



A McGraw-Hill Education Partnership

GRADES  
6-8

# Placement Diagnostic Assessments

# Table of Contents

*Fluency Introduction* ..... 2

## **GRADE 6 FLUENCY**

Passage 1 ..... 6  
Passage 2 ..... 9  
Passage 3 ..... 12  
Passage 4 ..... 15  
Passage 5 ..... 18

## **GRADE 7 FLUENCY**

Passage 1 ..... 21  
Passage 2 ..... 24  
Passage 3 ..... 27  
Passage 4 ..... 30  
Passage 5 ..... 33

## **GRADE 8 FLUENCY**

Passage 1 ..... 36  
Passage 2 ..... 39  
Passage 3 ..... 42  
Passage 4 ..... 45  
Passage 5 ..... 48

**Spelling Assessment** ..... 51

## 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. It 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.

## Introduction

### Why Assess Fluency?

Students need to be fluent in order to be proficient readers. Their 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 answer this question: *How many words can a student read aloud per minute and how many of these words are read correctly?*

Use the following curriculum-based norms to measure student progress. The norms help you 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 aloud. Student scores are expected to fall within a range of ten words relative to the Words Correct per Minute (WCPM) scores in the 50th percentile.

Grade	FALL WCPM (50th percentile)	WINTER WCPM (50th percentile)	SPRING WCPM (50th percentile)
6	127	140	150
7	128	136	150
8	133	146	151

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

You can observe reading performance beyond speed and accuracy using the rubric below; it is similar to the one developed by NAEP. This 4-level rubric takes into account additional aspects of fluency, such as prosody.

#### 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- and 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.

## Introduction

# Administering Oral Reading Fluency Assessments

## 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 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.

## 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 in that line 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 at the bottom of 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 at the bottom of 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 rubric found on page 3.
7. Write comments about oral reading performance on the recording sheet.

## Introduction

# Passage Administration and Complexity Information

The first grade-level passage should be administered at the start of the year, and the score can be used as a baseline against which later scores can be measured to gauge student progress and development. The remaining passages should be administered at the end of each unit. The individual results can be graphed to monitor student progress. Passages grow in complexity over the year. The following chart lists grade-level passage Lexile information.

Grade 6	Grade 7	Grade 8
Yearbook (920L)	Current Events Competition (970L)	Bullet Trains (1010L)
New Neighborhood (950L)	Harbin Ice and Snow Festival (970L)	Capitol Building Dome (1020L)
Elinor Smith (970L)	Death Valley Moving Stones (100L)	Boston Light (1060L)
Solar Bike Paths (1040L)	Boston Time Capsule (1030L)	Charred Scrolls (1090L)
Whittier, Alaska (1070L)	Owls (1120L)	Farm Well (1190L)

## Group-Administered Maze Passages

Maze passages are provided if you prefer to administer a fluency assessment to the group and not to individual students. These passages have the same text as the oral reading fluency passages. However, students will not be reading maze passages aloud. Instead, they will have three minutes to read silently and choose the correct words to complete the sentences. Students are not expected to complete the maze passage before the allotted time has passed.

**NOTE:** Students should be assessed using **either** the oral reading fluency assessment **or** the maze passage, but not **both**.

Make a copy of the maze passage and say the following:

*The passage you are going to read has some places where you need to choose the correct word. You will read the passage, and whenever you come to three words that are in brackets and boldfaced, you will choose the word that makes sense in the passage. Choose the correct word by circling it. You have three minutes to work on this passage. Do not worry if you do not finish in the time given. Is everyone ready? You may begin now.*

After time is up, collect the papers. Note student errors and count the correct responses. Students should reach the expected cut-off numbers listed below.

**Fall**—18 correct words

**Winter**—20 correct words

**Spring**—24 correct words

### **Yearbook**

The middle school yearbook is a valuable tool for remembering the students and events of the academic year. Many schools offer a yearbook class so that students can take part in the production. Participating in the yearbook class is a great way for you to make a keepsake that can last a lifetime.

The first step in making a yearbook is to determine the theme. The theme helps you demonstrate how your school is unique. It can also show which community or world events affected the school during the year. You should spend quality time brainstorming during this part of the project and ask for input from many people.

The next step is to decide what the major sections of the yearbook will be. There should be individual photos of students and faculty but other sections are important as well. Make a list of clubs, sports teams, musical groups, and theater events. The school calendar can help remind you of all that will take place in the year.

As soon as you have the basic planning done, begin to take pictures. Take photos at all school events and take candid photos of students in the classroom. Make lists of students who appear in photos and compare those lists with a school directory. Make sure you have at least one photo of every student.

Yearbook companies have websites and software that help you design the format of the yearbook. Take advantage of these tools so that you can create the best, most memorable keepsake. Work hard and enjoy the process. The result will be a lifelong collection of memories.

# Oral Reading Fluency Grades 6-8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Yearbook

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22 the students and events of the academic year. Many schools offer a  
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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"/>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Yearbook

The middle school yearbook is a valuable tool for remembering the students and events of the academic year. Many schools offer a yearbook class [**above/so/ bag**] that students can take part in [**the/ found/ gets**] production. Participating in the yearbook class [**full/ law/ is**] a great way for you to [**make/ each/ his**] a keepsake that can last a [**sang/ lifetime/ their**].

The first step in making a [**hide/ yearbook/ began**] is to determine the theme. The [**also/ busy/ theme**] helps you demonstrate how your school [**is/ feet/ either**] unique. It can also show which [**during/ community/ adding**] or world events affected the school [**during/ hill/ seven**] the year. You should spend quality [**least/ it/ time**] brainstorming during this part of the [**early/ project/ high**] and ask for input from many [**fourth/ known/ people**].

The next step is to decide [**what/ hire/ legs**] the major sections of the yearbook [**will/ guide/ dock**] be. There should be individual photos [**grew/ coin/ of**] students and faculty but other sections [**anything/ are/ burst**] important as well. Make a list [**tip/ of/ pull**] clubs, sports teams, musical groups, and [**rang/ nobody/ theater**] events. The school calendar can help [**remind/ wide/ top**] you of all that will take [**wish/ place/ thank**] in the year.

As soon as [**told/ vote/ you**] have the basic planning done, begin [**to/ will/ special**] take pictures. Take photos at all [**than/ school/ worry**] events and take candid photos of [**students/ very/ smart**] in the classroom. Make lists of [**until/ raise/ students**] who appear in photos and compare [**stole/ those/ may**] lists with a school directory. Make [**sure/ with/ kitten**] you have at least one photo [**much/ had/ of**] every student.

Yearbook companies have websites [**bee/ could/ and**] software that help you design the [**format/ every/ once**] of the yearbook. Take advantage of [**no/ these/ over**] tools so that you can create [**pull/ the/ would**] best, most memorable keepsake. Work hard [**us/ your/ and**] enjoy the process. The result will [**be/ low/ engine**] a lifelong collection of memories.

### **New Neighborhood**

At the top of the hill on a street near his house, Michael hopped off his bike and gazed at his surroundings. The autumn landscape looked like a photograph on a postcard. Fiery red maple leaves and deep golden oak leaves dotted the horizon. The rich, warm hues were at their peak, and Michael thought for a minute that his new home and neighborhood were perfect.

The only thing troubling Michael was something unusual one of the new neighbor kids had told him. He had pointed to the farm on the outskirts of the neighborhood and said that the farmer who lived there was unfriendly. He warned Michael that no one had ever seen the farmer leave the house. Michael could see the farmhouse from where he was now standing. It looked like it had been freshly painted, and fall flowers were blooming in landscape beds all around the house.

Michael shook his head and pedaled home. When he arrived, his mom was sitting at the kitchen table, enjoying a cup of tea and pleasant conversation with a friend. Michael's mother introduced her friend as the woman who owned the farm down the street. The two smiled warmly and invited Michael to join them.

Soon into the conversation, Michael realized that his new friend had been wrong about the neighbor. Whether his information about the farm owner was completely made up or completely misunderstood, it was all untrue. Michael was glad to meet this new neighbor and told himself he would set the record straight with his friend tomorrow.

# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## New Neighborhood

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 25 off his bike and gazed at his surroundings. The autumn landscape  
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## New Neighborhood

At the top of the hill on a street near his house, Michael hopped off his bike and gazed at his surroundings. The autumn landscape looked like a [photograph/ from/ want] on a postcard. Fiery red maple [could/ ask/ leaves] and deep golden oak leaves dotted [the/ began/ if] horizon. The rich, warm hues were [children/ last/ at] their peak, and Michael thought for [nest/ a/ bus] minute that his new home and [although/ neighborhood/ have] were perfect.

