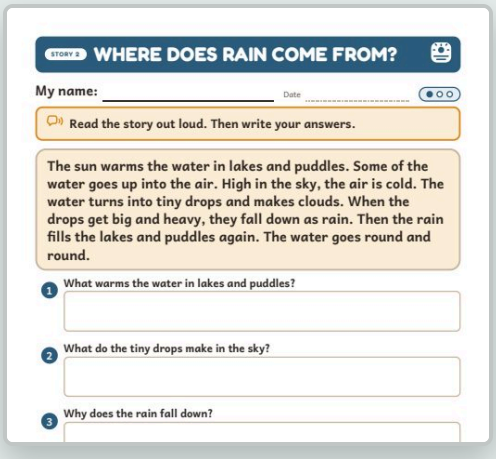
2ND–3RD · READING

FLUENCY

FLUENCY PASSAGES GRADES 2-3

20 original stories with the exact word count, four questions each, a teacher box for time, mistakes, words per minute and accuracy, answer keys, a tracker and a graph. Print, or type in the boxes. PDF.

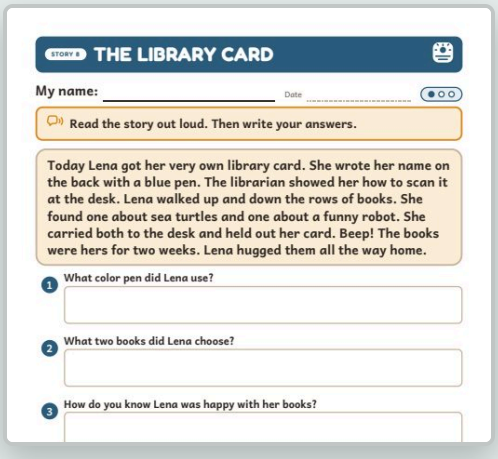

STORY 1 WHERE DOES RAIN COME FROM?

My name: _____ Date _____

Read the story out loud. Then write your answers.

The sun warms the water in lakes and puddles. Some of the water goes up into the air. High in the sky, the air is cold. The water turns into tiny drops and makes clouds. When the drops get big and heavy, they fall down as rain. Then the rain fills the lakes and puddles again. The water goes round and round.

1. What warms the water in lakes and puddles?
2. What do the tiny drops make in the sky?
3. Why does the rain fall down?

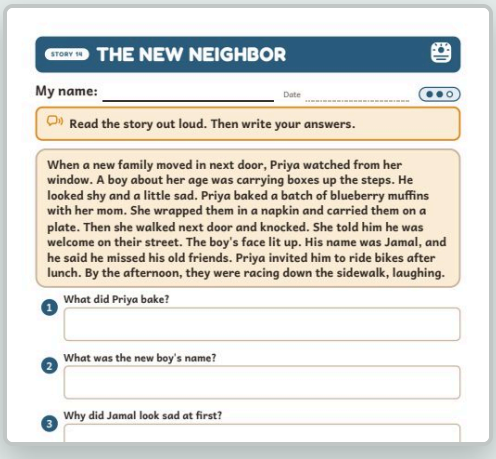

STORY 2 THE LIBRARY CARD

My name: _____ Date _____

Read the story out loud. Then write your answers.

Today Lena got her very own library card. She wrote her name on the back with a blue pen. The librarian showed her how to scan it at the desk. Lena walked up and down the rows of books. She found one about sea turtles and one about a funny robot. She carried both to the desk and held out her card. Beep! The books were hers for two weeks. Lena hugged them all the way home.

1. What color pen did Lena use?
2. What two books did Lena choose?
3. How do you know Lena was happy with her books?

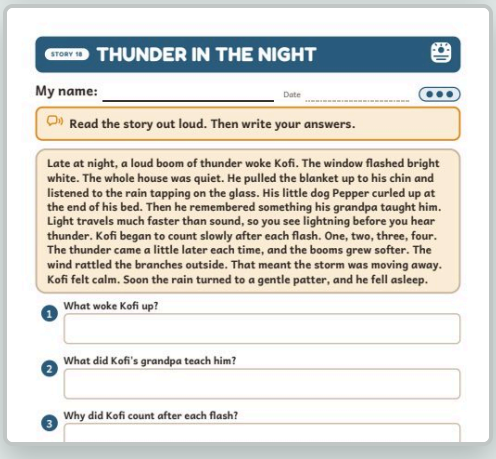

STORY 10 THE NEW NEIGHBOR

My name: _____ Date _____

Read the story out loud. Then write your answers.

