

## *Kindergarten Fluency Folder*

Dear Parent(s),

We have created this Fluency Folder to help your child develop effective letter and sound recognition, identify letter blends, the blending of sounds in “nonsense words,” reading sight words, and reading sight word phrases. Your child will need and use this folder throughout the school year. **Please keep this folder safe.** It will be your responsibility to keep this folder intact. **It will not be replaced.** This folder will need to be brought to school and taken home on a daily basis. These activities will build your child’s exposure to all areas of early literacy. ***Your participation in this activity is greatly encouraged, and might be the most important factor in ensuring your child’s success:***

### **How to use this Fluency Folder:**

#### ***Picture Letter Sound Cards:***

**Step 1:** Your child will point to each letter and say the name of the letter and the sound of the letter. ***For example:*** They will say ***capital N, then the sound,*** then they will continue ***with lower case n, and the sound*** (please make sure they go across the page from left to right).

**Step 2:** Please initial each day that your child practices the letter name and sound.

#### ***Letter Identification Chart:***

**Step 1:** You will ***time*** your child for ***one minute*** on the sheet that is enclosed in the folder.

**Step 2:** Your child will point to ***each letter*** and ***say the name*** of the letter ***only.*** ***They should be encouraged to say these as rapidly as possible to indicate automatic recognition*** (please make sure they go across the page from left to right).

**Step 3:** Please record the number of letters your child was able to read or name. ***Mastery is being able to read each letter in a second (see it, say it).*** Record this number in the “*Practice at Home*” section on the “*lpm*” line for that day. ***For example:*** M 17 lpm. (lpm- letters per minute)

#### ***Picture Letter Sound Cards for Letter Blends:***

**Step 1:** You will ***time*** your child for ***one minute*** on the sheet that is enclosed in the folder.

**Step 2:** Your child will point to each letter and ***say the blended sound*** of the letters (please make sure they go across the page from left to right).

**Step 3:** Within the one minute, *if* they *say* all blends correctly, record the number in the “Practice at Home” section on the “bpm” line for that day. *For example:* M 8 bpm. (bpm – blends per minute)

***Sight Words:***

The students will be required to know how to read the words on each set. The daily practice is designed to help the students build reading fluency. Begin by practicing Set 1. The students will be tested weekly for mastery. ***Mastery is being able to read each word in a second (see it, say it).*** Record the number of words read correctly in the “Practice at Home” section on the “wrc” line for that day. This is part of the daily homework. Please help your child to master these words.

***Sight Word Phrases:***

In addition to Sight Word Lists, there are Sight Word Phrases. Please follow the directions indicated for Sight Word Lists. ***Mastery is being able to read each word in a second (see it, say it).*** Record the number of phrases read correctly in the “Practice at Home” section. This is part of the daily homework. Please help your child to read these phrases with automaticity(*see it, say it*).

***Reading Passages:*** Towards the end of the year, your child will begin reading the passages. The same story will be read 3 times per evening, Monday-Thursday for homework. Your child’s Homework Log will indicate which story is to be read each week.

- a. Your child will read the 1<sup>st</sup> time to build accuracy. It should be timed for 1 minute. Count the number of words read correctly and record the words per minute (wcpm) in the Home Practice section.
- b. Your child will read the story a 2<sup>nd</sup> time to practice using punctuation when reading and to develop expression.

***Please send their Fluency folder on a daily basis to school. They will be using these folders for practice as part of instruction.***

At the **end of the week**, *please sign the parent signature at the bottom of the page.*

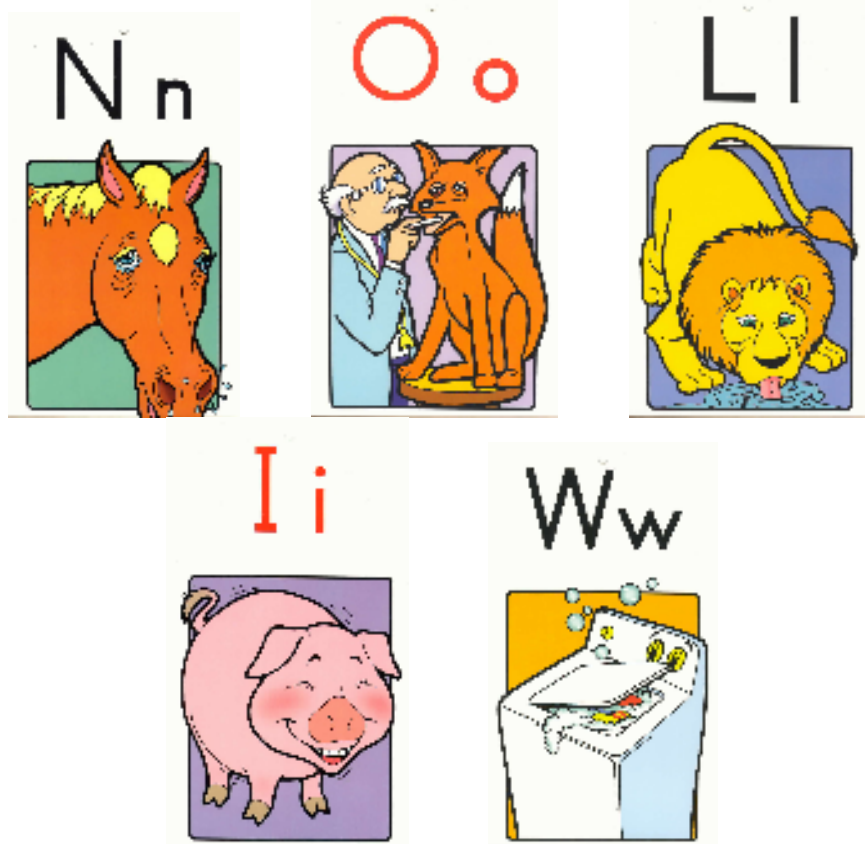
***Your child will be assessed on the letters of the week every Friday.***

Please make sure they master these letters every week as the amount of letters will progressively increase.

