

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.

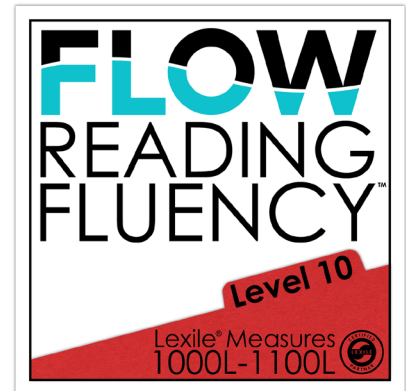
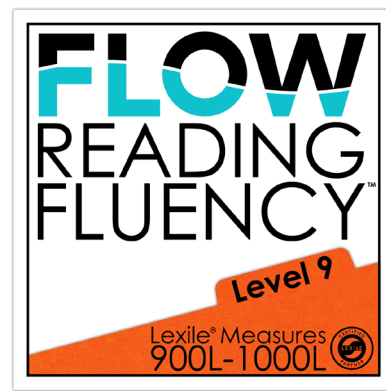
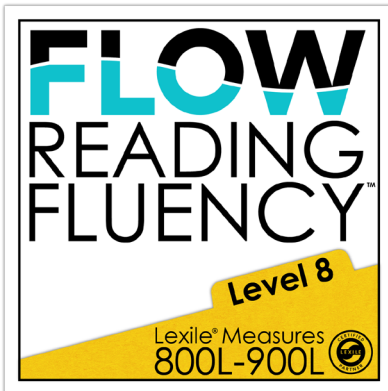
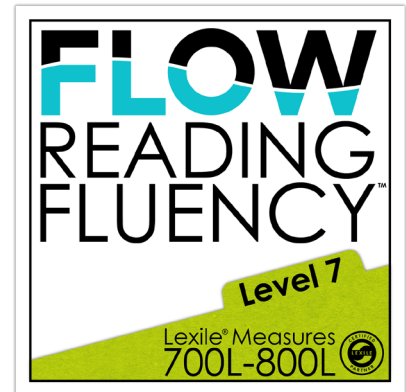
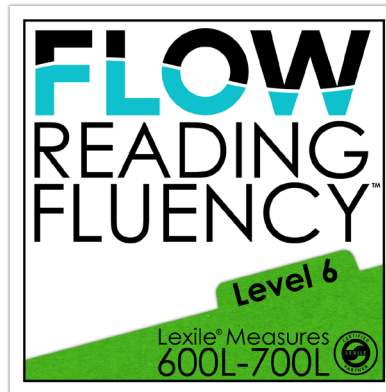
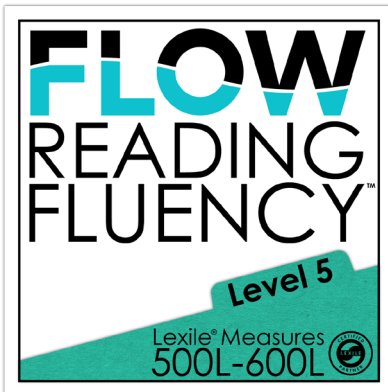
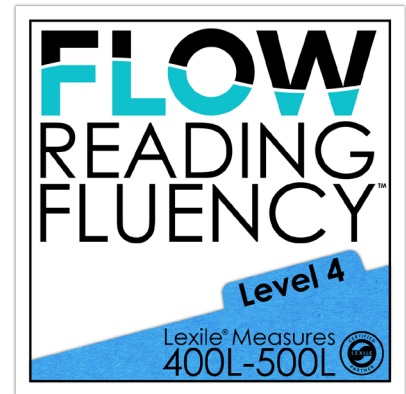
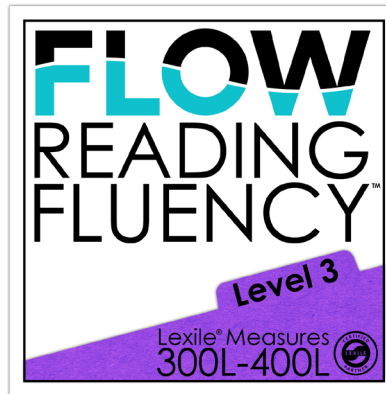
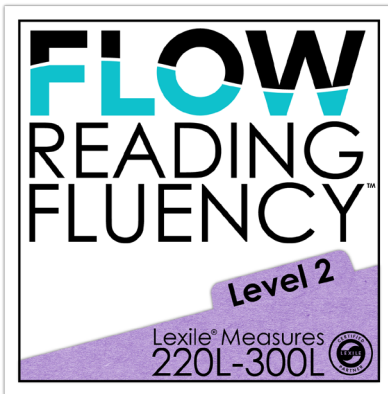
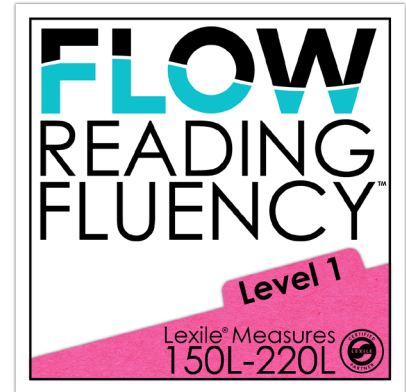


