Passage Oral Reading - Grade 1

Teacher Forms Booklet
INSTRUCTIONS:

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2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
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5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last word attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

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Self-correction
- If immediate, count as correct.

Hesitation
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THE VISITOR

Tap, tap, tap. I was reading a book. But I kept hearing a noise at the window. Tap, tap. I began reading again. Clunk, scrape, tap. I looked out of the window. It was dark outside. I couldn’t see anything. I looked back at my book. It was hard to find my place. I found it and began to read. I heard the noise again. This time I was not going to stop reading. I didn’t want to lose my place again.

Clunk, scrape, scrape. That was it. I had to look up again. I was mad. I knew I had lost my place. I just had to find out what was making that noise on the window. I walked to the door. I turned on the outside light. Tap, scrape. I stepped outside to look at the window. There it was—a big June bug. It kept flying against the window again and again. Now I knew I had a visitor. I didn’t need to stop to check it out again, so I just went back to my reading.
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THE CIRCUS

The circus was in town. All the boys and girls wanted to go. Everyone wanted to see the lions. The biggest lion was called Leo. Leo did lots of tricks for the show. First, he would climb up on the stage and growl. Then Leo would jump through the hoop that was held by a clown.

The boys and girls also like clowns. They were all very funny and gave away lots of candy. One clown had bright orange hair and a big red nose. The children thought he was fun to watch because he jumped around and did many flips. One time he jumped off a tall ladder and into a pool of water. Everyone laughed.

Another clown wore huge yellow shoes and walked on his hands. He had a pet monkey that was named Pinky. Pinky loved to dance to the music.

One of the best acts was the Great Melinda, a young lady who was a tightrope walker. Melinda walked along a wire over fifty feet above the ground. Everyone was afraid she would fall. But the Great Melinda did the walk with ease.
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CAN YOU FLY?

Can you fly? You say you can’t fly? You can fly! I can fly. Yes, I can and today I will fly. I am going to fly with my dad. Can you guess how I fly? Did you guess that I would fly in an airplane? If you did, you are right.

My dad flies an airplane. He is a pilot. I can fly with him any time that I want to fly. He has many seats in his airplane. The seats are all in rows. There are more seats in his airplane than there are on a bus.

Dad says that he doesn’t own the airplane. He says that people pay him to be the pilot. Just think about that, people will pay you to fly an airplane. I thought I would have to pay to fly the airplane.

I hope that when I grow up I can be a pilot like my dad. I think I would like to fly a smaller airplane than the one my dad flies. Then I could fly even higher and faster than he does.
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COOKIES

“Let’s make cookies!” Jan said. “I have some cookie cutters we can use.”

“Okay,” said Chad. “What do we need?”

Jan took down her mom’s cookbook. She found the page for sugar cookies. It called for flour, eggs, butter, milk and sugar. Chad helped her find things. “We only have one egg left,” Chad said. “I’ll ride my bike to the store and get some more.”

Chad went to the store. He bought one dozen eggs. When he got back, Jan was waiting. She had an apron on. The bowls were out on the table. The oven was turned on. The flour and milk and butter were on the table too.

“We’re ready to start,” said Jan. The two of them worked very hard making the cookies. Some were cut in star shapes and others were heart shaped. They made four dozen cookies.

When the cookies came out of the oven, Chad said, “Let’s color them!” They took out some blue and green food coloring. They mixed the food coloring into the frosting. Jan and Chad brushed the colored frosting on the cookies. They were happy that they had worked together. They sat down to eat their reward for hard work.

Student Name

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FRIDAY FUN

Today is Friday. It is always a fun day. The boys and girls want to play a game. “What should we play?” said the teacher. “I want to play tag,” said Davon. All the boys and girls wanted to play tag.

They played all morning and had lots of fun. After the game it was time for a drink. Inside the school the teacher gave them milk and cookies. When the snack was over the children went back to their room.

