FREE FLUENCY PASSAGES

WCPM SCORE SHEET + GRAPH

5TH GRADE

FREE

My name: _____

Read the story out loud.

Owls at Night



Many owls hunt at night, when most of their prey is asleep or hidden. To do this, an owl needs special tools, and its body has several.

An owl's eyes are large and face forward, which helps it judge distance in dim light. They are fixed in place, so an owl cannot roll its eyes the way you can. Instead, it turns its whole head, and it can look far behind itself without moving its body.

An owl's ears are also remarkable. Many owls have a flat, round face that works like a dish to gather sound, so an owl can hear a mouse moving under leaves. Soft edges on its wing feathers let it fly almost without a sound, so its prey hears nothing.

After an owl catches a mouse, it often swallows it whole. Later, the owl coughs up a small pellet of fur and bones that it could not digest. Scientists collect these pellets to learn what owls eat.

☆ 1 ☆ 2 ☆ 3

Free Fluency Passages for 5th Grade · Passage 3 · Nonfiction

Bright Path Sped

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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 student page once per student per week and the scoring copy for yourself; type the score into the box.
- 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.

Need help?

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PREVIEW

How to Time It

The same six steps every time, so the number means the same thing from week to week.

Six steps

- **Put the student page in front of the student,** face up, with your scoring copy, pencil and timer ready. Say: "Please read this story out loud. Do your best reading."
- **Start the one-minute timer** as the student looks at the first word. Do not say the first word.
- **Mark each error with a short line** over the word on your scoring copy. A word skipped is an error.
- **At one minute,** say "Stop" and put a bracket after the last word read. If the student finishes sooner, stop the timer on the last word and write the seconds.
- **Find words read.** Look at the margin number at the end of the line before the bracket, then count the words in the last line up to the bracket and add them.
- **Fill in the WCPM box:** words read minus errors is words correct; words correct ÷ seconds × 60 is WCPM.

What counts as an error

- A word read wrong, a word skipped, or a word you told the student.
- A word the student fixes alone is correct.
- After ___ seconds on a word, tell it (your district's rule goes on the blank); it counts as an error.

If the student finishes early

Stop the timer on the last word, write the seconds in the box, and score the whole passage. The WCPM box divides by the seconds, so a quick reader is not under-counted.

A worked count (from Passage 1, paragraph 2)

The student stops after "from the dock." in the second line of paragraph 2. The margin number just above is 58; three more words make 61 words read. With 4 errors that is 57 words correct in 60 seconds, so the WCPM is 57.

Notes from this session

Preview - Bright Path Sped

My name: _____

Read the story out loud.

The Little Sailboat



Every summer, Jonah's family rented a cabin by Lake Alder, and every summer Jonah wished he could sail the little blue boat tied to the dock. This year his aunt finally said he could try, as long as he wore a life jacket and listened closely.

"The wind is your engine," Aunt Rosa explained as they pushed away from the dock. "Pull the rope in to catch more wind, and let the rope out to slow down." The sail filled, and the boat leaped forward so fast that Jonah gasped.

For an hour they zigzagged across the lake. Once, a gust tipped the boat so far that water splashed over the side, but Aunt Rosa told him to let the rope out, and the boat leveled again. Jonah's heart pounded, and he was grinning.

When they tied up at the dock, he asked if they could go out again tomorrow. "Only if you remember what to do when a gust comes," she said. Jonah laughed. "Let the rope out!"

PREVIEW

☆ 1 ☆ 2 ☆ 3

Preview · Bright Path Shed

My name: _____

Read the story out loud.

Owls at Night



Many owls hunt at night, when most of their prey is asleep or hidden. To do this, an owl needs special tools, and its body has several.

An owl's eyes are large and face forward, which helps it judge distance in dim light. They are fixed in place, so an owl cannot roll its eyes the way you can. Instead, it turns its whole head, and it can look far behind itself without moving its body.

An owl's ears are also remarkable. Many owls have a flat, round face that works like a dish to gather sound, so an owl can hear a mouse moving under leaves. Soft edges on its wing feathers let it fly almost without a sound, so its prey hears nothing.

After an owl catches a mouse, it often swallows it whole. Later, the owl coughs up a small pellet of fur and bones that it could not digest. Scientists collect these pellets to learn what owls eat.

PREVIEW

☆ 1 ☆ 2 ☆ 3

Passage 1: The Little Sailboat

Fiction · 169 words · 15 lines

Student _____ Date _____ Scored by _____

Every summer, Jonah's family rented a cabin by Lake Alder, and every | 12
summer Jonah wished he could sail the little blue boat tied to the | 25
dock. This year his aunt finally said he could try, as long as he | 39
wore a life jacket and listened closely. | 46

"The wind is your engine," Aunt Rosa explained as they pushed away | 58
from the dock. "Pull the rope in to catch more wind, and let the | 72
rope out to slow down." The sail filled, and the boat leaped forward | 85
so fast that Jonah gasped. | 90

For an hour they zigzagged across the lake. Once, a gust tipped the | 103
boat so far that water splashed over the side, but Aunt Rosa told | 116
him to let the rope out, and the boat leveled again. Jonah's heart | 129
pounded, and he was grinning. | 134

When they tied up at the dock, he asked if they could go out again | 149
tomorrow. "Only if you remember what to do when a gust comes," she | 162
said. Jonah laughed. "Let the rope out!" | 169

The number in the margin is the total words read through the end of that line.

