



Grades 1–6

Fluency Assessment



Grades 1-6

Fluency Assessment



www.mheonline.com/readingwonders



Copyright © McGraw-Hill Education

All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use with *Reading Wonders* provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw-Hill Education
2 Penn Plaza
New York, New York 10121

E

Table of Contents

Introduction	2
Oral Reading Fluency Norms Chart	5
Administering Fluency Assessments	6
Letter Naming Fluency Assessment	8
Phoneme Segmentation Fluency Assessment	10
Sight Word Fluency Assessment	12
Grade 1 Assessments	14
Grade 2 Assessments	62
Grade 3 Assessments	122
Grade 4 Assessments	182
Grade 5 Assessments	242
Grade 6 Assessments	302
Answers to Comprehension Questions	362

Introduction

What Is Fluency?

Fluency is the critical bridge between two key elements of reading—decoding and comprehension. In its 2000 report, the National Reading Panel defined it as “the ability to read text quickly, accurately, and with proper expression.” Fluency has several dimensions. Successful readers must decode words accurately. But they must move beyond decoding and recognize words in connected text quickly and automatically. They must also read with expression in order to bring meaningful interpretation to the text. All three dimensions—accurate decoding, automaticity, and ability to read expressively—work together to create effective comprehension and overall success in reading.

In its 1994 study of reading, the National Assessment of Educational Progress (NAEP) established a clear connection between fluency and comprehension. NAEP defined fluency as the ease or “naturalness” of reading. It recognized certain key elements as contributing to fluency. These included the reader’s grouping or phrasing of words as shown through intonation, stress, and pauses and the reader’s adherence to the author’s syntax. They also included expressiveness as reflected by the reader’s interjection of a sense of feeling, anticipation, or characterization in oral reading. These elements are called *prosody*. When readers use appropriate volume, tone, emphasis, and phrasing, they give evidence of comprehension. They demonstrate that they are actively constructing meaning from the text.

Why Is Fluency Important?

Fluency is critical because it directly impacts the comprehension process. For years, teachers thought that if students could decode words accurately, they would become strong readers. Fluency, which has been referred to as a “neglected” aspect of reading, received little attention. Now it is recognized as one of the five critical components of reading.

Researchers have pointed out that people can successfully focus on only one thing at a time. They can, however, do more than one thing at a time if one of those things is so well learned that it can be done automatically. In its simplest form, reading can be seen as (1) word identification or decoding and (2) comprehension, or the active construction of meaning. Effective readers cannot focus on both of these processes at the same time. If a reader is focused almost entirely on decoding, that reader will have few resources left over for constructing meaning. Only when readers can read the words in connected text automatically are they free to focus their attention on making inferences, drawing conclusions, and applying other critical thinking skills associated with constructing meaning.

A fluent reader generally reads with speed and accuracy, but in addition usually displays these kinds of behaviors:

- Recognizes words automatically
- Applies graphophonic, semantic, and syntactic cues to recognize unfamiliar words
- Segments texts into meaningful chunks
- Emulates the sounds and rhythms of spoken language while reading aloud

A nonfluent reader, in contrast, may display these kinds of behaviors:

- Reads slowly and laboriously
- Processes text word-by-word in a choppy manner
- Frequently ignores punctuation
- Fails to use meaningful phrasing
- Shows little certainty when reading high-frequency words

Fluency does not mean only rapid reading. Occasionally, you will come across a nonfluent reader who is able to read text rapidly but fails to use appropriate phrasing. This reader often ignores meaning and punctuation. As a result, this reader struggles to answer questions about what has been read and fails to grasp the intent of the text.

Why Assess Fluency?

Students need to be fluent in order to be proficient readers. Their oral reading fluency can be improved through explicit training, but you need to assess their fluency level before you can determine what specific fluency-building activities and materials will be appropriate. In addition, students excel in reading when they are given opportunities to read as much connected text as possible at their independent level. Fluency assessment helps you determine what this level is.

The oral reading fluency assessments in this book answer this question: *How many words can a student read aloud per minute and how many of these words are read correctly?* This book also helps you observe reading performance beyond speed and accuracy by providing a rubric similar to the one developed by NAEP. This 4-level rubric takes into account additional aspects of fluency, such as prosody.

How and When to Assess

Kindergarten through Early First Grade

Until children can decode and automatically recognize many words by sight, they cannot be expected to read aloud effortlessly and expressively. That is why formally assessing their oral reading fluency at this early stage is not recommended. However, it is highly recommended that kindergarten children be involved in fluency-building activities, such as listening to books being read aloud and imitating auditory models of natural speech. Toward the end of kindergarten, children can be given opportunities to reread familiar, predictable, and decodable text to build fluency.

Some assessments for children at these grade levels are considered valuable. By assessing letter naming, phoneme segmentation, and sight word fluency during kindergarten and the early part of Grade 1, teachers can determine what type of fluency-building activities and materials to provide. Assessments for these skill areas appear on pages 8–13.

Mid-year of Grade 1 through Grade 6

Curriculum-based assessment of oral reading fluency is administered by asking a student to do a timed reading of a carefully selected on-level passage. As the student reads, you follow along in a copy of the same text and record errors such as omissions, substitutions, misreadings, insertions of words or parts of words, and hesitations of more than three seconds. Self-corrections and repetitions are not considered errors. To calculate the number of words read correctly in one minute, subtract the number of errors from the total number of words read. This process should be repeated periodically throughout the school year to monitor growth.

The Fluency Passages

The fluency passages serve two purposes. They can be administered three times a year as benchmark tests to determine if students are on track. They can also be used every unit so that you can monitor progress and determine if students are meeting instructional goals.

For Grade 1, there are 24 fiction and nonfiction fluency passages that you can use for informal assessment or to formally assess children who can decode phonologically and can automatically recognize many words by sight. It is recommended that oral reading fluency assessments begin mid-year.

For Grades 2–6, there are 30 fiction and nonfiction passages per grade to help you assess fluency, using at least two selections every two to three weeks for most students. The page numbers on the chart below are a guide to help you decide which fluency passages to use each unit of the school year.

Each unit is broken up in the following manner: In Grade 1, the first two selections are set at a Lexile® level below the grade-level band or at the low-end of the band. The remaining four selections are within the grade-level Lexile® band. In Grades 2–6, the first selection is below the grade-level band or at the low end; the next two are within the Lexile® grade-level band; and the final two are at the high end or above the band. Students should be assigned passages within a grade-level band initially as a benchmark of oral reading fluency ability. Lexile® information can be found on pages 362–367 to help match selections with student reading levels.

Unit	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1	na	62–71	122–131	182–191	242–251	302–311
2	na	72–81	132–141	192–201	252–261	312–321
3	14–25	82–91	142–151	202–211	262–271	322–331
4	26–37	92–101	152–161	212–221	272–281	332–341
5	38–49	102–111	162–171	222–231	282–291	342–351
6	50–61	112–121	172–181	232–241	292–301	352–361

Curriculum-Based Oral Reading Fluency Norms

Use these norms to interpret your students' oral reading fluency abilities and to tailor instruction to their individual needs. Results are based on a one-minute timed sampling of students reading at least two passages aloud.

Grade	Percentile	Fall	Winter	Spring
		WCPM	WCPM	WCPM
1	90	NA	81	111
	75	NA	47	82
	50	NA	23	53
	25	NA	12	28
	10	NA	6	15
	SD	NA	32	39
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
	SD	37	41	42
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
	SD	40	43	44
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
	SD	40	41	43
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
	SD	45	44	45
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
	SD	42	45	44

A student's scores should fall within a range of ten WCPM above or below the score shown.

KEY
WCPM: Words correct per minute
SD: Average standard deviation of scores

SOURCE Hasbrouck, J. & Tindal, G. (2005) Norms for oral reading fluency. Eugene, OR: Behavioral Research & Teaching, University of Oregon.

Oral Reading Fluency Target Rates

The norms above contain the suggested fluency goals in **Reading Wonders**. However, you may want to use more flexible target rates over the course of the year. The table below reflects a broader range than the +/- 10 words identified by Hasbrouck & Tindal.

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1	NA	10–30	30–60
2	30–60	50–80	70–90
3	50–90	80–120	80–110
4	70–110	80–120	100–120
5	80–120	100–120	110–120

SOURCE Florida Department of Education. 2011. *2011 K-5 Reading, Writing, Listening, Speaking, and Language Education Specifications for the 2012–2013 Florida State Adoption of Instructional Materials*, revised January, 2012. Tallahassee, Florida: Florida Department of Education.

Administering Fluency Assessments and Using the Fluency Record

Directions

Give a student a reading passage he or she has not seen before. Fluency assessments are always done as “cold reads”; that is, they are done with material that is new to the person being tested. Explain that you would like the student to read the passage out loud and then answer two questions about it. Then say: *When you are ready, you may begin.* Start your stopwatch when the student reads the first word.

1. Follow along on your copy of the passage as the student reads. Place a line through each word that is read incorrectly or omitted.
2. Place a check above each word that is read correctly.
3. If the student substitutes or mispronounces a word, put a line through the word and write the word the student said above it.
4. If the student does not correctly say the word within 3 seconds, say the word for the student and circle the word to mark it as incorrect. Self-corrections and repetitions are not marked as errors.
5. At the end of one minute, stop your stopwatch and place a bracket (]) after the last word read by the student.
6. Have the student finish reading the passage.
7. Read the comprehension questions to the student. Have the student answer the comprehension questions orally.

How to Score

1. Look at the number to the left of the same line in which you placed the bracket. (Note: In hyphenated words, count each individual word.) Subtract from this number all the words that follow the bracket to arrive at the number of words a student was able to read in one minute. Place this number in the “Words Read” section of the scoring table right below the questions on the recording sheet.
2. Count each word you circled or put a line through. This is the number of errors made. Place this number in the “Errors” section of the scoring table right below the questions on the recording sheet.
3. Subtract “Errors” from “Words Read” to arrive at your Oral Reading Fluency Rate or Words Correct Per Minute (WCPM) score.
4. Check off the box that best matches the administration date and compare this WCPM with the 50th percentile score listed on the recording sheet.

5. To arrive at the Oral Reading Accuracy Rate, divide the WCPM by the total number of words read. Use the scoring table on the recording sheet to capture the information.
6. Use the Prosody scoring table on the recording sheet to measure a student's ability in the following key areas—Reading in Phrases, Pace, Syntax, Self-correction, and Intonation. Score students from Level 1 (L1) to Level 4 (L4) based on the descriptions in the Oral Fluency Scale found below.

Oral Fluency Scale	
Level 4	The student: reads in large, meaningful phrases; may occasionally repeat words or short phrases, but the overall structure and syntax of the passage is not affected; reads at an appropriate rate of speed with expressive interpretation.
Level 3	The student: reads in three- or four-word phrases; reads primarily in phrases that preserve the passage's syntax and structure; attempts to read expressively; generally reads at an appropriate rate of speed.
Level 2	The student: reads mainly in two-word phrases, with some longer phrases and at times word-by-word; may group words awkwardly and not connect phrases to the larger context of the passage; reads sections of the passage excessively slowly or quickly.
Level 1	The student: reads word-by-word, with some longer phrases; does not phrase meaningfully or with an appropriate rate of speed; reads the passage excessively slowly.

7. Write comments about oral reading performance on the recording sheet, including a student's ability to answer the comprehension questions.

Letter Naming Fluency Assessment

Instructions for Administering Letter Naming Fluency

1. Make a copy of the Letter Naming Fluency sheet for the student to use. Then make a copy of the sheet for yourself to record the student's oral responses.
2. Say these directions to the student:
Here are some letters. Tell me the names of as many letters as you can. When I say, "Begin" start here (point to the first letter) and go across the page. Point to each letter and tell me the name of that letter. If you come to a letter that you don't know, I'll tell it to you. Put your finger on the first letter. Ready, begin.
3. Start your stopwatch. Follow along with your copy of the Letter Naming Fluency record sheet. Put a slash (/) through letters named incorrectly. Place a check above letters named correctly.
4. At the end of 1 minute, place a bracket (]) after the last letter named and say, *Stop*.

Directions for Scoring

1. Each row contains 10 letters. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of zero.
2. If the student hesitates for 3 seconds on a letter, score the letter incorrect, and provide the correct letter to the student.
3. If the student provides the letter sound rather than the letter name, say: *Remember to tell me the letter name, not the sound it makes*. If the student continues providing letter sounds, mark each letter as incorrect, and make a note of this behavior at the bottom of the page.
4. Score a point for each correct letter the student names and make a record of the total number of correct letters.
5. Use the following benchmarks to gauge student achievement in this assessment.

Grade K

- Fall: 10 or more correct letters
- Winter: 30 or more correct letters
- Spring: 40 or more correct letters

Grade 1

- Fall: 40 or more correct letters
- Winter: 50 or more correct letters
- Spring: 60 or more correct letters

Name: _____ Date: _____

Fluency Sheet

Letter Naming Fluency									
g	H	t	X	r	F	C	j	T	z
K	l	q	x	b	n	y	s	I	O
A	e	V	u	Q	Y	z	M	j	a
f	i	W	R	g	U	d	z	S	c
k	M	g	D	o	J	n	p	m	h
L	N	E	b	u	a	g	w	V	f
G	Y	i	d	e	n	S	T	t	c
R	F	a	m	Z	I	w	v	C	n
f	s	P	o	T	W	E	j	k	Q
D	U	g	e	A	b	i	y	B	d

Phoneme Segmentation Fluency Assessment

Instructions for Administering Phoneme Segmentation

1. Make a copy of the Phoneme Segmentation Fluency record sheet. Use this sheet to record the student's oral responses.
2. Say these directions to the student:
I am going to say a word. Then, you tell me all the sounds you hear in the word. So if I say, "cat" you will say /k/ /a/ /t/. Let's try one. Tell me all the sounds in "hop."
3. If the student gives the correct response, /h/ /o/ /p/, then commend the student.
4. If the student gives an incorrect response, say: *The sounds in "hop" are /h/ /o/ /p/.* Ask the student to repeat the sounds: *Tell me all the sounds in "hop."*
5. Give the student the first word and start your stopwatch. Place a check above each correct sound segment produced. Put a slash (/) through incorrect sounds.
6. The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment within 3 seconds, give the student the next word.
7. At the end of 1 minute, stop presenting words and scoring further responses. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

Directions for Scoring

1. If the student has not given any sound segments correctly in the first five words, discontinue the task and put a score of zero. (0)
2. Place a check above the sound segments in the word that are correctly pronounced by the student. The student receives 1 point for each correct part of the word.

Both of the following examples are correct segmentations of words:

Word	Student Response	Scoring Procedure	Correct Segments
like	"l...i...k"	/l/ /ī/ /k/	3/3
crack	"k..r..a..k"	/k/ /r/ /a/ /k/	4/4

3. Put a slash through segments pronounced incorrectly.

Name: _____ Date: _____

Record Sheet

Phoneme Segmentation Fluency		# correct
man /m/ /a/ /n/	thing /th/ /i/ /ng/	___ /6
his /h/ /i/ /z/	kiss /k/ /i/ /s/	___ /6
brand /b/ /r/ /a/ /n/ /d/	match /m/ /a/ /ch/	___ /8
smile /s/ /m/ /ī/ /l/	froze /f/ /r/ /ō/ /z/	___ /8
press /p/ /r/ /e/ /s/	cheat /ch/ /ē/ /t/	___ /7
slope /s/ /l/ /ō/ /p/	tide /t/ /ī/ /d/	___ /7
blend /b/ /l/ /e/ /n/ /d/	gate /g/ /ā/ /t/	___ /8
last /l/ /a/ /s/ /t/	shop /sh/ /o/ /p/	___ /7
jump /j/ /u/ /m/ /p/	drill /d/ /r/ /i/ /l/	___ /8
those /th/ /ō/ /z/	west /w/ /e/ /s/ /t/	___ /7
plug /p/ /l/ /u/ /g/	rush /r/ /u/ /sh/	___ /7
tape /t/ /ā/ /p/	inch /i/ /n/ /ch/	___ /6
plane /p/ /l/ /ā/ /n/	tube /t/ /ü/ /b/	___ /7

Total ___ /92

Sight Word Fluency Assessment

Instructions for Administering the Assessment

Make a copy of the sheet for the student to use. Then make a copy of the sheet for yourself to record the student's oral responses. Give the student the assessment sheet, and have the student put his or her finger on the first word in the first row. Explain that you would like the student to read as many words as he or she can in one minute. Tell the student to point to each word and say the word. Then say: *When you are ready, you may begin.* Start your stopwatch, timing the student for one minute as he or she reads the words.

1. Follow along as the student reads. Place a check above each word that is said correctly.
2. Place a line through each word that is read incorrectly or omitted.
3. If the student substitutes or mispronounces a word, put a line through the word and write the word the student said above it.
4. If the student does not correctly say a word within 3 seconds, say the word for the student and mark the word as incorrect.
5. Say *Stop* at the end of one minute and place a bracket (]) after the last word read by the student.

Directions for Scoring

1. There are five words per line for a total of sixty words. Count the total number of words read. This includes the words that are read correctly and incorrectly. Record that number.
2. Count the number of errors and record them. Subtract this number from the total number of words read to get the number of words read correctly.
3. See the **Oral Reading Accuracy Scoring Chart** below to obtain a word accuracy rate.

		NUMBER OF ERRORS																								
SIGHT WORDS READ		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	60	98	97	96	93	92	90	88	87	85	83	82	80	78	77	75	73	72	70	68	67	65	63	62	60	58
	50	98	96	94	92	90	88	86	84	82	80	78	76	74	72	70	68	66	64	62	60	58	56	54	52	50
	40	98	95	93	90	88	85	83	80	78	75	73	70	68	65	63	60	58	55	53	50	48	45	43	40	38
	30	97	93	90	87	83	80	77	73	70	67	63	60	57	53	50	47	43	40	37	33	30	27	23	20	17
	20	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0	0	0	0	0	0
	10	90	80	70	60	50	40	30	20	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	80	60	40	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

For students at the end of Kindergarten or the start of Grade 1, **10–16** words read correctly is an appropriate benchmark.

For students at the end of Grade 1 or in Grades 2 or 3, **40+** words read correctly is an appropriate benchmark.

Name: _____ Date: _____

Fluency Sheet

Sight Word Fluency				
and	are	do	for	go
has	have	he	here	is
like	little	look	me	my
play	said	see	she	to
the	this	was	we	what
where	with	you	jump	not
up	too	yes	over	run
come	good	on	that	very
help	use	now	could	one
two	they	her	does	who
some	of	at	live	into
many	out	want	under	show

My Dog Sam

Sam is my dog. He is a big dog.

I like Sam a lot. We have a lot of fun.

Sam runs with me. He is very quick.

Sam digs in the mud. Sam has mud on him.

Sam sits on me. I have mud on me.

I give Sam a bath. He likes it.

Sam gets wet. I get wet, too.

Sam likes me. I like Sam a lot.

We have a lot of fun.



Who is this story about?



How does Sam have fun?

Name: _____ Date: _____

My Dog Sam

- 9 Sam is my dog. He is a big dog.
 20 I like Sam a lot. We have a lot of fun.
 28 Sam runs with me. He is very quick.
 38 Sam digs in the mud. Sam has mud on him.
 47 Sam sits on me. I have mud on me.
 55 I give Sam a bath. He likes it.
 62 Sam gets wet. I get wet, too.
 70 Sam likes me. I like Sam a lot.
 76 We have a lot of fun.



Who is this story about?



How does Sam have fun?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Bug



I see a bug. It has six legs.
It is red. It is very small.
It is fun to look at it.
The bug is very busy.
I see it go up a hill.
I see it come down.
I see it dig. I see it stop.
The sun is out now. It is a hot sun.
It is time for a nap.
The bug naps in the sun.
I will nap in the sun, too.

- ✓ What is this story mostly about?
- ✓ Why does the bug take a nap?

Name: _____ Date: _____

The Bug

- 8 I see a bug. It has six legs.
 15 It is red. It is very small.
 22 It is fun to look at it.
 27 The bug is very busy.
 34 I see it go up a hill.
 39 I see it come down.
 47 I see it dig. I see it stop.
 57 The sun is out now. It is a hot sun.
 63 It is time for a nap.
 69 The bug naps in the sun.
 76 I will nap in the sun, too.

-  What is this story mostly about?
 Why does the bug take a nap?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

- ☐ Winter (23 WCPM)
☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kit and Rex

Kit is a small cat. Rex is a big dog.
They have fun. Kit sits in a bag.
Rex tugs on the bag. Kit runs away.
Kit gets in a box. Rex gets in the box, too.
Kit runs out of the box. Rex looks for Kit.
He can not find Kit. Rex is very sad.
He sits down. Rex sees Kit in the box.
Rex runs to the box. He licks Kit.
Kit licks Rex back. Kit and Rex have fun.

- ✓ Who is this story mostly about?
- ✓ How are Kit and Rex different from other dogs and cats?

Name: _____ Date: _____

Kit and Rex

- 10 Kit is a small cat. Rex is a big dog.
 18 They have fun. Kit sits in a bag.
 26 Rex tugs on the bag. Kit runs away.
 37 Kit gets in a box. Rex gets in the box, too.
 47 Kit runs out of the box. Rex looks for Kit.
 56 He can not find Kit. Rex is very sad.
 65 He sits down. Rex sees Kit in the box.
 73 Rex runs to the box. He licks Kit.
 82 Kit licks Rex back. Kit and Rex have fun.



Who is this story mostly about?



How are Kit and Rex different from other dogs and cats?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Vet

Jan is a good vet.

She likes to help pets.

She can help cats and dogs.

She can help ducks and frogs.

She likes all pets.

Tim has a small dog. His dog is sick.

Jan looks at the dog.

She will help him get well.

Pam has a cat. Her cat has a bad leg.

Jan will help the cat. The cat will get well.

Soon the cat will run. Jan likes her job a lot.



Who is this story about?



Why is Jan a good vet?

Name: _____ Date: _____

The Vet

- 5 Jan is a good vet.
 10 She likes to help pets.
 16 She can help cats and dogs.
 22 She can help ducks and frogs.
 26 She likes all pets.
 35 Tim has a small dog. His dog is sick.
 40 Jan looks at the dog.
 46 She will help him get well.
 56 Pam has a cat. Her cat has a bad leg.
 66 Jan will help the cat. The cat will get well.
 77 Soon the cat will run. Jan likes her job a lot.



Who is this story about?



Why is Jan a good vet?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Kim Gets to Eat

Meg and Kim are in bed, and Meg gets up.

But Kim does not get up.

Meg gets a cup, and she fills it with milk.

Kim is still not up. She is still in bed.

Meg runs to get Dad. Dad makes breakfast.

Kim gets up at last. She is glad to be up.

Kim likes breakfast with Meg and Dad.

Meg gets milk for Kim.

Now they will eat with Dad.

Breakfast is a lot of fun!

- ✓ Who gets up first in the story?
- ✓ When does this story take place?

Name: _____ Date: _____

Kim Gets to Eat

- 10 Meg and Kim are in bed, and Meg gets up.
 16 But Kim does not get up.
 26 Meg gets a cup, and she fills it with milk.
 36 Kim is still not up. She is still in bed.
 44 Meg runs to get Dad. Dad makes breakfast.
 55 Kim gets up at last. She is glad to be up.
 61 Kim likes breakfast with Meg and Dad.
 66 Meg gets milk for Kim.
 72 Now they will eat with Dad.
 78 Breakfast is a lot of fun!

- ☒ Who gets up first in the story?
☒ When does the story take place?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

- ☐ Winter (23 WCPM)
☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fox and Frog

It is hot. Frog sits on a pad.

Frog sits still in the hot sun. He does not hop.

He does not jump. Frog is just too hot.

Fox is very sad. He wants to jump with Frog.

He wants to hop with Frog.

But Frog just sits still. Fox sits on a log.

Fox comes up with a good plan.

Fox gets a very big fan for Frog.

Now Frog hops and jumps again.

Frog and Fox hop and jump together.

Fox is very glad.



Why does Frog sit still?



Why does Fox get the fan?

Name: _____ Date: _____

Fox and Frog

- 8 It is hot. Frog sits on a pad.
 19 Frog sits still in the hot sun. He does not hop.
 28 He does not jump. Frog is just too hot.
 38 Fox is very sad. He wants to jump with Frog.
 44 He wants to hop with Frog.
 54 But Frog just sits still. Fox sits on a log.
 61 Fox comes up with a good plan.
 69 Fox gets a very big fan for Frog.
 75 Now Frog hops and jumps again.
 82 Frog and Fox hop and jump together.
 86 Fox is very glad.



Why does Frog sit still?



Why does Fox get the fan?

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Snakes

Snakes are reptiles.

A snake can be big. It can be little.

A snake can be thick. It can be thin.

A snake's skin has many scales.

It sheds its skin as it grows.

Does a snake have legs? No, it does not!

So a snake can't run.

But it can move quite fast.

A snake sees well, too.

That helps it catch animals.

What do snakes like to eat?

They eat mice and rats.

They eat toads and eggs.

They eat bugs, too.

Some snakes eat other snakes!



What is this selection about?



What do snakes like to eat?

Name: _____ Date: _____

Snakes

- 3 Snakes are reptiles.
 12 A snake can be big. It can be little.
 21 A snake can be thick. It can be thin.
 27 A snake's skin has many scales.
 34 It sheds its skin as it grows.
 43 Does a snake have legs? No, it does not!
 48 So a snake can't run.
 54 But it can move quite fast.
 59 A snake sees well, too.
 64 That helps it catch animals.
 70 What do snakes like to eat?
 75 They eat mice and rats.
 80 They eat toads and eggs.
 84 They eat bugs, too.
 89 Some snakes eat other snakes!



What is this selection about?



What do snakes like to eat?

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

A Walk with Max

Max is Beth's dog. He is Beth's best pal, too.

Max is a very big dog. How big?

Some people think Max is huge!

But Beth thinks he is cute.

One day, Beth and Max went for a walk.

Max stopped by a fence.

There was a little dog! It was cute, too.

The little dog wagged his tail.

Woof, woof! It ran to catch a stick.

Max jumped over the fence!

Max and the little dog played.

They had a good time.

Beth had to drag Max home.



Who is Max?



What happens when Max and Beth go for a walk?

Name: _____ Date: _____

A Walk with Max

- 10 Max is Beth's dog. He is Beth's best pal, too.
 18 Max is a very big dog. How big?
 24 Some people think Max is huge!
 30 But Beth thinks he is cute.
 39 One day, Beth and Max went for a walk.
 44 Max stopped by a fence.
 53 There was a little dog! It was cute, too.
 59 The little dog wagged his tail.
 67 Woof, woof! It ran to catch a stick.
 72 Max jumped over the fence!
 78 Max and the little dog played.
 83 They had a good time.
 89 Beth had to drag Max home.



Who is Max?



What happens when Max and Beth go for a walk?

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Seeds and Fruits

Most fruit trees grow from seeds.

People put seeds in the ground.

They water the seeds. A new tree grows.

Plants grow without people, too.

Animals take the seeds from place to place.

Wind and water can carry seeds away, too.

Some fruits have many seeds.

Apples have lots and lots of seeds.

Some fruits have just one seed.

Think about a peach. The pit is the seed.

Seeds make new fruit trees all the time.

The trees grow and grow.

Then we have good fruit to eat.



How do fruit trees grow?



What happens to the seeds that are carried by the wind?

Name: _____ Date: _____

Seeds and Fruits

- 6 Most fruit trees grow from seeds.
 12 People put seeds in the ground.
 20 They water the seeds. A new tree grows.
 25 Plants grow without people, too.
 33 Animals take the seeds from place to place.
 41 Wind and water can carry seeds away, too.
 46 Some fruits have many seeds.
 53 Apples have lots and lots of seeds.
 59 Some fruits have just one seed.
 68 Think about a peach. The pit is the seed.
 76 Seeds make new fruit trees all the time.
 81 The trees grow and grow.
 88 Then we have good fruit to eat.



How do fruit trees grow?



What happens to the seeds that are carried by the wind?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Good Night!

Kate likes to read a lot.

Some weeks, she reads three books!

But there is one big problem.

Kate likes to read late at night.

One late night, Kate was still reading.

“Go to sleep!” said Mom and Dad.

“We are happy that you like to read.

But you will be tired if you don’t sleep!”

“I can’t help it. This is such a good book!

But I will stop now and go to sleep,” said Kate.

“That’s our girl,” said Mom and Dad.

“Good night, Kate!”



What does Kate like to do?



How do Mom and Dad feel about it?

Name: _____ Date: _____

Good Night!

- 6 Kate likes to read a lot.
 12 Some weeks, she reads three books!
 18 But there is one big problem.
 25 Kate likes to read late at night.
 32 One late night, Kate was still reading.
 39 “Go to sleep!” said Mom and Dad.
 47 “We are happy that you like to read.
 56 But you will be tired if you don’t sleep!”
 66 “I can’t help it. This is such a good book!
 77 But I will stop now and go to sleep,” said Kate.
 84 “That’s our girl,” said Mom and Dad.
 87 “Good night, Kate!”



What does Kate like to do?



How do Mom and Dad feel about it?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Helping Out at Home

There are many ways to help out at home.

Let's think about some of them.

You can make the bed.

You can keep things neat and clean.

You can do the dishes or put them away.

It's fun to help Mom or Dad cook a meal.

You can have a good time baking.

How about making a cake together?

Do you like to work outside?

If you do, then you can dig, plant, and weed.

Helping out makes you feel very good!

What are some ways you help out at home?

Write them down!



What is this story about?



What are three ways to help out at home?

Name: _____ Date: _____

Helping Out at Home

- 9 There are many ways to help out at home.
 15 Let's think about some of them.
 20 You can make the bed.
 27 You can keep things neat and clean.
 36 You can do the dishes or put them away.
 46 It's fun to help Mom or Dad cook a meal.
 53 You can have a good time baking.
 59 How about making a cake together?
 65 Do you like to work outside?
 75 If you do, then you can dig, plant, and weed.
 82 Helping out makes you feel very good!
 91 What are some ways you help out at home?
 94 Write them down!



What is this story about?



What are three ways to help out at home?

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Late for School

Harry was always late for school.
It took him a long time to get out of bed.
It took a longer time to finish his breakfast.
He liked eggs and pancakes best.
Then he would go to school.
When he was there, he was a good student.
One day, a new student joined Harry's class.
The new boy's name was Martin.
It turned out Martin lived close to Harry.
He was only a block away.
That afternoon, the two boys made a plan.
They walked home together from school.
Harry liked Martin a lot.
"Let's meet in the morning," Harry said.
"We can walk to school together."
"That would be great," said Martin.
They met the next day, and guess what?
Harry was on time!

- ✓ Why was Harry always late for school?
- ✓ Why was Harry finally on time?

Name: _____ Date: _____

Late for School

- 6 Harry was always late for school.
 17 It took him a long time to get out of bed.
 26 It took a longer time to finish his breakfast.
 32 He liked eggs and pancakes best.
 38 Then he would go to school.
 47 When he was there, he was a good student.
 55 One day, a new student joined Harry's class.
 61 The new boy's name was Martin.
 69 It turned out Martin lived close to Harry.
 75 He was only a block away.
 83 That afternoon, the two boys made a plan.
 89 They walked home together from school.
 94 Harry liked Martin a lot.
 101 "Let's meet in the morning," Harry said.
 107 "We can walk to school together."
 113 "That would be great," said Martin.
 121 They met the next day, and guess what?
 125 Harry was on time!



Why was Harry always late for school?



Why was Harry finally on time?

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lost and Found

Frank had a cat named Abby.
One day, she was missing.
Frank looked all over, but he couldn't find her!
"Where can Abby be?" Frank asked himself.
Then he went to the backyard.
He looked up at the big oak tree.
There she was, up in the tree!
She was sitting on a branch and looking around.
"Come down now, Abby!" Frank called.
But Abby didn't move at all. She just sat there.
So Frank went inside and got Mom.
Mom got a ladder and carried Abby down.
"You are such a bad cat!" said Frank.
Then he gave her a hug.

- ✓ What did Abby, the cat, do?
- ✓ How did Mom get Abby down?

Name: _____ Date: _____

Lost and Found

- 6 Frank had a cat named Abby.
 11 One day, she was missing.
 20 Frank looked all over, but he couldn't find her!
 27 "Where can Abby be?" Frank asked himself.
 33 Then he went to the backyard.
 41 He looked up at the big oak tree.
 48 There she was, up in the tree!
 57 She was sitting on a branch and looking around.
 63 "Come down now, Abby!" Frank called.
 73 But Abby didn't move at all. She just sat there.
 80 So Frank went inside and got Mom.
 88 Mom got a ladder and carried Abby down.
 96 "You are such a bad cat!" said Frank.
 102 Then he gave her a hug.



What did Abby, the cat, do?



How did Mom get Abby down?

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

A Great Picnic

There is a nice park near Gram's home.

Pam and Gram are going to have a picnic.

Gram made good things to eat.

"Yum!" said Pam. "I can't wait!"

Pam got her games and books.

Gram put their stuff in the car.

But then it started to rain!

"What about our picnic?" Pam asked.

"Don't give up on it," said Gram.

She took the stuff out of the car. Pam helped.

"Let's go to the den," said Gram.

She lit the fireplace.

"Are we having a picnic inside?" asked Pam.

"Yes, we are!" said Gram.

They had a great time!



Where were Pam and Gram going?



Why did Pam and Gram have a picnic at home?

Name: _____ Date: _____

A Great Picnic

- 8 There is a nice park near Gram's home.
 17 Pam and Gram are going to have a picnic.
 23 Gram made good things to eat.
 29 "Yum!" said Pam. "I can't wait!"
 35 Pam got her games and books.
 42 Gram put their stuff in the car.
 48 But then it started to rain!
 54 "What about our picnic?" Pam asked.
 61 "Don't give up on it," said Gram.
 71 She took the stuff out of the car. Pam helped.
 78 "Let's go to the den," said Gram.
 82 She lit the fireplace.
 90 "Are we having a picnic inside?" asked Pam.
 95 "Yes, we are!" said Gram.
 100 They had a great time!



Where were Pam and Gram going?



Why did Pam and Gram have a picnic at home?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What Do Animals Eat?

All animals need food to live.

But all animals don't eat the same thing.

Some of them eat plants.

A horse and a rabbit eat plants.

A horse eats grass. A rabbit eats leaves and buds.

Some animals eat other animals.

A tiger and a shark eat other animals.

They are good hunters. Both have sharp teeth.

A tiger eats wild pigs and deer.

A shark feeds on fish.

Some animals eat both plants and animals.

A skunk and a crow eat plants and animals.

A skunk eats insects, fish, and leaves.

A crow eats corn, snails, and snakes.

Animals eat many things!



What is the main idea of the selection?



Which animals eat plants and animals?

Name: _____ Date: _____

What Do Animals Eat?

- 6 All animals need food to live.
 14 But all animals don't eat the same thing.
 19 Some of them eat plants.
 26 A horse and a rabbit eat plants.
 36 A horse eats grass. A rabbit eats leaves and buds.
 41 Some animals eat other animals.
 49 A tiger and a shark eat other animals.
 57 They are good hunters. Both have sharp teeth.
 64 A tiger eats wild pigs and deer.
 69 A shark feeds on fish.
 76 Some animals eat both plants and animals.
 85 A skunk and a crow eat plants and animals.
 92 A skunk eats insects, fish, and leaves.
 99 A crow eats corn, snails, and snakes.
 103 Animals eat many things!



What is the main idea of the selection?



Which animals eat plants and animals?

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How Animals Hide

Animals are all around.

But some are hard to find. Why?

Their colors and markings help them hide.

A tiger stands in tall grass.

His tan fur blends with the grass.

Other animals don't see him.

A baby deer has white spots on its coat.

They look like spots of sunlight.

They protect the small deer.

When it grows up, the spots go away.

A big deer can run fast.

A snowy owl's feathers are white in winter.

They match the snow.

What happens when the weather gets warm?

The owl sheds its white feathers.

Then it grows spotted brown ones.



How can an animal's coloring and markings help it hide?



When are a snowy owl's feathers white?

Name: _____ Date: _____

How Animals Hide

- 4 Animals are all around.
 11 But some are hard to find. Why?
 18 Their colors and markings help them hide.
 24 A tiger stands in tall grass.
 31 His tan fur blends with the grass.
 36 Other animals don't see him.
 45 A baby deer has white spots on its coat.
 51 They look like spots of sunlight.
 56 They protect the small deer.
 64 When it grows up, the spots go away.
 70 A big deer can run fast.
 78 A snowy owl's feathers are white in winter.
 82 They match the snow.
 89 What happens when the weather gets warm?
 95 The owl sheds its white feathers.
 101 Then it grows spotted brown ones.



How can an animal's coloring and markings help it hide?



When are a snowy owl's feathers white?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Camping Trips

Each summer, Henry goes camping.
He thinks it's the best week of the summer!
Henry and his mom and dad live in the city.
It's a big treat for them to sleep under the stars.
They do many fun things while camping.
They go swimming and boating at the lake.
They walk and play on the sandy beach.
They go hiking in the woods.
On one hike, they spotted some deer!
They like to cook and eat outside, too.
At night, the sky is as pretty as can be.
Henry can't wait to go camping again!

- ✓ What is this story about?
- ✓ What do Henry and his parents do on their camping trips?

Name: _____ Date: _____

Camping Trips

- 5 Each summer, Henry goes camping.
 14 He thinks it's the best week of the summer!
 24 Henry and his mom and dad live in the city.
 35 It's a big treat for them to sleep under the stars.
 42 They do many fun things while camping.
 50 They go swimming and boating at the lake.
 58 They walk and play on the sandy beach.
 64 They go hiking in the woods.
 71 On one hike, they spotted some deer!
 79 They like to cook and eat outside, too.
 89 At night, the sky is as pretty as can be.
 96 Henry can't wait to go camping again!



What is this story about?



What do Henry and his parents do on their camping trips?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Frog's Life

How does a frog begin its life?

It begins as a very small egg.

In about ten days, a tadpole hatches.

The tadpole lives in water.

It uses its tail to swim like a fish.

It has gills to help it breathe.

It eats many plants in the water.

After five weeks, the tadpole grows lungs.

It does not have gills any more.

In about six more weeks, the frog grows legs.

It does not have a tail any more.

Now the frog can live on land.

Now it can hop from place to place!



Where does a tadpole live?



What happens after frogs grow legs?

Name: _____ Date: _____

A Frog's Life

- 7 How does a frog begin its life?
 14 It begins as a very small egg.
 21 In about ten days, a tadpole hatches.
 26 The tadpole lives in water.
 35 It uses its tail to swim like a fish.
 42 It has gills to help it breathe.
 49 It eats many plants in the water.
 56 After five weeks, the tadpole grows lungs.
 63 It does not have gills any more.
 72 In about six more weeks, the frog grows legs.
 80 It does not have a tail any more.
 87 Now the frog can live on land.
 95 Now it can hop from place to place!

- ☒ Where does a tadpole live?
☒ What happens after frogs grow legs?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

- ☐ Winter (23 WCPM)
☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Trains

What is a good way to get around?
To go from one place to another?
Take a train! Trains move very fast on tracks.
They get you where you want to go.
Many people ride a train to work.
They get on at one train stop.
They get off at another stop.
They like it better than driving a car. Why?
They can do things while they ride a train.
They can read a book. They can do their work.
They can talk to a pal.
They can look out the window and daydream.
They can take a nap, too!
What would you do on a train?

- ✓ What is the main idea of the selection?
- ✓ What are some things people can do on a train?

Name: _____ Date: _____

Trains

- 8 What is a good way to get around?
 15 To go from one place to another?
 24 Take a train! Trains move very fast on tracks.
 32 They get you where you want to go.
 39 Many people ride a train to work.
 46 They get on at one train stop.
 52 They get off at another stop.
 61 They like it better than driving a car. Why?
 70 They can do things while they ride a train.
 80 They can read a book. They can do their work.
 86 They can talk to a pal.
 94 They can look out the window and daydream.
 100 They can take a nap, too!
 107 What would you do on a train?



What is the main idea of the selection?



What are some things people can do on a train?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Dog Sled

Bill wanted one thing.

He wanted to ride on a dog sled.

One day, Bill got what he wanted.

He met a man who ran sled dog trips.

The man showed Bill his dogs.

Bill liked Lad the best.

Lad had thick fur. His eyes were big and bright.

Later the man took Bill to a sled.

Ten dogs were tied to the sled.

Lad was one of them.

Bill got into the sled. The dogs took off.

They pulled the sled over snow and ice.

The sled got back home at dark.

The man took off the ropes. Then he fed the dogs.

Bill had a great time.

He wants to ride on the sled again.



What did Bill want to do?



What time of year does this story probably take place?

Name: _____ Date: _____

The Dog Sled

- 4 Bill wanted one thing.
 12 He wanted to ride on a dog sled.
 19 One day, Bill got what he wanted.
 28 He met a man who ran sled dog trips.
 34 The man showed Bill his dogs.
 39 Bill liked Lad the best.
 49 Lad had thick fur. His eyes were big and bright.
 57 Later the man took Bill to a sled.
 64 Ten dogs were tied to the sled.
 69 Lad was one of them.
 78 Bill got into the sled. The dogs took off.
 86 They pulled the sled over snow and ice.
 93 The sled got back home at dark.
 104 The man took off the ropes. Then he fed the dogs.
 109 Bill had a great time.
 117 He wants to ride on the sled again.



What did Bill want to do?



What time of year does this story probably take place?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Pretty Fence

Jane's grandfather lived on a farm.
Jane was helping him plant flowers.
Jane and Gramps worked well together.
Soon they were done.
Gramps pointed to the fence.
"I painted this fence a long time ago," he said.
"It needs to be painted again."
"Let's paint the fence together!" said Jane.
"Can we use more than one color?"
"That would look very pretty," said Gramps.
So Jane and Gramps got blue and yellow paint.
Then they got red, green, and purple paint.
It took a long time to finish the job.
But at last they were done.
"Your fence looks like a rainbow!" said Jane.
Gramps smiled at her.

- ✓ Why does Jane help Gramps?
- ✓ Why does Jane think the fence looks like a rainbow?

Name: _____ Date: _____

A Pretty Fence

- 6 Jane's grandfather lived on a farm.
 12 Jane was helping him plant flowers.
 18 Jane and Gramps worked well together.
 22 Soon they were done.
 27 Gramps pointed to the fence.
 37 "I painted this fence a long time ago," he said.
 43 "It needs to be painted again."
 50 "Let's paint the fence together!" said Jane.
 57 "Can we use more than one color?"
 64 "That would look very pretty," said Gramps.
 73 So Jane and Gramps got blue and yellow paint.
 81 Then they got red, green, and purple paint.
 90 It took a long time to finish the job.
 96 But at last they were done.
 104 "Your fence looks like a rainbow!" said Jane.
 108 Gramps smiled at her.



Why does Jane help Gramps?



Why does Jane think the fence looks like a rainbow?

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Home for Bats

Not all bats spend their days in caves.

Bats can live in many places.

Some bats hang from big trees.

Other bats live in old rock mines.

Bats can also live in old houses.

They may hide under low bridges.

Some bats can make tents with leaves.

They make their tents high up in a tree.

They rest under the tent.

Then they do not get wet.

Some bats hide in homes of other animals.

Bats can find a home almost anywhere.

They will like it as long as it is dark.

Take a look around. Do you see any bats?



Name three places where bats live.



How do some bats make tents?

Name: _____ Date: _____

A Home for Bats

- 8 Not all bats spend their days in caves.
 14 Bats can live in many places.
 20 Some bats hang from big trees.
 27 Other bats live in old rock mines.
 34 Bats can also live in old houses.
 40 They may hide under low bridges.
 47 Some bats can make tents with leaves.
 56 They make their tents high up in a tree.
 61 They rest under the tent.
 67 Then they do not get wet.
 75 Some bats hide in homes of other animals.
 82 Bats can find a home almost anywhere.
 92 They will like it as long as it is dark.
 101 Take a look around. Do you see any bats?



Name three places where bats live.



How do some bats make tents?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Healthy Teeth

It's easy to keep your teeth healthy and strong.
There are just three simple steps to follow.
First, brush your teeth after each meal.
Be sure to also brush before going to bed.
Next, use dental floss.
Flossing cleans between teeth.
It removes food you miss with a toothbrush.
Do you know how to floss your teeth?
If not, ask your dentist to show you.
Visiting the dentist is the third step.
How often should you go for a checkup?
Once or twice a year should do the trick!
Follow these steps to have healthy teeth.
And you will also have a great smile!

- ✔ What are three ways to keep your teeth healthy?
- ✔ How does flossing help your teeth?

Name: _____ Date: _____

Healthy Teeth

- 9 It's easy to keep your teeth healthy and strong.
 17 There are just three simple steps to follow.
 24 First, brush your teeth after each meal.
 33 Be sure to also brush before going to bed.
 37 Next, use dental floss.
 41 Flossing cleans between teeth.
 49 It removes food you miss with a toothbrush.
 57 Do you know how to floss your teeth?
 65 If not, ask your dentist to show you.
 72 Visiting the dentist is the third step.
 80 How often should you go for a checkup?
 89 Once or twice a year should do the trick!
 96 Follow these steps to have healthy teeth.
 104 And you will also have a great smile!



What are three ways to keep your teeth healthy?



How does flossing help your teeth?

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Winter

Winter is the coldest time of the year.

That is true everywhere.

It does not matter where you happen to live.

In winter, there are fewer hours of sunlight.

Trees and plants shed their leaves.

Many even die.

Some places are much colder than others.

People wear heavy clothing to keep warm.

They wear thick boots and coats.

There's very little food for animals to eat.

Some animals store food before winter begins.

They save enough for the coming winter.

Other animals migrate, or go to warmer places.

They return in the spring.

That is when the weather warms up.

Some places get lots of snow in winter.

Children build a snowman or go sledding.

What is winter like where you live?



Name three facts you learned about winter.



Why do some animals store food?

Name: _____ Date: _____

Winter

- 8 Winter is the coldest time of the year.
 12 That is true everywhere.
 21 It does not matter where you happen to live.
 29 In winter, there are fewer hours of sunlight.
 35 Trees and plants shed their leaves.
 38 Many even die.
 45 Some places are much colder than others.
 52 People wear heavy clothing to keep warm.
 58 They wear thick boots and coats.
 66 There's very little food for animals to eat.
 73 Some animals store food before winter begins.
 80 They save enough for the coming winter.
 88 Other animals migrate, or go to warmer places.
 93 They return in the spring.
 100 That is when the weather warms up.
 108 Some places get lots of snow in winter.
 115 Children build a snowman or go sledding.
 122 What is winter like where you live?



Name three facts you learned about winter.



Why do some animals store food?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Winter (23 WCPM)

☐ Spring (53 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Jack's List

Mom walked into Jack's room. "What a mess!" she said, as she looked around. "Jack, please clean your room."

"You're right, Mom," said Jack. "I will clean my room. But first, I'll make a list. That will help me get started."

So Jack wrote a long list. Then he got to work. First he made his bed. "I can cross that off my list," he said. Then he hung up his clothes. "Now I'll cross that off," he said. Next he put away his games. He crossed that off, too.

Jack felt warm and opened the window. But it was a windy day. So his list blew out the window. "I guess I'm done working today!" said Jack.



What were two things on Jack's list?



What happened to Jack's list?

Name: _____ Date: _____

Jack's List

- 8 Mom walked into Jack's room. "What a mess!"
 17 she said, as she looked around. "Jack, please clean
 19 your room."
 27 "You're right, Mom," said Jack. "I will clean
 38 my room. But first, I'll make a list. That will help
 41 me get started."
 52 So Jack wrote a long list. Then he got to work.
 64 First he made his bed. "I can cross that off my list,"
 74 he said. Then he hung up his clothes. "Now I'll
 84 cross that off," he said. Next he put away his
 90 games. He crossed that off, too.
 99 Jack felt warm and opened the window. But it
 110 was a windy day. So his list blew out the window.
 118 "I guess I'm done working today!" said Jack.



