		/s/	city
	d	/d/	dog
	f	/f/	feather
	g	/g/	goat
		/j/	gentle

Score	Letter	Sound	Keyword
	h	/h/	horse
	j	/j/	jam
	k	/k/	kite
	l	/l/	leg
	m	/m/	mat
	n	/n/	nap
	p	/p/	pig
	qu	/kw/	quick
	r	/r/	rat
	s	/s/	snake
		/z/	nose
	t	/t/	table
	v	/v/	van
	w	/w/	wagon
	x	/x/	ax
	y	/y/	yo-yo
	z	/z/	zebra
Digraphs and Trigraphs			
	ck	/ck/	black
	sh	/sh/	ship
	ch	/ch/	chin
		/sh/	chef
		/k/	chord
	th	/th/	thumb
		/th/	bathe
	wh	/w/	when
		/hw/	wheat

Column 1 Total \_\_\_\_\_

Column 2 Total \_\_\_\_\_

# Rapid Sound Identification (continued)

Score	Letter	Sound	Keyword
	dge	/j/	badge
	tch	/ch/	witch
	ph	/f/	phone
Vowel Digraphs/r-controlled vowel sounds			
	er	/ər/	her
	ar	/är/	car
		/ör/	war
		/ər/	regular
	or	/ör/	corn
		/ər/	humor
	ir	/ər/	bird
	ur	/ər/	church
	ai	/ä/	nail
	ay	/ä/	hay
	ee	/ē/	tree
	ey	/ē/	key
	oa	/ō/	goat
	oe	/ō/	toe
	ue	/ü/	glue
		/yü/	cue
	oi	/oi/	oil
	oy	/oi/	boy
	aw	/ŏ/	saw
	au	/ŏ/	faucet
	ow	/ŏ/	snow
		/aü/	cow
	ou	/aü/	house

Score	Letter	Sound	Keyword
	ou	/ü/	soup
	oo	/ü/	spoon
		/û/	look
	ea	/ē/	treat
		/ë/	bread
		/ā/	steak
	eu	/û/	neuron
		/yü/	eulogy
	ew	/yü/	few
		/ü/	screw
	ui	/ü/	fruit
	ie	/ē/	field
		/i/	pie
	ei	/ē/	ceiling
		/ā/	feign
	igh	/i/	sigh
	eigh	/ā/	eight
Other Sound Patterns			
	ang	/aŋ/	hang
	ing	/iŋ/	sing
	ong	/oŋ/	song
	ung	/oŋ/	hung
	ank	/aŋk/	bank
	ink	/iŋk/	sink
	onk	/oŋk/	bonk
	unk	/uŋk/	sunk

Column 1 Total \_\_\_\_\_

Column 2 Total \_\_\_\_\_

Sound Identification Total Score: \_\_\_\_\_

# Irregular Word Reading

**DIRECTIONS:** This is a one-minute timed activity. Have your students identify as many words as they can in one minute. **Mark errors with a slash. Self-corrections do not count as errors.** If a student omits or **skips** a word, circle the word and count it as an **error**. If there is a pause of 5 seconds or longer, give the student the word, **circle the word** and count it as an **error**.

I	of	to	do	the	you	was	are	one	two	10
too	who	any	many	put	why	they	have	give	live	20
from	what	were	your	you're	said	some	come	only	very	30
much	such	very	sure	here	there	where	does	goes	don't	40
won't	both	four	once	busy	gone	push	bush	look	took	50
pull	full	bull	done	none	pretty	their	they're	which	every	60
love	above	would	could	should	often	again	against	heart	friend	70
other	mother	another	brother	laugh	month	nothing	people	because	answer	80
front	among	build	built	usual	usually	blood	flood	sugar	listen	90
glisten	woman	women	orange	father	rough	tough	enough	eye	during	100

Non-Phonetic Word Reading Total Score: \_\_\_\_\_ /100

**Assessor Notes & Observations:**

# Mixed Phonetic Pseudo-Word Reading

**DIRECTIONS:** This is a one-minute timed activity. Have your students identify as many pseudo-words as they can in one minute. **Mark errors with a slash. Self-corrections do not count as errors.** If a student omits or **skips** a word, circle the word and count it as an **error**. If there is a pause of 5 seconds or longer, give the student the word, **circle the word** and count it as an **error**. Mark the types of errors and the number of those errors on the error analysis box below.

