

Directions: We recommend that students who need practice do so by reading one passage at least 3x daily (no more than 15–20 minutes at a time) each week.

1. First give students the opportunity to listen to a reading by a fluent reader, while “following along in their heads.” It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation!
2. Then have students read the passage aloud while monitored for accuracy in decoding words.
3. When reading aloud, students should focus on reading at an appropriate pace, reading words and punctuation accurately, and reading with appropriate expression.
4. Students need feedback and active monitoring on their fluency progress. One idea is to do a “performance” toward the end of the week where students are expected to read the selection accurately and expressively and be evaluated.
5. Students need to be encouraged. They know they do not read as well as they ought to and want to. It is very good to explain fluency and explain that it is fixable and has nothing at all to do with intelligence!
6. It is good for students to understand what they read. For this reason, comprehension questions and a list of high-value vocabulary words are also included with each passage.
7. Use Juicy Sentences (one juicy sentence will be identified for each passage) to help students dig into sentence structure, word choice, and meaning.

Students don’t need to finish an entire passage in one sitting. Variations in reading practice can include:

- Have students perform a choral read.
- Have students engage in a buddy/partner read.
- Recordings of the text can be used to provide additional opportunities to hear expert reading.
- Support students in chunking the text into smaller portions.

Support for English Language Learners

- Having a text read aloud by a fluent reader prior to the student engaging with the text.
- Giving students multiple opportunities to hear the text read aloud by a fluent reader so that they can mirror the pronunciation and prosody of well-spoken English.
- Providing repeated opportunities for students to practice decoding skills both on their own and with support via active monitoring.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions, and to reinforce newly learned vocabulary through repeated practice with the same text and opportunities to use that vocabulary to respond to comprehension questions.
- Calling out work with “juicy sentences,” a strategy developed by Dr. Lily Wong Fillmore, that allows students to look deeply at word choice, sentence structure, and other text features that build their understanding of how English is used to convey different meanings.
- Providing numbered lines that allow students to quickly focus-in on specific sections of the text.
- Providing space for students to annotate the text with their own notes.

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The Frightened Lion
By: Aesop

Vocabulary:

- usual – normal, regular
- start – jumped from being scared (like startled)
- in a fright – he was scared

Notes:

The Frightened Lion

- 1 A Bull Frog, according to rule,
- 2 Sat a-croak in his usual pool:
- 3 And he laughed in his heart
- 4 As a Lion did start
- 5 In a fright from the brink like a fool.¹
- 6 IMAGINARY FEARS ARE THE WORST.

¹ Underlined text = juicy sentence

The Frightened Lion
By: Aesop

Checking for Understanding

1. What was the frog doing in the beginning of the poem?
2. Summarize what happened in lines 3 and 4 in your own words: “And he laughed in his heart as a lion did start.”

The Little Red Hen
Traditional

Vocabulary:

Notes:

- grain – one piece of wheat, a seed
- wheat – a grain that can be made into flour, used mostly in breads and pastries
- disappointed – sad because something didn't happen
- ripe – when something is fully grown
- mill – a place that has machines which turn grain into flour

The Little Red Hen

- 1 There were many animals on the farm. They lived there
2 happily. The little Red Hen was in the farmyard with her chickens
3 when she found some grains of wheat.² That is a small seed
4 that can grow into a plant.
5 "Who will plant this wheat?" she said. "Please plant it. Then we
6 can have more grain when the plant grows."
7 "Not I," said the Goose.
8 "Not I," said the Duck.
9 "I will, then," said the little Red Hen.
10 She was disappointed. The other animals should have helped.

² Underlined text = juicy sentence

Notes:

11 After a month, the wheat grew into plants.
12 When the wheat was ripe she said, "Who will take this wheat to
13 the mill?" The mill is a place where people grind the seeds. It
14 turns into flour. Then you can make bread from the flour.
15 "Not I," said the Goose.
16 "Not I," said the Duck.
17 "I will, then," said the little Red Hen, sadly. "I will do it
18 myself."
19 So then she took the wheat to the mill. When she brought the
20 flour home she said, "Who will make some bread with this
21 flour?"
22 "Not I," said the Goose.
23 "Not I," said the Duck.
24 "I will, then," said the little Red Hen.
25 She was disappointed again. When the bread was baked, she
26 said, "Who will eat this bread?"
27 "I will," said the Goose
28 "I will," said the Duck.
29 "No, you won't," said the little Red Hen. "You did not help.
30 I will eat it myself. Cluck! Cluck!"
31 She ate it with her children, the chickens.

The Little Red Hen
By: Unknown

Checking for Understanding

1. Why did you think the Goose and the Duck not want to help little Red Hen?
2. Was it fair that little Red Hen didn't share with the Goose and the Duck? Why?