What were two things on Jack's list?



What happened to Jack's list?

Words Read	–	Errors	=	WCPM

- ☐ Fall (51 WCPM)
☐ Winter (72 WCPM)
☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stage Fright

Rita trembled as she waited backstage. “In a few minutes, I’ll go onstage and sing,” she thought. She had been practicing every day for many months. So she didn’t know why she felt so frightened. Rita took several deep breaths to calm down. Then she thought about the song she was going to sing. Suddenly, her mind went blank. She couldn’t remember any of the words! “What am I going to do?” she thought.

Then her music began, and she walked onstage. The audience looked up at her, and she looked back at them. She began singing in a clear, strong voice. When she finished her song, the audience cheered. “Bravo! Bravo!” they shouted. Rita bowed, and she smiled from ear to ear.



How did Rita feel before she went onstage?



What did the audience think of Rita’s performance?

Stage Fright

8 Rita trembled as she waited backstage. “In a
17 few minutes, I’ll go onstage and sing,” she thought.
25 She had been practicing every day for many
34 months. So she didn’t know why she felt so
42 frightened. Rita took several deep breaths to calm
51 down. Then she thought about the song she was
59 going to sing. Suddenly, her mind went blank.
67 She couldn’t remember any of the words! “What
74 am I going to do?” she thought.
81 Then her music began, and she walked
90 onstage. The audience looked up at her, and she
100 looked back at them. She began singing in a clear,
108 strong voice. When she finished her song, the
114 audience cheered. “Bravo! Bravo!” they shouted.
123 Rita bowed, and she smiled from ear to ear.



How did Rita feel before she went onstage?



What did the audience think of Rita’s performance?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Common Cents

If you have one hundred of these, you have a dollar. What are we talking about? We are talking about the penny. The penny is the most common coin in the United States. The U.S. Mint produces billions of these coins each year.

The U.S. Mint made its first copper penny in 1793. Since then, there have been many different pictures on pennies. Abraham Lincoln's picture went on the penny in 1909. The other side showed wheat. Today, Lincoln's face is still on the penny.

Pennies are now made of zinc. They have only a tiny bit of copper in them. Over the years, some things have changed with the penny. But one thing remains the same. A penny is still worth one cent.



Whose face is on the penny today?



Name two things that have changed about the penny over time.

Name: _____ Date: _____

Common Cents

10 If you have one hundred of these, you have a
 19 dollar. What are we talking about? We are talking
 28 about the penny. The penny is the most common
 37 coin in the United States. The U.S. Mint produces
 43 billions of these coins each year.

52 The U.S. Mint made its first copper penny in
 60 1793. Since then, there have been many different
 66 pictures on pennies. Abraham Lincoln's picture
 76 went on the penny in 1909. The other side showed
 85 wheat. Today, Lincoln's face is still on the penny.

94 Pennies are now made of zinc. They have only
 105 a tiny bit of copper in them. Over the years, some
 114 things have changed with the penny. But one thing
 124 remains the same. A penny is still worth one cent.



Whose face is on the penny today?



Name two things about the penny that have changed over time.

Words Read	–	Errors	=	WCPM

- ☐ Fall (51 WCPM)
☐ Winter (72 WCPM)
☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How to Play Running Bases

Have you ever played a game called “running bases”? It is a lot of fun! You need two people to catch the ball and a group of people to run between the bases. You also need two bases and one ball. You can use many things as your bases. An old shirt or a paper plate will work fine.

To start the game, the catchers throw the ball to each other three times. Then the runners start running back and forth between the bases. The catchers try to tag them.

The runners have to be quick and smart, so they do not get tagged. After three tags, a runner can change places with a catcher. Then the game begins again.



What can you use as a base for “running bases”?



Why can't you play “running bases” with just three people?

Name: _____ Date: _____

How to Play Running Bases

8 Have you ever played a game called “running
20 bases”? It is a lot of fun! You need two people to
30 catch the ball and a group of people to run
39 between the bases. You also need two bases and
49 one ball. You can use many things as your bases.
59 An old shirt or a paper plate will work fine.
68 To start the game, the catchers throw the ball
77 to each other three times. Then the runners start
85 running back and forth between the bases. The
90 catchers try to tag them.
99 The runners have to be quick and smart, so
109 they do not get tagged. After three tags, a runner
118 can change places with a catcher. Then the game
120 begins again.



What can you use as a base for “running bases”?



Why can't you play “running bases” with just three people?

Words Read	–	Errors	=	WCPM

- ☐ Fall (51 WCPM)
☐ Winter (72 WCPM)
☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Jake's Jar

Jake loves to read everything in sight! This is why he joined the school's reading club. Jake reads when he first wakes up in the morning. He reads a little at lunchtime. He reads right before he goes to sleep at night.

One day, Jake asked Mom how many books he had read so far. He and Mom forgot to count them. Mom found an old jar in the kitchen. Every time Jake finished a book, they put a dime into the jar. This would help them know how many books Jake had read.

When the jar was full, Jake wanted to buy a book to give to his reading club. Jake's mom cheered and said that was a wonderful idea!



What does Jake love to do?



How can the dimes in the jar help Jake tell how many books he has read?

Name: _____ Date: _____

Jake's Jar

9 Jake loves to read everything in sight! This is
 17 why he joined the school's reading club. Jake
 27 reads when he first wakes up in the morning. He
 36 reads a little at lunchtime. He reads right before
 42 he goes to sleep at night.
 51 One day, Jake asked Mom how many books he
 62 had read so far. He and Mom forgot to count them.
 72 Mom found an old jar in the kitchen. Every time
 83 Jake finished a book, they put a dime into the jar.
 91 This would help them know how many books
 94 Jake had read.
 104 When the jar was full, Jake wanted to buy a
 113 book to give to his reading club. Jake's mom
 121 cheered and said that was a wonderful idea!



What does Jake love to do?



How can the dimes in the jar help Jake tell how many books he has read?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cactus Plants

Cactus plants grow in the desert. They come in all shapes. Some are big. Others are small. How do they live in this dry place?

They can store water in their stem. The stem is thick. It has a waxy coat. That keeps the water inside. Cactus plants have no leaves. They have spines or scales. The spines and scales can store water. The spines keep animals away, too. How? They are sharp!

How do their roots help them live? Their roots do not grow down. They grow out to the side. They are near the top of the soil. So a little bit of rain can help. The roots soak up the water. All these things keep this plant alive.



How does a cactus store water?



How do the roots of a cactus help it live in the dry desert?

Cactus Plants

8 Cactus plants grow in the desert. They come
 17 in all shapes. Some are big. Others are small.
 25 How do they live in this dry place?
 34 They can store water in their stem. The stem
 45 is thick. It has a waxy coat. That keeps the water
 53 inside. Cactus plants have no leaves. They have
 62 spines or scales. The spines and scales can store
 70 water. The spines keep animals away, too. How?
 73 They are sharp!
 81 How do their roots help them live? Their
 92 roots do not grow down. They grow out to the side.
 105 They are near the top of the soil. So a little bit of
 114 rain can help. The roots soak up the water.
 121 All these things keep this plant alive.



How does a cactus store water?



How do the roots of a cactus help it live in the dry desert?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Animal Watch

Jason and Pete decide to take a walk in the forest. They know that the animals come to the forest pond to drink. If the boys are very quiet, they will be able to watch the animals.

The boys hide behind some tall bushes. When they look over the bushes, they can see the pond clearly.

Soon the boys hear a sound coming closer and closer. It sounds like a deer or perhaps a family of skunks.

Suddenly Pete gets a funny feeling in his chest. "Hic," says Pete. "Hic, hic, hic. I've got the hiccups!"

The boys hear the sound quickly moving away.

"I'm sorry," says Pete. "I just can't be quiet when I have the hiccups. Maybe we'll have better luck next time."



Why do the boys go to the forest?



What makes the animals move away?

Name: _____ Date: _____

Animal Watch

9 Jason and Pete decide to take a walk in
 18 the forest. They know that the animals come to
 28 the forest pond to drink. If the boys are very
 37 quiet, they will be able to watch the animals.
 44 The boys hide behind some tall bushes.
 53 When they look over the bushes, they can see
 56 the pond clearly.
 63 Soon the boys hear a sound coming
 72 closer and closer. It sounds like a deer or
 77 perhaps a family of skunks.
 84 Suddenly Pete gets a funny feeling in
 92 his chest. "Hic," says Pete. "Hic, hic, hic.
 96 I've got the hiccups!"
 102 The boys hear the sound quickly
 104 moving away.
 112 "I'm sorry," says Pete. "I just can't be
 120 quiet when I have the hiccups. Maybe we'll
 125 have better luck next time."



Why do the boys go to the forest?



What makes the animals move away?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Special Gift

Rachel wanted to give Michelle a special birthday gift. But she had no money.

One afternoon Rachel noticed that Mrs. Will next door was giving away old furniture. Old chairs and tables were stacked on the sidewalk. Rachel asked Mrs. Will if she could take one of the wooden chairs.

“Sure,” said Mrs. Will.

The chair was covered with cuts and marks, but it looked strong. Rachel found cans of old paint in her garage. There were lots of different colors. Carefully she painted a bright sky and lots of flowers on the chair.

Rachel took the chair to Michelle’s birthday party. She hid it behind a bush until it was time to open presents.

“I love it!” screamed Michelle when she saw the chair. What a special gift the chair made!



What did Rachel give Michelle for her birthday?



What made the gift special?

Name: _____ Date: _____

A Special Gift

7 Rachel wanted to give Michelle a special
 14 birthday gift. But she had no money.
 21 One afternoon Rachel noticed that Mrs. Will
 29 next door was giving away old furniture. Old
 37 chairs and tables were stacked on the sidewalk.
 47 Rachel asked Mrs. Will if she could take one of
 50 the wooden chairs.
 54 "Sure," said Mrs. Will.
 62 The chair was covered with cuts and marks,
 71 but it looked strong. Rachel found cans of old
 80 paint in her garage. There were lots of different
 89 colors. Carefully she painted a bright sky and lots
 94 of flowers on the chair.
 101 Rachel took the chair to Michelle's birthday
 112 party. She hid it behind a bush until it was time
 115 to open presents.
 123 "I love it!" screamed Michelle when she saw
 132 the chair. What a special gift the chair made!



What did Rachel give Michelle for her birthday?



What made the gift special?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Plants and Animals

Are there ways in which grass, birds, and people are all alike? Here are two. Grass, birds, and people are all living things. And all living things need to have food.

Plants and animals get food different ways. Most plants cannot move around, so they need to make their own food. They use energy from the sun along with water, air, and parts of the soil to create their food.

Animals cannot make their own food, but they can move around to find it. Animals chase after their food, fly across the sky to catch it, or figure out other ways to get their meals.

How do you move around to get the different things you eat?



What is the passage mostly about?



How do animals and plants get their food in different ways?

Plants and Animals

8 Are there ways in which grass, birds, and
17 people are all alike? Here are two. Grass, birds,
26 and people are all living things. And all living
31 things need to have food.
38 Plants and animals get food different ways.
47 Most plants cannot move around, so they need to
56 make their own food. They use energy from the
67 sun along with water, air, and parts of the soil to
70 create their food.
77 Animals cannot make their own food, but
86 they can move around to find it. Animals chase
97 after their food, fly across the sky to catch it, or
105 figure out other ways to get their meals.
114 How do you move around to get the different
117 things you eat?



What is the passage mostly about?



How do animals and plants get their food in different ways?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Watch Out for Flying Foxes

Birds and insects can fly, but can foxes fly, too? The bat is the only flying mammal. Fruit bats, the largest of all bats, are sometimes called *flying foxes*.

There are almost 200 kinds of fruit bats. They are called fruit bats because they survive on fruits. Some fruit bats only drink the juice from fruit. Others eat whole fruits, seeds and all.

Most fruit bats have long noses, large eyes, pointy ears, and furry bodies. Some kinds have wings as long as six feet across. Fruit bats can be brown, gray, or black. They live in thick forests or swamps. Fruit bats are often found in trees in big groups called *camps*. Some camps have more than a thousand bats in them.

The next time you hear noise in the trees, look up. It might be a camp of fruit bats!



What is this article mostly about?



Why are fruit bats called *flying foxes*?

Name: _____ Date: _____

Watch Out for Flying Foxes

8 Birds and insects can fly, but can foxes
 17 fly, too? The bat is the only flying mammal.
 26 Fruit bats, the largest of all bats, are sometimes
 29 called *flying foxes*.
 37 There are almost 200 kinds of fruit bats.
 46 They are called fruit bats because they survive on
 55 fruits. Some fruit bats only drink the juice from
 63 fruit. Others eat whole fruits, seeds and all.
 71 Most fruit bats have long noses, large eyes,
 79 pointy ears, and furry bodies. Some kinds have
 90 wings as long as six feet across. Fruit bats can be
 100 brown, gray, or black. They live in thick forests or
 110 swamps. Fruit bats are often found in trees in big
 117 groups called *camps*. Some camps have more
 123 than a thousand bats in them.
 132 The next time you hear noise in the trees,
 142 look up. It might be a camp of fruit bats!



What is this article mostly about?



Why are fruit bats called *flying foxes*?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Fox and the Crow

Long ago, there lived a crow. One day, the crow was looking for food. He found a piece of cheese in the grass. "I am so lucky!" he said. "This cheese will make a good meal."

He picked up the cheese with his beak. Then he flew up to a branch.

At the same time, a fox was walking by. The fox wanted the cheese. So he came up with a plan. He said nice things to the crow. "I have heard you have a good voice!" said the fox. "Will you sing for me? I love a good song!"

The crow wanted to show off his fine voice. So he began to sing. When he did, the cheese fell down.

"I fooled you!" said the fox. Then he ran off with the cheese.



What did the fox want from the crow?



How did the fox trick the crow?

The Fox and the Crow

9 Long ago, there lived a crow. One day, the
 19 crow was looking for food. He found a piece of
 29 cheese in the grass. "I am so lucky!" he said.
 36 "This cheese will make a good meal."
 45 He picked up the cheese with his beak. Then
 51 he flew up to a branch.
 61 At the same time, a fox was walking by. The
 72 fox wanted the cheese. So he came up with a plan.
 83 He said nice things to the crow. "I have heard you
 93 have a good voice!" said the fox. "Will you sing
 100 for me? I love a good song!"
 110 The crow wanted to show off his fine voice. So
 121 he began to sing. When he did, the cheese fell down.
 131 "I fooled you!" said the fox. Then he ran off
 134 with the cheese.



What did the fox want from the crow?



How did the fox trick the crow?

Words Read	–	Errors	=	WCPM

- ☐ Fall (51 WCPM)
☐ Winter (72 WCPM)
☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Walk on the Ceiling

House flies can be real pests. They can also carry germs. But they can be very interesting to just watch.

Did you ever see a house fly walk on the ceiling? Did you wonder how house flies could do that? Like other insects, all flies have six legs. Each leg ends in a claw. The claw helps all kinds of flies hold on to walls and ceilings.

But a house fly has something else. Each of its claws has a little pad. When the house fly walks on something smooth, the pads become flat. The pads also give off a sticky liquid. This liquid acts like a glue. It holds the house fly to the ceiling.

Would you like to be like a house fly?
Would you like to walk on the ceiling, too?



What helps house flies walk on ceilings?



Why should you never let flies walk on your food?

Name: _____ Date: _____

A Walk on the Ceiling

9 House flies can be real pests. They can also
 18 carry germs. But they can be very interesting to
 20 just watch.
 30 Did you ever see a house fly walk on the
 38 ceiling? Did you wonder how house flies could
 48 do that? Like other insects, all flies have six legs.
 59 Each leg ends in a claw. The claw helps all kinds
 67 of flies hold on to walls and ceilings.
 75 But a house fly has something else. Each
 86 of its claws has a little pad. When the house fly
 93 walks on something smooth, the pads become
 102 flat. The pads also give off a sticky liquid.
 112 This liquid acts like a glue. It holds the house
 116 fly to the ceiling.
 125 Would you like to be like a house fly?
 134 Would you like to walk on the ceiling, too?



What helps house flies walk on ceilings?



Why should you never let flies walk on your food?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The White House

The White House is the home of the President of the United States. It is indeed a big, white house. A painter would need 570 gallons of white paint to cover all the outside walls!

The White House has six floors, 132 rooms, and 32 bathrooms. Some rooms are for the president's family and friends. Other rooms are used as offices or for meetings. Parties and other celebrations are held in some rooms. The biggest room is the East Room. It is used for balls and parties. The president has small dinners in the Blue Room. Big dinners, on the other hand, take place in the State Dining Room.

You would enjoy a visit to the White House. The tour takes you to five of the rooms. You might even meet the president!



What is this passage about?



Tell what two of the rooms in the White House are used for.

Name: _____ Date: _____

The White House

8 The White House is the home of the
 18 President of the United States. It is indeed a big,
 27 white house. A painter would need 570 gallons of
 35 white paint to cover all the outside walls!
 43 The White House has six floors, 132 rooms,
 51 and 32 bathrooms. Some rooms are for the
 58 president's family and friends. Other rooms are
 67 used as offices or for meetings. Parties and other
 75 celebrations are held in some rooms. The biggest
 86 room is the East Room. It is used for balls and
 94 parties. The president has small dinners in the
 103 Blue Room. Big dinners, on the other hand, take
 109 place in the State Dining Room.
 118 You would enjoy a visit to the White House.
 129 The tour takes you to five of the rooms. You might
 133 even meet the president!



What is this passage about?



Tell what two of the rooms in the White House are used for.

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Carla's New Bike

Carla looked at her beautiful new bicycle and grinned. She had worked hard for seven months to get this bike, and now it was hers! Carla thought back to last September when she had asked Mom and Dad for a new bike. They told her that she would have to help out and earn some of the money herself. Carla accepted their decision and got to work.

In the past seven months, she had done many different jobs to earn money. She had delivered newspapers, run errands, and walked the neighborhood dogs. Carla had saved quite a bit of money, and her parents had given her the rest. That morning, they had purchased her new bicycle.

"We are very proud of you," said Mom and Dad. And Carla was feeling very proud of herself!



What did Carla have to do in order to get a new bike?



How did Carla and her parents feel at the end of the story?

Name: _____ Date: _____

Carla's New Bike

7 Carla looked at her beautiful new bicycle
 15 and grinned. She had worked hard for seven
 25 months to get this bike, and now it was hers!
 33 Carla thought back to last September when she
 43 had asked Mom and Dad for a new bike. They
 54 told her that she would have to help out and earn
 62 some of the money herself. Carla accepted their
 67 decision and got to work.
 76 In the past seven months, she had done many
 84 different jobs to earn money. She had delivered
 90 newspapers, run errands, and walked the
 98 neighborhood dogs. Carla had saved quite a bit
 108 of money, and her parents had given her the rest.
 116 That morning, they had purchased her new bicycle.
 125 "We are very proud of you," said Mom and
 134 Dad. And Carla was feeling very proud of herself!



What did Carla have to do in order to get a new bike?



How did Carla and her parents feel at the end of the story?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Electing a President

Every four years, the American people vote for the person they want to be president. The vote takes place on the first Tuesday in November. That day is called Election Day. In order to vote, you must be an American citizen. You also must be at least eighteen years old.

People who are running for president are called “candidates.” Each candidate has a running mate. The running mate becomes vice president if the candidate is elected.

Months before Election Day, the candidates travel around the country. They talk about the country’s problems and how they will solve them. For example, they might discuss topics such as jobs, taxes, and education. The candidates also have televised debates to answer questions about these topics. Then the American people vote for the person who they think will be the best choice.



How old must you be in order to vote?



What do the candidates do before Election Day?

Electing a President

7 Every four years, the American people vote
 17 for the person they want to be president. The vote
 25 takes place on the first Tuesday in November.
 35 That day is called Election Day. In order to vote,
 44 you must be an American citizen. You also must
 50 be at least eighteen years old.
 57 People who are running for president are
 63 called “candidates.” Each candidate has a
 70 running mate. The running mate becomes vice
 76 president if the candidate is elected.
 82 Months before Election Day, the candidates
 90 travel around the country. They talk about the
 98 country’s problems and how they will solve them.
 106 For example, they might discuss topics such as
 113 jobs, taxes, and education. The candidates also
 120 have televised debates to answer questions about
 128 these topics. Then the American people vote for
 138 the person who they think will be the best choice.



How old must you be in order to vote?



What do the candidates do before Election Day?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hard-Working Insects

Ants are fun to watch. They are always busy! These insects work hard. Ants live in groups called *colonies*. Some colonies are very large. They have millions of ants.

There are different types of ants in a colony. Each kind of ant has a job to do. There is one queen ant. A queen ant lays the eggs. She is bigger than the other ants. Worker ants build the nest. They look for food. They take care of baby ants, too. Whose job is it to protect the ants? That is the role of the soldier ants.

Ants are found all over the Earth. They vary in color. But most of them are red or black. Many stories have been told and many tales have been written about ants. Why? They are interesting insects!



Name two types of ants in a colony.



Which ants build the nest and look for food?

Name: _____ Date: _____

Hard-Working Insects

9 Ants are fun to watch. They are always busy!
 18 These insects work hard. Ants live in groups called
 26 *colonies*. Some colonies are very large. They have
 29 millions of ants.
 38 There are different types of ants in a colony.
 51 Each kind of ant has a job to do. There is one queen
 62 ant. A queen ant lays the eggs. She is bigger than
 71 the other ants. Worker ants build the nest. They
 81 look for food. They take care of baby ants, too.
 93 Whose job is it to protect the ants? That is the role
 97 of the soldier ants.
 106 Ants are found all over the Earth. They vary
 117 in color. But most of them are red or black. Many
 126 stories have been told and many tales have been
 134 written about ants. Why? They are interesting insects!



Name two types of ants in a colony.



Which ants build the nest and look for food?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Grandma Nell

Grandma Nell moved in with us last month. She wanted to be closer to her family. Her son, my dad, would be in the same house. Her daughters, Aunt Peg and Aunt Tracy, live ten minutes away with their families. I love spending time with Grandma, even if she does not say much. She jokes that she leaves the talking to her son!

When I came home from school the other day, Grandma was in the kitchen. Something smelled really delicious! But I did not check what it was. I needed to get homework done, so I went straight upstairs. At dinner, I found out the cause of that great smell. Grandma had surprised us! She'd made a chicken dinner with vegetables and biscuits. As I put some chicken on my plate, I smiled at Grandma. She smiled right back at me.

Today Grandma and I are making biscuits together. Grandma Nell is a good cook and an even better teacher. I cannot wait until my family comes home for dinner!

- ✓ Why did Grandma Nell move in with the narrator?
- ✓ What did Grandma Nell cook for the family?

Grandma Nell

8 Grandma Nell moved in with us last month.
19 She wanted to be closer to her family. Her son, my
28 dad, would be in the same house. Her daughters,
37 Aunt Peg and Aunt Tracy, live ten minutes away
45 with their families. I love spending time with
54 Grandma, even if she does not say much. She
63 jokes that she leaves the talking to her son!
71 When I came home from school the other
78 day, Grandma was in the kitchen. Something
87 smelled really delicious! But I did not check what
98 it was. I needed to get homework done, so I went
107 straight upstairs. At dinner, I found out the cause
115 of that great smell. Grandma had surprised us!
123 She'd made a chicken dinner with vegetables and
132 biscuits. As I put some chicken on my plate,
142 I smiled at Grandma. She smiled right back at me.
149 Today Grandma and I are making biscuits
158 together. Grandma Nell is a good cook and an
167 even better teacher. I cannot wait until my family
171 comes home for dinner!



Why did Grandma Nell move in with the narrator?



What did Grandma Nell cook for the family?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Job for Karla

Karla watched the actors on stage. They looked as if they were having so much fun. How could they do it while she could not? Whenever Karla got on stage, she felt awful. She would feel dizzy and then forget all her lines.

Still Karla did enjoy watching the play. Mitch was so good at saying his lines, and Ann looked like a real queen. On the way home from school, Karla wondered how she could join her friends in the play. Surely there was a job for her, even if she was very shy.

The next day Karla saw a poster on the stage door. She read it. Karla just knew it was the perfect job for her.

That afternoon, Karla learned how to run a spotlight. Karla could watch the play and be part of the action. And she never had to step on stage!



What is the story mostly about?



What probably was written on the poster Karla read?

Name: _____ Date: _____

A Job for Karla

7 Karla watched the actors on stage. They
 17 looked as if they were having so much fun. How
 26 could they do it while she could not? Whenever
 36 Karla got on stage, she felt awful. She would feel
 43 dizzy and then forget all her lines.
 51 Still Karla did enjoy watching the play. Mitch
 61 was so good at saying his lines, and Ann looked
 71 like a real queen. On the way home from school,
 80 Karla wondered how she could join her friends in
 91 the play. Surely there was a job for her, even if
 95 she was very shy.
 104 The next day Karla saw a poster on the
 115 stage door. She read it. Karla just knew it was the
 119 perfect job for her.
 127 That afternoon, Karla learned how to run a
 135 spotlight. Karla could watch the play and be
 145 part of the action. And she never had to step
 147 on stage!



What is the story mostly about?



What probably was written on the poster Karla read?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

- ☐ Fall (51 WCPM)
☐ Winter (72 WCPM)
☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Simon the Squirrel

Simon was a cheerful squirrel that lived in an enormous tree in the Franklins' backyard. He had created a comfortable home where he had hoped to spend the rest of his years. However, one morning, something happened that changed everything for Simon. The Franklins brought home a large, annoying dog!

After that, Simon became an extremely unhappy squirrel. Whenever he ran down the tree, the dog barked and chased him around the backyard.

So Simon sat down to figure out how to solve the problem. After giving the matter much thought, he decided that he had to move! Simon was already packing when he heard loud noises below. When he looked down, he saw a tremendous moving van. The Franklins were moving, so now Simon could stay! He hoped that whoever moved in would not have a dog. Simon's wish came true—the new family had a house cat!



What was Simon's problem?



How was Simon's problem solved?

Simon the Squirrel

9 Simon was a cheerful squirrel that lived in an
 17 enormous tree in the Franklins' backyard. He had
 25 created a comfortable home where he had hoped
 34 to spend the rest of his years. However, one
 39 morning, something happened that changed
 45 everything for Simon. The Franklins brought
 50 home a large, annoying dog!
 56 After that, Simon became an extremely
 63 unhappy squirrel. Whenever he ran down the
 71 tree, the dog barked and chased him around
 73 the backyard.
 83 So Simon sat down to figure out how to solve
 90 the problem. After giving the matter much
 99 thought, he decided that he had to move! Simon
 107 was already packing when he heard loud noises
 115 below. When he looked down, he saw a
 121 tremendous moving van. The Franklins were
 130 moving, so now Simon could stay! He hoped that
 139 whoever moved in would not have a dog. Simon's
 149 wish came true—the new family had a house cat!



What was Simon's problem?



How was Simon's problem solved?

Words Read	–	Errors	=	WCPM

- ☐ Fall (51 WCPM)
☐ Winter (72 WCPM)
☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rainbows

Whenever people see a rainbow, they usually stop to admire it. However, most people do not know what a rainbow actually is.

A rainbow is composed of sunlight. Although you might think sunlight is colorless, it is actually made up of seven colors. The colors are red, orange, yellow, green, blue, indigo, and violet.

The colors in sunlight are always there, but we only see them at specific times. When sunlight passes through raindrops, the light is bent, or refracted. That breaks the sunlight into the seven bands of colored light that form a rainbow. Sometimes you cannot see all seven colors because some of the colors blend.

When can you see a rainbow? When the sun is shining and it is raining at the same time. Stand with your back to the sun and look in front of you. Perhaps you will be lucky enough to see a beautiful rainbow!



What is a rainbow made of?



When can you see a rainbow?

Name: _____ Date: _____

Rainbows

7 Whenever people see a rainbow, they usually
 16 stop to admire it. However, most people do not
 22 know what a rainbow actually is.
 29 A rainbow is composed of sunlight. Although
 38 you might think sunlight is colorless, it is actually
 47 made up of seven colors. The colors are red,
 54 orange, yellow, green, blue, indigo, and violet.
 62 The colors in sunlight are always there, but
 71 we only see them at specific times. When sunlight
 79 passes through raindrops, the light is bent, or
 87 refracted. That breaks the sunlight into the seven
 95 bands of colored light that form a rainbow.
 102 Sometimes you cannot see all seven colors
 108 because some of the colors blend.
 117 When can you see a rainbow? When the sun
 127 is shining and it is raining at the same time.
 138 Stand with your back to the sun and look in front
 148 of you. Perhaps you will be lucky enough to see
 151 a beautiful rainbow!



What is a rainbow made of?



When can you see a rainbow?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Ant and the Grasshopper

Long ago, there lived an ant and a grasshopper. The two were very different. The ant was a hard worker. Each summer day, he woke up early and gathered food. But the grasshopper slept late and played all day long!

“Come and play!” the grasshopper called to the ant.

But the ant always said, “I must gather food for winter.”

The grasshopper made fun of him. “You are silly!” he shouted. Then he kept playing.

When fall came, the ant worked even harder. Yet the grasshopper kept playing. Soon winter arrived with a snowstorm. The ant rested in his cozy home. He felt safe and happy. He had plenty of food for winter. The grasshopper, however, was cold and hungry. So he went to the ant’s house.

“Can I have some food?” he asked.

“You spent your time playing,” said the ant. “I’m sorry, but I don’t have enough food for both of us.”

So the grasshopper was cold and hungry all winter long.



How were the ant and the grasshopper different?



What lesson did the grasshopper learn?

The Ant and the Grasshopper

9 Long ago, there lived an ant and a grasshopper.
 19 The two were very different. The ant was a hard
 28 worker. Each summer day, he woke up early and
 36 gathered food. But the grasshopper slept late and
 40 played all day long!
 47 “Come and play!” the grasshopper called to
 49 the ant.
 58 But the ant always said, “I must gather food
 60 for winter.”
 68 The grasshopper made fun of him. “You are
 75 silly!” he shouted. Then he kept playing.
 83 When fall came, the ant worked even harder.
 90 Yet the grasshopper kept playing. Soon winter
 99 arrived with a snowstorm. The ant rested in his
 109 cozy home. He felt safe and happy. He had plenty
 117 of food for winter. The grasshopper, however, was
 127 cold and hungry. So he went to the ant’s house.
 134 “Can I have some food?” he asked.
 142 “You spent your time playing,” said the ant.
 152 “I’m sorry, but I don’t have enough food for both
 154 of us.”
 162 So the grasshopper was cold and hungry all
 164 winter long.



How were the ant and the grasshopper different?



What lesson did the grasshopper learn?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Marching Band

Mike played the flute at school, and Max played the drums. One day Mike and Max decided to form the school's first marching band.

"We need more members for our band," said Mike.

Max and Mike put up a sign asking anyone who played a musical instrument to join. They got several responses that day.

Chris really wanted to join the band, but he had one huge problem. He could not play any musical instrument. Beth also wanted to join the band, but she played the harp.

"How can you be in our band?" Mike asked Beth. "You play the harp sitting down. How can you march?"

All the band members wanted Beth to play in the band. But they also wanted to march. Then Max had an idea. He invited Beth and Chris to join the band.

Max said, "Chris will lead the band and pull a wagon with Beth and her harp on it."

The band members loved Max's idea and everyone else loved the marching band's great music.



What problem did Chris have in the story?



How did Max solve two problems with his idea?

The Marching Band

8 Mike played the flute at school, and Max
 16 played the drums. One day Mike and Max
 24 decided to form the school's first marching band.
 31 "We need more members for our band,"
 33 said Mike.
 42 Max and Mike put up a sign asking anyone
 50 who played a musical instrument to join. They
 55 got several responses that day.
 64 Chris really wanted to join the band, but he
 73 had one huge problem. He could not play any
 81 musical instrument. Beth also wanted to join the
 87 band, but she played the harp.
 96 "How can you be in our band?" Mike asked
 105 Beth. "You play the harp sitting down. How can
 107 you march?"
 115 All the band members wanted Beth to play
 125 in the band. But they also wanted to march. Then
 135 Max had an idea. He invited Beth and Chris to
 138 join the band.
 147 Max said, "Chris will lead the band and pull
 156 a wagon with Beth and her harp on it."
 163 The band members loved Max's idea and
 171 everyone else loved the marching band's great music.



What problem did Chris have in the story?



How did Max solve two problems with his idea?

Words Read	-	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fossils

Dinosaurs lived on Earth very many years ago. Today we know a lot about them. How do we know so much? We learned about them from people who study the remains of dead plants and animals.

Fossils is the name we give to remains that have become hard and turned to stone. Not every plant or animal becomes a fossil when it dies. Some just dry up under the sun. Strong winds blow away others.

For a dead plant or animal to become a fossil, everything must be just right. Sand or mud has to cover the animal or plant quickly. That way, neither the wind nor the sun can destroy it. Then the sand or mud cover turns hard as a rock. Over time, the fossil takes shape.

To find fossils, we must dig for them. We might find a bone, a tooth, or part of a plant. We might even find a footprint! Every find is a clue that tells a little more about life many years ago.



How do people find fossils?



Why are the sun and the wind a problem when creating new fossils?

Fossils

7 Dinosaurs lived on Earth very many years
18 ago. Today we know a lot about them. How do we
27 know so much? We learned about them from people
36 who study the remains of dead plants and animals.
45 *Fossils* is the name we give to remains that
54 have become hard and turned to stone. Not every
63 plant or animal becomes a fossil when it dies.
72 Some just dry up under the sun. Strong winds
75 blow away others.
85 For a dead plant or animal to become a fossil,
95 everything must be just right. Sand or mud has to
103 cover the animal or plant quickly. That way,
113 neither the wind nor the sun can destroy it. Then
124 the sand or mud cover turns hard as a rock. Over
129 time, the fossil takes shape.
139 To find fossils, we must dig for them. We might
151 find a bone, a tooth, or part of a plant. We might
162 even find a footprint! Every find is a clue that tells
170 a little more about life many years ago.



How do people find fossils?



Why are the sun and the wind a problem when creating new fossils?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Largest Bird

An ostrich is the largest bird in the world. It makes its home in central and southern Africa. A male ostrich can weigh up to three hundred forty pounds. It can grow to be nine feet tall.

An ostrich cannot fly, but it has long and powerful legs. It can run as fast as forty-five miles per hour. This helps it avoid most enemies. It can also protect itself by kicking animals that attack.

An ostrich may live in a large herd or a small group. In each group, there is a male and female leader. A female ostrich, or hen, lays the largest egg in the world. It weighs almost three pounds. That is about the size of a football!

An ostrich eats mostly plants, but it is not fussy. It will eat whatever is available, including insects and small animals. An ostrich does not need to drink water because it gets enough water from eating plants. This fascinating bird can live for thirty to forty years.

- ✓ How does an ostrich protect itself?
- ✓ What does an ostrich eat?

The Largest Bird

9 An ostrich is the largest bird in the world.
 18 It makes its home in central and southern Africa.
 27 A male ostrich can weigh up to three hundred
 37 forty pounds. It can grow to be nine feet tall.
 46 An ostrich cannot fly, but it has long and
 57 powerful legs. It can run as fast as forty-five miles
 67 per hour. This helps it avoid most enemies. It can
 75 also protect itself by kicking animals that attack.
 86 An ostrich may live in a large herd or a small
 96 group. In each group, there is a male and female
 105 leader. A female ostrich, or hen, lays the largest
 114 egg in the world. It weighs almost three pounds.
 122 That is about the size of a football!
 131 An ostrich eats mostly plants, but it is not
 139 fussy. It will eat whatever is available, including
 147 insects and small animals. An ostrich does not
 156 need to drink water because it gets enough water
 164 from eating plants. This fascinating bird can live
 169 for thirty to forty years.



How does an ostrich protect itself?



What does an ostrich eat?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Boy Who Cried Wolf

Once there was a shepherd boy who tended a flock of sheep. Every day, he climbed the hill to watch them graze. One afternoon, he became bored and decided to play a trick.

So he stood up and cried, “Wolf!” and the farmers came running. When they saw the boy laughing, they realized they had been tricked. The farmers were annoyed, and the boy promised never to trick them again. However, three days later, he became bored and cried, “Wolf!” again. When the farmers came running this time, they were furious.

The next afternoon, the boy was watching the sheep when a wolf appeared! So he cried, “Wolf!” but no one came, and the sheep ran away.

At sundown, when the boy had not returned with the sheep, a farmer climbed the hill and saw him crying. The boy explained that this time, a wolf had actually appeared.

“We shall search for the sheep tomorrow morning,” said the farmer, “but I hope you have learned an important lesson. No one believes a liar, even when he finally tells the truth.”



Why did the shepherd boy trick the farmers?



What lesson does the story teach?

The Boy Who Cried Wolf

8 Once there was a shepherd boy who tended
19 a flock of sheep. Every day, he climbed the hill to
26 watch them graze. One afternoon, he became
33 bored and decided to play a trick.
42 So he stood up and cried, "Wolf!" and the
50 farmers came running. When they saw the boy
57 laughing, they realized they had been tricked.
65 The farmers were annoyed, and the boy promised
73 never to trick them again. However, three days
81 later, he became bored and cried, "Wolf!" again.
89 When the farmers came running this time, they
91 were furious.
99 The next afternoon, the boy was watching the
108 sheep when a wolf appeared! So he cried, "Wolf!"
117 but no one came, and the sheep ran away.
125 At sundown, when the boy had not returned
135 with the sheep, a farmer climbed the hill and saw
143 him crying. The boy explained that this time,
148 a wolf had actually appeared.
155 "We shall search for the sheep tomorrow
164 morning," said the farmer, "but I hope you have
171 learned an important lesson. No one believes
180 a liar, even when he finally tells the truth."



Why did the shepherd boy trick the farmers?



What lesson does the story teach?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summer Safety Tips

Summer is a great time of year. You go swimming in a lake or pool. You spend time at the beach and play in the ocean. While you are enjoying the season, keep these tips in mind.

Always swim with an adult. Even the best swimmers should not swim alone. Why? You might get a cramp or feel sick. Make sure a lifeguard or someone responsible is watching you.

Do not run when you are near a pool, lake, or an ocean. Accidents can happen quickly. Always obey the rules that are posted.

The warm sun feels nice. But it can burn your skin. So use sunscreen to protect yourself. After you go swimming, apply it again. Your eyes should be protected as well. So wear sunglasses or a hat. Make sure you drink lots of water on hot days, too. If you follow these simple tips, you will have a great and safe summer!



What are three summer safety tips?



Why should you wear sunglasses or a hat?

Summer Safety Tips

9 Summer is a great time of year. You go
 19 swimming in a lake or pool. You spend time at
 29 the beach and play in the ocean. While you are
 37 enjoying the season, keep these tips in mind.
 45 Always swim with an adult. Even the best
 52 swimmers should not swim alone. Why? You
 62 might get a cramp or feel sick. Make sure a
 69 lifeguard or someone responsible is watching you.
 79 Do not run when you are near a pool, lake,
 86 or an ocean. Accidents can happen quickly.
 93 Always obey the rules that are posted.
 102 The warm sun feels nice. But it can burn
 110 your skin. So use sunscreen to protect yourself.
 119 After you go swimming, apply it again. Your eyes
 127 should be protected as well. So wear sunglasses
 139 or a hat. Make sure you drink lots of water on hot
 149 days, too. If you follow these simple tips, you will
 155 have a great and safe summer!



What are three summer safety tips?



Why should you wear sunglasses or a hat?

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Beautiful State

Maine is a beautiful state. You will find it on the northeast coast of the United States. It has a long coast with lots of little islands. The coast also has sandy beaches and quiet fishing villages.

Forests cover almost all of the state. Pine trees once made up most of the forests. That's why the state is called the Pine Tree State.

There are many interesting facts about Maine. Maine makes more wooden toothpicks than any other state. Maine is also the place where a group called the Camp Fire Girls started. The group is now called the Camp Fire Boys and Girls. It offers outdoor fun to children all over the country.

Here's another interesting fact. If you live in a cold place, you may wear earmuffs to keep your ears warm. A fifteen-year-old boy invented earmuffs in Maine in 1873. He later opened a factory to make earmuffs.

Will you take a trip to Maine? If you do, you will find yourself in a beautiful and interesting place: the Pine Tree State.



What covers most of the state of Maine?



Name two interesting facts about Maine.

A Beautiful State

10 Maine is a beautiful state. You will find it on
 20 the northeast coast of the United States. It has a
 30 long coast with lots of little islands. The coast also
 37 has sandy beaches and quiet fishing villages.
 45 Forests cover almost all of the state. Pine
 55 trees once made up most of the forests. That's why
 63 the state is called the Pine Tree State.
 70 There are many interesting facts about Maine.
 77 Maine makes more wooden toothpicks than any
 87 other state. Maine is also the place where a group
 96 called the Camp Fire Girls started. The group is
 106 now called the Camp Fire Boys and Girls. It offers
 114 outdoor fun to children all over the country.
 122 Here's another interesting fact. If you live in
 132 a cold place, you may wear earmuffs to keep your
 140 ears warm. A fifteen-year-old boy invented
 149 earmuffs in Maine in 1873. He later opened a
 153 factory to make earmuffs.
 164 Will you take a trip to Maine? If you do, you
 172 will find yourself in a beautiful and interesting
 177 place: the Pine Tree State.



What covers most of the state of Maine?



Name two interesting facts about Maine.

Words Read	–	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Foolish Fox

Long ago a fox was out for a walk and came to a fence. Behind the fence were some plump, ripe grapes.

“Those grapes look so good,” said the fox. “They shall be my dinner.” But the grapes were on the other side of the fence. The fox was not thin enough to crawl underneath it.

“I will go home and wait until I grow thin,” thought the fox.

The fox ate nothing for three days. Then he was thin enough to crawl under the fence, but he was also very hungry. He went back to the fence, crawled under, and gobbled up all the grapes that he wanted. But he ate so many that he grew too fat to crawl under the fence to go home.

“Now I must grow thin again,” thought the fox. “I must not eat anything.”

The fox hid under the grape vines for three days. He ate nothing, and after three days he could easily squeeze back under the fence.

“Never again will I be so foolish,” thought the fox sadly as he made his way home.



Why couldn't the fox crawl under the fence the first time?



What lesson did the fox learn?

The Foolish Fox

10 Long ago a fox was out for a walk and
 19 came to a fence. Behind the fence were some
 22 plump, ripe grapes.
 30 “Those grapes look so good,” said the fox.
 39 “They shall be my dinner.” But the grapes were
 50 on the other side of the fence. The fox was not
 56 thin enough to crawl underneath it.
 66 “I will go home and wait until I grow thin,”
 69 thought the fox.
 78 The fox ate nothing for three days. Then he
 88 was thin enough to crawl under the fence, but he
 98 was also very hungry. He went back to the fence,
 107 crawled under, and gobbled up all the grapes that
 118 he wanted. But he ate so many that he grew too
 127 fat to crawl under the fence to go home.
 135 “Now I must grow thin again,” thought the
 141 fox. “I must not eat anything.”
 150 The fox hid under the grape vines for three
 159 days. He ate nothing, and after three days he
 166 could easily squeeze back under the fence.
 174 “Never again will I be so foolish,” thought
 183 the fox sadly as he made his way home.



Why couldn't the fox crawl under the fence the first time?



What lesson did the fox learn?

Words Read	–	Errors	=	WCPM

- ☐ Fall (51 WCPM)
☐ Winter (72 WCPM)
☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Good Night's Sleep

Have you ever stayed up later than you were supposed to? If so, then you know that not getting enough sleep can make you feel tired the next day. Perhaps you also noticed that you did not think as quickly or as clearly as usual. You may also have had difficulty paying attention.

Scientists have found that getting a good night's sleep helps people do their best during the day. Age doesn't matter either. Children need more sleep than adults. This is because their bodies are still growing. Most children need at least nine hours of sleep at night.

What can you do to make sure you get a good night's sleep? First, make sure you go to bed at the same time each night. Second, do a quiet activity before bedtime, such as reading a book. It will prepare you for bed and make you feel sleepy. Getting enough sleep is one of the best things you can do for your health. So make sure you get a good night's sleep every night!

- ✓ If you do not get enough sleep, how do you feel the next day?
- ✓ What can you do to make sure you get a good night's sleep?

A Good Night's Sleep

9 Have you ever stayed up later than you were
19 supposed to? If so, then you know that not getting
27 enough sleep can make you feel tired the
36 next day. Perhaps you also noticed that you did
47 not think as quickly or as clearly as usual. You may
53 also have had difficulty paying attention.

60 Scientists have found that getting a good
69 night's sleep helps people do their best during the
76 day. Age doesn't matter either. Children need
84 more sleep than adults. This is because their
92 bodies are still growing. Most children need at
99 least nine hours of sleep at night.

109 What can you do to make sure you get a
119 good night's sleep? First, make sure you go to bed
129 at the same time each night. Second, do a quiet
137 activity before bedtime, such as reading a book.
147 It will prepare you for bed and make you feel
156 sleepy. Getting enough sleep is one of the best
166 things you can do for your health. So make sure
174 you get a good night's sleep every night!

- ☒ If you do not get enough sleep, how do you feel the next day?
- ☒ What can you do to make sure you get a good night's sleep?

Words Read	–	Errors	=	WCPM

- ☐ Fall (51 WCPM)
- ☐ Winter (72 WCPM)
- ☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Farmer and the Donkey

Long ago, a farmer had a beautiful vegetable garden. One morning, a donkey wandered in and began eating the farmer's delicious vegetables. The farmer tried to chase the donkey away, but it just continued eating! So the farmer asked his largest pig to chase the donkey away. The pig chased after the donkey, squealing loudly, but the donkey kicked the pig in the air and continued eating.

Next, the farmer asked his horse to chase the donkey away. The horse galloped after the donkey, neighing loudly. However, the donkey kicked the horse in the air and continued eating.

Meanwhile, an ant had been observing the drama. "I can make the donkey leave," it told the farmer. The farmer did not believe that a tiny ant could do it. However, he was desperate and willing to try anything.

So the ant crawled along the donkey's leg and started biting! The donkey shrieked. Yet the ant continued biting until the donkey ran away. The delighted farmer said to the ant, "I have learned a valuable lesson. Sometimes the tiniest animal is the most powerful!"



What was the farmer's problem?



How did the ant help the farmer?

The Farmer and the Donkey

8 Long ago, a farmer had a beautiful vegetable
 16 garden. One morning, a donkey wandered in and
 23 began eating the farmer's delicious vegetables. The
 33 farmer tried to chase the donkey away, but it just
 41 continued eating! So the farmer asked his largest
 50 pig to chase the donkey away. The pig chased
 58 after the donkey, squealing loudly, but the donkey
 67 kicked the pig in the air and continued eating.
 76 Next, the farmer asked his horse to chase the
 84 donkey away. The horse galloped after the donkey,
 91 neighing loudly. However, the donkey kicked the
 98 horse in the air and continued eating.
 105 Meanwhile, an ant had been observing the
 115 drama. "I can make the donkey leave," it told the
 125 farmer. The farmer did not believe that a tiny ant
 134 could do it. However, he was desperate and willing
 137 to try anything.
 145 So the ant crawled along the donkey's leg
 153 and started biting! The donkey shrieked. Yet the
 161 ant continued biting until the donkey ran away.
 170 The delighted farmer said to the ant, "I have
 177 learned a valuable lesson. Sometimes the tiniest
 182 animal is the most powerful!"



What was the farmer's problem?



How did the ant help the farmer?

Words Read	-	Errors	=	WCPM

☐ Fall (51 WCPM)

☐ Winter (72 WCPM)

☐ Spring (89 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Flag Day

We observe Flag Day on June 14. It marks the day when our first flag was adopted. Betsy Ross made the first flag in 1777. It had thirteen stars and stripes. They stood for the thirteen states. The thirteen white stars formed a circle. The thirteen stripes were red and white.