FLOW READING FLUENCY

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	151
5	Reading to Dogs	Reading to Dogs	520L	151
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

Where would we be without soap? We wash our hands and bodies with it. We use it to get our dishes and clothes clean. Since the 1800s, we've known that **germs** cause many **illnesses**. Soap helps stop germs from **spreading**. Soap has been used for thousands of years. The first soap was a mix of boiled animal fat and **ashes**. Long ago, a Greek doctor said that people should use soap. He said it would keep them clean and healthy.

Staying clean was **popular** during Roman times. Roman **rule** ended over 1,500 years ago. After that, soap was not used as much. Many illnesses spread during that 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:	Date:	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 10: Flow Reading Fluency™

Lexile® Range: 1000L-1100L

Word Count Range: 332-368

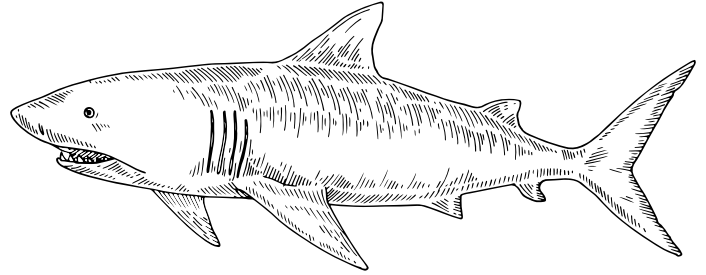
#	Passage Title	Topic	Lexile® Measure	Word Count
1	The Science of Heredity	Gregor Mendel	1000L	360
2	Living in Danger?	Living Near Volcanoes	1010	360
3	The Magic of Birdsong	Birdsong	1010L	365
4	Not Like the Others	Polymorphism in Animals	1010L	368
5	A Jazz Great	Louis Armstrong	1020L	339
6	Gold Fever	Gold Rush	1020L	349
7	Seasonal Affective Disorder	Seasonal Affective Disorder	1030L	365
8	Rapunzel, Rapunzel... Hair!	The Seven Sutherland Sisters	1030L	366
9	Transforming the Desert	Hoover Dam	1040L	362
10	Cats, Cats, and More Cats	Cat Islands in Japan	1040L	364
11	Sharks in Trouble	Shark Fin Soup	1050L	357
12	Exploring the Universe	Stephen Hawking	1050L	368
13	The Roof of Africa	Mount Kilimanjaro	1060L	351
14	Best Friends Forever	Mutualism	1060L	357
15	Secret Codes	Secret Codes	1060L	364
16	Helping Hurt Animals	Animal Prostheses	1070L	355
17	Introvert or Extrovert?	Introverts & Extroverts	1070L	365
18	Huge, Hungry Snakes	Anacondas	1080L	332
19	A Civil Rights Champion	Frederick Douglass	1080L	354
20	Maya Lin's Landmarks	Maya Lin	1080L	345
21	Checks and Balances	Three Branches of Government	1090L	350
22	A Race Like No Other	Space Race	1090L	366
23	Sneezing Monkeys	Myanmar Snub-Nosed Monkey	1100L	332
24	A New Look at Columbus Day	Indigenous Peoples' Day	1100L	350

