

FLOW

READING FLUENCY[®]

Flow Reading Fluency is a comprehensive, research-based program that not only shows teachers exactly how to improve reading fluency, but also provides them with all the student materials necessary to meet the needs of a wide range of learners.

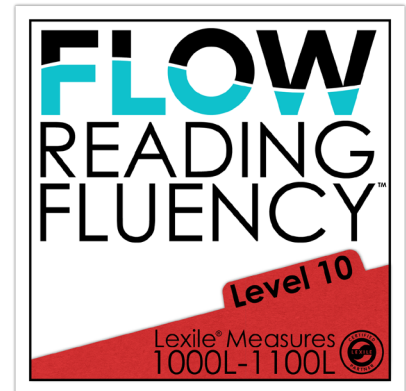
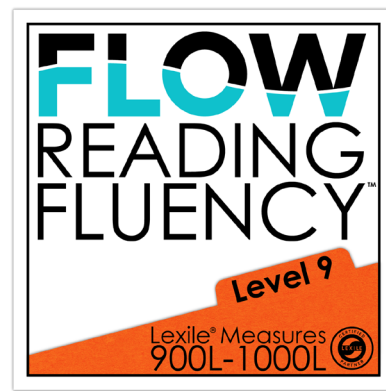
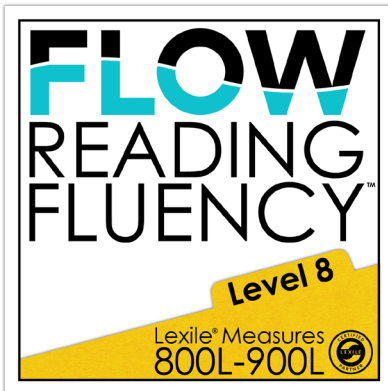
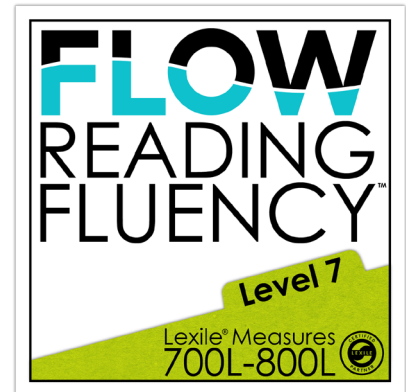
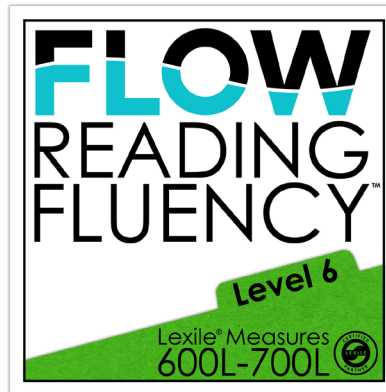
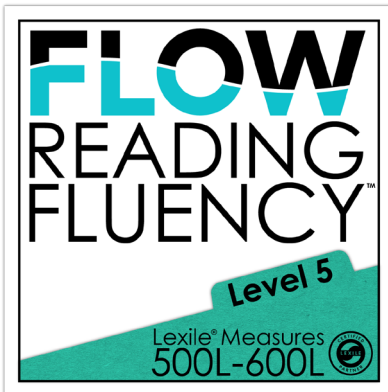
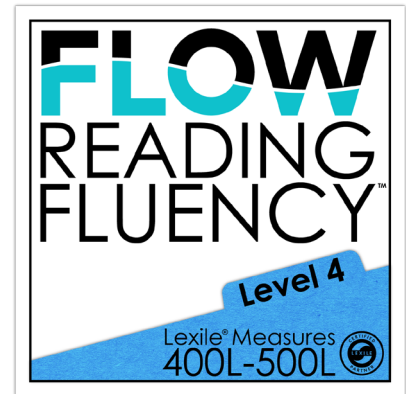
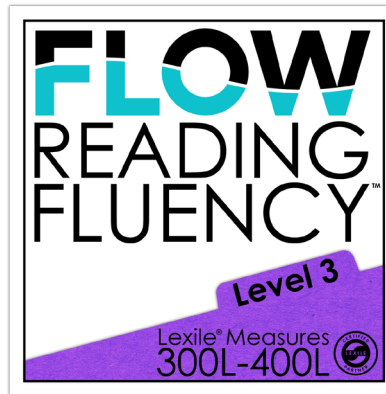
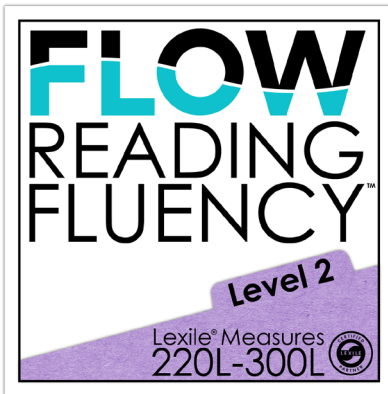
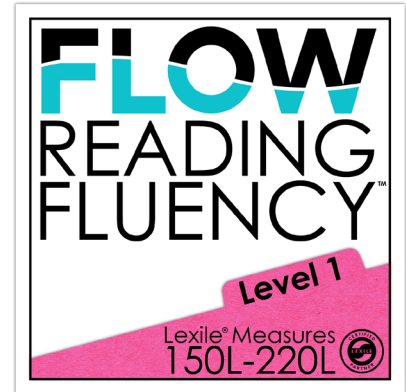