If you have questions about any activities, please contact your child’s teacher.

We have found these reading folders to be very effective in developing reading skills. By working together, your child will become a successful reader.

## Letter/Sound Identification



### Practice in class

M \_\_\_\_\_

T \_\_\_\_\_

W \_\_\_\_\_

Th \_\_\_\_\_

### Practice at home

M \_\_\_\_\_

T \_\_\_\_\_

W \_\_\_\_\_

Th \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

## Letter/Sound Identification

N n



E e



O o



R r



L l



U u



I i



H h



W w



Y y



### Practice in class

M \_\_\_\_\_

T \_\_\_\_\_

W \_\_\_\_\_

Th \_\_\_\_\_

### Practice at home

M \_\_\_\_\_

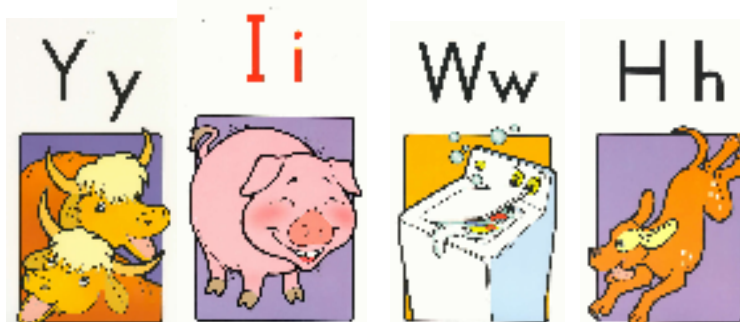
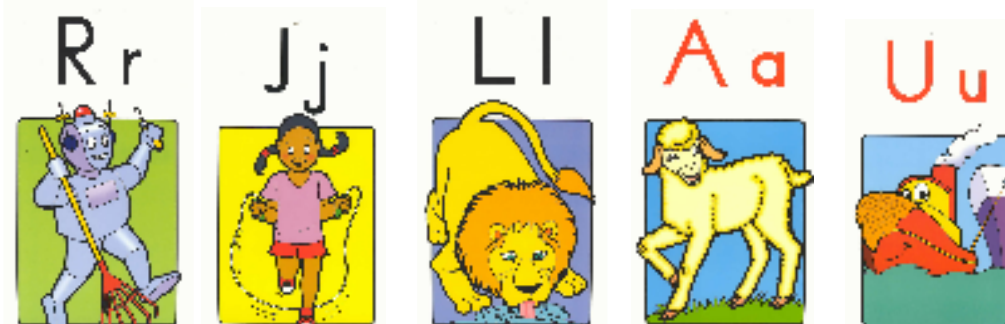
T \_\_\_\_\_

W \_\_\_\_\_

Th \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

## Letter/Sound Identification



Practice in class











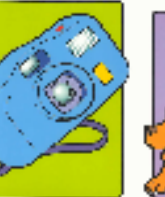








M \_\_\_\_\_  
 T \_\_\_\_\_  
 W \_\_\_\_\_  
 Th \_\_\_\_\_

Practice at home

M \_\_\_\_\_  
 T \_\_\_\_\_  
 W \_\_\_\_\_  
 Th \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

