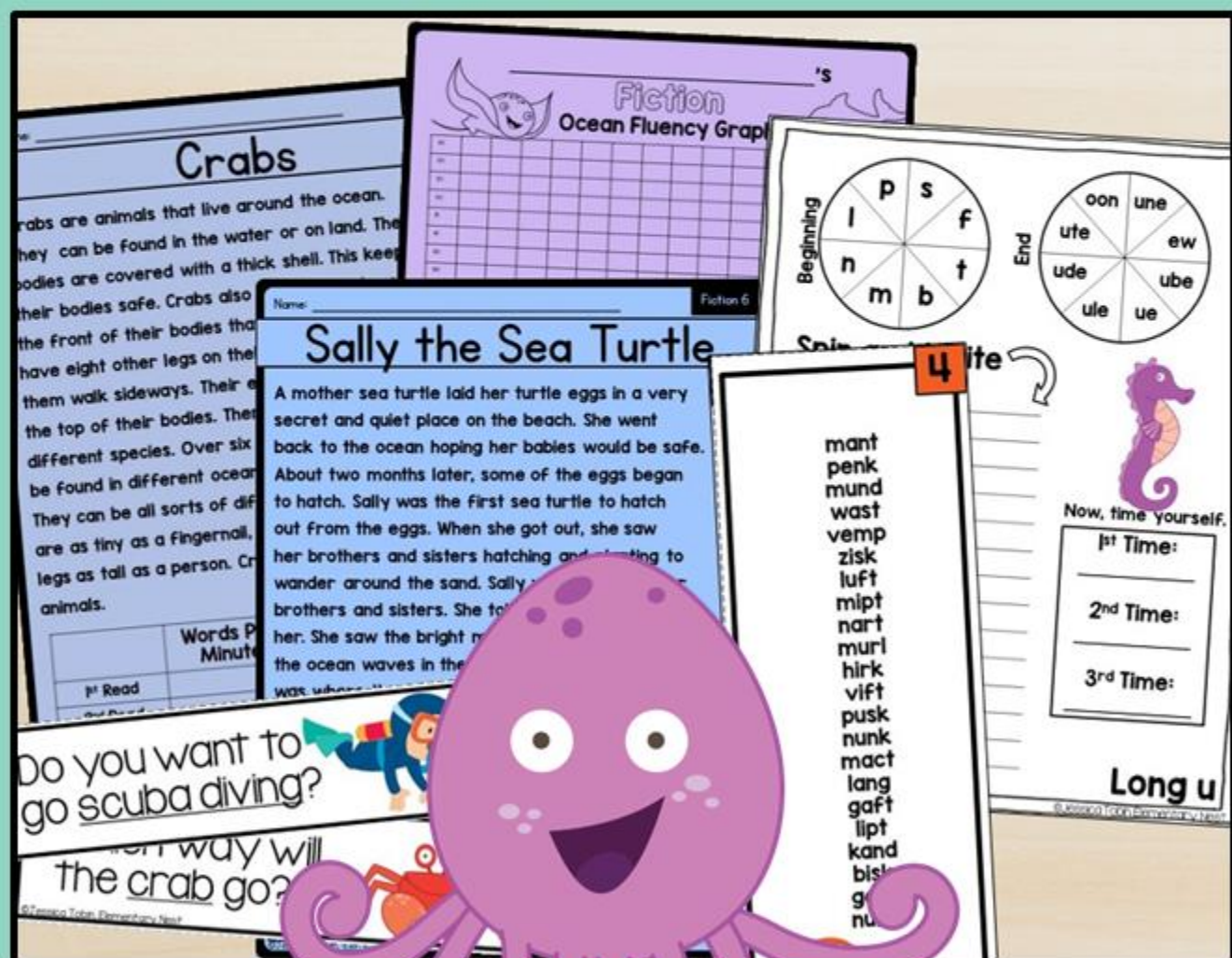


# Ocean Animals




# READING FLUENCY

## Passages & Centers



Created by Jessica Tobin

# PASSAGES

8	Folder or Binder Cover	
9	<b>Fluency Tracking Graphs</b> <ul style="list-style-type: none"> <li>fiction</li> <li>nonfiction</li> </ul>	
11	<b>7 Animal Passage Sets</b> <ul style="list-style-type: none"> <li><b>Fiction Text</b> <ul style="list-style-type: none"> <li>includes comprehension questions</li> </ul> </li> <li><b>Nonfiction Text</b> <ul style="list-style-type: none"> <li>includes comprehension questions</li> </ul> </li> <li>Each of these texts include...           <ul style="list-style-type: none"> <li>Student copy (plain text only)</li> <li>Teacher copy (includes word count and tracking chart on page)</li> </ul> </li> </ul>	

# PASSAGES

I suggest doing three reads for each passage. Each read gets 1 minute on the timer.