The next thing to do was draw. All of the children took out their crayons. The teacher asked them to draw an animal. Maya drew a deer. Davon drew a picture of a bear. Alma had a picture of a tiger. She had seen one at the zoo.

Soon it was time to go home. Davon told the teacher that he had fun that day. “What are we going to do next week?”

“I have planned a trip to the zoo,” said the teacher. “Who would like to go to the zoo?”

All the boys and girls raised their hands. They were all happy about the trip and were excited about their next fun Friday.
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### KICKING STONES

Have you ever had nothing to do? When I have nothing to do, I take a walk. That's when I kick stones. I look for cans to kick. If I can't find a can, I just kick stones. I look for big stones to kick. I walk down the road kicking a stone. This means I have nothing else I can think of doing.

Sometimes I walk around the house with nothing to do. My dad sees me do this. Then he says I'm kicking stones again. I'm not kicking real stones. I'm just acting like I have nothing to do. My dad doesn't want me to just do nothing. He wants me to find something to do.

I used to tell my dad when I had nothing to do. He would look at me and smile. Then he would tell me to carry all the logs over to the house. Now I always think before I tell him that I have nothing to do. I try to find something I like to do. I like to visit a friend or read a book. I like to play a game with my big brother. But I still like to kick stones.
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LONG AGO

Long ago and far away there lived a man and woman. They had a small house and a chicken. “I’m tired of eating eggs,” said the man. “Why can’t we eat something else?”

The woman went next door to see if she could trade eggs for beans and corn. “You have a big garden,” she said. “I will give you some eggs for some beans and corn.”

Next, the woman went to the house down the road. “I will give you some eggs for your milk and cheese,” she said. She went home with the milk and cheese.

“If only we had apples and oranges, we could have the best meal!” said the man. “I will go trade some eggs with Farmer Jones.” The man took the eggs to the farmer and traded for a basket of apples and oranges.

That night, the man and woman ate well. They did not eat eggs. They ate beans and corn. They ate milk and cheese. They also had apples and oranges.

“We must do this more!” said the man. From that day on, the man and woman had many foods to eat.
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MUD

I love to play in the mud. It feels so good on my fingers and toes. I make mud pies and mud forts and mud roads. I drive my trucks and cars in the mud. I take off my shoes and socks and wiggle my toes in the mud. It feels nice and cool on a hot day.

My mom does not like it when I play in the mud. She makes me take off my clothes in the hallway. I have to take a bath. I don’t know why she doesn’t like it. It’s just mud. When I grow up, I will let my kids play in the mud all they want.
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MY BED

My room is big. It has to be big. My sister lives in my room. A room has to be big for two girls. My sister is named Darla. She is two years older than I am. I am almost six years old. We have a big bed in our room. We sleep in the same bed. I am glad our bed is big. We would not be able to sleep in a small bed. I think my sister would push me out of bed. Our bed is low. I’m glad!
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## MY WINDOW

I like to look out my window. We live on the third floor. I can see many things from my window. The first things I see are the cars on the street. The street is always very busy. We have many buses on our street.

Cars and buses make a lot of noise. The noise is very loud. I close my window to stop the noise. In the summer it is too hot. I have to keep the window open.

A big tree grows outside my window. The tree has many leaves in the summer. The leaves on the tree keep my room cool in the summer.
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NEW BIKE

Today I got a new bike. It is red and blue. It has a big horn on it. I ride my bike on the road. I must look for cars. I can beep my horn.

Chen has a bike, too. His bike is green. Chen’s bike does not have a horn. “I like your red and blue bike,” said Chen. “Can I ride it?”

“You can ride it on the road. Look out for cars. I will ride your green bike. We can have a race.” I rode my bike fast. Chen rode his bike fast. Beep, beep, went the horn. “Your bike is faster than mine,” said Chen. “The red and blue bike is faster.”