Today our flag has fifty stars. They stand for our fifty states. But it still has thirteen stripes. So far, our flag has changed twenty-seven times! When a state joins the U.S., we add a star. Our flag has not changed since 1960. That was when Hawaii became our fiftieth state.

On Flag Day, people display the flag. Flags fly in front of homes, schools, and buildings. Some people wear red, white, and blue. Many towns and cities have parades. People give speeches. They sing songs like “You’re a Grand Old Flag!” We honor our flag and our country on Flag Day.



What are two things people do on Flag Day?



Why has the flag changed many times?

Flag Day

12 We observe Flag Day on June 14. It marks the day when
 25 our first flag was adopted. Betsy Ross made the first flag in 1777.
 37 It had thirteen stars and stripes. They stood for the thirteen states.
 48 The thirteen white stars formed a circle. The thirteen stripes were
 51 red and white.

62 Today our flag has fifty stars. They stand for our fifty
 74 states. But it still has thirteen stripes. So far, our flag has
 85 changed twenty-seven times! When a state joins the U.S., we
 98 add a star. Our flag has not changed since 1960. That was when
 103 Hawaii became our fiftieth state.

115 On Flag Day, people display the flag. Flags fly in front of
 124 homes, schools, and buildings. Some people wear red, white,
 134 and blue. Many towns and cities have parades. People give
 144 speeches. They sing songs like “You’re a Grand Old Flag!”
 154 We honor our flag and our country on Flag Day.



What are two things people do on Flag Day?



Why has the flag changed many times?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Polar Regions

There are two polar regions in the world. One is Antarctica, where the South Pole lies. The other is the Arctic. This is where we find the North Pole.

Antarctica consists of tall mountains, icy glaciers, and miles and miles of frozen land. Very few forms of life can survive here. The ice and cold make life hard.

The Arctic, however, can support more life. In the summer, areas become warm enough for berries and vegetables to grow. In other areas, melting ice does not drain into the frozen soil. Instead, the water stays on the surface. Flowering plants, such as the Arctic poppy, can take root and grow. These flowers bring color to the white land.

The Arctic Ocean has thousands of islands. Much of the ocean is covered by ice all year long. Yet, even on the ice, plants and animals can live.



Why are there very few forms of life in Antarctica?



What forms of life exist in the Arctic?

The Polar Regions

10 There are two polar regions in the world. One is
 21 Antarctica, where the South Pole lies. The other is the Arctic.
 29 This is where we find the North Pole.
 37 Antarctica consists of tall mountains, icy glaciers, and
 49 miles and miles of frozen land. Very few forms of life can
 58 survive here. The ice and cold make life hard.
 67 The Arctic, however, can support more life. In the
 76 summer, areas become warm enough for berries and vegetables
 88 to grow. In other areas, melting ice does not drain into the
 98 frozen soil. Instead, the water stays on the surface. Flowering
 110 plants, such as the Arctic poppy, can take root and grow. These
 117 flowers bring color to the white land.
 127 The Arctic Ocean has thousands of islands. Much of the
 141 ocean is covered by ice all year long. Yet, even on the ice, plants
 145 and animals can live.



Why are there very few forms of life in Antarctica?



What forms of life exist in the Arctic?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

A Good Friend

Misha stumbled into her room. She sank down miserably onto her bed. She wished she could take back her angry and thoughtless words. She had told her best friend that she did not like her. She hadn't really meant it. But the angry words had just poured out.

Misha knew that she was jealous of Anna's talent for drawing. Anna could draw so beautifully, and Misha so wanted to be an artist. Misha felt her tears dripping onto her pillow, and then she felt something chilly and damp touch her arm. She looked down and saw her playful cat, Oliver.

Oliver meowed and rubbed against Misha's shoulder. The tearful girl began to stroke the affectionate cat. She petted him tenderly until her tears stopped. Oliver purred and rolled playfully onto his back. He patted Misha's hand. Misha chuckled loudly.

Oliver knew how to make her forget her troubles. He was a good friend. Misha wanted to be a good friend, too. She decided to draw Anna a portrait of Oliver.



Why was Misha upset?



What did Oliver's actions persuade Misha to do?

A Good Friend

8 Misha stumbled into her room. She sank down
19 miserably onto her bed. She wished she could take back her
29 angry and thoughtless words. She had told her best friend
42 that she did not like her. She hadn't really meant it. But the
48 angry words had just poured out.

57 Misha knew that she was jealous of Anna's talent
66 for drawing. Anna could draw so beautifully, and Misha
77 so wanted to be an artist. Misha felt her tears dripping
87 onto her pillow, and then she felt something chilly and
98 damp touch her arm. She looked down and saw her playful
100 cat, Oliver.

107 Oliver meowed and rubbed against Misha's shoulder.
118 The tearful girl began to stroke the affectionate cat. She petted
128 him tenderly until her tears stopped. Oliver purred and rolled
137 playfully onto his back. He patted Misha's hand. Misha
139 chuckled loudly.

149 Oliver knew how to make her forget her troubles. He
162 was a good friend. Misha wanted to be a good friend, too. She
170 decided to draw Anna a portrait of Oliver.



Why was Misha upset?



What did Oliver's actions persuade Misha to do?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Saving Up

My class planned a trip to the aquarium. We decided to raise money for everyone's admission ticket. We earned the money by having a Good-to-Eat Sale at school.

Each morning for a week, everyone brought in something that was both delicious and healthy. I brought some enormous bran muffins. Miss Hansen brought in granola bar cookies. Other students brought raisins, carrot sticks, and banana bread.

We had a wide assortment of treats to sell. We set up our table where the school buses and cars dropped off their passengers. Each morning, we arranged the goods on the table.

As students were dropped off, they saw the delicious foods. Everyone was surprised to see what was for sale. No one could pass our table without stopping.

The sale was a huge success. We earned enough money for everyone to attend the class trip. The class cannot wait to see all of the sharks and the rare fish at the aquarium.



How did the class earn money for their trip?



What did the class mean by foods that were “good to eat”?

Saving Up

10 My class planned a trip to the aquarium. We decided
19 to raise money for everyone's admission ticket. We earned
30 the money by having a Good-to-Eat Sale at school.
38 Each morning for a week, everyone brought in
47 something that was both delicious and healthy. I brought
55 some enormous bran muffins. Miss Hansen brought in
63 granola bar cookies. Other students brought raisins, carrot
67 sticks, and banana bread.
78 We had a wide assortment of treats to sell. We set
89 up our table where the school buses and cars dropped off
98 their passengers. Each morning, we arranged the goods on
100 the table.
109 As students were dropped off, they saw the delicious
119 foods. Everyone was surprised to see what was for sale.
127 No one could pass our table without stopping.
136 The sale was a huge success. We earned enough
146 money for everyone to attend the class trip. The class
158 cannot wait to see all of the sharks and the rare fish
161 at the aquarium.



How did the class earn money for their trip?



What did the class mean by foods that were "good to eat"?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Wink

The day of the big winter concert had arrived. Rosa played the violin in the school orchestra, and tonight she would be giving a solo performance in front of an audience for the first time.

Rosa was nervous all day, and she was even more uncomfortable and scared when she left for the concert. Rosa went backstage to wait for her turn. One after another, members of the orchestra played their instruments. Kelly played the trumpet, Jack played the drums, and Max played the French horn. When it was time for her friend Sam to play the piano, Rosa peeked out from behind the curtain to watch. Sam looked confident, and his playing was smooth and clear. Then Rosa saw her parents in the third row. Her father caught her eye and winked.

Suddenly, Rosa felt very confident. She stepped onto the stage, adjusted the music stand, and set her music in place. Then she began to play. When the song was over, the audience clapped loudly. Rosa grinned, winked at her parents, and ran offstage. Rosa's stage fright was over.



What is the story mostly about?



Why is "The Wink" a good title for this story?

The Wink

10 The day of the big winter concert had arrived. Rosa
20 played the violin in the school orchestra, and tonight she
31 would be giving a solo performance in front of an audience
35 for the first time.

45 Rosa was nervous all day, and she was even more
54 uncomfortable and scared when she left for the concert.
65 Rosa went backstage to wait for her turn. One after another,
73 members of the orchestra played their instruments. Kelly
83 played the trumpet, Jack played the drums, and Max played
95 the French horn. When it was time for her friend Sam to
105 play the piano, Rosa peeked out from behind the curtain
114 to watch. Sam looked confident, and his playing was
125 smooth and clear. Then Rosa saw her parents in the third
133 row. Her father caught her eye and winked.

141 Suddenly, Rosa felt very confident. She stepped onto
152 the stage, adjusted the music stand, and set her music in
164 place. Then she began to play. When the song was over, the
173 audience clapped loudly. Rosa grinned, winked at her parents,
181 and ran offstage. Rosa's stage fright was over.



What is the story mostly about?



Why is "The Wink" a good title for this story?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Carmen and the Giant

Long ago, a giant lived on top of a mountain. Every night, the giant screamed and hopped on one foot. The people in the village below trembled with fear when he screamed. Each time the giant hopped, the whole village shook. The people were always tired because they were up half the night!

One day, a brave girl named Carmen decided to do something. She climbed to the top of the mountain. “I will find out what is wrong with the giant,” she thought. Carmen saw the giant sitting on a rock. He looked very sad. “Why do you scream and hop on one foot each night?” she asked.

The giant’s eyes filled with tears. Then he pointed to his big toe. Carmen looked down and saw a thorn sticking out of his toe. “May I help you?” asked Carmen. When he nodded, she bent down and pulled out the thorn.

The giant smiled and thanked Carmen. After that, the village was a happy and peaceful place!



Why did the giant scream and hop on one foot?



How did Carmen help the giant?

Carmen and the Giant

12 Long ago, a giant lived on top of a mountain. Every night,
24 the giant screamed and hopped on one foot. The people in the
34 village below trembled with fear when he screamed. Each time
44 the giant hopped, the whole village shook. The people were
53 always tired because they were up half the night!

63 One day, a brave girl named Carmen decided to do
75 something. She climbed to the top of the mountain. "I will find
87 out what is wrong with the giant," she thought. Carmen saw the
99 giant sitting on a rock. He looked very sad. "Why do you
109 scream and hop on one foot each night?" she asked.

120 The giant's eyes filled with tears. Then he pointed to his
132 big toe. Carmen looked down and saw a thorn sticking out of
144 his toe. "May I help you?" asked Carmen. When he nodded, she
151 bent down and pulled out the thorn.

160 The giant smiled and thanked Carmen. After that, the
167 village was a happy and peaceful place!



Why did the giant scream and hop on one foot?



How did Carmen help the giant?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Big Move

Jason and his parents moved from a small, quiet town to a big city. They moved because Jason's mother was starting a new job there. His father was an artist. He worked from home and could do his job from anywhere. At the end of June when school was over, the large moving van arrived. Jason said good-bye to his friends. They all promised to stay in touch.

At first, Jason was scared of the city. It was noisy and crowded. It made him nervous. They lived in an apartment building now, and Jason missed their old house and yard. However, after a while, he got used to the busy city. He met a boy named Nick who lived in his building. Jason and Nick went to the park together. They rode their bikes and played ball with the other kids.

By the time school began in the fall, Jason liked his new neighborhood. He had learned that good friends and neighbors make it easy to live anywhere!



How did Jason feel about the city at first?



How did his feelings about the city change?

The Big Move

12 Jason and his parents moved from a small, quiet town to a
23 big city. They moved because Jason's mother was starting a new
35 job there. His father was an artist. He worked from home and
48 could do his job from anywhere. At the end of June when school
60 was over, the large moving van arrived. Jason said good-bye to
69 his friends. They all promised to stay in touch.

81 At first, Jason was scared of the city. It was noisy and
91 crowded. It made him nervous. They lived in an apartment
101 building now, and Jason missed their old house and yard.
115 However, after a while, he got used to the busy city. He met a
127 boy named Nick who lived in his building. Jason and Nick went
139 to the park together. They rode their bikes and played ball with
142 the other kids.

154 By the time school began in the fall, Jason liked his new
163 neighborhood. He had learned that good friends and neighbors
169 make it easy to live anywhere!



How did Jason feel about the city at first?



How did his feelings about the city change?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Journey of the Pilgrims

In 1620, more than 100 people sailed across the Atlantic Ocean. The people were called Pilgrims, and their ship was called the Mayflower. The Pilgrims had left their homes to travel to the New World. Why did they choose to make this difficult voyage? They wanted to worship as they pleased, and they could not do that in England.

The long voyage took many days. It was cold and damp, and many people became ill. At last, the ship reached the New World. It docked at what is today Cape Cod, Massachusetts. In time, the Pilgrims went ashore to build their homes. They called their new settlement *Plymouth*.

The Pilgrims suffered hardships during their first winter. Many people became sick and died. When spring came, they received help from a group of Native Americans. They showed the Pilgrims how to plant crops and tap maple trees for sap. In the fall, the Pilgrims enjoyed their first harvest with their new friends. That was the first Thanksgiving.



Why did the Pilgrims travel to the New World?



How did the Native Americans help the Pilgrims?

The Journey of the Pilgrims

10 In 1620, more than 100 people sailed across the Atlantic
20 Ocean. The people were called Pilgrims, and their ship was
30 called the Mayflower. The Pilgrims had left their homes to
42 travel to the New World. Why did they choose to make this
52 difficult voyage? They wanted to worship as they pleased, and
59 they could not do that in England.

70 The long voyage took many days. It was cold and damp,
82 and many people became ill. At last, the ship reached the New
92 World. It docked at what is today Cape Cod, Massachusetts.

103 In time, the Pilgrims went ashore to build their homes. They
108 called their new settlement *Plymouth*.

116 The Pilgrims suffered hardships during their first winter.
126 Many people became sick and died. When spring came, they
136 received help from a group of Native Americans. They showed
148 the Pilgrims how to plant crops and tap maple trees for sap.

160 In the fall, the Pilgrims enjoyed their first harvest with their new
166 friends. That was the first Thanksgiving.



Why did the Pilgrims travel to the New World?



How did the Native Americans help the Pilgrims?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

One Birthday for All

Every family has traditions. Traditions are things people do year after year. Beth King's family has many traditions they celebrate, but Beth's favorite tradition is about birthdays.

Because Beth has so many aunts, uncles, and cousins, it is impossible to celebrate each birthday. So once a year, on the third Saturday in July, Beth's relatives have one big birthday celebration for everyone. The adults stay at Beth's grandparents' house. The children sleep in tents on the lawn.

Everyone brings food and every meal is a feast. The cousins play soccer. Grandpa and the uncles sit on the wide porch and drink homemade lemonade. The aunts have a softball game. Everyone roots for their favorite team.

Afterward, everyone eats hamburgers and fresh corn. At the end, Grandma brings out a big frosted cake.

Every year, after the family birthday celebration, Beth goes to bed and starts thinking about next year's birthday party.



What is Beth's favorite family tradition?



Why does the family have their birthday celebration in the summer?

One Birthday for All

7 Every family has traditions. Traditions are things
17 people do year after year. Beth King's family has many
25 traditions they celebrate, but Beth's favorite tradition is
27 about birthdays.

35 Because Beth has so many aunts, uncles, and
43 cousins, it is impossible to celebrate each birthday.
54 So once a year, on the third Saturday in July, Beth's
62 relatives have one big birthday celebration for everyone.
70 The adults stay at Beth's grandparents' house. The
77 children sleep in tents on the lawn.

86 Everyone brings food and every meal is a feast.
95 The cousins play soccer. Grandpa and the uncles sit
103 on the wide porch and drink homemade lemonade.
113 The aunts have a softball game. Everyone roots for their
115 favorite team.

121 Afterward, everyone eats hamburgers and fresh
132 corn. At the end, Grandma brings out a big frosted cake.

139 Every year, after the family birthday celebration,
149 Beth goes to bed and starts thinking about next year's
151 birthday party.



What is Beth's favorite family tradition?



Why does the family have their birthday celebration in the summer?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Koalas

Koalas look like adorable teddy bears. However, they do not belong to the bear family at all. They are actually members of a group of animals called *marsupials*. A marsupial is an animal that has a pouch for carrying its young. Several kinds of marsupials, such as koalas, kangaroos, and wombats, live in Australia.

A mother koala gives birth to one baby a year. The newborn koala is called a *joey*. At first, a joey stays in its mother's pouch and drinks her milk. After a few months, it leaves the pouch and rides on its mother's back. Koalas are fussy eaters. Mostly, they eat the leaves and bark of eucalyptus trees. Their strong arm and shoulder muscles help them climb and jump from tree to tree.

Often, people want to reach out and pet koalas. After all, they look so cuddly and lovable. However, doing that would be a huge mistake. Koalas may look like teddy bears, but they are wild animals with very sharp claws.



What is a marsupial?



Why should you avoid petting a koala?

Koalas

9 Koalas look like adorable teddy bears. However, they do
21 not belong to the bear family at all. They are actually members
32 of a group of animals called *marsupials*. A marsupial is an
43 animal that has a pouch for carrying its young. Several kinds
52 of marsupials, such as koalas, kangaroos, and wombats, live
54 in Australia.

65 A mother koala gives birth to one baby a year. The
78 newborn koala is called a *joey*. At first, a joey stays in its
89 mother's pouch and drinks her milk. After a few months, it
100 leaves the pouch and rides on its mother's back. Koalas are
111 fussy eaters. Mostly, they eat the leaves and bark of eucalyptus
121 trees. Their strong arm and shoulder muscles help them climb
127 and jump from tree to tree.

138 Often, people want to reach out and pet koalas. After all,
149 they look so cuddly and lovable. However, doing that would be
161 a huge mistake. Koalas may look like teddy bears, but they are
167 wild animals with very sharp claws.



What is a marsupial?



Why should you avoid petting a koala?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Whales

What facts do you know about whales? They swim in the water, but they are not fish. They are mammals. They breathe air through a blowhole that is on top of their heads. The blowhole closes when they are beneath the water. It opens when they come up.

Whales have smooth skin, which helps them move fast in water. They have a layer of blubber under their skin. The blubber keeps them warm.

There are two main groups of whales. These groups are toothed whales and baleen whales. Toothed whales have teeth. They eat fish, squid, and other sea animals. Baleen whales do not have teeth. They have a baleen that strains their food. The baleen is made of hard plates. These plates hang down from the whale's upper jaw. Baleen whales eat krill, which are similar to shrimp.

People used to hunt whales all the time. They wanted their meat and blubber. Today hunting whales is against the law in most countries.



How do whales breathe?



What are the two main groups of whales?

Whales

- 11 What facts do you know about whales? They swim in the
23 water, but they are not fish. They are mammals. They breathe air
35 through a blowhole that is on top of their heads. The blowhole
46 closes when they are beneath the water. It opens when they
48 come up.
- 58 Whales have smooth skin, which helps them move fast in
69 water. They have a layer of blubber under their skin. The
73 blubber keeps them warm.
- 83 There are two main groups of whales. These groups are
92 toothed whales and baleen whales. Toothed whales have teeth.
103 They eat fish, squid, and other sea animals. Baleen whales do
115 not have teeth. They have a baleen that strains their food. The
127 baleen is made of hard plates. These plates hang down from the
137 whale's upper jaw. Baleen whales eat krill, which are similar
139 to shrimp.
- 149 People used to hunt whales all the time. They wanted
160 their meat and blubber. Today hunting whales is against the law
163 in most countries.



How do whales breathe?



What are the two main groups of whales?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Fox and the Wolf

One night, a fox was walking in the forest when a wolf pounced on him. “You will make a fine dinner!” said the hungry wolf. The fox realized that he couldn’t escape, so he would have to be clever.

“Last year, I would have made a fine dinner for you,” said the fox. “I was quite plump back then. But it has been a difficult winter, and I haven’t eaten much. You can see how skinny I am! However, I know where you can find something delicious to eat.”

The foolish wolf listened and asked, “Where is this delicious food?” So the fox led him to a nearby well.

“Look down this well,” said the fox. “Can you see that round, delicious piece of cheese?” However, it was actually the reflection of the moon at the bottom of the well.

As the wolf leaned over to take a look, the fox pushed him in! And that is why, to this day, foxes are known as sly animals.



How did the fox persuade the wolf not to eat him?



What happened to the wolf?

The Fox and the Wolf

12 One night, a fox was walking in the forest when a wolf
24 pounced on him. “You will make a fine dinner!” said the hungry
36 wolf. The fox realized that he couldn’t escape, so he would have
39 to be clever.
51 “Last year, I would have made a fine dinner for you,” said
65 the fox. “I was quite plump back then. But it has been a difficult
78 winter, and I haven’t eaten much. You can see how skinny I am!
89 However, I know where you can find something delicious to eat.”
98 The foolish wolf listened and asked, “Where is this
109 delicious food?” So the fox led him to a nearby well.
120 “Look down this well,” said the fox. “Can you see that
130 round, delicious piece of cheese?” However, it was actually the
140 reflection of the moon at the bottom of the well.
153 As the wolf leaned over to take a look, the fox pushed him
167 in! And that is why, to this day, foxes are known as sly animals.



How did the fox persuade the wolf not to eat him?



What happened to the wolf?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Ben Franklin

Ben Franklin was a man of many talents. He was an inventor, a printer, and a writer. He was also one of the founders of our nation. He was born in Boston, Massachusetts in 1706. He attended school for only a few years. Then he had to work to help support his family.

When he was twelve, he began working in his brother's printing shop. However, the two brothers did not get along, so Ben ran away. After a while, he settled in Philadelphia, Pennsylvania, where he opened his own printing shop. He started a newspaper and wrote an almanac. He also got married and had a family.

Philadelphia became his home, and he made it a fine place to live. He set up the first fire department, hospital, and library. He also invented many useful things, such as the Franklin stove and the lightning rod. Later on, he helped write the Declaration of Independence and the Constitution. Ben Franklin died in 1790. He will always be remembered for his many accomplishments.



Why did Franklin run away when he was young?



Name three of Franklin's accomplishments.

Ben Franklin

11 Ben Franklin was a man of many talents. He was an
 24 inventor, a printer, and a writer. He was also one of the founders
 35 of our nation. He was born in Boston, Massachusetts in 1706.
 49 He attended school for only a few years. Then he had to work to
 53 help support his family.

63 When he was twelve, he began working in his brother's
 74 printing shop. However, the two brothers did not get along, so
 84 Ben ran away. After a while, he settled in Philadelphia,
 93 Pennsylvania, where he opened his own printing shop. He
 104 started a newspaper and wrote an almanac. He also got married
 108 and had a family.

118 Philadelphia became his home, and he made it a fine
 130 place to live. He set up the first fire department, hospital, and
 140 library. He also invented many useful things, such as the
 151 Franklin stove and the lightning rod. Later on, he helped write
 159 the Declaration of Independence and the Constitution. Ben
 170 Franklin died in 1790. He will always be remembered for his
 172 many accomplishments.



Why did Franklin run away when he was young?



Name three of Franklin's accomplishments.

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Sun Facts

The Sun is important to everything on Earth. Light and heat from the Sun give warmth and energy to all life on the planet.

But the Sun is really just a star. It looks larger because it is much closer to us than other stars. Compared with other stars, the Sun is just medium-size. But compared with Earth, it is very large indeed. If the Sun were a hollow ball, it would take one million Earth-size balls to fill it up.

The temperature of any place on Earth depends on the position of the Sun. Places near the equator are hot because the Sun shines almost directly overhead at noon. On the other hand, places near the North Pole and the South Pole are cold. This is because the Sun almost never rises above the horizon there.

Scientists know a good deal about the Sun, but they still have much to learn. As they learn, they hope to find better ways to use the Sun's power on Earth.



Why is the sun important to everything on Earth?



Why are places near the North and South Poles cold?

Sun Facts

- 9 The Sun is important to everything on Earth. Light
21 and heat from the Sun give warmth and energy to all life
24 on the planet.
- 35 But the Sun is really just a star. It looks larger
46 because it is much closer to us than other stars. Compared
56 with other stars, the Sun is just medium-size. But
67 compared with Earth, it is very large indeed. If the Sun
78 were a hollow ball, it would take one million Earth-size
83 balls to fill it up.
- 92 The temperature of any place on Earth depends on
103 the position of the Sun. Places near the equator are hot
112 because the Sun shines almost directly overhead at noon.
124 On the other hand, places near the North Pole and the South
135 Pole are cold. This is because the Sun almost never rises
139 above the horizon there.
- 149 Scientists know a good deal about the Sun, but they
161 still have much to learn. As they learn, they hope to find
170 better ways to use the Sun's power on Earth.



Why is the sun important to everything on Earth?



Why are places near the North and South Poles cold?

Words Read	–	Errors	=	WCPM

- ☐ Fall (71 WCPM)
- ☐ Winter (92 WCPM)
- ☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Largest Plants

Trees are the largest of all plants. They provide homes for birds and other animals, and they protect us from the sun and the wind. But trees are important in other ways, too.

Wood from trees helps us build our homes and furniture. Wood gives us the pulp we use to make paper products. Some trees produce the milky material that is used to create rubber. Other trees provide substances used in medicines.

Trees give us many foods, too, such as grapefruits, olives, chocolate, coconuts, and walnuts. In many states, vast orchards make large quantities of cherries, peaches, figs, plums, and apples.

Trees have three parts. The roots hold the tree in the ground. They soak up water and vitamins needed to help the tree grow. The trunk and branches carry sap and hold the leaves in the sunlight. The leaves make the tree's food. Leaves use the light from the sun to take a gas called carbon dioxide from the air. The leaves mix this gas with oxygen and water to make the food the tree needs to grow.



Name three foods we get from trees.



Name the three parts of a tree.

The Largest Plants

9 Trees are the largest of all plants. They provide
20 homes for birds and other animals, and they protect us from
31 the sun and the wind. But trees are important in other
33 ways, too.
43 Wood from trees helps us build our homes and furniture.
54 Wood gives us the pulp we use to make paper products.
65 Some trees produce the milky material that is used to create
73 rubber. Other trees provide substances used in medicines.
82 Trees give us many foods, too, such as grapefruits,
90 olives, chocolate, coconuts, and walnuts. In many states,
98 vast orchards make large quantities of cherries, peaches,
102 figs, plums, and apples.
113 Trees have three parts. The roots hold the tree in the
123 ground. They soak up water and vitamins needed to help
134 the tree grow. The trunk and branches carry sap and hold
145 the leaves in the sunlight. The leaves make the tree's food.
157 Leaves use the light from the sun to take a gas called
167 carbon dioxide from the air. The leaves mix this gas
178 with oxygen and water to make the food the tree needs
180 to grow.



Name three foods we get from trees.



Name the three parts of a tree.

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Championship Game

Luisa ate her breakfast quickly. Today was the championship game, and she wanted to get to the park early. Mom and Dad watched her and smiled. They knew she was nervous about this game. Her team had spent dozens of hours practicing. They all wanted this championship so badly!

Luisa hugged her parents, said good-bye, and ran out. “We’ll be there in a half hour,” said Mom. “Good luck, champ!” called Dad.

At the baseball field, both teams were already warming up. Luisa watched as friends and neighbors filled the stands. She waved to her grandparents. They had arrived early and were saving seats for Luisa’s mom and dad.

Finally, the game started, and her team was up at bat. Luisa was the first batter up, and hit the ball into the outfield. When the outfielder could not make the catch, Luisa smiled and made it to second base. The crowd stood up and cheered. Luisa heard her family yelling her name. “We’re off to a good start,” she thought.



Why was Luisa nervous?



Why did the crowd cheer?

The Championship Game

8 Luisa ate her breakfast quickly. Today was the
 19 championship game, and she wanted to get to the park early.
 30 Mom and Dad watched her and smiled. They knew she was
 41 nervous about this game. Her team had spent dozens of hours
 49 practicing. They all wanted this championship so badly!
 59 Luisa hugged her parents, said good-bye, and ran out.
 71 “We’ll be there in a half hour,” said Mom. “Good luck, champ!”
 73 called Dad.
 82 At the baseball field, both teams were already warming
 92 up. Luisa watched as friends and neighbors filled the stands.
 103 She waved to her grandparents. They had arrived early and were
 110 saving seats for Luisa’s mom and dad.
 121 Finally, the game started, and her team was up at bat.
 134 Luisa was the first batter up, and hit the ball into the outfield.
 145 When the outfielder could not make the catch, Luisa smiled and
 157 made it to second base. The crowd stood up and cheered. Luisa
 169 heard her family yelling her name. “We’re off to a good start,”
 171 she thought.



Why was Luisa nervous?



Why did the crowd cheer?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The North Wind and the Sun

One day, the North Wind and the Sun argued about which of them was stronger. The argument went on for several days.

Finally, the Sun said, “I know how we can settle this argument. Do you see that traveler walking down the road? Whoever can make him take off his coat first is the stronger one. Do you agree?”

“Yes,” answered the North Wind, “but I would like to be the first to try.”

So the North Wind gathered its strength and blew. However, the traveler shivered and pulled his coat more tightly around himself. The North Wind kept blowing, but the more it blew, the more the traveler held on to his coat.

Then it was the Sun’s turn. First, the Sun sent gentle, warm sunbeams down upon the traveler. Right away, the traveler loosened his coat. Then the Sun sent down even warmer beams. After a minute, the traveler became so warm that he removed his coat!

And that is how the Sun proved it was stronger than the North Wind.



What did the North Wind and Sun argue about?



How did they settle their argument?

The North Wind and the Sun

11 One day, the North Wind and the Sun argued about which
 22 of them was stronger. The argument went on for several days.
 33 Finally, the Sun said, "I know how we can settle this
 43 argument. Do you see that traveler walking down the road?
 56 Whoever can make him take off his coat first is the stronger one.
 59 Do you agree?"
 70 "Yes," answered the North Wind, "but I would like to be
 74 the first to try."
 83 So the North Wind gathered its strength and blew.
 93 However, the traveler shivered and pulled his coat more tightly
 104 around himself. The North Wind kept blowing, but the more it
 114 blew, the more the traveler held on to his coat.
 125 Then it was the Sun's turn. First, the Sun sent gentle,
 135 warm sunbeams down upon the traveler. Right away, the traveler
 146 loosened his coat. Then the Sun sent down even warmer beams.
 157 After a minute, the traveler became so warm that he removed
 159 his coat!
 171 And that is how the Sun proved it was stronger than the
 173 North Wind.



- What did the North Wind and Sun argue about?
- How did they settle their argument?

Words Read	-	Errors	=	WCPM

- ☐ Fall (71 WCPM)
- ☐ Winter (92 WCPM)
- ☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Giraffes, the Tallest Animals on Earth

These graceful animals live in the grasslands of Africa. An adult male giraffe is about eighteen feet tall. An adult female is about fourteen feet tall. A giraffe reaches its full height at the age of four.

Although giraffes are very tall, they are not awkward. They are able to move quickly. They can jump with great ease. When they are scared, they can run thirty-five miles an hour. Sometimes all four feet leave the ground as they run! Their speed protects them from lions, hyenas, and wild dogs.

Giraffes also have other ways to protect themselves. They can use their strong legs as weapons. One kick from their back legs can kill a lion. Their spotted coat helps them blend in with the background. Good eyesight is another form of protection. Their large eyes are on the sides of their heads. They are able to see an animal that is a mile away! All these features make it hard to sneak up on giraffes.



What are three features that help giraffes protect themselves?



Which animals are enemies of giraffes?

Giraffes, the Tallest Animals on Earth

9 These graceful animals live in the grasslands of Africa.
21 An adult male giraffe is about eighteen feet tall. An adult female
34 is about fourteen feet tall. A giraffe reaches its full height at the
37 age of four.
46 Although giraffes are very tall, they are not awkward.
58 They are able to move quickly. They can jump with great ease.
70 When they are scared, they can run thirty-five miles an hour.
81 Sometimes all four feet leave the ground as they run! Their
90 speed protects them from lions, hyenas, and wild dogs.
99 Giraffes also have other ways to protect themselves. They
111 can use their strong legs as weapons. One kick from their back
124 legs can kill a lion. Their spotted coat helps them blend in with
133 the background. Good eyesight is another form of protection.
147 Their large eyes are on the sides of their heads. They are able to
160 see an animal that is a mile away! All these features make it
166 hard to sneak up on giraffes.



What are three features that help giraffes protect themselves?



Which animals are enemies of giraffes?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Basketball on Wheels

Basketball is a challenging sport to play. Players need strength to move up and down the court and bounce the ball while they are on the move. They also need to be alert for the opportunity to pass. Basketball players cannot relax or let their attention stray for a second. People who play basketball work as a team and depend on each other for support. The same is true for people who play basketball from wheelchairs.

The United States has many basketball teams for children in wheelchairs. The children on these teams bounce the ball, pass, and shoot from their wheelchairs. They learn to move quickly in their chairs and keep track of the ball. They must also be good at passing and shooting. They need a lot of balance, energy, and upper-body strength. Just think how high the basketball hoop looks when you are sitting down.

Wheelchair basketball is an excellent way for children in wheelchairs to be on a team. These players show us we can all be strong if we make the effort.



Name three things that are needed by all kinds of basketball players.



Why is it important for children in wheelchairs to get a chance to play basketball?

Basketball on Wheels

9 Basketball is a challenging sport to play. Players need
 21 strength to move up and down the court and bounce the ball
 35 while they are on the move. They also need to be alert for the
 45 opportunity to pass. Basketball players cannot relax or let their
 55 attention stray for a second. People who play basketball work
 68 as a team and depend on each other for support. The same is
 76 true for people who play basketball from wheelchairs.

84 The United States has many basketball teams for
 93 children in wheelchairs. The children on these teams bounce
 104 the ball, pass, and shoot from their wheelchairs. They learn to
 116 move quickly in their chairs and keep track of the ball. They
 129 must also be good at passing and shooting. They need a lot of
 138 balance, energy, and upper-body strength. Just think how
 148 high the basketball hoop looks when you are sitting down.

156 Wheelchair basketball is an excellent way for children
 169 in wheelchairs to be on a team. These players show us we can
 177 all be strong if we make the effort.



Name three things that are needed by all kinds of basketball players.



Why is it important for children in wheelchairs to get a chance to play basketball?

Words Read	–	Errors	=	WCPM

- ☐ Fall (71 WCPM)
☐ Winter (92 WCPM)
☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Wolf Watchers

Benjamin was thrilled to be on vacation in Montana. His parents wanted to observe timber wolves in their natural environment.

The first day, his family woke up early and hiked several miles with a guide to a wooded area. During the night, they had heard a wolf's howl, so they were certain there were wolves nearby. They knew that wolves were becoming rare, that they avoided people, and that the best time to spot a wolf was at sunrise. For a long time, they saw deer and elk, but no wolves.

Suddenly they heard leaves crunching softly. Nobody made a sound. Sure enough, it was a wolf! Benjamin's family watched the large, gray wolf for ten minutes before it vanished into the woods. They made plaster casts out of the wolf's tracks. But Benjamin wanted to do something to help the wolves survive.

"You can write a letter to show your support of timber wolves," the guide said.

Benjamin wrote a letter after he finished his breakfast. He would remember the trip, and watching the wolf, for a long time.



What did Benjamin's family do in Montana?



What would the wolf have done if it had known there were people nearby?

Wolf Watchers

9 Benjamin was thrilled to be on vacation in Montana.
 18 His parents wanted to observe timber wolves in their
 20 natural environment.
 30 The first day, his family woke up early and hiked
 41 several miles with a guide to a wooded area. During the
 52 night, they had heard a wolf's howl, so they were certain
 61 there were wolves nearby. They knew that wolves were
 71 becoming rare, that they avoided people, and that the best
 84 time to spot a wolf was at sunrise. For a long time, they
 91 saw deer and elk, but no wolves.
 97 Suddenly they heard leaves crunching softly.
 107 Nobody made a sound. Sure enough, it was a wolf!
 116 Benjamin's family watched the large, gray wolf for ten
 125 minutes before it vanished into the woods. They made
 134 plaster casts out of the wolf's tracks. But Benjamin
 143 wanted to do something to help the wolves survive.
 153 "You can write a letter to show your support of
 158 timber wolves," the guide said.
 167 Benjamin wrote a letter after he finished his breakfast.
 178 He would remember the trip, and watching the wolf, for a
 180 long time.



What did Benjamin's family do in Montana?



What would the wolf have done if it had known there were people nearby?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

A Solar Eclipse

Have you ever seen an eclipse of the Sun? It is called a solar eclipse. A solar eclipse happens when the Sun's light is blocked from Earth.

Why does this happen? The Moon travels around Earth. Both Earth and the Moon travel around the Sun. Once in a while, the moon passes between the Sun and Earth. But it is very rare. Then the Sun's light is blocked by the Moon. The sky and Earth become dark. A solar eclipse can last up to several minutes. Then as the Moon moves, the Sun appears again.

There are several different kinds of solar eclipses. Sometimes the Moon covers the Sun completely. That is a total solar eclipse. This is the rarest kind. Other times, the Moon partly covers the Sun. However, each type of eclipse creates an amazing show. A solar eclipse is a thrilling event. But please keep this safety rule in mind. Never look at an eclipse of the Sun without wearing the proper eye protection.



What is a solar eclipse?



What important safety rule should you follow?

A Solar Eclipse

13 Have you ever seen an eclipse of the Sun? It is called a
24 solar eclipse. A solar eclipse happens when the Sun's light is
27 blocked from Earth.

35 Why does this happen? The Moon travels around
46 Earth. Both Earth and the Moon travel around the Sun. Once
58 in a while, the Moon passes between the Sun and Earth. But
71 it is very rare. Then the Sun's light is blocked by the Moon.
82 The sky and Earth become dark. A solar eclipse can last
93 up to several minutes. Then as the Moon moves, the Sun
95 appears again.

103 There are several different kinds of solar eclipses.
114 Sometimes the Moon covers the Sun completely. That is a total
125 solar eclipse. This is the rarest kind. Other times, the Moon
136 partly covers the Sun. However, each type of eclipse creates an
147 amazing show. A solar eclipse is a thrilling event. But please
161 keep this safety rule in mind. Never look at an eclipse of the Sun
167 without wearing the proper eye protection.



What is a solar eclipse?



What important safety rule should you follow?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Tornado Scare

Early one April morning, a tornado formed and quickly moved toward the town of Madison. Most tornadoes form in the late afternoon, so this was quite unusual. As the tornado swept across the small town, it knocked down trees and signs. A few cars were even turned on their sides!

Jerome heard a howling noise outside his window, and he jumped out of bed. When he looked out, he saw a swirling twister. He could hardly believe his eyes! Then he ran to his parents' room to wake them up.

His parents did not waste any time. They went downstairs to the kitchen where their dogs, Buddy and Spot, were trembling. Jerome scooped up both dogs. Then he followed his parents to the basement, where it was safe. Jerome's mother turned on the old transistor radio she had stored in the basement. A reporter was announcing that the tornado was moving east! They stayed in the basement until the reporter announced that their town was safe. Then Jerome and his family went upstairs to have a good breakfast.



What did Jerome's family do to stay safe?



How was the transistor radio helpful?

The Tornado Scare

9 Early one April morning, a tornado formed and quickly
 20 moved toward the town of Madison. Most tornadoes form in the
 31 late afternoon, so this was quite unusual. As the tornado swept
 43 across the small town, it knocked down trees and signs. A few
 50 cars were even turned on their sides!
 60 Jerome heard a howling noise outside his window, and he
 72 jumped out of bed. When he looked out, he saw a swirling
 84 twister. He could hardly believe his eyes! Then he ran to his
 90 parents' room to wake them up.
 100 His parents did not waste any time. They went downstairs
 111 to the kitchen where their dogs, Buddy and Spot, were trembling.
 122 Jerome scooped up both dogs. Then he followed his parents to
 133 the basement, where it was safe. Jerome's mother turned on the
 144 old transistor radio she had stored in the basement. A reporter
 154 was announcing that the tornado was moving east! They stayed
 164 in the basement until the reporter announced that their town
 176 was safe. Then Jerome and his family went upstairs to have a
 178 good breakfast.



What did Jerome's family do to stay safe?



How was the transistor radio helpful?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

A Great Dog

The Labrador retriever, or Lab, is a very popular breed of dog. Labs come in three colors—black, yellow, and chocolate. Their bodies are tall and strong. They have short hair, so they do not shed very much.

Labs are very playful, and they enjoy spending time with children. They will play fetch for hours on end! They are gentle, intelligent, and eager to please. People often comment on how kind a Lab's eyes look. Labs also love water, and they are great swimmers. All of these traits make them a perfect family dog.

Labs are quite easy to train. However, they need a lot of attention. They also require a lot of exercise. Lab owners must be willing to go out in all types of weather. If these dogs do not get enough exercise, they will gain weight quickly.

Did you know that Labs make good guide dogs? They are often used as search-and-rescue dogs, too. People who own Labs or work with them think they are the best dogs.



Why are Labs good family dogs?



What types of work can Labs do?

A Great Dog

11 The Labrador retriever, or Lab, is a very popular breed of
21 dog. Labs come in three colors—black, yellow, and chocolate.
34 Their bodies are tall and strong. They have short hair, so they do
38 not shed very much.

48 Labs are very playful, and they enjoy spending time with
60 children. They will play fetch for hours on end! They are gentle,
70 intelligent, and eager to please. People often comment on how
83 kind a Lab's eyes look. Labs also love water, and they are great
94 swimmers. All of these traits make them a perfect family dog.

106 Labs are quite easy to train. However, they need a lot of
117 attention. They also require a lot of exercise. Lab owners must
132 be willing to go out in all types of weather. If these dogs do not
140 get enough exercise, they will gain weight quickly.

151 Did you know that Labs make good guide dogs? They are
162 often used as search-and-rescue dogs, too. People who own
173 Labs or work with them think they are the best dogs.



Why are Labs good family dogs?



What types of work can Labs do?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Babe

Babe Ruth might be the most famous baseball player who ever lived. His batting ability along with his colorful personality brought huge crowds to his games. But his road to fame was challenging and difficult.

Babe was born on February 6, 1895, as George Herman Ruth, Jr., to a family in Baltimore. When Babe was seven, his parents sent him to live at a school for boys. Although he visited home several times over the next few years, the school was his real home until he turned nineteen years old.

The school was strict, and baseball was the only game the boys were allowed to play. Luckily for Babe, there was a teacher at the school who took a special liking to Babe.

That teacher was also a wonderful baseball player. He could hit a ball hard and far. The teacher worked with Babe hour after hour, teaching him to hit and pitch and catch.

When Babe left the school, he was ready to make his way in the world. And Babe's way was baseball. He became a national hero.



Where was Babe's real home when he was growing up?



Who helped Babe the most in choosing his career?

Babe

8 Babe Ruth might be the most famous baseball
 18 player who ever lived. His batting ability along with his
 26 colorful personality brought huge crowds to his games.
 35 But his road to fame was challenging and difficult.
 45 Babe was born on February 6, 1895, as George Herman
 55 Ruth, Jr., to a family in Baltimore. When Babe was
 67 seven, his parents sent him to live at a school for boys.
 77 Although he visited home several times over the next few
 87 years, the school was his real home until he turned
 90 nineteen years old.
 99 The school was strict, and baseball was the only
 109 game the boys were allowed to play. Luckily for Babe,
 121 there was a teacher at the school who took a special liking
 123 to Babe.
 131 That teacher was also a wonderful baseball player.
 143 He could hit a ball hard and far. The teacher worked with
 155 Babe hour after hour, teaching him to hit and pitch and catch.
 166 When Babe left the school, he was ready to make his
 178 way in the world. And Babe's way was baseball. He became a
 180 national hero.



Where was Babe's real home when he was growing up?



Who helped Babe the most in choosing his career?

Words Read	–	Errors	=	WCPM

- ☐ Fall (71 WCPM)
☐ Winter (92 WCPM)
☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Chimps That Talk

Have you ever been to the zoo and watched the chimpanzees? Chimpanzees are among the most playful, curious, and interesting animals at the zoo. They often entertain visitors by dancing around, waving their arms, and making hooting noises. Often they come right up to visitors as if they want to have a chat.

For many years, scientists have watched chimpanzees use grunts, hoots, and howls to tell each other about things like food and danger. Scientists wondered if chimpanzees could talk with humans and decided to try to teach them sign language. In sign language, hand and finger movements are used to mean different things.

At first, the chimpanzees would copy the signs the scientists made. For example, the scientist would make the signs for “I want to eat” as the chimpanzees ate a meal and the chimps would copy them. Later, the chimpanzees would make the sign “I want to eat” all by themselves. After a while, chimpanzees learned to make their own signs to show what they wanted.

Would you like to have a conversation with a chimpanzee? Maybe someday you will.



What is “Chimps That Talk” mostly about?



How do chimpanzees communicate?

Chimps That Talk

10 Have you ever been to the zoo and watched the
17 chimpanzees? Chimpanzees are among the most playful,
26 curious, and interesting animals at the zoo. They often
34 entertain visitors by dancing around, waving their arms,
44 and making hooting noises. Often they come right up to
53 visitors as if they want to have a chat.

60 For many years, scientists have watched chimpanzees
72 use grunts, hoots, and howls to tell each other about things like
80 food and danger. Scientists wondered if chimpanzees could
91 talk with humans and decided to try to teach them sign
100 language. In sign language, hand and finger movements are
105 used to mean different things.

114 At first, the chimpanzees would copy the signs the
123 scientists made. For example, the scientist would make the
137 signs for “I want to eat” as the chimpanzees ate a meal and the
146 chimps would copy them. Later, the chimpanzees would make
158 the sign “I want to eat” all by themselves. After a while,
168 chimpanzees learned to make their own signs to show what
170 they wanted.

180 Would you like to have a conversation with a chimpanzee?
184 Maybe someday you will.



What is “Chimps That Talk” mostly about?



How do chimpanzees communicate?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Tortoise and the Hare

Once there was a hare that liked to brag. One day, he bragged to a tortoise about how fast he could run. “I can run faster than the wind,” he boasted. “It is very sad that you move so slowly!”

“Perhaps you think I move slowly,” said the tortoise. “However, I am happy to race you.”

“You cannot be serious,” replied the hare. “You are foolish if you think you can win! However, if you insist, we shall race.”

The next morning, the race began. The hare started far ahead of the tortoise. But that didn’t bother the tortoise. He moved at a slow and steady pace.

The hare looked back and saw that the tortoise was far behind. “That foolish fellow will never win!” he said. “I am so far ahead! I can take a long nap while he crawls along.”

Meanwhile, the tortoise kept moving at a slow and steady pace. After a while, he crossed the finish line and won! When the hare woke up, he saw that the tortoise had won the race while he napped.



What did the hare brag about?



Why did the tortoise win the race?

The Tortoise and the Hare

12 Once there was a hare that liked to brag. One day, he
25 bragged to a tortoise about how fast he could run. "I can run
38 faster than the wind," he boasted. "It is very sad that you move
40 so slowly!"
49 "Perhaps you think I move slowly," said the tortoise.
56 "However, I am happy to race you."
65 "You cannot be serious," replied the hare. "You are
77 foolish if you think you can win! However, if you insist, we
79 shall race."
89 The next morning, the race began. The hare started far
100 ahead of the tortoise. But that didn't bother the tortoise. He
107 moved at a slow and steady pace.
118 The hare looked back and saw that the tortoise was far
130 behind. "That foolish fellow will never win!" he said. "I am so
142 far ahead! I can take a long nap while he crawls along."
152 Meanwhile, the tortoise kept moving at a slow and steady
164 pace. After a while, he crossed the finish line and won! When
177 the hare woke up, he saw that the tortoise had won the race
180 while he napped.



What did the hare brag about?



Why did the tortoise win the race?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Pony Express

In 1860, a mail service called the Pony Express was created. Pony Express riders rode on horseback across the western part of the United States to deliver mail. People in California could receive mail from people in Missouri in just ten days.

William Hepburn Russell was the person who thought of the idea. Before that, the fastest way to deliver mail was by stagecoach. Stagecoaches traveled from Missouri to Texas. Then they traveled on to California. The journey took about a month.