FLOW READING FLUENCY

10 levels of fluency passages:
each level contains 24
nonfiction passages, for a
total of 240 passages.



All passages have
certified Lexile® measures.



FLOW READING FLUENCY

*Precisely
leveled texts
allow you to
differentiate
with ease!*

Each level of Flow Reading Fluency™ contains a specific range of leveled passages. There are 24 high-interest, nonfiction passages in each level. All of the passages have certified Lexile measures, so you can perfectly match them to your readers. The passage Lexile® measures increase in increments of 10, which allows you to expertly scaffold the program by increasing text complexity at a developmentally appropriate pace. There are two to three passages within the same Lexile® measure.

 Level 5: Flow Reading Fluency™ Lexile® Range: 500L-600L Word Count Range: 148-179				
#	Passage Title	Topic	Lexile® Measure	Word Count
1	Squeaky Clean	The History of Soap	500L	167
2	Life in the Taiga	Life in the Taiga	510L	170
3	Humming Fliers	Hummingbirds	510L	177
4	Hire a Goat	Goats Clearing Land	520L	171
5	Reading to Dogs	Reading to Dogs	520L	171
6	Beanie Baby Fever	Supply and Demand	530L	174
7	Twister!	Tornados	530L	174
8	Mix-and-Match	Platypus	540L	160
9	Ouch!	550L	540L	167
10	Tin	550L	550L	174
11		s	550L	179
12		d	560L	148
13			560L	168
14			560L	160
15		erty	570L	170
16	He	ington Carver	570L	172
17	A Col		580L	153
18	Every Four Year	ap Year	580L	170
19	Keeping Food Cold	Life Before Refrigeration	580L	170
20	Our Nearest Neighbor	Mars	590L	168
21	A Fifth Ocean	The Arctic Ocean	590L	171
22	Lucky Cat	Maneki-nek	590L	171
23	Reaching for the Stars	Ellen Ochoa	600L	158
24	A Lifesaving Invention	Traffic Signals	600L	170

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510L

520L

520L

530L

550L

560L

560L

570L

590L

590L

590L

600L

FLOW READING FLUENCY

High-interest passages that are specifically written for reading fluency

Each passage is carefully written and formatted for reading fluency. The texts include interrogative and exclamatory sentences so students can practice intonation changes. Italicized words also provide opportunities for students to improve prosody.

