

HIGH NOON

READING FLUENCY

Sample Pages – Levels A, B, C, and D

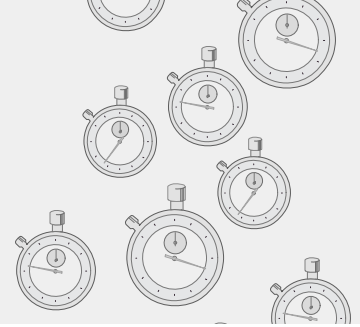


Betty Lou Kratoville

High Noon Books • Novato, California

LEVEL A

TABLE OF CONTENTS



Introduction	4
Program Features	4
Using <i>High Noon Reading Fluency</i>	4
Timed Reading Options	6
Using the <i>Writer's Corner</i>	7
Exercise 1 Rain	9
Exercise 2 The Sale	10
Exercise 3 Roads	11
Exercise 4 The Doghouse	12
Exercise 5 Rice	13
Exercise 6 The Fireplace	14
Exercise 7 Goats	15
Exercise 8 The Trunk	16
Exercise 9 Plants	17
Exercise 10 Jeans	18
Exercise 11 Coal	19
Exercise 12 Nell Green	20
Exercise 13 Black Bears	21
Exercise 14 Bats	22
Exercise 15 Gold	23
Exercise 16 The Beach	24
Exercise 17 Salt	25
Exercise 18 Seals	26
Exercise 19 Skunks	27
Exercise 20 Splash!	28
Exercise 21 Sharks	29
Exercise 22 Oil	30
Exercise 23 Grapes	31
Exercise 24 The Ditch	32
Exercise 25 Frogs and Toads	33
Exercise 26 The Mole	34
Exercise 27 Ants	35
Exercise 28 The Card	36
Exercise 29 Moss	37
Exercise 30 Snakes	38
Answer Key	39
Answer Sheet	41
Words Per Minute Log	41
Words Per Minute Chart	42



INTRODUCTION

High Noon Reading Fluency is a four level program designed to give students the extra practice they need to help build fluency in reading. Reading fluency is commonly defined as the seamless mastery of speed and accuracy, with the final goal of achieving comprehension. Fluency is a crucial benchmark that defines success in reading, and the instructional key to achieving fluency is to provide students with an abundance of reading opportunities.

Each level of *High Noon Reading Fluency* includes 30 fiction and nonfiction high interest/low reading level passages. Passages are between 200 and 250 words in length and each is followed by five comprehension questions and an optional writing prompt. Students can use the program independently to build their rate and accuracy. Once they reach their target reading rate and demonstrate comprehension, they move to the next level of the program. When used with groups, the program provides opportunities for other activities that build reading fluency: modeling, choral reading, and oral timed reading. These features combine to make *High Noon Reading Fluency* a flexible tool for fluency instruction.



Program Features

Level A of *High Noon Reading Fluency* contains 30 reading exercises designed to help build reading fluency. Each exercise includes the following features:

- Grade 1 reading level
- Reading passage for practice and timed reading
- High-interest nonfiction and fiction topics
- Comprehension questions
- *Writer's Corner* writing prompt for independent writing



Using *High Noon Reading Fluency*

Students Working Independently

High Noon Fluency can be used as a self-directed program in which students move at their own pace. As students become familiar with the format of the book, exercises may be completed independently.

1. Choose the *High Noon Reading Fluency* level most appropriate to each student's ability. The reading levels in *High Noon Reading Fluency* are as follows:

Level A	First grade
Level B	Second grade
Level C	Third grade
Level D	Fourth grade

2. Provide students with a copy of the Answer Sheet found on page 41 of this book. Also provide students with a copy of the Words Per Minute Log found on page 41, which they can use to track their reading rate for each passage.
3. In each exercise, students should silently read through the passage, using a stopwatch or a classroom clock with a second hand. Students can enter their time in the space allowed on their Answer Sheet.
4. Students should then answer the comprehension questions and enter answers on their copy of the Answer Sheet. They can check their answers against the Answer Key, located on page 39 of this book.
5. Students can extend their reading with a short writing exercise based on the *Writer's Corner* writing prompt. Indicate to the students whether or not they should complete this part of the exercise.
6. After completing the exercise, students can refer to the chart on pages 42-43. This chart gives the Words Per Minute reading rate for each passage. They can chart their progress in the Words Per Minute Log.