The Pony Express covered 2,000 miles from St. Joseph, Missouri to Sacramento, California. Each rider traveled about seventy-five miles. Then he handed the mailbag to another rider. The Pony Express was a success right away. The men who became riders were admired by all. One of the best known riders was Bill Cody. Later on, he became famous as Buffalo Bill.

Although the Pony Express was successful, it lasted less than two years. That is because the telegraph was invented during that period. Then people were able to send messages by wire in a few seconds. Sadly, that meant the end of the Pony Express.



What did the Pony Express do?



Why did the Pony Express last only a short time?

The Pony Express

10 In 1860, a mail service called the Pony Express was
 19 created. Pony Express riders rode on horseback across the
 30 western part of the United States to deliver mail. People in
 40 California could receive mail from people in Missouri in just
 42 ten days.

51 William Hepburn Russell was the person who thought of
 63 the idea. Before that, the fastest way to deliver mail was by
 71 stagecoach. Stagecoaches traveled from Missouri to Texas. Then
 82 they traveled on to California. The journey took about a month.

91 The Pony Express covered 2,000 miles from St. Joseph,
 99 Missouri to Sacramento, California. Each rider traveled about
 110 seventy-five miles. Then he handed the mailbag to another rider.
 121 The Pony Express was a success right away. The men who
 133 became riders were admired by all. One of the best known riders
 144 was Bill Cody. Later on, he became famous as Buffalo Bill.

153 Although the Pony Express was successful, it lasted less
 163 than two years. That is because the telegraph was invented
 173 during that period. Then people were able to send messages
 186 by wire in a few seconds. Sadly, that meant the end of the
 188 Pony Express.



What did the Pony Express do?



Why did the Pony Express last only a short time?

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Tree Trouble

Scott overheard his mother and a neighbor outside his apartment door. They were discussing the grove of oak trees next to the apartment building. The city government was planning to remove the trees to create space for new apartments.

Scott was shocked. Surely they were not talking about his favorite place! Scott loved the grove. It was shady and cool in the summer, and it was the perfect spot for building forts in the winter. And Scott could always go there when he wanted to be alone.

Scott's neighbors were upset about losing the grove, too, but no one knew what action to take. Scott decided to hold a meeting for everyone in his apartment. Almost everyone was interested and almost everyone came. They discussed many ideas and finally decided to write letters to the local newspaper.

After the newspaper printed the letters, more people in the community became aware of the city's plans. Some protested and wrote letters of their own.

Soon the city chose a new place for the apartments. The grove was saved!



Why did Scott love the grove so much?



How did writing letters save the grove of oak trees?

Tree Trouble

- 8 Scott overheard his mother and a neighbor outside
17 his apartment door. They were discussing the grove of
26 oak trees next to the apartment building. The city
36 government was planning to remove the trees to create space
39 for new apartments.
- 47 Scott was shocked. Surely they were not talking
58 about his favorite place! Scott loved the grove. It was shady
70 and cool in the summer, and it was the perfect spot for
80 building forts in the winter. And Scott could always go
87 there when he wanted to be alone.
- 94 Scott's neighbors were upset about losing the
105 grove, too, but no one knew what action to take. Scott
115 decided to hold a meeting for everyone in his apartment.
123 Almost everyone was interested and almost everyone came.
132 They discussed many ideas and finally decided to write
137 letters to the local newspaper.
- 145 After the newspaper printed the letters, more people
155 in the community became aware of the city's plans. Some
162 protested and wrote letters of their own.
- 172 Soon the city chose a new place for the apartments.
176 The grove was saved!



Why did Scott love the grove so much?



How did writing letters save the grove of oak trees?

Words Read	–	Errors	=	WCPM

- ☐ Fall (71 WCPM)
☐ Winter (92 WCPM)
☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Fads

Suppose one day a girl comes to school wearing a fake braid made out of yarn. The next day three girls come to school with fake braids. Soon all the girls in school are wearing the braids.

That is how a fad starts. A few people start doing something different, and then all of a sudden everybody starts to copy them.

In the 1950s, one popular fad for teenage girls was wearing their fathers' big, white shirts. Another fad for girls at the same time was wearing felt skirts with cutouts of poodles on them. During the 1970s, people wore blue jeans with fancy stitching on them as a fad. In recent years boys have worn baggy pants and baseball caps turned around backward.

Not all fads are about clothes. Some fads involve sports. In the 1990s, students on college campuses kicked around a small, colorful, leather ball. They called this game hacky sack. Hacky sack players kept the ball off the ground by using their knees and feet. Students loved playing this game during their free time.

When people look back at certain fads they may wonder why they were so popular. But when "everyone is doing it," fads are just a way for people to have some fun.



How does a fad start?



Name three fads from the past.

Fads

10 Suppose one day a girl comes to school wearing a
21 fake braid made out of yarn. The next day three girls
32 come to school with fake braids. Soon all the girls in
37 school are wearing the braids.

48 That is how a fad starts. A few people start doing
57 something different, and then all of a sudden everybody
61 starts to copy them.

71 In the 1950s, one popular fad for teenage girls was
80 wearing their fathers' big, white shirts. Another fad for
91 girls at the same time was wearing felt skirts with cutouts
101 of poodles on them. During the 1970s, people wore blue
112 jeans with fancy stitching on them as a fad. In recent
121 years boys have worn baggy pants and baseball caps
124 turned around backward.

133 Not all fads are about clothes. Some fads involve
142 sports. In the 1990s, students on college campuses kicked
152 around a small, colorful, leather ball. They called this game
163 hacky sack. Hacky sack players kept the ball off the ground
174 by using their knees and feet. Students loved playing this game
178 during their free time.

188 When people look back at certain fads they may wonder
199 why they were so popular. But when "everyone is doing it,"
210 fads are just a way for people to have some fun.



How does a fad start?



Name three fads from the past.

Words Read	–	Errors	=	WCPM

☐ Fall (71 WCPM)

☐ Winter (92 WCPM)

☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fire in the Locker Room

Jason was in the showers near the locker room when he thought he smelled something burning. He dashed into the locker room and saw flames shooting out of several lockers.

Jason was unsure what to do. Other kids had gotten into trouble for pulling the fire alarm, and Jason didn't want any trouble. He ran outside and began shouting "Fire, fire!" He was able to get the attention of a teacher, but at first the teacher didn't believe him. There had been a couple of false alarms lately. But the teacher went into the locker room and saw the fire spreading.

Jason, the teacher, and the track coach grabbed the school fire hoses and managed to put out most of the flames. But flames continued to pop up here and there, and the fire department had to come to make sure the fire was completely out.

No one knew how the fire had started, but the principal thanked Jason for his quick action. Jason had stopped more damage from happening to his school.



What is this story mostly about?



How did Jason's actions help the school?

Fire in the Locker Room

9 Jason was in the showers near the locker room
17 when he thought he smelled something burning. He
26 dashed into the locker room and saw flames shooting
30 out of several lockers.

39 Jason was unsure what to do. Other kids had
48 gotten into trouble for pulling the fire alarm, and
57 Jason didn't want any trouble. He ran outside and
67 began shouting "Fire, fire!" He was able to get the
77 attention of a teacher, but at first the teacher didn't
87 believe him. There had been a couple of false alarms
96 lately. But the teacher went into the locker room
101 and saw the fire spreading.

109 Jason, the teacher, and the track coach grabbed
121 the school fire hoses and managed to put out most of the
131 flames. But flames continued to pop up here and there,
143 and the fire department had to come to make sure the fire
146 was completely out.

156 No one knew how the fire had started, but the
164 principal thanked Jason for his quick action. Jason
173 had stopped more damage from happening to his school.



What is this story mostly about?



How did Jason's actions help the school?

Words Read	-	Errors	=	WCPM

- ☐ Fall (71 WCPM)
☐ Winter (92 WCPM)
☐ Spring (107 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Summer Camping

Last summer, Tony and his brother went camping with their mom. They drove around the park for a long time. Finally, they found the perfect campsite. They decided to set up camp on a quiet spot surrounded by tall trees.

Their tent was shaped like an igloo. It was big enough for the three of them. It was made of thin red nylon cloth. It had a door that zipped and unzipped as they went in and out. It also had three windows covered with netting. There were lots of bugs in the woods. The windows stopped the bugs from coming in.

For cooking, they had a little stove. Mom set the stove at the end of a picnic table. Finally, they were ready for their first picnic under the trees. They had a tasty meal of barbecued chicken and boiled corn. Then the boys helped clean up.

When it got dark, they made a fire. They toasted some marshmallows, told stories, and sang songs. It was nice to be together under the stars.



What is the story mostly about?



What did Tony and his family do when it got dark?

Name: _____ Date: _____

Summer Camping

9 Last summer, Tony and his brother went camping with
 21 their mom. They drove around the park for a long time. Finally,
 33 they found the perfect campsite. They decided to set up camp on
 40 a quiet spot surrounded by tall trees.

52 Their tent was shaped like an igloo. It was big enough for
 68 the three of them. It was made of thin red nylon cloth. It had a door
 82 that zipped and unzipped as they went in and out. It also had three
 93 windows covered with netting. There were lots of bugs in the
 102 woods. The windows stopped the bugs from coming in.

114 For cooking, they had a little stove. Mom set the stove at
 127 the end of a picnic table. Finally, they were ready for their first
 138 picnic under the trees. They had a tasty meal of barbecued
 148 chicken and boiled corn. Then the boys helped clean up.

159 When it got dark, they made a fire. They toasted some
 170 marshmallows, told stories, and sang songs. It was nice to be
 174 together under the stars.



What is the story mostly about?



What did Tony and his family do when it got dark?

Copyright © The McGraw-Hill Companies, Inc.

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hometown Hero

What makes a hero? This question can be answered in many ways. Courage in the face of danger is one attribute. Unselfish leadership for the good of the community is another. Yet there are many heroes who never face danger and cannot be called leaders.

These noble people go about their lives helping others for no reward other than knowing it is the right thing to do. They do not take a day off, and they put their own needs last. Unfortunately, their heroic actions are mostly unnoticed. Maybe there is a hero like this living in your house.

What makes people do heroic things? The heroes that we study in school often found themselves in history-making situations, courage in wartime being an example. Other people are natural leaders who inspire their followers to make important changes in society.

Perhaps at this time in your life, you have not met any heroes. If not, try to be one in your own life each day. Put the needs of others first. Be kind and helpful to your friends and family. It is not easy to be a hero, but it is a daily possibility.



What is “Hometown Hero” mostly about?



What can you do in your daily life to become a hero?

Hometown Hero

10 What makes a hero? This question can be answered in
21 many ways. Courage in the face of danger is one attribute.
31 Unselfish leadership for the good of the community is another.
41 Yet there are many heroes who never face danger and
45 cannot be called leaders.

54 These noble people go about their lives helping others
67 for no reward other than knowing it is the right thing to do.
81 They do not take a day off, and they put their own needs last.
89 Unfortunately, their heroic actions are mostly unnoticed. Maybe
99 there is a hero like this living in your house.

109 What makes people do heroic things? The heroes that we
118 study in school often found themselves in history-making
128 situations, courage in wartime being an example. Other people are
137 natural leaders who inspire their followers to make important
140 changes in society.

152 Perhaps at this time in your life, you have not met any
167 heroes. If not, try to be one in your own life each day. Put the
179 needs of others first. Be kind and helpful to your friends and
194 family. It is not easy to be a hero, but it is a daily possibility.



What is "Hometown Hero" mostly about?



What can you do in your daily life to become a hero?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manatees

Manatees are slow, gentle mammals that live in water. Some people call them sea cows. They breathe air and can stay underwater for 20 minutes at a time. Usually, though, they come up for air every five minutes or so.

An adult manatee has gray skin, is about 10 feet long, and weighs up to 1,800 pounds. The manatee is related to the elephant but is shaped more like a walrus. It has a flat tail and two flippers, and it has a box-shaped snout with whiskers.

Manatees live near coastlines or in rivers in warm, shallow water. Many live in South America and spend winters in Florida. They eat water plants. An adult can eat up to 150 pounds of food a day. This is very hard on its teeth. Manatees grow new teeth when their old ones wear out.

It is important for manatees to have many babies because they are endangered. They have no animal predators, but people like to hunt them. A female manatee is pregnant for one year. Then she gives birth to just one baby. Baby manatees are called calves. The calf is about 3 feet long at birth and weighs 60 pounds. That is bigger than most six-year-old children!



What do manatees look like?



Why are manatees endangered?

Manatees

9 Manatees are slow, gentle mammals that live in water.
 21 Some people call them sea cows. They breathe air and can stay
 32 underwater for 20 minutes at a time. Usually, though, they come
 40 up for air every five minutes or so.
 52 An adult manatee has gray skin, is about 10 feet long, and
 64 weighs up to 1,800 pounds. The manatee is related to the elephant
 79 but is shaped more like a walrus. It has a flat tail and two flippers,
 88 and it has a box-shaped snout with whiskers.
 98 Manatees live near coastlines or in rivers in warm, shallow
 109 water. Many live in South America and spend winters in Florida.
 124 They eat water plants. An adult can eat up to 150 pounds of food a
 137 day. This is very hard on its teeth. Manatees grow new teeth when
 142 their old ones wear out.
 152 It is important for manatees to have many babies because
 162 they are endangered. They have no animal predators, but people
 174 like to hunt them. A female manatee is pregnant for one year.
 186 Then she gives birth to just one baby. Baby manatees are called
 200 calves. The calf is about 3 feet long at birth and weighs 60 pounds.
 209 That is bigger than most six-year-old children!



What do manatees look like?



Why are manatees endangered?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Ant and the Dove

One morning, an ant was on the riverbank, sipping water from the river. Unfortunately, the ant fell in and was carried along by the rushing current. “I will surely drown,” he thought desperately, “because nobody is around to help me!”

Meanwhile, a dove in a tree gazed down and noticed the struggling ant. So the dove pulled off a leaf and dropped it into the river. The ant gratefully crawled onto the leaf and floated safely back to shore. “I appreciate what you have done for me,” said the ant, “and I shall always remember it!”

“You are welcome, indeed, and I am happy I could assist you,” replied the dove.

Several days later, the ant spotted a hunter scouting the dove and waiting for his chance. So the ant crawled on the hunter’s ankle and bit him as hard as he possibly could. When the hunter shrieked in pain and ran away, the dove realized what had happened. “Today it is my turn to thank you for saving my life,” said the dove.

“One good turn deserves another, dear friend,” replied the ant.



How did the dove save the ant’s life?



What is the message of the story?

The Ant and the Dove

10 One morning, an ant was on the riverbank, sipping water
 21 from the river. Unfortunately, the ant fell in and was carried
 32 along by the rushing current. "I will surely drown," he thought
 40 desperately, "because nobody is around to help me!"
 51 Meanwhile, a dove in a tree gazed down and noticed the
 64 struggling ant. So the dove pulled off a leaf and dropped it into
 75 the river. The ant gratefully crawled onto the leaf and floated
 87 safely back to shore. "I appreciate what you have done for me,"
 96 said the ant, "and I shall always remember it!"
 107 "You are welcome, indeed, and I am happy I could assist
 111 you," replied the dove.
 121 Several days later, the ant spotted a hunter scouting the
 133 dove and waiting for his chance. So the ant crawled on the
 145 hunter's ankle and bit him as hard as he possibly could. When
 157 the hunter shrieked in pain and ran away, the dove realized what
 170 had happened. "Today it is my turn to thank you for saving my
 174 life," said the dove.
 182 "One good turn deserves another, dear friend," replied
 184 the ant.



How did the dove save the ant's life?



What is the message of the story?

Words Read	–	Errors	=	WCPM

- ☐ Fall (94 WCPM)
☐ Winter (112 WCPM)
☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Louis Braille

Louis Braille was born in 1809 in a town near Paris, France. When he was just three years old, he was blinded in an accident. Because the town where Louis lived did not have a school for blind students, he went to a school in Paris when he was ten years old. While he was there, Louis invented a reading system for blind people. Later on, his system would become world famous.

Louis got the idea for his system when he was only twelve years old! That was when Charles Barbier, a former soldier in the French Army, visited his school. Barbier described the code he had invented to send secret messages to soldiers. Barbier's code, which used a system of twelve dots, sparked an idea in Louis. He began working on his own system, which used only six raised dots.

Louis arranged the six dots differently for each letter of the alphabet. In 1829, he published the first book in Braille. Later on, Louis created additional symbols for math and music. Today, the Braille system is used in practically every country in the world.



What did Louis Braille invent?



How was Louis Braille's system different from Charles Barbier's system?

Louis Braille

12 Louis Braille was born in 1809 in a town near Paris, France.
25 When he was just three years old, he was blinded in an accident.
37 Because the town where Louis lived did not have a school for
51 blind students, he went to a school in Paris when he was ten years
62 old. While he was there, Louis invented a reading system for
72 blind people. Later on, his system would become world famous.
84 Louis got the idea for his system when he was only twelve
95 years old! That was when Charles Barbier, a former soldier in
105 the French Army, visited his school. Barbier described the code
115 he had invented to send secret messages to soldiers. Barbier's
127 code, which used a system of twelve dots, sparked an idea in
138 Louis. He began working on his own system, which used only
141 six raised dots.
151 Louis arranged the six dots differently for each letter of
162 the alphabet. In 1829, he published the first book in Braille.
172 Later on, Louis created additional symbols for math and music.
183 Today, the Braille system is used in practically every country in
185 the world.



What did Louis Braille invent?



How was Louis Braille's system different from Charles Barbier's system?

Words Read	-	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

An Amusing Story

In fourth grade, Rob wrote a story called “What If Ants Wore Pants.” He even drew pictures to go with the story.

“What a great picture book idea, Rob!” said his teacher, Mr. Yetto. Mr. Yetto gave Rob some large sheets of paper to make the book. Rob began to work right away. Rob drew big pictures for his story. Then, he printed his words at the bottom of each page. Mr. Yetto made holes at the top of each sheet and put rings through the holes. He then hung the rings on a frame. This way, Rob could flip each page easily.

The book turned out really well. Mr. Yetto asked Rob to read his story to the kindergarten class. The next day, Rob and Mr. Yetto shared the big book with the kindergarten children. Rob flipped each page and read the story aloud. The children laughed at every page. They loved the funny pictures of llamas in pajamas. Their favorite, though, were the buffaloes in ski clothes.

Rob never felt as proud as he did that day. Perhaps Rob will grow up to be a writer or artist—or both.



Where were the words written in Rob’s book?



What happened when Rob read his book to the young children?

An Amusing Story

11 In fourth grade, Rob wrote a story called “What If Ants
 22 Wore Pants.” He even drew pictures to go with the story.
 32 “What a great picture book idea, Rob!” said his teacher,
 45 Mr. Yetto. Mr. Yetto gave Rob some large sheets of paper to make
 57 the book. Rob began to work right away. Rob drew big pictures
 71 for his story. Then, he printed his words at the bottom of each page.
 85 Mr. Yetto made holes at the top of each sheet and put rings through
 99 the holes. He then hung the rings on a frame. This way, Rob could
 103 flip each page easily.
 114 The book turned out really well. Mr. Yetto asked Rob to
 126 read his story to the kindergarten class. The next day, Rob and
 137 Mr. Yetto shared the big book with the kindergarten children. Rob
 149 flipped each page and read the story aloud. The children laughed at
 160 every page. They loved the funny pictures of llamas in pajamas.
 169 Their favorite, though, were the buffaloes in ski clothes.
 181 Rob never felt as proud as he did that day. Perhaps Rob
 192 will grow up to be a writer or artist—or both.



Where were the words written in Rob’s book?



What happened when Rob read his book to the young children?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Crow and the Pitcher

Long ago, on an extremely hot day, there were two thirsty crows. One crow suddenly noticed that a pitcher of water was under a tree. The delighted crow flew to the pitcher and stuck his beak inside. However, the water in the pitcher was too low for the crow to reach it. He continued pushing his beak inside with all of his might, but he still couldn't reach the water. So the frustrated crow flew away, muttering in anger.

Meanwhile, the second crow had been watching the scene with interest. He flew to the pitcher, looked inside, and began to think. "Every problem has a solution," he said, as he flew off.

A minute later, the crow came back carrying pebbles in his mouth. One at a time, he dropped the pebbles into the pitcher and observed the water. Then he flew back to search for more pebbles. After several minutes, the crow had added enough pebbles. Now the water in the pitcher was high enough for him to reach. So the crow stuck his beak into the pitcher and took a long, satisfying drink!



What was the problem the crows faced?



How did the second crow solve the problem?

The Crow and the Pitcher

11 Long ago, on an extremely hot day, there were two thirsty
22 crows. One crow suddenly noticed that a pitcher of water was
34 under a tree. The delighted crow flew to the pitcher and stuck
46 his beak inside. However, the water in the pitcher was too low
58 for the crow to reach it. He continued pushing his beak inside
72 with all of his might, but he still couldn't reach the water. So the
79 frustrated crow flew away, muttering in anger.
88 Meanwhile, the second crow had been watching the scene
100 with interest. He flew to the pitcher, looked inside, and began to
112 think. "Every problem has a solution," he said, as he flew off.
122 A minute later, the crow came back carrying pebbles in
134 his mouth. One at a time, he dropped the pebbles into the
146 pitcher and observed the water. Then he flew back to search for
156 more pebbles. After several minutes, the crow had added enough
168 pebbles. Now the water in the pitcher was high enough for him
182 to reach. So the crow stuck his beak into the pitcher and took a
185 long, satisfying drink!



What was the problem the crows faced?



How did the second crow solve the problem?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Facts about the Flu

The word *flu* is the common term for *influenza*. What is the flu? It is a virus that infects the respiratory system, which includes the organs that help you breathe. Flu season extends from November to April. Each year, millions of people in our country get the flu.

The flu is different from a cold in that it strikes without warning. Some of the symptoms are muscle aches, fever, headache, and a cough. If you have the flu, you should rest in bed and drink plenty of liquids.

At this time, there is no cure. However, many medical experts think that getting a flu vaccine can prevent you from getting sick. Each year, scientists create new vaccines because the flu virus changes every year.

What else can you do to protect yourself and others? Do the same things you would do to avoid spreading or catching a cold. Cover your nose and mouth with a tissue when you sneeze or cough. Wash your hands often with soap and water. Avoid touching your eyes, nose, or mouth. Hopefully, doing these things will keep you healthy all winter long!



What are some flu symptoms?



How can you prevent yourself and others from getting the flu?

Facts about the Flu

- 11 The word *flu* is the common term for *influenza*. What is
23 the flu? It is a virus that infects the respiratory system, which
33 includes the organs that help you breathe. Flu season extends
44 from November to April. Each year, millions of people in our
48 country get the flu.
- 60 The flu is different from a cold in that it strikes without
69 warning. Some of the symptoms are muscle aches, fever,
82 headache, and a cough. If you have the flu, you should rest in
88 bed and drink plenty of liquids.
- 98 At this time, there is no cure. However, many medical
109 experts think that getting a flu vaccine can prevent you from
118 getting sick. Each year, scientists create new vaccines because
124 the flu virus changes every year.
- 135 What else can you do to protect yourself and others? Do
147 the same things you would do to avoid spreading or catching a
159 cold. Cover your nose and mouth with a tissue when you sneeze
170 or cough. Wash your hands often with soap and water. Avoid
179 touching your eyes, nose, or mouth. Hopefully, doing these
187 things will keep you healthy all winter long!



What are some flu symptoms?



How can you prevent yourself and others from getting the flu?

Words Read	–	Errors	=	WCPM

- ☐ Fall (94 WCPM)
☐ Winter (112 WCPM)
☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Planning a Vacation

It was the day after Thanksgiving, but the Johnson family was already planning their vacation for next summer. “It’s always a good idea to get an early start,” said Mom.

The Johnsons were planning to visit Grand Canyon National Park sometime in July. Today, Sandra and her younger brother, Darrell, were sitting in front of their computer, learning about the park and the various activities that were offered.

Darrell was excited as he stared at the screen. There were hiking trails throughout the canyon and white-water rafting trips on the Colorado River. Sandra was interested in the tours through old mines, where they could search for fossils and ancient rocks. They could also take mule trips along canyon trails. “I just can’t wait for July to come!” said Sandra.

“July will be here soon enough,” laughed Dad. “Meanwhile, planning a vacation can be almost as much fun as taking one!” That turned out to be true for the Johnsons. During the next several months, they had a great time learning about the place that is often called “one of the seven natural wonders of the world.”



Where were the Johnsons planning to go on vacation?



Why is planning a vacation fun?

Planning a Vacation

10 It was the day after Thanksgiving, but the Johnson family
20 was already planning their vacation for next summer. "It's always
30 a good idea to get an early start," said Mom.

39 The Johnsons were planning to visit Grand Canyon National
49 Park sometime in July. Today, Sandra and her younger brother,
60 Darrell, were sitting in front of their computer, learning about the
68 park and the various activities that were offered.

79 Darrell was excited as he stared at the screen. There were
89 hiking trails throughout the canyon and white-water rafting trips
99 on the Colorado River. Sandra was interested in the tours
109 through old mines, where they could search for fossils and
119 ancient rocks. They could also take mule trips along canyon
130 trails. "I just can't wait for July to come!" said Sandra.

138 "July will be here soon enough," laughed Dad.
149 "Meanwhile, planning a vacation can be almost as much fun as
161 taking one!" That turned out to be true for the Johnsons. During
173 the next several months, they had a great time learning about the
185 place that is often called "one of the seven natural wonders of
187 the world."



Where were the Johnsons planning to go on vacation?



Why is planning a vacation fun?

Words Read	–	Errors	=	WCPM

- ☐ Fall (94 WCPM)
☐ Winter (112 WCPM)
☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Laura Ingalls Wilder

Laura Ingalls Wilder was born in 1867 in Pepin, Wisconsin. She and her three sisters grew up on prairie farms, and their family moved quite often. Finally, they settled in De Smet, South Dakota.

Laura attended school whenever possible, but she was mainly self-educated. She taught school from the age of fifteen until the age of eighteen, when she got married. Laura and her husband, Almanzo Wilder, moved several times before settling on a farm in Mansfield, Missouri.

When Laura was in her sixties, her only child, Rose, encouraged her to record the stories of her early life. Laura began describing her childhood in *Little House in the Big Woods*. Eight more books followed in what became known as the “Little House” series.

Laura lived a long life and died in 1957. Years later, a TV series was made that was based on the “Little House” books. The series, “Little House on the Prairie,” lasted for nine years. Laura’s books and the TV series showed many children and adults what life was like on the Western frontier in the late 1800s.



Why did Laura begin to write books?



What did her books and the TV series based on them teach people?

Laura Ingalls Wilder

9 Laura Ingalls Wilder was born in 1867 in Pepin,
20 Wisconsin. She and her three sisters grew up on prairie farms,
30 and their family moved quite often. Finally, they settled in
33 De Smet, South Dakota.

41 Laura attended school whenever possible, but she was
52 mainly self-educated. She taught school from the age of fifteen
64 until the age of eighteen, when she got married. Laura and her
72 husband, Almanzo Wilder, moved several times before settling
78 on a farm in Mansfield, Missouri.

88 When Laura was in her sixties, her only child, Rose,
99 encouraged her to record the stories of her early life. Laura
109 began describing her childhood in *Little House in the Big*
119 *Woods*. Eight more books followed in what became known as
123 the “Little House” series.

136 Laura lived a long life and died in 1957. Years later, a TV
148 series was made that was based on the “Little House” books. The
159 series, “Little House on the Prairie,” lasted for nine years. Laura’s
170 books and the TV series showed many children and adults what
181 life was like on the Western frontier in the late 1800s.



Why did Laura begin to write books?



What did her books and the TV series based on them teach people?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Robin

The robin is one of the most common birds in the United States. Robins go south in the winter. Then, in the spring, they are among the first birds to come back north. Toward the end of winter, many people watch for robins. They think the first robin is a sign of spring.

Robins are easy to spot because they have red chests. They often go back to the same place each year to build nests. They like to nest in trees. However, they also like to build nests on shelves and ledges.

Perhaps you have watched a robin catching a worm. It will tilt its head. Then it may reach down and tug a worm from the ground. The robin may look like it is listening when it tilts its head. In fact, this helps the robin see better. The robin's eyes are on the sides of its head. It needs to turn its head to see what is in front. Robins can find worms just by looking for the dirt around worm holes. They can also spot the tiniest part of an almost buried worm. Robins also eat fruit and beetles.

Robins are a special part of our landscape. Be sure to keep your eyes open for your next robin.



Tell two facts about robins from the passage.



Why do robins tilt their heads to catch worms?

The Robin

12 The robin is one of the most common birds in the United
24 States. Robins go south in the winter. Then, in the spring, they
37 are among the first birds to come back north. Toward the end of
48 winter, many people watch for robins. They think the first robin
53 is a sign of spring.

64 Robins are easy to spot because they have red chests. They
77 often go back to the same place each year to build nests. They
90 like to nest in trees. However, they also like to build nests on
93 shelves and ledges.

104 Perhaps you have watched a robin catching a worm. It will
118 tilt its head. Then it may reach down and tug a worm from the
131 ground. The robin may look like it is listening when it tilts its
144 head. In fact, this helps the robin see better. The robin's eyes are
161 on the sides of its head. It needs to turn its head to see what is in
173 front. Robins can find worms just by looking for the dirt around
185 worm holes. They can also spot the tiniest part of an almost
193 buried worm. Robins also eat fruit and beetles.

205 Robins are a special part of our landscape. Be sure to keep
212 your eyes open for your next robin.



Tell two facts about robins from the passage.



Why do robins tilt their heads to catch worms?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Man, His Son, and a Donkey

Long ago, a man and his son were going on a journey. The man gathered their few belongings and placed them on their donkey's back. Then the man and his son began walking together.

After a while, they met a group of travelers. "Why are you both walking when one of you could be riding the donkey?" they asked. So the boy climbed on the donkey, and they continued on their way.

Then they met another group who said, "What a terrible son you are to let your poor father walk while you ride!" The boy felt ashamed, so he got off the donkey and let his father ride.

Next, they met a woman who said, "What a terrible father you are to let your son walk while you ride! Why aren't you both riding the donkey?" So the boy climbed back on.

Then they met a farmer, who said, "How cruel you are to make that donkey carry two people!" So they both got off and continued walking as they had in the beginning. The man sighed and said, "You can never please everyone, so it is probably best to please yourself."



What happens each time the man and his son meet someone?



What is the lesson of the story?

A Man, His Son, and a Donkey

- 12 Long ago, a man and his son were going on a journey.
 23 The man gathered their few belongings and placed them on their
 34 donkey's back. Then the man and his son began walking together.
 45 After a while, they met a group of travelers. "Why are
 57 you both walking when one of you could be riding the donkey?"
 68 they asked. So the boy climbed on the donkey, and they
 72 continued on their way.
 82 Then they met another group who said, "What a terrible
 95 son you are to let your poor father walk while you ride!" The
 109 boy felt ashamed, so he got off the donkey and let his father ride.
 120 Next, they met a woman who said, "What a terrible father
 133 you are to let your son walk while you ride! Why aren't you
 143 both riding the donkey?" So the boy climbed back on.
 155 Then they met a farmer, who said, "How cruel you are to
 167 make that donkey carry two people!" So they both got off and
 178 continued walking as they had in the beginning. The man sighed
 190 and said, "You can never please everyone, so it is probably best
 193 to please yourself."



What happens each time the man and his son meet someone?



What is the lesson of the story?

Words Read	–	Errors	=	WCPM

- ☐ Fall (94 WCPM)
☐ Winter (112 WCPM)
☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Deep Sleep

Making it through the winter is hard for many animals. Some animals and insects, like birds and butterflies, are able to migrate to warmer places. Other animals, such as bears, cannot make such a far move.

To survive the icy weather, many bears go to sleep. This sleep is called hibernation. Preparing for this deep sleep keeps bears busy throughout late summer and fall. During this time, they must eat a lot of berries and fish. The food helps them gain at least 40 pounds a week. They must store enough body fat because they have to live off this fat while asleep.

For its long sleep, a bear finds a cave or hollow log. Its heart rate may drop from 40 to 10 beats a minute. Most bears start hibernating in early October. When they wake up around April or May, they are very hungry. Be very careful if you know there are bears near where you are living. You would not want to be in the path of a hungry bear.



Why do bears sleep during the winter?



Why are bears especially dangerous in the spring?

Deep Sleep

10 Making it through the winter is hard for many animals.
 21 Some animals and insects, like birds and butterflies, are able to
 31 migrate to warmer places. Other animals, such as bears, cannot
 36 make such a far move.
 47 To survive the icy weather, many bears go to sleep. This
 57 sleep is called hibernation. Preparing for this deep sleep keeps
 68 bears busy throughout late summer and fall. During this time, they
 83 must eat a lot of berries and fish. The food helps them gain at least
 95 40 pounds a week. They must store enough body fat because they
 103 have to live off this fat while asleep.
 117 For its long sleep, a bear finds a cave or hollow log. Its heart
 130 rate may drop from 40 to 10 beats a minute. Most bears start
 141 hibernating in early October. When they wake up around April or
 154 May, they are very hungry. Be very careful if you know there are
 168 bears near where you are living. You would not want to be in the
 173 path of a hungry bear.



Why do bears sleep during the winter?



Why are bears especially dangerous in the spring?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Paul Bunyan and the Popcorn Blizzard

Everyone knows that Paul Bunyan was a mighty big hero who headed for the West and became a lumberjack. While there, Paul hired hundreds of men to help him clear the forests and create land for farms.

One spring, when some of the forests had been cleared, the farmers planted corn. When summer came, the sun got hotter and hotter, and the cornstalks grew as tall as trees! As the cornstalks grew, so did the kernels of corn.

One morning, after the scorching sun rose, it was hotter than ever. When Paul went out, his lumberjacks stood near him because his shadow provided the only shade. While the men were working, they suddenly heard a loud popping sound. All across the fields, the corn kernels were bursting as loud as firecrackers! The popped corn flew through the air and then fell to the ground, forming large piles. Meanwhile, the men who had been sweltering were now shivering because they thought the popcorn was snow! So they ran inside to put on their jackets and caps. Then they made popcorn balls and had popcorn fights!

Later on, this incident became known as the Popcorn Blizzard. People laughed and marveled how during the “blizzard” everyone forgot about the heat.



Why did the cornstalks grow so big?



What did the men think the popcorn was?

Paul Bunyan and the Popcorn Blizzard

10 Everyone knows that Paul Bunyan was a mighty big hero
21 who headed for the West and became a lumberjack. While there,
33 Paul hired hundreds of men to help him clear the forests and
37 create land for farms.

47 One spring, when some of the forests had been cleared,
57 the farmers planted corn. When summer came, the sun got
70 hotter and hotter, and the cornstalks grew as tall as trees! As the
78 cornstalks grew, so did the kernels of corn.

88 One morning, after the scorching sun rose, it was hotter
99 than ever. When Paul went out, his lumberjacks stood near him
109 because his shadow provided the only shade. While the men
119 were working, they suddenly heard a loud popping sound. All
130 across the fields, the corn kernels were bursting as loud as
141 firecrackers! The popped corn flew through the air and then fell
152 to the ground, forming large piles. Meanwhile, the men who had
161 been sweltering were now shivering because they thought the
174 popcorn was snow! So they ran inside to put on their jackets and
184 caps. Then they made popcorn balls and had popcorn fights!

193 Later on, this incident became known as the Popcorn
201 Blizzard. People laughed and marveled how during the
207 “blizzard” everyone forgot about the heat.



Why did the cornstalks grow so big?



What did the men think the popcorn was?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Checks and Balances

The authors of our Constitution were a very wise group. They created a government with three separate branches: executive, judicial, and legislative. Each branch has specific powers. In order to make sure that no branch could have too much power, they set up a system of checks and balances. Here are some examples of how checks and balances work.

The president, who is part of the executive branch, has the power to order our army into battle. However, only Congress has the power to declare war, and Congress is part of the legislative branch.

The members of Congress can pass any law. However, the president has the power to veto that law. But if two-thirds of the members of Congress agree, then Congress can overturn the veto.

The Supreme Court, which is part of the judicial branch, can check, or limit, the powers of the president and Congress. The Supreme Court can stop a law that Congress has passed or the president has approved by declaring the law unconstitutional.

Balancing freedom and power among the three branches of our government is essential. This balance has helped our government to work well for more than 200 years.





What are the three branches of our government?



Which branch of our government has the power to declare a law unconstitutional?

Checks and Balances

10 The authors of our Constitution were a very wise group.
18 They created a government with three separate branches:
26 executive, judicial, and legislative. Each branch has specific
38 powers. In order to make sure that no branch could have too
50 much power, they set up a system of checks and balances. Here
59 are some examples of how checks and balances work.
70 The president, who is part of the executive branch, has the
80 power to order our army into battle. However, only Congress
92 has the power to declare war, and Congress is part of the
94 legislative branch.
104 The members of Congress can pass any law. However, the
117 president has the power to veto that law. But if two-thirds of
126 the members of Congress agree, then Congress can overturn
128 the veto.
138 The Supreme Court, which is part of the judicial branch,
149 can check, or limit, the powers of the president and Congress.
161 The Supreme Court can stop a law that Congress has passed or
170 the president has approved by declaring the law unconstitutional.
178 Balancing freedom and power among the three branches
188 of our government is essential. This balance has helped our
197 government to work well for more than 200 years.

-  What are the three branches of our government?
 Which branch of our government has the power to declare a law unconstitutional?

Words Read	–	Errors	=	WCPM

- ☐ Fall (94 WCPM)
☐ Winter (112 WCPM)
☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Let's Go Skating

You can have fun and get lots of exercise with in-line roller skates. In-line skates have all their wheels lined up in one row. Many people think that in-line skates are easier to move around on than skates with four wheels. Balance is the most important thing. The hardest part is learning how to stop.

Before you try in-line skating, get equipment to protect yourself. Wear elbow pads and knee pads. You should wear wrist guards, safety gloves, and a helmet as well.

Find a smooth, flat surface to begin learning. Be sure you are away from traffic and away from people on foot. Learn how to stop before you begin rolling. Put your arms out in front of you for balance. Then, slide one foot forward and press hard on the brake pad under that heel.

Now you're ready to try in-line skating. Start off in a slight crouch position. Then, put your weight on one foot and push off with the other foot. You should push off to the side. Go slowly and get into the rhythm. Soon you'll be having so much fun you won't want to stop.



According to the passage, what is the hardest thing to learn with in-line skating?



What is the author's position on in-line skating?

Let's Go Skating

13 You can have fun and get lots of exercise with in-line roller
26 skates. In-line skates have all their wheels lined up in one row.
38 Many people think that in-line skates are easier to move around
49 on than skates with four wheels. Balance is the most important
58 thing. The hardest part is learning how to stop.

68 Before you try in-line skating, get equipment to protect
79 yourself. Wear elbow pads and knee pads. You should wear wrist
87 guards, safety gloves, and a helmet as well.

98 Find a smooth, flat surface to begin learning. Be sure you
110 are away from traffic and away from people on foot. Learn how
123 to stop before you begin rolling. Put your arms out in front of
135 you for balance. Then, slide one foot forward and press hard on
141 the brake pad under that heel.

154 Now you're ready to try in-line skating. Start off in a slight
166 crouch position. Then, put your weight on one foot and push off
179 with the other foot. You should push off to the side. Go slowly
192 and get into the rhythm. Soon you'll be having so much fun you
196 won't want to stop.



According to the passage, what is the hardest thing to learn with in-line skating?



What is the author's position on in-line skating?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Fox and the Grapes

One summer day, a fox was out walking. Soon his eyes grew large and his mouth began to water as he approached a vineyard. He saw large bunches of ripening grapes growing high on a vine.

The fox was hungry and thirsty, and the grapes looked delicious. “I would love to eat those sweet grapes,” he thought. So he entered the vineyard and reached up to pick them. However, no matter how much he stretched, he could not reach them. The fox tried jumping as high as he could again and again. But the grapes continued to be out of reach!

So the fox found a log to stand on and placed it below the vine. Then he climbed on the log and tried to jump, but the log began to roll. The frustrated fox fell off the log repeatedly. Soon he was panting and sweating with exhaustion.

Finally, the fox was too tired to keep trying and began walking away. Looking back at the grapes, he said, “I really didn’t want those grapes, and they probably taste sour!”

“The Fox and the Grapes” is one of Aesop’s fables, which use animal characters to teach lessons about human behavior. The message of this fable is, “It is easy to dislike, or scorn, what you cannot have.”



How did the fox try to reach the grapes?



What lesson does the fable teach?

The Fox and the Grapes

11 One summer day, a fox was out walking. Soon his eyes
23 grew large and his mouth began to water as he approached a
33 vineyard. He saw large bunches of ripening grapes growing high
36 on a vine.

46 The fox was hungry and thirsty, and the grapes looked
57 delicious. "I would love to eat those sweet grapes," he thought.
69 So he entered the vineyard and reached up to pick them. However,
81 no matter how much he stretched, he could not reach them. The
94 fox tried jumping as high as he could again and again. But the
101 grapes continued to be out of reach!

115 So the fox found a log to stand on and placed it below the
129 vine. Then he climbed on the log and tried to jump, but the log
141 began to roll. The frustrated fox fell off the log repeatedly. Soon
148 he was panting and sweating with exhaustion.

159 Finally, the fox was too tired to keep trying and began
170 walking away. Looking back at the grapes, he said, "I really
179 didn't want those grapes, and they probably taste sour!"

190 "The Fox and the Grapes" is one of Aesop's fables, which
199 use animal characters to teach lessons about human behavior.
213 The message of this fable is, "It is easy to dislike, or scorn, what
216 you cannot have."



How did the fox try to reach the grapes?



What lesson does the fable teach?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hurricanes

Hurricanes are one of the most destructive kinds of storms. There are three components to a hurricane: turbulent oceans, strong winds, and heavy rain. Hurricane winds can blow nearly 200 miles per hour! These winds can pull up trees and damage cars and buildings. In fact, they can destroy anything in their path.

Hurricanes happen in most parts of the world. However, they all start in the same place—over the ocean near the equator. At the equator, the sun is extremely hot. It heats the ocean and the air above it. This heated air spirals upward in tiny, hot circles. When the heated air combines with moist air, it is drawn toward the sky. The spiral of heated air and moist air twists and grows, spinning faster and faster in a counterclockwise direction. Huge rain clouds form at the top of the spiral as the air cools. The combination of rain, hot air, and spiraling winds creates a hurricane.

Hurricanes are called different names depending upon where they form. Storms that form over the Atlantic Ocean are called *hurricanes*. Storms that form over the northwest Pacific Ocean are called *typhoons*. In the South Pacific and Indian Oceans, they are called *cyclones*.



Where do hurricanes start?



What are two other names for hurricanes?

Hurricanes

9 Hurricanes are one of the most destructive kinds of
 18 storms. There are three components to a hurricane: turbulent
 28 oceans, strong winds, and heavy rain. Hurricane winds can blow
 40 nearly 200 miles per hour! These winds can pull up trees and
 51 damage cars and buildings. In fact, they can destroy anything in
 53 their path.
 62 Hurricanes happen in most parts of the world. However,
 75 they all start in the same place—over the ocean near the equator.
 88 At the equator, the sun is extremely hot. It heats the ocean and
 100 the air above it. This heated air spirals upward in tiny, hot
 112 circles. When the heated air combines with moist air, it is drawn
 125 toward the sky. The spiral of heated air and moist air twists and
 134 grows, spinning faster and faster in a counterclockwise direction.
 148 Huge rain clouds form at the top of the spiral as the air cools.
 159 The combination of rain, hot air, and spiraling winds creates a
 160 hurricane.
 167 Hurricanes are called different names depending upon
 178 where they form. Storms that form over the Atlantic Ocean are
 187 called *hurricanes*. Storms that form over the northwest Pacific
 197 Ocean are called *typhoons*. In the South Pacific and Indian
 202 Oceans, they are called *cyclones*.



Where do hurricanes start?



What are two other names for hurricanes?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

How Turtle Flew South for Winter

Long ago, when only animals lived on the Earth, Turtle saw the birds gathering. When he asked what they were doing, the birds explained they were flying south where it was warm.

That sounded appealing to Turtle, and he asked if he might come along. The birds agreed and came up with a plan: two birds would carry Turtle by holding each end of a stick with their feet, and Turtle would grasp the middle of the stick with his mouth.

Soon they were off, and Turtle was enjoying the ride and the view. However, after a while, he began to feel nervous. Turtle was curious to know how much farther they had to travel before arriving at their destination. Since he couldn't speak, he tried wiggling his legs and blinking his eyes to get their attention. The birds ignored him, and Turtle became so irritated that he yelled, "Can't you see that I'm trying to..."

However, that was all he said because he had released the stick and was falling! When Turtle landed, he felt very sore and crawled to a nearby pond. Then he swam to the bottom and buried himself in the cool mud, where he slept all winter. According to Native American legend, that is why today all turtles go underground and sleep during the winter months.



How did Turtle fly with the birds?



Why did Turtle fall?

How Turtle Flew South for Winter

- 10 Long ago, when only animals lived on the Earth, Turtle
 21 saw the birds gathering. When he asked what they were doing,
 32 the birds explained they were flying south where it was warm.
 42 That sounded appealing to Turtle, and he asked if he
 54 might come along. The birds agreed and came up with a plan:
 66 two birds would carry Turtle by holding each end of a stick
 78 with their feet, and Turtle would grasp the middle of the stick
 81 with his mouth.
 92 Soon they were off, and Turtle was enjoying the ride and
 103 the view. However, after a while, he began to feel nervous.
 115 Turtle was curious to know how much farther they had to travel
 125 before arriving at their destination. Since he couldn't speak, he
 136 tried wiggling his legs and blinking his eyes to get their
 146 attention. The birds ignored him, and Turtle became so irritated
 156 that he yelled, "Can't you see that I'm trying to..."
 167 However, that was all he said because he had released the
 179 stick and was falling! When Turtle landed, he felt very sore and
 191 crawled to a nearby pond. Then he swam to the bottom and
 202 buried himself in the cool mud, where he slept all winter.
 212 According to Native American legend, that is why today all
 221 turtles go underground and sleep during the winter months.



How did Turtle fly with the birds?



Why did Turtle fall?

Words Read	–	Errors	=	WCPM

- ☐ Fall (94 WCPM)
☐ Winter (112 WCPM)
☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Emperor Penguins

Emperor penguins are the largest of the seventeen species of penguins. These wonderful seabirds cannot fly; however, they are superb swimmers. They stand almost four feet tall and weigh between sixty and ninety pounds. The yellow coloring on their necks and cheeks makes them easy to recognize.

Emperors spend the entire year in the Antarctic and do not migrate. A thick layer of fat and feathers helps them stay warm in this frigid environment. Another way that emperors keep warm is by huddling in groups. The penguins take turns moving to the center of the group where it is warmest.

When emperors mate, the female lays a single egg. She then leaves her egg behind and travels to the ocean to search for food, such as fish, squid, and krill. Meanwhile, the male emperor keeps the egg warm for about two months. He does this by balancing the egg on his feet and covering it with feathered skin, called a “brood pouch.” After the egg hatches, the female returns to take care of the penguin chick. Then it is the male emperor’s turn to head to the ocean to hunt for food.

These penguins have a typical life span of twenty years. However, some exceptional cases have been recorded of emperors living more than forty years!



How do emperor penguins stay warm?



What do emperor penguins eat?