- The first read is the **cold read** because the students have never been exposed to that content before.
- The second read is what my kiddos call the **warm read** because it's practice after their cold read.
- And the final read is the **hot read**. This passage has been read and practiced several times and possibly even had comprehension questions answered.

The coding strategies that I use are:

- / slashes for errors
- circles or "SC" over top of self-corrects
- ] brackets around the final word that a student lands on

I will count up each word that a student reads through on each read. Then, I will subtract the number of errors. However, self-corrects do not count against their reading score.



# PASSAGES

Name: \_\_\_\_\_

## Crabs

Crabs are animals that live around the ocean. They can be found in the water or on land. Their bodies are covered with a thick shell. This keeps their bodies safe. Crabs also have large claws in the front of their bodies that can pinch. They have eight other legs on their body that help them walk sideways. Their eyes can be found at the top of their bodies. There are a lot of different species. Over six thousand species can be found in different oceans around the world. They can be all sorts of different sizes, too. Some are as tiny as a fingernail, while others can have legs as tall as a person. Crabs eat both plants and animals.

Name: \_\_\_\_\_ Nonfiction I


## Crabs

Crabs are animals that live around the ocean. They can be found in the water or on land. Their bodies are covered with a thick shell. This keeps their bodies safe. Crabs also have large claws in the front of their bodies that can pinch. They have eight other legs on their body that help them walk sideways. Their eyes can be found at the top of their bodies. There are a lot of different species. Over six thousand species can be found in different oceans around the world. They can be all sorts of different sizes, too. Some are as tiny as a fingernail, while others can have legs as tall as a person. Crabs eat both plants and animals.

Words Per Minute
8
19
28
37
46
55
64
74
81
89
99
109
120
121

Name: \_\_\_\_\_ Nonfiction I

## Crabs



eyes

are there?

Name: \_\_\_\_\_

## Chris the Crab


Life in the ocean was not easy. Chris was a crab who loved to swim in the deep sea. There was only one problem. Chris' claws were huge. They were always in his way. Crab claws are made to keep bad animals away, but Chris felt that his claws did more than that. He felt that his claws made him a slow swimmer. He also felt that they made him look silly. His family told him not to worry. They said once he grew up, they would not look so large. Chris was not sure he believed them, but he sure did hope they were right. His mom told him to think of something that his claws were good at. He thought hard. The only thing he could think of was pinching.

Name: \_\_\_\_\_ Fiction I

## Chris the Crab

Life in the ocean was not easy. Chris was a crab who loved to swim in the deep sea. There was only one problem. Chris' claws were huge. They were always in his way. Crab claws are made to keep bad animals away, but Chris felt that his claws did more than that. He felt that his claws made him a slow swimmer. He also felt that they made him look silly. His family told him not to worry. They said once he grew up, they would not look so large. Chris was not sure he believed them, but he sure did hope they were right. His mom told him to think of something that his claws were good at. He thought hard. The only thing he could think of was pinching.


Words Per Minute
11
21
29
39
48
58
68
78
88
98
108
117
127
132



Words Per Minute
1st Read
2nd Read
Last Read

Name: \_\_\_\_\_ Fiction I

## Chris the Crab



do?

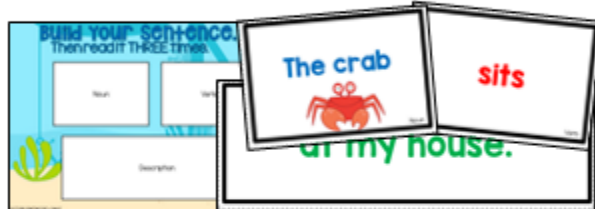
aws were good at?