The passage level, passage number, and the passage Lexile® measure

Key vocabulary words and definitions that are essential to understanding the passage; the definitions are carefully written using student-friendly language.

After reviewing key vocabulary and before the cold reading, students will write a short prediction about the passage.

Key vocabulary words and vocabulary words for questions 3 and 4 are in bold.

The number columns indicate the cumulative word count above each line. To calculate the number of words read, continue counting from the column number until you reach the last word read.

Squeaky Clean

Level: 5
Passage: 1
Lexile®: 500

Review Key Vocabulary

germs Germs are tiny living things that cause illnesses.

illnesses Illnesses are states or conditions that cause the body or mind to not work right.

ashes Ashes are pieces of soft gray powder that are left when wood or certain other things are burned.

popular Popular means liked by many people.



Make a Prediction

Read the Passage

5 Where would we be without 108
11 soap? We wash our hands and 112
20 bodies with it. We use it to get our 117
25 dishes and clothes clean. Since 123
30 the 1800s, we've known that 128
35 **germs** cause many **illnesses**. Soap 135
40 helps stop germs from **spreading**. 139
45 Soap has been used for 147
51 thousands of years. The first soap 152
59 was a mix of boiled animal fat and 160
65 **ashes**. Long ago, a Greek doctor 167
71 said that people should use soap.
78 He said it would keep them clean and healthy.

80 Staying clean was **popular**
84 during Roman times. Roman **rule**
89 ended over 1,500 years ago. After
95 that, soap was not used as much.
102 Many illnesses spread during that
107 time.

Over the years, people started making different kinds of soaps. However, they cost a lot. Most people didn't have enough money to buy them. Since that time, people have learned new ways to make soap. It is made in factories and doesn't cost much. Soap is a simple part of our world. But it makes such a big difference!

Date:	words read:
	- errors:
	= cold score:

My Goal:	words read:
	- errors:
	= hot score:

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After the cold reading, students will subtract the number of errors from the total words read to find their cold score. Next, the students compute their goal. The "hot score" is added after the hot timing.

FLOW READING FLUENCY

Comprehension questions cover a variety of skills.

Each passage comes with a set of comprehension questions. The questions are expertly written to cover a variety of skills: determining the main idea, attending to details, using context clues, making inferences, and finding connections within various relationships.

Question 1

focuses on the main idea of the passage.

Question 2

asks students to recall a detail from the passage.

Questions 3 & 4

requires students to use context clues to determine the meaning of a word in the passage.

Question 5

requires students to use inferential thinking to answer. Students must merge clues from the passage with prior knowledge to make a conclusion.

Question 6

varies for each passage. It will either be an inference question (like Question 5), or it will focus on a relationship within the passage (like Question 7).

Question 7

focuses on various relationships: sequence, compare & contrast, problem & solution, cause & effect

Squeaky Clean

Level: 5
Passage: 1
Lexile®: 500

Answer the Questions

- What would be another good title for the passage?
 - Easy to Buy
 - Soap Saves Lives
 - A Greek Doctor
- According to the passage, what was the first soap made of?
 - boiled animal fat and ashes
 - crushed leaves and ashes
 - boiled animal fat and flower petals
- What does the word **spreading** mean in the passage?
 - to become sick
 - to reach a larger area
 - to wash one's body
- What is a synonym for the word **rule** in the passage?
 - laws
 - land
 - control
- Why do you think we now know that germs cause many illnesses?
 - People observed it happening in nature.
 - Scientists discovered that fact by doing experiments.
 - Sick people figured out what caused them to get sick.
- How did making soap in factories change the use of soap?
 - More people used soap because it cost less.
 - Fewer people used soap because they didn't make it themselves.
 - Factories didn't change the use of soap.
- According to the passage, what happened after Roman rule ended?
 - People started making different kinds of soaps.
 - Soap was first made in factories.
 - Soap was used less, and many illnesses spread.