The only thing troubling Michael [was/ little/ farther] something unusual one of the new [what/ neighbor/ grow] kids had told him. He had [year/ surprise /pointed] to the farm on the outskirts [please/ shoe/ of] the neighborhood and said that the [farmer/ put/ took] who lived there was unfriendly. He [very/ thing/ warned] Michael that no one had ever [branch/ seen/ different] the farmer leave the house. Michael [its/ could/ above] see the farmhouse from where he [was/ air/ bell] now standing. It looked like it [floor/ jolly/ had] been freshly painted, and fall flowers [were/ inside/ dish] blooming in landscape beds all around [evening/ the/ chip] house.

Michael shook his head and [different/ pedaled/ chair] home. When he arrived, his mom [was/ eye/ bicycle] sitting at the kitchen table, enjoying [crawl/ a/ turtle] cup of tea and pleasant conversation [park/ shoes/ with] a friend. Michael's mother introduced her [friend/ bigger/ hopping] as the woman who owned the [seem/ farm/ wearing] down the street. The two smiled [trunk/ say/ warmly] and invited Michael to join them.

[Soon/ Puddle/ Radio] into the conversation, Michael realized that [win/ his/ silver] new friend had been wrong about [shall/ really/ the] neighbor. Whether his information about the [farm/ tried/ what] owner was completely made up or [visit/ piece/ completely] misunderstood, it was all untrue. Michael [taken/ was/ apart] glad to meet this new neighbor [brick/ and/ case] told himself he would set the [cracking/ drew/ record] straight with his friend tomorrow.

### **Elinor Smith**

In the year 1918, few Americans traveled by automobile, and even fewer had ever been in an airplane. That is why it was especially unusual for six-year-old Elinor Smith of New York to have the opportunity to take a ride for fun in a plane. Elinor loved the experience, and as soon as the plane landed, she decided she wanted to become a pilot.

Elinor Smith was born in 1911. Her father, Tom, was an actor who traveled often for work. Because he did not like trains, he hired pilots to fly him to different towns. Elinor enjoyed learning about flight from her father. She began taking lessons as a child and received her pilot's license when she was 16. At the time, she was the youngest female to earn a pilot's license.

Elinor's first experience as a professional pilot involved taking passengers on short flights around New York. Soon, though, she began doing stunt work and setting records. In 1929, she set a record for endurance, or staying in flight longer than anyone else. Three months after setting the record, she broke it, and later, she broke records for speed and altitude.

When Elinor Smith got married and had children, she took time off from flying. When she returned, she flew for the military and eventually joined NASA in a simulated space shuttle landing. Elinor Smith blazed a trail for pilots everywhere, and people will always remember her as a pioneer of aviation.

# Oral Reading Fluency Grades 6-8

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## Elinor Smith

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Reading in Phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Elinor Smith

In the year 1918, few Americans traveled by automobile, and even fewer had ever been in an airplane. That is why it was especially [tell/ unusual/ would] for six-year-old Elinor Smith [of/ sometimes/ three] New York to have the opportunity [to/ stopped/ us] take a ride for fun in [walk/ sang/ a] plane. Elinor loved the experience, and [out/ as/ pull] soon as the plane landed, she [these/ home/decided] she wanted to become a pilot.

Elinor Smith [was/ good/ my] born in 1911. Her father, Tom, [anyone/ was/ because] an actor who traveled often for [decide/ work/ and]. Because he did not like trains, [down/ are/ he] hired pilots to fly him to [different/ look/ walked] towns. Elinor enjoyed learning about flight [spring/ from/ appear] her father. She began taking lessons [as/ snow/ prize] a child and received her pilot's [over/ ran/ license] when she was 16. At the [maybe/ pink/ time], she was the youngest female to [nine/ earn/ oven] a pilot's license.

Elinor's first experience [as/ roof/ summer] a professional pilot involved taking passengers [on/ corner/ top] short flights around New York. Soon, [paper/ orange/ though], she began doing stunt work and [into/ setting/ himself] records. In 1929, she set a [belong/ record/ caring] for endurance, or staying in flight [grown/ note/ longer] than anyone else. Three months after [setting/ healthy/ lovely] the record, she broke it, and [application/ later/ mount], she broke records for speed and [flat/ loose/ altitude].

When Elinor Smith got married and [had/ often/ path] children, she took time off from [half/ flying/ lonely]. When she returned, she flew for [guarded/ ought/ the] military and eventually joined NASA in [for/ a/ bother] simulated space shuttle landing. Elinor Smith [blazed/ jar/ carefully] a trail for pilots everywhere, and [people/ fresh/ married] will always remember her as a [glowing/ raise/ pioneer] of aviation.

### Solar Bike Paths

Decades ago, scientists determined that they could create panels that collected the sun's energy. They placed the solar panels on the rooftops of buildings and homes. These panels collected and stored electricity that the building could use as clean power. Now scientists have a new use for solar panels. They are placing them on sidewalks and using them as the construction material for a new bike path.

Researchers in the Netherlands, a country in Europe, have created a 100-meter strip of bike path that is made entirely of solar panels. These solar panels have a concrete base and a layer of solar cells. The solar cells are topped with glass and plastic. The plastic is clear so that the sun can reach the layer of solar cells, but it is a special type of plastic that is skid-resistant and safe for cyclists. The top layer is constructed in a way that also makes it durable for heavy traffic.

Experts plan to study the solar bike path for three years, but they predict it will generate enough electricity to power several homes for a year. That may not sound like much, but if solar panels were used in the 87,000 miles of roads in the Netherlands, many homes and businesses could receive a great amount of electricity.

Unfortunately, solar panels are very expensive. In fact, the bike path project cost several million dollars to create. But researchers are certain that as time goes on, the process will become less expensive. They are certain that the future of solar energy is bright.



# Oral Reading Fluency Grades 6–8

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## Solar Bike Paths

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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"/>

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Solar Bike Paths

Decades ago, scientists determined that they could create panels that collected the sun’s energy. They placed the solar panels on [at/ the/ for] rooftops of buildings and homes. These [out/ grinning/ panels] collected and stored electricity that the [does/ building/ joins] could use as clean power. Now [hop/ in/ scientists] have a new use for solar [ever/ panels/ how]. They are placing them on sidewalks [and/ honor/ lemon] using them as the construction [fifth/ material/ jet] for a new bike path.

Researchers [neat/ in/ car] the Netherlands, a country in Europe, [run/ two/ have] created a 100-meter strip of bike [he/ come/ path] that is made entirely of solar [panels/ going/ any]. These solar panels have a concrete [is/ you/ base] and a layer of solar cells. [The/ Get/ Up] solar cells are topped with glass [else/ bird/ and] plastic. The plastic is clear so [boy/ that/ call] the sun can reach the layer [of/ the/ want] solar cells, but it is a [look/ special/ yes] type of plastic that is skid-resistant [and/ mother/ away] safe for cyclists. The top layer [road/ is/ paint] constructed in a way that also [makes/ pull/ very] it durable for heavy traffic.

Experts [plan/ too/ us] to study the solar bike path [pet/ for/ me] three years, but they predict it [are/ store/ will] generate enough electricity to power several [homes/ your/ try] for a year. That may not [took/ sound/ thank] like much, but if solar panels [people/ were/ thing] used in the 87,000 miles of [own/ push/ roads] in the Netherlands, many homes and [businesses/ soft/ tease] could receive a great amount of [tried/ electricity/ worst].

Unfortunately, solar panels are very expensive. [In/ Sleeping / Turn] fact, the bike path project cost [tonight/ several/ wolf] million dollars to create. But researchers [nice/ forty/ are] certain that as time goes on, [the/ job/ unable] process will become less expensive. [Pin/ Note/ They] are certain that the future of [however/ wagged/ solar] energy is bright.

### **Whittier, Alaska**

Imagine living in a town so small that every resident lives together in the same building. This is how the 200 people of Whittier, Alaska, live. Almost the entire town lives in one of the condominiums in a local fourteen-story apartment building.

The building that houses the town's residents was not originally built to serve as homes to children and families. Instead, it was built in 1952 as a temporary home for United States soldiers stationed in the area. The military used the building for about seven years before deciding that it no longer needed soldiers in the area. The people who remained, and those who moved to the area after, decided to convert the building into apartments.