Periodically review students' Words Per Minute Log. If students are consistently reading passages at the rate expected for their grade level (see table below), or a rate that you select as appropriate for the student, and answering all comprehension questions correctly, move them up to the next level of *High Noon Reading Fluency*.

Expected Reading Rates by Grade Level

Grade	Words Per Minute
1	50-80
2	90
3	100
4	110
5	120
6	125
7 +	130

From the Phonics-Based Reading Test, by Rick Brownell, copyright © 2002:
Academic Therapy Publications, Novato CA.

Working with a Group

When working with groups of students, you may want to provide further instructional support with modeled fluent reading, choral reading, and feedback. These supports can enhance your students' efforts and may contribute significantly to their success.

- 1. Silent Reading.** Have students read through the entire passage silently, in order to generally familiarize themselves with the content prior to completing their individual silent timed reading.
- 2. Model Reading.** You can provide a model of fluent reading by reading aloud the first few sentences of the passage. Read with a steady pace and appropriate expression.
- 3. Choral Reading.** Ask students to begin reading the passage aloud. If you are working with a small group, have students take turns reading several sentences each. You may want to read along at intervals in order to reinforce an adequate reading rate.
- 4. Repeated Reading.** Once students have finished reading, you may want to have them repeat a reading of several sentences or a paragraph of the passage to further develop fluency.
- 5. Comprehension Questions.** Have students use the copied Answer Sheet to complete the comprehension questions that follow the passage. Answers can be checked with the Answer Key on page 39. Take the opportunity to review items missed at this point and return to the passage for further instruction if necessary.



Timed Reading Options



Timed oral reading

You may want to periodically conduct a timed oral reading of a passage. If you are working with a group, time each student apart from the other students.

- 1.** It is recommended that oral timed readings be conducted individually with students and not in a group setting. Use a stopwatch or a classroom clock with a second hand.
- 2.** Tell the student that this is a timed reading and that he or she will be reading the passage out loud. Remind the student to read smoothly and with expression. You may want to model reading rate and expression in the first few sentences of the passage.
- 3.** Have the student find the first word in the passage and place his or her finger on it. Begin the reading by saying **Start** as you start the stopwatch.
- 4.** When the student has difficulty with a word, says he or she does not know the word, or hesitates for up to five seconds, give the word so that the reading is minimally interrupted.
- 5.** Keep a tally of errors. You may want to note words that the student was unable to decode.

Error Type	Student Reads	Examiner Marks
Mispronunciation	Pat has a <u>whit</u> dog.	Pat has a wh/te dog.
Insertion	Pat has a <u>big</u> white dog.	Pat has a/white dog.
Omission	Pat has / white dog.	Pat has a white dog.
Substitution	Pat <u>had</u> a white dog.	Pat has a white dog.
Doesn't Know	Pat has a (<u>don't know</u>) dog.	Pat has a white dog.
Hesitates	Pat has a (<u>hesitates</u>) dog.	Pat has a white dog.

Self corrections should be counted as correct when they are correct. If a correct response is followed by an incorrect self-correction, count the self-correction as an error.

Repetitions should not be scored as errors.

6. When the student has stopped reading, note the time and record the number of errors and number of words. To determine the reading rate for any passage, refer to the Words Per Minute Chart on pages 42-43.

Once the timing is completed, have students continue the exercise, answering the comprehension questions.



Using the *Writer's Corner*



The *Writer's Corner* portion of each exercise is an optional activity that gives students opportunities for independent writing in response to the passage topic. The brief prompts suggest writing activities that enable students to utilize a broad range of writing types to express ideas, opinions, and observations. Students should read the *Writer's Corner* writing prompt provided for each passage. On a separate sheet of paper, they can write their responses to the prompt.