Emperor Penguins

9 Emperor penguins are the largest of the seventeen species
 18 of penguins. These wonderful seabirds cannot fly; however, they
 28 are superb swimmers. They stand almost four feet tall and
 38 weigh between sixty and ninety pounds. The yellow coloring on
 47 their necks and cheeks makes them easy to recognize.
 58 Emperors spend the entire year in the Antarctic and do not
 70 migrate. A thick layer of fat and feathers helps them stay warm
 79 in this frigid environment. Another way that emperors keep
 90 warm is by huddling in groups. The penguins take turns moving
 100 to the center of the group where it is warmest.
 110 When emperors mate, the female lays a single egg. She
 123 then leaves her egg behind and travels to the ocean to search for
 133 food, such as fish, squid, and krill. Meanwhile, the male
 145 emperor keeps the egg warm for about two months. He does this
 157 by balancing the egg on his feet and covering it with feathered
 168 skin, called a “brood pouch.” After the egg hatches, the female
 181 returns to take care of the penguin chick. Then it is the male
 192 emperor’s turn to head to the ocean to hunt for food.
 202 These penguins have a typical life span of twenty years.
 210 However, some exceptional cases have been recorded of
 216 emperors living more than forty years!



How do emperor penguins stay warm?



What do emperor penguins eat?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Backyard Memorial

A memorial is a lasting reminder of someone or something important from the past. Most people think of something like the Lincoln Memorial when they hear the word. But memorials do not have to be for national heroes or events only.

For example, my friend has a pear tree in his backyard. My friend planted the tree in memory of his father. The pears get ripe in the summer. My friend gives the pears to neighbors on the street. Each time we eat one of those pears, we think fondly of his father. The pear tree is his father's memorial.

In another neighbor's kitchen sits a photograph of her mother. Two candles stand in front of her mother's picture. My neighbor lights these candles every evening. The photo and the candles are a miniature memorial.

In my backyard is a small stone painted white. Underneath lies my old pet hamster. Each time I see the stone, I think of Tootsie and what a good companion she was. Though it is a memorial to a hamster, it is still a memorial. Whatever makes you stop and remember can be called a memorial.



What is a memorial?



Why aren't memorials just for national heroes?

Backyard Memorial

9 A memorial is a lasting reminder of someone or
 18 something important from the past. Most people think of
 27 something like the Lincoln Memorial when they hear the
 38 word. But memorials do not have to be for national heroes
 41 or events only.
 52 For example, my friend has a pear tree in his backyard.
 64 My friend planted the tree in memory of his father. The pears
 76 get ripe in the summer. My friend gives the pears to neighbors
 89 on the street. Each time we eat one of those pears, we think
 100 fondly of his father. The pear tree is his father's memorial.
 109 In another neighbor's kitchen sits a photograph of her
 120 mother. Two candles stand in front of her mother's picture. My
 130 neighbor lights these candles every evening. The photo and the
 135 candles are a miniature memorial.
 145 In my backyard is a small stone painted white. Underneath
 159 lies my old pet hamster. Each time I see the stone, I think of
 171 Tootsie and what a good companion she was. Though it is a
 182 memorial to a hamster, it is still a memorial. Whatever makes
 191 you stop and remember can be called a memorial.



What is a memorial?



Why aren't memorials just for national heroes?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Taro and the Tidal Wave

Once a boy named Taro lived in a small village on an island. A tall mountain stood behind his village, which made everyone feel safe.

One afternoon, Taro was playing on the mountain when the ground shook. Small earthquakes happened frequently, but this felt different because the island was swaying, not shaking. Taro looked out at the water and saw that it was dark and moving away from the island.

He remembered his grandfather's description of a time long ago when the sea appeared this way. That time, a tidal wave hit the island and flooded their village, injuring many people; Taro did not want that to happen again.

So he ran to the village and warned everyone to go up the mountain, but nobody listened to him! Taro thought for a few seconds, and he had an idea. As loudly as he could, he began shouting, "Fire!"

People thought the entire village was on fire, and they ran to the mountain, but when they got there and looked down, they could see no fire; they were very angry at Taro.

Then, all of a sudden, a tidal wave struck, and the entire village was underwater! The people realized that Taro had saved their lives. When the water rolled back, and everyone returned to the village, Taro was a hero.



Why did Taro lie about the fire?



Why was Taro a hero?

Taro and the Tidal Wave

12 Once a boy named Taro lived in a small village on an
22 island. A tall mountain stood behind his village, which made
25 everyone feel safe.

34 One afternoon, Taro was playing on the mountain when
42 the ground shook. Small earthquakes happened frequently, but
52 this felt different because the island was swaying, not shaking.
65 Taro looked out at the water and saw that it was dark and
70 moving away from the island.

78 He remembered his grandfather's description of a time
90 long ago when the sea appeared this way. That time, a tidal
100 wave hit the island and flooded their village, injuring many
109 people; Taro did not want that to happen again.

122 So he ran to the village and warned everyone to go up the
133 mountain, but nobody listened to him! Taro thought for a few
146 seconds, and he had an idea. As loudly as he could, he began
148 shouting, "Fire!"

159 People thought the entire village was on fire, and they ran
171 to the mountain, but when they got there and looked down, they
181 could see no fire; they were very angry at Taro.

193 Then, all of a sudden, a tidal wave struck, and the entire
203 village was underwater! The people realized that Taro had saved
213 their lives. When the water rolled back, and everyone returned
220 to the village, Taro was a hero.



Why did Taro lie about the fire?



Why was Taro a hero?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Carnivorous Plants

Did you know that certain plants get some of their nutrients from eating insects? These plants often grow in areas where the quality of the soil is poor. Of course, they don't hunt for their prey as animals do. Instead, they have special structures that help them attract and trap insects.

What happens when an insect touches the hairs on the leaf of a Venus flytrap? The leaf's two halves fold over it and close. Each leaf has eighteen spines along its edge. When the leaf closes, the spines fit together and trap the insect. Venus flytrap plants can be found in swampy areas of North and South Carolina.

The pitcher plant gets its name from its pitcher-shaped leaves that are filled with sweet nectar. The smell of the nectar attracts insects. Once an insect falls into the nectar, it is impossible to escape. Pitcher plants are found in North and South America, as well as Africa, Asia, and Australia.

The colorful bladderwort plant lives in ponds. Its leaves are covered with tiny bags that are called bladders. If an insect touches one of these bladders, it sucks the animal inside! Bladderwort plants are native to the southern part of the United States.

Believe it or not, there are hundreds of species of carnivorous plants. So insects must BEWARE—not all predators are animals!



What are three carnivorous plants?



What attracts insects to a pitcher plant?

Carnivorous Plants

10 Did you know that certain plants get some of their
20 nutrients from eating insects? These plants often grow in areas
33 where the quality of the soil is poor. Of course, they don't hunt
44 for their prey as animals do. Instead, they have special structures
51 that help them attract and trap insects.

62 What happens when an insect touches the hairs on the leaf
75 of a Venus flytrap? The leaf's two halves fold over it and close.
86 Each leaf has eighteen spines along its edge. When the leaf
97 closes, the spines fit together and trap the insect. Venus flytrap
109 plants can be found in swampy areas of North and South Carolina.

119 The pitcher plant gets its name from its pitcher-shaped
131 leaves that are filled with sweet nectar. The smell of the nectar
142 attracts insects. Once an insect falls into the nectar, it is
152 impossible to escape. Pitcher plants are found in North and
161 South America, as well as Africa, Asia, and Australia.

170 The colorful bladderwort plant lives in ponds. Its leaves
182 are covered with tiny bags that are called bladders. If an insect
192 touches one of these bladders, it sucks the animal inside!
202 Bladderwort plants are native to the southern part of the
204 United States.

214 Believe it or not, there are hundreds of species of
222 carnivorous plants. So insects must BEWARE—not all
225 predators are animals!



What are three carnivorous plants?



What attracts insects to a pitcher plant?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Business Partners

Mariah lived with her mother, father, and grandmother in a comfortable old house on a tree-lined street. Everyone in the family was a hard worker, including Mariah, who did many chores around their house and backyard.

Mariah was especially close to her grandmother, who worked in a store downtown that sold women's clothing. Grandma had a wonderful way with people and was the most popular salesperson in the store. Unfortunately, one winter morning as Grandma walked to work, she slipped on some ice and sprained her ankle. Their family doctor said she couldn't work for several weeks until her ankle healed completely.

Grandma was used to being active, and she soon became bored. So to pass the time, she began knitting beautiful, colorful caps. Soon Mariah and her mother had caps in every color you could imagine! One morning, while Mariah was putting on her favorite cap, she had a wonderful idea. She took all the caps that Grandma had knitted to the clothing store where Grandma worked. The store's owner, Mr. Anderson, took one look at them and said, "I can sell those caps!"

Soon Grandma had a thriving new business. Mariah was her business partner, and she delivered Grandma's caps to the store each week. "I never knew that a sprained ankle could turn out to be such a fortunate thing!" Grandma said.



Why did Grandma begin to knit caps?



What was Mariah's idea?

Business Partners

9 Mariah lived with her mother, father, and grandmother in
21 a comfortable old house on a tree-lined street. Everyone in the
31 family was a hard worker, including Mariah, who did many
37 chores around their house and backyard.

45 Mariah was especially close to her grandmother, who
54 worked in a store downtown that sold women's clothing.
65 Grandma had a wonderful way with people and was the most
73 popular salesperson in the store. Unfortunately, one winter
84 morning as Grandma walked to work, she slipped on some ice
94 and sprained her ankle. Their family doctor said she couldn't
103 work for several weeks until her ankle healed completely.

113 Grandma was used to being active, and she soon became
124 bored. So to pass the time, she began knitting beautiful, colorful
136 caps. Soon Mariah and her mother had caps in every color you
146 could imagine! One morning, while Mariah was putting on her
159 favorite cap, she had a wonderful idea. She took all the caps that
168 Grandma had knitted to the clothing store where Grandma
179 worked. The store's owner, Mr. Anderson, took one look at them
186 and said, "I can sell those caps!"

195 Soon Grandma had a thriving new business. Mariah was
205 her business partner, and she delivered Grandma's caps to the
217 store each week. "I never knew that a sprained ankle could turn
226 out to be such a fortunate thing!" Grandma said.



Why did Grandma begin to knit caps?



What was Mariah's idea?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Duck-Billed Platypus

The duck-billed platypus is a most unusual animal. This small mammal, which lives in Australia, appears to be a mixture of three animals. It has the bill and webbed feet of a duck, the tail of a beaver, and the body and fur of an otter!

Adult platypuses grow to be about eighteen inches in length and weigh only about three pounds. They are graceful swimmers and hunt underwater for their food, paddling with their front webbed feet and steering with their hind feet and tail. Their diet consists of insects, shellfish, and earthworms. They have no teeth, but use a pad of rough skin near their throat to grind up their food. These nocturnal animals hunt at night and sleep about seventeen hours during the day. Platypuses like to maintain several burrows, which are found at the edges of lakes and rivers.

Unlike most mammals, the platypus lays eggs. The female generally produces one or two eggs, which take about ten days to hatch. Platypus babies are tiny—about the size of lima beans! Females nurse their young for three to four months, until they are able to swim.

The platypus has a life span of about twelve years. Hunters once trapped these animals for their skins, but a law was passed that made it illegal. Today, the platypus is not an endangered species.



What three animals does a platypus resemble?



How is a platypus different from most other mammals?

The Duck-Billed Platypus

10 The duck-billed platypus is a most unusual animal. This
21 small mammal, which lives in Australia, appears to be a mixture
35 of three animals. It has the bill and webbed feet of a duck, the
47 tail of a beaver, and the body and fur of an otter!

56 Adult platypuses grow to be about eighteen inches in
66 length and weigh only about three pounds. They are graceful
75 swimmers and hunt underwater for their food, paddling with
87 their front webbed feet and steering with their hind feet and tail.
96 Their diet consists of insects, shellfish, and earthworms. They
110 have no teeth, but use a pad of rough skin near their throat to
121 grind up their food. These nocturnal animals hunt at night and
131 sleep about seventeen hours during the day. Platypuses like to
142 maintain several burrows, which are found at the edges of lakes
144 and rivers.

153 Unlike most mammals, the platypus lays eggs. The female
164 generally produces one or two eggs, which take about ten days
176 to hatch. Platypus babies are tiny—about the size of lima beans!
187 Females nurse their young for three to four months, until they
191 are able to swim.

201 The platypus has a life span of about twelve years.
212 Hunters once trapped these animals for their skins, but a law
224 was passed that made it illegal. Today, the platypus is not an
226 endangered species.



What three animals does a platypus resemble?



How is a platypus different from most other mammals?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Officer Jenson and the Tool Prints

It was a dark night. Two men broke into a jewelry store and robbed the safe. They knocked the dial off the safe door and drilled holes into it. Then they opened the door using a heavy screwdriver.

Officer Jim Jenson was put on the case. At the store, he found no fingerprints or other clues. But he saw scrape marks on the door. He decided to take the safe door to the crime lab. He had used the marks left by tools to solve cases before.

The woman at the lab could tell that a screwdriver had made the marks on the door. Jim knew that no two tools leave the same marks. Each tool has its own special bumps and dents.

The next day, another officer mentioned that he had stopped a suspicious truck the night before. The men inside seemed nervous. And they had a toolbox. The officer had found nothing wrong, but he took the men's names before they drove off.

Jim got the names and then he got a search warrant to take the toolbox from the men's house. The woman at the lab made marks on metal with the screwdriver from the toolbox. The marks matched the ones on the safe door. This screwdriver had been used in the robbery. Jim and the tool prints helped convict the men of the crime.



What did Jim Jenson use to solve the crime?



How did the robbers try to get away with the crime?

Officer Jensen and the Tool Prints

12 It was a dark night. Two men broke into a jewelry store
24 and robbed the safe. They knocked the dial off the safe door
36 and drilled holes into it. Then they opened the door using a
38 heavy screwdriver.

50 Officer Jim Jensen was put on the case. At the store, he
61 found no fingerprints or other clues. But he saw scrape marks
75 on the door. He decided to take the safe door to the crime lab.
87 He had used the marks left by tools to solve cases before.

98 The woman at the lab could tell that a screwdriver had
111 made the marks on the door. Jim knew that no two tools leave
123 the same marks. Each tool has its own special bumps and dents.

132 The next day, another officer mentioned that he had
142 stopped a suspicious truck the night before. The men inside
153 seemed nervous. And they had a toolbox. The officer had found
165 nothing wrong, but he took the men's names before they drove off.

178 Jim got the names and then he got a search warrant to take
190 the toolbox from the men's house. The woman at the lab made
201 marks on metal with the screwdriver from the toolbox. The marks
213 matched the ones on the safe door. This screwdriver had been used
226 in the robbery. Jim and the tool prints helped convict the men of
228 the crime.



What did Jim Jensen use to solve the crime?



How did the robbers try to get away with the crime?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Author Interview

Raymond arrived at the local bookstore to interview Franklin MacDonald, his favorite author. Raymond was a writer for his school newspaper, and he had sent Mr. MacDonald an e-mail several weeks earlier to request this interview. When Raymond received a response granting the interview, he was absolutely thrilled!

Now he was about to interview the author he admired the most. Franklin MacDonald was sitting at a table near a display of his latest bestseller, *The Basketball Mystery*. Raymond was carrying his own copy of the bestseller with him. As Raymond extended his hand, the author greeted him warmly, and said, “Please call me Franklin.” Then Raymond began asking him the questions he had written on index cards: “Where do all your ideas come from? Do you ever worry that you’ll run out of ideas?”

Franklin responded that many of his ideas were taken from events in his own life. He kept an “Ideas” folder, and whenever something occurred to him, he put it in the folder for future use. Raymond liked that, and thought he might do the same thing. Time flew by as he continued asking questions, and soon the interview was over. Before saying good-bye, Franklin wrote the following inscription in Raymond’s book: “Raymond, I give you the same good advice my favorite author once gave me. Write something every day, even if it’s just a line or two. Keep in touch! Franklin.”



How did Raymond prepare for the interview?



What was the purpose of Franklin’s “Ideas” folder?

Author Interview

8 Raymond arrived at the local bookstore to interview
17 Franklin MacDonald, his favorite author. Raymond was a writer
28 for his school newspaper, and he had sent Mr. MacDonald an
37 e-mail several weeks earlier to request this interview. When
46 Raymond received a response granting the interview, he was
48 absolutely thrilled!

59 Now he was about to interview the author he admired the
71 most. Franklin MacDonald was sitting at a table near a display of
79 his latest bestseller, *The Basketball Mystery*. Raymond was
90 carrying his own copy of the bestseller with him. As Raymond
100 extended his hand, the author greeted him warmly, and said,
110 "Please call me Franklin." Then Raymond began asking him the
122 questions he had written on index cards: "Where do all your ideas
134 come from? Do you ever worry that you'll run out of ideas?"

144 Franklin responded that many of his ideas were taken from
156 events in his own life. He kept an "Ideas" folder, and whenever
169 something occurred to him, he put it in the folder for future use.
181 Raymond liked that, and thought he might do the same thing. Time
192 flew by as he continued asking questions, and soon the interview
202 was over. Before saying good-bye, Franklin wrote the following
212 inscription in Raymond's book: "Raymond, I give you the same
222 good advice my favorite author once gave me. Write something
236 every day, even if it's just a line or two. Keep in touch! Franklin."



How did Raymond prepare for the interview?



What was the purpose of Franklin's "Ideas" folder?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Flightless Birds

Watching birds soar in the sky is a familiar sight. However, there are many birds that can't fly. Some of these flightless birds can flap their wings as they run, while others are unable to do even that.

Most people are familiar with the way penguins stand upright on land and walk with a waddle. Their wings are actually flippers, which make them fast and powerful swimmers.

Another well-known flightless bird is the ostrich. These birds weigh more than 300 pounds and grow to be more than 8 feet tall. They run as fast as 45 miles per hour and have strong legs and feet. Ostriches live on the African plains and have beautiful, colorful feathers.

While most ducks can fly, there are three species that can't. These ducks are called *steamer ducks* because they use their wings as if they were paddle wheels on an old steamboat.

Other flightless birds include the cassowary, the emu, and the rhea. The cassowary is the second largest bird in the world, after the ostrich. This bird lives in Australia and New Guinea. The emu, also from Australia, is the third largest bird in the world. The rhea, another large bird, lives in South America. All of these birds are fast runners.

These are just some of the flightless birds that exist today. However, there are many others that you can learn about.



What are three different flightless birds?



Which flightless bird is a strong swimmer?

Flightless Birds

- 11 Watching birds soar in the sky is a familiar sight. However,
23 there are many birds that can't fly. Some of these flightless birds
36 can flap their wings as they run, while others are unable to do
38 even that.
- 47 Most people are familiar with the way penguins stand
59 upright on land and walk with a waddle. Their wings are actually
67 flippers, which make them fast and powerful swimmers.
- 76 Another well-known flightless bird is the ostrich. These
88 birds weigh more than 300 pounds and grow to be more than
103 8 feet tall. They run as fast as 45 miles per hour and have strong
114 legs and feet. Ostriches live on the African plains and have
117 beautiful, colorful feathers.
- 128 While most ducks can fly, there are three species that can't.
138 These ducks are called *steamer ducks* because they use their
149 wings as if they were paddle wheels on an old steamboat.
- 158 Other flightless birds include the cassowary, the emu, and
170 the rhea. The cassowary is the second largest bird in the world,
182 after the ostrich. This bird lives in Australia and New Guinea. The
194 emu, also from Australia, is the third largest bird in the world.
206 The rhea, another large bird, lives in South America. All of these
210 birds are fast runners.
- 221 These are just some of the flightless birds that exist today.
231 However, there are many others that you can learn about.



What are three different flightless birds?



Which flightless bird is a strong swimmer?

Words Read	–	Errors	=	WCPM

- ☐ Fall (94 WCPM)
☐ Winter (112 WCPM)
☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Wise Teacher

Centuries ago, in a village in China, there lived a wise teacher named Chung who was famous for his amazing ability to train dogs. All dogs trusted him, and Chung could teach them to do fantastic tricks. One afternoon, Chung took one of his dogs to the town square, where they attracted a crowd. Standing among the people was a boy named Ming, who attentively watched Chung and his dog. As Chung sang a tune and snapped his fingers, the dog danced on its hind legs. Afterward, everyone applauded, and Chung fed his dog a treat and patted him affectionately.

Ming longed to train dogs as Chung did, so he took home a stray dog and named him Bo. Then Ming sang a tune, snapped his fingers, and said, “Dance for me, Bo!” However, the dog looked confused! Ming repeated his directions more loudly, and the dog hid behind a tree. Ming continued trying, but got the same result, so after several days, he visited Chung to ask him why his dog was not performing.

Chung listened carefully and said, “My son, a teacher must be kind, patient, and affectionate. He must reward his student for obeying directions.” Ming understood Chung’s advice and thanked him. From then on, he was kind, patient, and affectionate to Bo and rewarded him often. Then Ming was rewarded when Bo learned to perform many wonderful tricks!



Why was Chung a wise teacher?



Why was Ming unsuccessful at first?

A Wise Teacher

11 Centuries ago, in a village in China, there lived a wise
 22 teacher named Chung who was famous for his amazing ability to
 34 train dogs. All dogs trusted him, and Chung could teach them to
 46 do fantastic tricks. One afternoon, Chung took one of his dogs to
 56 the town square, where they attracted a crowd. Standing among
 66 the people was a boy named Ming, who attentively watched
 79 Chung and his dog. As Chung sang a tune and snapped his fingers,
 89 the dog danced on its hind legs. Afterward, everyone applauded,
 100 and Chung fed his dog a treat and patted him affectionately.
 113 Ming longed to train dogs as Chung did, so he took home a
 125 stray dog and named him Bo. Then Ming sang a tune, snapped
 136 his fingers, and said, "Dance for me, Bo!" However, the dog
 145 looked confused! Ming repeated his directions more loudly, and
 157 the dog hid behind a tree. Ming continued trying, but got the
 169 same result, so after several days, he visited Chung to ask him
 175 why his dog was not performing.
 184 Chung listened carefully and said, "My son, a teacher
 194 must be kind, patient, and affectionate. He must reward his
 201 student for obeying directions." Ming understood Chung's
 212 advice and thanked him. From then on, he was kind, patient,
 223 and affectionate to Bo and rewarded him often. Then Ming was
 232 rewarded when Bo learned to perform many wonderful tricks!



Why was Chung a wise teacher?



Why was Ming unsuccessful at first?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The North Star

The North Star, also known as *Polaris* and the *Polar Star*, is one of the most famous stars in the northern sky. It is called the North Star because it shines almost directly over the North Pole and doesn't change its position. If you face the North Star, you can be confident that you are facing north. When you stretch your arms out sideways, your right hand will point east and your left hand will point west. Only people who live in the Northern Hemisphere can see the North Star.

Because the North Star remains in the same spot, it has been used as a navigational star. Since ancient times, explorers and sailors have used this star as a compass, to help them find their way. If you like to stargaze, you can locate the North Star by first finding the Big Dipper. Use your finger to draw an imaginary line through the two stars that comprise the end of the Big Dipper's bowl. Next, extend this line up and away from the bowl. Your finger should lead you to the North Star.

Polaris hasn't always been the North Star, nor will it always continue to be. That's because the Earth's axis changes slightly over time, and stars are always moving. Thousands of years from now, another star will have the opportunity to be the North Star.



Why is the North Star used as a navigational star?



Why will another star be the North Star someday?

The North Star

11 The North Star, also known as *Polaris* and the *Polar Star*,
25 is one of the most famous stars in the northern sky. It is called
36 the North Star because it shines almost directly over the North
48 Pole and doesn't change its position. If you face the North Star,
59 you can be confident that you are facing north. When you
70 stretch your arms out sideways, your right hand will point east
83 and your left hand will point west. Only people who live in the
90 Northern Hemisphere can see the North Star.

101 Because the North Star remains in the same spot, it has
111 been used as a navigational star. Since ancient times, explorers
124 and sailors have used this star as a compass, to help them find
137 their way. If you like to stargaze, you can locate the North Star
149 by first finding the Big Dipper. Use your finger to draw an
160 imaginary line through the two stars that comprise the end of
172 the Big Dipper's bowl. Next, extend this line up and away from
183 the bowl. Your finger should lead you to the North Star.

193 Polaris hasn't always been the North Star, nor will it
203 always continue to be. That's because the Earth's axis changes
213 slightly over time, and stars are always moving. Thousands of
225 years from now, another star will have the opportunity to be the
227 North Star.



Why is the North Star used as a navigational star?



Why will another star be the North Star someday?

Words Read	–	Errors	=	WCPM

☐ Fall (94 WCPM)

☐ Winter (112 WCPM)

☐ Spring (123 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Question of Time

Jason used to spend Saturday afternoons with his Uncle Robert. His parents both worked in a restaurant downtown, and on Saturdays they were busy all day long.

Then a few weeks ago, Uncle Robert told Jason that he had become a volunteer at an organization called Second Harvest. This was a place where local restaurants gave away food they didn't use. The volunteers packed up the food, and then they distributed it to people who needed it.

"You're a big kid now," said Uncle Robert. "You can stay with your cousins on Saturdays. Instead, I will see you on the weekdays."

"But I want to go to the museum with you, and baseball games, and movies. Why do you have to ruin our Saturdays packing fruit?" Jason whined.

"Your dad worked on this with the city council. He hates throwing away perfectly edible food. It is a good program, and I want to get involved."

"My dad set it up?" Jason asked. He was surprised. His parents had not told him anything about it.

"Yes. Your mom helped, too," said Uncle Robert. "It's a family thing."

"Well, if it's a family thing, then I should be there," said Jason. "I can spend time with you, be a part of my parents' program, and help people, all at the same time!"



What did Jason like to do with his uncle on Saturdays?



Why did Jason change his mind about the food program?

A Question of Time

9 Jason used to spend Saturday afternoons with his Uncle
 20 Robert. His parents both worked in a restaurant downtown, and on
 27 Saturdays they were busy all day long.

39 Then a few weeks ago, Uncle Robert told Jason that he had
 49 become a volunteer at an organization called Second Harvest. This
 61 was a place where local restaurants gave away food they didn't use.
 73 The volunteers packed up the food, and then they distributed it to
 77 people who needed it.

88 "You're a big kid now," said Uncle Robert. "You can stay
 99 with your cousins on Saturdays. Instead, I will see you on
 101 the weekdays."

113 "But I want to go to the museum with you, and baseball
 124 games, and movies. Why do you have to ruin our Saturdays
 128 packing fruit?" Jason whined.

139 "Your dad worked on this with the city council. He hates
 151 throwing away perfectly edible food. It is a good program, and I
 155 want to get involved."

166 "My dad set it up?" Jason asked. He was surprised. His
 174 parents had not told him anything about it.

184 "Yes. Your mom helped, too," said Uncle Robert. "It's a
 186 family thing."

198 "Well, if it's a family thing, then I should be there," said
 211 Jason. "I can spend time with you, be a part of my parents'
 220 program, and help people, all at the same time!"



What did Jason like to do with his uncle on Saturdays?



Why did Jason change his mind about the food program?

Words Read	-	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Big Decision

Although he was in fifth grade, Alex was small for his age. He was shorter than his sister, Donna, who was one year younger. When Alex told his sister he wanted to play a bass in the school orchestra, she laughed. “That bass is triple your size,” said Donna, chuckling. When she suggested that he learn to play the violin because it was more his size, he ignored her.

Alex signed up for the orchestra the next day, and the leader, Mrs. Higgins, was elated when he told her he wanted to play the bass. She introduced Alex to his fellow bass players who were all girls and petite in size.

“I will look like a giant in that row,” Alex informed his mom that evening.

“Having this beautiful instrument does not mean you will be able to play it,” his mother reminded him. “You will have to practice every day.”

Alex never missed a rehearsal. He practiced his part every day after school. He took excellent care of his bass and bow, rubbing down the warm wood. In fact, Alex became so good that one of the girls in his row even asked him to help her.



What is the “big decision” in this story?



Why did Alex become so good at playing the bass?

A Big Decision

12 Although he was in fifth grade, Alex was small for his age.
23 He was shorter than his sister, Donna, who was one year
37 younger. When Alex told his sister he wanted to play a bass in the
48 school orchestra, she laughed. “That bass is triple your size,” said
59 Donna, chuckling. When she suggested that he learn to play the
69 violin because it was more his size, he ignored her.
80 Alex signed up for the orchestra the next day, and the
92 leader, Mrs. Higgins, was elated when he told her he wanted to
104 play a bass. She introduced Alex to his fellow bass players who
111 were all girls and petite in size.
124 “I will look like a giant in that row,” Alex informed his mom
126 that evening.
136 “Having this beautiful instrument does not mean you will be
148 able to play it,” his mother reminded him. “You will have to
151 practice every day.”
162 Alex never missed a rehearsal. He practiced his part every day
173 after school. He took excellent care of his bass and bow,
185 rubbing down the warm wood. In fact, Alex became so good that
198 one of the girls in his row even asked him to help her.



What is the “big decision” in this story?



Why did Alex become so good at playing the bass?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Too Much Water

People need air, fire, and water to live, yet these same elements can destroy life. Of these elements, water may be the most dangerous.

Many cultures have stories of great floods that covered the land. Since civilizations developed close to water, stories of flooding came naturally. Lakes and rivers do not flood any more often in our century than they did in the past. Today, however, floods seem to cause much more damage. This is because many more buildings are close to water. For example, people love to live on the beach, yet they may suffer when a hurricane hits.

Many different weather conditions cause floods. Spring rain will quickly melt mountain snow, causing it to race down into the valley. A raging rainstorm causes rivers to overflow. The high winds of a hurricane blow ocean water inland. Sudden storms cause flash floods in deserts where the water cannot sink into the ground. A volcanic eruption may also begin a flood. That is because the energy from the eruption causes huge waves to crash over nearby towns.



Why is the passage titled “Too Much Water”?



Name two conditions that cause floods.

Too Much Water

11 People need air, fire, and water to live, yet these same
21 elements can destroy life. Of these elements, water may be
24 the most dangerous.

33 Many cultures have stories of great floods that covered
43 the land. Since civilizations developed close to water, stories of
54 flooding came naturally. Lakes and rivers do not flood any more
66 often in our century than they did in the past. Today, however,
77 floods seem to cause much more damage. This is because many
88 more buildings are close to water. For example, people love to
100 live on the beach, yet they may suffer when a hurricane hits.

107 Many different weather conditions cause floods. Spring
119 rain will quickly melt mountain snow, causing it to race down into
130 the valley. A raging rainstorm causes rivers to overflow. The high
140 winds of a hurricane blow ocean water inland. Sudden storms
152 cause flash floods in deserts where the water cannot sink into the
163 ground. A volcanic eruption may also begin a flood. That is
174 because the energy from the eruption causes huge waves to crash
177 over nearby towns.



Why is the passage titled "Too Much Water"?



Name two conditions that cause floods.

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Happy Family

Long ago, a happy family of four lived in a simple cottage on a mountain. They grew their own food and were grateful for everything they had.

One day, while Peter, the son, was weeding their garden, he discovered some gold nuggets. As he eagerly dug further, he found even more gold! Peter called to his family, who were overjoyed with his discovery.

At first, their change in fortune seemed marvelous, but soon the family began to squabble. Peter felt that all the gold belonged to him because he had discovered it, and his sister tried to steal the gold while he slept! Meanwhile their parents were constantly arguing over what kind of grand home to buy.

One morning, Peter went outside and listened to the birds singing. He thought wistfully about how happy they sounded, even though they lived in a simple nest. Peter rushed into the house, gathered all the gold nuggets, and threw them off the side of the mountain! Then he planted cabbage where the gold had been discovered. Soon the family stopped quarreling and began enjoying many pots of delicious cabbage soup.



What happened to the family after Peter discovered gold?



Why did Peter throw the gold away?



A Happy Family

12 Long ago, a happy family of four lived in a simple cottage
24 on a mountain. They grew their own food and were grateful for
27 everything they had.

38 One day, while Peter, the son, was weeding their garden, he
49 discovered some gold nuggets. As he eagerly dug further, he found
60 even more gold! Peter called to his family, who were overjoyed
63 with his discovery.

73 At first, their change in fortune seemed marvelous, but soon
85 the family began to squabble. Peter felt that all the gold belonged
99 to him because he had discovered it, and his sister tried to steal the
108 gold while he slept! Meanwhile their parents were constantly
117 arguing over what kind of grand home to buy.

127 One morning, Peter went outside and listened to the birds
137 singing. He thought wistfully about how happy they sounded, even
149 though they lived in a simple nest. Peter rushed into the house,
162 gathered all the gold nuggets, and threw them off the side of the
172 mountain! Then he planted cabbage where the gold had been
180 discovered. Soon the family stopped quarreling and began
187 enjoying many pots of delicious cabbage soup.

-  What happened to the family after Peter discovered gold?
-  Why did Peter throw the gold away?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
- ☐ Winter (127 WCPM)
- ☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Handwriting as Art

The word *calligraphy* is derived from two Greek words that mean “beautiful writing.” So of course, it makes perfect sense that calligraphy is the art of beautiful handwriting. A person that practices the art of calligraphy is called a *calligrapher*.

Calligraphy is an extremely old form of art. It was created in China more than 3,000 years ago. Later on, the people of Japan learned calligraphy from their Chinese neighbors, and became experts, as well.

For Asian cultures, calligraphy is exactly like painting. The same kinds of brushes are used for both art forms. In China, the brushes are called *Hanzi*. In Japan, they are called *Kanji*. Calligraphers often work on silk scrolls, canvases, or parchment. Although Asian calligraphy uses Chinese or Japanese words to express a thought, it is not necessary to know these languages in order to appreciate the beauty of this art form.

If you take a trip to China or Japan, you will be amazed at all the examples of calligraphy that you see around you. Calligraphy is used to decorate walls, buildings, signs, books, and newspapers.



What does the word *calligraphy* mean?



Where was calligraphy created?

Handwriting as Art

10 The word *calligraphy* is derived from two Greek words that
21 mean “beautiful writing.” So of course, it makes perfect sense that
31 calligraphy is the art of beautiful handwriting. A person that
40 practices the art of calligraphy is called a *calligrapher*.

51 Calligraphy is an extremely old form of art. It was created
64 in China more than 3,000 years ago. Later on, the people of Japan
72 learned calligraphy from their Chinese neighbors, and became
75 experts, as well.

84 For Asian cultures, calligraphy is exactly like painting. The
97 same kinds of brushes are used for both art forms. In China, the
107 brushes are called *Hanzi*. In Japan, they are called *Kanji*.
116 Calligraphers often work on silk scrolls, canvases, or parchment.
125 Although Asian calligraphy uses Chinese or Japanese words to
137 express a thought, it is not necessary to know these languages in
146 order to appreciate the beauty of this art form.

159 If you take a trip to China or Japan, you will be amazed
170 at all the examples of calligraphy that you see around you.
179 Calligraphy is used to decorate walls, buildings, signs, books,
181 and newspapers.



What does the word *calligraphy* mean?



Where was calligraphy created?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perfect Preservation

A hard, transparent lump of amber sells for over \$20,000. Its gold coloring is pretty, but why does it sell for so much? Take a closer look, and you will see the reason. A 30-million-year-old lizard is trapped inside the lump.

Amber is fossilized resin. It is sap from ancient trees. Over millions of years, the sap has turned rock hard. It is golden brown and beautiful. It is also hard to damage. That is why artists use it to make jewelry. Some amber pieces contain items such as leaves, insects, or reptiles. These once-living things were trapped in the sap millions of years ago. When the sap hardened, the objects were preserved.

Picture a tree trunk sticky with resin. An insect lands on the sticky trunk. The unlucky bug tries to get free, but its feet are glued to the tree. Another flow of resin moves down the tree. This time the sap covers the bug completely. Over millions of years the resin slowly turns into amber. Inside the amber case, the insect's body dries out. Although it is long dead, the bug looks just like it did when it was alive.



What is this passage mostly about?



What is amber?

Perfect Preservation

10 A hard, transparent lump of amber sells for over \$20,000.
24 Its gold coloring is pretty, but why does it sell for so much? Take
38 a closer look, and you will see the reason. A 30-million-year-old
44 lizard is trapped inside the lump.
54 Amber is fossilized resin. It is sap from ancient trees.
67 Over millions of years, the sap has turned rock hard. It is golden
80 brown and beautiful. It is also hard to damage. That is why artists
91 use it to make jewelry. Some amber pieces contain items such
101 as leaves, insects, or reptiles. These once-living things were
113 trapped in the sap millions of years ago. When the sap hardened,
117 the objects were preserved.
128 Picture a tree trunk sticky with resin. An insect lands on
142 the sticky trunk. The unlucky bug tries to get free, but its feet are
154 glued to the tree. Another flow of resin moves down the tree.
165 This time the sap covers the bug completely. Over millions of
177 years the resin slowly turns into amber. Inside the amber case, the
189 insect's body dries out. Although it is long dead, the bug looks
197 just like it did when it was alive.



What is this passage mostly about?



What is amber?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

New Pathways

If you cannot get from one place to another, maybe you need a bridge, tunnel, or road. A person trained as a special kind of engineer can help you. Civil engineers design and construct highways, harbors, bridges, and tunnels. These engineers have specialized training in physics and math. Frequently, they are also talented architects.

Most people think of bridges as structures that cross waterways, but bridges have been built to go across other wide spaces as well. Centuries ago, bridges were usually made of wood and rope. They were built to help people cross deep canyons between mountains. Now bridges are often constructed in large cities. They allow people to cross between buildings and tall skyscrapers.

Engineers build bridges primarily for cars, trucks, and trains. Sometimes several levels are built, one for cars and trucks and one for trains. Cars and trucks may be routed through different levels, but what about people? They deserve a pathway across a bridge, too. People like to stroll, ride bikes, and even jog across bridges. Many bridges now have designated pathways just for people without automobiles.

Civil engineers also build tunnels. Recently, a tunnel that connects England and France was built beneath the English Channel. For the first time in history, people can drive their automobiles from the United Kingdom to the mainland of Europe.



What are bridges used for?



Why do bridges need special pathways?

New Pathways

- 11 If you cannot get from one place to another, maybe you
24 need a bridge, tunnel, or road. A person trained as a special kind
34 of engineer can help you. Civil engineers design and construct
42 highways, harbors, bridges, and tunnels. These engineers have
52 specialized training in physics and math. Frequently, they are also
54 talented architects.
- 63 Most people think of bridges as structures that cross
74 waterways, but bridges have been built to go across other wide
85 spaces as well. Centuries ago, bridges were usually made of wood
97 and rope. They were built to help people cross deep canyons between
106 mountains. Now bridges are often constructed in large cities.
116 They allow people to cross between buildings and tall skyscrapers.
- 124 Engineers build bridges primarily for cars, trucks, and
135 trains. Sometimes several levels are built, one for cars and trucks
147 and one for trains. Cars and trucks may be routed through different
157 levels, but what about people? They deserve a pathway across
169 a bridge, too. People like to stroll, ride bikes, and even jog
177 across bridges. Many bridges now have designated pathways
182 just for people without automobiles.
- 191 Civil engineers also build tunnels. Recently, a tunnel that
200 connects England and France was built beneath the English
211 Channel. For the first time in history, people can drive their
221 automobiles from the United Kingdom to the mainland of Europe.



What are bridges used for?



Why do bridges need special pathways?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Natural Protection

Most crabs have hard shells, and the shells protect them like suits of armor. When a crab's shell gets too tight, it pulls itself out. Under the old shell, a new one has already grown.

A hermit crab has hard front claws, but it has a soft shell in back. For protection, a hermit crab moves into another creature's shell. For example, after a sea snail dies, the empty shell it leaves behind makes a perfect home for a hermit crab. The crab squeezes right into the shape of the snail's shell. The crab's head, legs, and pincers poke out of the opening. When it grows too large in this borrowed shell, it finds a larger one. Leaving the old shell behind, it moves into a new one.

A hermit crab's shell may not always protect it. If an octopus comes along, for instance, it can stick one of its eight arms into the shell's opening. Then it can pluck the crab out. Some hermit crabs have extra protection. They have creatures called sea anemones sticking to the outsides of their shells. Anemones have many tentacles. Their tentacles have stinging cells. An octopus may not even approach a hermit crab's home when a stinging watchdog guards it.



Why is a crab's shell like a suit of armor?



What extra protection do some hermit crabs have?

Natural Protection

10 Most crabs have hard shells, and the shells protect them
23 like suits of armor. When a crab's shell gets too tight, it pulls
34 itself out. Under the old shell, a new one has already grown.
47 A hermit crab has hard front claws, but it has a soft shell
57 in back. For protection, a hermit crab moves into another
69 creature's shell. For example, after a sea snail dies, the empty
81 shell it leaves behind makes a perfect home for a hermit crab.
93 The crab squeezes right into the shape of the snail's shell. The
105 crab's head, legs, and pincers poke out of the opening. When it
117 grows too large in this borrowed shell, it finds a larger one.
128 Leaving the old shell behind, it moves into a new one.
139 A hermit crab's shell may not always protect it. If an
151 octopus comes along, for instance, it can stick one of its eight
163 arms into the shell's opening. Then it can pluck the crab out.
172 Some hermit crabs have extra protection. They have creatures
182 called sea anemones sticking to the outsides of their shells.
190 Anemones have many tentacles. Their tentacles have stinging
201 cells. An octopus may not even approach a hermit crab's home
207 when a stinging watchdog guards it.



Why is a crab's shell like a suit of armor?



What extra protection do some hermit crabs have?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Good Neighbor

Nathan was the only kid who was out with a snow shovel, offering to clear his neighbors' driveways for two dollars. Last night's snowstorm had left piles of snow this morning, and school was canceled. So Nathan was using this opportunity to earn some money for the guitar he wanted to buy.

By afternoon, he had shoveled five driveways when he spotted Mr. Bingham, known as the neighborhood grouch. "Hello, Mr. Bingham," said Nathan, "do you want me to shovel your driveway for two dollars?"

Mr. Bingham hesitated, and then replied gruffly, "I suppose so."

"That's great," said Nathan, "because I'm saving for a guitar and your driveway will help." Nathan got to work, and when he was finished, he rang Mr. Bingham's doorbell.

Mr. Bingham opened the door, handed Nathan three dollars, and said, "You did a good job, so here's a little extra. When you get your guitar, I wouldn't mind if you came by and played for me. I used to play a bit myself when I was young."

"Sure, Mr. Bingham, and thanks a lot!" said Nathan. As he walked home, Nathan wondered why people thought Mr. Bingham was a grouch.



Why was Nathan shoveling his neighbors' driveways?



What did Mr. Bingham invite Nathan to do?

A Good Neighbor

12 Nathan was the only kid who was out with a snow shovel,
22 offering to clear his neighbors' driveways for two dollars. Last
33 night's snowstorm had left piles of snow this morning, and school
44 was canceled. So Nathan was using this opportunity to earn some
52 money for the guitar he wanted to buy.

61 By afternoon, he had shoveled five driveways when he
70 spotted Mr. Bingham, known as the neighborhood grouch. "Hello,
81 Mr. Bingham," said Nathan, "do you want me to shovel your
85 driveway for two dollars?"

92 Mr. Bingham hesitated, and then replied gruffly,
95 "I suppose so."

105 "That's great," said Nathan, "because I'm saving for a guitar
117 and your driveway will help." Nathan got to work, and when he
124 was finished, he rang Mr. Bingham's doorbell.

133 Mr. Bingham opened the door, handed Nathan three dollars,
147 and said, "You did a good job, so here's a little extra. When you
160 get your guitar, I wouldn't mind if you came by and played for
172 me. I used to play a bit myself when I was young."

183 "Sure, Mr. Bingham, and thanks a lot!" said Nathan. As he
192 walked home, Nathan wondered why people thought Mr. Bingham
195 was a grouch.



Why was Nathan shoveling his neighbors' driveways?



What did Mr. Bingham invite Nathan to do?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Changing Color

An animal's color helps it blend in with the colors of the place where it lives. However, some animals can also *change* the color of their fur, skin, or feathers.

An octopus can change the color of its skin to blend in with different colored rocks on the ocean floor. The flounder can do the same thing. It takes on a spotted coloring to blend in with the sea floor. It can also turn into an almost transparent color when it swims near the water's surface.

A lizard called a *chameleon* changes its skin color to show its mood or hide. Chameleons can turn pink, blue, red, orange, yellow, green, black, and brown, or various combinations of these colors!

During the summer, the fur of the arctic hare is brown with flecks of black. However, it turns white during the winter, providing camouflage in the snow. The same is true for the arctic fox and ermine. The feathers of some birds that live in the arctic also change color from brown to white.

Changing color gives these animals an advantage. It helps them escape from their enemies or sneak up on their prey.





What are three different animals that can change color?



What advantages does changing color give an animal?

Changing Color

- 12 An animal's color helps it blend in with the colors of the
 23 place where it lives. However, some animals can also *change* the
 30 color of their fur, skin, or feathers.
- 43 An octopus can change the color of its skin to blend in with
 55 different colored rocks on the ocean floor. The flounder can do the
 69 same thing. It takes on a spotted coloring to blend in with the sea
 81 floor. It can also turn into an almost transparent color when it
 86 swims near the water's surface.
- 97 A lizard called a *chameleon* changes its skin color to show
 108 its mood or hide. Chameleons can turn pink, blue, red, orange,
 117 yellow, green, black, and brown, or various combinations of
 119 these colors!
- 131 During the summer, the fur of the arctic hare is brown with
 141 flecks of black. However, it turns white during the winter,
 153 providing camouflage in the snow. The same is true for the arctic
 166 fox and ermine. The feathers of some birds that live in the arctic
 173 also change color from brown to white.
- 182 Changing color gives these animals an advantage. It helps
 193 them escape from their enemies or sneak up on their prey.

-  What are three different animals that can change color?
-  What advantages does changing color give an animal?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
- ☐ Winter (127 WCPM)
- ☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Big Wave

Mark lived in the suburbs of Chicago. In the summertime, his family took trips to the beach, where he played in the waves. Sometimes he would ride a wave to the shore of the lake. He always looked forward to riding the waves, the bigger the better.

One summer, Mark went to visit his cousin in California. There, he was introduced to the Pacific Ocean. This was the first time Mark experienced anything besides the enormous lake in Chicago. He mistakenly believed that the lake and the ocean were the same in terms of power. When Mark's aunt told him to be careful, he laughed and assured her that he was an excellent swimmer. She cautioned him that the ocean was rough and perilous, but Mark just shrugged. He knew how to surf, didn't he?

Mark heard the gigantic wave before he saw it. He turned around and opened his mouth in horror. The wave was mammoth, and it was thundering directly toward him. Mark took a deep breath then cringed beneath the water. The wave crashed over him and carried him high onto shore. Mark gained a new respect for the ocean after that.



Why did Mark not listen to his aunt?



What lesson did Mark learn about the ocean?

The Big Wave

10 Mark lived in the suburbs of Chicago. In the summertime,
22 his family took trips to the beach, where he played in the
34 waves. Sometimes he would ride a wave to the shore of the
45 lake. He always looked forward to riding the waves, the bigger
47 the better.

57 One summer, Mark went to visit his cousin in California.
69 There, he was introduced to the Pacific Ocean. This was the first
78 time Mark experienced anything besides the enormous lake in
89 Chicago. He mistakenly believed that the lake and the ocean were
102 the same in terms of power. When Mark's aunt told him to be
113 careful, he laughed and assured her that he was an excellent
123 swimmer. She cautioned him that the ocean was rough and
135 perilous, but Mark just shrugged. He knew how to surf, didn't he?

146 Mark heard the gigantic wave before he saw it. He turned
157 around and opened his mouth in horror. The wave was mammoth,
168 and it was thundering directly toward him. Mark took a deep
179 breath then cringed beneath the water. The wave crashed over him
192 and carried him high onto shore. Mark gained a new respect for the
195 ocean after that.



Why did Mark not listen to his aunt?



What lesson did Mark learn about the ocean?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Flora Learns a Lesson

Long ago, there lived a girl named Flora who was never content with what she had. Flora felt as if her life were a half-empty cup. When the sun shone warmly upon her, she wished for rain. When the rain fell like a cool shower, she wished for sunshine. Something else that bothered Flora greatly was that her home was small. In fact, Flora's cottage was quite charming and cozy. It kept her warm in the winter and cool in the summer. However, that was not enough for her, and she made herself miserable by envying those who lived in grand mansions.