# CENTERS

## Fluency Phrases



## Sentences



## One-Page Readers



## Timed Fluency



## Spin-a-Word



## Sight Word Flashcards



# CENTERS

53	<b>Fluency Phrases</b> <ul style="list-style-type: none"><li>• Print, laminate.</li><li>• Options: Students will work in a group to draw a strip one at a time to read aloud. - Students can work with partners to read phrases together. - Students can quiz their small group. - Students can independently read through these aloud. - Keep on a ring for hallway quiet games.</li></ul>
59	<b>Sentences</b> <ul style="list-style-type: none"><li>• Print, laminate.</li><li>• Students will form funny sentences using one noun, one verb, and one description and read the sentence aloud three times.</li></ul>
67	<b>One-Page Readers</b> <ul style="list-style-type: none"><li>• Print and laminate.</li><li>• Options:<ul style="list-style-type: none"><li>• Small group or partner readings</li><li>• Choral reading</li></ul></li></ul>
76	<b>Timed Fluency</b> <ul style="list-style-type: none"><li>• Print, laminate.</li><li>• Students will use one animal list at a time. For example, the monkey sight word list.<ul style="list-style-type: none"><li>• Set the timer. Read the list.</li><li>• Record how long it took you to read the list.</li><li>• Reset the time, reread the list.</li><li>• Record how long it took the second time.</li><li>• Repeat a third time. Compare numbers!</li></ul></li></ul>
86	<b>Spin-a-Word</b> <ul style="list-style-type: none"><li>• Option 1: Print, laminate. Students complete with a dry erase marker within a center or small group activity.</li><li>• Option 2: Print as paper and pencil activity for students to work through with partners or independently.</li></ul>
99	<b>Flash Cards</b> <ul style="list-style-type: none"><li>• Print, laminate.</li><li>• Options: Students will work in a group to draw a card one at a time to read aloud. - Students can work with partners to read cards together. - Students can quiz their small group. - Students can independently read through these aloud. - Keep on a ring for hallway quiet games.</li></ul>



# FLUENCY PHRASES

Do you want to go scuba diving?



I see a shark over there.



The eel can not see us, I think.



Look for it by the coral.



Which way will the crab go?



Look for that big submarine.



The fish is very happy today.



Does that fish look flat to you?



"Come and get it," said my fish.



A pink fish does not have a fin.



Look for some fish on the ship.



Is there anything in that shell?



The shark will go down in the deep water.



Did the octopus look up at all?




The seahorse is only a little animal.