Writing types and some applications

The following are writing types and applications suggested in the *Writer's Corner* writing prompts.

Narrative: Narrative text tells a story, either fictional or nonfiction. Examples of narrative text include:

- fictional stories
- stories based on historical events
- poetry
- plays

Responsive: Responsive text contains thoughts, opinions, answers, and feelings that are in response to something read or heard. Examples of responsive text include:

- letters to editor
- personal essay
- personal opinion column
- first-person reports

Descriptive: Descriptive text tells about a place, person, process, or idea by providing descriptive details. Examples of descriptive text include:

- journal entries
- letters
- travel articles
- factual reports
- biographies
- directions/instructions

Persuasive: Persuasive text attempts to provide convincing evidence that will persuade the reader to accept the writer's point of view. Examples of descriptive text include:

- letters to editor
- personal essay
- personal opinion column
- advertising copy
- press releases

Ants

If you see one ant, you will soon see lots of ants. All ants live in groups. Each group has three sorts of ants – the males, the queen, and the workers. Everything is planned. Every ant has a job to do.

The queen ant lays eggs. That's all she does. She can live as long as 15 years.

The worker ants live just to serve the queen and the rest of the ants in the group. They bring in the food. They build rooms in the nest. They keep these rooms very clean. If a speck of trash drops, a worker will rush to take it out. Ants can't stand dirt!

Workers can have more than one job. There is a kind of worker who has a

huge head and strong jaws. His job is to grind up grain in his mouth. But when he has ground all the grain, his head is bitten off! He is of no more use to the group.

Some ants do not have a nest. They march in one line from place to place. If a house is in their path, they eat their way through it.

There are ants who keep herds of plant lice. They stroke the sides of these lice until a kind of milk comes out. The ants love this milk. They take very good care of the lice. They keep them warm when it is cold outside. They take them into the sunshine when spring comes.

1. The queen ant can live as long as—
 - A. 15 years
 - B. 18 years
 - C. 25 years
2. The queen ant's job is to—
 - A. Bring in food
 - B. Clean the nest
 - C. Lay eggs
3. After the worker has ground up all the grain—
 - A. His head is bitten off
 - B. He is given a chance to rest
 - C. He is sent out to search for more grain
4. You can tell that—
 - A. Ants like to work
 - B. Ants do not like to work
 - C. Ants like to live alone
5. Ants love milk that comes from—
 - A. Cows
 - B. Lice
 - C. Goats

Writer's Corner

If ants were in charge, the world would be very neat. What are some things you think we can learn from ants?

Shoes

Susan's birthday was only a week away.

"What would you like for your birthday?" her mother asked.

Susan had already thought about this very carefully. "Shoes," she answered.

Her mother looked surprised.

"Shoes? Are you sure?"

"Yes, I'm sure," said Susan. "I want shoes. Lots of shoes."

The birthday came. Susan got her wish. Every package held a pair of shoes. There were brown shoes with laces for school. There were shiny black shoes for parties. There were pink ballet slippers and cowboy boots. There were red sandals and white sneakers.

Susan lined them all up on a shelf in her closet. She wore a different pair each

day. Some days she wore two pairs. One in the morning, one in the afternoon.

One summer morning Susan woke up. "I think I will wear my red sandals today," she thought. She took the red sandals from the closet. What was this? She could not squeeze her feet into the sandals.

"Well, then I'll just wear my sneakers," she said to herself. No luck! The sneakers were too tight. So were the brown school shoes and the black party shoes. Next she tried the cowboy boots, then the pink ballet slippers. Too small!

Susan sat down on a chair and thought about it. "Next year I'll ask for hats," she said.