One day, Flora was picking berries when a summer storm began to stir. Suddenly, the tree branches were shaking, and the wind blew her basket of berries away. She ran to her house for shelter, but when she got there, she saw the roof had blown off! Flora stood there thinking about how foolish she had been not to appreciate what she had. She promised herself that she would change, and seconds later, the sun came out. "How warm and delightful the sun feels," she thought with a smile. Then Flora got to work and began building a new roof for her home.



What was Flora's problem?



What caused Flora to change?

Flora Learns a Lesson

11 Long ago, there lived a girl named Flora who was never
24 content with what she had. Flora felt as if her life were a
36 half-empty cup. When the sun shone warmly upon her, she wished
49 for rain. When the rain fell like a cool shower, she wished for
59 sunshine. Something else that bothered Flora greatly was that her
70 home was small. In fact, Flora's cottage was quite charming and
83 cozy. It kept her warm in the winter and cool in the summer.
94 However, that was not enough for her, and she made herself
103 miserable by envying those who lived in grand mansions.
113 One day, Flora was picking berries when a summer storm
124 began to stir. Suddenly, the tree branches were shaking, and the
137 wind blew her basket of berries away. She ran to her house for
150 shelter, but when she got there, she saw the roof had blown off!
162 Flora stood there thinking about how foolish she had been not to
172 appreciate what she had. She promised herself that she would
183 change, and seconds later, the sun came out. "How warm and
194 delightful the sun feels," she thought with a smile. Then Flora
206 got to work and began building a new roof for her home.



What was Flora's problem?



What caused Flora to change?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Destruction of Pompeii

The city of Pompeii was located in southern Italy. It was not far from where the present city of Naples stands. Pompeii was a busy, prosperous city with a population of about 12,000. A few miles to the north, stood Mount Vesuvius, a volcano. However, Mount Vesuvius had not erupted for a long time, so no one realized it was still active.

Then on August 24, A.D. 79, Vesuvius erupted violently. The eruption totally buried Pompeii and several nearby towns. Huge piles of volcanic ash and debris covered everything! According to records, some people managed to escape. However, many did not.

For many centuries people forgot that Pompeii had ever existed. Then in 1748, some small discoveries in the area led to the excavation of a temple in Pompeii. That was the beginning of many years of excavation and restoration. Some of that restoration still continues to this day.

Pompeii is an amazing archaeological site because it has been so well-preserved. The ashes, cinders, and dust that fell during the eruption of Vesuvius kept everything intact. Buildings, works of art, furniture, eating utensils, and even the outlines of bodies can be seen as they were on the day Pompeii was destroyed.



How was the city of Pompeii destroyed?



Why were many things in Pompeii so well-preserved?

The Destruction of Pompeii

12 The city of Pompeii was located in southern Italy. It was not
24 far from where the present city of Naples stands. Pompeii was a
35 busy, prosperous city with a population of about 12,000. A few
45 miles to the north, stood Mount Vesuvius, a volcano. However,
57 Mount Vesuvius had not erupted for a long time, so no one
62 realized it was still active.

71 Then on August 24, A.D. 79, Vesuvius erupted violently.
80 The eruption totally buried Pompeii and several nearby towns.
89 Huge piles of volcanic ash and debris covered everything!
98 According to records, some people managed to escape. However,
101 many did not.

110 For many centuries people forgot that Pompeii had ever
122 existed. Then in 1748, some small discoveries in the area led to
134 the excavation of a temple in Pompeii. That was the beginning of
144 many years of excavation and restoration. Some of that restoration
149 still continues to this day.

158 Pompeii is an amazing archaeological site because it has
169 been so well-preserved. The ashes, cinders, and dust that fell
178 during the eruption of Vesuvius kept everything intact. Buildings,
189 works of art, furniture, eating utensils, and even the outlines of
202 bodies can be seen as they were on the day Pompeii was destroyed.



How was the city of Pompeii destroyed?



Why were many things in Pompeii so well-preserved?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lost and Found

Dina and her mother's brother, Harry, dressed warmly for their hike through the forest. They packed some snacks and water. They planned to hike for about two hours, and be back in time to help Dina's parents prepare dinner.

They didn't have a map, so they followed a trail that appeared to be well marked. As the trail wound upwards and the temperature dropped, they were glad they wore jackets and gloves.

After hiking for more than an hour, they noticed that trail markings became hard to find. Dina suggested that they go back to the campground, but Harry convinced her to continue a little longer. However, the trail got narrower and narrower, until it disappeared completely. What had seemed like an enjoyable way to spend a couple of hours wasn't much fun anymore!

When they looked behind them to find the trail to return to camp, they realized they were lost. They sat down to finish their snacks and figure out how to get out of their predicament. However, they couldn't sit for long because the sun's rays were getting weaker, and they were feeling cold. Just as they began to worry at the thought of spending the night in the forest, they heard someone approaching. With great relief, they saw it was a forest ranger!



What happened to the hiking trail that Dina and Harry were following?



Why did they begin to worry?

Lost and Found

9 Dina and her mother's brother, Harry, dressed warmly for
 20 their hike through the forest. They packed some snacks and water.
 33 They planned to hike for about two hours, and be back in time
 39 to help Dina's parents prepare dinner.
 50 They didn't have a map, so they followed a trail that
 62 appeared to be well marked. As the trail wound upwards and the
 72 temperature dropped, they were glad they wore jackets and gloves.
 83 After hiking for more than an hour, they noticed that trail
 94 markings became hard to find. Dina suggested that they go back
 105 to the campground, but Harry convinced her to continue a little
 115 longer. However, the trail got narrower and narrower, until it
 124 disappeared completely. What had seemed like an enjoyable way
 134 to spend a couple of hours wasn't much fun anymore!
 146 When they looked behind them to find the trail to return to
 158 camp, they realized they were lost. They sat down to finish their
 170 snacks and figure out how to get out of their predicament. However,
 181 they couldn't sit for long because the sun's rays were getting
 194 weaker, and they were feeling cold. Just as they began to worry at
 206 the thought of spending the night in the forest, they heard someone
 217 approaching. With great relief, they saw it was a forest ranger!



What happened to the hiking trail that Dina and Harry were following?



Why did they begin to worry?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Temperature Experiment

Here is an interesting temperature experiment that you can do on your own or with a partner. In order to do it, you will need the following materials: a small bucket, a drinking glass, a measuring cup, a thermometer, and pencil and paper.

First, fill the bucket and the drinking glass half-way with tap water. Then use the thermometer to measure the water temperature, making sure that it is the same in both the bucket and the glass. Record the temperature on a piece of paper.

Next, fill a measuring cup with hot water up to the $\frac{1}{4}$ cup line and pour half of the water, or $\frac{1}{8}$ cup, into the glass. Pour the other half of the hot water into the bucket. Of course, you have probably guessed that the hot water will increase the water temperature in both containers.

Finally, measure the water temperature again in both the bucket and the glass, and record the temperatures on your paper. Even though you have added the same amount of hot water to each container, the drinking glass should have the higher temperature. The reason why is because there is less water in the glass than in the bucket.



What is used to measure the temperature of the water?



Why does the drinking glass water have the higher temperature at the end?

Temperature Experiment

- 8 Here is an interesting temperature experiment that you
24 can do on your own or with a partner. In order to do it, you will
34 need the following materials: a small bucket, a drinking glass,
43 a measuring cup, a thermometer, and pencil and paper.
54 First, fill the bucket and the drinking glass half-way with
64 tap water. Then use the thermometer to measure the water
77 temperature, making sure that it is the same in both the bucket and
87 the glass. Record the temperature on a piece of paper.
100 Next, fill a measuring cup with hot water up to the $\frac{1}{4}$ cup
115 line and pour half of the water, or $\frac{1}{8}$ cup, into the glass. Pour the
128 other half of the hot water into the bucket. Of course, you have
138 probably guessed that the hot water will increase the water
142 temperature in both containers.
151 Finally, measure the water temperature again in both the
162 bucket and the glass, and record the temperatures on your paper.
175 Even though you have added the same amount of hot water to each
184 container, the drinking glass should have the higher temperature.
198 The reason why is because there is less water in the glass than in
200 the bucket.



What is used to measure the temperature of the water?



Why does the drinking glass water have the higher temperature at the end?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dolphins at Play

One time, a young boy fell from a fishing boat. A dolphin happened to be nearby. It was surfing the waves made by the boat as it moved through the water. When the boy splashed into the sea, the dolphin's nose was right there. The dolphin scooped him up and tossed him into the air. The boy landed in his father's arms.

Similar stories about dolphins are heard everywhere. That is why many scientists study these animals. Some scientists think that when dolphins save people, it is not because they love them. It is because dolphins are playful. Dolphins love to play with toys, such as balls and hoops. For fun, they sometimes tow large objects, such as mattresses, to shore. Scientists think dolphins that save drowning people are really just playing with them, as if they were toys.

Dolphins are so playful that sometimes they make their own toys. A dolphin dives deep into the ocean. Then it blows an air ring into the water. It swims through the ring or tries to keep it from rising.

Dolphins love swimming fast and jumping high into the air. After jumping up, they often twist on the way back down into the water. This action creates a loud splash that the dolphins seem to enjoy.



What is this passage mostly about?



Why do dolphins save humans from drowning?

Dolphins at Play

12 One time, a young boy fell from a fishing boat. A dolphin
25 happened to be nearby. It was surfing the waves made by the boat
38 as it moved through the water. When the boy splashed into the sea,
49 the dolphin's nose was right there. The dolphin scooped him up
62 and tossed him into the air. The boy landed in his father's arms.

70 Similar stories about dolphins are heard everywhere. That
80 is why many scientists study these animals. Some scientists think
92 that when dolphins save people, it is not because they love them.
104 It is because dolphins are playful. Dolphins love to play with toys,
116 such as balls and hoops. For fun, they sometimes tow large objects,
126 such as mattresses, to shore. Scientists think dolphins that save
137 drowning people are really just playing with them, as if they
139 were toys.

148 Dolphins are so playful that sometimes they make their
161 own toys. A dolphin dives deep into the ocean. Then it blows an
176 air ring into the water. It swims through the ring or tries to keep it
178 from rising.

188 Dolphins love swimming fast and jumping high into the air.
201 After jumping up, they often twist on the way back down into the
212 water. This action creates a loud splash that the dolphins seem
214 to enjoy.



What is this passage mostly about?



Why do dolphins save humans from drowning?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Without a Trace

Life on the open seas can be very risky. You never know what may lie ahead when you set sail. A calm sea can turn dark and stormy without much warning. Occasionally, ships are found abandoned with no sign of life. Others sink after catastrophic accidents, and debris from these ships later floats to the surface. Still others have vanished without a trace. With these ships, not even a plank of wood or a lifejacket is ever found.

The British ship *Waratah* weighed 16,800 tons. It was last spotted on July 27, 1909. Some said the ship seemed top-heavy, when trying to explain her disappearance. This might have caused her to turn over and sink in heavy seas. There were 211 people on board, none of whom were ever found.

The mystery of the missing *Cyclops* is also disturbing. This American ship, weighing 19,000 tons, was last heard from in March 1918, on her way from the West Indies to the port of Baltimore, Maryland. The Navy has never found a sign of the missing ship or the 309 passengers she had on board, and the file on this missing ship is still open.



To what does the title “Without a Trace” refer?



What might have caused the *Waratah* to sink?

Without a Trace

12 Life on the open seas can be very risky. You never know
26 what may lie ahead when you set sail. A calm sea can turn dark
35 and stormy without much warning. Occasionally, ships are found
45 abandoned with no sign of life. Others sink after catastrophic
56 accidents, and debris from these ships later floats to the surface.
67 Still others have vanished without a trace. With these ships, not
78 even a plank of wood or a lifejacket is ever found.

87 The British ship *Waratah* weighed 16,800 tons. It was
98 last spotted on July 27, 1909. Some said the ship seemed
108 top-heavy, when trying to explain her disappearance. This might
121 have caused her to turn over and sink in heavy seas. There were
131 211 people on board, none of whom were ever found.

140 The mystery of the missing *Cyclops* is also disturbing.
150 This American ship, weighing 19,000 tons, was last heard from
164 in March 1918, on her way from the West Indies to the port of
175 Baltimore, Maryland. The Navy has never found a sign of the
187 missing ship or the 309 passengers she had on board, and the
195 file on this missing ship is still open.



To what does the title "Without a Trace" refer?



What might have caused the *Waratah* to sink?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Crossing the Seas

Ships are one of the oldest and most important forms of transportation. Giant tankers carry oil and other liquids. Refrigerator ships carry fresh fruits, meats, and vegetables. People traveled across the ocean on ships before airplanes became widely used. Now people take vacations on cruise ships.

Throughout history, nations became rich and powerful by taking control of the seas. When they lost that control, they also often lost their power.

Probably the earliest “ship” was a log that someone used to cross a lake or river. Later people tied logs together to create rafts and discovered how to use trees to make canoes. In places where wood was scarce, people made boats out of animal skins. They sewed the skins into a bag, filled the bag with air, and used the bag as a float.

By about 3000 B.C., the Egyptians had discovered how to use sails to move boats. They also learned how to make boats out of planks of wood. For the next 5,000 years, shipbuilders focused on building bigger and bigger ships with better sails.

A big change in shipbuilding came in the 1800s. People began to use steam instead of wind power to move ships. These ships were fueled by coal. Later people began using heavy oil instead of coal. Today people even use nuclear power to move large ships.



What was probably the earliest ship?



According to the article, why was controlling the seas important long ago?

Crossing the Seas

11 Ships are one of the oldest and most important forms of
19 transportation. Giant tankers carry oil and other liquids.
28 Refrigerator ships carry fresh fruits, meats, and vegetables. People
38 traveled across the ocean on ships before airplanes became widely
46 used. Now people take vacations on cruise ships.

54 Throughout history, nations became rich and powerful by
66 taking control of the seas. When they lost that control, they also
70 often lost their power.

81 Probably the earliest “ship” was a log that someone used to
94 cross a lake or river. Later people tied logs together to create rafts
106 and discovered how to use trees to make canoes. In places where
117 wood was scarce, people made boats out of animal skins. They
132 sewed the skins into a bag, filled the bag with air, and used the bag
135 as a float.

145 By about 3000 B.C., the Egyptians had discovered how to
158 use sails to move boats. They also learned how to make boats out
169 of planks of wood. For the next 5,000 years, shipbuilders focused
178 on building bigger and bigger ships with better sails.

188 A big change in shipbuilding came in the 1800s. People
200 began to use steam instead of wind power to move ships. These
211 ships were fueled by coal. Later people began using heavy oil
222 instead of coal. Today people even use nuclear power to move
224 large ships.



What was probably the earliest ship?



According to the article, why was controlling the seas important long ago?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Novice Skier

I was an inexperienced skier, having skied only three times before, but already I knew I loved the sport. One Saturday, when I was skiing alone, however, I made a terrible mistake. Instead of heading to the beginner's trail, I mistakenly went to the expert's trail!

Right away, I knew I had done something wrong. As I looked down the mountain, it seemed to plunge straight down! I had found some of the beginner's trails challenging, so the prospect of skiing down this vertical trail totally terrified me. As the expert skiers raced gracefully by, my heart was in my throat.

Then I remembered something the ski instructor had told my beginner's group the day before. "When you're on a slope that you think is too challenging, slowly sidestep your way down the hill." So that is exactly what I proceeded to do. I turned sideways, and slowly, ever so slowly, sidestepped my way down the mountain. "This might take me an hour," I thought, "but at least I won't break a leg!"

To be honest, it took more than an hour, but I made it down safely, just in time to join my friends for lunch. That was three years ago, and I'm proud to say that today I'm able to ski down that same expert slope!



What mistake did the novice skier make?



How do you know that the skier is no longer a novice?

A Novice Skier

10 I was an inexperienced skier, having skied only three times
22 before, but already I knew I loved the sport. One Saturday, when
33 I was skiing alone, however, I made a terrible mistake. Instead
44 of heading to the beginner's trail, I mistakenly went to the
46 expert's trail!

56 Right away, I knew I had done something wrong. As
67 I looked down the mountain, it seemed to plunge straight down!
78 I had found some of the beginner's trails challenging, so the
89 prospect of skiing down this vertical trail totally terrified me. As
101 the expert skiers raced gracefully by, my heart was in my throat.

110 Then I remembered something the ski instructor had told
122 my beginner's group the day before. "When you're on a slope that
133 you think is too challenging, slowly sidestep your way down the
146 hill." So that is exactly what I proceeded to do. I turned sideways,
156 and slowly, ever so slowly, sidestepped my way down the
168 mountain. "This might take me an hour," I thought, "but at least
173 I won't break a leg!"

187 To be honest, it took more than an hour, but I made it down
200 safely, just in time to join my friends for lunch. That was three
214 years ago, and I'm proud to say that today I'm able to ski down
218 that same expert slope!



What mistake did the novice skier make?



How do you know that the skier is no longer a novice?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Robert Frost

Robert Frost, one of America's most famous poets, was born in San Francisco in 1874. When he was just eleven years old, his father died. So his mother moved with Robert and his sister to Lawrence, Massachusetts, where they lived with their grandparents.

As a young man, Frost briefly attended college, and then settled down on a farm in New Hampshire with his wife, Elinor. During this period, he lived the life of a country farmer, which he described in many of his poems.

In 1912, he sold the farm and moved his family to England. It was there that his talents as a poet were at last recognized. He published two collections of poems—*A Boy's Will*, in 1913, and *North of Boston*, in 1914. When he returned with his family to America in 1915, he had become a well-known poet.

During the next part of his life, Frost taught at the university level and continued to publish his poetry. Most of his poems were about country life and nature. Two of his best known poems are “The Road Not Taken” and “Stopping by Woods on a Snowy Evening.”

His beautiful poetry won him many honors, including four Pulitzer Prizes—more than any other poet in history. In 1963, Robert Frost died in Boston at the age of 89.



What other things did Robert Frost do in addition to being a poet?



What are many of Robert Frost's poems about?

Robert Frost

10 Robert Frost, one of America's most famous poets, was born
23 in San Francisco in 1874. When he was just eleven years old, his
35 father died. So his mother moved with Robert and his sister to
43 Lawrence, Massachusetts, where they lived with their grandparents.
53 As a young man, Frost briefly attended college, and then
65 settled down on a farm in New Hampshire with his wife, Elinor.
78 During this period, he lived the life of a country farmer, which he
84 described in many of his poems.
96 In 1912, he sold the farm and moved his family to England.
109 It was there that his talents as a poet were at last recognized.
120 He published two collections of poems—*A Boy's Will*, in 1913,
133 and *North of Boston*, in 1914. When he returned with his family to
143 America in 1915, he had become a well-known poet.
154 During the next part of his life, Frost taught at the
165 university level and continued to publish his poetry. Most of his
177 poems were about country life and nature. Two of his best known
189 poems are "The Road Not Taken" and "Stopping by Woods on a
191 Snowy Evening."
200 His beautiful poetry won him many honors, including four
211 Pulitzer Prizes—more than any other poet in history. In 1963,
221 Robert Frost died in Boston at the age of 89.

- ☒ What other things did Robert Frost do in addition to being a poet?
- ☒ What are many of Robert Frost's poems about?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teamwork Is Key

Alaska has a famous dogsled race every year. Sled drivers, called mushers, race from Anchorage to Nome, a distance of about 1,049 miles. The race is long and difficult. Not all the mushers and their dogsled teams are able to finish the race.

Finding the right dogs for the dogsled team is not easy. The dogs must be strong and healthy, but they must also obey orders. Each dog must be willing to share the work. They must get along and work together as a team. Sled dogs are usually about 2 feet tall at the shoulders. They usually weigh 40 to 80 pounds. They have a protective outer coat of fur as well as an undercoat. They shed the undercoat in the summer, but in winter it allows the dogs to sleep in very cold temperatures.

The lead dog or dogs on the team must be smart because leaders often have to make decisions on their own. Being in front, lead dogs usually see problems before anyone else.

The dogs behind the leaders are called swing dogs. Swing dogs are very strong. Their job is to help move the whole team around turns or curves.

The dogs right in front of the sled are called wheel dogs. These dogs must pull the sled out and around corners or trees. All of the other dogs in the team are called team dogs. In dogsled racing, teamwork is key.



How do sled dogs work together as a team?



Why should the lead dog be the smartest dog of all?

Teamwork Is Key

- 10 Alaska has a famous dogsled race every year. Sled drivers,
21 called mushers, race from Anchorage to Nome, a distance of about
34 1,049 miles. The race is long and difficult. Not all the mushers and
43 their dogsled teams are able to finish the race.
- 55 Finding the right dogs for the dogsled team is not easy. The
67 dogs must be strong and healthy, but they must also obey orders.
80 Each dog must be willing to share the work. They must get along
93 and work together as a team. Sled dogs are usually about 2 feet
105 tall at the shoulders. They usually weigh 40 to 80 pounds. They
118 have a protective outer coat of fur as well as an undercoat. They
131 shed the undercoat in the summer, but in winter it allows the dogs
137 to sleep in very cold temperatures.
- 149 The lead dog or dogs on the team must be smart because
161 leaders often have to make decisions on their own. Being in front,
169 lead dogs usually see problems before anyone else.
- 179 The dogs behind the leaders are called swing dogs. Swing
192 dogs are very strong. Their job is to help move the whole team
196 around turns or curves.
- 208 The dogs right in front of the sled are called wheel dogs.
221 These dogs must pull the sled out and around corners or trees. All
234 of the other dogs in the team are called team dogs. In dogsled
238 racing, teamwork is key.



How do sled dogs work together as a team?



Why should the lead dog be the smartest dog of all?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

The Bundle of Sticks

Long ago, there lived a wise man with his three sons whom he loved dearly. However, the man was very upset because his sons constantly argued. No matter what he said to them, he could not convince them to get along.

One day, an idea occurred to him. Perhaps his sons might be convinced with a demonstration rather than words. So he gathered his sons and showed them a bundle of sticks that were tied together. “Can any of you break this bundle of sticks in half?” he asked.

The youngest son tried first, and strained to break the bundle of sticks across his knee. Then the middle son tried, holding one end of the bundle to the ground with his foot and pulling the other end up with both hands. The oldest son tried next, and took an end of the bundle in each hand, trying to break it in half. However, try as they might, each son failed to break the bundle in two.

Then their father untied the bundle and gave one stick to each son. Naturally, each son was able to snap his individual stick in half. “Do you see,” asked the wise father, “how each of you alone is as weak as a single stick? However, when you stand together, no enemy, no matter how strong, can break you.”



Why was the man upset?



What is the message of the story?

The Bundle of Sticks

12 Long ago, there lived a wise man with his three sons whom
23 he loved dearly. However, the man was very upset because his
35 sons constantly argued. No matter what he said to them, he could
41 not convince them to get along.

53 One day, an idea occurred to him. Perhaps his sons might be
63 convinced with a demonstration rather than words. So he gathered
75 his sons and showed them a bundle of sticks that were tied
87 together. "Can any of you break this bundle of sticks in half?"
89 he asked.

99 The youngest son tried first, and strained to break the
110 bundle of sticks across his knee. Then the middle son tried,
123 holding one end of the bundle to the ground with his foot and
135 pulling the other end up with both hands. The oldest son tried
150 next, and took an end of the bundle in each hand, trying to break it
163 in half. However, try as they might, each son failed to break the
166 bundle in two.

177 Then their father untied the bundle and gave one stick to
189 each son. Naturally, each son was able to snap his individual stick
202 in half. "Do you see," asked the wise father, "how each of you
214 alone is as weak as a single stick? However, when you stand
224 together, no enemy, no matter how strong, can break you."



Why was the man upset?



What is the message of the story?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Life in the Everglades

The Everglades is a large wetland in southern Florida. It consists of swamps, marshes, ponds, and rivers. A special kind of tall grass, called *sawgrass*, grows there. Sawgrass leaves are sharp enough to cut a person's skin.

The Everglades is a habitat for more than 600 kinds of animals. Many reptiles, including snakes, turtles, lizards, crocodiles, and alligators, live there. The most famous reptile, the alligator, eats anything it can catch. That includes fish, frogs, turtles, snakes, birds, and raccoons. Its sharp teeth and powerful jaws can break bones or shells. If an animal is small, an alligator might swallow it whole!

Many kinds of wading birds reside in the Everglades. They include the great egret, the great blue heron, and the roseate spoonbill. These birds use their long legs to wade in the water and search for food. The spoonbill's feathers are a pink color. It swings its spoon-shaped bill in the water to scoop up fish and crabs.

Mammals in the Everglades include opossums, raccoons, otters, white-tailed deer, and Florida panthers. Florida panthers are rare, and there are only 30 to 50 of them left in the Everglades. These large cats hunt for white-tailed deer and small mammals.

In 1947, the U.S. government created Everglades National Park to protect this land and its wildlife. Each year, thousands of people visit the park to observe the amazing animals.



What are three reptiles that live in the Everglades?



Why was Everglades National Park created?

Life in the Everglades

10 The Everglades is a large wetland in southern Florida. It
21 consists of swamps, marshes, ponds, and rivers. A special kind of
31 tall grass, called *sawgrass*, grows there. Sawgrass leaves are sharp
37 enough to cut a person's skin.

48 The Everglades is a habitat for more than 600 kinds of
55 animals. Many reptiles, including snakes, turtles, lizards,
65 crocodiles, and alligators, live there. The most famous reptile, the
75 alligator, eats anything it can catch. That includes fish, frogs,
85 turtles, snakes, birds, and raccoons. Its sharp teeth and powerful
98 jaws can break bones or shells. If an animal is small, an alligator
102 might swallow it whole!

112 Many kinds of wading birds reside in the Everglades. They
123 include the great egret, the great blue heron, and the roseate
136 spoonbill. These birds use their long legs to wade in the water and
148 search for food. The spoonbill's feathers are a pink color. It swings
161 its spoon-shaped bill in the water to scoop up fish and crabs.

168 Mammals in the Everglades include opossums, raccoons,
178 otters, white-tailed deer, and Florida panthers. Florida panthers are
192 rare, and there are only 30 to 50 of them left in the Everglades.
203 These large cats hunt for white-tailed deer and small mammals.

211 In 1947, the U.S. government created Everglades National
223 Park to protect this land and its wildlife. Each year, thousands of
232 people visit the park to observe the amazing animals.



What are three reptiles that live in the Everglades?



Why was Everglades National Park created?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Androcles and the Lion

Long ago, in ancient Rome, there lived a slave named Androcles whose owner was an extremely cruel man. Androcles grew weary of this cruelty and ran away, realizing that runaway slaves could be punished by death. Androcles hid deep in the forest and slept in a cave.

One night as Androcles was falling asleep, he heard a horrific roar. Opening his eyes, he saw a tremendous lion standing before him! Androcles was petrified, but noticed that the lion was holding up his paw, which contained a large thorn. Bravely, Androcles removed the thorn, and the lion lay quietly down at his feet. Soon they both fell asleep, but the following morning, the lion was gone.

Several weeks later, a band of slave hunters captured Androcles and took him to the city to be put to death. Androcles was led into a huge arena to be fed to a lion, while the emperor of Rome and thousands of citizens watched the spectacle. When the lion was released, it charged at Androcles, but suddenly it stopped and began licking his hand!

“What is happening?” cried the emperor in amazement. Androcles explained how he had helped the lion, and the emperor was touched by the story. He declared that Androcles and the lion were to be given their freedom! The crowd cheered, and back to the forest went a contented man and his faithful friend.



How did Androcles help the lion?



How was Androcles rewarded for his good deed?

Androcles and the Lion

10 Long ago, in ancient Rome, there lived a slave named
19 Androcles whose owner was an extremely cruel man. Androcles
30 grew weary of this cruelty and ran away, realizing that runaway
42 slaves could be punished by death. Androcles hid deep in the forest
47 and slept in a cave.

57 One night as Androcles was falling asleep, he heard a
68 horrific roar. Opening his eyes, he saw a tremendous lion standing
79 before him! Androcles was petrified, but noticed that the lion was
89 holding up his paw, which contained a large thorn. Bravely,
101 Androcles removed the thorn, and the lion lay quietly down at his
112 feet. Soon they both fell asleep, but the following morning, the
115 lion was gone.

124 Several weeks later, a band of slave hunters captured
137 Androcles and took him to the city to be put to death. Androcles
153 was led into a huge arena to be fed to a lion, while the emperor of
163 Rome and thousands of citizens watched the spectacle. When the
174 lion was released, it charged at Androcles, but suddenly it stopped
179 and began licking his hand!

187 “What is happening?” cried the emperor in amazement.
198 Androcles explained how he had helped the lion, and the emperor
210 was touched by the story. He declared that Androcles and the lion
222 were to be given their freedom! The crowd cheered, and back to
232 the forest went a contented man and his faithful friend.



How did Androcles help the lion?



How was Androcles rewarded for his good deed?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Journey of Lewis and Clark

In 1804, the northwestern area of the United States was a large, unexplored wilderness. Part of the territory had just been purchased from the French government. President Thomas Jefferson was eager to have explorers gather information about this area and find a land route to the Pacific Ocean. The task was given to Meriwether Lewis and William Clark. They were both capable army officers and knew how to survive in the wilderness. Clark could also draw maps of the land and make sketches of the plant life they discovered.

The Lewis and Clark expedition set out from St. Louis on the Missouri River. There were about 40 people, which included military men, woodsmen, and hunters. The trip began on May 14, 1804 and lasted for more than two years.

During the winter of 1805, a French-Canadian fur trader and his Native American wife, Sacagawea, joined the expedition. The journey took the group to lands where no non-Native Americans had ever been. They were headed for the Rocky Mountains, a beautiful area, but one that could be dangerous to explore.

With Sacagawea's assistance, the explorers were able to communicate with the Native Americans they encountered. She also helped them find roots and berries that were safe to eat. The journals that Lewis and Clark kept during the trip gave credit to Sacagawea for helping to make their expedition a success.



Name the purpose of the Lewis and Clark expedition.



How did Sacagawea help on the expedition?

The Journey of Lewis and Clark

11 In 1804, the northwestern area of the United States was a
21 large, unexplored wilderness. Part of the territory had just been
28 purchased from the French government. President Thomas
37 Jefferson was eager to have explorers gather information about
51 this area and find a land route to the Pacific Ocean. The task was
61 given to Meriwether Lewis and William Clark. They were both
72 capable army officers and knew how to survive in the wilderness.
85 Clark could also draw maps of the land and make sketches of the
89 plant life they discovered.

100 The Lewis and Clark expedition set out from St. Louis on
110 the Missouri River. There were about 40 people, which included
121 military men, woodsmen, and hunters. The trip began on May 14,
129 1804 and lasted for more than two years.

140 During the winter of 1805, a French-Canadian fur trader and
149 his Native American wife, Sacagawea, joined the expedition. The
160 journey took the group to lands where no non-Native Americans
170 had ever been. They were headed for the Rocky Mountains,
181 a beautiful area, but one that could be dangerous to explore.

189 With Sacagawea's assistance, the explorers were able to
197 communicate with the Native Americans they encountered. She
210 also helped them find roots and berries that were safe to eat. The
222 journals that Lewis and Clark kept during the trip gave credit to
231 Sacagawea for helping to make their expedition a success.



Name the purpose of the Lewis and Clark expedition.



How did Sacagawea help on the expedition?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Frequent Biker's Program

“One big problem today is car emissions,” said Mr. Bing, the history teacher. He was talking to the class about problems in the environment. “If people drove less, and used their bikes more, there would be much less pollution.”

After class Pedro stopped to chat with Sandy. “Air pollution is really a problem. Sometimes when I get up, I can see the dirt in the air. When it’s warm, we use our bikes to get into town. I wonder if there’s a way we could get adults to use bikes instead of cars to go into town.”

Sandy had an idea. “We could give people a reward every time they rode a bike to town. We could call it our Frequent Biker’s Program. Maybe after people got a certain number of points they could use their points to buy things.”

Pedro liked the idea and suggested it to Mr. Bing. With Mr. Bing’s help, the kids got the town to support their idea. Many stores agreed to give people points for biking to their stores and to let people use their points for discounts to buy things. The town would try the plan for a month. If it worked, they would think about continuing it.

Pedro, Sandy, and the other kids from school put up posters all over town. Lots of people liked the idea, and soon there were more bicycles than cars in the downtown area. The program was a great success!



What problem did Pedro and Sandy want to solve?



What solution did the boys suggest in the story?

The Frequent Biker's Program

10 "One big problem today is car emissions," said Mr. Bing,
22 the history teacher. He was talking to the class about problems in
32 the environment. "If people drove less, and used their bikes
39 more, there would be much less pollution."
49 After class Pedro stopped to chat with Sandy. "Air pollution
64 is really a problem. Sometimes when I get up, I can see the dirt in
78 the air. When it's warm, we use our bikes to get into town. I
92 wonder if there's a way we could get adults to use bikes instead of
97 cars to go into town."
108 Sandy had an idea. "We could give people a reward every
121 time they rode a bike to town. We could call it our Frequent
131 Biker's Program. Maybe after people got a certain number of
140 points they could use their points to buy things."
151 Pedro liked the idea and suggested it to Mr. Bing. With
164 Mr. Bing's help, the kids got the town to support their idea. Many
177 stores agreed to give people points for biking to their stores and to
189 let people use their points for discounts to buy things. The town
202 would try the plan for a month. If it worked, they would think
205 about continuing it.
216 Pedro, Sandy, and the other kids from school put up posters
229 all over town. Lots of people liked the idea, and soon there were
239 more bicycles than cars in the downtown area. The program
243 was a great success!



What problem did Pedro and Sandy want to solve?



What solution did the boys suggest in the story?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Difficult Choice

Mr. Singer rang the doorbell and Diane went to open the door for her neighbor.

“Hello, Diane,” said Mr. Singer, “I’m here to look at the kittens you’re giving away. I saw your ad for free kittens in the local newspaper yesterday.”

“Hi, Mr. Singer, come on in,” replied Diane. “Our cat had a litter of five kittens, but we still have two left. So you can have your choice!”

Diane reached down for the basket containing the two tiny kittens. She gathered up the two adorable animals so that Mr. Singer could get a better look.

“They’re both really cute,” said Mr. Singer, as he gently petted their fur. “Tomorrow is my daughter Brenda’s birthday, and she’s wanted a kitten for such a long time.” He looked from one kitten to the other and asked, “How am I going to choose between them when they’re both so terrific?”

Diane smiled, but didn’t say a word, as Mr. Singer held first one and then the other in his hands. “I know my daughter could fall in love with either of you,” he said aloud to the kittens. “I don’t know how I’m going to choose between you!”

“You know, Mr. Singer,” said Diane with a smile, “having two kittens around the house can be twice as much fun as having one.”

Mr. Singer laughed out loud, “Diane, I do believe you’re reading my mind!”



Why was Mr. Singer at Diane’s house?



What do you think Mr. Singer will do next?

A Difficult Choice

11 Mr. Singer rang the doorbell and Diane went to open the
 15 door for her neighbor.
 26 “Hello, Diane,” said Mr. Singer, “I’m here to look at the
 39 kittens you’re giving away. I saw your ad for free kittens in the
 42 local newspaper yesterday.”
 53 “Hi, Mr. Singer, come on in,” replied Diane. “Our cat had
 68 a litter of five kittens, but we still have two left. So you can have
 70 your choice!”
 79 Diane reached down for the basket containing the two
 90 tiny kittens. She gathered up the two adorable animals so that
 97 Mr. Singer could get a better look.
 107 “They’re both really cute,” said Mr. Singer, as he gently
 117 petted their fur. “Tomorrow is my daughter Brenda’s birthday, and
 130 she’s wanted a kitten for such a long time.” He looked from one
 143 kitten to the other and asked, “How am I going to choose between
 149 them when they’re both so terrific?”
 161 Diane smiled, but didn’t say a word, as Mr. Singer held first
 174 one and then the other in his hands. “I know my daughter could
 187 fall in love with either of you,” he said aloud to the kittens.
 197 “I don’t know how I’m going to choose between you!”
 208 “You know, Mr. Singer,” said Diane with a smile, “having two
 221 kittens around the house can be twice as much fun as having one.”
 231 Mr. Singer laughed out loud, “Diane, I do believe you’re
 234 reading my mind!”



Why was Mr. Singer at Diane’s house?



What do you think Mr. Singer will do next?

Words Read	–	Errors	=	WCPM

- ☐ Fall (110 WCPM)
☐ Winter (127 WCPM)
☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Jane Addams

Jane Addams was born in Cedarville, Illinois on September 6, 1860. Jane was fortunate to be raised in a prosperous family. She and her sisters attended college, which was quite unusual at that time. After graduating from college, Jane traveled to Europe. It was there that she became interested in changing social conditions for those who were less fortunate.

In 1889, Jane and a college classmate started Hull House in Chicago, Illinois. Hull House was a special kind of neighborhood center for immigrants of every nation. Through Hull House, Jane worked for better housing, parks, and playgrounds. She sought labor laws to protect women and children. She started day nurseries for the children of working parents. She also worked to improve education and health care for all people. Through her efforts, Hull House became the most famous settlement house in the United States.

Jane was one of the leaders in the movement to give women the right to vote. From 1915 to 1929, she was president of the Women's International League for Peace and Freedom. She also wrote more than 400 articles about her ideas and experiences, as well as ten books. Her most well-known book was *Twenty Years at Hull House*.

In 1931, Jane Addams became the first American woman to win the Nobel Peace Prize. She died in Chicago on May 21, 1935, but lived to see many of her ideas take hold.



What was Hull House?



What are two other things that Jane Addams did to help people?

Jane Addams

10 Jane Addams was born in Cedarville, Illinois on September 6,
22 1860. Jane was fortunate to be raised in a prosperous family. She
33 and her sisters attended college, which was quite unusual at that
43 time. After graduating from college, Jane traveled to Europe. It
53 was there that she became interested in changing social conditions
59 for those who were less fortunate.

70 In 1889, Jane and a college classmate started Hull House in
80 Chicago, Illinois. Hull House was a special kind of neighborhood
90 center for immigrants of every nation. Through Hull House, Jane
100 worked for better housing, parks, and playgrounds. She sought labor
112 laws to protect women and children. She started day nurseries for the
122 children of working parents. She also worked to improve education
133 and health care for all people. Through her efforts, Hull House
143 became the most famous settlement house in the United States.

155 Jane was one of the leaders in the movement to give women
168 the right to vote. From 1915 to 1929, she was president of the
177 Women's International League for Peace and Freedom. She also
188 wrote more than 400 articles about her ideas and experiences, as
201 well as ten books. Her most well-known book was *Twenty Years at*
203 *Hull House*.

213 In 1931, Jane Addams became the first American woman to
226 win the Nobel Peace Prize. She died in Chicago on May 21, 1935,
236 but lived to see many of her ideas take hold.



What was Hull House?



What are two other things that Jane Addams did to help people?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Secret Dream

For Annie, the most exciting day of the week was Friday because it was the day the stagecoach came to town. As soon as the stagecoach pulled up, the team of tired horses had to be unharnessed. It was Annie's job to take the horses to the stable, while her father harnessed up a fresh team.

While all this was taking place, the stagecoach passengers got out and headed toward the hotel to wash up and eat a meal. The people were always covered with dust from the rugged trails on which they had been traveling. Although they were tired and dusty, Annie watched and always admired the women in their long, elegant dresses.

Annie observed them closely, and wondered who they were and where they were going. Often, she liked to create little stories in her mind about these women. Later on, she would write the stories down in her journal. "Perhaps that tall, beautiful woman was on her way to meet her handsome fiancé," she thought. "Maybe that girl in the emerald green dress was heading for a fancy boarding school in the city."

Annie hoped that someday, she, too, would travel in a stagecoach and visit interesting, faraway places. While she traveled, she would write about all the fascinating people she met along the way. Annie hadn't yet shared these thoughts with anyone, and for now, it was her secret dream.



What did Annie do as she observed the women that were traveling?



What was Annie's secret dream?

A Secret Dream

11 For Annie, the most exciting day of the week was Friday
24 because it was the day the stagecoach came to town. As soon as
36 the stagecoach pulled up, the team of tired horses had to be
48 unharnessed. It was Annie's job to take the horses to the stable,
56 while her father harnessed up a fresh team.

65 While all this was taking place, the stagecoach passengers
79 got out and headed toward the hotel to wash up and eat a meal.
90 The people were always covered with dust from the rugged trails
101 on which they had been traveling. Although they were tired and
111 dusty, Annie watched and always admired the women in their
114 long, elegant dresses.

123 Annie observed them closely, and wondered who they were
135 and where they were going. Often, she liked to create little stories
147 in her mind about these women. Later on, she would write the
157 stories down in her journal. "Perhaps that tall, beautiful woman
168 was on her way to meet her handsome fiancé," she thought.
180 "Maybe that girl in the emerald green dress was heading for a
186 fancy boarding school in the city."

196 Annie hoped that someday, she, too, would travel in a
204 stagecoach and visit interesting, faraway places. While she
215 traveled, she would write about all the fascinating people she met
225 along the way. Annie hadn't yet shared these thoughts with
234 anyone, and for now, it was her secret dream.



What did Annie do as she observed the women that were traveling?



What was Annie's secret dream?

Words Read	-	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Magellan's Voyage

Ferdinand Magellan was a daring explorer who established important trade routes in the early 1500s. At first, Magellan's travels were financed by Portugal, the country where he was born. His discoveries in Asia resulted in a profitable spice trade for his country. However, after he fell out of favor with the Portuguese king, Magellan went to Spain.

In 1519, Magellan and his five ships sailed west from Seville, Spain to Asia. Magellan's crew sailed across the Atlantic Ocean to South America. Then they traveled down the coast. Near the tip of South America, Magellan found a passage that led from the Atlantic Ocean to another ocean. Today this passage is called the Strait of Magellan in his honor. Magellan named the other ocean the Pacific Ocean because he thought the waters were very calm. However, by the time Magellan and his crew reached the Pacific Ocean, there were only three ships left. The three ships reached the Philippine Islands, where Magellan was killed in battle. Afterwards, his crew sailed on to Asia, but on their way back to Spain, two of the ships were lost in a storm.

In 1522, three years after leaving on the voyage, only one ship, the Victoria, returned safely to Spain. The Victoria was the first ship to sail around the world, and Magellan's voyage is generally credited for this great achievement in the history of exploration.



What is the Strait of Magellan?



What did Magellan's voyage achieve?

Magellan's Voyage

8 Ferdinand Magellan was a daring explorer who established
18 important trade routes in the early 1500s. At first, Magellan's
29 travels were financed by Portugal, the country where he was born.
41 His discoveries in Asia resulted in a profitable spice trade for his
52 country. However, after he fell out of favor with the Portuguese
57 king, Magellan went to Spain.

67 In 1519, Magellan and his five ships sailed west from
77 Seville, Spain to Asia. Magellan's crew sailed across the Atlantic
87 Ocean to South America. Then they traveled down the coast.
99 Near the tip of South America, Magellan found a passage that led
110 from the Atlantic Ocean to another ocean. Today this passage is
121 called the Strait of Magellan in his honor. Magellan named the
132 other ocean the Pacific Ocean because he thought the waters were
143 very calm. However, by the time Magellan and his crew reached
155 the Pacific Ocean, there were only three ships left. The three ships
164 reached the Philippine Islands, where Magellan was killed in
176 battle. Afterwards, his crew sailed on to Asia, but on their way
188 back to Spain, two of the ships were lost in a storm.

199 In 1522, three years after leaving on the voyage, only one
211 ship, the Victoria, returned safely to Spain. The Victoria was the first
222 ship to sail around the world, and Magellan's voyage is generally
232 credited for this great achievement in the history of exploration.



What is the Strait of Magellan?



What did Magellan's voyage achieve?

Words Read	–	Errors	=	WCPM

☐ Fall (110 WCPM)

☐ Winter (127 WCPM)

☐ Spring (139 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Wordwatches

When Pablo was eleven years old, he thought of a concept for a product called the Wordwatch. Pablo needed his uncle's assistance to create this invention because he needed the help of a computer programmer. Programming was Uncle Tim's job. Pablo and his uncle figured out how to make Wordwatches.

Like most watches, a Wordwatch shows the time. However, unlike other watches, the Wordwatch also shows a word. It displays a different word every day. If you look at the watch on Monday, you might see the word *artificial*. On Tuesday, you might see the word *concentrate*. The same word appears on the watch throughout the day. If you press one button, you see a definition for the word. If you press a different button, the word is used in a sentence. If you're awake at midnight, the Wordwatch reveals a different word.

Pablo and Uncle Tim employed a teacher to research which words should be used in the Wordwatch. She generated different lists of words for different ages. The watch for nine-year-olds has simpler words than the one for high-school students. After a year, a Wordwatch owner may send the watch back to the factory. The staff there will reprogram it with new vocabulary.

Pablo's invention helps kids learn to spell many difficult words and read better. He and Uncle Tim are not millionaires yet, but Wordwatches appear to be selling very well.



What is a Wordwatch?



Why is Pablo's invention useful for children in school?

Wordwatches

- 11 When Pablo was eleven years old, he thought of a concept
21 for a product called the Wordwatch. Pablo needed his uncle's
33 assistance to create this invention because he needed the help of a
41 computer programmer. Programming was Uncle Tim's job. Pablo
50 and his uncle figured out how to make Wordwatches.
- 58 Like most watches, a Wordwatch shows the time.
68 However, unlike other watches, the Wordwatch also shows a word.
82 It displays a different word every day. If you look at the watch on
92 Monday, you might see the word *artificial*. On Tuesday, you
103 might see the word *concentrate*. The same word appears on the
115 watch throughout the day. If you press one button, you see a
128 definition for the word. If you press a different button, the word is
139 used in a sentence. If you're awake at midnight, the Wordwatch
143 reveals a different word.
- 153 Pablo and Uncle Tim employed a teacher to research which
163 words should be used in the Wordwatch. She generated different
176 lists of words for different ages. The watch for nine-year-olds has
188 simpler words than the one for high-school students. After a year,
200 a Wordwatch owner may send the watch back to the factory. The
208 staff there will reprogram it with new vocabulary.
- 217 Pablo's invention helps kids learn to spell many difficult
229 words and read better. He and Uncle Tim are not millionaires yet,
237 but Wordwatches appear to be selling very well.



What is a Wordwatch?



Why is Pablo's invention useful for children in school?

Words Read	–	Errors	=	WCPM

- ☐ Fall (127 WCPM)
☐ Winter (140 WCPM)
☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Malik's Project

Malik had an interesting idea for a science project, but he couldn't carry out the project without some special equipment. His idea was to track warbler migrations in his hometown. There are many different species of these small singing birds that migrate south in the fall and north in the spring. Malik wanted to spend six weekends in each season recording warbler movements in and out of his area. The only problem was that warblers are very small, and Malik would need a pair of expensive binoculars to be able to tell one kind from another.

Malik thought long and hard about how he might get what he needed. He had heard of a bird-watching organization with many chapters nationwide. Using the Internet at school, he discovered a chapter in his town. Malik called the local chapter and talked with Ms. Simpson, the president. He told her about his idea and also about his problem.

"Well, Malik," Ms. Simpson said, "our group counts birds every spring and fall, and we know a lot about warblers. But some members are elderly people who can't see very well, even with their binoculars. We certainly would appreciate having your strong, young eyes to help us. I'm sure someone would be delighted to lend you a pair of binoculars. Please come with us the next time we go out to count birds."



What was Malik's science project mostly about?



How did Malik find a bird-watching group in his hometown?

Malik's Project

11 Malik had an interesting idea for a science project, but he
21 couldn't carry out the project without some special equipment. His
32 idea was to track warbler migrations in his hometown. There are
42 many different species of these small singing birds that migrate
55 south in the fall and north in the spring. Malik wanted to spend
63 six weekends in each season recording warbler movements
76 in and out of his area. The only problem was that warblers are
87 very small, and Malik would need a pair of expensive binoculars
96 to be able to tell one kind from another.

