Hop Along Story

A short decodable story for oral rereading and fluency observation.

K.LF.15 "Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 READ AND ASK

a | Sam | can | hop. |

b | Can | Pam | hop? |

2 READ THE END

a | Pam | can | hop. |

b | Sam | and | Pam | hop. |

ANSWER KEY

Hop Along Story

HOW TO RUN THIS PAGE

Have each student read the printed rows aloud twice before you say any printed words. Listen for accurate words, a smooth pace, and a voice that sounds like a question or a statement. Record any reading support separately from the student's circles.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · READ AND ASK

SAY "Read each row aloud two times, from left to right. Make the question sound like a question. Then listen to my question and circle one word."

ROW	SAY	STUDENTS CIRCLE
a	Who can hop in this row?	**Sam**
b	Who is this question about?	**Pam**

PART 2 · READ THE END

SAY "Read each row aloud two times, from left to right. Make your voice sound like you are telling what happened. Then listen to my question and circle one word."

ROW	SAY	STUDENTS CIRCLE
a	What can Pam do?	**hop.**
b	What do Sam and Pam do?	**hop.**

WHAT TO ACCEPT

Circled words, in order: Sam, Pam, hop., hop. Accept the circles as comprehension evidence, but assess fluency from each student's two oral readings, noting accuracy, smoothness, expression, and support given.