## Letter/Sound Identification

Cc	Nn	Ff	Gg	Dd	Ee
					
Qq	Mm	Oo	Zz	Kk	Hh
					
Rr	Ww	Jj	Ii	Ll	Yy
					
Aa	Uu				
					

Practice in class

M \_\_\_\_\_

T \_\_\_\_\_

W \_\_\_\_\_

Th \_\_\_\_\_

Practice at home

M \_\_\_\_\_

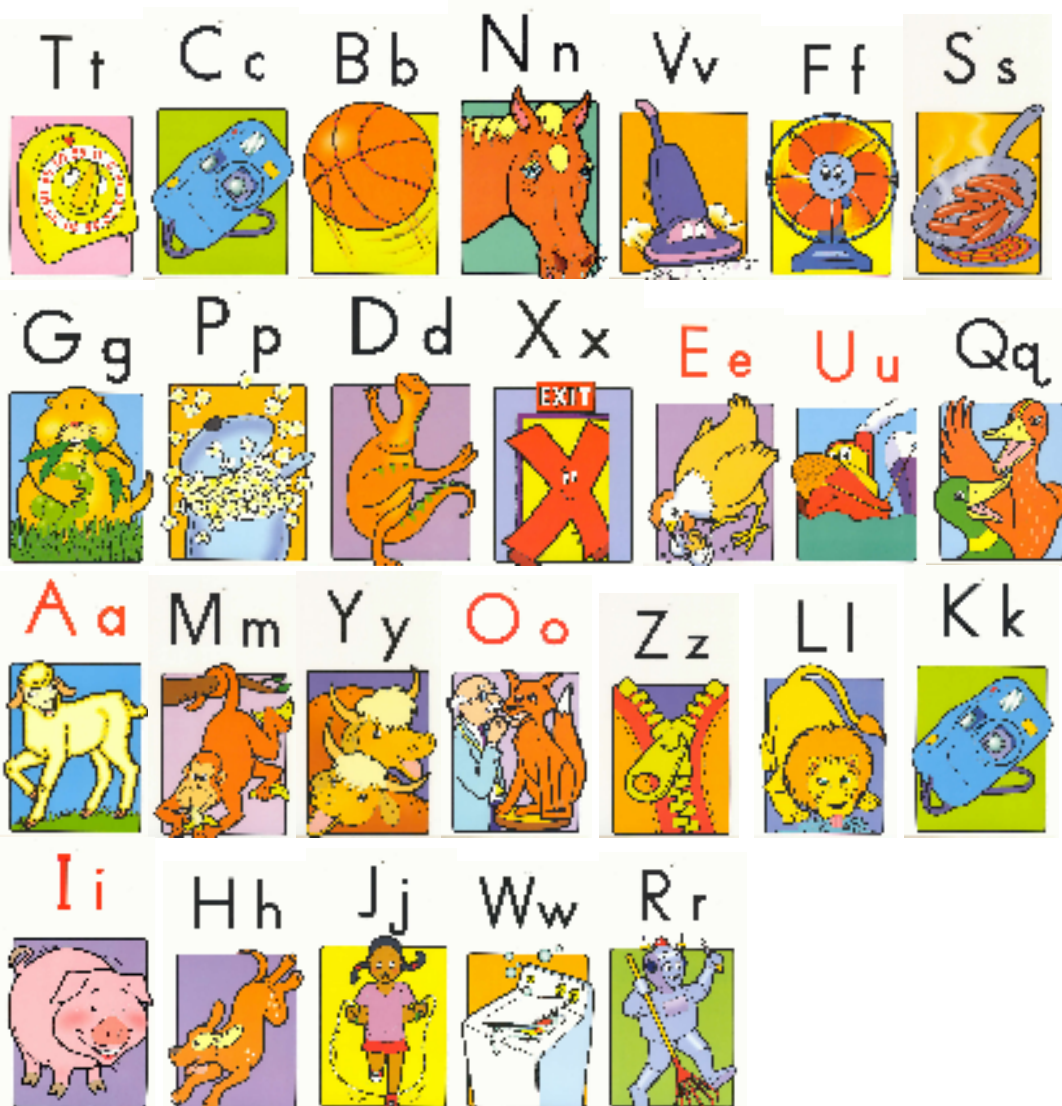
T \_\_\_\_\_

W \_\_\_\_\_

Th \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

## Letter/Sound Identification



### Practice in class

M \_\_\_\_\_

T \_\_\_\_\_

W \_\_\_\_\_

Th \_\_\_\_\_

### Practice at home

M \_\_\_\_\_

T \_\_\_\_\_

W \_\_\_\_\_

Th \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

## Letter/Sound Identification

c	Q	E	k	D	m	f	x	n	B
Q	g	p	Q	G	i	B	J	w	P
E	T	V	v	S	h	w	a	g	P
k	O	H	y	c	H	N	I	I	O
D	J	R	s	L	o	j	K	C	U
m	L	I	b	C	x	r	q	Z	Z
f	F	y	M	k	X	T	s	e	B
x	E	Y	u	p	O	t	d	z	Y
n	u	m	t	G	r	A	F	a	W
b	X	P	S	I	A	h	e	K	W
f	m	q	D	c	Q	E	k	D	M

### Practice in class

M \_\_\_\_\_ (lpm)

T \_\_\_\_\_ (lpm)

W \_\_\_\_\_ (lpm)

Th \_\_\_\_\_ (lpm)

### Practice at home

M \_\_\_\_\_ (lpm)

T \_\_\_\_\_ (lpm)

W \_\_\_\_\_ (lpm)

Th \_\_\_\_\_ (lpm)

Parent's Signature: \_\_\_\_\_



## Letter/Sound Identification

n	z	v	c	j	G	g	x	V	m
z	i	R	Z	n	e	M	J	l	Y
v	w	K	U	d	s	o	V	z	Y
c	A	e	w	G	T	c	q	H	O
j	r	K	D	i	N	J	Z	b	s
G	p	T	x	g	S	Y	I	r	B
g	H	u	F	j	N	S	f	L	A
x	X	E	q	t	u	M	f	R	Q
V	p	k	B	F	W	P	U	m	C
m	t	v	D	P	a	h	L	y	d
O	k	C	h	n	z	v	c	j	G

### Practice in class

M \_\_\_\_\_ (lpm)

T \_\_\_\_\_ (lpm)

W \_\_\_\_\_ (lpm)

Th \_\_\_\_\_ (lpm)

### Practice at home

M \_\_\_\_\_ (lpm)

T \_\_\_\_\_ (lpm)

W \_\_\_\_\_ (lpm)

Th \_\_\_\_\_ (lpm)

Parent's Signature: \_\_\_\_\_

## Letter/Sound Identification

S	l	u	n	s	X	k	U	x	i
l	D	H	h	T	c	r	D	g	t
u	a	n	r	U	w	C	M	J	i
n	q	R	m	t	X	O	R	B	F
s	d	l	d	w	a	f	E	F	W
X	m	z	c	j	C	Q	I	S	b
k	J	B	O	W	h	q	K	s	o
U	N	b	V	v	k	p	g	p	A
x	M	A	Z	L	u	K	G	e	V
i	Y	Y	N	P	G	T	j	Q	y
L	v	f	I	S	l	u	n	s	X

**Practice in class**

M \_\_\_\_\_ (lpm)