Today the building serves not only as homes but businesses as well. The towering structure houses a post office, a police station, and a grocery store. Medical professionals have set up a medical clinic in the building so the residents can take care of their health needs without ever going outside. A tunnel connects the building to a school for children in kindergarten through high school. Students appreciate that everything is indoors because the winds in Whittier can reach sixty miles per hour in the winter.

Living under one roof with just about everyone else in town may seem unusual, but the situation suits the residents well. With stunning views of the bay and the mountains, and plenty of wildlife to observe from the windows, the people of Whittier feel they have everything they need.

# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Whittier, Alaska

11 Imagine living in a town so small that every resident lives  
24 together in the same building. This is how the 200 people of Whittier,  
36 Alaska, live. Almost the entire town lives in one of the condominiums  
42 in a local fourteen-story apartment building.

51 The building that houses the town’s residents was not  
62 originally built to serve as homes to children and families. Instead,  
75 it was built in 1952 as a temporary home for United States soldiers  
87 stationed in the area. The military used the building for about seven  
99 years before deciding that it no longer needed soldiers in the area.  
111 The people who remained, and those who moved to the area after,  
118 decided to convert the building into apartments.

128 Today the building serves not only as homes but businesses  
140 as well. The towering structure houses a post office, a police station,  
151 and a grocery store. Medical professionals have set up a medical  
164 clinic in the building so the residents can take care of their health  
175 needs without ever going outside. A tunnel connects the building to  
185 a school for children in kindergarten through high school. Students  
195 appreciate that everything is indoors because the winds in Whittier  
204 can reach sixty miles per hour in the winter.

215 Living under one roof with just about everyone else in town  
226 may seem unusual, but the situation suits the residents well. With  
238 stunning views of the bay and the mountains, and plenty of wildlife  
250 to observe from the windows, the people of Whittier feel they have  
253 everything they need.

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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"/>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Whittier, Alaska

Imagine living in a town so small that every resident lives together in the same building. This is how the 200 people [of/ able/ bulb] Whittier, Alaska, live. Almost the entire [ago/ bought/ town] lives in one of the condominiums [afternoon/ in/ bother] a local fourteen-story apartment building.

[How/ The/ Did] building that houses the town's residents [slowly/ was/ known] not originally built to serve as [homes/ down/ begun] to children and families. Instead, it [was/ during/ a] built in 1952 as a temporary [are/ home/ caught] for United States soldiers stationed in [the/ been/ deeply] area. The military used the building [apply/ dangerous/ for] about seven years before deciding that [from/ it/ down] no longer needed soldiers in the [area/ cleared/ enjoy]. The people who remained, and those [finish/ hide/ who] moved to the area after, decided [bus/ to/ large] convert the building into apartments.

Today [will/ myself/ the] building serves not only as homes [but/ sat/ tagged] businesses as well. The towering structure [nobody/ houses/ most] a post office, a police station, [him/ sings/ and] a grocery store. Medical professionals have [set/ mouse/ forward] up a medical clinic in the [let/ building/ meant] so the residents can take care [rid/ sister/ of] their health needs without ever going [rule/ those/ outside]. A tunnel connects the building to [boils/ a/ will] school for children in kindergarten through [being/ high/ alike] school. Students appreciate that everything is [indoors/ safely/ make] because the winds in Whittier can [children/ across/ reach] sixty miles per hour in the [winter/ from/ before].

Living under one roof with just [we/ is/ about] everyone else in town may seem [with/ unusual/ you], but the situation suits the residents [well/ brown/ every]. With stunning views of the bay [and/ how/ nice] the mountains, and plenty of wildlife [hers/ old/ to] observe from the windows, the people [barn/ of/ girl] Whittier feel they have everything they [need/ game/ however].

### **Current Events Competition**

Davis glanced from the paper in front of him to the clock on the wall. He had five minutes left to complete the last round of the current events competition. Though he knew he had more than enough time to answer the final question, Davis's mind had unfortunately gone blank. For this item, he had to remember details of the recent election, but now the information completely escaped him.

As the clock ticked, Davis tried to focus on the advice his teacher, Ms. Gates, had given him. Ms. Gates had told him to leave the difficult questions until the end, which he had done. Then she said he should take a piece of paper and make lists and charts of the important information. She had explained that seeing information in print sometimes helped a person recall additional facts.

Davis turned his quiz over and pulled out a fresh piece of blank paper. He cleared his mind and just started writing what he could remember. He told himself that he was just writing for fun. Suddenly the key points that he previously could not remember came to him, and he turned the quiz back over and finished it. Later, when Davis saw Ms. Gates, he thanked her not only for teaching him the material he needed to know, but for sharing the competition advice with him. He proudly displayed the medal he earned in the event.



# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Current Events Competition

13            Davis glanced from the paper in front of him to the clock on  
27 the wall. He had five minutes left to complete the last round of the  
37 current events competition. Though he knew he had more than  
47 enough time to answer the final question, Davis’s mind had  
57 unfortunately gone blank. For this item, he had to remember  
67 details of the recent election, but now the information completely  
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81            As the clock ticked, Davis tried to focus on the advice his  
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106 the difficult questions until the end, which he had done. Then she  
121 said he should take a piece of paper and make lists and charts of the  
130 important information. She had explained that seeing information in  
138 print sometimes helped a person recall additional facts.

151            Davis turned his quiz over and pulled out a fresh piece of blank  
163 paper. He cleared his mind and just started writing what he could  
175 remember. He told himself that he was just writing for fun. Suddenly  
187 the key points that he previously could not remember came to him,  
200 and he turned the quiz back over and finished it. Later, when Davis  
213 saw Ms. Gates, he thanked her not only for teaching him the material  
225 he needed to know, but for sharing the competition advice with him.  
235 He proudly displayed the medal he earned in the event.

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- Winter (136 WCPM)
- Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

PROSODY				
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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"/>

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Current Events Competition

Davis glanced from the paper in front of him to the clock on the wall. He had five minutes left to [dozen/ already/ complete] the last round of the current [events/ are/ have] competition. Though he knew he had [more/ after/ cooler] than enough time to answer the [away/ final/ get] question, Davis's mind had unfortunately gone [any/ couple/ blank]. For this item, he had to [am/ remember/ something] details of the recent election, but [charge/ now/ done] the information completely escaped him.

As [the/ nearly/ forward] clock ticked, Davis tried to focus [arrive/ crackle/ on] the advice his teacher, Ms. Gates, [had/ due/ home] given him. Ms. Gates had told [give/ him/ know] to leave the difficult questions until [want/ the/ keeping] end, which he had done. Then [gets/ jump/ she] said he should take a piece [of/ flew/ goes] paper and make lists and [already/ highest/ charts] of the important information. She had explained [cute/ that/ amount] seeing information in print sometimes [helped/ is/ likeness] a person recall additional facts.

Davis turned [must/ pause/ his] quiz over and pulled out a [fresh/ miles/ they] piece of blank paper. He cleared [please/ will/ his] mind and just started writing [shops/ what/ reach] he could remember. He told himself that [he/ plenty/ in] was just writing for fun. Suddenly [the/ may/ us] key points that he previously could [yellow/ happy/ not] remember came to him, and he [morning/ turned/ first] the quiz back over and finished [it/ got/ whether]. Later, when Davis saw Ms. Gates, [low/ he/ prepare] thanked her not only for teaching [wait/ gone/ him] the material he needed to know, [this/ but/ help] for sharing the competition advice with [him/ away/ on]. He proudly displayed the medal he [good/ later/ earned] in the event.



## Harbin Ice and Snow Festival

In the middle of the winter, when most people are dreaming of a springtime thaw and warmer temperatures, the people of Northeast China are planning a very “cool” festival. It is the Harbin Ice and Snow Festival, and it is the largest of its kind in the world.

For thirty-one years, the people of Harbin have created a theme park of ice castles, sculptures, and buildings for winter entertainment. In December, workers pull giant chunks of ice from a nearby river. Sculptors use ice picks, lasers, and chisels to create structures out of the ice.

Visitors to the festival can stroll around with a hot drink while admiring the park. One section features large sculptures and is only open during the day. The second section is full of structures that look like famous landmarks. This section lights up with spectacular colors at night. The final section of the park is always a favorite of children. It is full of equipment like slides and a giant maze. Children can play in pretend villages made of ice.