yub	caz	lom	fiv	rej	kib	zat	mej	puz	gov	10
ped	baz	ruv	sig	hej	kem	lod	vup	yax	fet	20
glub	prex	skib	remp	pust	glusk	splast	strift	twand	sweet	30
frob	plend	hest	streg	swimp	blesp	jelt	bluft	prist	vont	40
strock	quip	blutch	vidge	bleck	squiv	pelch	shast	potch	mudge	50
vexrip	ponjub	rixvem	pidfoz	prixcot	slibfuz	swigrop	glutfib	bistpub	helbix	60
strame	plibe	vope	rube	gordilp	lang	ponkrid	tring	larpeet	benflab	70
brimeful	lorpoot	spute	hibely	monepill	swi	blu	plotube	trigabe	fring	80
bucle	vife	brafle	vockle	mickest	twickle	punkle	hestle	cratube	zemple	90
jougrip	blaypin	quaip	strewbix	strigh	yixtume	splinge	beurop	jieb	fleigh	100

Mixed Phonetic Pseudo-Word Reading Total Score : \_\_\_\_\_ /100

**Error Analysis:**

Single consonants     ng, nk, all     Closed Syllable     c'le Syllable  
 Short Vowels     qu     v-e Syllable     Vowel Team Syllable  
 Beginning Blends     v-e Error     Open Syllable  
 Final Blends     Digraphs     r-controlled Syllable

**Assessor Notes & Observations:**

# Mixed Phonetic Real Word Reading

**DIRECTIONS:** This is a one-minute timed activity. Have your students identify as many pseudo-words as they can in one minute. **Mark errors with a slash. Self-corrections do not count as errors.** If a student omits or **skips** a word, circle the word and count it as an **error**. If there is a pause of 5 seconds or longer, give the student the word, **circle the word** and count it as an **error**. Mark the types of errors and the number of those errors on the error analysis box below.

fun	cab	fax	kiss	dug	pin	jazz	fed	cod	lap	10
bless	brisk	spot	end	lamp	bond	dusk	swept	mist	flat	20
limp	strand	swift	splint	jump	bask	cuff	twist	punt	blunt	30
quack	botch	wedge	shop	chimp	clock	thud	latch	squid	shed	40
bake	tube	pitch	lodge	pine	spoke	lathe	game	theme	kite	50
ring	trunk	strung	link	bonk	thank	stall	long	pink	bring	60
quake	try	horn	spite	first	he	purse	farm	probe	term	70
sky	sweet	house	crow	boot	treat	mail	tray	coil	toy	80
crackle	rifle	marble	whistle	table	simple	candle	maple	thimble	bottle	90
boiler	played	twinkle	jousting	happy	jumped	boastful	swiftly	bursting	hunted	100

Mixed Phonetic Real Word Reading Total Score : \_\_\_\_\_ /100

## Error Analysis:

\_\_\_\_ Single consonants    \_\_\_\_ ng, nk, all    \_\_\_\_ Closed Syllable    \_\_\_\_ c'le Syllable  
 \_\_\_\_ Short Vowels    \_\_\_\_ qu    \_\_\_\_ v-e Syllable    \_\_\_\_ Vowel Team Syllable  
 \_\_\_\_ Beginning Blends    \_\_\_\_ v-e Error    \_\_\_\_ Open Syllable  
 \_\_\_\_ Final Blends    \_\_\_\_ Digraphs    \_\_\_\_ r-controlled Syllable

## Assessor Notes & Observations:

# High Frequency Instant Word Reading

**DIRECTIONS:** This is a one-minute timed activity. Have your students identify as many high frequency words as they can in one minute. **Mark errors with a slash. Self-corrections do not count as errors.** If a student omits or **skips** a word, circle the word and count it as an **error**. If there is a pause of 5 seconds or longer, give the student the word, **circle the word** and count it as an **error**.

the	of	and	a	to	in	is	you	it	he	10
was	for	on	are	as	with	his	they	I	at	20
be	this	have	from	or	one	had	by	word	but	30
not	what	were	we	when	your	can	said	there	use	40
an	each	which	she	do	how	their	if	will	up	50
other	about	out	many	then	them	so	some	her	would	60
make	like	him	into	time	has	look	two	more	write	70
go	see	number	no	way	could	people	my	than	first	80
been	call	who	oil	its	now	find	long	down	day	90
did	get	come	made	may	part	over	new	take	only	100