# SENTENCES

**Build Your Sentence.**  
Then read it **THREE** times.

Noun	Verb
Description	



**The crab**



Noun

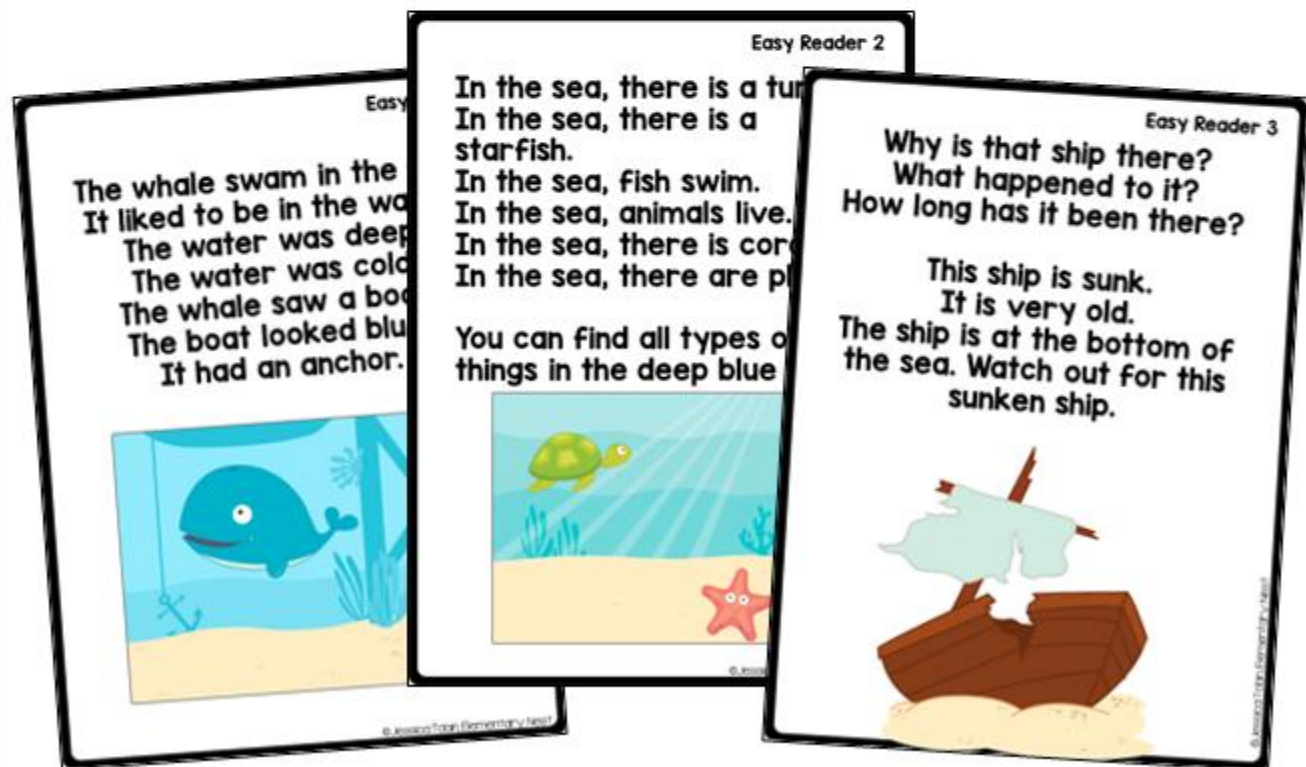
**sits**

Verb

**at my house.**



# ONE-PAGE READERS



# TIMED FLUENCY

## DOLPHIN'S SIGHT WORDS

1. Set your timer.
2. Read Dolphin's sight word list.
3. Record how many seconds it took you to read it.
4. Set your timer again, read the list again.
5. Record your answer.
6. Repeat one more time.

1<sup>st</sup> Time: \_\_\_\_\_

2<sup>nd</sup> Time: \_\_\_\_\_

3<sup>rd</sup> Time: \_\_\_\_\_



©Jessica Tobin, Elementary Nest

1

after  
when  
again  
were  
an  
think  
any  
then  
as  
them  
ask  
thank  
by  
take  
could  
stop  
every  
some  
fly  
round  
from  
put  
over  
give



2

open  
giving  
once  
had  
old  
has  
of  
her  
may  
him  
live  
how  
his  
let  
know  
just  
yes  
all  
with  
am  
are  
will  
who  
white



4

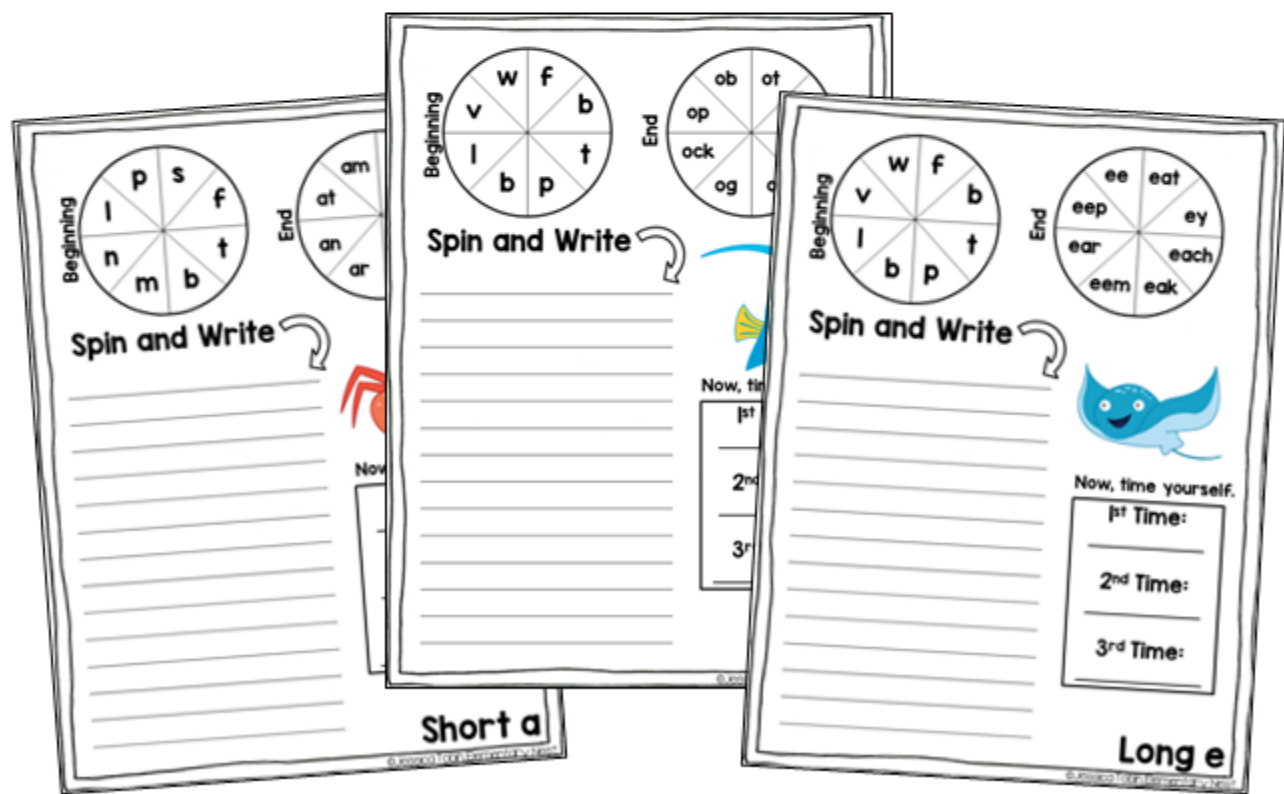
are  
who  
at  
what  
ate  
went  
be  
we  
black  
wa  
bro  
wa  
bu  
und  
te  
th  
ca  
e  
th  
th