Sharks in Trouble

Level: 10
Passage: 11
Lexile®: 1050L

Review Key Vocabulary

- status** Status is the social standing or rank of someone or something.
- decline** A decline is a steady drop in size, amount, number, strength, or value.
- catastrophic** *Catastrophic* means terrible.
- mollusks** Mollusks are members of a group of animals, including snails and clams, that have a soft body and usually live in a shell.



Make a Prediction

Read the Passage

Are you afraid of sharks? Many people are terrified of these ocean creatures, even though they may not know much about sharks and may never have seen one. Sharks have a horrible reputation, yet just a few types are dangerous to people. But here's some food for thought: an average of six people die each year from shark attacks, and at least a *hundred million* sharks die each year at the hands of people.

Most shark deaths are caused by fishermen and happen for a single purpose: shark fin soup. This dish is popular in many parts of Asia, particularly in China, where it is a **status** symbol. Long ago, Chinese emperors considered shark fin soup a fitting dish to serve to guests. It was believed to have healthful properties and also represented strength because it symbolized victory over the shark.

Today, shark fin soup continues to be a status symbol as well as a **staple** dish for special occasions. Fishermen are paid well for shark fins—as much as \$500 per pound. They catch sharks, cut off their fins (a practice called *shark finning*), and often throw the gravely wounded fish back in the ocean, where they either bleed to death or die because they are unable to swim.

Many organizations around the world are calling for an end to shark finning, and some countries have rules that limit or ban the practice. One obvious reason is that it is an extreme form of animal cruelty. Another reason is that many species of sharks are in severe **decline**, and some are endangered. Yet a third reason, perhaps less obvious but just as **pressing**, is that killing such high numbers of sharks is having a **catastrophic** effect on ocean food chains. As just one example, declining numbers of smooth hammerhead sharks are causing higher numbers of rays, which they eat. More rays mean that more clams, scallops, and other **mollusks** are being eaten by them. That hurts the mollusks, other animals they interact with, and people who make their living from them. Still, the practice of shark finning continues. What will it take to end it?

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. Sharks have a bad reputation, even though only a few types are dangerous to people.
 - b. The decline of sharks due to the popularity of shark fin soup is causing many problems.
 - c. Cutting off shark fins and throwing the sharks back in the ocean is animal cruelty.
2. According to the passage, in which country is shark fin soup especially popular?
 - a. Japan
 - b. Thailand
 - c. China
3. What does the word **staple** mean in the passage?
 - a. something that is used often by many people
 - b. a piece of wire used to hold things together
 - c. the main product of a company or country
4. What is a synonym for the word **pressing** in the passage?
 - a. pushing
 - b. gathering
 - c. serious
5. What can you conclude about why fishermen throw finned sharks back in the ocean?
 - a. Their boats are so small that they only have room for the fins.
 - b. Sharks without their fins are not valuable to fishermen.
 - c. They think the sharks might be able to grow new fins.
6. What is most likely true about how people view sharks?
 - a. Many people fear sharks and believe getting rid of them is good.
 - b. Many people think that strong, powerful animals must taste good.
 - c. Many people believe that sharks do not suffer when they are finned.
7. Which answer is not a reason that emperors long ago served shark fin soup to guests?
 - a. They believed the soup was good for people's health.
 - b. The soup represented strength to them.
 - c. They caught the sharks themselves and wanted to show off.