The festival begins in January and lasts until March. Whether visitors participate in an ice-sculpting competition or take a ride in a carriage, they are sure to be dazzled by this amazing festival.

# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Harbin Ice and Snow Festival

12            In the middle of the winter, when most people are dreaming of  
 22 a springtime thaw and warmer temperatures, the people of Northeast  
 35 China are planning a very “cool” festival. It is the Harbin Ice and  
 48 Snow Festival, and it is the largest of its kind in the world.

58            For thirty-one years, the people of Harbin have created a  
 68 theme park of ice castles, sculptures, and buildings for winter  
 78 entertainment. In December, workers pull giant chunks of ice from  
 90 a nearby river. Sculptors use ice picks, lasers, and chisels to create  
 95 structures out of the ice.

106           Visitors to the festival can stroll around with a hot drink  
 117 while admiring the park. One section features large sculptures and is  
 130 only open during the day. The second section is full of structures that  
 140 look like famous landmarks. This section lights up with spectacular  
 154 colors at night. The final section of the park is always a favorite of  
 167 children. It is full of equipment like slides and a giant maze. Children  
 175 can play in pretend villages made of ice.

185           The festival begins in January and lasts until March. Whether  
 197 visitors participate in an ice-sculpting competition or take a ride in a  
 208 carriage, they are sure to be dazzled by this amazing festival.

Words Read	-	Errors	=	WCPM

- Fall (128 WCPM)
- Winter (136 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"/>

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Harbin Ice and Snow Festival

In the middle of the winter, when most people are dreaming of a springtime thaw and warmer temperatures, the people of Northeast China are planning a very “cool” festival. It is the Harbin Ice and Snow Festival, [baking/ must/ and] it is the largest of its [alone/ kind/ cannot] in the world.

For thirty-one [got/ years/ every], the people of Harbin have [created/ off/ binder] a theme park of ice castles, sculptures, [met/ was/ and] buildings for winter entertainment. In December, [bright/ ahead/ workers] pull giant chunks of ice [carve/ from/ smooth] a nearby river. Sculptors use ice picks, [lasers/ wide/ pass], and chisels to create structures out [table/ of/ careless] the ice.

Visitors to the festival [wise/ can/ eighty] stroll around with a [suddenly/ earn/ hot] drink while admiring the park. One [briskly/ section/ continue] features large sculptures and is only [open/ causes/ easily] during the day. The second section [toy/ worth/ is] full of structures that look like [smoothly/ famous/ happily] landmarks. This section lights up with [spectacular/ barked/ hold] colors at night. The final section [of/ cold/ alone] the park is always a favorite [nothing/ goes/ of] children. It is full of equipment [like/ so/ why] slides and a giant maze. Children [brick/ breakfast/ can] play in pretend villages made of [across/ ice/ kept].

The festival begins in January and [lasts/ else/ carted] until March. Whether visitors participate [begun/ in/ crept] an ice-sculpting competition or take a [ride/ certainly/ very] in a carriage, they are sure [curl/ escape/ to] be dazzled by this amazing festival.

### **Death Valley Moving Stones**

Death Valley is a national park that stretches from California to Nevada. The region is known for its extreme conditions. In some parts of the park, drought and high temperatures bake the parched land. In other parts, rain is so plentiful that fields of wildflowers sprout up quickly. Death Valley is also a place of mystery. For decades, scientists occasionally noticed that some of the giant boulders in the area had moved from one location to another. Yet, no one ever saw the boulders move, and no one ever witnessed anyone in the process of moving them. Scientists recently devised a plan, though, to help solve the mystery.

In 2011, scientists attached a GPS device to some mid-sized rocks in the area. This technology kept track of the location of the rocks at all times. The scientists visited and observed the rocks frequently. One day when they arrived for their observation, they noticed that a rare heavy rain had brought three inches of water to the area. Overnight, the rainwater froze. In the morning, when the ice began to break into chunks and the breeze blew slightly, the rocks rolled and slid across the sand! The scientists compared what they observed with the GPS recordings to determine how far the rocks had traveled.

Though the study and observations were done on smaller rocks, the scientists believe that the melting ice combined with the breeze could be the explanation for the large boulders as well. With more observations and application of GPS devices, they hope to solve the mystery of all the moving rocks in the area.

# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Death Valley Moving Stones

11 Death Valley is a national park that stretches from California to  
 22 Nevada. The region is known for its extreme conditions. In some  
 33 parts of the park, drought and high temperatures bake the parched  
 45 land. In other parts, rain is so plentiful that fields of wildflowers  
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 142 rocks at all times. The scientists visited and observed the rocks  
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 211 observed with the GPS recordings to determine how far the rocks  
 213 had traveled.

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 233 rocks, the scientists believe that the melting ice combined with the  
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 266 the mystery of all the moving rocks in the area.

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Words Read	-	Errors	=	WCPM

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PROSODY				
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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"/>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Death Valley Moving Stones

Death Valley is a national park that stretches from California to Nevada. The region is known for its [extreme/ where/ sleeps] conditions. In some parts of the [stopped/ park/ went], drought and high temperatures bake the [gives/ take/ parched] land. In other parts, rain is [so/ ate/ few] plentiful that fields of wildflowers sprout [prize/ who/ up] quickly. Death Valley is also a [without/ place/ too] of mystery. For decades, scientists occasionally [noticed/ time/ year] that some of the giant boulders [town/ in/ able] the area had moved from one [cannot/ drips/ location] to another. Yet, no one ever [glass/ saw/ later] the boulders move, and no one [although/ ever/ because] witnessed anyone in the process of [moving/ shallow/ well] them. Scientists recently devised a plan, [bold/ crowded/ though], to help solve the mystery.

In 2011, [crept/ awake/ scientists] attached a GPS device to some mid-sized [behave/ rocks/ aims] in the area. This technology kept [track/ slow/ young] of the location of the rocks [dare/ at/ bother] all times. The scientists visited and [observed/ during/ beauty] the rocks frequently. One day when [discover/ exciting/ they] arrived for their observation, they noticed [exclaim/ carve/ that] a rare heavy rain had brought [announce/ three/ gathers] inches of water to the area. [Overnight/ Taught/ Ribbon], the rainwater froze. In the morning, [raise/ when/ lazy] the ice began to break into [chunks/ glance/ receive] and the breeze blew slightly, the [rocks/ softly/ unite] rolled and slid across the [accept/ blink/ sand]! The scientists compared what they observed [dozen/ with/ cute] the GPS recordings to determine how [accept/ breathes/ far] the rocks had traveled.

Though the [study/ beneath/ equal] and observations were done on smaller [helped/ rocks/ caught], the scientists believe that the melting [ice/ grows/ in] combined with the breeze could be the [think/ feel/ explanation] for the large boulders as well. [Down/ With/ Noon] more observations and application of GPS [friendly/ clever/ devices], they hope to solve the mystery [of/ busy/ bright] all the moving rocks in the [who/ try/ area].

### **Boston Time Capsule**

When workers were called recently to fix a broken pipe at the Massachusetts State House in Boston, they had no idea they would become a part of history. As they dug around the foundation of the building, they discovered a time capsule that had been placed in the area centuries ago. Immediately, the workers called an expert because they knew the capsule was a historic treasure. They wanted to make sure it would be treated properly.

A time capsule is a collection of important materials gathered together and placed in a sturdy container. Sometimes these containers are placed in the cornerstone of a building when the building is under construction. Time capsules contain objects and information that help people of the future understand what life was like in the past. Often time capsules contain newspapers and photographs that represent the region during the era.

The time capsule recently discovered in Boston was buried by Samuel Adams and Paul Revere. These men were significant people in American history. Objects inside their time capsule included five newspapers, the official state seal of the time, a book of historical records, a collection of twenty-four coins, and a silver plate. Many people gathered when the capsule was opened. They were curious to see what it held and get a glimpse of history.



# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Boston Time Capsule

12            When workers were called recently to fix a broken pipe at the  
 23            Massachusetts State House in Boston, they had no idea they would  
 36            become a part of history. As they dug around the foundation of the  
 48            building, they discovered a time capsule that had been placed in the  
 57            area centuries ago. Immediately, the workers called an expert  
 68            because they knew the capsule was a historic treasure. They wanted  
 76            to make sure it would be treated properly.