107 Malik thought long and hard about how he might get what
117 he needed. He had heard of a bird-watching organization with
126 many chapters nationwide. Using the Internet at school, he
138 discovered a chapter in his town. Malik called the local chapter and
150 talked with Ms. Simpson, the president. He told her about his idea
155 and also about his problem.

164 "Well, Malik," Ms. Simpson said, "our group counts birds
176 every spring and fall, and we know a lot about warblers. But
187 some members are elderly people who can't see very well, even
196 with their binoculars. We certainly would appreciate having your
207 strong, young eyes to help us. I'm sure someone would be
219 delighted to lend you a pair of binoculars. Please come with us
228 the next time we go out to count birds."



What was Malik's science project mostly about?



How did Malik find a bird-watching group in his hometown?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hannah's Story

Hannah was discouraged. She had an assignment for class to write a story about how she had accomplished a goal, but she could not think of anything to write about no matter how hard she tried.

"I'd better make a list of ideas," she told herself, jotting down some notes about the time she helped her father reorganize his carpentry tools in the woodshed. Then she started another page and made a chart and diagram showing what her aunt had taught her about growing tulips. But neither of these ideas inspired her.

"Maybe it would be worthwhile just to try writing down every single word that pops into my head," she thought. She sat at her desk in suspense, waiting for some words to come, but nothing came to her. Suddenly the process of developing an idea seemed completely beyond her.

Hannah's father gave her some good advice. "Why don't you postpone working on the assignment for a few minutes, take a short walk, and entirely clear your mind," he said.

Hannah went out and walked around the block. "Writing this story is one goal I just cannot seem to accomplish," she mused. Then something clicked. The ideal topic had been hidden within her imagination the whole time, and she had finally found it. What you are reading is the story Hannah wrote, and I am Hannah.



What were some things that Hannah did to help think of a writing idea?



How did Hannah solve her writing problem?

Hannah's Story

9 Hannah was discouraged. She had an assignment for class
21 to write a story about how she had accomplished a goal, but
33 she could not think of anything to write about no matter how
36 hard she tried.

47 "I'd better make a list of ideas," she told herself, jotting
58 down some notes about the time she helped her father reorganize
69 his carpentry tools in the woodshed. Then she started another page
81 and made a chart and diagram showing what her aunt had taught
92 her about growing tulips. But neither of these ideas inspired her.

102 "Maybe it would be worthwhile just to try writing down
115 every single word that pops into my head," she thought. She sat at
127 her desk in suspense, waiting for some words to come, but nothing
138 came to her. Suddenly the process of developing an idea seemed
141 completely beyond her.

150 Hannah's father gave her some good advice. "Why don't
161 you postpone working on the assignment for a few minutes, take
171 a short walk, and entirely clear your mind," he said.

180 Hannah went out and walked around the block. "Writing
192 this story is one goal I just cannot seem to accomplish," she
202 mused. Then something clicked. The ideal topic had been hidden
213 within her imagination the whole time, and she had finally found
225 it. What you are reading is the story Hannah wrote, and I
227 am Hannah.



What were some things that Hannah did to help think of a writing idea?



How did Hannah solve her writing problem?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Fresh Perspective

The students in Ms. Jensen's English class filed into the room and sauntered to their usual seats. Ms. Jensen observed them from her desk in the back corner of the room, and an idea formed. This week's literature contained characters that were experiencing changes, and she thought it was time for an experiment.

The students typically wrote in their journals for five minutes about a topic written on the board at the front of the room. Today, Ms. Jensen quickly jotted notes of her own while the students wrote, and when the five minutes were up, she walked to the front of the room to address her students.

With a smile Ms. Jensen began, "Today, we are going to experiment with change. I would like you to gather your things, because it's time to move to a new seat!"

The students began murmuring to each other and a few looked doubtful. Ms. Jensen directed the students to move to the front of the room and assigned new seats to everyone. Class proceeded as usual, and after a while Ms. Jensen requested that the students open their journals for a second time. Some grumbled about this new direction, but everyone soon complied.

"Now, I would like you to describe the differences in this room when viewed from a different seat," Ms. Jensen explained.

From the way the students' pens moved rapidly over the surfaces of their papers, Ms. Jensen could tell that her experiment had been a success.



How did Ms. Jensen change her students' view of the classroom?



Why did Ms. Jensen think her idea was a success?

A Fresh Perspective

10 The students in Ms. Jensen’s English class filed into the
21 room and sauntered to their usual seats. Ms. Jensen observed them
35 from her desk in the back corner of the room, and an idea formed.
43 This week’s literature contained characters that were experiencing
53 changes, and she thought it was time for an experiment.
62 The students typically wrote in their journals for five
76 minutes about a topic written on the board at the front of the room.
87 Today, Ms. Jensen quickly jotted notes of her own while the
99 students wrote, and when the five minutes were up, she walked to
108 the front of the room to address her students.
119 With a smile Ms. Jensen began, “Today, we are going to
130 experiment with change. I would like you to gather your things,
139 because it’s time to move to a new seat!”
149 The students began murmuring to each other and a few
160 looked doubtful. Ms. Jensen directed the students to move to the
171 front of the room and assigned new seats to everyone. Class
183 proceeded as usual, and after a while Ms. Jensen requested that the
193 students open their journals for a second time. Some grumbled
201 about this new direction, but everyone soon complied.
212 “Now, I would like you to describe the differences in this
222 room when viewed from a different seat,” Ms. Jensen explained.
232 From the way the students’ pens moved rapidly over the
243 surfaces of their papers, Ms. Jensen could tell that her experiment
247 had been a success.



How did Ms. Jensen change her students’ view of the classroom?



Why did Ms. Jensen think her idea was a success?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A View from Above

While walking along the sidewalk in a large city, one is able to see the fronts of the buildings, sides of cars passing by, and fellow pedestrians. But, what if a different view of the city is desired? What if one wishes to view the city from a new perspective or obtain a “bird’s-eye view”?

An unusual opportunity to see a city from high above the street is found in Willis Tower in Chicago. The skyscraper, formerly known as the Sears Tower, stands at 1,450 feet and was once the tallest building in the world. The building has 110 floors and contains an observation deck on the 103rd floor.

The observation deck provides the unique experience of being able to look down upon the city of Chicago from a height of 1,353 feet. Glass boxes extend out from the observation deck and allow visitors to feel as though they are stepping out into the sky. The glass floor provides the opportunity to look down and see the city from a bird’s perspective.

On clear days, the approximate visibility is 40–50 miles. Visitors can see the states of Illinois, Indiana, Wisconsin, and Michigan. Notable Chicago landmarks, such as Navy Pier, Wrigley Field, and other skyscrapers, can be viewed from the observation deck. One has an unparalleled view of Lake Michigan, which is one of the largest freshwater lakes on Earth. This world-famous skyscraper allows visitors to view Chicago in an exceptional way.



What are some things that are visible from the observation deck of Willis Tower?



Why might someone want to view Chicago from the observation deck?


A View from Above


12 While walking along the sidewalk in a large city, one is able
 25 to see the fronts of the buildings, sides of cars passing by, and
 37 fellow pedestrians. But, what if a different view of the city is
 50 desired? What if one wishes to view the city from a new perspective
 56 or obtain a “bird’s-eye view”?

67 An unusual opportunity to see a city from high above the
 77 street is found in Willis Tower in Chicago. The skyscraper,
 89 formerly known as the Sears Tower, stands at 1,450 feet and was
 101 once the tallest building in the world. The building has 110 floors
 110 and contains an observation deck on the 103rd floor.

118 The observation deck provides the unique experience of
 132 being able to look down upon the city of Chicago from a height of
 143 1,353 feet. Glass boxes extend out from the observation deck and
 156 allow visitors to feel as though they are stepping out into the sky.
 168 The glass floor provides the opportunity to look down and see the
 173 city from a bird’s perspective.

183 On clear days, the approximate visibility is 40–50 miles.
 193 Visitors can see the states of Illinois, Indiana, Wisconsin, and
 202 Michigan. Notable Chicago landmarks, such as Navy Pier, Wrigley
 212 Field, and other skyscrapers, can be viewed from the observation
 223 deck. One has an unparalleled view of Lake Michigan, which is
 234 one of the largest freshwater lakes on Earth. This world-famous
 244 skyscraper allows visitors to view Chicago in an exceptional way.

 What are some things that are visible from the observation deck of Willis Tower?

 Why might someone want to view Chicago from the observation deck?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Rains

I had just relocated to Florida from the deserts of the Southwest. The dry air, the beige landscape, the burning sun of my native Arizona—all these things I loved and knew I would miss. However, since Florida is also in the southern part of the United States, I imagined that in some ways it would be very similar.

To my surprise, everything in Florida looked strange and wondrous. Everything was green. Flowers seemed to bloom everywhere. The air was humid, almost too wet to breathe. There was so much humidity to adjust to. But the thing that disturbed me the most was the rain.

I could endure the humidity and I actually had affection for the alligators. The rain, however, was scary. I experienced my first Florida rainstorm when I was coming home from my first day of school. I sat next to the window, gawking out as the rain pelted our big, bulky bus. The road appeared to be a raging river. I thought it was the end of the world.

I glanced around, expecting my classmates to do what I wanted to do—jump up in terror. But no one moved or even seemed to notice. Everyone else had probably already gone through rainstorms much worse than this one. The bus driver simply turned on the windshield wipers and kept driving, just a fraction more slowly.



How were Florida and Arizona different?



Why was the rainstorm frightening to the narrator in this story?

The Rains

11 I had just relocated to Florida from the deserts of the
23 Southwest. The dry air, the beige landscape, the burning sun of my
35 native Arizona—all these things I loved and knew I would miss.
47 However, since Florida is also in the southern part of the United
59 States, I imagined that in some ways it would be very similar.

68 To my surprise, everything in Florida looked strange and
76 wondrous. Everything was green. Flowers seemed to bloom
87 everywhere. The air was humid, almost too wet to breathe. There
100 was so much humidity to adjust to. But the thing that disturbed me
105 the most was the rain.

116 I could endure the humidity and I actually had affection for
127 the alligators. The rain, however, was scary. I experienced my first
139 Florida rainstorm when I was coming home from my first day of
153 school. I sat next to the window, gawking out as the rain pelted our
167 big, bulky bus. The road appeared to be a raging river. I thought it
173 was the end of the world.

183 I glanced around, expecting my classmates to do what I
196 wanted to do—jump up in terror. But no one moved or even
205 seemed to notice. Everyone else had probably already gone
216 through rainstorms much worse than this one. The bus driver simply
227 turned on the windshield wipers and kept driving, just a fraction
229 more slowly.



How were Florida and Arizona different?



Why was the rainstorm frightening to the narrator in this story?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Garden

Nancy decided one day that she wanted to grow a garden. She lived in an apartment, though, so she was not quite sure how she might do this. Nancy stood at her bedroom window and looked longingly out into the courtyard that was formed by the two L-shaped buildings of the apartment complex. Then suddenly she had an idea.

Nancy went to the superintendent of her building and asked if the patch of dirt in the center of the courtyard was being used for any purpose. Mr. Hernandez informed Nancy that in the decade since he had begun managing the buildings, nothing had ever been done to that area.

With Mr. Hernandez's assistance, Nancy got permission from the landlord to start a garden. The landlord told her that as long as she took care of whatever she planted, she was free to plant anything she liked.

Nancy arranged a family meeting that night. She gave each of her sisters an assignment. One sister went to the library and borrowed books on growing flowers and vegetables. Another sister e-mailed their grandmother on the Internet, asking her how to grow tomatoes. The third sister accompanied Nancy to a store where they purchased seeds for flowers and vegetables.

A few months later, Nancy and her family were eating tomatoes from the courtyard garden. And a vase of fresh asters looked gorgeous in the center of the table.



What is this passage mostly about?



How would you describe Nancy?

The Garden

11 Nancy decided one day that she wanted to grow a garden.
 24 She lived in an apartment, though, so she was not quite sure how
 36 she might do this. Nancy stood at her bedroom window and looked
 47 longingly out into the courtyard that was formed by the two
 57 L-shaped buildings of the apartment complex. Then suddenly she
 60 had an idea.

69 Nancy went to the superintendent of her building and
 83 asked if the patch of dirt in the center of the courtyard was being
 94 used for any purpose. Mr. Hernandez informed Nancy that in the
 104 decade since he had begun managing the buildings, nothing had
 110 ever been done to that area.

117 With Mr. Hernandez's assistance, Nancy got permission
 130 from the landlord to start a garden. The landlord told her that as
 144 long as she took care of whatever she planted, she was free to plant
 147 anything she liked.

157 Nancy arranged a family meeting that night. She gave each
 169 of her sisters an assignment. One sister went to the library and
 178 borrowed books on growing flowers and vegetables. Another sister
 189 e-mailed their grandmother on the Internet, asking her how to grow
 199 tomatoes. The third sister accompanied Nancy to a store where
 206 they purchased seeds for flowers and vegetables.

216 A few months later, Nancy and her family were eating
 227 tomatoes from the courtyard garden. And a vase of fresh asters
 235 looked gorgeous in the center of the table.

- ☒ What is this passage mostly about?
- ☒ How would you describe Nancy?

Words Read	–	Errors	=	WCPM

- ☐ Fall (127 WCPM)
- ☐ Winter (140 WCPM)
- ☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mr. Lazy-Bones

Matt Kroger was incredibly lazy. He was so lazy that sometimes at dinnertime he would still be lounging in his pajamas. Putting on regular clothes was too much work, and so was tying shoes, combing hair, or striding up a one-story flight of stairs instead of taking the elevator. Matt focused on avoiding any kind of activity. But Matt loved money, so when Mrs. Tinsley asked him to walk her dog Coco, Matt grabbed the opportunity. Five dollars for a ten-minute walk was a terrific deal.

When he asked me to accompany him, I thought, “Why not? I have nothing better to do anyway.”

One dog eventually led to two, because Matt discovered that walking a second pooch was like getting paid double for an identical amount of work. Then we were asked to walk a third and a fourth dog.

While strolling with the dogs, we thought, “Why not take on a paper route as well?”

“It would be like free money,” Matt declared. “It won’t take us any more time because we have to go around the neighborhood every day anyway.”

That’s right. We delivered newspapers while we walked the four dogs, not minding that our ten-minute walk now required an investment of more than an hour. The laziest kid in the universe had become the hardest-working one of all.



Why did Matt decide to start walking dogs?



What lesson did Matt learn in this story?

Mr. Lazy-Bones

10 Matt Kroger was incredibly lazy. He was so lazy that
21 sometimes at dinnertime he would still be lounging in his pajamas.
33 Putting on regular clothes was too much work, and so was tying
45 shoes, combing hair, or striding up a one-story flight of stairs
55 instead of taking the elevator. Matt focused on avoiding any
66 kind of activity. But Matt loved money, so when Mrs. Tinsley
77 asked him to walk her dog Coco, Matt grabbed the opportunity.
88 Five dollars for a ten-minute walk was a terrific deal.
98 When he asked me to accompany him, I thought, “Why
106 not? I have nothing better to do anyway.”
115 One dog eventually led to two, because Matt discovered
127 that walking a second pooch was like getting paid double for an
139 identical amount of work. Then we were asked to walk a third
143 and a fourth dog.
153 While strolling with the dogs, we thought, “Why not take
159 on a paper route as well?”
170 “It would be like free money,” Matt declared. “It won’t take
182 us any more time because we have to go around the neighborhood
185 every day anyway.”
194 That’s right. We delivered newspapers while we walked the
206 four dogs, not minding that our ten-minute walk now required an
218 investment of more than an hour. The laziest kid in the universe
226 had become the hardest-working one of all.



Why did Matt decide to start walking dogs?



What lesson did Matt learn in this story?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Rosetta Stone

Many ancient civilizations used languages that are lost to us in the modern era. Without a method to translate the writings or drawings left behind, scholars can only guess at their meanings. For many years, the hieroglyphics of ancient Egypt were one such mystery, but this changed with the discovery of the Rosetta Stone.

In 1799, a French officer of Napoleon's engineering corps discovered a dark gray granite-like rock with a pinkish tone and a pink streak at the top. The stone was quite large, measuring 11 inches thick, 3 feet 9 inches high, and 2 feet 4½ inches wide. Sections of the right side and top of the stone were missing.

The Rosetta Stone contains a decree by Egyptian priests marking the crowning of a king. The decree is carved on the stone three times. The first time, the decree is carved in ancient hieroglyphics. The second carving of the decree is written in demotic, which was a language commonly spoken in Egypt at that time, and the third is written in Greek.

Using the three carvings and knowledge of demotic and Greek, scholars were able to interpret the hieroglyphics. It was believed that the hieroglyphics were drawings of the objects that they represented, for example, that a drawing of a man represented a man. Through studying the hieroglyphics, it was discovered that some hieroglyphics represented sounds.



What is the Rosetta Stone?



How was the Rosetta Stone used to discover the meaning of the hieroglyphics?

The Rosetta Stone

10 Many ancient civilizations used languages that are lost to us
 22 in the modern era. Without a method to translate the writings or
 32 drawings left behind, scholars can only guess at their meanings.
 43 For many years, the hieroglyphics of ancient Egypt were one such
 54 mystery, but this changed with the discovery of the Rosetta Stone.
 63 In 1799, a French officer of Napoleon's engineering corps
 76 discovered a dark gray granite-like rock with a pinkish tone and a
 87 pink streak at the top. The stone was quite large, measuring
 101 11 inches thick, 3 feet 9 inches high, and 2 feet 4½ inches wide.
 113 Sections of the right side and top of the stone were missing.
 122 The Rosetta Stone contains a decree by Egyptian priests
 134 marking the crowning of a king. The decree is carved on the
 146 stone three times. The first time, the decree is carved in ancient
 156 hieroglyphics. The second carving of the decree is written in
 166 demotic, which was a language commonly spoken in Egypt at
 175 that time, and the third is written in Greek.
 184 Using the three carvings and knowledge of demotic and
 194 Greek, scholars were able to interpret the hieroglyphics. It was
 204 believed that the hieroglyphics were drawings of the objects that
 215 they represented, for example, that a drawing of a man represented
 225 a man. Through studying the hieroglyphics, it was discovered that
 229 some hieroglyphics represented sounds.



What is the Rosetta Stone?



How was the Rosetta Stone used to discover the meaning of the hieroglyphics?

Words Read	–	Errors	=	WCPM

- ☐ Fall (127 WCPM)
☐ Winter (140 WCPM)
☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Chore List

Brynn picked up the list of chores her mother wanted her to complete this afternoon. Brynn had lost track of time because she was reading the story of a pioneer girl named Rachel, who was about the same age as she was. Brynn's mother expected her to complete the chores before supper, so she decided that she had better get to work.

The first chore was to wash the dishes, and Brynn thought of how Rachel would have cleaned her dishes. Rachel would have had to haul the water from a river or stream and heat it over a fire before scrubbing the dishes clean.

Brynn's second chore was to fold the clean laundry in the dryer, so Brynn pulled the towels from the dryer and began folding them. Laundry would have been harder for Rachel, Brynn thought, because she would have hauled the water to wash and scrubbed the towels using a washboard. The towels would have dried in the breeze, instead of in a machine.

Brynn's final chore was to vacuum the living room floor, so she walked to the closet and pulled out the vacuum cleaner. As Brynn vacuumed, she again thought of Rachel. Rachel would not have had carpeting in her small log cabin, and she would not have had the convenience of a vacuum cleaner to get the dirt off the floor. She would have had to sweep with a broom, and it is possible that she would have had to make the broom herself. Brynn smiled as she thought of Rachel because she could not wait to read more about her life.



What is Brynn's book about?



How does Brynn's chore list compare with Rachel's chore list?

The Chore List

12 Brynn picked up the list of chores her mother wanted her to
24 complete this afternoon. Brynn had lost track of time because she was
37 reading the story of a pioneer girl named Rachel, who was about the
49 same age as she was. Brynn's mother expected her to complete the
62 chores before supper, so she decided that she had better get to work.
73 The first chore was to wash the dishes, and Brynn thought
84 of how Rachel would have cleaned her dishes. Rachel would have
100 had to haul the water from a river or stream and heat it over a fire
105 before scrubbing the dishes clean.
116 Brynn's second chore was to fold the clean laundry in the
128 dryer, so Brynn pulled the towels from the dryer and began folding
138 them. Laundry would have been harder for Rachel, Brynn thought,
149 because she would have hauled the water to wash and scrubbed
161 the towels using a washboard. The towels would have dried in the
167 breeze, instead of in a machine.
177 Brynn's final chore was to vacuum the living room floor,
190 so she walked to the closet and pulled out the vacuum cleaner. As
200 Brynn vacuumed, she again thought of Rachel. Rachel would not
213 have had carpeting in her small log cabin, and she would not have
226 had the convenience of a vacuum cleaner to get the dirt off the
240 floor. She would have had to sweep with a broom, and it is possible
252 that she would have had to make the broom herself. Brynn smiled
265 as she thought of Rachel because she could not wait to read more
268 about her life.



What is Brynn's book about?



How does Brynn's chore list compare with Rachel's chore list?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Good Old Days

Jada was helping Ms. Funes dig a space for a new porch. “Be careful,” Ms. Funes said. “There used to be a library on this site, about 100 years ago, and we might discover some books buried underground.”

“It would be amazing to unearth real books!” Jada exclaimed. She had learned about them in school in her twenty-first century culture class, but to actually experience a real book would be absolutely astonishing. Suddenly, Jada felt a large object that had pages and seemed to be made of paper. “Is this what you call a book?” Jada asked, and Ms. Funes nodded. The title of the book was *A Guide to Collecting Postage Stamps*. Completely intrigued, Jada looked at the photographs and wondered what postage stamps were. Ms. Funes explained that they were things people used to put on letters. Letters were an ancient form of writing that people used to communicate.

“Why didn’t they just communicate by mental telepathy, like we do?” Jada asked.

“Their technology was very ancient,” Ms. Funes responded. An instant later, Jada felt something much bigger than the book. The two amateur archaeologists spent several minutes unearthing something that had a large viewing screen and a keyboard.

“It is one of the first computers ever created!” Ms. Funes cried.

“But why,” Jada asked, “would they make a computer so immense?” Ms. Funes tried to explain. “They must have appreciated things that were massive and solid. It is hard to comprehend, isn’t it?”



What is this story mostly about?



Why did Jada not know what a real book was?

The Good Old Days

13 Jada was helping Ms. Funes dig a space for a new porch. “Be
27 careful,” Ms. Funes said. “There used to be a library on this site, about
38 100 years ago, and we might discover some books buried underground.”
48 “It would be amazing to unearth real books!” Jada exclaimed.
61 She had learned about them in school in her twenty-first century culture
72 class, but to actually experience a real book would be absolutely
83 astonishing. Suddenly, Jada felt a large object that had pages and
97 seemed to be made of paper. “Is this what you call a book?” Jada
111 asked, and Ms. Funes nodded. The title of the book was *A Guide to*
120 *Collecting Postage Stamps*. Completely intrigued, Jada looked at the
129 photographs and wondered what postage stamps were. Ms. Funes
141 explained that they were things people used to put on letters. Letters
152 were an ancient form of writing that people used to communicate.
161 “Why didn’t they just communicate by mental telepathy, like
165 we do?” Jada asked.
174 “Their technology was very ancient,” Ms. Funes responded. An
186 instant later, Jada felt something much bigger than the book. The two
193 amateur archaeologists spent several minutes unearthing something
202 that had a large viewing screen and a keyboard.
214 “It is one of the first computers ever created!” Ms. Funes cried.
224 “But why,” Jada asked, “would they make a computer so
234 immense?” Ms. Funes tried to explain. “They must have appreciated
247 things that were massive and solid. It is hard to comprehend, isn’t it?”



What is this story mostly about?



Why did Jada not know what a real book was?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The New Neighbor

Sara Benito moved directly across the street in December. We hit it off immediately, and I thought here was someone I could cherish as a best friend. At school, I introduced Sara to dozens of acquaintances, and she was instantly popular. That first day, Astrid invited both of us over to try a new computer game even though Astrid had never invited me to anything before. The next day Trisha and Becky invited Sara and me to go ice-skating, which I had never done with them before either.

Shortly afterwards, Marisole asked us to go to the aquarium on the weekend. I already had plans, so I asked Marisole if we could postpone the trip. Marisole informed me that it did not matter, that she and Sara would go anyway. Instantly, it hit me that all of the invitations were not really for me.

Meanwhile, Sara kept getting invited to parties, trips to the mall, excursions to the seashore, you name it. After a while, I seldom saw Sara anymore, so I sort of discarded the idea that she could be my best friend.

Then, one Friday afternoon, she came knocking at my door, and I asked what was wrong. “Don’t you have any parties, films, or concerts to go to?” I asked.

Sara told me that she would prefer to spend the weekend with her best friend. Sara and I were best friends after all.



What is this story mostly about?



Why do you think Sara preferred spending the weekend with her best friend?

The New Neighbor

9 Sara Benito moved directly across the street in December.
 21 We hit it off immediately, and I thought here was someone I
 33 could cherish as a best friend. At school, I introduced Sara to
 42 dozens of acquaintances, and she was instantly popular. That
 55 first day, Astrid invited both of us over to try a new computer
 65 game even though Astrid had never invited me to anything
 77 before. The next day Trisha and Becky invited Sara and me to
 89 go ice-skating, which I had never done with them before either.
 99 Shortly afterwards, Marisole asked us to go to the aquarium
 112 on the weekend. I already had plans, so I asked Marisole if we
 123 could postpone the trip. Marisole informed me that it did not
 135 matter, that she and Sara would go anyway. Instantly, it hit me
 145 that all of the invitations were not really for me.
 155 Meanwhile, Sara kept getting invited to parties, trips to the
 167 mall, excursions to the seashore, you name it. After a while, I
 180 seldom saw Sara anymore, so I sort of discarded the idea that she
 185 could be my best friend.
 195 Then, one Friday afternoon, she came knocking at my door,
 207 and I asked what was wrong. "Don't you have any parties, films,
 214 or concerts to go to?" I asked.
 225 Sara told me that she would prefer to spend the weekend
 237 with her best friend. Sara and I were best friends after all.



What is this story mostly about?



Why do you think Sara preferred spending the weekend with her best friend?

Words Read	–	Errors	=	WCPM

- ☐ Fall (127 WCPM)
☐ Winter (140 WCPM)
☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Centuries of Whaling

When Vikings roamed the Atlantic Ocean long ago, one of the greatest prizes they sought was whales. Way back in the 1100s, the struggle between whale and sailor was a fairly even one, but over time, whaling methods grew more and more advanced. By the mid-1800s, whaling had become a big business.

Norwegian whalers, the modern descendants of the Vikings, were among the leaders in whaling technology. In 1863, a Norwegian sea captain created a new type of whaling ship. The 82-foot-long boat was sleek and swift, fast enough to catch up with even the fastest swimming whale. It also had bomb harpoons. These harpoons were tipped with bombs that would explode inside the whale. They caused death much sooner than ordinary harpoons. Suddenly, the seas were even more dangerous than ever for whales.

By the late 1800s, many whale species were endangered. The numbers of both the right whale and the bowhead whale dropped sharply. Because these whales were slower than the new boats, they were easy to kill. Sadly, millions of whales were slaughtered before a ban on whaling was agreed upon in 1982. Since then, whaling has been prohibited and successfully stopped. But almost all kinds of whales still suffer because of the extensive whaling in the past.



What is the passage mostly about?



What finally stopped widespread whaling?

Centuries of Whaling

9 When Vikings roamed the Atlantic Ocean long ago, one
20 of the greatest prizes they sought was whales. Way back in
31 the 1100s, the struggle between whale and sailor was a fairly
41 even one, but over time, whaling methods grew more and
51 more advanced. By the mid-1800s, whaling had become a
53 big business.

61 Norwegian whalers, the modern descendants of the Vikings,
71 were among the leaders in whaling technology. In 1863, a
82 Norwegian sea captain created a new type of whaling ship. The
95 82-foot-long boat was sleek and swift, fast enough to catch up
106 with even the fastest swimming whale. It also had bomb harpoons.
116 These harpoons were tipped with bombs that would explode inside
125 the whale. They caused death much sooner than ordinary
134 harpoons. Suddenly, the seas were even more dangerous than
137 ever for whales.

146 By the late 1800s, many whale species were endangered.
157 The numbers of both the right whale and the bowhead whale
167 dropped sharply. Because these whales were slower than the new
178 boats, they were easy to kill. Sadly, millions of whales were
189 slaughtered before a ban on whaling was agreed upon in 1982.
197 Since then, whaling has been prohibited and successfully
209 stopped. But almost all kinds of whales still suffer because of the
214 extensive whaling in the past.



What is the passage mostly about?



What finally stopped widespread whaling?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A Special Friendship

Elizabeth Cady Stanton and Lucretia Mott were two women with different backgrounds but a shared drive to fight for the rights of all people. Elizabeth Cady Stanton was born in 1815 and received a formal education, which was unusual for a woman at that time. After graduation, she was sorely disappointed to encounter social barriers which prevented her from working in the same positions as her male classmates. She began to fight for women's rights and for the end of slavery.

Lucretia Mott was born in 1793, and became a Quaker minister in 1821. Mott was well known for her speeches and work as an abolitionist. She helped to organize a convention of American women who were against slavery in 1837.

The two women met in London in 1840 at the World Anti-Slavery Convention where Stanton was planning to attend the convention with her husband and Mott was sent as a delegate. Both women were disappointed to learn that the male delegates decided that women could not attend the convention. At this time, they decided to work together to fight for the rights of women. This was the beginning of a friendship that would help change the lives of women in the United States forever. In 1848, Stanton and Mott organized the first women's rights convention.



Who were Elizabeth Cady Stanton and Lucretia Mott?



How did the World Anti-Slavery Convention affect the women's rights movement?

A Special Friendship

9 Elizabeth Cady Stanton and Lucretia Mott were two women
21 with different backgrounds but a shared drive to fight for the rights
32 of all people. Elizabeth Cady Stanton was born in 1815 and
43 received a formal education, which was unusual for a woman at
52 that time. After graduation, she was sorely disappointed to
62 encounter social barriers which prevented her from working in the
73 same positions as her male classmates. She began to fight for
81 women's rights and for the end of slavery.

91 Lucretia Mott was born in 1793, and became a Quaker
103 minister in 1821. Mott was well known for her speeches and work
113 as an abolitionist. She helped to organize a convention of
121 American women who were against slavery in 1837.

132 The two women met in London in 1840 at the World
142 Anti-Slavery Convention where Stanton was planning to attend the
153 convention with her husband and Mott was sent as a delegate.
163 Both women were disappointed to learn that the male delegates
174 decided that women could not attend the convention. At this time,
186 they decided to work together to fight for the rights of women.
198 This was the beginning of a friendship that would help change the
209 lives of women in the United States forever. In 1848, Stanton
217 and Mott organized the first women's rights convention.



Who were Elizabeth Cady Stanton and Lucretia Mott?



How did the World Anti-Slavery Convention affect the women's rights movement?

Words Read	–	Errors	=	WCPM

- ☐ Fall (127 WCPM)
☐ Winter (140 WCPM)
☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	○	○	○	○
Pace	○	○	○	○
Syntax	○	○	○	○
Self-correction	○	○	○	○
Intonation	○	○	○	○

Old Family Traditions

Giovanni peered at the faded, spidery handwriting on the stained recipe card, which contained the directions in both Italian and English. He was attempting his first batch of authentic, homemade pasta, using his great-grandmother Savone's recipe. His grandmother often used this recipe for important family gatherings, and Giovanni wanted to surprise her by making it for her eightieth birthday celebration.

The only ingredients this recipe called for were flour and eggs. Giovanni carefully measured the correct amount of flour into the bowl and added the eggs as described in the recipe. As he mixed the dough, he wondered how it was possible to make such delicious pasta using only two ingredients.

Next, Giovanni had to knead the dough. After a few attempts, he was able to knead it without having dough stuck all over his hands or the countertop. His arms began to ache with the effort of kneading the dough, but he knew that this was an important step. While kneading, he thought of how surprised his family would be to see that he had made the pasta himself.

After rolling the dough flat, Giovanni cut the pasta into fettuccine by hand. Some people used pasta cutting machines, but Giovanni knew that his grandma always cut her pasta by hand. With a smile, Giovanni looked at the thin noodles in front of him. He had successfully managed to follow an old family recipe, and he could not wait to share the results with his family!



What is Giovanni making?



Why was the recipe written in both Italian and English?

Old Family Traditions

9 Giovanni peered at the faded, spidery handwriting on the
19 stained recipe card, which contained the directions in both Italian
29 and English. He was attempting his first batch of authentic,
38 homemade pasta, using his great-grandmother Savone's recipe. His
47 grandmother often used this recipe for important family gatherings,
59 and Giovanni wanted to surprise her by making it for her eightieth
61 birthday celebration.

71 The only ingredients this recipe called for were flour and
81 eggs. Giovanni carefully measured the correct amount of flour into
94 the bowl and added the eggs as described in the recipe. As he
106 mixed the dough, he wondered how it was possible to make such
112 delicious pasta using only two ingredients.

122 Next, Giovanni had to knead the dough. After a few
134 attempts, he was able to knead it without having dough stuck all
147 over his hands or the countertop. His arms began to ache with the
159 effort of kneading the dough, but he knew that this was an
169 important step. While kneading, he thought of how surprised his
181 family would be to see that he had made the pasta himself.

191 After rolling the dough flat, Giovanni cut the pasta into
201 fettuccine by hand. Some people used pasta cutting machines, but
212 Giovanni knew that his grandma always cut her pasta by hand.
225 With a smile, Giovanni looked at the thin noodles in front of him.
236 He had successfully managed to follow an old family recipe, and
247 he could not wait to share the results with his family!



What is Giovanni making?



Why was the recipe written in both Italian and English?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Harriet Beecher Stowe Takes a Stand

In 1852, Harriet Beecher Stowe was a young woman living in a little town in Maine. She had been concerned for a long time about slavery. She believed it was immoral, and she couldn't understand why everyone else did not agree with her. Over the years, she had gone to many lectures about the need to give enslaved people their freedom. She had read many newspaper articles saying the same thing. But the lectures and articles always annoyed her. They were dry and hard to read, using complex legal arguments.

"Why couldn't someone write a good, readable story?" she asked herself. "Why couldn't a writer show, in dramatic fashion, how terrible slavery is? Why couldn't a clever author show exactly what was going on?" She finally decided to do it herself. She vowed that her story would catch the attention of everybody in the country.

Finally, she finished her book, *Uncle Tom's Cabin*. It not only told about the struggles of enslaved people but it showed them in vivid detail. The book caused quite a disturbance throughout the country. People who had been against slavery without taking action suddenly became active and voiced their objections to it.

The Civil War broke out a few years after the book was published. During the war, President Abraham Lincoln met Harriet Beecher Stowe. He looked at Stowe and smiled. "So you are the little woman who wrote the book that started this great war," Lincoln said with a wide grin.



What caused Harriet Beecher Stowe to write *Uncle Tom's Cabin*?



What effect did *Uncle Tom's Cabin* have on the country?

Harriet Beecher Stowe Takes a Stand

11 In 1852, Harriet Beecher Stowe was a young woman living in
25 a little town in Maine. She had been concerned for a long time about
35 slavery. She believed it was immoral, and she couldn't understand
48 why everyone else did not agree with her. Over the years, she had
60 gone to many lectures about the need to give enslaved people their
70 freedom. She had read many newspaper articles saying the same
81 thing. But the lectures and articles always annoyed her. They were
90 dry and hard to read, using complex legal arguments.

99 "Why couldn't someone write a good, readable story?" she
109 asked herself. "Why couldn't a writer show, in dramatic fashion,
120 how terrible slavery is? Why couldn't a clever author show exactly
133 what was going on?" She finally decided to do it herself. She vowed
145 that her story would catch the attention of everybody in the country.

155 Finally, she finished her book, *Uncle Tom's Cabin*. It not
166 only told about the struggles of enslaved people but it showed
176 them in vivid detail. The book caused quite a disturbance
185 throughout the country. People who had been against slavery
194 without taking action suddenly became active and voiced their
197 objections to it.

209 The Civil War broke out a few years after the book was
217 published. During the war, President Abraham Lincoln met
228 Harriet Beecher Stowe. He looked at Stowe and smiled. "So you
239 are the little woman who wrote the book that started this
247 great war," Lincoln said with a wide grin.



What caused Harriet Beecher Stowe to write *Uncle Tom's Cabin*?



What effect did *Uncle Tom's Cabin* have on the country?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Moves

The work that you do can determine how frequently you change your home address. If you are a migrant worker, for instance, you must follow agricultural crops to make a living. Your employment depends on what is being cultivated and harvested in a farm during a particular season. Of course, your family goes where you go.

If circus performing is your specialty, your job may sound exciting, but circuses travel from town to town all over the country annually. You have to learn how to get in and out of a location quickly because the next arena is waiting.

Being a physician often does not keep you in one place either. You may have to work in various hospitals while you finish your training. It may be exciting for you because you can look forward to expanding your knowledge in a new institution, but how would your family feel about moving again?

How about research scientists, you might inquire? Surely you can get a job at a great laboratory and your projects might be paid for by the government or by big corporations. But sometimes, your project may last for only a year or two, and not be renewed. Then you just find another project somewhere else. Of course, as a consequence, your family will have to pack up and say good-bye to their friends.



How might the kind of job you have affect where you live?



Why would it be difficult for a family to keep moving to different locations?

Job Moves

10 The work that you do can determine how frequently you
21 change your home address. If you are a migrant worker, for
32 instance, you must follow agricultural crops to make a living. Your
42 employment depends on what is being cultivated and harvested in
53 a farm during a particular season. Of course, your family goes
56 where you go.

66 If circus performing is your specialty, your job may sound
78 exciting, but circuses travel from town to town all over the country
92 annually. You have to learn how to get in and out of a location
99 quickly because the next arena is waiting.

110 Being a physician often does not keep you in one place
122 either. You may have to work in various hospitals while you finish
134 your training. It may be exciting for you because you can look
144 forward to expanding your knowledge in a new institution, but
152 how would your family feel about moving again?

160 How about research scientists, you might inquire? Surely
174 you can get a job at a great laboratory and your projects might be
185 paid for by the government or by big corporations. But sometimes,
199 your project may last for only a year or two, and not be renewed.
211 Then you just find another project somewhere else. Of course, as a
224 consequence, your family will have to pack up and say good-bye to
226 their friends.



How might the kind of job you have affect where you live?



Why would it be difficult for a family to keep moving to different locations?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Last Frontier

Many people claim that space is the last frontier. By this they mean that every country on Earth has already been discovered and explored. To be true explorers, they say, we must journey to distant planets.

While it may be true that space is an open frontier, plenty of frontier still exists here on our planet. This is because the deepest spots of our planet, deep areas beneath the oceans, are still unexplored. The average depth of the world's oceans is 12,200 feet, but parts of the ocean plunge much deeper. The deepest known spot is in the western Pacific and is 36,198 feet below sea level.

Divers can go only so far with the deep sea breathing equipment we have today. To really reach the ocean's depths, people need to travel in special vehicles especially built for underwater exploration. Only a handful of people have done that.

We know that plant life is rare deep below the ocean's surface. That's because sunlight is necessary for plant survival and solar rays can penetrate only about 660 feet below the surface of the water. Deeper than that, the waters are completely dark and plants are unable to survive.

We know that some animals have adapted to life in the dark by becoming luminous, giving off a glow. Other creatures have become scavengers, feeding on whatever drops to the ocean floor. But these are just scattered pieces of information. Perhaps one day we will uncover even more secrets of the deep sea.



In the author's opinion, what really is the last frontier?



Why don't we know more about life at the bottom of the ocean?

The Last Frontier

11 Many people claim that space is the last frontier. By this
 22 they mean that every country on Earth has already been discovered
 34 and explored. To be true explorers, they say, we must journey to
 36 distant planets.

48 While it may be true that space is an open frontier, plenty
 60 of frontier still exists here on our planet. This is because the
 72 deepest spots of our planet, deep areas beneath the oceans, are still
 83 unexplored. The average depth of the world's oceans is 12,200 feet,
 94 but parts of the ocean plunge much deeper. The deepest known
 107 spot is in the western Pacific and is 36,198 feet below sea level.

118 Divers can go only so far with the deep sea breathing
 128 equipment we have today. To really reach the ocean's depths,
 138 people need to travel in special vehicles especially built for
 148 underwater exploration. Only a handful of people have done that.

159 We know that plant life is rare deep below the ocean's
 169 surface. That's because sunlight is necessary for plant survival and
 181 solar rays can penetrate only about 660 feet below the surface of
 192 the water. Deeper than that, the waters are completely dark and
 197 plants are unable to survive.

209 We know that some animals have adapted to life in the dark
 219 by becoming luminous, giving off a glow. Other creatures have
 229 become scavengers, feeding on whatever drops to the ocean floor.
 240 But these are just scattered pieces of information. Perhaps one day
 250 we will uncover even more secrets of the deep sea.



In the author's opinion, what really is the last frontier?



Why don't we know more about life at the bottom of the ocean?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sports on Wheels

After World War II, veterans returned to the United States with new challenges. Many of these veterans had had leg amputations as a result of wounds they suffered and now they relied on wheelchairs to get around. Some of these veterans missed playing their favorite sports and sought to find a way to remain competitive. One of the first sports to be adapted to wheelchairs was basketball.

Over the years, the sport of wheelchair basketball has expanded worldwide and today tournaments are played all over the globe. Specially designed, lightweight wheelchairs allow athletes to move up and down the court with amazing speed and maneuver with precision. Some wheelchairs have a fifth wheel on the back to prevent the chair from tipping over.

A few modifications to the standard rules for basketball are necessary because of the wheelchairs and the players' abilities. During the game, the wheelchair is considered part of the athlete's body and athletes must remain completely seated in the wheelchair at all times. It is considered traveling if the athlete pushes on his or her wheels more than twice before dribbling, passing, or shooting the ball. If a player falls out of his or her chair, play can be stopped until the athlete is seated again. A point system is used to rate the abilities of the players on each team to make sure that the teams competing are fairly balanced.



What event caused a need for sports that could be played in wheelchairs?



Why are modifications to the standard basketball rules necessary for wheelchair basketball?

Sports on Wheels

11 After World War II, veterans returned to the United States with
23 new challenges. Many of these veterans had had leg amputations as a
35 result of wounds they suffered and now they relied on wheelchairs to
45 get around. Some of these veterans missed playing their favorite
58 sports and sought to find a way to remain competitive. One of the
67 first sports to be adapted to wheelchairs was basketball.
76 Over the years, the sport of wheelchair basketball has
85 expanded worldwide and today tournaments are played all over
92 the globe. Specially designed, lightweight wheelchairs allow
104 athletes to move up and down the court with amazing speed and
114 maneuver with precision. Some wheelchairs have a fifth wheel on
123 the back to prevent the chair from tipping over.
133 A few modifications to the standard rules for basketball are
142 necessary because of the wheelchairs and the players' abilities.
153 During the game, the wheelchair is considered part of the athlete's
163 body and athletes must remain completely seated in the wheelchair
177 at all times. It is considered traveling if the athlete pushes on his or
187 her wheels more than twice before dribbling, passing, or shooting
203 the ball. If a player falls out of his or her chair, play can be stopped
217 until the athlete is seated again. A point system is used to rate the
230 abilities of the players on each team to make sure that the teams
234 competing are fairly balanced.



What event caused a need for sports that could be played in wheelchairs?



Why are modifications to the standard basketball rules necessary for wheelchair basketball?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Art on the Wall

Humberto sighed disgustedly as he looked at the spray-painted images that again covered the wall of his school. The custodians always repainted the wall whenever vandalism occurred, but Humberto was frustrated with this cycle. He wondered if painting a mural on the wall would deter more images from appearing on his school. Humberto presented his idea to his friend Justin, who suggested that they approach their principal for permission to paint a mural on the wall.

The principal fully supported their idea, but noted that completing a project this large would require many volunteers. With their parents' help, Humberto and Justin organized a large group of volunteers to work on the mural. At their principal's suggestion, they asked the art teacher, Ms. Huerta, to design the mural.

Ms. Huerta designed a beautiful scene showing students helping each other, with the school's name spelled out in the clouds over their heads. The design was projected onto the wall and the lines were carefully traced by many hands. Finally, small paint brushes and cans of paint were handed out and color was added to the scene.

Over the next few weeks, the number of volunteers grew until there was not enough room for all of the painters, so some of the extra volunteers cleaned up litter and planted new flowers. When the project was complete, Humberto and Justin viewed the mural and school grounds with satisfaction. They also noted with pride that the school was never vandalized again.



What is Humberto's plan?



Why do so many volunteers agree to help with the mural?

Art on the Wall

10 Humberto sighed disgustedly as he looked at the spray-painted
21 images that again covered the wall of his school. The custodians
29 always repainted the wall whenever vandalism occurred, but
40 Humberto was frustrated with this cycle. He wondered if painting a
51 mural on the wall would deter more images from appearing on
62 his school. Humberto presented his idea to his friend Justin, who
72 suggested that they approach their principal for permission to paint
77 a mural on the wall.

86 The principal fully supported their idea, but noted that
96 completing a project this large would require many volunteers. With
107 their parents' help, Humberto and Justin organized a large group of
117 volunteers to work on the mural. At their principal's suggestion,
128 they asked the art teacher, Ms. Huerta, to design the mural.

136 Ms. Huerta designed a beautiful scene showing students
148 helping each other, with the school's name spelled out in the clouds
161 over their heads. The design was projected onto the wall and the lines
172 were carefully traced by many hands. Finally, small paint brushes and
185 cans of paint were handed out and color was added to the scene.

195 Over the next few weeks, the number of volunteers grew
209 until there was not enough room for all of the painters, so some of
219 the extra volunteers cleaned up litter and planted new flowers.
229 When the project was complete, Humberto and Justin viewed the
239 mural and school grounds with satisfaction. They also noted with
247 pride that the school was never vandalized again.



What is Humberto's plan?



Why do so many volunteers agree to help with the mural?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

New Pearls

With its deep white luster, the beauty of a pearl is beyond compare. Yet pearls start out as nothing more than tiny bits of matter. A grain of sand gets inside the shell of an oyster or clam. The animal then covers the sand with layers of shell-like material called mother-of-pearl. In time, a beautiful round pearl forms.

Oyster pearls are definitely the most popular pearls because of their roundness and deep white color. But other mollusks, animals with shells, also make pearls. In fact, pearls come in a wide variety of shapes, sizes, and colors. The Caribbean conch produces dazzling pink pearls. Blue, black, and yellow pearls are highly prized because they are rare.

Some pearls are valued at thousands of dollars. This price reflects how fascinating they are. It also shows how rare they are. Divers discover a good pearl only once per thousand attempts.

But where there is a will, there is a way. Japanese pearl collectors grew tired of depending on fortune alone to find pearls. So, they invented a process to encourage oysters to make pearls faster. They deposited a particle into the body of an oyster, and in three to five years, a decent-size cultured pearl was sure to form.

The invention of cultured pearls opened up a new market for pearls. Previously, only very wealthy people could afford a string of natural pearls. Now, pearls are available to everyone.



How are cultured pearls and natural pearls different?



Why are pearls more affordable now than they were in the past?

