

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.

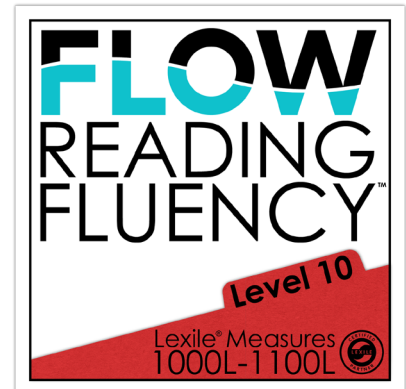
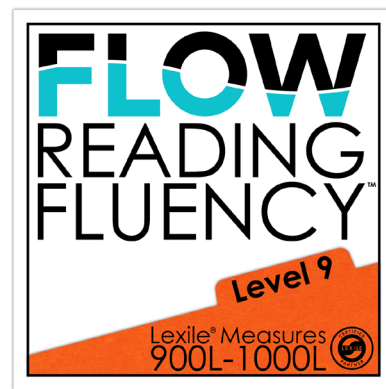
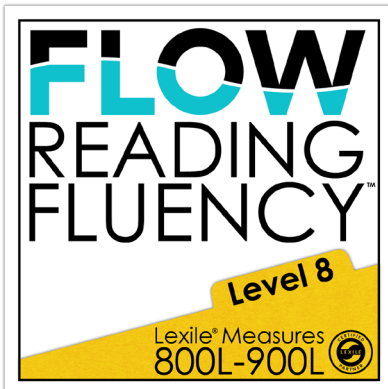
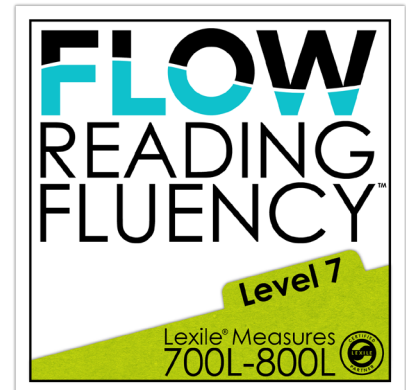
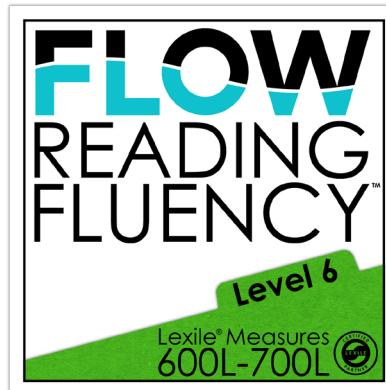
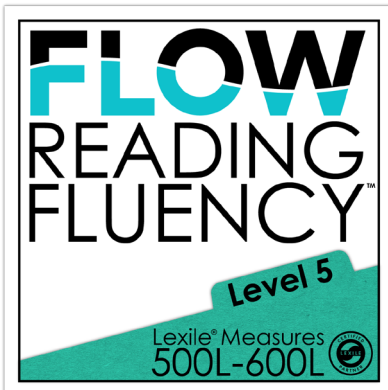
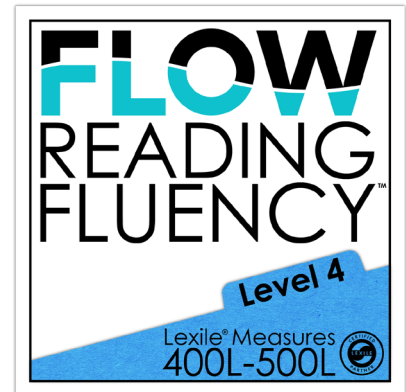
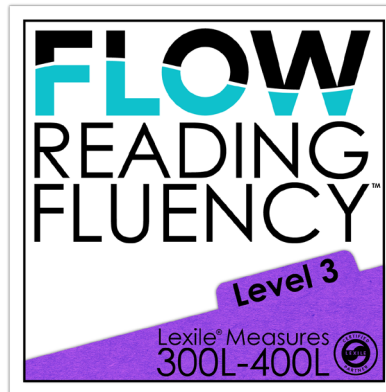
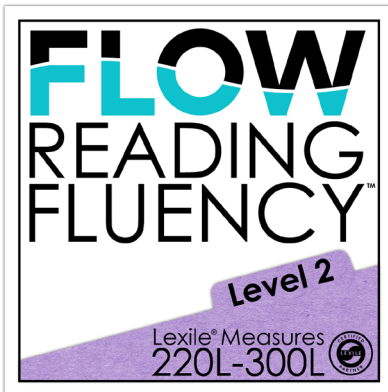
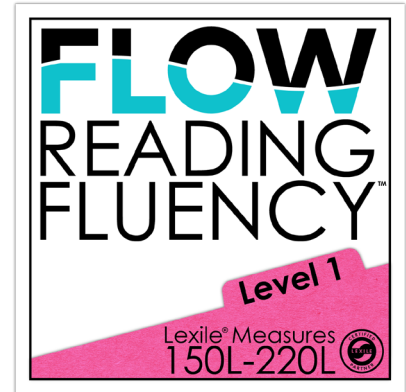


