

# The *Fluent* ≈ READER ≈

Ready-to-Print Pages

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# Paired Reading Record Sheet

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Day	# Minutes Read	Partner	Book/Text Read	Comments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Please return this form to your teacher every Monday morning.

# Paired Reading Response Form

Student: \_\_\_\_\_ Partner: \_\_\_\_\_

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

Text Read	Minutes Read	Feedback

When reading  
independently.

**1**  
Needs  
Improvement

**3**  
OK

**5**  
Doing  
Great

Rate/pacing \_\_\_\_\_

Phrasing \_\_\_\_\_

Expression \_\_\_\_\_

Decoding \_\_\_\_\_

# Repeated Reading Log

Student: \_\_\_\_\_

Passage	Passage Reading Level	Probe 1		Probe 2		Probe 3		Probe 4		Comments
		Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	

# Cooperative Repeated Reading Response Form

Reader: \_\_\_\_\_ Rater: \_\_\_\_\_ Date: \_\_\_\_\_

How did you partner read? Rate him or her in each of the following areas for the first and last reading.

<b>Decoding</b> (was able to read the words correctly)				
Outstanding.....	Good.....	Fair.....		
First Reading: 1	2	3	4	5
Outstanding.....	Good.....	Fair.....		
Final Reading: 1	2	3	4	5
<b>Pacing</b> (was able to read at a good pace where appropriate)				
Outstanding.....	Good.....	Fair.....		
First Reading: 1	2	3	4	5
Outstanding.....	Good.....	Fair.....		
Final Reading: 1	2	3	4	5
<b>Expression</b> (was able to read with good expression and in phrases — not word by word)				
Outstanding.....	Good.....	Fair.....		
First Reading: 1	2	3	4	5
Outstanding.....	Good.....	Fair.....		
Final Reading: 1	2	3	4	5

# Story Map

Title of Story

Setting—Place

Setting—Time

Problem

Main Characters

Events

1

2

3

4

Resolution

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

**LUCKY LISTENERS**

**Directions:** Read your poem to someone at school or at home. Then ask that person to add his or her name to this form and the date and time of the reading. Your listener should write what they liked about the poem and how you read it. If your lucky listener listens more than once, he or she can sign the form for each time. Even your pets can listen to you read (think of ways that they can sign their names to the form). Try to get at least five signatures.

Title of Poem: \_\_\_\_\_

Lucky Listener’s Name	Date and Time of Reading	Comments on the Poem and Your Reading

Dear Parents:

Fast Start is a fun program designed to build your child's reading skills. You spend no more than 15 minutes reading, rereading, and teaching a different poem to your child each day. The poem is printed on a sheet of paper with plenty of white space for you to write on later. Here's all you have to do:

1. Sit side by side with your child and read the poem to him or her several times through, with good expression. Be sure to point to the words as you read so that your child connects the spoken words to the printed words.
2. Read aloud the poem together and point to the words, as in step one. Talk about the poem and how well you read it.
3. After reading the poem several times together, invite your child to read the poem several times to you. Listen attentively, offer support, and lavish praise on your child for good reading.
4. Engage in word study:
  - a. With your child, choose two to four interesting words from the poem and add them to your child's word bank (e.g., a collection of words on index cards) and/or to a home word wall. Practice and sort the words in various categories. Use them for word games such as Bingo, Go Fish, Memory (aka, Concentration), and so forth.
  - b. Look for rhyming words and key word families (e.g., *-at*, *-ub*, *-ink*) and write them on the photocopy of the poem. Then brainstorm and write down other rhyming words or words from the same family. Read these words several times and add them to the word bank.
5. In school the following day, I will put the poem on the chalkboard or a chart and read it with students several times. I will also talk to students about what they learned at home from the reading and engage them in more word study, focusing on word families and sight words—words that should be recognized instantly, on sight, with no analysis or decoding.

Thanks for your participation!



# Fast Start Reading Log

Student's Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Please return this log to your teacher every Monday morning.

Day	Passage/ Poem to Read	Minutes Spent in Fast Start Reading	Parent's Comments	Child's Comments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Remember to read to your child, read with your child, and listen to your child read. Then study and play with the words in the passage or poem. Good luck—and have fun!

# Word Recognition Error Form

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

Grade: \_\_\_\_\_ Passage: \_\_\_\_\_

	Substitutions/ Mispronunciations	Reversals	Omissions	Insertions	Refusal to Attempt a Word (Teacher Pronounces Word)
Total					

Notes:

# Word Recognition Error Analysis Form

Reader: \_\_\_\_\_ Date: \_\_\_\_\_

Reader	Text	Reader fails to use grapho-phonetic information at this portion of the word			Final reading of error makes sense semantically and syntactically	
		Beginning	Middle	End	Yes	No
Percentage of errors using:		Beginning-of-word information	Middle-of-word information	End-of-word information	Semantic and syntactic information	

# Multidimensional Fluency Scale Score Sheet

Reader: \_\_\_\_\_ Date: \_\_\_\_\_

Score	Expression & Volume	Phrasing	Smoothness	Pace