Hey Diddle Diddle
Traditional

Vocabulary:

- fiddle – a violin

Notes:

Hey Diddle Diddle

- 1 Hey, diddle, diddle,
- 2 the cat and the fiddle,
- 3 the cow jumped over the moon.
- 4 The little dog laughed
- 5 to see such a sport³
- 6 and the dish ran away with the spoon.

³ Underlined text = juicy sentence

Hey Diddle Diddle
Traditional

Checking for Understanding

1. Why was the dog laughing?
2. What were the dish and spoon doing in the end?

Little Miss Muffet
Traditional

Vocabulary:

- tuffet – a low seat
- curds – a thick part of milk
- whey – a watery part of milk

Notes:

Little Miss Muffet

- 1 Little Miss Muffet
- 2 Sat on a tuffet
- 3 Eating of curds and whey;
- 4 There came a big Spider
- 5 who sat down beside her,
- 6 And frightened Miss Muffet away.

Little Miss Muffet
Traditional

Checking for Understanding

1. What was Little Miss Muffet eating?
2. Why did she scurry away?

By: William Butler Yeats

Vocabulary:

Notes:

- woodlands – land covered in trees and shrubs
- path – a dirt track for walking
- twilight – time between full night and day

The Wild Swans at Coole

- 1 The trees are in their autumn beauty,
- 2 The woodlands paths are dry,
- 3 Under the October twilight the water
- 4 Mirrors a still sky;
- 5 Upon the brimming water among the stones
- 6 Are nine and fifty swans

The Wild Swans at Coole
By: William Butler Yeats

Checking for Understanding

1. In what season does this poem take place?
2. How many swans are there?

Ann and Frank
By: Unknown

Vocabulary:

- lake – a large body of water that has land around it
- splash – to make water move in a noisy way
- fine time – a good time

Notes:

Ann and Frank

1 One day Ann and Frank went to the lake with Rover. Rover
2 can swim well, so Frank made him go into the water after a
3 stick. "Jump, Rover! Jump in and get the stick," said Frank;
4 and into the water he went with a big splash. Pretty soon he
5 came out with the stick in his mouth.
6 Rover did not like the game as much as Frank, as the water
7 was a little cold. They had a fine time for a while with
8 Rover, and then set out for home, as it was late in the day,
9 and they could not stay long.
10 On the way home, Rover saw a rabbit, and away he went
11 after it, as fast as he could go⁵. Ann and Frank ran too, but
12 could not keep up with Rover and the rabbit.
13 When they got home, Rover was there, and Frank said,
14 "Where is the rabbit, Rover?" Rover gave Frank a funny look

⁵ Underlined text = juicy sentence

Notes:

15 and went away. "O I know!" said Frank, "the rabbit ran so
16 fast you could not catch it."

Ann and Frank
By: Unknown

Checking for Understanding

1. Is Rover an animal or a person? What about Frank? Use specific words from the text to explain how you know.
2. How do you think Rover felt about not catching the rabbit?

At the Seaside
By: Robert Louis Stevenson

Vocabulary:

Notes:

- spade – a shovel used to dig

At the Seaside

- 1 When I was down beside the sea
- 2 To dig the sandy shore
- 3 A wooden spade they gave to me
- 4 My holes were empty like a cup.
- 5 In every hole the sea came up,
- 6 Till it could come no more.⁶

⁶ Underlined text = juicy sentence

At the Seaside
By: Robert Louis Stevenson

Checking for Understanding

1. What object was used to dig?
2. What happened to all of the holes?

The Cow
By: Robert Louis Stevenson

Vocabulary:

Notes:

- “all her might” – using all of her strength
- lowing – the ‘moo’ sound a cow makes
- stray – a person or animal who moves away from a group
- meadow – an area of land that is grassy and flat

The Cow

1 The friendly cow all red and white,
2 I love with all my heart:
3 She gives me cream with all her might,
4 To eat with apple-tart.
5 She wanders lowing here and there,
6 And yet she cannot stray,
7 All in the pleasant open air,
8 The pleasant light of day;
9 And blown by all the winds that pass
10 And wet with all the showers,
11 She walks among the meadow grass
12 And eats the meadow flowers.⁷

⁷ Underlined text = juicy sentence

The Cow
By: Robert Louis Stevenson

Check for Understanding

1. What does the cow eat?
2. What does the narrator eat with cream?

Farewell to the Farm
By: Robert Louis Stevenson

Vocabulary:

- evermore - forever
- hayloft – the top part of a barn where the hay is kept
- cobweb – the net a spider makes
- cling – to hold on to
- woody – forest

Notes:

Farewell to the Farm

- 1 The coach is at the door at last;
- 2 The eager children, mounting fast
- 3 And kissing hands, in chorus sing:
- 4 Good-bye, good-bye, to everything!⁸

- 5 To house and garden, field and lawn,
- 6 The meadow-gates we swung upon,
- 7 To pump and stable, tree and swing,
- 8 Good-bye, good-bye, to everything!