WCPM box: words read in one minute, minus the errors, scaled to 60 seconds

Words read _____ Errors _____ Words correct (read minus errors) _____

Seconds (60 unless the student finished early) _____ WCPM (words correct ÷ seconds × 60) _____ Questions right (of 3) _____

PREVIEW

Passage 3: Owls at Night

Nonfiction · 162 words · 14 lines

Student _____ Date _____ Scored by _____

Many owls hunt at night, when most of their prey is asleep or | 13

hidden. To do this, an owl needs special tools, and its body has | 26

several. | 27

An owl's eyes are large and face forward, which helps it judge | 39

distance in dim light. They are fixed in place, so an owl cannot | 52

roll its eyes the way you can. Instead, it turns its whole head, and | 66

it can look far behind itself without moving its body. | 76

An owl's ears are also remarkable. Many owls have a flat, round face | 89

that works like a dish to gather sound, so an owl can hear a mouse | 104

moving under leaves. Soft edges on its wing feathers let it fly | 116

almost without a sound, so its prey hears nothing. | 125

After an owl catches a mouse, it often swallows it whole. Later, the | 138

owl coughs up a small pellet of fur and bones that it could not | 152

digest. Scientists collect these pellets to learn what owls eat. | 162

The number in the margin is the total words read through the end of that line.

WCPM box: words read in one minute, minus the errors, scaled to 60 seconds

Words read _____ Errors _____ Words correct (read minus errors) _____

Seconds (60 unless the student finished early) _____ WCPM (words correct ÷ seconds × 60) _____ Questions right (of 3) _____

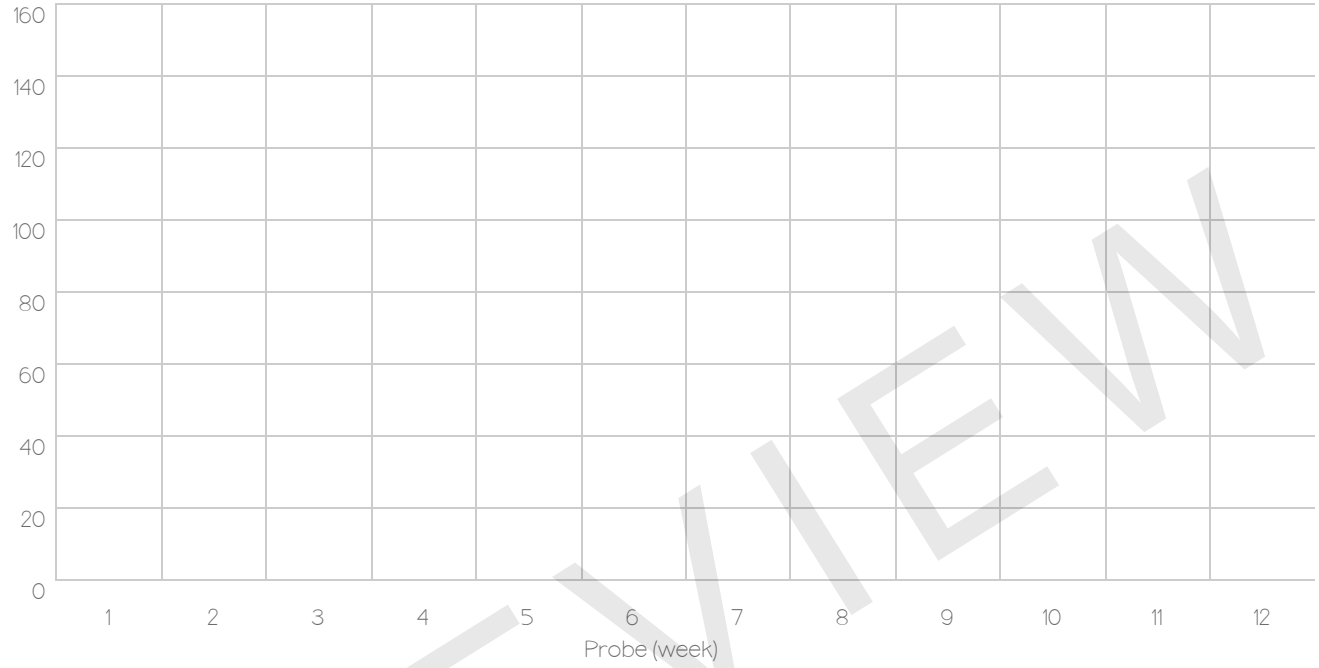
PREVIEW

Oral Reading Fluency - Data Log and Graph

One row per timed read. Three points under the aim line is a decision: change the teaching and write what changed in the notes.

Student _____ Goal / aim (WCPM) _____ Goal date _____

Words correct per minute (WCPM) · draw the aim line from the baseline to the goal first, then plot each week



#	Date	Passage	Words read	Errors	Seconds	WCPM	Questions (of 3)

Decision notes: what changed and why

_____

_____

_____

PREVIEW