## Objective

The student will gain speed and accuracy in reading phrases.
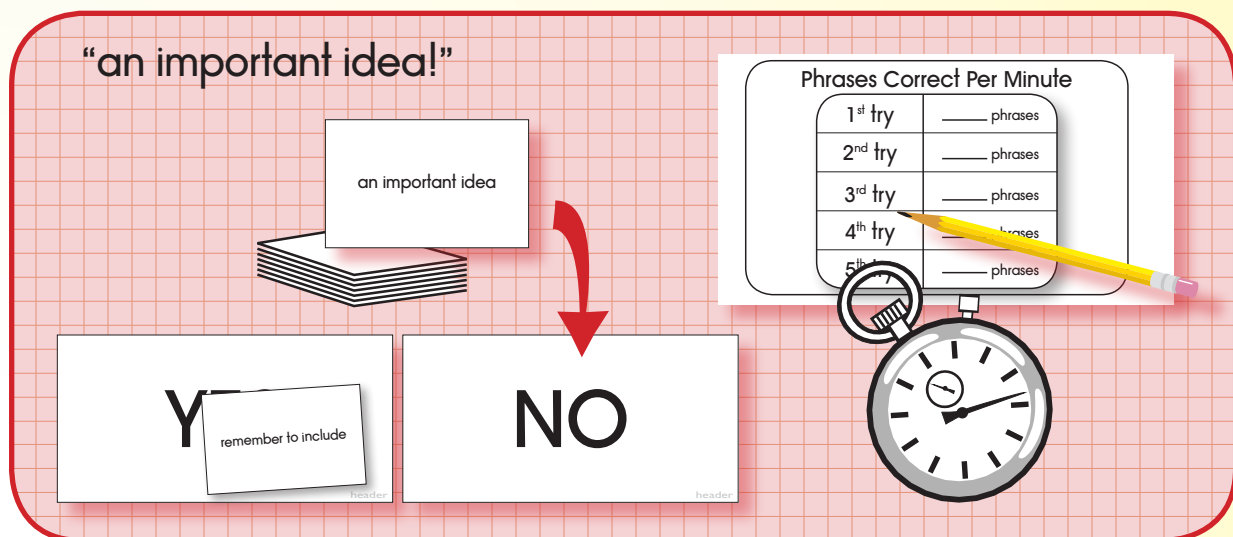
## Materials

▸ YES and NO header cards (Activity Master F.001.AM1)
▸ Phrase cards (Activity Master F.009.AM1a - F.009.AM1f)
  *Copy on card stock, laminate, and cut. Note: These phrases were developed using high frequency words.*
▸ Phrases correct per minute record (Activity Master F.009.AM2)
▸ Timer (e.g., digital)
▸ Pencils

## Activity

**Students quickly read phrases on cards in a timed activity.**

1. Place header cards face up and timer on a flat surface. Place the phrase cards face down in a stack. Provide each student with a phrases correct per minute record.
2. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the phrase.
3. If all the words in the phrase are read correctly, student one places the card in a pile on the "YES" card. If one or more words in the phrase are read incorrectly, places it in a pile on the "NO" card.
4. Continues until the timer rings. Count the phrase cards in the "YES" pile and record the number on the phrases correct per minute record. Read phrases in the "NO" pile together.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation



## Extensions and Adaptations

▸ Make other phrase cards (Activity Master F.008.AM1).
▸ Graph individual words read correctly (Activity Masters F.007.SS1, F.007.SS2, F.007.SS3).
▸ Identify and read sentences in text in which phrasing makes a difference in meaning (e.g., *Fruit flies like a banana.* Depending on phrasing, *flies* is either a noun or a verb).