Mixed High-Frequency Word Reading Total Score : \_\_\_\_\_ /100

**Assessor Notes & Observations:**

\* Sourced from "The Reading Teacher's Book of Lists" Pg.95 Fry's List of High Frequency Words



# Rapid Letter Naming

Q	w	x	k	M	t	i	H	j	s
F	b	a	d	G	R	e	u	O	y
V	c	B	Y	S	U	o	P	A	o
p	M	l	r	i	X	T	W	b	z
g	f	L	h	J	z	n	m	q	Y
q	r	f	l	g	V	i	K	l	H
e	i	V	d	t	p	o	X	C	z
y	G	U	r	D	q	y	H	J	u
Q	w	x	k	M	t	i	H	j	s
F	b	a	d	G	R	e	u	O	y

# Rapid Sound Identification

a	e	i	o	u	y	b	c	d	f
g	h	j	k	l	m	n	p	qu	r
s	t	v	w	x	z	ck	sh	ch	th
wh	tch	dge	ph	er	ar	or	ir	ur	aw
ai	ay	ee	ey	oa	oe	ue	oi	oy	aw
au	ow	ou	oo	ee	eu	ew	ui	ie	ei
igh	eigh	ang	ing	ong	ung	ank	ink	onk	unk

# Irregular Word Reading

I	of	to	do	the	you	was	are	one	two
too	who	any	many	put	why	they	have	give	live
from	what	were	your	you're	said	some	come	only	very
much	such	very	sure	here	there	where	does	goes	don't
won't	both	four	once	busy	gone	push	bush	look	took
pull	full	bull	done	none	pretty	their	they're	which	every
love	above	would	could	should	often	again	against	heart	friend
other	mother	another	brother	laugh	month	nothing	people	because	answer
front	among	build	built	usual	usually	blood	flood	sugar	listen
glisten	woman	women	orange	father	rough	tough	enough	eye	during

# Mixed Phonetic Pseudo-Word Reading

yub	caz	lom	fiv	rej	kib	zat	mej	puz	gov
ped	baz	ruv	sig	hej	kem	lod	vup	yax	fet
glub	prex	skib	remp	pust	glusk	splast	strift	twand	sweft
frob	plend	hest	streg	swimp	blesp	jelt	bluft	prist	vont
strock	quip	blutch	vidge	bleck	squiv	pelch	shast	potch	mudge
vexrip	ponjub	rixvem	pidfoz	prixcot	slibfuz	swigrop	glutfib	bistpub	helbix
strame	plibe	vope	rube	gordilp	lang	ponkrid	tring	larpeet	benflab
brimeful	lorpoot	spute	hibely	monepill	swi	blu	plotube	trigabe	fring
bucle	vife	brafle	vockle	mickest	twickle	punkle	hestle	cratube	zemple
jougrip	blaypin	quaip	strewbix	strigh	yixtume	splinge	beurop	jieb	fleigh

# Mixed Phonetic Real Word Reading

fun	cab	fax	kiss	dug	pin	jazz	fed	cod	lap
bless	brisk	spot	end	lamp	bond	dusk	swept	mist	flat
limp	strand	swift	splint	jump	bask	cuff	twist	punt	blunt
quack	botch	wedge	shop	chimp	clock	thud	latch	squid	shed
bake	tube	pitch	lodge	pine	spoke	lathe	game	theme	kite
ring	trunk	strung	link	bonk	thank	stall	long	pink	bring
quake	try	horn	spite	first	he	purse	farm	probe	term
sky	sweet	house	crow	boot	treat	mail	tray	coil	toy
crackle	rifle	marble	whistle	table	simple	candle	maple	thimble	bottle
boiler	played	twinkle	jousting	happy	jumped	boastful	swiftly	bursting	hunted