T \_\_\_\_\_ (lpm)

W \_\_\_\_\_ (lpm)

Th \_\_\_\_\_ (lpm)

**Practice at home**

M \_\_\_\_\_ (lpm)

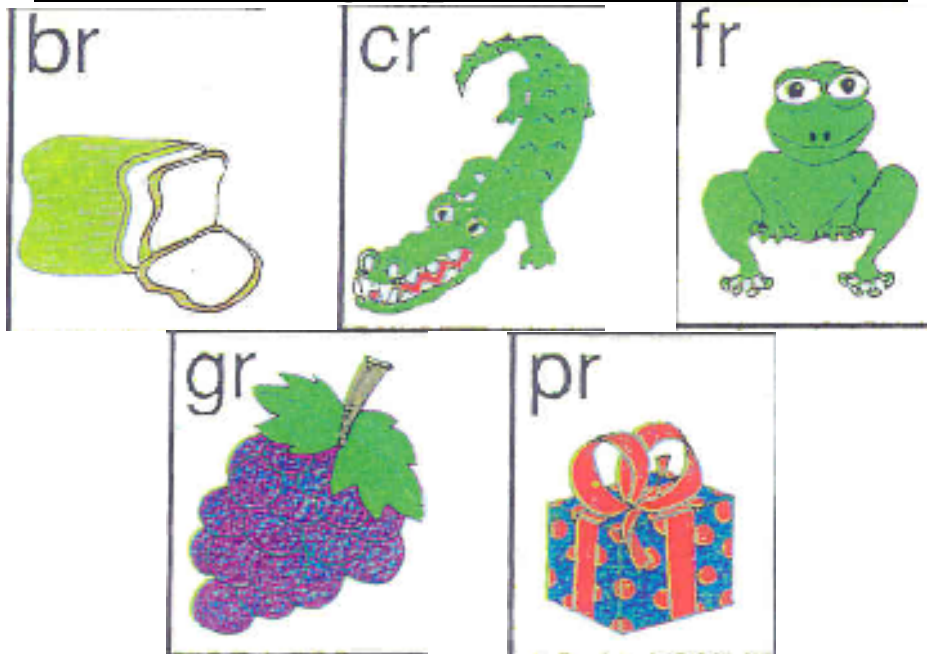
T \_\_\_\_\_ (lpm)

W \_\_\_\_\_ (lpm)

Th \_\_\_\_\_ (lpm)

**Parent's Signature:** \_\_\_\_\_

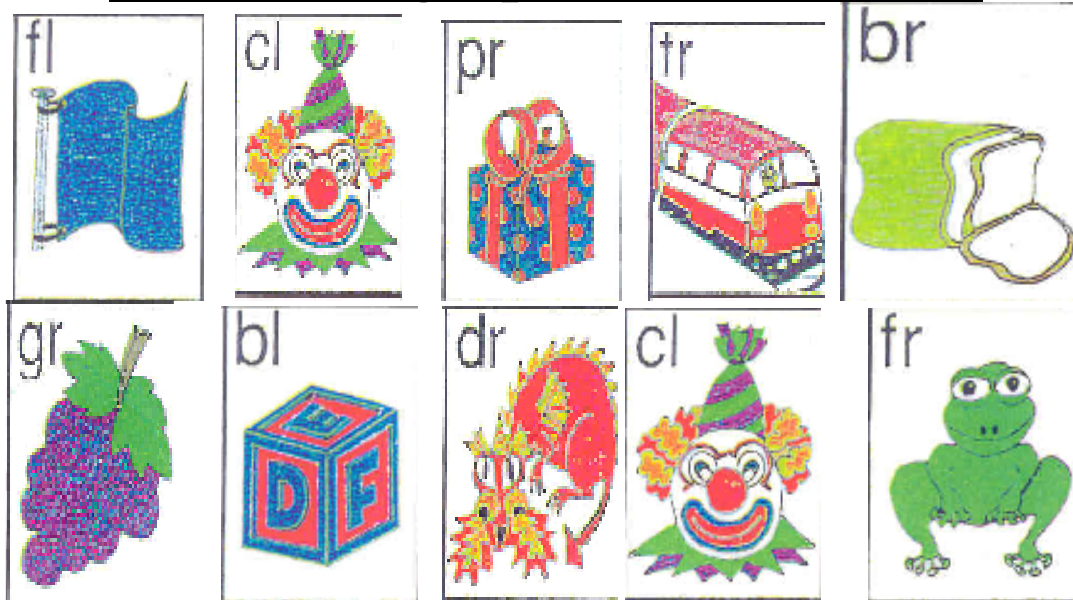
## Blends/Diagraphs Identification



<u>Practice in class</u>	<u>Practice at home</u>
M _____ (bpm)	M _____ (bpm)
T _____ (bpm)	T _____ (bpm)
W _____ (bpm)	W _____ (bpm)
Th _____ (bpm)	Th _____ (bpm)