| | |
|---|---|
| several years ago | between the lines |
| remember to include | along the river |
| during certain times | never say never |
| before and after | among the family |

phrase cards

| | |
|---|---|
| really easy | body of water |
| enough money | cannot understand you |
| able to explain | usually order |
| today began slowly | again and again |

phrase cards

| | |
|---|---|
| a number of people | just minutes away |
| answer the question | an important idea |
| your mother and father | give me an example |
| measure in inches | before you begin |

phrase cards

| | |
|---|---|
| complete the sentence | a common color |
| listen carefully | every second counts |
| better late than never | something special |
| circle the letter | almost always |

phrase cards

| | |
|---|---|
| below the surface | early in the morning |
| the story is about | go inside the building |
| correct the paper | over and under |
| it finally happened | figure out the problem |

phrase cards

| | |
|---|---|
| across the ocean | too heavy to carry |
| children study together | travel across the country |
| nothing was decided | many different animals |
| covered the table | sometimes you notice |

phrase cards

## Phrases Correct Per Minute

| | |
|---|---|
| 1st try | _____ phrases |
| 2nd try | _____ phrases |
| 3rd try | _____ phrases |
| 4th try | _____ phrases |
| 5th try | _____ phrases |

## Phrases Correct Per Minute

| | |
|---|---|
| 1st try | _____ phrases |
| 2nd try | _____ phrases |
| 3rd try | _____ phrases |
| 4th try | _____ phrases |
| 5th try | _____ phrases |

## Objective

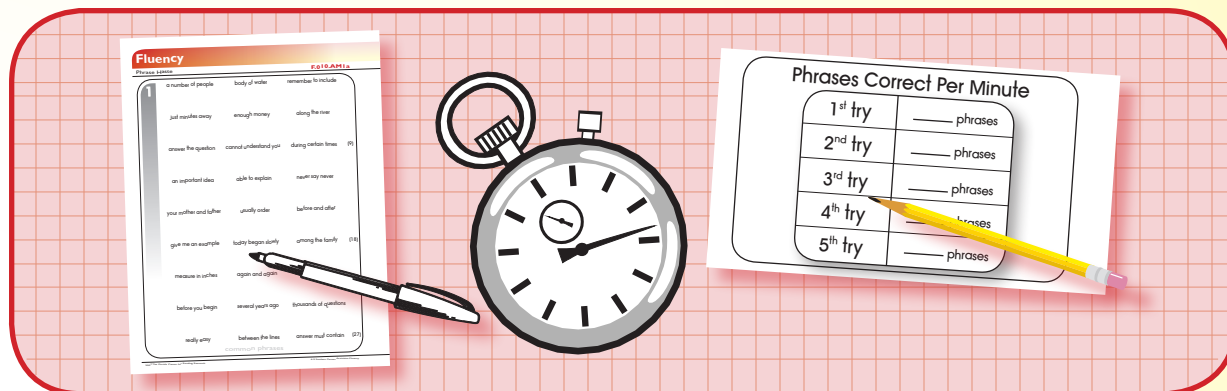The student will gain speed and accuracy in reading phrases.

## Materials

▸ Phrase practice sheets (Activity Master F.010.AM1a - F.010.AM1b)
   *These sheets consist of phrases using high frequency words. Select target practice sheet.*
   *Make two copies of each sheet and laminate.*
▸ Phrases correct per minute record (Activity Master F.009.AM2)
▸ Timer (e.g., digital)
▸ Vis-à-Vis® markers
▸ Pencils

## Activity

**Students quickly read phrases in a timed activity.**

1. Place timer on a flat surface. Provide each student with a copy of the phrase practice sheet, Vis-à-Vis® marker, and a phrases correct per minute record.
2. Taking turns, students read the phrases aloud to each other.
3. Student one sets the timer for one minute and tells student two to "begin."
4. Student two reads across the page while student one follows on her copy and uses a Vis-à-Vis® marker to mark any words in the phrases that are read incorrectly. If all the phrases on the sheet are read, goes back to the top and rereads phrases.
5. Continues until the timer rings. Student one marks the last word read. Student two counts the number of total phrases read correctly. Note: To count the phrase as correct, all the words in the phrase must be read correctly.
6. Student two records the number of phrases read correctly on her phrases correct per minute record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Peer evaluation



## Extensions and Adaptations

▸ Use other phrases.
▸ Graph individual words read correctly (Activity Masters F.007.SS1, F.007.SS2, F.007.SS3, F.007.SS4, and F.007.SS5).
▸ Read idioms in a timed activity (Activity Master F.010.AM2). Discuss meanings of the idioms.