# High Frequency Instant Word Reading

the	of	and	a	to	in	is	you	it	he
was	for	on	are	as	with	his	they	I	at
be	this	have	from	or	one	had	by	word	but
not	what	were	we	when	your	can	said	there	use
an	each	which	she	do	how	their	if	will	up
other	about	out	many	then	them	so	some	her	would
make	like	him	into	time	has	look	two	more	write
go	see	number	no	way	could	people	my	than	first
been	call	who	oil	its	now	find	long	down	day
did	get	come	made	may	part	over	new	take	only

## Screening Passage K-2 "Spot the Lost Dog"

**DIRECTIONS:** This is a one-minute timed activity. Have your students read the passage below for one-minute. **Mark errors with a slash. Self-corrections do not count as errors.** If a student omits or **skips** a word, put a line through the word and count it as an **error**. If there is a pause of 5 seconds or longer, give the student the word, **put a line through the word** and count it as an **error**. Mark specific errors in the error analysis box below.

Spot the dog was lost. Spot ran to his back deck but his mom and dad	16
were lost too. He did sniff the deck and did fret but at last he did hunt	33
for some prints. He set off on a quest to help find his mom and dad.	49
Quick and fast, Spot did run up the hill of the back to a flat spot. He did	67
tramp in the muck. He was hot and stiff but did not quit. At last, he met	84
his bud Quack who said he sent Spot's mom and dad back to his deck.	99
Spot did rant and yell, but ran back quick and fast. On the back deck,	114
Spot did smell and sniff his mom and dad. He felt his bum wag and he	130
did hum. At last, his mom and dad did stand next to him on the deck.	146
They were glad at last to see Spot.	154

Total Words Read:

- # of errors:

= Words Correct:

**Enter the number of errors for each concept:**

\_\_\_ ck    \_\_\_ short vowels    \_\_\_ non-phonetic words    \_\_\_ qu  
 \_\_\_ initial blends    \_\_\_ final blends    \_\_\_ other

**Check all the boxes that apply to your student:**

- student has no word attack strategies
- student sounds out every letter in a word
- student can read whole words automatically
- student disregards punctuation
- student reads with very little expression
- student has some phrasing and chunking

If a student makes 5 or more errors on any one concept listed above in the box, start working with them at the Decoding Plus Story 1.

## Spot the Lost Dog

Spot the dog was lost. Spot ran to his back deck but his mom and dad were lost too. He did sniff the deck and did fret but at last he did hunt for some prints. He set off on a quest to help find his mom and dad. Quick and fast, Spot did run up the hill of the back to a flat spot. He did tramp in the muck. He was hot and stiff but did not quit. At last, he met his bud Quack who said he sent Spot's mom and dad back to his deck. Spot did rant and yell, but ran back quick and fast. On the back deck, Spot did smell and sniff his mom and dad. He felt his bum wag and he did hum. At last, his mom and dad did stand next to him on the deck. They were glad at last to see Spot.



## Screening Passage 2-4 "A Fish Wish"

**DIRECTIONS:** This is a one-minute timed activity. Have your students read the passage below for one-minute. **Mark errors with a slash. Self-corrections do not count as errors.** If a student omits or **skips** a word, put a line through the word and count it as an **error**. If there is a pause of 5 seconds or longer, give the student the word, **put a line through the word** and count it as an **error**. Mark specific errors in the error analysis box below.

Slash is a fish with just one wish. He would like to swim in a big pond. In	18
his very small tank, Slash swims all day long. He is glum and sad but will	34
not give up his wish to swim in a big pond. With a big push, Slash and his	52
bud Chad the crab bump and fall when they jump up from the tank.	67
The tank is too tall to jump from, and they fall back into the small tank.	83
One day, Slash plans a big jump. He tells all of his pals and they think it is	101
the best plan. Chad the crab sits on the small rock and all of the other	117
pals stack on top of him. One by one, they sit still and do not fuss until	134
Slash can get on top. The small tank shifts and spills and all of them think	151
it will tip and spill. They think they must stop but Slash will not. At last,	166
Slash catches himself and sits on the very top of the bunch. He can just	181
tap the top of the dish when he shifts and lands on all of his pals. They	198
jump off the rock and end up in a big clump of sand and dust. They are	215
all very sad that the plan had to stop and that Slash did not get his wish.	231
They all said that one day Slash's wish must come to be.	243

Total Words Read:

- # of errors:

= Words Correct:

**Enter the number of errors for each concept:**

\_\_\_\_ short vowels    \_\_\_\_ consonant digraphs    \_\_\_\_ non-phonetic words  
 \_\_\_\_ initial blends    \_\_\_\_ final blends    \_\_\_\_ ng/nk    \_\_\_\_ other

**Check all the boxes that apply to your student:**

- student has no word attack strategies
- student sounds out every letter in a word
- student can read whole words automatically
- student disregards punctuation
- student reads with very little expression
- student has some phrasing and chunking

If a student makes 5 or more errors on any one concept listed above in the box, start at story \_\_\_\_\_ in Fluency Plus!