Summarize the Passage

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Passage Summary

The student will write a summary of the passage. Encourage students to write a summary that is 5-7 sentences.

FLOW READING FLUENCY

*Progress monitoring
that actively involves
and intrinsically
motivates students*

Students graph their performance for each passage they complete. This provides students with at-a-glance feedback on their progress as they move through the program. Students are genuinely motivated to "beat" their cold score and track their comprehension.

There are three different graphs:
Levels 1-4 (1 min.), Levels 5-10 (1 min.),
and Levels 5-10 (2 min.)

Students graph their cold reading and hot reading scores in the fluency graph using blue and red colored pencils, respectively. This graph also allows students to clearly see their growth over time.

Students record their cold scores followed by their goals for each passage. After the hot timing, students will add their hot scores.

After the teacher corrects the comprehension portion, the student (or teacher) shades in the correctly answered questions.

Name: Ishan

Flow Reading Fluency™
[Levels 5-10 — 1 minute]

FLUENCY

Date	10/26	10/30	11/3											
Passage	51	52	53											

WORDS CORRECT PER MINUTE

COLD	97	104	112											
HOT	145	152	159											
GOAL	137	144	152											

COMPREHENSION

1														
2														
3														
4														
5														
6														
7														



Level 5: Flow Reading Fluency™

Lexile® Range: 500L-600L

Word Count Range: 148-179

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7	Twister!	Tornados	530L	174
8	Mix-and-Match Animal	The Platypus	540L	160
9	Ouch, That Stung!	Bee Stings	540L	167
10	Tiny Horses	Mini Horses	550L	174
11	A Tasty Accident	Chocolate Chips	550L	179
12	Flood in Florence	The 1966 Florence Flood	560L	148
13	Perfect Feet	Functions of Animals' Feet	560L	168
14	Amazing Changes	Butterfly Life Cycle	570L	160
15	A Gift from France	The Statue of Liberty	570L	170
16	Helping Farmers	George Washington Carver	570L	172
17	A Colorful Celebration	Holi	580L	153
18	Every Four Years	Leap Year	580L	170
19	Keeping Food Cold	Life Before Refrigeration	580L	170
20	Our Nearest Neighbor	Mars	590L	168
21	A Fifth Ocean	The Arctic Ocean	590L	168
22	Lucky Cat	Maneki-nek	590L	174
23	Reaching for the Stars	Ellen Ochoa	600L	158
24	A Lifesaving Invention	Garrett Morgan's Traffic Signals	600L	170

Review Key Vocabulary

accident An accident is an event that was not planned.

recipe A recipe is a set of directions or steps for making a certain kind of food.

package A package is a box, bag, or other wrapping put around something before selling or sending it.

favorite *Favorite* means liked more than other things of the same kind.



Make a Prediction

Read the Passage

5	Did you ever make a	110	made chocolate chip cookies by
10	mistake that turned into something	115	accident!
13	wonderful? Ruth Wakefield	116	Wakefield's cookies were
19	became famous in just that way.	119	a huge hit . Before long, a Boston
24	Wakefield was born in 1903	126	newspaper printed the recipe .
29	in Massachusetts. She went to	130	More cookies sold, and more
35	college to study the science of	135	Nestle's semi-sweet chocolate
41	food. Later, she worked and taught	138	bars sold, too. The owner of the
47	at the college she attended. In	145	Nestle company made a deal
52	1930, Wakefield and her husband	150	with Wakefield. She got free
59	bought a small hotel called the Toll	155	chocolate for life, and Nestle
65	House Inn. She baked desserts for	160	printed her recipe on its chocolate
69	guests of the hotel.	166	chip package . Ever since then,
73	One day, Wakefield was	171	chocolate chip cookies have been
78	making some cookies. She needed	176	America's favorite cookies.
83	baker's chocolate but didn't have	179	
89	any. So, she used Nestle's semi-		
93	sweet chocolate instead. She put		
99	broken pieces in the cookie dough,		
105	thinking it would melt. Instead, the		
	pieces stayed hard. Wakefield had		