86            A time capsule is a collection of important materials gathered  
 95            together and placed in a sturdy container. Sometimes these  
 106           containers are placed in the cornerstone of a building when the  
 115           building is under construction. Time capsules contain objects and  
 126           information that help people of the future understand what life was  
 136           like in the past. Often time capsules contain newspapers and  
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154           The time capsule recently discovered in Boston was buried by  
 164           Samuel Adams and Paul Revere. These men were significant people  
 174           in American history. Objects inside their time capsule included five  
 186           newspapers, the official state seal of the time, a book of historical  
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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"/>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Boston Time Capsule

When workers were called recently to fix a broken pipe at the Massachusetts State House in Boston, they had no idea they would become a part of history. As they dug around the foundation [cash/ soon/ of] the building, they discovered a time [capsule/ everywhere/ all] that had been placed in the [quickly/ area/ goes] centuries ago. Immediately, the workers called an [expert/ working/ truly] because they knew the capsule was a [watching/ historic/ coldly] treasure. They wanted to make sure [gotten/ stunning/ it] would be treated properly.

A [making/ keep/ time] capsule is a collection of important [materials/ bakes/ under] gathered together and placed in a [sturdy/ could/ might] container. Sometimes these containers are placed [do/ in/ we] the cornerstone of a building when the [happen/ there/ building] is under construction. Time capsules contain [still/ objects/ use] and information that help people of the [future/ hers/ decide] understand what life was like in the [clearly/ past/ react]. Often time capsules contain newspapers and [grows/ photographs/ largely] that represent the region during the [some/ era/ forth].

The time capsule recently discovered in Boston [was/ new/ fact] buried by Samuel Adams and Paul Revere. [Apart/ Planner/ These] men were significant people in American [improve/ history/ thinks]. Objects inside their time capsule included [five/ remember/ percent] newspapers, the official state seal [us/ nice/ of] the time, a book of historical [marched/ records/ freshly], a collection of twenty-four coins, [and/ sing/ nose] a silver plate. Many people gathered [when/ old/ having] the capsule was opened. They were [save/ curious/ height] to see what it held and [car/ lost/ get] a glimpse of history.

### Owls

From cold climates to tropical regions, and from deserts to rainforests, owls can be located in many different areas. Owls have fascinated people for ages because of their unique appearance and abilities. An owl's eyes are incredibly large compared to the size of its head, and therefore the owl's vision is excellent. Of all the nocturnal animals, the owl can see the farthest, and its hearing is exceptional as well. A great gray owl can hear insects that are 100 feet away and can even detect mice squeaking a half mile in the distance.

Most birds have rigid feathers that create sound when the bird flaps its wings. The owl's feathers have soft edges, so when the owl flies, its movements are nearly silent. The owl takes advantage of silent flight when it is hunting. Owls are able to sneak up on their prey without the prey knowing the owl is there. Though owls are great predators, they often exhibit fear around other birds, including other owls.

Whereas most birds build nests with twigs and leaves, the owl does not build nests at all. Instead, it makes its home in tree trunks or the abandoned nest of another bird. As long as the home protects the owl from the weather and is not visible to enemies, the owl will take it.

From amazing eyesight and exceptional hearing, to silent wings and strong hunting ability, the owl is a unique animal.

# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Owls

10 From cold climates to tropical regions, and from deserts to  
 21 rainforests, owls can be located in many different areas. Owls have  
 31 fascinated people for ages because of their unique appearance and  
 44 abilities. An owl’s eyes are incredibly large compared to the size of its  
 56 head, and therefore the owl’s vision is excellent. Of all the nocturnal  
 68 animals, the owl can see the farthest, and its hearing is exceptional  
 83 as well. A great gray owl can hear insects that are 100 feet away and  
 94 can even detect mice squeaking a half mile in the distance.

105 Most birds have rigid feathers that create sound when the bird  
 118 flaps its wings. The owl’s feathers have soft edges, so when the owl  
 129 flies, its movements are nearly silent. The owl takes advantage of  
 143 silent flight when it is hunting. Owls are able to sneak up on their  
 155 prey without the prey knowing the owl is there. Though owls are  
 165 great predators, they often exhibit fear around other birds, including  
 167 other owls.

178 Whereas most birds build nests with twigs and leaves, the owl  
 192 does not build nests at all. Instead, it makes its home in tree trunks  
 205 or the abandoned nest of another bird. As long as the home protects  
 219 the owl from the weather and is not visible to enemies, the owl will  
 221 take it.

230 From amazing eyesight and exceptional hearing, to silent wings  
 240 and strong hunting ability, the owl is a unique animal.

Words Read	-	Errors	=	WCPM

- Fall (128 WCPM)
- Winter (136 WCPM)
- Spring (150 WCPM)

WCPM	/	Words Read	=	Accuracy %

	PROSODY			
	L1	L2	L3	L4
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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"/>

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Owls

From cold climates to tropical regions, and from deserts to rainforests, owls can be located in many different areas. Owls have fascinated people for ages [because/ under/ finding] of their unique appearance and [without/ busy/ abilities]. An owl's eyes are incredibly large [compared/ shine/ rang] to the size of its head, [scare/ and/ quite] therefore the owl's vision is excellent. [Pale/ Ripe/ Of] all the nocturnal animals, the owl [special/ west/ can] see the farthest, and its hearing [is/ mind/ thin] exceptional as well. A great gray [owl/ sold/ unless] can hear insects that are 100 [usually/ feet/ since] away and can even detect mice [tender/ gentle/ squeaking] a half mile in the distance.

[Spend/ Most/ Hid] birds have rigid feathers that create [unless/ sound/ willing] when the bird flaps its wings. [The/ Sigh/ Log] owl's feathers have soft edges, so [when/ lift/ rice] the owl flies, its movements are [highway/ upon/ nearly] silent. The owl takes advantage of [holder/ silent/ remain] flight when it is hunting. Owls [glove/ are/ truck] able to sneak up on their [wished/ over/ prey] without the prey knowing the owl [is/ berry/ family] there. Though owls are great predators, [stopped/ clever/ they] often exhibit fear around other birds, [wish/ including/ thing] other owls.

Whereas most birds build [nests/ very/ happen] with twigs and leaves, the owl [does/ great/ lucky] not build nests at all. Instead, [kept/ listen/ it] makes its home in tree trunks [ripe/ or/ pale] the abandoned nest of another bird. [Rid/ As/ Now] long as the home protects the [owl/ meant/ ought] from the weather and is not [rule/ sank/ visible] to enemies, the owl will [pretty/ take/ west] it.

From amazing eyesight and exceptional [hearing/ sleepy/ through], to silent wings and strong hunting [merry/ saving/ ability], the owl is a unique animal.

### **Bullet Trains**

In the 1960s, Japan introduced high-speed railroad travel to its residents. Nicknamed “the bullet train,” this mode of transportation boasted an incredible speed of 200 miles per hour. In the decades since, millions of Japanese residents have enjoyed not only the speed of these trains but other features as well. Bullet trains are known for their punctuality. In Japan, the trains take off precisely at the time they are scheduled to depart. Inside, the seats are quiet, spacious, and comfortable. Safety is not an issue with bullet trains. Since the dawn of their use, bullet trains have had a perfect safety record.

Because of the popularity of the trains in Japan, many people in the United States have expressed interest. California, Texas, and Florida are pursuing the possibility of high-speed trains for their residents. To understand the impact of high-speed railroad travel in America, consider the three hundred eighty-two mile trip between Los Angeles, California and San Francisco, California. Traveling by car, a commuter can expect the ride to take at least six hours. Traveling by high-speed train, a person would arrive in less than two hours.

Experts believe there is abundant potential for, and great interest in, bullet trains in America. With advanced development in several states, travelers in America will soon enjoy the benefits of high-speed travel.

# Oral Reading Fluency Grades 6-8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Bullet Trains

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 20 residents. Nicknamed “the bullet train,” this mode of transportation  
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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"/>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Bullet Trains

In the 1960s, Japan introduced high-speed railroad travel to its residents. Nicknamed “the bullet train,” this mode [of/ less/ did] transportation boasted an incredible speed of 200 [limp/ owe/ miles] per hour. In the decades since, [helpful/ millions/ frozen] of Japanese residents have enjoyed not [only/ honest/ glance] the speed of these trains but [other/ learn/ inquire] features as well. Bullet trains are [way/ hears/ known] for their punctuality. In Japan, the [pulling/ trains/ struck] take off precisely at the time [neat/ greedy/ they] are scheduled to depart. Inside, the [instead/ seats/ tells] are quiet, spacious, and comfortable. Safety [is/ gentle/ job] not an issue with bullet trains. [Meal/ Pencil/ Since] the dawn of their use, bullet trains [sir/ have/ tube] had a perfect safety record.