Parent's Signature: \_\_\_\_\_

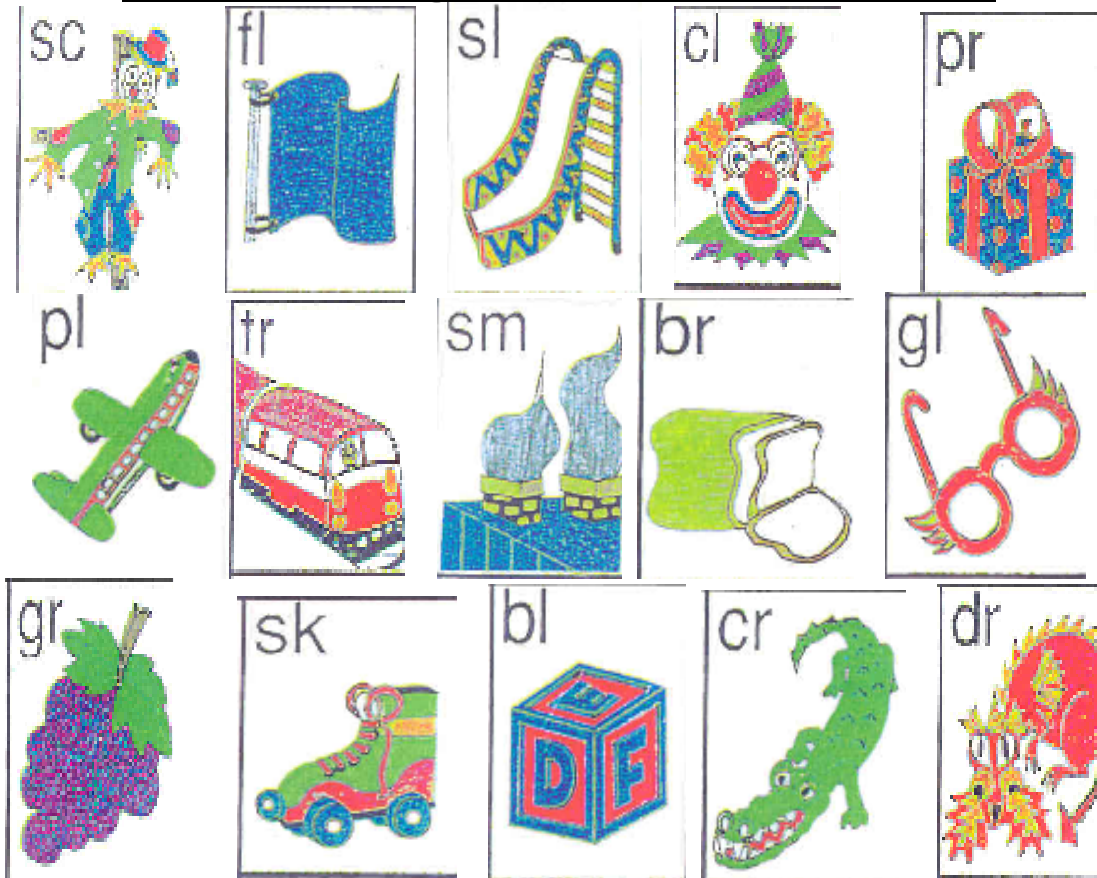
## Blends/Diagraphs Identification



<u>Practice in class</u>	<u>Practice at home</u>
M _____ (bpm)	M _____ (bpm)
T _____ (bpm)	T _____ (bpm)
W _____ (bpm)	W _____ (bpm)
Th _____ (bpm)	Th _____ (bpm)