⁸ Underlined text = juicy sentence

Notes:

- 9 And fare you well for evermore,
- 10 O ladder at the hayloft door,
- 11 O hayloft where the cobwebs cling,
- 12 Good-bye, good-bye, to everything!

- 13 Crack goes the whip, and off we go;
- 14 The trees and houses smaller grow;
- 15 Last, round the woody turn we sing:
- 16 Good-bye, good-bye, to everything.

Farewell to the Farm
By: Robert Louis Stevenson

Checking for Understanding

1. Why do the trees and houses appear smaller?
2. What are they riding in?

Eating While Reading
By: Gary Soto

Vocabulary:

- churn – to stir, mix, or shake
- swig – taking one gulp of a drink
- slither – to slide like a snake

Notes:

Eating While Reading

- 1 What is better
- 2 Than this book
- 3 And the churn of candy
- 4 In your mouth,
- 5 Or the balloon of bubble gum
- 6 Or the crack of sunflower seeds,
- 7 Or the swig of soda,
- 8 Or the twist of beef jerky,
- 9 Or the slow slither
- 10 Of snow cone syrup
- 12 Running down your arms?
- 13 What is better than this sweet dance
- 14 On the tongue
- 15 And this book
- 16 That pulls you in?¹⁰

¹⁰ Underlined text = juicy sentence

Eating While Reading
By: Gary Soto

Checking for Understanding

1. What is one food the author enjoys eating while reading?
2. What does the author take a swig of?
3. What is this poem about?

The City Mouse and the Country Mouse
By: Jean de La Fontaine

Vocabulary:

- country – an area outside of big cities
- proved – turned out to be
- gobble – to eat quickly

Notes:

The City and Country Mouse

- 1 City Mouse, with ways polite,
- 2 A Country Mouse invited
- 3 To sup with him and spend the night.
- 4 Said Country Mouse: "De--lighted!"
- 5 In truth it proved a royal treat,
- 6 With everything that's good to eat.
- 7 Alas! When they had just begun
- 8 To gobble their dinner,
- 9 A knock was heard that made them run.⁹
- 10 The City Mouse seemed thinner.
- 11 And as they scampered and turned tail,
- 12 He saw the Country Mouse grow pale.
- 13 The knocking ceased. A false alarm!

Notes:

⁹ Underlined text = juicy sentence

- 14 The City Mouse grew braver.
- 15 "Come back!" he cried. "No, no! The farm,
- 16 Where I'll not quake or quaver,
- 17 Suits me," replied the Country Mouse.
- 18 "You're welcome to your city house."

The City Mouse and the Country Mouse
By: Jean de La Fontaine

Checking for Understanding

1. What frightened the mice?
2. Why didn't the Country Mouse want to stay with the City Mouse?

Knoxville, Tennessee
By: Nikki Giovanni

Vocabulary:

- greens – garden vegetables
- gospel music – church music with a lively, fun beat

Notes:

Knoxville, Tennessee

1 I always like summer
2 best
3 you can eat fresh corn
4 from daddy's garden
5 and okra
6 and greens
7 and cabbage
8 and lots of
9 barbeque
10 and buttermilk
11 and homemade ice cream
12 at the church picnic
13 and listen to
14 gospel music
15 outside
16 at the church

Notes:

17 homecoming
18 and go to the mountains with
19 your grandmother
20 and go barefooted
21 and be warm
22 all the time
23 not only when you go to bed
24 and sleep

Knoxville, Tennessee
By: Nikki Giovanni

Checking for Understanding

1. What are 2 vegetables that comes from Daddy's garden?

Weather
By: Eve Merriam

Vocabulary:

- scatter – to cause to separate widely
- splatter – to cause something to move or fall
- galosh – rubber boots that used to be used to go over shoes in the rain

Notes:

Weather

- 1 Dot a dot dot dot a dot dot
- 2 Spotting the windowpane.
- 3 Spack a spack speck flick a flack fleck
- 4 Freckling the windowpane.
- 5 A spatter a scatter a wet cat a clatter
- 6 A splatter a rumble outside.
- 7 Umbrella umbrella umbrella umbrella
- 8 Bumbershoot barrel of rain.
- 9 Slosh a galosh slosh a galosh
- 10 Slither and slather a glide

Notes:

- 11 A puddle a jump a puddle a jump
- 12 A puddle a jump puddle splosh
- 13 A juddle a pump a luddle a dump
- 14 A pudmuddle jump in and slide!