four  
get  
good  
she  
into  
say  
like  
saw  
must  
new  
ride  
no  
now  
ran  
no  
now  
on  
please  
pretty  
our  
out  
where  
jump  
said



©Jessica Tobin, Elementary Nest

# SPIN-A-WORD





# SIGHT WORD FLASH CARDS

**am**



**all**



**brown**



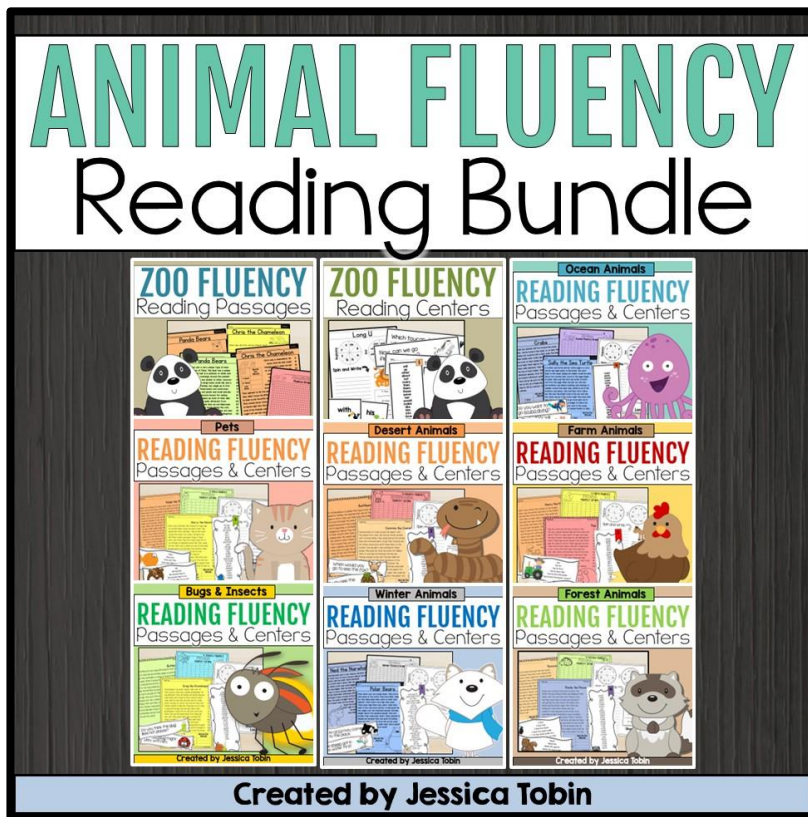
**but**



©Jessica Tobin, Elementary Nest

# Want the bundle?

This bundle comes in a bigger money-saving bundle! If you want to invest in the bundle, click the image below!



Email me at  
[jessica.L.tobin@gmail.com](mailto:jessica.L.tobin@gmail.com) to find out  
your options on buying the bundle if  
you previously purchased a single  
unit.