Parent's Signature: \_\_\_\_\_

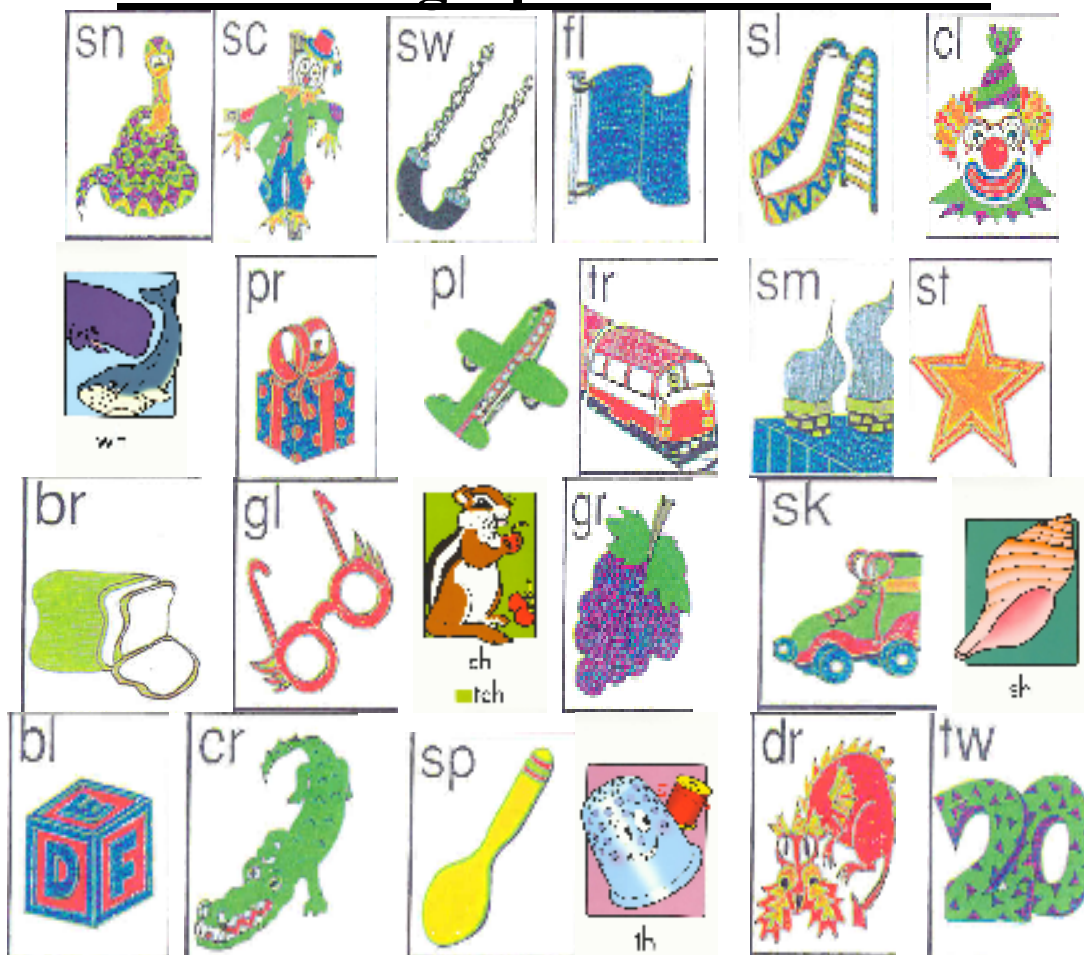
## Blends/Diagraphs Identification



<u>Practice in class</u>	<u>Practice at home</u>
M _____ (bpm)	M _____ (bpm)
T _____ (bpm)	T _____ (bpm)
W _____ (bpm)	W _____ (bpm)
Th _____ (bpm)	Th _____ (bpm)

Parent's Signature: \_\_\_\_\_

## Blends/Diagraphs Identification



<u>Practice in class</u>	<u>Practice at home</u>
M _____ (bpm)	M _____ (bpm)
T _____ (bpm)	T _____ (bpm)
W _____ (bpm)	W _____ (bpm)
Th _____ (bpm)	Th _____ (bpm)

Parent's Signature: \_\_\_\_\_

## Sight Words

the	of	and	a	to
in	is	you	that	it

<u>Practice in class</u>	<u>Practice at home</u>
M_____wrc	M_____wrc
T_____wrc	T_____wrc
W_____wrc	W_____wrc
Th_____wrc	Th_____wrc

**Parent's Signature:** \_\_\_\_\_

## Sight Words

the	he	of	was	a
to	for	in	on	is
you	are	that	it	and

<u>Practice in class</u>	<u>Practice at home</u>
M _____ wrc	M _____ wrc
T _____ wrc	T _____ wrc
W _____ wrc	W _____ wrc
Th _____ wrc	Th _____ wrc

Parent's Signature: \_\_\_\_\_



## Sight Words

the	as	of	with	and
his	a	they	to	I
in	he	is	was	for
you	on	that	it	are

### Practice in class

M\_\_\_\_\_ wrc

T\_\_\_\_\_ wrc

W\_\_\_\_\_ wrc

Th\_\_\_\_\_ wrc

### Practice at home

M\_\_\_\_\_ wrc

T\_\_\_\_\_ wrc

W\_\_\_\_\_ wrc

Th\_\_\_\_\_ wrc

Parent's Signature: \_\_\_\_\_

## Sight Words

he	of	his	that	are
have	be	is	the	to
from	you	was	at	a
it	I	and	they	as
on	for	this	with	in

<u>Practice in class</u>	<u>Practice at home</u>
M_____ wrc	M_____ wrc
T_____ wrc	T_____ wrc
W_____ wrc	W_____ wrc
Th_____ wrc	Th_____ wrc

Parent's Signature: \_\_\_\_\_

## Sight Words

his	the	with	from	to
not	at	is	on	I
and	he	but	to	can
you	a	as	for	of
they	be	in	are	had
was	this	we	that	have

<u>Practice in class</u>	<u>Practice at home</u>
M_____wrc	M_____wrc
T_____wrc	T_____wrc
W_____wrc	W_____wrc
Th_____wrc	Th_____wrc

Parent's Signature: \_\_\_\_\_

## Sight Words

to	if	not	of	as
up	that	his	with	in
it	has	on	from	is
an	and	I	be	the
but	are	you	at	can
a	he	this	they	was
for	we	do	said	have

<u>Practice in class</u>	<u>Practice at home</u>
M_____wrc	M_____wrc
T_____wrc	T_____wrc
W_____wrc	W_____wrc
Th_____wrc	Th_____wrc

Parent's Signature: \_\_\_\_\_

## Sight Words

we	for	from	him	and
if	be	on	an	said
was	to	at	are	see
with	you	a	the	have
but	it	no	his	I
in	of	this	had	not
up	can	they	to	do
that	is	like	as	he

<u>Practice in class</u>	<u>Practice at home</u>
M_____wrc	M_____wrc
T_____wrc	T_____wrc
W_____wrc	W_____wrc
Th_____wrc	Th_____wrc

Parent's Signature: \_\_\_\_\_

## Sight Words

and	they	not	him	that
to	be	said	if	the
from	as	but	with	a
man	is	do	are	had
his	we	can	have	me
of	did	you	its	he
up	I	on	for	this
it	yet	an	was	in
at	like	said	him	to

<u>Practice in class</u>	<u>Practice at home</u>
M_____wrc	M_____wrc
T_____wrc	T_____wrc
W_____wrc	W_____wrc
Th_____wrc	Th_____wrc

Parent's Signature: \_\_\_\_\_

## Sight Words

the	set	and	end	to
big	a	put	of	want
to	me	you	did	in
its	is	yet	that	man
are	see	or	him	he
like	was	do	on	no
up	they	it	with	said
as	an	his	if	I
can	have	not	be	had
at	but	this	we	from