[Because/ Gather/ Yours] of the popularity of the trains [net/ tune/ in] Japan, many people in the United States [forth/ have/ sharp] expressed interest. California, Texas, and Florida [square/ are/ net] pursuing the possibility of high-speed trains [jar/ pleasant/ for] their residents. To understand the impact [of/ spark/ twice] high-speed railroad travel in America, [consider/ moment/ pitcher] the three hundred eighty-two mile [interesting/ trip/ plenty] between Los Angeles, California and San Francisco, California. [Into/ Whose/ Traveling] by car, a commuter can [hello/ expect/ mainly] the ride to take at least [six/ weeps/ honestly] hours. Traveling by high-speed train, a [having/ respects/ person] would arrive in less than two [chooses/ agreeing/ hours].

Experts believe there is abundant potential [for/ bare/ dull], and great interest in, bullet trains [check/ in/direction] America. With advanced development in several [frying/ states/ forth], travelers in America will soon [enjoy/ jealous/ lucky] the benefits of high-speed travel.



### Capitol Building Dome

In 1793, President George Washington gave his approval for the construction of what would later become the United States Capitol Building. The project took decades to complete, but when it was finished, the nation had a structure in which important decisions would be made and laws would be created.

For over 100 years, the building was not only a functional place of business, but a beautiful symbol of America. After time, though, the building began to deteriorate. Prolonged exposure to sun, snow, rain, and sleet caused the copper dome of the Capitol to crack. In 2010, experts began a restoration project.

The first step in restoring the Capitol dome was to build a giant scaffold. A scaffold is a raised platform that workers use to walk on and reach the dome. Because the dome is so large, the scaffold is massive. It weighs over a million pounds and is made up of 52 miles of pipe and two miles of deck boards. Safety is important, so workers installed thousands of square feet of netting. When the project is complete, the workers will have repaired thousands of inches of cracks and will have used over a thousand gallons of paint.

Though overwhelming, the project to fix the dome is important. When the work is finished, the dome should be protected from the elements for another 50 years.



# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Capitol Building Dome

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 19 the construction of what would later become the United States  
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- Winter (146 WCPM)
- Spring (151 WCPM)

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Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Capitol Building Dome

In 1793, President George Washington gave his approval for the construction of what would later become the United States Capitol Building. The project took decades to complete, [but/ speak/ tray] when it was finished, the nation [wrinkle/ had/ tenth] a structure in which important decisions [flip/ tile/ would] be made and laws would be [although/ strongly/ created].

For over 100 years, the building [was/ thunder/ arch] not only a functional place of [tan/ business/ surround], but a beautiful symbol of America. [After/ Solve/ Tray] time, though, the building began to [because/ deteriorate/ ability]. Prolonged exposure to sun, snow, rain, [stolen/ throw/ and] sleet caused the copper dome [sour/ toe/ of] the Capitol to crack. In 2010, [experts/ wild/ same] began a restoration project.

The first [thrilling/ step/ hers] in restoring the Capitol dome was [to/ cape/ goodbye] build a giant scaffold. A scaffold [at/ is/ my] a raised platform that workers use to [stranger/ tide/ walk] on and reach the dome. Because the [adapt/ fresh/ dome] is so large, the scaffold is [massive/ gift/ indeed]. It weighs over a million pounds [main/ and/ load] is made up of 52 miles of [pipe/ lying/ often] and two miles of deck boards. [Helps/ Safety/ Pretend] is important, so workers installed [rush/ giant/ thousands] of square feet of netting. [Hive/ Lift/ When] the project is complete, the workers [will/ possible/ richest] have repaired thousands of inches of [manage/ cracks/ quite] and will have used over a [thousand/ rice/ softly] gallons of paint.

Though overwhelming, the [rapidly/ project/ sudden] to fix the dome is important. [Hero/ Nod/ When] the work is finished, the dome [should/ free/ guess] be protected from the elements for [another/ lesson/ pool] 50 years.

### **Boston Light**

Centuries ago, sailing at night near the shoreline of the Northeast was dangerous. The captain of the ship could not tell how close his boat was to the shore because there were few lights on the land. Often colonists lit bonfires on the coast to provide a light to guide sailors safely into harbor. In 1716, that changed when the people of Boston built Boston Light, the first lighthouse of the new land.

When the lighthouse was first constructed, the United States was not yet a country. British colonists who lived in the territory supplied the money and materials to build the lighthouse. During the American Revolution, when the colonists fought for independence from Britain, the lighthouse was destroyed.

By 1780, the United States was a young nation, and the governor of Massachusetts began the process of replacing the lighthouse. In 1783, the construction was complete, and the new lighthouse, a 75-foot tower, looked remarkably similar to the original. The harbor had light again, and ships could safely navigate the region at night.

Today the lighthouse is part of the National Park Service, and many tourists visit it each year. The lighthouse is powered with electricity, and it is illuminated 24 hours a day as a symbol of the endurance of both the lighthouse and the nation.

# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Boston Light

10 Centuries ago, sailing at night near the shoreline of the  
 22 Northeast was dangerous. The captain of the ship could not tell how  
 36 close his boat was to the shore because there were few lights on the  
 49 land. Often colonists lit bonfires on the coast to provide a light to  
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	PROSODY			
	L1	L2	L3	L4
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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"/>
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Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Boston Light

Centuries ago, sailing at night near the shoreline of the Northeast was dangerous. The captain of the ship could [fog/ not/ gentle] tell how close his boat was [choice/ side/ to] the shore because there were few [this/ way/ lights] on the land. Often colonists lit [bonfires/ weaving/ hollow] on the coast to provide a [many/ light/ grabbing] to guide sailors safely into harbor. [In/ Few/ How] 1716, that changed when the people [group/ of/ main] Boston built Boston Light, the first [hurry/ startles/ lighthouse] of the new land.

When the lighthouse [was/ grain/ log] first constructed, the United States was [us/ not/ oil] yet a country. British colonists [who/ him/ joy] lived in the territory supplied the [narrow/ money/ scarce] and materials to build the lighthouse. [Rough/ Swam/ During] the American Revolution, when the colonists [twice/ yet/ fought] for independence from Britain, the lighthouse was [destroyed/ myself/ beyond].

By 1780, the United States was a [notify/ young/ fixes] nation, and the governor of Massachusetts [began/ moment/ sudden] the process of replacing the lighthouse. In 1783, the [truly/ construction/ whenever] was complete, and the new lighthouse, a 75-foot [either/ these/ tower], looked remarkably similar to the [nicely/ very/ original]. The harbor had light again, and [ships/ green/ final] could safely navigate the region at [talked/ night/ sending].

Today the lighthouse is [part/ large/ who] of the National Park Service, and [hug/ many/ dance] tourists visit it each year. The lighthouse [soft/ is/ rainy] powered with electricity, and it is [startle/ travel/ illuminated] 24 hours a day as a [symbol/ who/ carefully] of the endurance of both the lighthouse [speaks/ words/ and] the nation.

### Charred Scrolls

Thousands of years ago, a volcano erupted in Pompeii, Italy. Within a day, the entire city and surrounding towns were covered in ash. When the region was rediscovered hundreds of years later, archeologists found that everything below the ash was perfectly preserved. They carefully excavated the remains of a town called Herculaneum and discovered literary scrolls. Because the scrolls were rolled up and charred, it was impossible to read them. However, a new x-ray technology is helping historians determine what the ancient scrolls say.

Scientists have used x-ray technology to see below the surface of other archeological finds, but reading scrolls with x-rays has been difficult. Ancient writers often used a form of charcoal ink, and in cases like this, the ink blends in with the charred scroll. The new x-ray technique uses light to separate the writing on the scroll from the burnt scroll itself.

Historians are thrilled with the possibility of using the technology to read the scrolls. So far, they have been able to detect a couple of letters and phrases. They believe the scrolls contain philosophical writings, and reading them will give clues to the lifestyles and culture of the people. Success in this project could lead to using x-ray technology in other areas to gain a greater understanding of history.