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



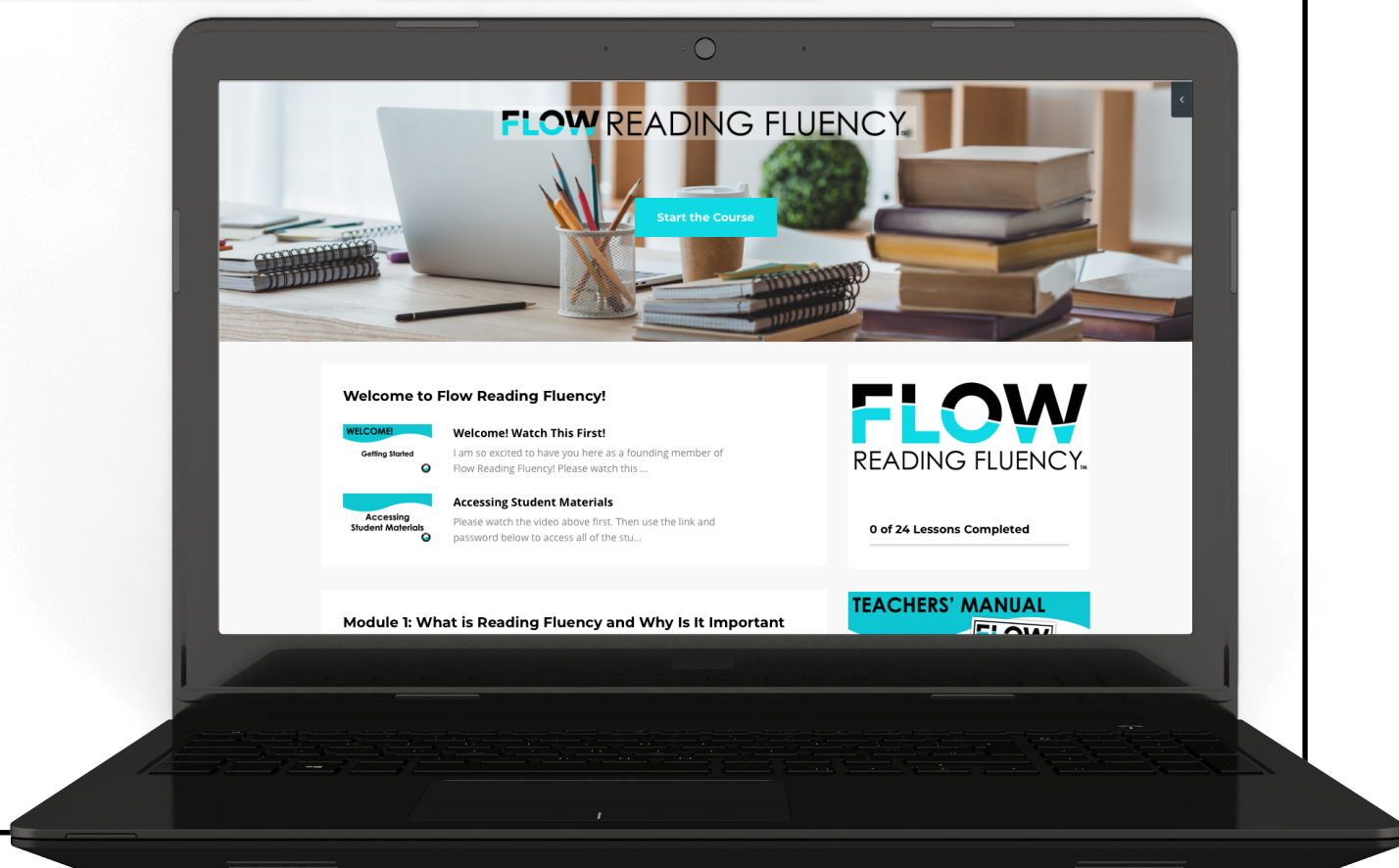
MODULE 4

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.