<u>Practice in class</u>	<u>Practice at home</u>
M_____ wrc	M_____ wrc
T_____ wrc	T_____ wrc
W_____ wrc	W_____ wrc
Th_____ wrc	Th_____ wrc

Parent's Signature: \_\_\_\_\_

## Sight Words

orange	to	the	blue	green
a	of	yellow	big	and
want	red	have	with	from
him	see	had	I	not
it	you	man	set	they
said	are	but	yet	that
like	can	as	me	up
be	end	to	did	his
was	it	we	this	do
no	if	at	an	for
in	is	on	he	put

<u>Practice in class</u>	<u>Practice at home</u>
M_____wrc	M_____wrc
T_____wrc	T_____wrc
W_____wrc	W_____wrc
Th_____wrc	Th_____wrc

Parent's Signature: \_\_\_\_\_



## Sight Words

white	a	the	red	him
have	was	can	said	black
like	want	this	man	he
pink	do	to	is	with
end	blue	if	on	but
put	no	for	had	not
me	green	I	and	did
orange	from	yet	see	yellow
that	be	it	big	brown
an	are	at	do	up
you	its	purple	set	in
they	we	his	of	as

### Practice in class

M \_\_\_\_\_ wrc

T \_\_\_\_\_ wrc

W \_\_\_\_\_ wrc

Th \_\_\_\_\_ wrc

### Practice at home

M \_\_\_\_\_ wrc

T \_\_\_\_\_ wrc

W \_\_\_\_\_ wrc

Th \_\_\_\_\_ wrc

Parent's Signature: \_\_\_\_\_

## Fluency Phrases

a big horse	a big house	a new book
a new hat	a pretty home	a pretty picture
about him	about it	all day

<u>Practice in class</u>	<u>Practice at home</u>
M_____prc	M_____prc
T_____prc	T_____prc
W_____prc	W_____prc
Th_____prc	Th_____prc

**Parent's Signature:** \_\_\_\_\_

## Fluency Phrases

at three	as he said	a pretty home
as I do	at school	a big horse
at home	as he did	at once
a pretty picture	a new hat	as I said
a new book	all night	a big house
about him	all day	about it

<u>Practice in class</u>	<u>Practice at home</u>
M _____ prc	M _____ prc
T _____ prc	T _____ prc
W _____ prc	W _____ prc
Th _____ prc	Th _____ prc

Parent's Signature: \_\_\_\_\_

## Fluency Phrases

at school	all day	can play
a pretty home	did not fall	about him
a new book	by the house	at three
as he did	a big horse	can run
as I do	a pretty picture	could eat
as I said	could make	all night
an fly	a new hat	by the tree
at home	about it	as he said
a big house	at once	can live

<u>Practice in class</u>	<u>Practice at home</u>
M _____ prc	M _____ prc
T _____ prc	T _____ prc
W _____ prc	W _____ prc
Th _____ prc	Th _____ prc

Parent's Signature: \_\_\_\_\_

## Fluency Phrases

a big horse	for the baby	for them
a new book	for the girl	a big house
for him	a new hat	at home
Can play	as I do	can fly
as he did	could eat	down there
a pretty picture	by the house	at school
could make	about him	did not fall
all night	all day	can live
by the tree	down the hill	as I said
at three	as he said	about it
at once	did not go	can run
down here	down the street	I the park

<u>Practice in class</u>	<u>Practice at home</u>
M _____ prc	M _____ prc
T _____ prc	T _____ prc
W _____ prc	W _____ prc
Th _____ prc	Th _____ prc

**Parent's Signature:** \_\_\_\_\_

## Fluency Phrases

he was	a new book	a big horse
has run away	from the tree	for the girl
down the hill	by the tree	at home
about it	all night	at once
could eat	from home	he is
for them	could make	can run
at school	as he said	a pretty home
as I do	down here	for the baby
from the farm	down the street	did not fall
at three	as I said	all day
a big house	about home	can play
for him	has found	a pretty picture
can fly	has mad	down there
as he did	a new hat	by the house
can live	did not go	has come back

<u>Practice in class</u>	<u>Practice at home</u>
M _____ prc	M _____ prc
T _____ prc	T _____ prc
W _____ prc	W _____ prc
Th _____ prc	Th _____ prc

Parent's Signature: \_\_\_\_\_

# Sam Sat

Sam.

Sam sat.

Sam sat here.

A mat.

Sam sat on a mat.

<u>Practice in class</u>	<u>Practice at home</u>
M _____ wcpm	M _____ wcpm
T _____ wcpm	T _____ wcpm
W _____ wcpm	W _____ wcpm
Th _____ wcpm	Th _____ wcpm

Parent's Signature: \_\_\_\_\_

# Hat

Pat.

A hat.

Pat has a hat.

A mat.

Pat has a hat and a mat.

<u>Practice in class</u>	<u>Practice at home</u>
M_____ wcpm	M_____ wcpm
T_____ wcpm	T_____ wcpm
W_____ wcpm	W_____ wcpm
Th_____ wcpm	Th_____ wcpm

Parent's Signature: \_\_\_\_\_



# Sit, Lil

Lil

pal

Lil is my pal.

Sit, Lil.

Sit here.

My pal Lil.

<u>Practice in class</u>	<u>Practice at home</u>
M_____wcpm	M_____wcpm
T_____wcpm	T_____wcpm
W_____wcpm	W_____wcpm
Th_____wcpm	Th_____wcpm

Parent's Signature: \_\_\_\_\_

# Sam and Mat

Sam.

A lamp.

Sam hits the lamp.

Matt.

A lamp.

Matt hits the lamp.