When a new family moved in next door, Priya watched from her window. A boy about her age was carrying boxes up the steps. He looked shy and a little sad. Priya baked a batch of blueberry muffins with her mom. She wrapped them in a napkin and carried them on a plate. Then she walked next door and knocked. She told him he was welcome on their street. The boy's face lit up. His name was Jamal, and he said he missed his old friends. Priya invited him to ride bikes after lunch. By the afternoon, they were racing down the sidewalk, laughing.

1. What did Priya bake?
2. What was the new boy's name?
3. Why did Jamal look sad at first?

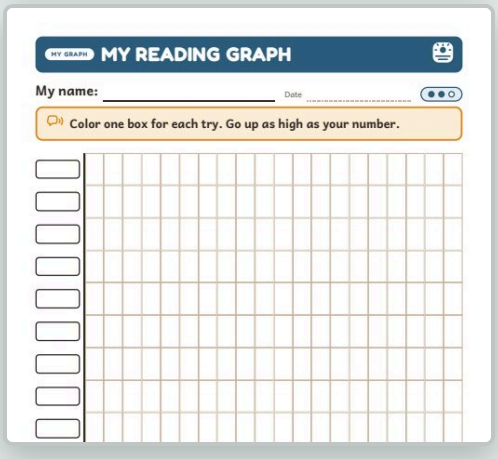

STORY 18 THUNDER IN THE NIGHT

My name: _____ Date _____

Read the story out loud. Then write your answers.

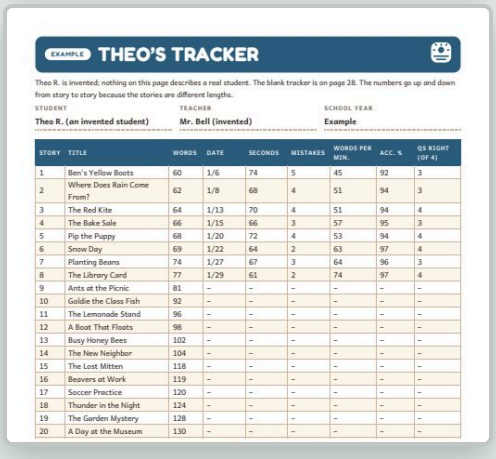
Late at night, a loud boom of thunder woke Kofi. The window flashed bright white. The whole house was quiet. He pulled the blanket up to his chin and listened to the rain tapping on the glass. His little dog Pepper curled up at the end of his bed. Then he remembered something his grandpa taught him. Light travels much faster than sound, so you see lightning before you hear thunder. Kofi began to count slowly after each flash. One, two, three, four. The thunder came a little later each time, and the booms grew softer. The wind rattled the branches outside. That meant the storm was moving away. Kofi felt calm. Soon the rain turned to a gentle patter, and he fell asleep.

1. What woke Kofi up?
2. What did Kofi's grandpa teach him?
3. Why did Kofi count after each flash?


MY GRAPH MY READING GRAPH

My name: _____ Date _____

Color one box for each try. Go up as high as your number.


EXAMPLE THEO'S TRACKER

Theo R. is invented; nothing on this page describes a real student. The blank tracker is on page 28. The numbers go up and down from story to story because the stories are different lengths.

STUDENT: Theo R. (an invented student) | TEACHER: Mr. Bell (invented) | SCHOOL YEAR: Example