## A Fish Wish

Slash is a fish with just one wish. He would like to swim in a big pond. In his very small tank, Slash swims all day long. He is glum and sad but will not give up his wish to swim in a big pond. With a big push, Slash and his bud Chad the crab bump and fall when they jump up from the tank. The tank is too tall to jump from, and they fall back into the small tank. One day, Slash plans a big jump. He tells all of his pals and they think it is the best plan. Chad the crab sits on the small rock and all of the other pals stack on top of him. One by one, they sit still and do not fuss until Slash can get on top. The small tank shifts and spills and all of them think it will tip and spill. They think they must stop but Slash will not. At last, Slash catches himself and sits on the very top of the bunch. He can just tap the top of the dish when he shifts and lands on all of his pals. They jump off the rock and end up in a big clump of sand and dust. They are all very sad that the plan had to stop and that Slash did not get his wish. They all said that one day Slash's wish must come to be.

## Screening Passage 4-6 "The Lone Hawk"

**DIRECTIONS:** This is a one-minute timed activity. Have your students read the passage below for one-minute. **Mark errors with a slash. Self-corrections do not count as errors.** If a student omits or **skips** a word, put a line through the word and count it as an **error**. If there is a pause of 5 seconds or longer, give the student the word, **put a line through the word** and count it as an **error**. Mark specific errors in the error analysis box below.

Fleet was a man who prayed all day long in an extremely quiet hallway.	14
When he would pray, he would often get a pain in his neck as it was	30
tilted for too long. One day, while Fleet was praying, he saw an amazing	44
thing in front of his eyes. He realized that a hawk had gained its way into	60
the hallway and landed on top of an old green box. Fleet had not ever	76
seen the hawk, but it was pretty unusual to see birds inside buildings. Fleet	89
sat still and waited for the hawk to fly away. The hawk remained quite	105
still and watched Fleet. Fleet made an attempt to remain in prayer but	117
he became a bit confused and couldn't regain his focus. The hawk sat	129
completely still and watched Fleet as he prayed. It just waited and	141
waited. At last, Fleet became stiff from so much praying and he got up	155
to leave. The hawk sensed his moving and shifting and lifted up its wings	169
to fly away. From the back of the hallway, Fleet watched the hawk fly to	184
the front lawn. It landed in a tree close by and gazed at the distant sea.	200

Total Words Read:	- # of errors:	= Words Correct:
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**Enter the number of errors for each concept:**

\_\_\_ short vowels    \_\_\_ consonant digraphs    \_\_\_ vowel digraphs  
 \_\_\_ open syllables    \_\_\_ non-phonetic words    \_\_\_ initial blends  
 \_\_\_ final blends    \_\_\_ ng/nk    \_\_\_ other

**Check all the boxes that apply to your student:**

- student has no word attack strategies
- student sounds out every letter in a word
- student can read whole words automatically
- student disregards punctuation
- student reads with very little expression
- student has some phrasing and chunking

If a student makes 5 or more errors on any one concept listed above in the box, start at story \_\_\_\_\_ in Fluency Plus!

## The Lone Hawk

Fleet was a man who prayed all day long in an extremely quiet hallway. When he would pray, he would often get a pain in his neck as it was tilted for too long. One day, while Fleet was praying, he saw an amazing thing in front of his eyes. He realized that a hawk had gained its way into the hallway and landed on top of an old green box. Fleet had not ever seen the hawk, but it was pretty unusual to see birds inside buildings. Fleet sat still and waited for the hawk to fly away. The hawk remained quite still and watched Fleet. Fleet made an attempt to remain in prayer but he became a bit confused and couldn't regain his focus. The hawk sat completely still and watched Fleet as he prayed. It just waited and waited. At last, Fleet became stiff from so much praying and he got up to leave. The hawk sensed his moving and shifting and lifted up its wings to fly away. From the back of the hallway, Fleet watched the hawk fly to the front lawn. It landed in a tree close by and gazed at the distant sea.