# Oral Reading Fluency Grades 6–8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Charred Scrolls

10           Thousands of years ago, a volcano erupted in Pompeii, Italy.  
 22   Within a day, the entire city and surrounding towns were covered in  
 32   ash. When the region was rediscovered hundreds of years later,  
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Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Charred Scrolls

Thousands of years ago, a volcano erupted in Pompeii, Italy. Within a day, the entire city [and/ chip/ him] surrounding towns were covered in ash. [Take/ When/ Stay] the region was rediscovered hundreds of [said/ great/ years] later, archeologists found that everything [mix/ flat/ below] the ash was perfectly preserved. They [carefully/ possible/ beautiful] excavated the remains of a town [loose/ called/ price] Herculaneum and discovered literary scrolls. Because the [warn/ scrolls/ lovely] were rolled up and charred, it [free/ was/ hundred] impossible to read them. However, a [new/ slowly/ perhaps] x-ray technology is helping historians determine [what/ gather/ inside] the ancient scrolls say.

Scientists have [because/ used/ calmly] x-ray technology to see below the [intend/ likely/ surface] of other archeological finds, but reading scrolls [force/ with/ receive] x-rays has been difficult. Ancient writers [sweet/ rich/ often] used a form of charcoal [ink/ leafy/ hidden], and in cases like this, the ink [five/ power/ blends] in with the charred scroll. The [new/ seldom/ shall] x-ray technique uses light to separate the [below/ writing/ wide] on the scroll from the [scroll/ across/ follows] itself.

Historians are thrilled with the [although/ possibility/ between] of using the technology to [main/ none/ read] the scrolls. So far, they have [from/ into/ been] able to detect a couple of [letters/ middle/ remain] and phrases. They believe the scrolls [fresh/ contain/ simple] philosophical writings, and reading them will [eager/ give/ fiercely] clues to the lifestyles and culture [even/ hers/ of] the people. Success in this project [could/ inch/ price] lead to using x-ray technology in [help/ other/ quickly] areas to gain a greater understanding of [once/ should/ history].

### Farm Well

As the morning sun pushed into its place on the pink horizon, Charles stepped out of the farmhouse and headed for the well. His father had left nearly an hour ago to begin planting seeds, and he had entrusted the task of watering the animals to Charles. Though all of the pioneer children were expected to contribute to the household chores, Charles was proud that his father gave him some of the most important tasks and counted on him without any doubt that Charles would deliver.

Charles considered all of this as he took the handle of the pump and attempted to crank it. The handle lifted up as usual, but as Charles pushed it downward, it snapped off and fell to the ground. Charles was devastated, for without the pump, he would not be able to fill the trough for the animals to drink. Knowing that the cows still needed to be milked and many other tasks awaited him, Charles had to devise a solution quickly.

Suddenly Charles realized that the handle itself was not broken, but that the bolt connecting it to the pump had snapped. In an effort to remedy the situation, Charles dashed back to the farmhouse and retrieved his father's collection of old hardware. Finding a small iron bolt, he sprinted back to the well. As he slid the bolt into its place, Charles was relieved to find it was a perfect fit. He was, at last, prepared to finish his task, and later he would share with his father how he had efficiently solved his problem that morning.

# Oral Reading Fluency Grades 6-8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Farm Well

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## Farm Well

As the morning sun pushed into its place on the pink horizon, Charles stepped out of the farmhouse and headed for the well. His father had left nearly an [interesting/ eager/ hour] ago to begin planting seeds, and [he/ fun/ yellow] had entrusted the task of watering the [boldly/ animals/ when] to Charles. Though all of the [exactly/ pioneer/ always] children were expected to contribute to the [never/ really/ household] chores, Charles was proud that his [father/ hopeful/ promptly] gave him some of the most [important/ once/ believes] tasks and counted on him without [now/ any/ nicely] doubt that Charles would deliver.

Charles [frozen/ happiness/ considered] all of this as he [message/ took/ beneath] the handle of the pump and [both/ cool/ attempted] to crank it. The handle lifted [up/ dark/ front] as usual, but as Charles pushed [false/ it/ orange] downward, it snapped off and fell [machine/ none/ to] the ground. Charles was devastated, for [without/ ordinary/ perfect] the pump, he would not be [honestly/ able/ very] to fill the trough for the [animals/ yearly/ hidden] to drink. Knowing that the cows [inch/ still/ good] needed to be milked and many [sharply/ now/ other] tasks awaited him, Charles had to [devise/ someone/ although] a solution quickly.

Suddenly Charles realized [ashamed/ that/ damaging] the handle itself was not broken, [afford/ but/ declaration] that the bolt connecting it to the [cheerfully/ rejoiced/ pump] had snapped. In an effort to [remedy/ location/ climate] the situation, Charles dashed back to the [farmhouse/ madly/ whose] and retrieved his father's collection of [poorly/ old/ above] hardware. Finding a small iron bolt, [blink/ was/ he] sprinted back to the well. [Car/ Make/ As] he slid the bolt into its [place/ vast/ large], Charles was relieved to find it [dim/ was/ thought] a perfect fit. He was, at [thinking/ last/ bike], prepared to finish his task, and [cove/ fact/ later] he would share with his father [how/ area/ vague] he had efficiently solved his problem that [admire/ bound/ morning].

## Spelling Grades 6–8

# Inventory of Developmental Spelling-Upper (IDS-U)

### Skills Assessed

- Spelling
- Orthographic Knowledge
- Phonics and Morphology

### Grade Levels

- Upper Level, 6–8

Whole Class, Group/Individual

### Approximate Testing Time

10–15 Minutes

### Materials

Pencil or pen

Lined paper

IDS-U

► **WHAT** The IDS-U is administered in the same way as a standard spelling test. The focus is to examine what students are learning about words and what they are ready to study in their spelling and word study.

► **WHY** The words and word patterns spelled correctly, as well as the qualities of students' spelling errors, open a window to understanding what they are ready to study in phonics, spelling, and morphology. Through this examination, students' skills can be classified as falling into particular developmental stages of spelling.

Donald Bear and his colleagues have identified five developmental spelling stages listed below, along with examples of spelling errors typical for each stage.

Spelling Stages and Types of Errors	
Stage 1. Emergent	Squiggles, random letters, <i>F</i> for <i>fed</i>
Stage 2. Letter Name—Alphabetic	<i>FD</i> and <i>FAD</i> for <i>fed</i> , <i>DS</i> and <i>DES</i> for <i>dish</i>
Stage 3. Within-Word Pattern	<i>DRANE</i> for <i>drain</i> , <i>FOYL</i> for <i>foil</i>
Stage 4. Syllables and Affixes	<i>BERRYS</i> for <i>berries</i> , <i>MODLE</i> for <i>model</i>
Stage 5. Derivational Constancy	<i>publicity</i> for <i>publicity</i> (spelled correctly)

## Spelling Grades 6–8

### ► HOW General Directions for Administering the IDS-U

Tell students that the spelling inventory is not a part of their grade and that knowing more about their spelling will help you to teach them more about words, reading, and spelling. They should not study these words before taking the test.

You could say something like the following:

*Please spell the words I call out. Some of the words are easy and some will be harder for you to spell. Spell the words the best you can; write down all the sounds you hear and feel when I say the word. Spelling the best you can will help me to be a better teacher.*

Provide paper and have students write the numbers down the side of the page, or prepare a form with the numbering and a line for their names. Say each word in a natural voice. Read the sample sentence and say the word a second time. You may break the list into parts and stop the assessment when students have missed several words in a row.

### Setting

These assessments can be administered to the whole class, in small groups, and individually. How many words you ask students to spell depends on your purpose, and you may wish to divide the administration into different sessions. Make sure to collect enough errors to be able to determine a stage of spelling. As you call out the words, see if you can read what students have written. For individual assessment, there may be times when you can ask a student to spell to you as you write the letters down. If you do not administer the entire list, draw a line on the feature guide under the last word called. Adjust the possible total points at the bottom of each feature column.

### TWO WAYS TO SCORE, INTERPRET, AND PLAN

After you collect the papers, you can score them in one of two ways, using either (1) the Feature Guide and the Planning and Organization Chart or (2) the Words Spelled Correctly Planning Chart.

The forms are used to plan and organize instruction in word study and spelling. What you learn about your students' word knowledge also can guide your thinking about the composition of different reading groups.

## Spelling Grades 6–8

### **IDS-U Feature Guide and Planning and Organizational Chart**

**Feature Guide** A deeper understanding of students' progress is found in the IDS-U Feature Guide that follows the inventory (*see pages 57–59*) and in students' first-draft writing.

Make a copy of the Feature Guide for each student. Check the correct instructional features, and note errors. Check the features and words correct in the last two columns. The total from the last two rows should match the total of the final row.