Date:	words read:
	- errors:
	= cold score:

My
Goal:

Date:	words read:
	- errors:
	= hot score:



Answer the Questions

1. What is the main idea of the passage?
 - a. Ruth Wakefield and her husband bought the Toll House Inn in 1930.
 - b. Ruth Wakefield used Nestle's semi-sweet chocolate instead of baker's chocolate.
 - c. Ruth Wakefield invented chocolate chip cookies by accident.
2. According to the passage, what caused more Nestle's semi-sweet chocolate bars to sell?
 - a. A Boston newspaper printed the recipe for Wakefield's cookies.
 - b. The Nestle company lowered the cost of its semi-sweet chocolate bars.
 - c. Wakefield and her husband had more guests at the Toll House Inn.
3. What does the word **hit** mean in the passage?
 - a. a problem
 - b. a success
 - c. a treat
4. What is a synonym for the word **deal** in the passage?
 - a. trade
 - b. sale
 - c. price
5. What is most likely true about Ruth Wakefield?
 - a. She stopped baking desserts for her guests when her cookies became famous.
 - b. She did not like the attention she received as a result of her cookies.
 - c. She was happy that so many people liked and bought her cookies.
6. What is the difference between baker's chocolate and Nestle's semi-sweet chocolate?
 - a. Baker's chocolate does not melt, but Nestle's semi-sweet chocolate melts.
 - b. Baker's chocolate melts, but Nestle's semi-sweet chocolate doesn't melt.
 - c. Both kinds of chocolate melt, but Nestle's semi-sweet chocolate melts faster.
7. What caused chocolate chip cookies to become America's favorite cookies?
 - a. Millions of people fell in love with Wakefield's cookies when they stayed at the Toll House Inn.
 - b. Wakefield asked people to tell their friends and family members about her cookies.
 - c. The cookies were tasty, and everyone who bought chocolate chips got a free recipe.

Summarize the Passage

FLOW READING FLUENCY

Assisted-Reading Video Passages for all 240 passages

Each passage comes with an Assisted-Reading Video Passage. Students can follow along as they listen to an audio version of their passage. Each word is highlighted as it is read aloud.

Provide your students with fluency models and guided practice. These videos combine the power of visual and audio support to improve reading fluency. They are perfect for independent practice or centers.

Students quickly access these on a tablet or Chromebook using a QR code. No software or student logins needed!

The text highlighting is especially useful for students who struggle with text tracking.

Click to
Preview

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

LEVEL 7

LEVEL 8

LEVEL 9

LEVEL 10

The Miracle of Kamaishi

Many places around the world are at risk for extreme nature events that can put people in grave danger. **Communities** have plans that help people prepare for situations such as hurricanes, floods, and earthquakes. People watch TV, listen to the radio, or receive text messages letting them know when to leave an area or take other measures to be safe. Children usually wait for instructions from adults. But what if *not* waiting could save your life? Could you make such a decision on your own?

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FLOW READING FLUENCY

*Complete online
professional
development
course for teachers*

The Flow Reading Fluency course provides teachers with all the information and support they need to implement a comprehensive research-based reading fluency program.