## Screening Passage 6-8 "The Class Party"

**DIRECTIONS:** This is a one-minute timed activity. Have your students read the passage below for one-minute. **Mark errors with a slash. Self-corrections do not count as errors.** If a student omits or **skips** a word, put a line through the word and count it as an **error**. If there is a pause of 5 seconds or longer, give the student the word, **put a line through the word** and count it as an **error**. Mark specific errors in the error analysis box below.

It was the last day of class and everyone was so excited. They had worked so 16  
 hard the entire year and they would now get their class party. Each student 30  
 was allowed to invite a special guest and bring them to school for the whole 45  
 day and have them be a part of their class. Cassy was especially excited 59  
 because she was going to bring her cousin Beth, who was also her best friend. 74  
 The night before the party, Cassy couldn't sleep because she was so excited. 87  
 What was the party going to be like? Who would be there? Would her other 102  
 classmates bring their best friends too? The morning of the party, Cassy's 114  
 mother made chocolate cupcakes for everyone. On the top of each 125  
 cupcake was a glow in the dark letter. The letter was for their name. Cassy 140  
 wanted to walk to school with her cousin Beth, but her mother insisted on 154  
 driving them because of the heavy load of cupcakes. When they got out of 168  
 the car and said their goodbyes, both Cassy and Beth saw so many students in 183  
 line. It was true! Everyone had brought their best friends and the class line was 198  
 so long and loud. Beth and Cassy stood at the back of the line and tightly 214  
 held on to their cupcakes. Everyone else had enormous bags of chips and 227  
 party stuff and everyone was really excited. When the bell rang, they all filed 241  
 into the classroom and their teacher was standing at the front of the room. 255  
 She had set up a dance square in the corner of the room and had set up a 273  
 huge party table in the other corner. The kids arranged all of their food on the 289  
 table. They were hungry and excited all at the same time. The teacher put on 304  
 their favourite music and announced that the party had started. It was the 316  
 best school day ever! 320

Total Words Read:

- # of errors:

= Words Correct:

**Enter the number of errors for each concept:**

\_\_\_ short vowels    \_\_\_ consonant digraphs    \_\_\_ vowel digraphs  
 \_\_\_ closed syllables    \_\_\_ r-controlled syllables    \_\_\_ open syllables  
 \_\_\_ non-phonetic words    \_\_\_ initial blends    \_\_\_ final blends  
 \_\_\_ ng/nk    \_\_\_ other

**Check all the boxes that apply to your student:**

- student has no word attack strategies
- student sounds out every letter in a word
- student can read whole words automatically
- student disregards punctuation
- student reads with very little expression
- student has some phrasing and chunking

If a student makes 5 or more errors on any one concept listed above in the box, start at story \_\_\_\_\_ in Fluency Plus!

## The Class Party

It was the last day of class and everyone was so excited. They had worked so hard the entire year and they would now get their class party. Each student was allowed to invite a special guest and bring them to school for the whole day and have them be a part of their class. Cassy was especially excited because she was going to bring her cousin Beth, who was also her best friend. The night before the party, Cassy couldn't sleep because she was so excited. What was the party going to be like? Who would be there? Would her other classmates bring their best friends too? The morning of the party, Cassy's mother made chocolate cupcakes for everyone. On the top of each cupcake was a glow in the dark letter. The letter was for their name. Cassy wanted to walk to school with her cousin Beth, but her mother insisted on driving them because of the heavy load of cupcakes. When they got out of the car and said their goodbyes, both Cassy and Beth saw so many students in line. It was true! Everyone had brought their best friends and the class line was so long and loud. Beth and Cassy stood at the back of the line and tightly held on to their cupcakes. Everyone else had enormous bags of chips and party stuff and everyone was really excited. When the bell rang, they all filed into the classroom and their teacher was standing at the front of the room. She had set up a dance square in the corner of the room and had set up a huge party table in the other corner. The kids arranged all of their food on the table. They were hungry and excited all at the same time. The teacher put on their favourite music and announced that the party had started. It was the best school day ever!