New Pearls

12 With its deep white luster, the beauty of a pearl is beyond
24 compare. Yet pearls start out as nothing more than tiny bits of
38 matter. A grain of sand gets inside the shell of an oyster or clam.
50 The animal then covers the sand with layers of shell-like material
61 called mother-of-pearl. In time, a beautiful round pearl forms.
69 Oyster pearls are definitely the most popular pearls
79 because of their roundness and deep white color. But other
89 mollusks, animals with shells, also make pearls. In fact, pearls
100 come in a wide variety of shapes, sizes, and colors. The
108 Caribbean conch produces dazzling pink pearls. Blue, black,
118 and yellow pearls are highly prized because they are rare.
128 Some pearls are valued at thousands of dollars. This price
140 reflects how fascinating they are. It also shows how rare they are.
150 Divers discover a good pearl only once per thousand attempts.
162 But where there is a will, there is a way. Japanese pearl
173 collectors grew tired of depending on fortune alone to find pearls.
184 So, they invented a process to encourage oysters to make pearls
197 faster. They deposited a particle into the body of an oyster, and in
210 three to five years, a decent-size cultured pearl was sure to form.
220 The invention of cultured pearls opened up a new market
231 for pearls. Previously, only very wealthy people could afford a string
240 of natural pearls. Now, pearls are available to everyone.



How are cultured pearls and natural pearls different?



Why are pearls more affordable now than they were in the past?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Looking at Clouds

How are clouds formed? To understand cloud formation, you need to remember two basic laws. First, warm air is somewhat lighter than cool air. Second, warm air holds more water than cool air. On a clear day, the sun heats the ground unevenly. Pockets of warm air, called thermals, are light, and they rise like bubbles into the sky. Since they are warm, these thermals hold more water than the surrounding atmosphere. As they rise, the surrounding air gets colder, so the thermals soon cool off. Since cool air holds less moisture than warm air, the water in a thermal will drop out and form a puffy white cloud. Small clouds may last no longer than twenty minutes. But occasionally they may merge to form a larger cloud that lasts a great deal longer, maybe even for an hour or so.

Some thermals are bigger, warmer, and wetter than others, and they rise higher into colder air levels. There they consolidate with other thermals to form a large rain cloud or thundercloud. These massive clouds can last for nine hours.

A large thundercloud can reach great heights, as much as ten miles up into the sky. Ice crystals inside of a thundercloud swirl furiously, smashing into one another. This smashing tends to create an electrical charge at the bottom of the cloud. If this charge grows big enough, it will discharge, resulting in a bolt of lightning that impacts the ground.



What process is explained in this passage?



What are thermals?

Looking at Clouds

8 How are clouds formed? To understand cloud formation,
19 you need to remember two basic laws. First, warm air is
29 somewhat lighter than cool air. Second, warm air holds more
42 water than cool air. On a clear day, the sun heats the ground
52 unevenly. Pockets of warm air, called thermals, are light, and
64 they rise like bubbles into the sky. Since they are warm, these
73 thermals hold more water than the surrounding atmosphere. As
84 they rise, the surrounding air gets colder, so the thermals soon
96 cool off. Since cool air holds less moisture than warm air, the
109 water in a thermal will drop out and form a puffy white cloud.
119 Small clouds may last no longer than twenty minutes. But
130 occasionally they may merge to form a larger cloud that lasts
141 a great deal longer, maybe even for an hour or so.

149 Some thermals are bigger, warmer, and wetter than
160 others, and they rise higher into colder air levels. There they
170 consolidate with other thermals to form a large rain cloud
180 or thundercloud. These massive clouds can last for nine hours.

190 A large thundercloud can reach great heights, as much as
202 ten miles up into the sky. Ice crystals inside of a thundercloud
211 swirl furiously, smashing into one another. This smashing tends
224 to create an electrical charge at the bottom of the cloud. If this
235 charge grows big enough, it will discharge, resulting in a bolt
241 of lightning that impacts the ground.



What process is explained in this passage?



What are thermals?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pompeii Yesterday and Today

Pompeii was an ancient city in southern Italy that disappeared after a nearby volcano erupted in A.D. 79. The city lay buried under layers of cinders, ashes, and stone for hundreds of years before it was rediscovered in the 1700s. Now more than three quarters of the city has been uncovered, and much of the city looks just as it did in ancient times.

During the disaster, lava and mud flowed into a nearby city but not into Pompeii. Instead, the city was showered with hot, wet ashes and cinders. When the ashes and cinders dried, they covered and sealed up much of the city. Only the tops of walls and columns could be seen. Later, other eruptions completely buried the city.

Many wealthy Romans lived in ancient Pompeii. The weather in Pompeii was warm and sunny, and Romans built large villas, or homes, there to take advantage of the good climate. Many of the buildings near the center of the city had two stories. The city was surrounded by a great wall with seven gates and had a theater, many temples, a gladiators' court, and three large public baths.

During the eruption of A.D. 79, the air was filled with poisonous gases. Many people were able to get away, but many others died in their homes or as they fled.

Today visitors can walk in and out of houses and up and down narrow lanes, just as people did long ago. The eruption took place while the city was having an election. Visitors can still see election slogans on many walls.



Why was Pompeii so well preserved?



Why was finding Pompeii an important discovery?

Pompeii Yesterday and Today

9 Pompeii was an ancient city in southern Italy that
 21 disappeared after a nearby volcano erupted in A.D. 79. The city lay
 32 buried under layers of cinders, ashes, and stone for hundreds of
 43 years before it was rediscovered in the 1700s. Now more than
 56 three quarters of the city has been uncovered, and much of the city
 64 looks just as it did in ancient times.

75 During the disaster, lava and mud flowed into a nearby city
 87 but not into Pompeii. Instead, the city was showered with hot, wet
 98 ashes and cinders. When the ashes and cinders dried, they covered
 112 and sealed up much of the city. Only the tops of walls and columns
 122 could be seen. Later, other eruptions completely buried the city.

130 Many wealthy Romans lived in ancient Pompeii. The
 141 weather in Pompeii was warm and sunny, and Romans built large
 153 villas, or homes, there to take advantage of the good climate. Many
 167 of the buildings near the center of the city had two stories. The city
 180 was surrounded by a great wall with seven gates and had a theater,
 190 many temples, a gladiators' court, and three large public baths.

201 During the eruption of A.D. 79, the air was filled with
 212 poisonous gases. Many people were able to get away, but many
 221 others died in their homes or as they fled.

233 Today visitors can walk in and out of houses and up and
 245 down narrow lanes, just as people did long ago. The eruption took
 257 place while the city was having an election. Visitors can still see
 262 election slogans on many walls.



Why was Pompeii so well preserved?



Why was finding Pompeii an important discovery?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Life-Saving Mold

For most people, the word *mold* has a negative connotation. You may picture a piece of bread covered with green spots or something unclean. However, the discovery of a bacteria-killing property of a rare mold in the 1920s led to the creation of medicine that has saved millions of lives. If you have ever taken an antibiotic for an infection, then you may have taken medicine derived from this mold.

In 1928, a scientist named Alexander Fleming was examining the bacteria growing in his Petri dishes. Fleming noticed a spot of mold growing on one of the dishes, and then noted that all the bacteria near the mold had died. Fleming decided that the mold had killed the bacteria and he began working to isolate this rare mold called *Penicillium notatum*. Isolating the mold was very difficult, and it was hard to get large quantities of penicillin.

Other scientists worked on purifying penicillin and found success with their experiments. The first human patient to receive penicillin for a blood infection began to recover after initial doses, but later died once the supply of penicillin ran out. This led to further research, and methods to produce more penicillin were developed.

Before the discovery of penicillin, millions of people died from infections. Today, many of these same infections are treated and cured by antibiotics derived from *Penicillium notatum*.



What killed the bacteria in Fleming's Petri dish?



Why was Fleming's discovery important?

Life-Saving Mold

10 For most people, the word *mold* has a negative connotation.
 22 You may picture a piece of bread covered with green spots or
 31 something unclean. However, the discovery of a bacteria-killing
 44 property of a rare mold in the 1920s led to the creation of
 57 medicine that has saved millions of lives. If you have ever taken an
 67 antibiotic for an infection, then you may have taken medicine
 71 derived from this mold.

80 In 1928, a scientist named Alexander Fleming was examining
 92 the bacteria growing in his Petri dishes. Fleming noticed a spot of
 105 mold growing on one of the dishes, and then noted that all the
 117 bacteria near the mold had died. Fleming decided that the mold had
 129 killed the bacteria and he began working to isolate this rare mold
 138 called *Penicillium notatum*. Isolating the mold was very difficult,
 148 and it was hard to get large quantities of penicillin.

156 Other scientists worked on purifying penicillin and found
 166 success with their experiments. The first human patient to receive
 176 penicillin for a blood infection began to recover after initial
 188 doses, but later died once the supply of penicillin ran out. This
 198 led to further research, and methods to produce more penicillin
 200 were developed.

209 Before the discovery of penicillin, millions of people died
 219 from infections. Today, many of these same infections are treated
 227 and cured by antibiotics derived from *Pencillium notatum*.



What killed the bacteria in Fleming's Petri dish?



Why was Fleming's discovery important?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A New Business

Gina critically examined the sketch of the new pillows she was designing and then added a few touches. The pillows were for a client who was redecorating her living room. Gina walked to her fabric samples and pulled out a few that would match the colors she had chosen for the room. She placed the fabric near the paint and carpeting samples and felt that she was now ready for tomorrow's meeting with her client.

One year ago, Gina would never have dreamed that she would be decorating other people's homes and businesses for a living. At that time, Gina was practicing her decorating skills each weekend by helping friends and relatives redecorate areas of their homes. She had recently completed a series of interior design classes and liked practicing what she had learned. Her family and friends praised her work and encouraged her to use her talents to open her own interior design business.

When Gina found out that the company she worked for was moving away from her city, she was forced to make the decision to either move or find a new job. She did not want to leave the city she loved, so with the encouragement of her friends and family, she used her savings to open an interior design business.

So far, business was going well for Gina and she was busy enough to hire her first employees to help with tasks around the office. The discovery of Gina's talent had paved the way to a whole new career.



What is Gina's new business?



Why did Gina open her own business?

A New Business

10 Gina critically examined the sketch of the new pillows she
22 was designing and then added a few touches. The pillows were for
34 a client who was redecorating her living room. Gina walked to her
46 fabric samples and pulled out a few that would match the colors
59 she had chosen for the room. She placed the fabric near the paint
70 and carpeting samples and felt that she was now ready for
75 tomorrow's meeting with her client.

86 One year ago, Gina would never have dreamed that she would
97 be decorating other people's homes and businesses for a living. At
108 that time, Gina was practicing her decorating skills each weekend by
118 helping friends and relatives redecorate areas of their homes. She
129 had recently completed a series of interior design classes and liked
140 practicing what she had learned. Her family and friends praised her
153 work and encouraged her to use her talents to open her own interior
155 design business.

166 When Gina found out that the company she worked for was
178 moving away from her city, she was forced to make the decision
194 to either move or find a new job. She did not want to leave the city
206 she loved, so with the encouragement of her friends and family, she
215 used her savings to open an interior design business.

227 So far, business was going well for Gina and she was busy
239 enough to hire her first employees to help with tasks around the
251 office. The discovery of Gina's talent had paved the way to a
254 whole new career.



What is Gina's new business?



Why did Gina open her own business?

Words Read	–	Errors	=	WCPM

- ☐ Fall (127 WCPM)
☐ Winter (140 WCPM)
☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Soccer Hog

Henry was the town's soccer superstar. His dad had started him on lessons in how to run, kick, and score with a soccer ball when he was very young. Henry was kicking a soccer ball before he could speak. No one was surprised when Henry was chosen to be the team captain. No one was astonished when Henry scored all the goals. No one was astounded when Henry played like a team of one on the soccer field.

No one was surprised, astonished, or astounded, but no one was delighted either. Henry had become a soccer hog. His teammates never got to do fancy tricks with the ball and never had an opportunity to score.

Henry's dad was the team coach. He saw that a lot of the other players were grumbling about the situation. He realized that they had good reason to grumble. Henry was helping them to win almost all their games, but he was taking a lot of the fun out of winning.

Henry's dad sat Henry down and told him he had coached him well, but he had created a selfish athlete. He told his son that even though he was probably the best player on the team, he had to allow the other players time with the ball.

Henry was not happy, but he knew his dad was right. After that, he made sure to set his teammates up to score some goals, too. After that, the team seemed to play even better than before, and the team victories were now a lot more satisfying.



Why was Henry called a soccer hog?



What did Henry's dad ask him to do?

The Soccer Hog



10 Henry was the town's soccer superstar. His dad had started
24 him on lessons in how to run, kick, and score with a soccer ball
36 when he was very young. Henry was kicking a soccer ball before
48 he could speak. No one was surprised when Henry was chosen to
60 be the team captain. No one was astonished when Henry scored all
73 the goals. No one was astounded when Henry played like a team of
78 one on the soccer field.

88 No one was surprised, astonished, or astounded, but no one
98 was delighted either. Henry had become a soccer hog. His
111 teammates never got to do fancy tricks with the ball and never had
115 an opportunity to score.

128 Henry's dad was the team coach. He saw that a lot of the
138 other players were grumbling about the situation. He realized that
150 they had good reason to grumble. Henry was helping them to win
165 almost all their games, but he was taking a lot of the fun out of
166 winning.

177 Henry's dad sat Henry down and told him he had coached
191 him well, but he had created a selfish athlete. He told his son that
205 even though he was probably the best player on the team, he had to
213 allow the other players time with the ball.

225 Henry was not happy, but he knew his dad was right. After
239 that, he made sure to set his teammates up to score some goals, too.
252 After that, the team seemed to play even better than before, and the
260 team victories were now a lot more satisfying.

-  Why was Henry called a soccer hog?
-  What did Henry's dad ask him to do?

Words Read	-	Errors	=	WCPM

- ☐ Fall (127 WCPM)
- ☐ Winter (140 WCPM)
- ☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reaching Out

Iniko heaved a huge sigh and glared at his math book with frustration and confusion. Iniko usually had no trouble with math, but he did not understand what they were currently learning in class. Since beginning this new material, Iniko became further confused with each lesson and was struggling to keep up with his daily assignments.

Iniko stared bleakly out the window of his room and decided that he needed to reach out for assistance. A math test was taking place in one week and he needed to understand the material before then. He had been studying for hours each night, but he was barely passing math.

Suddenly, Iniko thought of a solution, and he immediately flipped his folder open to the sheet his teacher handed out on the very first day of school. He scanned to the bottom of the page and found his teacher's e-mail address. Iniko walked to the family computer and logged on to their e-mail account. With his mother's permission, Iniko e-mailed his teacher to ask if she would be willing to tutor him after school.

A few hours later, Iniko's mother informed him that his teacher had replied to his message. Iniko smiled as he read her reply because she said that she would happily work with him after school the very next day. Iniko felt relieved immediately, and he was glad that he had reached out to his teacher.



What is Iniko's problem?



Why does Iniko reach out to his teacher?

Reaching Out

12 Iniko heaved a huge sigh and glared at his math book with
22 frustration and confusion. Iniko usually had no trouble with math,
33 but he did not understand what they were currently learning in
42 class. Since beginning this new material, Iniko became further
54 confused with each lesson and was struggling to keep up with his
56 daily assignments.

66 Iniko stared bleakly out the window of his room and
79 decided that he needed to reach out for assistance. A math test was
91 taking place in one week and he needed to understand the material
104 before then. He had been studying for hours each night, but he was
107 barely passing math.

116 Suddenly, Iniko thought of a solution, and he immediately
129 flipped his folder open to the sheet his teacher handed out on the
143 very first day of school. He scanned to the bottom of the page and
153 found his teacher's e-mail address. Iniko walked to the family
164 computer and logged on to their e-mail account. With his mother's
175 permission, Iniko e-mailed his teacher to ask if she would be
181 willing to tutor him after school.

191 A few hours later, Iniko's mother informed him that his
203 teacher had replied to his message. Iniko smiled as he read her
215 reply because she said that she would happily work with him after
226 school the very next day. Iniko felt relieved immediately, and he
236 was glad that he had reached out to his teacher.



What is Iniko's problem?



Why does Iniko reach out to his teacher?

Words Read	–	Errors	=	WCPM

- ☐ Fall (127 WCPM)
☐ Winter (140 WCPM)
☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Caring For Your Bike

People of all ages use bicycles for transportation. Keeping your bike in top riding condition requires some routine maintenance. Performing these actions will guarantee that your bike will last for a long time.

One of the simplest ways you can care for your bike is to keep it clean. When you see that your bike is muddy or dusty, hose the entire bike down with water and then use soap and water to wipe it clean. If some parts are covered by caked-on mud, you can use an old toothbrush to scrub them clean. Rinse your bike with clean water before letting it dry. If you wash your bike on a nice sunny day, you might want to take it for a ride to let the water evaporate.

It is important to check your bike chain regularly. If you find that it is hard to pedal your bike, you may have a very dirty chain. You want to keep your chain as clean as possible and clear away any stone or dirt that gets caught in it. To keep your chain working at its best, it is important to lubricate it with special oil.

Before each ride, check your brakes to make sure that they stop the bike quickly. Bicycle brake pads wear out, so if it takes a little longer than usual for your bike to stop, it may be time to replace some brake components. Taking these actions to maintain your bike will keep it in working order and allow you the freedom to ride.



How do you maintain a bicycle?



Why is bicycle maintenance important?

Caring For Your Bike

9 People of all ages use bicycles for transportation. Keeping
 19 your bike in top riding condition requires some routine maintenance.
 30 Performing these actions will guarantee that your bike will last for
 33 a long time.
 46 One of the simplest ways you can care for your bike is to
 60 keep it clean. When you see that your bike is muddy or dusty, hose
 74 the entire bike down with water and then use soap and water to wipe
 89 it clean. If some parts are covered by caked-on mud, you can use an
 100 old toothbrush to scrub them clean. Rinse your bike with clean
 114 water before letting it dry. If you wash your bike on a nice sunny
 129 day, you might want to take it for a ride to let the water evaporate.
 140 It is important to check your bike chain regularly. If you
 155 find that it is hard to pedal your bike, you may have a very dirty
 168 chain. You want to keep your chain as clean as possible and clear
 182 away any stone or dirt that gets caught in it. To keep your chain
 195 working at its best, it is important to lubricate it with special oil.
 206 Before each ride, check your brakes to make sure that they
 220 stop the bike quickly. Bicycle brake pads wear out, so if it takes a
 234 little longer than usual for your bike to stop, it may be time to
 243 replace some brake components. Taking these actions to maintain
 256 your bike will keep it in working order and allow you the freedom
 258 to ride.



How do you maintain a bicycle?



Why is bicycle maintenance important?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Eating Alone

Mashonda thoughtfully observed the unaccompanied girl, named Saree, sitting at a remote table in the cafeteria. Mashonda shared a biology class with Saree, where Saree always sat in the back and waited until the classroom was empty before venturing into the hall. Mashonda wondered if Saree could use a friend.

One day, Mashonda took advantage of the opportunity to speak with Saree after biology. Saree seemed surprised by this gesture, but she gave Mashonda a shy, appreciative smile as Mashonda introduced herself and started a conversation. Saree answered Mashonda's questions with such detail that Mashonda was left with the impression that Saree fervently desired to make new friends. Saree confided that she was new to town and that she had not made the acquaintance of many people, so Mashonda told her that she would provide introductions to her friends.

In the lunchroom, Mashonda found Saree sitting in her regular location, but this time she was beaming a welcoming smile in her direction. Mashonda motioned that Saree should join her at a table closer to the cafeteria door, where six other girls sat. Saree looked apprehensive, but she took her tray and walked ahead.

Mashonda introduced Saree to the other girls sitting at the table, and everyone welcomed Saree and included her in the conversation immediately. Saree gave Mashonda a grateful smile, and Mashonda was glad that she had taken time to know Saree.



Who is Saree?



Why does Mashonda take the time to get to know Saree?

Eating Alone

6 Mashonda thoughtfully observed the unaccompanied girl,
17 named Saree, sitting at a remote table in the cafeteria. Mashonda
29 shared a biology class with Saree, where Saree always sat in the
39 back and waited until the classroom was empty before venturing
50 into the hall. Mashonda wondered if Saree could use a friend.

59 One day, Mashonda took advantage of the opportunity to
69 speak with Saree after biology. Saree seemed surprised by this
79 gesture, but she gave Mashonda a shy, appreciative smile as
87 Mashonda introduced herself and started a conversation. Saree
95 answered Mashonda's questions with such detail that Mashonda
106 was left with the impression that Saree fervently desired to make
119 new friends. Saree confided that she was new to town and that she
130 had not made the acquaintance of many people, so Mashonda told
139 her that she would provide introductions to her friends.

148 In the lunchroom, Mashonda found Saree sitting in her
159 regular location, but this time she was beaming a welcoming smile
170 in her direction. Mashonda motioned that Saree should join her at
183 a table closer to the cafeteria door, where six other girls sat. Saree
293 looked apprehensive, but she took her tray and walked ahead.

203 Mashonda introduced Saree to the other girls sitting at the
213 table, and everyone welcomed Saree and included her in the
221 conversation immediately. Saree gave Mashonda a grateful smile,
233 and Mashonda was glad that she had taken time to know Saree.



Who is Saree?



Why does Mashonda take the time to get to know Saree?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Weather Alerts

Your favorite television program is interrupted by a weather announcement. A meteorologist appears on the screen with a weather map to describe the current weather situation. You listen to the message provided by the meteorologist and then decide on your next course of action. Some weather alerts serve as a heads-up about the possibility of severe weather, while others require everyone to take immediate action to remain safe in that weather situation. How do you determine the appropriate action for each type of alert?

A watch is issued far in advance of a severe weather situation. It is issued when the possibility of a tornado, severe thunderstorm, flood, winter storm, or heavy snowfall exists. Watches are issued to allow ample time for preparation, so that a storm will not catch people unaware.

An advisory is issued for weather situations that are often more inconvenient than hazardous. However, situations termed *advisory* can turn hazardous with changing weather conditions or poor preparation. Some examples of weather situations that warrant advisories are slick roads or foggy conditions.

A warning is issued when severe weather is imminent, meaning it is occurring immediately or has been detected by radar. Warnings are issued for hazardous storms such as tornadoes, blizzards, and severe thunderstorms, and they typically require the most immediate actions.



What is the purpose of a weather alert?



How are watches, advisories, and warnings different from each other?

Weather Alerts

9 Your favorite television program is interrupted by a weather
18 announcement. A meteorologist appears on the screen with a
28 weather map to describe the current weather situation. You listen
39 to the message provided by the meteorologist and then decide on
50 your next course of action. Some weather alerts serve as a
60 heads-up about the possibility of severe weather, while others
71 require everyone to take immediate action to remain safe in that
80 weather situation. How do you determine the appropriate action
85 for each type of alert?

96 A watch is issued far in advance of a severe weather
107 situation. It is issued when the possibility of a tornado, severe
115 thunderstorm, flood, winter storm, or heavy snowfall exists.
127 Watches are issued to allow ample time for preparation, so that a
133 storm will not catch people unaware.

143 An advisory is issued for weather situations that are often
150 more inconvenient than hazardous. However, situations termed
159 *advisory* can turn hazardous with changing weather conditions or
167 poor preparation. Some examples of weather situations that
175 warrant advisories are slick roads or foggy conditions.

184 A warning is issued when severe weather is imminent,
195 meaning it is occurring immediately or has been detected by radar.
204 Warnings are issued for hazardous storms such as tornadoes,
213 blizzards, and severe thunderstorms, and they typically require the
216 most immediate actions.



What is the purpose of a weather alert?



How are watches, advisories, and warnings different from each other?

Words Read	–	Errors	=	WCPM

☐ Fall (127 WCPM)

☐ Winter (140 WCPM)

☐ Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY

	L1	L2	L3	L4
Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer Key

Grade I Fluency Passages

- Page 15:** 1. Sam the dog. 2. Sam runs. Sam digs in the mud. Sam gets wet.
- Page 17:** 1. A bug. 2. Possible answer: The sun is hot.
- Page 19:** 1. A dog and a cat. 2. Dogs and cats are not usually friends.
- Page 21:** 1. Jan the vet. 2. She likes to help animals get well.
- Page 23:** 1. Meg. 2. In the morning. **(240L)**
- Page 25:** 1. It is too hot. 2. The fox gets the fan to cool off the frog. The fox wants the frog to jump and hop again. **(270L)**
- Page 27:** 1. Snakes. 2. Possible responses: mice, rats, toads, eggs, bugs, other snakes. **(160L)**
- Page 29:** 1. Max is Beth's dog and her best pal. 2. Max jumped over a fence to play with a little dog. **(160L)**
- Page 31:** 1. Fruit trees grow from seeds in the ground. 2. They can help plant new trees. **(270L)**
- Page 33:** 1. Kate likes to read. 2. They are happy Kate likes to read, but they want her to get a good night's sleep. **(250L)**
- Page 35:** 1. Different ways you can help out at home. 2. Possible responses: make the bed; do the dishes or put them away; help cook a meal or bake a cake; dig, plant, and weed. **(310L)**
- Page 37:** 1. He took a long time to get out of bed and eat his breakfast. 2. He was meeting a friend so they could walk to school together. **(270L)**
- Page 39:** 1. Abby climbed a tree and sat on a branch. 2. Mom got a ladder and got Abby down. **(200L)**
- Page 41:** 1. To the park. 2. It began to rain. **(210L)**
- Page 43:** 1. Some animals eat plants. Some animals eat other animals. Some animals eat both plants and animals. 2. A skunk and crow. **(360L)**

- Page 45:** 1. They help the animal blend in with its surroundings. 2. In winter. **(360L)**
- Page 47:** 1. The camping trips that Henry and his parents take each summer. 2. Possible responses: They swim and go boating. They walk and play on the beach. They hike in the woods. They cook and eat outdoors. **(420L)**
- Page 49:** 1. In water. 2. The frog can live on land and hop. **(420L)**
- Page 51:** 1. A train is a good way to travel. 2. Possible responses: read a book; work; talk to a pal; look out the window and daydream; take a nap. **(220L)**
- Page 53:** 1. Ride on a dog sled. 2. Winter, or when it is cold outside. **(240L)**
- Page 55:** 1. Possible answers: Because they work well together; because he has work that needs finishing. 2. It was painted many different colors. **(320L)**
- Page 57:** 1. Any three of these: caves, trees, old mines, old houses, bridges, or other animals' homes. 2. They make tents out of leaves. They make these tents high up in trees. **(380L)**
- Page 59:** 1. Brush your teeth after each meal and before bedtime. Use dental floss. Visit a dentist once or twice a year. 2. It removes food you miss by only brushing. **(440L)**
- Page 61:** 1. Possible answer: Trees lose leaves, some plants die, people wear more clothing. 2. They store food so they will have enough to eat all winter. **(380L)**

Answer Key

Grade 2 Fluency Passages

- Page 63:** 1. Possible responses: make the bed; hang up clothes; put away the games. 2. It blew out the window. **(200L)**
- Page 65:** 1. Rita was frightened and nervous. 2. They thought she was great. **(450L)**
- Page 67:** 1. Abraham Lincoln. 2. The pictures and what the penny is made of. **(390L)**
- Page 69:** 1. You can use many things. Two of them are an old shirt or a paper plate. 2. You need at least two people to run between the bases so that there is more than one person to tag. **(600L)**
- Page 71:** 1. He loves to read. 2. Each dime in the jar is a book he has read. **(600L)**
- Page 73:** 1. It stores water in its stem, spines, and scales. 2. Its roots grow sideways at the top of the soil, to soak up rain. **(220L)**
- Page 75:** 1. They want to watch animals. 2. Pete makes noise with his hiccups. **(480L)**
- Page 77:** 1. A chair that she painted. 2. Rachel found and painted the chair all by herself. There was no other chair like it. **(560L)**
- Page 79:** 1. How plants and animals get food.
2. Animals move around to get their food while plants make their own food. **(700L)**
- Page 81:** 1. Fruit bats. 2. They have long noses, large eyes, pointy ears, and furry bodies. **(690L)**
- Page 83:** 1. The fox wanted the cheese that the crow had in its beak. 2. The fox complimented the crow and asked him to sing. When he sang, he dropped the cheese. **(250L)**
- Page 85:** 1. Their claws have pads that flatten out. The pads give off a sticky liquid that acts like glue. 2. House flies carry germs. **(500L)**
- Page 87:** 1. The White House. 2. Any two of these: living space, rooms for friends, offices, celebrations, balls, parties, dinners. **(550L)**
- Page 89:** 1. Carla had to earn some of the money to buy the bike, so she did several jobs.
2. Carla's parents were proud of her, and Carla was proud of herself. **(710L)**
- Page 91:** 1. You must be at least 18 years old.
2. Possible responses: They travel around the country and talk about how they will solve problems. They discuss topics, such as jobs, taxes, and education. They participate in debates. **(710L)**
- Page 93:** 1. A queen ant, worker ants, and soldier ants. 2. Worker ants. **(330L)**
- Page 95:** 1. To be closer to her family.
2. Chicken dinner with vegetables and biscuits. **(540L)**

- Page 97:** 1. Karla's interest in participating in the play.
2. It probably asked for someone to run the spotlight for the play. **(530L)**
- Page 99:** 1. The Franklins' dog barked at Simon and chased him. 2. The Franklins moved; the new family had a cat. **(700L)**
- Page 101:** 1. A rainbow is made of sunlight. 2. When the sun is out and it's raining at the same time, you stand with your back to the sun and look in front of you. **(730L)**
- Page 103:** 1. The ant woke up early and worked hard. The grasshopper slept late and played all day. 2. Possible responses: There is a time to work and a time to play. It is important to prepare for the future. **(390L)**
- Page 105:** 1. Chris didn't play a musical instrument, but he wanted to be in the band. 2. Chris and Beth could both join. Beth would sit on a wagon, and Chris would pull it. **(600L)**
- Page 107:** 1. They dig for them. 2. Sun and wind can destroy dead plants and animals before they can turn into fossils. **(620L)**
- Page 109:** 1. By running away from its enemies and by kicking animals that attack. 2. An ostrich mainly eats plants, but it also eats insects and small animals. **(690L)**
- Page 111:** 1. He was bored. 2. Possible response: If you tell lies, people won't believe you when you tell the truth. **(770L)**
- Page 113:** 1. Possible responses: Swim with a buddy. Don't run near a pool, lake, or an ocean. Use sunscreen to protect your skin. Wear sunglasses or a hat to protect your eyes. Drink plenty of water on hot days. 2. To protect yourself from the sun. **(500L)**
- Page 115:** 1. Forests. 2. Possible responses: It makes more wooden toothpicks than any other state. The Camp Fire Girls started there. Earmuffs were invented there. **(590L)**
- Page 117:** 1. He wasn't thin enough. 2. Possible responses: He learned to plan ahead. He learned not to eat too much at one time. He learned to save his food. **(670L)**
- Page 119:** 1. Possible responses: You feel tired and grouchy. You have trouble thinking quickly or clearly. You have trouble paying attention. 2. Make sure you go to bed at the same time each night. Read or do another quiet activity. **(690L)**
- Page 121:** 1. A donkey was eating the vegetables in his garden. 2. The ant bit the donkey's leg until the donkey ran away **(720L)**.

Answer Key

Grade 3 Fluency Passages

- Page 123:** 1. Possible responses: display the flag; wear red, white, and blue; have parades; give speeches; sing songs. 2. A star is added each time a state joins the U.S. **(490L)**
- Page 125:** 1. Because of the cold and ice. 2. Flowers, vegetables, berries, and animals. **(590L)**
- Page 127:** 1. She had told her best friend she didn't like her. 2. To try to make up with Anna. **(550L)**
- Page 129:** 1. The class sold food. 2. All the foods were delicious and healthy. **(660L)**
- Page 131:** 1. Rosa's fear of playing in front of an audience. 2. Rosa's father's wink gave her the confidence to perform solo. **(710L)**
- Page 133:** 1. The giant had a thorn in his toe. 2. Carmen pulled out the thorn. **(510L)**
- Page 135:** 1. Jason was afraid of the city and missed his old house. 2. He began to like the city because he made new friends. **(550L)**
- Page 137:** 1. They went to the New World so they could worship as they pleased. 2. They showed the Pilgrims how to plant crops and get sap from maple trees. **(620L)**
- Page 139:** 1. Having one big birthday celebration for her whole family once a year. 2. There are too many people, and in the summer the children can sleep outside. **(750L)**
- Page 141:** 1. An animal that has a pouch for carrying its young. 2. Koalas are wild animals, and they have very sharp claws. **(760L)**
- Page 143:** 1. Whales breathe through a blowhole on their head. The blowhole closes underwater and opens when they surface. 2. Toothed and baleen whales. **(530L)**
- Page 145:** 1. The fox told the wolf that he was too skinny to eat, and he would show him where to find something delicious. 2. The fox pushed the wolf in the well. **(620L)**
- Page 147:** 1. Ben worked for his brother, and they didn't get along. 2. Possible responses: He set up the first fire department, hospital, and library in Philadelphia. He invented things, such as the Franklin stove and lightning rod. He helped write the Declaration of Independence. **(590L)**
- Page 149:** 1. It gives warmth and energy to life on Earth. 2. Not enough direct sunlight. **(770L)**
- Page 151:** 1. Figs, plums, grapefruits, olives, chocolate, coconuts, walnuts, cherries, peaches, and apples. 2. trunk, branches, leaves, roots **(770L)**
- Page 153:** 1. She was playing in the championship game. 2. Luisa hit the ball and ran to second. **(520L)**

- Page 155:** 1. They argued about which of them was stronger. 2. They decided that whoever could make a traveler take off his coat was stronger; the Sun was able to. **(640L)**
- Page 157:** 1. Possible responses: strong legs help them run fast and kick their enemies; spotted coats help them blend in with their surroundings; good eyesight helps them see animals a mile away. 2. Lions, hyenas, and wild dogs. **(630L)**
- Page 159:** 1. Possible responses: strength, ability to bounce the ball as you move, ability to work as part of a team, and ability to shoot. 2. Wheelchair basketball allows kids in wheelchairs to be on a team. **(800L)**
- Page 161:** 1. They watched timber wolves in their natural environment. 2. Run away. **(760L)**
- Page 163:** 1. When the sun's light is blocked from the Earth by the moon. 2. Always wear proper eye protection to view an eclipse. **(510L)**
- Page 165:** 1. They went to the basement with their pets and listened to a radio. 2. They could listen to weather reports on it and find out when the tornado had passed. **(680L)**
- Page 167:** 1. Possible responses: They are playful. They like children. They are gentle, intelligent, and eager to please. They love water. 2. They can work as guide dogs and search-and-rescue dogs. **(640L)**
- Page 169:** 1. A school for boys. 2. A teacher. **(810L)**
- Page 171:** 1. Teaching chimpanzees to talk with people. 2. grunts, hoots, howls, signing **(890L)**
- Page 173:** 1. The hare bragged about how fast he could run. 2. Tortoise moved at a steady pace, while the hare took a nap. **(530L)**
- Page 175:** 1. The Pony Express delivered mail in the western part of the U.S. 2. The telegraph was quicker. **(670L)**
- Page 177:** 1. It gave him a shady, cool place in the summer, a place to build forts in the winter, and a place to go when he wanted to be alone. 2. It let more people know about the problem. More people expressed their opposition and forced the government to change. **(670L)**
- Page 179:** 1. A few people do something different and then everybody starts doing it. 2. Big shirts, felt skirts, blue jeans with fancy stitching, baggy pants and baseball caps, playing hacky sack. **(850L)**
- Page 181:** 1. A fire in school. 2. Jason told people there was a fire and helped put it out. **(850L)**

Answer Key

Grade 4 Fluency Passages

- Page 183:** 1. The camping trip Tony and his family took last summer. 2. Possible responses: made a fire, toasted marshmallows, told stories, sang songs. **(540L)**
- Page 185:** 1. How to be a hero in everyday life. 2. Put others first; be kind and helpful. **(710L)**
- Page 187:** 1. They are big and gray. They look like walruses. They have a flat tail, two flippers, and a box-shaped snout with whiskers.
2. People hurt them and the female produces only one calf per year. **(720L)**
- Page 189:** 1. The dove tossed a leaf into the river.
2. Possible responses: One good turn deserves another. If you help someone, that person will help you. **(880L)**
- Page 191:** 1. He invented a reading system for blind people. 2. Louis Braille's system used 6 dots, and Barbier's system used 12. **(860L)**
- Page 193:** 1. Under the pictures. 2. The children laughed at the words and the pictures. It made Rob feel very proud. **(660L)**
- Page 195:** 1. The water in the pitcher was too low for the crows to reach. 2. He added pebbles to raise the water level. **(750L)**
- Page 197:** 1. Muscle aches, fever, headache, and a cough. 2. Get a flu vaccine; cover your nose and mouth when sneezing or coughing; wash your hands often; avoid touching eyes, nose, or mouth. **(760L)**
- Page 199:** 1. Grand Canyon National Park. 2. Possible response: It is fun to research and learn about a place you will visit. **(900L)**
- Page 201:** 1. Her daughter encouraged her to record the stories of her early life. 2. They taught people what life was like on the Western frontier in the late 1800s. **(880L)**
- Page 203:** 1. Red chests, nest in the same place each year, eat fruit and insects. 2. It helps them see the worms better. **(630L)**
- Page 205:** 1. Each person or group they met criticized them. 2. It is best to please yourself; you can never please everyone. **(780L)**
- Page 207:** 1. To survive the cold weather. 2. They have not eaten and are hungry. **(780L)**
- Page 209:** 1. The corn got big because the sun was very hot. 2. They thought the popcorn was snow. **(920L)**
- Page 211:** 1. Executive, judicial, and legislative.
2. Judicial **(870L)**
- Page 213:** 1. How to stop. 2. The author thinks that it is fun. **(670L)**

- Page 215:** 1. The fox jumped, stretched, and then jumped on a log. 2. It is easy to dislike something that you can't have. **(790L)**
- Page 217:** 1. Hurricanes start over the ocean, near the equator. 2. Typhoons and cyclones. **(790L)**
- Page 219:** 1. Two birds held a stick with their feet, and Turtle grasped the middle of the stick with his mouth. 2. Turtle got angry and opened his mouth to yell. **(930L)**
- Page 221:** 1. They have a thick layer of fat and feathers. They huddle in groups and take turns moving to the center of the group.
2. They eat fish, squid, and krill. **(900L)**
- Page 223:** 1. A lasting reminder of someone or something important from the past; or anything that makes you stop and remember a person or event. 2. Memorials can be for anyone or anything you want to remember. **(660L)**
- Page 225:** 1. Taro wanted everyone to escape to the mountain. 2. Taro saved all the people. **(820L)**
- Page 227:** 1. The Venus flytrap, the pitcher plant, and the bladderwort plant. 2. The leaf nectar. **(840L)**
- Page 229:** 1. She was bored at home. 2. The store where Grandma worked could sell her caps. **(940L)**
- Page 231:** 1. A duck, a beaver, and an otter. 2. It lays eggs. **(970L)**
- Page 233:** 1. He studied screwdriver marks on the door of a safe. 2. They left no fingerprints at the scene of the crime. **(660L)**
- Page 235:** 1. Raymond wrote questions on index cards. 2. To keep ideas for future use. **(840L)**
- Page 237:** 1. Penguin, ostrich, steamer duck, cassowary, emu, rhea. 2. Penguin. **(850L)**
- Page 239:** 1. Chung was kind, patient, and affectionate to his dogs, and rewarded them for following directions. 2. Ming expected the stray dog to know what to do without training him; he was impatient with the dog and spoke in a loud voice. **(950L)**
- Page 241:** 1. It shines almost directly over the North Pole and doesn't change its position.
2. The Earth's axis changes over time, and stars are always moving. **(980L)**

Answer Key

Grade 5 Fluency Passages

- Page 243:** 1. Go to museums, games, and movies.
2. Jason realized he could spend time with his uncle, work on his parents' program, and help the community. **(630L)**
- Page 245:** 1. Alex learning to play the bass. 2. He practiced every day. **(850L)**
- Page 247:** 1. The passage is about floods, which are caused by too much water in one place.
2. Snow runoff melted by spring rains; rain overflows rivers; hurricanes blow water inland; storms causing floods. **(860L)**
- Page 249:** 1. They began to squabble about the gold.
2. Peter realized that his family was happier before they had gold. **(910L)**
- Page 251:** 1. The word *calligraphy* means "beautiful writing." 2. China **(900L)**
- Page 253:** 1. How things can be preserved in amber.
2. Fossilized resin or sap. **(650L)**
- Page 255:** 1. To cross waterways and wide spaces.
2. For people without vehicles. **(880L)**
- Page 257:** 1. It is like armor because it is hard and protects the crab. 2. They have sea anemones on their shells. Anemones have stingers to keep predators away. **(850L)**
- Page 259:** 1. Nathan wants to earn money for a guitar.
2. He invited Nathan to play his guitar. **(920L)**
- Page 261:** 1. Octopus, flounder, chameleon, arctic hare, arctic fox, ermine. 2. It helps it hide from enemies and sneak up on prey. **(920L)**
- Page 263:** 1. He thought he was a strong swimmer and could handle anything. 2. He learned how powerful and dangerous it could be. **(690L)**
- Page 265:** 1. Flora was never happy with what she had.
2. Possible response: When the roof blew off, she realized she was foolish not to appreciate what she had. **(840L)**
- Page 267:** 1. Mount Vesuvius erupted and buried Pompeii. 2. The ashes and dust from the volcano preserved many things. **(850L)**
- Page 269:** 1. The markings were hard to find. The trail got narrow, then disappeared. 2. It was getting dark and colder. **(930L)**
- Page 271:** 1. A thermometer. 2. Less water means the percentage of hot water is greater. **(950L)**
- Page 273:** 1. How and why dolphins save humans from drowning. 2. They think humans are toys. **(700L)**
- Page 275:** 1. Ships and crews that disappear without leaving any evidence behind. 2. It was top-heavy and might have turned over in heavy seas. **(850L)**

- Page 277:** 1. A log. 2. When nations controlled the seas, they gained great power. **(840L)**
- Page 279:** 1. The novice skier went to the expert's trail instead of to the beginner's trail. 2. The skier now skis the expert's trail. **(950L)**
- Page 281:** 1. He was a farmer and taught at the university level. 2. They are about country life and nature. **(960L)**
- Page 283:** 1. Each sled dog must carry out its specific responsibility to win the race. 2. It often has to make decisions on its own. **(730L)**
- Page 285:** 1. The man was upset because his sons were always arguing. 2. People are stronger when they stand together than when they stand individually. **(890L)**
- Page 287:** 1. Snakes, turtles, lizards, crocodiles, alligators. 2. To protect the Everglades and its wildlife. **(870L)**
- Page 289:** 1. Androcles removed a thorn from the lion's paw. 2. The lion would not attack Androcles in the arena, and the emperor set them both free. **(960L)**
- Page 291:** 1. To gather information about the northwestern U.S. 2. She helped the explorers communicate with Native Americans. She helped them find things that were safe to eat. **(960L)**
- Page 293:** 1. Air pollution. 2. They suggested a "Frequent Biker's Program." People earned points for biking and could use their points for discounts. **(760L)**
- Page 295:** 1. He wanted to get a kitten for his daughter.
2. Mr. Singer will take both kittens. **(890L)**
- Page 297:** 1. A neighborhood center for immigrants in Chicago, Illinois. 2. She worked to create labor laws to protect women and children; started nurseries for children of working parents; worked to improve education and health care; was a leader in the movement to give women the right to vote. **(870L)**
- Page 299:** 1. Annie created stories in her mind about the women. 2. Her secret dream was to travel in a stagecoach, visit interesting places, and write about people she met. **(970L)**
- Page 301:** 1. It is a passage near the tip of South America that leads from the Atlantic Ocean to the Pacific Ocean. 2. Because of Magellan's voyage, the Victoria was the first ship to sail around the world. **(980L)**

Answer Key

Grade 6 Fluency Passages

- Page 303:** 1. A Wordwatch gives you the time and the definition of a new word. 2. It can teach them new vocabulary. **(750L)**
- Page 305:** 1. Warbler migrations in his hometown. 2. He used the Internet at school. **(940L)**
- Page 307:** 1. She made a list of ideas, and she took a short walk to clear her mind. 2. Hannah wrote about trying to write the story, instead of making up a story. **(920L)**
- Page 309:** 1. She changed the students' point of view by having them sit in seats that were different from their usual seats. 2. The students were writing quickly and focusing on the task. **(1070L)**
- Page 311:** 1. Navy Pier, Wrigley Field, skyscrapers, Illinois, Indiana, Wisconsin, and Michigan, Lake Michigan. 2. To see what things look like from the sky; to get a sense of their surroundings. **(1080L)**
- Page 313:** 1. Arizona had arid air, a dull landscape, and a hot sun. Florida was green with lots of flowers, humid air, and rain. 2. He thought the road was turning into a river. **(740L)**
- Page 315:** 1. How Nancy started a garden. 2. Clever, creative, and determined. **(930L)**
- Page 317:** 1. He loved money, and Mrs. Tinsley offered him money to walk her dog. 2. Hard work pays off. It is not good to be lazy. You have to work hard to earn money. **(930L)**
- Page 319:** 1. A stone with three carvings of the same Egyptian decree. 2. Knowledge of the other languages allowed scholars to crack the code of the hieroglyphics. **(1100L)**
- Page 321:** 1. A pioneer girl named Rachel. 2. Both have similar chores to do, but the way they complete the chores is different. **(1110L)**
- Page 323:** 1. The discovery of a book and a computer by people 100 years from now. 2. People no longer read paper books, so Jada did not know what one looked like. **(750L)**
- Page 325:** 1. Making a new friend. 2. She missed spending time with her best friend. **(920L)**
- Page 327:** 1. The history of whaling. 2. A ban on whaling agreed upon in 1982. **(930L)**
- Page 329:** 1. Women who fought for the rights of all people. 2. Stanton and Mott met at this convention and decided to work together for women's rights. **(1060L)**
- Page 331:** 1. Homemade pasta. 2. His great-grandmother may have written it in Italian and it was translated to English so others could read it. **(1080L)**

- Page 333:** 1. To show people how terrible slavery was in an interesting and readable way. 2. It caused people to want to do something to end slavery. It may even have helped start the Civil War. **(790L)**
- Page 335:** 1. You have to live where your job is. Migrant workers, circus performers, researchers, and physicians may have to move around. 2. Because you are always packing up and saying good-bye to friends. **(970L)**
- Page 337:** 1. The oceans. 2. It is difficult to travel to the bottom of the ocean and see through the darkness. **(970L)**
- Page 339:** 1. Wounded veterans of World War II. 2. Modifications are necessary because wheelchair use requires some exceptions to the rules. **(1170L)**
- Page 341:** 1. Painting a mural. 2. Others also want the school to look nice. **(1150L)**
- Page 343:** 1. People put a particle into a mollusk to grow a cultured pearl. A natural pearl forms when a grain of sand sets inside a mollusk. 2. Cultured pearls are more available and cost less than natural pearls. **(840L)**
- Page 345:** 1. Cloud formation. 2. Pockets of warm air. **(980L)**
- Page 347:** 1. It was covered with cinders, ashes, and stone instead of being destroyed by lava. 2. We can see what life was like then because the city is preserved. **(990L)**
- Page 349:** 1. A mold. 2. It led to the creation of penicillin, which kills infections and saves lives. **(1130L)**
- Page 351:** 1. Interior design. 2. Her family and friends encouraged her to do so, and she needed a new job. **(1160L)**
- Page 353:** 1. Henry played soccer like a one-person team. 2. Give the other players time with the ball. **(880L)**
- Page 355:** 1. He doesn't understand his math. 2. He needs help understanding his math, and he hopes she will tutor him. **(1050L)**
- Page 357:** 1. By keeping it clean, checking the chain, and checking the brakes. 2. Maintaining your bike will help it last. **(1050L)**
- Page 359:** 1. A new girl at school who is very quiet. 2. Mashonda notices that Saree looks lonely and wants to welcome her. **(1130L)**
- Page 361:** 1. To alert people of severe weather situations. 2. Watches are issued far ahead of a storm; advisories warn of less serious conditions; warnings tell of severe weather that is happening now. **(1180L)**