MODULE 1

**What Is Reading
Fluency and Why
Is It Important?**



MODULE 2

**Improving
Reading Fluency**



MODULE 3

**Program
Overview**



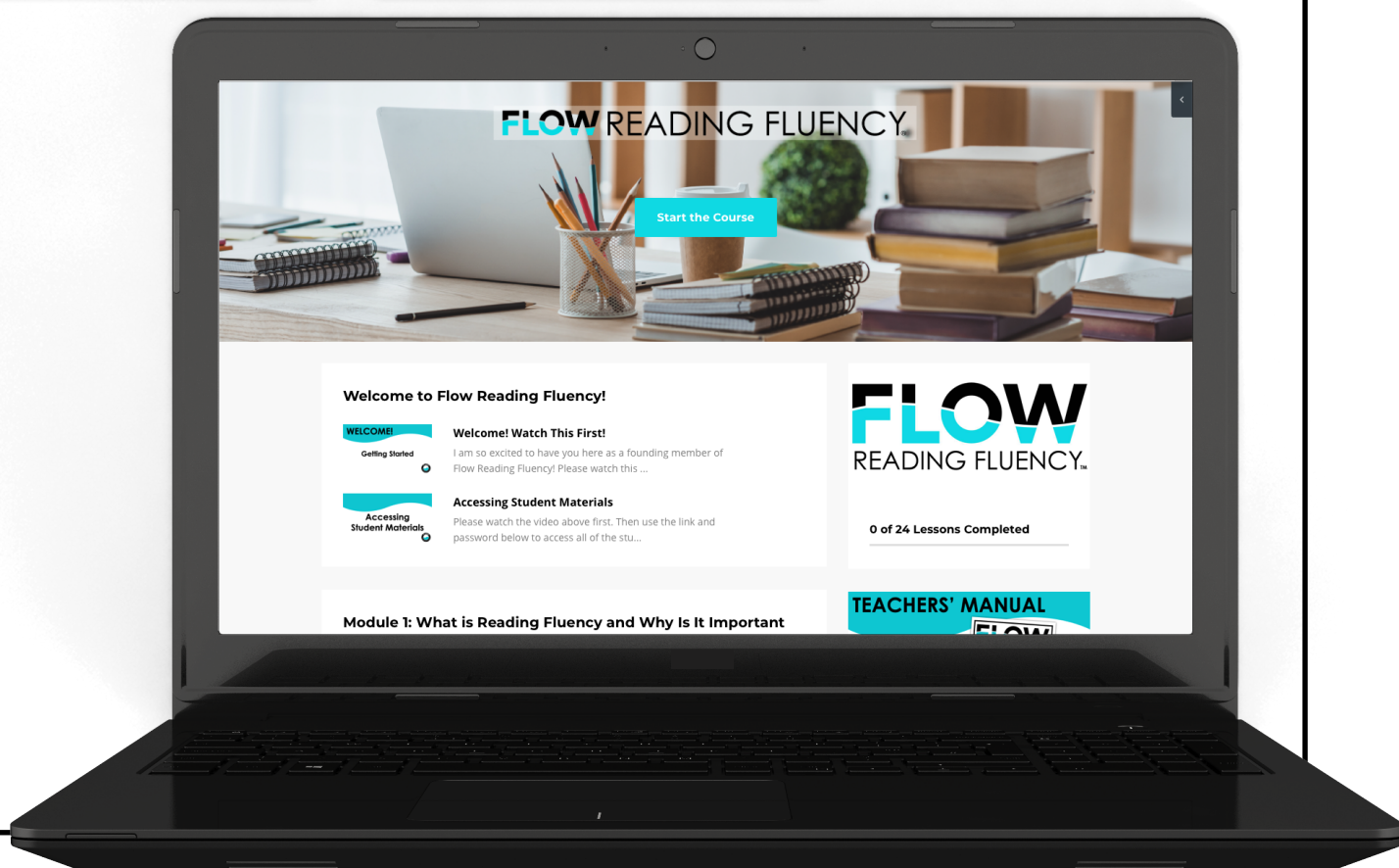
MODULE 4

**Assessing and
Placing Students**



MODULE 5

**Managing
the Program**



ALSO AVAILABLE IN DIGITAL!

Flow Reading Fluency DIGITAL offers teachers a 100% digital option for improving reading fluency.

Click here to learn more.