<u>Practice in class</u>	<u>Practice at home</u>
M _____ wcpm	M _____ wcpm
T _____ wcpm	T _____ wcpm
W _____ wcpm	W _____ wcpm
Th _____ wcpm	Th _____ wcpm

Parent's Signature: \_\_\_\_\_

# The Nap

Dad stands.

Dad sits.

Dad.

Dad naps.

Dad stands.

Dad naps.

<u>Practice in class</u>	<u>Practice at home</u>
M_____wcpm	M_____wcpm
T_____wcpm	T_____wcpm
W_____wcpm	W_____wcpm
Th_____wcpm	Th_____wcpm

Parent's Signature: \_\_\_\_\_

# A Bib

A cat.

A bib.

A cat is on a bib.

Bob.

A bib.

A bib is on Bob.

<u>Practice in class</u>	<u>Practice at home</u>
M _____ wcpm	M _____ wcpm
T _____ wcpm	T _____ wcpm
W _____ wcpm	W _____ wcpm
Th _____ wcpm	Th _____ wcpm

Parent's Signature: \_\_\_\_\_

# Sad Dot

Sad Dot.

Dot is sad.

Dot cannot bat.

Dot can sit.

Dot is not sad.

Dot can bat.

<u>Practice in class</u>	<u>Practice at home</u>
M_____ wcpm	M_____ wcpm
T_____ wcpm	T_____ wcpm
W_____ wcpm	W_____ wcpm
Th_____ wcpm	Th_____ wcpm

Parent's Signature: \_\_\_\_\_

# Run, Ron

Run.

Ron can run.

Ron can still run.

Ron cannot run.

A bus.

Ron can sit in a bus.

<u>Practice in class</u>	<u>Practice at home</u>
M_____ wcpm	M_____ wcpm
T_____ wcpm	T_____ wcpm
W_____ wcpm	W_____ wcpm
Th_____ wcpm	Th_____ wcpm

Parent's Signature: \_\_\_\_\_

# Hug a Bug

Jan.

Mom has a bag.

In the bag

a bug

Jan is a big bug.

Mom can hug a bug.

<u>Practice in class</u>	<u>Practice at home</u>
M_____ wcpm	M_____ wcpm
T_____ wcpm	T_____ wcpm
W_____ wcpm	W_____ wcpm
Th_____ wcpm	Th_____ wcpm

Parent's Signature: \_\_\_\_\_

# Gus

Gus ran.

A cup, a jug, a mug

Did Gus tip a cup, a jug, a mug?

Gus did.

Gus got a rag.

Gus got a hug.

<u>Practice in class</u>	<u>Practice at home</u>
M _____ wcpm	M _____ wcpm
T _____ wcpm	T _____ wcpm
W _____ wcpm	W _____ wcpm
Th _____ wcpm	Th _____ wcpm

Parent's Signature: \_\_\_\_\_



# Finding Cats

I can see the black cat.

I see the orange cat.

I can see the white cat.

I can see the gray cat.

I can see the brown cat.

I can't see the black and white cat!

<u>Practice in class</u>	<u>Practice at home</u>
M _____ wcpm	M _____ wcpm
T _____ wcpm	T _____ wcpm
W _____ wcpm	W _____ wcpm
Th _____ wcpm	Th _____ wcpm

Parent's Signature: \_\_\_\_\_

# Tom

Tom can see a ball.

Tom can see a truck.

Tom can see a baseball bat.

Tom can see a bike.

Tom can not see Mom!

“Wa-a-ah!” cried Tom.

<u>Practice in class</u>	<u>Practice at home</u>
M_____ wcpm	M_____ wcpm
T_____ wcpm	T_____ wcpm
W_____ wcpm	W_____ wcpm
Th_____ wcpm	Th_____ wcpm

Parent's Signature: \_\_\_\_\_

# Where Are the Kittens?

Where are the kittens?

Are the kittens under the bed? No.

Are the kittens on top of the table? No.

Are the kittens behind the curtain? No.

Are the kittens on the couch? No.

Are the kittens in the basket? Yes!

<u>Practice in class</u>	<u>Practice at home</u>
M _____ wcpm	M _____ wcpm
T _____ wcpm	T _____ wcpm
W _____ wcpm	W _____ wcpm
Th _____ wcpm	Th _____ wcpm

Parent's Signature: \_\_\_\_\_

# Mike and Ann

Mike and Ann are on red and blue bikes.

Mike and Ann like to ride the bikes.

Mike and Ann are on the big, black train.

Mike and Ann like to ride the train.

Mike and Ann are in the big blue boat.

Mike and Ann are sick.

Mike and Ann do not like to ride in the boat.

<u>Practice in class</u>	<u>Practice at home</u>
M _____ wcpm	M _____ wcpm
T _____ wcpm	T _____ wcpm
W _____ wcpm	W _____ wcpm
Th _____ wcpm	Th _____ wcpm

Parent's Signature: \_\_\_\_\_

# The Zoo Keepers

Ed and Ted saw the men at the zoo.

Ed saw the men feed the elephants.

Ted saw the men feed the bears.

The men let Ed feed the chickens.

The men let Ted feed the goats.

The men let Ed and Ted pet the lambs.

Ed and Ted like the Zoo!

<u>Practice in class</u>	<u>Practice at home</u>
M _____ wcpm	M _____ wcpm
T _____ wcpm	T _____ wcpm
W _____ wcpm	W _____ wcpm
Th _____ wcpm	Th _____ wcpm

Parent's Signature: \_\_\_\_\_