FLOW READING FLUENCY

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!		540L	167
10	Tin		550L	174
11			550L	179
12			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	137	144	152											
HOT	145	152	159											
GOAL	137	144	152											

COMPREHENSION

1														
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7														



Level 8: Flow Reading Fluency™

Lexile® Range: 800L-900L

Word Count Range: 233-282

#	Passage Title	Topic	Lexile® Measure	Word Count
1	Healing Waters	The Dead Sea	800L	272
2	Smarter than We Thought	Koko the Gorilla	810L	278
3	Sequoyah's Gift	Sequoyah	810L	282
4	The High One	Denali (Mount McKinley)	820L	266
5	Dragon Food	Komodo Dragons	820L	279
6	Sedimentary Rock	Sedimentary Rock	830L	260
7	Soccer Superstar	Mia Hamm	830L	269
8	Hiccups!	Hiccups	840L	272
9	Water on the Move	The Water Cycle	840L	272
10	Give It Up!	Autotomy	850L	259
11	An Ancient Rock City	Petra	850L	263
12	No Limits	Mae Jemison	850L	279
13	A Life of Service	Daniel Inouye	860L	271
14	A Gem Among Gems	Hope Diamond	860L	276
15	Going Viral	Common Cold	870L	270
16	Champion of Nature	John Muir	870L	271
17	Precious Communities	Coral Reefs	870L	273
18	A Whale of a Shark	Whale Sharks	880L	261
19	All About Termites	Termites	880L	270
20	Purr or Roar?	Purr or Roar?	890L	233
21	Hands-On Communication	Sign Language	890L	260
22	Deadly Encounter	The Taino Tribe	890L	261
23	Bridging the Gaps	Wildlife Corridors	900L	241
24	The Stinkiest Flower	Titan Arum plant	900L	279

Purr or Roar?

Level: 8
Passage: 20
Lexile®: 890L

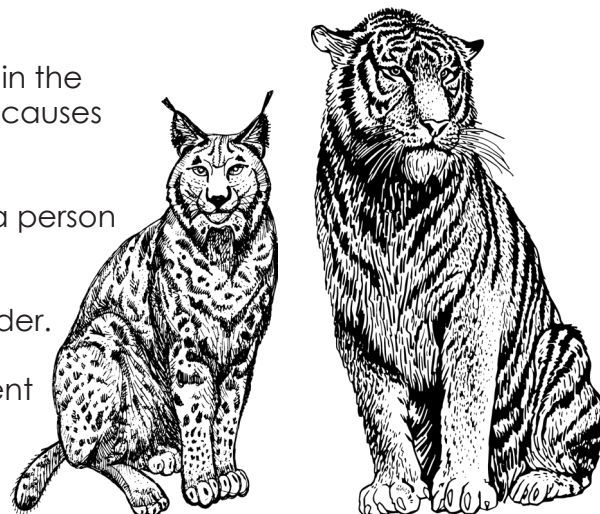
Review Key Vocabulary

vocal cords Vocal cords are a pair of thin tissues in the throat that produce sound when air causes them to move back and forth.

flesh Flesh is the soft parts of the body of a person or other animal.

amplify *Amplify* means to make a sound louder.

exceptions Exceptions are things that are different in some way from other things.



Make a Prediction

Read the Passage

5 Anyone who's ever been around
13 a house cat has heard it purr. Purring
21 is a low, rumbling sound that seems to
28 be a sign of contentment. House cats
35 are some of the smallest members of
42 the cat family. Did you ever wonder
48 whether its larger members also purr?

54 Big cats no doubt also feel
59 contentment sometimes, but no, they
65 don't purr. Scientists group cats into
72 those that purr and those that roar.

79 The smaller cats are the ones that
86 purr. Along with house cats, this group
90 includes bobcats, lynxes, ocelots,
96 mountain lions, and others. Members of
102 this group have a stiff horseshoe-shaped
110 bone at the base of their tongue. When
117 they purr, muscles in their throat quickly
124 open and close their **vocal cords**, which
128 **produces** the purring sound.

134 The other group—cats that *can't*
140 purr—includes lions, tigers, jaguars, and
146 leopards. They also have a horseshoe-
152 shaped bone at the base of their
159 tongue, but it's not stiff. Instead, it
166 bends, which likely **allows** them to roar.
Big cats also have a lot of **flesh** on their

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vocal cords, which helps **amplify** their roars. It may also keep them from being able to purr.

There are two **exceptions** to the rule about small cats purring and big cats roaring. Cheetahs and snow leopards are both big, but they both purr, and neither one can roar. Cheetahs also make a totally surprising sound. They chirp!

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

My
Goal:

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



Purr or Roar?