That night, I had a dream. I dreamed that my bike was so fast, it could fly. I flew over Chen on the way to school. I beeped my horn. He looked up and saw my red and blue bike. I smiled. All the boys and girls looked at me as I flew over. I waved to them. I was up in the sky with the birds. I could see cars and houses down below. It was fun flying on my new bike. I’m so glad I have a new bike!
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PLAYING HOOPS

I love to play ball. What kind of ball games do I play? I play all kinds of ball games. I play baseball. I play football. I play “hoops”. Do you know how to play “hoops”? Some people call it basketball. My buddies call it “hoops”. Hoops is a good game for us. We don’t have much space to play. We live in a big city. We can play hoops in the open space next door. Somebody put a hoop on the wall of our building. The space is not very big, but we have a lot of fun.

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Date ____________________________ Duration (60 sec max) __________ sec

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SAVED BY THE SQUIRREL

My dad was busy making breakfast. He was making French toast. He was also cooking prunes. He had them in a pot of water on the stove. They were simmering. He said that in a few minutes the prunes would be ready.

I shuddered. I really like Dad’s breakfasts. But I do not like stewed prunes. I hoped he would only give me one.

The French toast was done. So were the prunes. My dad carefully set them out on the back steps to cool them off. We sat down and began eating the French toast.

A little later Dad looked up and gasped. He ran over to the door. There on the steps sat a squirrel. He was sitting next to Dad’s prunes. He was holding one of the prunes with his paw and eating it as fast as he could. Dad couldn’t believe that the squirrel would eat hot prunes.

Dad said that we couldn’t eat the prunes now that the squirrel was at them. We might as well let him have the rest. I couldn’t believe my good luck!
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THE BUS

I ride a bus to school. The bus is big and yellow. It has the number 9 on it. I walk to the bus with my Mom. She waves to the bus driver. I get on and sit by my friend. We pick up lots of kids. We get to school at 9:00.

My class is down the hall. I hang up my coat and sit at my desk. The teacher smiles at us. We do our writing and reading and math. I like lunch and recess the best! Every day my mom packs me a lunch with cheese and bread and fruit. At recess, we all play tag. After lunch the teacher reads to us and we make fun things in art. We go to music and sing songs.

Soon it is time to get back on the yellow school bus. I look for the number 9. When I see it, I tell my friend and we get on the bus and sit down. The work I did today is in my backpack. I will take it home and show it to my mom and dad. I see my house. It’s time to get off and go home. The big bus will take all of the kids home. Now, it’s time to play!
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3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last word attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Scoring
- Count as errors all words the student skips, mispronounces, or does not read in 3 seconds.
- Ignore any extra words the child pronounces.

Self-correction
- If immediate, count as correct.

Hesitation
- After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
- Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

THE FARM

Juan had never been to a farm. He lived in the city. His teacher told him he would see lots of animals. When the school bus stopped at the farmhouse Juan jumped out right away. He ran up to the farmer and asked, “Do you have any cows?”

The farmer said, “Yes, would you like to see one?”

“Yes!” said Juan, “Where are the cows?”

The farmer took Juan over to the barn. Inside he could see the big animals. All he could hear was the cows saying “Moo.”

“I think they are hungry. Can I feed the cows?” asked Juan.

“Sure,” said the farmer. “Here is some hay to give to them. Be sure you don’t get too close.”

Juan counted all the cows. “Wow, there are ten cows here. That’s a lot,” said Juan. He then pointed to a smaller animal. He asked, “Is that a baby cow?”

“Yes,” said the farmer, “we call that a calf. This one is only a week old. In the next pen, we have some baby pigs.”

Juan fed all the cows. The calf only wanted her mother’s milk. Juan really liked the farm. He didn’t want to leave. The farmer promised he could come back anytime.
INSTRUCTIONS:

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3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
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• Ignore any extra words the child pronounces.

Self-correction
• If immediate, count as correct.

Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

THE FOX

We have a fox in our yard. The fox is not always in the yard. He lives in the woods near our house. I have to look for the fox. He is very quiet. I think he is looking for eggs.