STORY	TITLE	WORDS	DATE	SECONDS	MISTAKES	WORDS PER MIN.	ACC. %	QS RIGHT (OF 4)
1	Ben's Yellow Boots	60	1/6	74	5	45	92	3
2	Where Does Rain Come From?	62	1/8	68	4	51	94	3
3	The Red Kite	64	1/13	70	4	51	94	4
4	The Bake Sale	66	1/15	66	3	57	95	3
5	Pip the Puppy	68	1/20	72	4	53	94	4
6	Snow Day	69	1/22	64	2	63	97	4
7	Planting Beans	74	1/27	67	3	64	96	3
8	The Library Card	77	1/29	61	2	74	97	4
9	Ants at the Picnic	81	–	–	–	–	–	–
10	Goldie the Class Fish	92	–	–	–	–	–	–
11	The Lemonade Stand	96	–	–	–	–	–	–
12	A Boat That Floats	98	–	–	–	–	–	–
13	Busy Honey Bees	102	–	–	–	–	–	–
14	The New Neighbor	104	–	–	–	–	–	–
15	The Lost Mitten	118	–	–	–	–	–	–
16	Beavers at Work	119	–	–	–	–	–	–
17	Soccer Practice	120	–	–	–	–	–	–
18	Thunder in the Night	124	–	–	–	–	–	–
19	The Garden Mystery	128	–	–	–	–	–	–
20	A Day at the Museum	130	–	–	–	–	–	–

37 Pages | **20 Passages** | **80 Questions** | **Answer Keys**

BRIGHT PATH SPED

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PREVIEW

HOW IT WORKS

HOW TO READ A PAGE

THE PARTS OF A PAGE

The answer box
A big box for a child's handwriting. Click one to type in it, or print and write.

The story
Large rounded type, bigger on the shorter stories, with space between the lines so a finger or a pencil can follow along.

The teacher box
The dashed strip at the bottom of every story. It holds the word count and six blanks for you.

The dots
One, two or three dots at the top right: shorter, middle and longer stories. Dots, not words, so children do not compare pages.

How the numbers work

- **Words read correctly** = words read − mistakes
- **Words per minute** = words read correctly × 60 ÷ seconds
- **Accuracy** = words read correctly ÷ words read × 100
- Example (made up): a 74-word story, 3 mistakes, 70 seconds. Correct: 74 − 3 = 71. Words per minute: 71 × 60 ÷ 70 = 61. Accuracy: 71 ÷ 74 = 96%.

Your rules, written down

WHAT COUNTS AS A MISTAKE IN MY ROOM

HOW LONG A CHILD READS (SECONDS) OR "TO THE END"

WHAT I DO WHEN A CHILD READS A STORY MORE THAN ONCE

THE PAGES IN THIS FILE

PAGE	WHAT IT LOOKS LIKE	WHAT YOU DO
Story page	story, 4 questions, teacher box	Read out loud, then write the answers. Pages 6 to 25.
Story list	all titles and word counts	Find a story by length. Page 5.
Answer keys	sample answers	Check the answers. Pages 26 and 27.
Tracker	one row for each story	Write the numbers for one child. Page 28.
My Reading Graph	boxes to color	The child colors up to the number. Page 29.
Class log	one line for each try	Keep a group on one page. Page 30.
Team note and home page	blanks for your words	Hand off, or send home. Pages 31 and 32.

Getting started

- Read the story to the child once, or let the child look it over first — your choice.
- Use whatever timer your room already uses and start it when the child says the first word.
- If a child stops partway, write how many words were read in the "Words read" blank.
- Questions are written answers; a child can also answer out loud and you write for them.

PREVIEW

STORY 1 BEN'S YELLOW BOOTS

My name: _____ Date .....

Read the story out loud. Then write your answers.

It rained all night. In the morning, Ben put on his yellow boots. He walked outside to look for puddles. There was a big one by the gate. Splash! Water flew up in the air. A small green frog sat on a log nearby. It hopped into the grass. Ben laughed out loud. Then Mom called him in for breakfast.

1. What did Ben put on?

2. Where was the big puddle?

3. Why did Ben wear boots to go outside?

4. What do you think Ben did next?

PREVIEW

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
60					

STORY 3

THE RED KITE

My name: _____ Date .....

Read the story out loud. Then write your answers.

Mia has a red kite. The wind is strong today. She runs across the grass with the kite in her hand. Up, up, up it goes! The kite dances in the sky. Mia holds the string tight. Her brother Leo claps and cheers. Then the wind stops. The kite floats down slowly. Mia smiles and picks it up. She will fly it again tomorrow.

1. What color is Mia's kite?

2. Who claps and cheers?

3. Why does Mia hold the string tight?

4. How does Mia feel at the end? How do you know?

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
64					

PREVIEW

STORY 5

PIP THE PUPPY

My name: _____ Date .....

Read the story out loud. Then write your answers.