Level: 8

Passage: 20

Lexile®: 890L

Answer the Questions

1. Which statement best summarizes the passage?
 - a. Smaller cats can purr but not roar.
 - b. Lions, tigers, jaguars, and leopards are the only cats that roar.
 - c. Members of the cat family can either purr or roar.
2. Where is the horseshoe-shaped bone mentioned in the passage located?
 - a. at the base of a cat's tongue
 - b. in the middle of a cat's chest
 - c. inside a cat's nose
3. What is a synonym for the word **produces** in the passage?
 - a. constructs
 - b. causes
 - c. supplies
4. What does the word **allows** mean in the passage?
 - a. lets someone do something
 - b. treats something as acceptable
 - c. makes something possible
5. What is most likely true about scientists who study cats?
 - a. They grouped cats based on only a few examples.
 - b. They have studied many different kinds of cats that purr and roar.
 - c. They haven't yet figured out which body parts help cats purr or roar.
6. How are the horseshoe-shaped bones of small and big cats different?
 - a. Small cats have extra flesh around the bone, and big cats don't.
 - b. Big cats have a stiff bone, and small cats have a bone that bends.
 - c. Small cats have a stiff bone, and big cats have a bone that bends.
7. According to the passage, what causes big cats to be able to roar very loud?
 - a. a large amount of flesh on their vocal cords
 - b. a horseshoe-shaped bone bending instead of being stiff
 - c. muscles in their throat quickly opening and closing

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



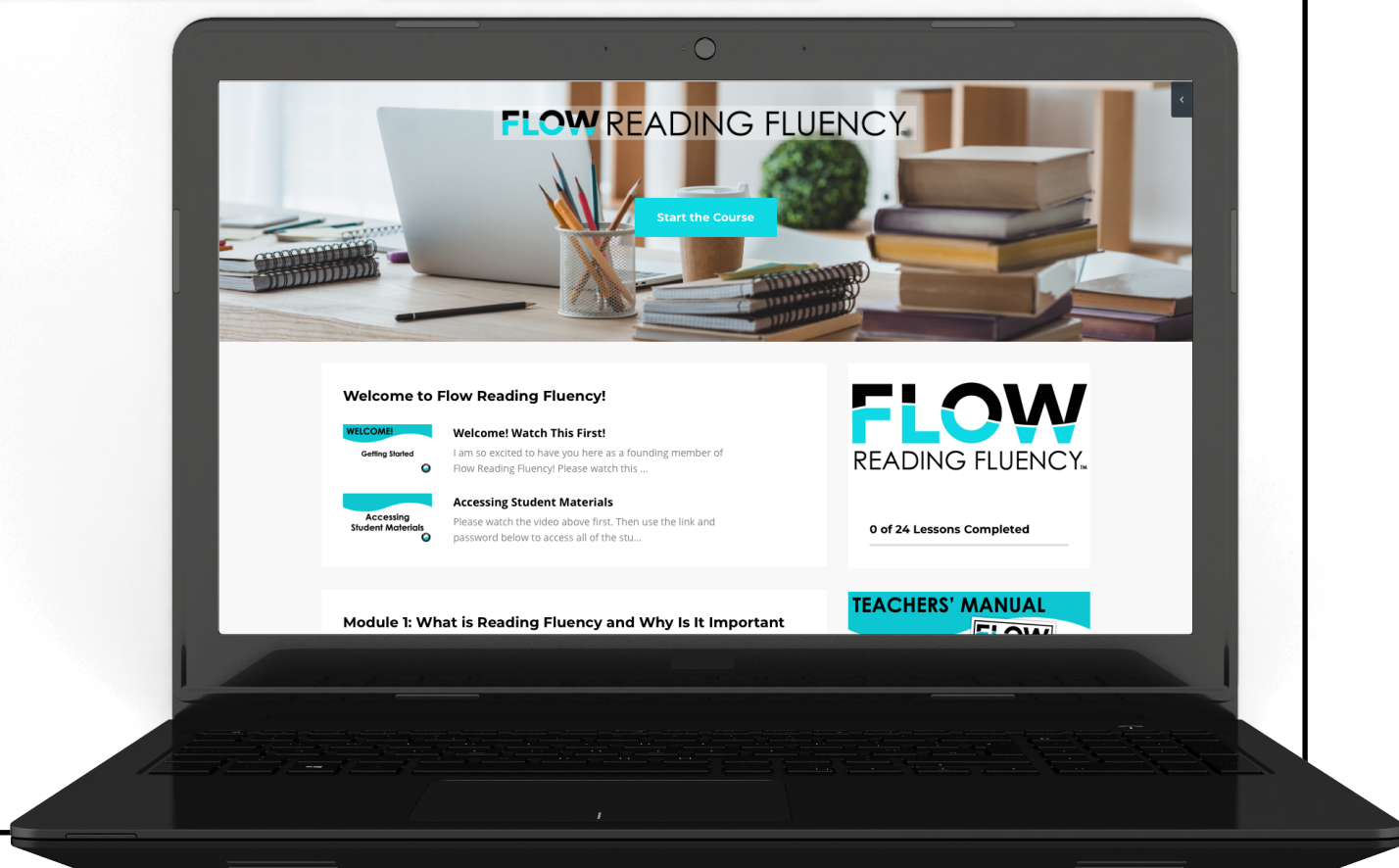
MODULE 4

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.