- In a week it would be—
 - Christmas
 - 4th of July
 - Susan's birthday
 - Valentine's Day
- In every package there was a—
 - Pair of gloves
 - Pair of socks
 - Pair of shoes
 - Pair of earmuffs
- Susan put her new shoes—
 - In the attic
 - In her closet
 - In the barn
 - In the hall
- Which is probably true?
 - Susan outgrew her shoes.
 - Susan was tired of her shoes.
 - Susan wanted to go barefoot.
 - Susan wanted to give her shoes away.
- Next year Susan will ask for—
 - Hats
 - More shoes
 - Toys
 - Mittens

Writer's Corner

Write about your last birthday. Did you wish for something special? Describe the whole day.

Doris Kearns Goodwin

Six-year-old Doris Kearns was a baseball fan. She shared her love of the Brooklyn Dodgers team with her dad. It was the fifties. To follow the fortunes of the Dodgers was a way of life for people.

Mr. Kearns had to go to work at a bank every day. His daughter sat beside the radio after lunch. Her red scorebook was on her lap. She listened to the sports announcer. First, he gave the day's lineup of players. She carefully printed the names on the left side of the score sheet. Next, she gave a number to each player. With these numbers she was able to write down every play.

Doris whooped with joy when her team made a great play. She was plunged into gloom when her team lost.

Sometimes the score was close. Then she had to walk around the block to cool off.

After dinner, Doris and her dad sat on the couch. The red scorebook was on her lap. Now she was able to tell him about every pitch, every play of the game. She turned it into a story. She learned how to hold back the final score until the end. Her dad always enjoyed her dramatic account of the game.

What happened to this six-year-old storyteller? She used her record-keeping skills to search out facts about presidents of the United States. She wove these facts into stories about their lives. In 1995, Doris won a Pulitzer Prize for her writing.

1. Doris's favorite sport was—
 - A. Football
 - B. Baseball
 - C. Basketball
 - D. Hockey
2. Doris's scorebook was—
 - A. Purple
 - B. Yellow
 - C. Orange
 - D. Red
3. Doris described the game to her—
 - A. Mother
 - B. Sister
 - C. Father
 - D. Brother
4. Doris wrote about—
 - A. Presidents
 - B. Generals
 - C. Baseball players
 - D. Coaches
5. Doris won the Pulitzer in—
 - A. 1985
 - B. 1995
 - C. 1975
 - D. 1990

Writer's Corner

Doris Kearns Goodwin's gift for storytelling later helped in her job. Write about one thing you do well. What type of job might it lead to?

Exercise 2

Hybrid Cars

At first, it looks like any other little car. You climb in the front seat, put on your seat belt, and turn the key to start the engine. That is when you'll notice a difference. The car is ready to drive, but there is no sound from the engine. Why? Because this is a hybrid car.

In the dictionary, the word hybrid means "made of two parts." A hybrid car has an engine made of two parts. One part is similar to any other car engine you have seen. It is run by gasoline. The second part of the engine is run by a battery cell. Why make an engine like this? The hybrid engine uses very little fuel. This makes it economical to run and good for the environment.

When the hybrid car starts up, the battery cell goes into action. The cell powers the car as it drives around town and on the freeway. The cell will gradually run out of power, but then the gas engine kicks in and takes over running the car. At the same time, the gas engine charges up the battery cell. When the cell is recharged, it takes over again. This way, you can drive a long distance without using much gasoline.

The running of the hybrid engine may sound complicated. But as the driver, you do not notice a thing. Your car just zips along quickly and smoothly.

- The word hybrid means—
 - Able to run fast
 - Made of two parts
 - Powered by gas
 - Powered by battery
- What is different about the hybrid engine?
 - It runs very smoothly.
 - It runs very fast.
 - It has battery cells.
 - You turn it on with a key.
- The hybrid engine uses very little—
 - Engine
 - Speed
 - Battery
 - Fuel
- What recharges the battery cells?
 - The gas engine
 - The environment
 - A little fuel
 - A lot of fuel
- Hybrid cars are—
 - Very fast
 - Economical
 - Very small
 - Hard to drive

Writer's Corner

You are the PR person for a team traveling cross-country with a hybrid car. Write a press release describing how it works and its performance on this trip.