Dad brought home a puppy on Saturday. She was small and brown with one white ear. We named her Pip. At first, Pip hid under the couch. She did not know us yet. My sister and I sat quietly on the floor and held out a toy. After a while, Pip came out and sniffed it. She wagged her tail. By bedtime, she was asleep in my lap.

1. What is the puppy's name?

2. What does Pip look like?

3. Why did Pip hide under the couch?

4. How did the children help Pip feel safe?

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
68					

PREVIEW

STORY 7 PLANTING BEANS

My name: _____ Date .....

Read the story out loud. Then write your answers.

Our class planted bean seeds in clear cups. First, we filled each cup with soil. Then we pushed a seed down with one finger and added a little water. We set the cups on the window sill where the sun could reach them. After five days, tiny green sprouts poked out of the soil. Jada measured hers with a ruler. It was two inches tall! We cannot wait to see how big they grow.

1. What did the class fill the cups with?

2. Where did the class put the cups?

3. Why do you think the cups were put where the sun could reach them?

4. Why might the class use clear cups?

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
74					

PREVIEW

STORY 9

ANTS AT THE PICNIC

My name: _____ Date .....

Read the story out loud. Then write your answers.

Maya and her dad went to the park for a picnic. They spread a blanket under a big tree. Dad opened the basket and took out sandwiches, grapes, and a jar of juice. Soon Maya saw a line of tiny ants walking across the blanket. Each ant carried a small crumb. Maya watched them march all the way to a hole in the ground. Dad said the ants were taking food home to share. Maya gave them a cracker crumb too.

1. Where did Maya and her dad spread the blanket?

2. What did each ant carry?

3. Where were the ants going?

4. Why do you think Maya gave the ants a cracker crumb?

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
81					

PREVIEW

STORY 11 THE LEMONADE STAND

My name: _____ Date .....

Read the story out loud. Then write your answers.

Tessa and her cousin Carlos set up a lemonade stand on the corner. They made a big sign with bright markers. It said Cold Lemonade, Cups for Twenty-Five Cents. The morning was cloudy, and only a few people stopped. Then the sun came out and the street grew warm. Carlos stirred the pitcher with a long spoon, and Tessa added ice. Soon a line of neighbors waited for a cold drink. By lunch, the pitcher was empty. Tessa counted the coins while Carlos washed the cups. They had enough to buy a gift for their grandmother.

1. Where did Tessa and Carlos set up the stand?

2. How much was one cup of lemonade?

3. Why did more people come after the sun came out?

4. Why do you think Tessa and Carlos did different jobs at the end?

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
96					

PREVIEW

STORY 13 BUSY HONEY BEES

My name: _____ Date .....

Read the story out loud. Then write your answers.

Honey bees work together in a hive. Each bee has its own job. One bee flies out to look for flowers. When she finds them, she drinks a sweet juice called nectar. She carries it back to the hive. Other bees take the nectar and turn it into honey. Some bees stay inside to keep the hive clean and warm. Others guard the door. A hive can hold thousands of bees. As bees visit flowers, tiny grains called pollen stick to their legs. When they fly to the next flower, some pollen falls off. This helps new seeds and fruit to grow.

1. What do bees drink from flowers?

2. What do the other bees turn nectar into?

3. How do bees help plants grow seeds and fruit?

4. Why do you think bees need to work together?

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
102					

PREVIEW

STORY 15

THE LOST MITTEN

My name: _____ Date .....

Read the story out loud. Then write your answers.

On the walk to school, Hana dropped her red mitten in the snow. She did not notice until she got to class, and her hand was cold. The snow had fallen all night, so the ground was soft and deep. She told her teacher, and Ms. Ortiz lent her a spare glove for the morning. Ms. Ortiz said they could look at recess. When the bell rang, Hana and her friend Ty followed the path back along the fence. They searched under bushes and behind the bench. Finally, Ty spotted a bit of red poking out of a snowbank. Hana pulled out the mitten and shook off the snow. She thanked Ty for helping and put it on.

1. What did Hana lose?

2. Who helped Hana look for it?

3. How did Hana find out her mitten was missing?

4. Why was the mitten hard to find?

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
118					

PREVIEW

STORY 17

SOCCER PRACTICE

My name: _____ Date .....

Read the story out loud. Then write your answers.