Do you know why we have eggs? We don’t live on a farm. We don’t have chickens. We have duck eggs. The mother duck makes a nest in our yard. She lays her eggs in the nest. The mother duck sits on the eggs in the nest. She must watch for the fox. The fox likes to eat the duck eggs. We must scare the fox. We don’t want it to eat the duck eggs!
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
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Self-correction
• If immediate, count as correct.

Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

THE TOOTH

As I was chewing on some candy, I felt something funny. There was something hard in the soft candy. I reached in my mouth and there was my tooth! It didn’t even hurt! Now the tooth fairy should come.

That night, I lay very still in my bed. I kept my eyes closed, but I didn’t sleep. When the fairy came, I wanted to see it. I waited and waited, but it didn’t come. My eyes started to get tired and I couldn’t stay awake. Before I knew it, I had fallen asleep.

The next morning, I woke up with a start. My sister was standing by my bed. “Did the tooth fairy come?” she said.

“No,” I said. “I slept all night and nothing happened. Are you sure there is such a thing as a tooth fairy?”

“Of course there is,” she said. “Have you looked under your pillow?” I picked up my pillow and the tooth was gone! In its place was a shiny coin. “Wow! There really is a tooth fairy!” I said. “Next time I’m going to stay awake all night so I can see it!”
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
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- If immediate, count as correct.

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- After 3 seconds, say “Try the next one!” and mark this word incorrect.

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THE WALK

Tommy and his dad went for a walk. They were in the woods. It was pretty that day. The trees were very green and the sky was blue. The sun shone brightly and Tommy felt warm.

Then Tommy heard a noise. He looked up into a tree. In the tree was a blue and white bird. The bird saw Tommy. “Chirp,” went the bird and then the bird flew away. “I wish I could fly like that,” Tommy told his Dad. “Someday you may,” said his Dad.

Later on their walk Tommy heard a splash in a pond. When he looked closer he saw a fish jump out of the water and then swim away. “I wish I could swim like that,” he told his dad. “Someday you may,” said his dad.

Just as they were ending their walk, Tommy saw a deer. It was brown with a white tail. Tommy thought it was very pretty. Soon the deer ran away into the woods. Tommy turned to his dad and said he wished he could run that fast. His dad said that maybe he would someday. Tommy thought about what his dad said and felt happy.
Passage Oral Reading

INSTRUCTIONS:
1. Set the timer for 1 minute.
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4. When the student is ready, start the timer and say “Begin.”
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6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
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REMINDERS:
Scoring
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• Ignore any extra words the child pronounces.
Self-correction
• If immediate, count as correct.
Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.
Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

TWO MUCH RAIN

We have too much rain. Winter is over. Now it is raining. We have very cold winters. We have snow for five months in the winter. Snow is fun when winter comes. Snow is not fun after five months. When spring comes the snow melts. I want to play outside when the snow melts. I can’t play outside. It is raining. It rains almost every day. That is why I say we have too much rain. I call my friends when the rain stops. We get ready to meet outside to play. The rain comes again when we get outside. When will the rain stop?

Student Name

Date
Duration (60 sec max)
Notes
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1. Set the timer for 1 minute.
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WAYS TO TRAVEL

There are many ways to travel. Walking is an easy way. It is free. But it takes time. Walking is good for you. Riding a bike is also good. But you need a bike. It is faster than walking. You also get wet when it rains. It is hard to ride a bike in the snow.

A car is faster yet. But a car can be costly. It costs much more than a bike. You need lots of money to buy a car. You need money to buy gas for the car. You can drive a car if it is raining. You can drive a car in the snow.

A train is another good way to travel. It can be fast. You will have to pay money for a ticket. Trains do not go to all towns.

The fastest way to travel is an airplane. This also costs the most. You cannot take an airplane to all places. You would not take a plane to the local store. You would take a plane on a long trip.