Afternoon on a Hill
By: Edna St. Vincent Millay

Vocabulary:

Notes:

- bow – to bend down

Afternoon on a Hill

- 1 I will be the gladdest thing
- 2 Under the sun!
- 3 I will touch a hundred flowers
- 4 And not pick one.
- 5 I will look at cliffs and clouds
- 6 With quiet eyes,
- 7 Watch the wind bow down the grass,
- 8 And the grass rise.¹¹
- 9 And when lights begin to show
- 10 Up from the town,
- 11 I will mark which must be mine,
- 12 And then start down!

¹¹ Underlined text = juicy sentence

Afternoon on a Hill
By: Edna St. Vincent Millay

Checking for Understanding

1. What will the narrator touch?
2. When the narrator marks which is hers what is she referring to?

The Lion and the Mouse

By: Aesop

Vocabulary:

- desired – strongly wished
- plight – being in trouble or a bad situation

Notes:

The Lion and the Mouse

- 1 Once, when a Lion was asleep, a little Mouse began running
2 up and down upon him. This soon wakened the Lion, who
3 placed his huge paw upon him, and opened his big jaws to
4 swallow him.
5 "Pardon, O King," cried the little Mouse, "forgive me this
6 time. I shall never forget it! I may be able to return the
7 favor one of these days. "The Lion was so tickled at the idea
8 of the Mouse being able to help him that he lifted up his
9 paw and let him go¹².
10 Some time after, the Lion was caught in a trap, and the
11 hunters, who desired to carry him alive to the King, tied
12 him to a tree while they went in search of a wagon to carry
13 him on. Just then the little Mouse happened to pass by, and
14 seeing the sad plight of the Lion, went up to him and soon
15 gnawed away the ropes that bounded the King of the

Notes:

¹² Underlined text = juicy sentence

- 16 Beasts. "Was I not right?" said the little Mouse.
17 Little friends may prove great friends.

The Lion and the Mouse
By: Aesop

Checking for Understanding

1. How did the lion react to the mouse's promise?
2. How was the lion in danger?

By: Aesop

Vocabulary:

- bearing – to carry
- toil – working hard
- distributing – giving things out to others
- necessity – something that you need to do

Notes:

The Ant and the Grasshopper

1 One summer's day a Grasshopper was hopping about,
2 chirping and singing to its heart's content. An Ant passed
3 by, bearing along with great toil an ear of corn he was taking
4 to the nest.
5 "Why not come and chat with me," said the Grasshopper,
6 "instead of toiling and working in that way?" "I am helping to
7 lay up food for the winter," said the Ant, "and recommend
8 you to do the same." "Why bother about winter?" asked the
9 Grasshopper. "We've got plenty of food at present." But the
10 Ant went on its way and continued its toil. When the winter
11 came the Grasshopper had no food and found itself dying
12 of hunger while it saw the ants distributing corn and grain
13 from the stores they had collected in the summer¹³. Then

Notes:

¹³ Underlined text = juicy sentence

14 the Grasshopper knew: It is best to prepare for the days of
15 necessity.

The Ant and the Grasshopper
By: Aesop

Checking for Understanding

1. What happened to the Grasshopper once winter came?
2. In what season did the Ant start to collect food in the story?

By: Aesop

Vocabulary:

- shallow – not deep
- lap – to drink with your tongue
- appointed – chosen

Notes:

The Fox and the Stork

1 At one time the Fox and the Stork were on visiting terms
2 and seemed very good friends. So the Fox invited the Stork
3 to dinner, and for a joke put nothing before her but some
4 soup in a very shallow dish.¹⁴ This the Fox could easily lap
5 up, but the Stork could only wet the end of her long bill in
6 it, and left the meal as hungry as when she began. "I am
7 sorry", said the Fox, "the soup is not to your liking." "Pray
8 do not apologize," said the Stork. "I hope you will return
9 this visit, and come and dine with me soon."
10 So a day was appointed when the Fox should visit the
11 Stork; but when they were seated at the table their diner
12 was contained in a very long-necked jar with a narrow
13 mouth, in which the Fox could not insert his snout. All he
14 could manage to do was to lick the outside of the jar. "I

Notes:

¹⁴ Underlined text = juicy sentence

15 will not apologize for the dinner," said the Stork "because
16 one bad turn deserves another."

17 One bad turn deserves another.

The Fox and the Stork
By: Aesop

Checking for Understanding

1. How did the Fox do the wrong thing?
2. Did the fox learn his lesson? How do you know?