Every Tuesday, Marco went to soccer practice after school. He was fast, but he did not like passing the ball. He wanted to score every goal himself. His coach, Mr. Diaz, often said that soccer is a team game. One day his team played a game against the Blue Jays. The grass was wet from the morning rain. Marco dribbled down the field, but three players blocked him. He looked up and saw Elena standing open near the net. He passed the ball to her, and she kicked it in for a goal. The team cheered. After the game, Marco told the coach that passing was more fun than he thought. He promised to look for open teammates next time.

1. On what day did Marco go to soccer practice?

2. What did Marco not like to do?

3. Why did Marco pass the ball to Elena?

4. How did Marco change by the end of the story?

PREVIEW

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
120					

STORY 19 THE GARDEN MYSTERY

My name: _____ Date .....

Read the story out loud. Then write your answers.

Every morning, Rosa's tomatoes were disappearing from the garden. She found small bites in the ripe ones and tiny footprints in the soil. She was sure it was not a bug, because the bites were big. Rosa wrote down her clues in a notebook. Rosa made a plan. That night, she set a flashlight by the fence and sat quietly by her window. Just before bedtime, a round animal with a ringed tail climbed over the fence. It was a raccoon! Rosa watched it pick a tomato with its tiny paws. The next day, she built a low wire fence around the plants. She also left a small bowl of fallen apples at the edge of the yard. The raccoon ate the apples and left her tomatoes alone.

1. What was disappearing from Rosa's garden?

2. What clues did Rosa find in the garden?

3. How did Rosa solve the mystery?

4. Why did Rosa leave a bowl of apples at the edge of the yard?

FOR THE TEACHER

Words in story	Words read	Seconds	Mistakes	Words per minute	Accuracy %
128					

PREVIEW

ANSWER KEY KEY: STORIES 1–10

Sample answers. Children's wording will vary: accept any answer that says the same thing. "In the story" means the answer is written in the passage; "work it out" means the child uses clues from the passage.

1. Ben's Yellow Boots page 6 · 60 words

1 (in the story) His yellow boots.
2 (in the story) By the gate.
3 (work it out) It rained, so the ground was wet and he wanted dry feet to splash in puddles.
4 (work it out) He went inside to eat breakfast.

2. Where Does Rain Come From? page 7 · 62 words

1 (in the story) The sun.
2 (in the story) Clouds.
3 (work it out) The drops get big and heavy.
4 (work it out) The rain fills the lakes again, so the same water goes up and comes down over and over.

3. The Red Kite page 8 · 64 words

1 (in the story) Red.
2 (in the story) Her brother Leo.
3 (work it out) So the kite does not blow away (so she can control it).
4 (work it out) Happy. She smiles and wants to fly it again tomorrow.

4. The Bake Sale page 9 · 66 words

1 (in the story) Banana bread.
2 (in the story) Two.
3 (work it out) The bell meant it was break time, so they were free to shop.
4 (work it out) Yes. They sold almost everything and made money for new books.

5. Pip the Puppy page 10 · 68 words

1 (in the story) Pip.
2 (in the story) Small and brown with one white ear.
3 (work it out) She did not know the family yet, so she was shy or scared.
4 (work it out) They sat quietly and held out a toy.

6. Snow Day page 11 · 69 words

1 (in the story) Snow.
2 (in the story) A carrot.
3 (work it out) Their fingers got cold.
4 (work it out) Excited. They ran outside right away to play.

7. Planting Beans page 12 · 74 words

1 (in the story) Soil.
2 (in the story) On the window sill.
3 (work it out) Plants need light to grow.
4 (work it out) So they can see the seed and the sprout.

8. The Library Card page 13 · 77 words

1 (in the story) Blue.
2 (in the story) One about sea turtles and one about a funny robot.
3 (work it out) She hugged them all the way home.
4 (work it out) Bring the books back to the library.

9. Ants at the Picnic page 14 · 81 words

1 (in the story) Under a big tree.
2 (in the story) A small crumb.
3 (work it out) Home, to the hole in the ground.
4 (work it out) She wanted to share and be kind (the ants were sharing food too).

10. Goldie the Class Fish page 15 · 92 words

1 (in the story) Goldie.
2 (in the story) Wipes the outside of the bowl.
3 (work it out) Too much food is not good for fish.
4 (work it out) The fish cannot feed or clean itself, so it needs someone to care for it.

