1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
"This is a story about Max. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, $I^{\prime} l l$ tell it to you. Do you have any questions? Begin."
2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "Stop."

| Max was very proud when he learned how to write. Soon, he could |  |
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| not get enough of writing. He would write letters. He would write |  |
| stories. He wrote all the time. One day, Max got up early. There was no |  |
| school that day. It was Sunday. He decided to write a story for his |  |
| mom. Max could not decide what to write about. Maybe his mom would |  |
| like a story about a bunny. She always smiled when they watched |  |
| rabbits playing at the pet store. She might prefer a story about |  |
| flowers. She liked to smell them in the spring. Max knew his mom liked |  |
| to ride her bike. Maybe she would like a story about a new bike. Max |  |
| sat in the kitchen and thought. He wanted to write a story his mom |  |
| would really like. Then, he had a great idea. | 25 |
| $\quad$ Max got a piece of paper and pens. He drew a picture of his mom. | 50 |
| He gave her a big smile. He put pretty flowers in her hand. He drew a |  |
| rabbit near her feet. He drew a bike behind her. Next to his mom, he |  |
| drew a picture of himself. Now Max was ready to write the words for |  |
| his story. He wrote about a beautiful lady. He told about how much her |  |
| son loved her. He wrote about the fun they had on their bikes. The |  |
| story talked about her pet rabbit. It told about the flowers in her |  |
| hand. He knew his mom would like this story. |  |