**1**

| | | |
|---|---|---|
| a number of people | body of water | remember to include |
| just minutes away | enough money | along the river |
| answer the question | cannot understand you | during certain times (9) |
| an important idea | able to explain | never say never |
| your mother and father | usually order | before and after |
| give me an example | today began slowly | among the family (18) |
| measure in inches | again and again | it happened quicky |
| before you begin | several years ago | thousands of questions |
| really easy | between the lines | answer must contain (27) |

common phrases

**2**

| | | |
|---|---|---|
| complete the sentence | early in the morning | children study together |
| a common color | the story is about | travel across the country |
| listen carefully | go inside the building | nothing was decided  (9) |
| every second counts | correct the paper | many different animals |
| better late than never | over and under | covered the table |
| something special | it finally happened | sometimes you notice  (18) |
| circle the letter | figure out the problem | finally decided upon |
| almost always | across the ocean | until the very end |
| below the surface | too heavy to carry | another way around  (27) |

common phrases

# Fluency

**3**

| | | |
|---|---|---|
| bark up the wrong tree | get cold feet | measure up to the task |
| bird's eye view | glued to his seat | off the top of my head |
| burn the midnight oil | had her hands full | raining cats and dogs (9) |
| crack a smile | had us in stitches | root for the underdog |
| doesn't hold water | has a green thumb | skating on thin ice |
| drop me a line | let the cat out of the bag | speak my mind (18) |
| felt like a million dollars | know the ropes | spilled the beans |
| fish out of water | get the ball rolling | state-of-the-art |
| forever and a day | like a broken record | wrong side of the bed (27) |

idioms

## Objective

The student will read with proper phrasing, intonation, and expression in chunked text.

## Materials

▶ Chunked passage (Activity Master F.011.AM1)
*Make two copies and laminate.*

▶ Original passage (Activity Master F.011.AM2)
*Make two copies and laminate.*

## Activity

**Students read text which has been divided into meaningful chunks, then reread it fluently without the slash marks.**

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the passage.
3. Working together, student one (higher performing student) reads the entire passage with intonation and expression while pausing briefly between chunks (or phrases) at slash marks.
4. Student two (lower performing student) then reads the same passage with intonation and expression while pausing briefly between chunks (or phrases) at slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the same passage without the slash marks using proper phrasing, intonation, and expression.
7. Reverse roles and repeat activity.
8. Peer evaluation



## Extensions and Adaptations

▶ Chunk and read other passages according to instructional-independent reading level range.

▶ Repeat using a timer.

▶ Read passage divided line-by-line in a chunked format (Activity Master F.011.AM3) and reread in original format (Activity Master F.011.AM4).

# Harry's Hiccups

What started out / as a typical day / would soon turn into / one of the most unusual days / Harry ever had. // His mom came in / and woke him up at 7:00 / so he could get ready for school. // Breakfast was the same cereal / he ate every day / along with his banana / and glass of juice. // As he left, / he grabbed his homework and backpack. // He reminded his mom / that he had a baseball game that night. //

He was on the bus / when they began. // He was involved in a conversation / with his friends when, / out of nowhere, / he began to hiccup. // He excused himself / and thought that would be the end of it. // Instead, / it was only the beginning. // He hiccupped again and again until, / finally, / one of his friends said, / "Okay, Harry enough. // You're starting to bother me / and everyone else on the bus."// The problem was / they weren't small inaudible hiccups. // No, / they were loud enough / for everyone to hear. // They also got to be painful. //