How do you interpret these scores? A general rule of thumb is to begin instruction at the first place where students miss two or more features in the total column at the bottom of the Feature Guide. Look for a gradual drop in the scores across columns. There can be overlap in the study of digraphs and blends and long and short vowels during the letter name and within word pattern stages of development.

Find the instructional features at the top of the page to determine a spelling stage and gradation within the stage. Circle this stage and complete the score summaries in the third row.

**Planning Guide** On the class Planning Guide (*see page 54*), write each student's name under the stage and gradation, and form groups by drawing circles around reasonable instructional groups; use a pencil at first. In these groups, students focus on specific features in their word study.

For most classroom settings, three groups are ideal unless other teachers are available to provide small group instruction. One group will be with the teacher, another at stations, and another completing independent activities.

### **Words Spelled Correctly Planning Chart**

The Words Spelled Correctly Planning Chart (*see pages 55–56*) is a quick guide to instruction. To use the chart, count the number of words spelled correctly in the first three columns. Refer to the fourth column for the spelling stage and the instructional features to study. Track progress and write students' names in the boxes on the right of the chart. Once completed, you will be able to see what instructional groups to consider for word study. Research has shown a significant correlation between word and feature totals.



## Planning Guide

**Directions:** This Planning Guide can be used to organize the students by stages, based on analysis of how they spell the words on the IDS-U. Write the names of students underneath the stages and gradations for spelling. Consider groups for instruction, and draw a line around the students to place in a group. The groups may span stages; students within a column can be divided to have more even numbers across groups.

Instructional Features →	Consonants: Beginning & Ending	Beginning Digraphs & Blends	Short Vowels	Final Digraphs and Blends	Common Long Vowel Patterns	Other Vowels	Plurals & Inflected Endings	Syllable Junctures & Final Unaccented Syllables	Harder Affixes: Less Frequent Prefixes, & Suffixes, & Consonant & Vowel Alterations and Changes	Bases or Roots & Absorbed Prefix
Spelling Stages & Gradations →	EMERGENT LATE	LETTER NAME - EARLY	ALPHABETIC MIDDLE	LATE	WITHIN-WORD PATTERN EARLY	MIDDLE	LATE	SYLLABLES & AFFIXES EARLY	MIDDLE	DERIVATIONAL RELATIONS LATE
Students										

## Words Spelled Correctly Planning Chart – page 1

Teacher \_\_\_\_\_

Words Spelled Correctly	Spelling Stages & Gradations	Instructional Features for Word Study	Dates & Students	
IDSU 25				
-	Emergent Early Scribbles, different directions, two-fisted, to mock linear, no concept of word in text			
-	Emergent Middle Includes prominent, usually beginning, sounds, inconsistent concept of word in text			
-	Emergent Late Beginning and final consonant letter-sound correspondences, rudimentary concept of word in text			
-	Letter Name Early Beginning and final consonants, consonant, beginning digraphs and blends			
-	Letter Name Middle Short vowel families, short vowel sounds, the CVC pattern			
1-2	Letter Name Late Continue CVC pattern, final consonant digraphs and blends			
3-4	Within Word Pattern Early Common long vowel patterns beginning with CVCe			
5-6	Within Word Pattern Middle Long vowel patterns, final blends & digraphs			

(continued)

## Words Spelled Correctly Planning Chart – page 2

Teacher \_\_\_\_\_

Words Spelled Correctly	Spelling Stages & Gradations	Instructional Features for Word Study	Dates & Students	
IDSU 25				
7-8	Within Word Pattern Late Other vowel patterns			
9-11	Syllables & Affixes Early Inflected endings, consonant doubling, easy affixes (prefixes & suffixes)			
12-15	Syllables & Affixes Middle Syllable junctures, unaccented syllables			
16-19	Syllables & Affixes Late Syllable structures, open and closed syllables, accent & stress, less frequent prefixes & suffixes, consonant & vowel alterations and changes			
20-22	Derivational Relations Early Harder affixes, reduced and altered vowels, bases, roots and derivations, spelling-meaning connections			
23-26	Derivational Relations Middle Bases, roots & derivational morphology			
27-30	Derivational Relations Late Bases, roots & derivational morphology, absorbed prefixes			

## Spelling Grades 6–8

### Inventory of Developmental Spelling - Upper (IDS-U) Grades 6 - 8

This assessment can be administered whole class, in small group, and individually. You may administer this inventory over two days. Unless there is an established process, consider discontinuing when students have misspelled eight words in a row. If you do not administer the whole list, draw a line on the feature guide under the last word called. Adjust the possible total points at the bottom of each feature column.

1. *fresh*            The fresh fruit was juicy and delicious.    *fresh*
2. *sauce*            I would like more sauce on my pasta.    *sauce*
3. *toadstool*        A toadstool grows on the forest floor.    *toadstool*
4. *filthy*            My mom said my hands were filthy.    *filthy*
5. *torch*            She carried a torch into the dark cave.    *torch*
6. *chewed*          He chewed gum and blew a bubble.    *chewed*
7. *sunken*          The diver searched for sunken treasure.    *sunken*
8. *cleaver*          The butcher chopped the meat with a cleaver.    *cleaver*
9. *quarreling*      The girls were quarreling about who was first.    *quarreling*
10. *stubbornly*     Stubbornly, the dog held on to the bone.    *stubbornly*
11. *bundle*          Before the performance, I was a bundle of nerves.    *bundle*
12. *funnel*          We poured the liquid through a funnel.    *funnel*
13. *moisture*        Moisture in the air is called humidity.    *moisture*
14. *notification*    A notification came in the mail today.    *notification*
15. *divinity*        The all-seeing eye is an ancient symbol of divinity.    *divinity*

## Spelling Grades 6–8

### Inventory of Developmental Spelling - Upper (IDS-U) Grades 6 - 8

16. *invitation* I sent you an invitation to my birthday party. *invitation*
17. *technician* A technician came to install our cable. *technician*
18. *hemisphere* The United States is in the northern hemisphere. *hemisphere*
19. *dissection* We watched a frog dissection in class. *dissection*
20. *correspondent* The foreign correspondent reported on the war. *correspondent*
21. *inquisitive* An inquisitive child asks many questions. *inquisitive*
22. *aggression* Filled with aggression, he clenched his fists. *aggression*
23. *terrarium* He looked at the tiny plants in the terrarium. *terrarium*
24. *deprivation* Sleep deprivation is common among teenagers. *deprivation*
25. *sufficient* His excuse was not sufficient to get him out of trouble. *sufficient*
26. *exhalation* Exhalation is the movement of air out of the lungs. *exhalation*
27. *corroborate* He was able to corroborate the findings. *corroborate*
28. *irresistible* The warm chocolate chip cookies were irresistible. *irresistible*
29. *condescend* The queen does not condescend to eat with her servants.  
*condescend*
30. *architecture* The unique architecture of the house made it easy to  
find. *architecture*

# Spelling Grades 6–8

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Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_  
 Stage and Gradation of Spelling \_\_\_\_\_/64 Total Feature Score \_\_\_\_\_/64 Words Spelled Correctly \_\_\_\_\_/30 Total Features & Words \_\_\_\_\_/94

Spelling Stages & Gradations → Instructional Features → Words	LETTER NAME-ALPHABETIC		WITHIN-WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS			Words Spelled Correctly	
	LATE	EARLY	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE		
1. fresh	sh	e											
2. sauce				auce									
3. toadstool		oa		ool									
4. filthy	lth	i			y								
5. torch	ch			or									
6. chewed				ew	ed								
7. sunken		unk			en								
8. cleaver		ea				er							
9. quarreling				uar		el							
10. stubbornly	st			orn	ly	bb							
11. bundle		un				dle							
12. funnel						nnel							
13. moisture	st			oi				ure					
14. notification							tif	cation					
15. divinity							vin	ity					
16. invitation							vit	ation					
17. technician								ian	technic				
18. hemisphere								hemi	sphere				
19. dissection								dis	ssect				
20. correspondent								ent	corr				
21. inquisitive							ui	ive	quisi				
22. aggression								ssion	aggres				
23. terrarium								ium	terra				
24. deprivation							i	ation					
25. sufficient								suff	fici				
26. exhalation								ex	hal				
27. corroborate								ate	corrobor				
28. irresistible							e	ible	irr				
29. condescend							e		descend				
30. architecture							i		arch				
<b>Totals</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>8</b>	<b>16</b>	<b>13</b>	<b>64</b>	<b>30</b>		