FLUENCY STRIPS

Phrases and Sentences





My name: _____

Cut apart. Read each strip.

1	I see a dog.
2	We can go to the pen.
3	Look at my big hat.
4	I like to play.
5	You can see me.
6	Here is the big cat.

Read them in order.

Fluency Strips · Set 2 · Strips 1 to 6

My name: _____

Cut apart. Read each strip.

1	a fat hen
2	a big bug
3	a big dog
4	in the box
5	a fat cat
6	on the log

Read them in o

My name: _____

strip.

	t sat on the big mat.
	nd and I went to the park.
	a bird in the tall tree.
	an fast to get the red ball.
	e toast for us in the
	e cups on the shelf by the

rn in order.

72 STRIPS

3 SETS

Bright Path Sped

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Please read before you print and fill in your first set.

One classroom license

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- Print the strip pages to cut apart. Print a fresh check-off list and timing log as needed.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Student data

Completed pages carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

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PREVIEW

Binder Cover, Spine Label & Divider Tabs

A binder cover, six divider tabs, and a short setup list.

Binder cover & spine label

Student _____ Teacher _____ School year _____

Set in use _____ Start date _____

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's fluency folder.

Divider tabs — print and cut

01 Start Here
The five steps and which page for which job.

02 Set Guide
Each set, its strip count, and the timing directions.

03 Set 1 to 3
Check-off list, then four cut pages, for each set.

04 Timing Log & Graph
The one-minute log and the progress graph.

05 Example
A filled-in log for an invented student.

06 Family & Script
The note home, the handoff, and the timing script.

Before the first timing

- Pick the set. Print its four strip pages and its check-off list.
- Cut the strips and put them on a ring in number order.
- Read the first phrase aloud once, then let the student read it: the model comes first.

PREVIEW

Set 1 Check-Off List: CVC phrases

Every strip in Set 1, in order, with its word count and running total. Write the date when the student reads the strip right in one minute.

Student _____ Teacher _____ Start date _____

#	Strip (read in order)	Words	Running total	Date read
1	**a fat hen**	3	3	
2	**a big bug**	3	6	
3	**a big dog**	3	9	
4	**in the box**	3	12	
5	**a fat cat**	3	15	
6	**on the log**	3	18	
7	**a hot sun**	3	21	
8	**the bad pig**	3	24	
9	**a tan van**	3	27	
10	**in a bed**	3	30	
11	**a big bus**	3	33	
12	**the sad fox**	3	36	
13	**a pig in a pen**	5	41	
14	**the bug on a log**	5	46	
15	**a hen on the bed**	5	51	
16	**the cat in a box**	5	56	
17	**a hat on a fox**	5	61	
18	**the dog in the van**	5	66	
19	**a bus and a van**	5	71	
20	**the sun is hot**	4	75	
21	**the pig is fat**	4	79	
22	**the bed is big**	4	83	
23	**a fox and a pig**	5	88	
24	**a bug and a hen**	5	93	

Model it first

Read this one aloud, once, while pointing: **a fat hen**. Then the student reads it.

Set total

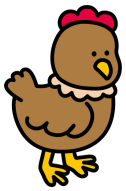
24 strips · **93 words** in the set. The last running total is the most words a student can read in this set.

PREVIEW

Preview - Bright Path Sped

My name: _____

✂ Cut apart. Read each strip.

1		a fat hen
2		a big bug
3		a big dog
4		in the box
5		a fat cat
6		on the log

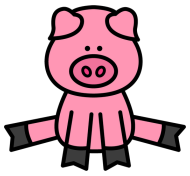
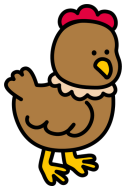
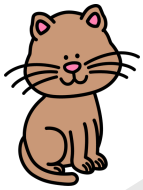
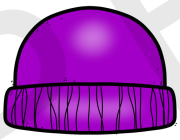
PREVIEW

Read them in order.

Preview · Bright Path Sped

My name: _____

✂ Cut apart. Read each strip.

13		a pig in a pen
14		the bug on a log
15		a hen on the bed
16		the cat in a box
17		a hat on a fox
18		the dog in the van

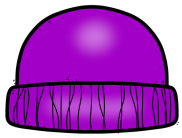
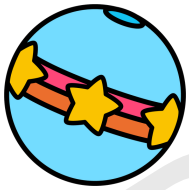
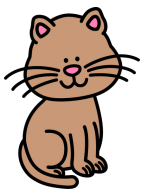
☆ Read them in order. ☆

PREVIEW

Preview · Bright Path Sped

My name: _____

✂ Cut apart. Read each strip.

1		I see a dog.
2		We can go to the pen.
3		Look at my big hat.
4		I like to play.
5		You can see me.
6		Here is the big cat.

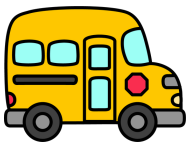
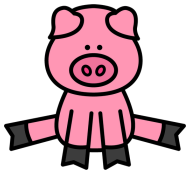
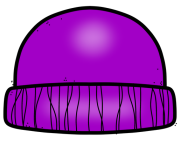
☆ Read them in order. ☆

PREVIEW

Preview - Bright Path Sped

My name: _____

✂ Cut apart. Read each strip.

13		I can run to you.
14		We like the big bus.
15		Look at the big pig.
16		Do you see my dog?
17		Can I go in?
18		Here is a hat for me.

☆ Read them in order. ☆

PREVIEW

Set 3 Check-Off List: Short sentences

Every strip in Set 3, in order, with its word count and running total. Write the date when the student reads the strip right in one minute.