PREVIEW

TRACKER

READING TRACKER

STUDENT _____ TEACHER _____ SCHOOL YEAR _____

STORY	TITLE	WORDS	DATE	SECONDS	MISTAKES	WORDS PER MIN.	ACC. %	QS RIGHT (OF 4)
1	Ben's Yellow Boots	60						
2	Where Does Rain Come From?	62						
3	The Red Kite	64						
4	The Bake Sale	66						
5	Pip the Puppy	68						
6	Snow Day	69						
7	Planting Beans	74						
8	The Library Card	77						
9	Ants at the Picnic	81						
10	Goldie the Class Fish	92						
11	The Lemonade Stand	96						
12	A Boat That Floats	98						
13	Busy Honey Bees	102						
14	The New Neighbor	104						
15	The Lost Mitten	118						
16	Beavers at Work	119						
17	Soccer Practice	120						
18	Thunder in the Night	124						
19	The Garden Mystery	128						
20	A Day at the Museum	130						

Write the numbers from the teacher box on each story. Words per minute and accuracy are worked out on page 4. Answer keys: pages 26 and 27. A blank row means not tried yet, never wrong. Filled example: page 33.

PREVIEW

CLASS LOG

CLASS READING LOG

CLASS OR GROUP

WEEK OF

STUDENT	STORY	DATE	WORDS PER MIN.	ACC. %	QS RIGHT (OF 4)	NEXT STEP

One line a try. Copy the numbers from each child's teacher box. The "Next step" column is yours: a different story, the same story again, or a note to look at the questions.

PREVIEW

HOME PAGE

READING AT HOME

STUDENT

WEEK OF

How to help at home, in three steps

- Ask your child to read the story out loud to you. Listen; there is no need to correct every word.
- Read it together once, then let your child read it again by themselves.
- Ask one question: what happened in the story? Two or three questions is plenty for one sitting.
- Stop while it is still going well. A few minutes a day is a good start.

My reading at home

The story I read

I read it this many times

One thing that happened

A word that was tricky

Try saying

- "Read it to me like you are telling a friend."
- "Show me the word with your finger."
- "What was your favorite part?"

DAYS WE READ THIS WEEK

STORY WE READ

NOTE FROM THE TEACHER

NOTE FROM HOME

PREVIEW

PHRASE BANK

NOTES AND TALK STARTERS

Starters for a progress note, a note home or a next step, plus the questions to ask after reading. Each one is an observation with a blank for the number — the count comes off the tracker or the teacher box, never from memory.

Progress note starters

- Read story ____ at ____ words per minute with ____ mistakes on ____ (date).
- Answered ____ of 4 questions right on story ____ without a prompt.
- Read ____ words correctly out of ____ words read.
- Needed a verbal prompt / a model / a first sentence read together on ____ stories.

Family note starters

- This week we practiced reading short stories out loud and answering questions about them.
- At home, please have your child read story ____ again and tell you one thing that happened.
- The home page for this week is in the folder; please send it back on ____.

Next-step starters

- Next story: ____, because ____ (what you saw).
- Read the same story again on ____ to see if ____ (what you will look at).
- The thing to watch next: ____ (words that were hard / the questions that were missed / pacing).

Questions to ask after reading

- What happened first? What happened next?
- Which sentence tells you that? Point to it.
- Which word was tricky? Let's read it together.

Conference and check-in starters

- So far we have read ____ stories; the next one up is ____.
- The pattern I am seeing across stories: ____ (for example, answers are strong, reading out loud is new).
- What would help most between now and our next check-in: ____.

PREVIEW

ORGANIZER

DIVIDER TABS

Six divider tabs and a spine label. The pieces touch edge to edge, so the cutting is a few straight lines.

START HERE	STORIES 1–10	STORIES 11–20
ANSWER KEYS	TRACKER AND GRAPH	NOTES AND HOME

FLUENCY PASSAGES · BRIGHT PATH SPED

PREVIEW

1. Cut along the dashed lines. Every line is straight: 7 pieces.

2. Fold each tab on its top edge and slide a paper tab into a sleeve, or tape it to a folder edge.

3. The spine label fits a one-inch binder. Trim it to fit a wider one.