Student _____ Teacher _____ Start date _____

#	Strip (read in order)	Words	Running total	Date read
1	**The cat sat on the big mat.**	7	7	
2	**My friend and I went to the park.**	8	15	
3	**We saw a bird in the tall tree.**	8	23	
4	**The dog ran fast to get the red ball.**	9	32	
5	**Mom made toast for us in the morning.**	8	40	
6	**Dad put the cups on the shelf by the sink.**	10	50	
7	**The duck swam past a rock in the pond.**	9	59	
8	**Our class read a book about a frog.**	8	67	
9	**Ben and Jen will help clean up the room.**	9	76	
10	**The sun is hot, so we drank cold water.**	9	85	
11	**A bug can hide under a leaf.**	7	92	
12	**Tom saw a fox run past the barn.**	8	100	
13	**The pig rolled in the mud by the barn.**	9	109	
14	**We will go to the zoo on Friday.**	8	117	
15	**A little frog sat on a green leaf.**	8	125	
16	**My sister likes to read books at night.**	8	133	
17	**The boy kicked the ball over the fence.**	8	141	
18	**Rain fell on the roof all afternoon.**	7	148	
19	**The bus stops at the corner of our street.**	9	157	
20	**She planted seeds in the garden with her dad.**	9	166	
21	**A bee landed on the yellow flower.**	7	173	
22	**We ate lunch and then went outside to play.**	9	182	
23	**The bird made a nest in the old tree.**	9	191	
24	**Grandma baked a pie for the whole family.**	8	199	

Model it first

Read this one aloud, once, while pointing: **The cat sat on the big mat.** Then the student reads it.

Set total

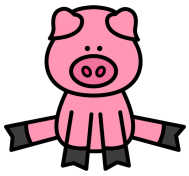
24 strips · **199 words** in the set. The last running total is the most words a student can read in this set.

PREVIEW

Preview · Bright Path Sped

My name: _____

Cut apart. Read each strip.

13		The pig rolled in the mud by the barn.
14		We will go to the zoo on Friday.
15		A little frog sat on a green leaf.
16		My sister likes to read books at night.
17		The boy kicked the ball over the fence.
18		Rain fell on the roof all afternoon.

Read them in order.

PREVIEW

1-Minute Timing Log

One row per one-minute timing. Words read comes from the running total on the set's check-off list; words correct is words read minus errors.

Student _____ Teacher _____ Goal, words correct _____

Date	Set	Strips finished	Errors	Words read	Words correct	Notes

PREVIEW

Each row, in order

- Date, then the set the strips came from (1, 2 or 3).
- Strips finished: the number of the last whole strip read in the minute.
- Errors: words read wrong. Words not reached are not errors.
- Plot words correct on the graph the same day.

Notes column

Write the words that broke, not a guess at the reason: "stopped on we twice" or "read the last word of each strip as a guess."

A Filled-In Timing Log (Invented Student)

Owen, second grade is invented. Set 2 (sight-word sentences, 24 strips, 123 words), ten one-minute timings, one a week.

The sample goal, for Owen, second grade (invented)

By [date], when shown the Set 2 strips, Owen will read 45 words correct in one minute on three timings in a row.

#	Date	Strips finished	Errors	Words read	Words correct
1	10/5	5	3	23	20
2	10/12	6	4	28	24
3	10/19	6	2	28	26
4	10/26	7	3	32	29
5	11/2	8	4	38	34
6	11/9	8	5	38	33
7	11/16	9	2	42	40
8	11/23	10	2	47	45
9	11/30	10	1	47	46
10	12/7	11	2	52	50

How to read the log

- Words read is the running total at the strips finished: 5 strips read 23 words, so the first timing is 23 minus 3 errors, 20 words correct.
- Baseline is the median of the first three timings: 20, 24 and 26, so 24.
- Timings 8, 9 and 10 read 45, 46, 50: all at or above 45, so the criterion is met on three in a row. Timing 7 read 40.

The progress sentence this log produces

On one-minute timings of fluency strips (Set 2, sight-word sentences, 123 words in the set), Owen read 24 words correctly at the start (the median of 20, 24, 26) and 45, 46 and 50 on the last three timings, meeting the criterion of 45 words correct on three timings in a row. Every number in it is on the log above.

Your notes on this student (blank)

PREVIEW

Fluency Strips: Family Update & Team Handoff

A note home with blanks for your own wording, a handoff sheet for whoever times the strips when you cannot, and when to use each.

Student _____ Date _____ Sent by _____

Family update — fill in the blanks and send home or read at a conference

We are practicing how smoothly your child reads short phrases and sentences. Each week we time one minute of reading from the same kind of strips, so we can see real progress, not just a good day.

This week's words correct in one minute _____ Set in use _____

In our own words:

_____

_____

_____

_____

_____

_____

Team handoff — for a substitute, a new provider, or a shift change

- The set in use is on the front of this folder. Start from the set's check-off list (pages 6, 11 or 16).
- Time one minute with the strips in order. The script is on page 25.
- Write the row the same day. Do not average or round the score.
- The regular teacher plots the point and decides the next step.

Progress sentence — fill in the blanks and drop into the progress report

"On one-minute timings of fluency strips, [Student] read ___ words correctly at the start and ___ on the most recent timing. Progress is / is not yet enough to meet the goal by [date]."

When to use this page

- After a graph decision: the family hears about the change the same week.
- Before a substitute or a new provider times the strips.
- At the meeting, as the one sentence that opens the progress update.

Teacher's next step, after the next graph decision

_____

_____

PREVIEW