The hiccups persisted / throughout the day. // This had never happened / to Harry before. // His teacher tried to be understanding / and suggested he get some water. // When that didn't work, / one of the students / tried to startle him / as a way to stop the hiccups. // Another student suggested he breathe / into a bag. // None of these remedies worked. // Harry continued to hiccup. // When they got to be too loud, / everyone decided he should go / see the nurse. // His classmates did not want to be rude, / but no one wanted to sit with him at lunch, / so he sat at a table by himself. //

Harry thought the hiccups / might go away / when he started playing baseball. // But, / instead, / he hiccupped and struck out. // The coach told Harry / it probably would be better / if he sat out / the rest of the game. // That night / when he tried to do his homework, / all he could do was hiccup. // What if he had the hiccups / for the rest of his life? // Upset and worn out, / Harry went to bed. // The last thing he remembered / was hiccupping. // The next morning / when he woke up / he opened his eyes and inhaled. // All was normal. // Harry was happy / to be quiet that day. //

# Harry's Hiccups

What started out as a typical day would soon turn into one of the most unusual days Harry ever had. His mom came in and woke him up at 7:00 so he could get ready for school. Breakfast was the same cereal he ate every day along with his banana and glass of juice. As he left, he grabbed his homework and backpack. He reminded his mom that he had a baseball game that night.

He was on the bus when they began. He was involved in a conversation with his friends when, out of nowhere, he began to hiccup. He excused himself and thought that would be the end of it. Instead, it was only the beginning. He hiccupped again and again until, finally, one of his friends said, "Okay, Harry enough. You're starting to bother me and everyone else on the bus." The problem was they weren't small inaudible hiccups. No, they were loud enough for everyone to hear. They also got to be painful.

The hiccups persisted throughout the day. This had never happened to Harry before. His teacher tried to be understanding and suggested he get some water. When that didn't work, one of the students tried to startle him as a way to stop the hiccups. Another student suggested he breathe into a bag. None of these remedies worked.  Harry continued to hiccup. When they got to be too loud, everyone decided he should go see the nurse. His classmates did not want to be rude, but no one wanted to sit with him at lunch, so he sat at a table by himself.

Harry thought the hiccups might go away when he started playing baseball. But, instead, he hiccupped and struck out. The coach told Harry it probably would be better if he sat out the rest of the game. That night when he tried to do his homework, all he could do was hiccup. What if he had the hiccups for the rest of his life? Upset and worn out, Harry went to bed. The last thing he remembered was hiccupping. The next morning when he woke up he opened his eyes and inhaled. All was normal. Harry was happy to be quiet that day.

# Cooking Up Trouble

Jill and her dad
went to the bakery
for breakfast.
Jill could see the baker
placing trays
in the massive oven.
The baker asked Jill
if she would like
a tour of the kitchen.
Jill smiled
and said, "Yes!"
The baker demonstrated
how the large mixer worked,
showed them the oven,
and the huge baker's
preparation table.
Then the baker told them
how he combines the ingredients
to make the dough.
As Jill listened,
the glistening switch
on the giant mixing machine
caught her eye.
She extended her hand
and flipped the switch.
"Whir!" went the machine.
The baker, Jill, and her dad
tried to dart
out of the way.
Chocolate cake batter splattered
around the room

and all over Jill.
The baker lunged
toward the machine
and turned it off.
Jill wanted to cry
and was afraid
to look at her dad
or the baker.
Unexpectedly the baker
started to laugh.
Then, Jill's dad
started to laugh.
Jill still felt dreadful,
but she began to giggle too.
Jill's dad sat
and had a cup of coffee
while Jill cleaned up
the chocolate cake batter.
When she had completed the job,
she asked the baker
to accept her apology
for making the mess.
He smiled and said,
"That's okay."
Then, he offered her a box
to take with her.
When she got outside the bakery,
she peered in the box
to see a huge piece
of chocolate cake.
Jill smiled.

# Cooking Up Trouble

Jill and her dad went to the bakery for breakfast. Jill could see the baker placing trays in the massive oven. The baker asked Jill if she would like a tour of the kitchen. Jill smiled and said, "Yes!"

The baker demonstrated how the large mixer worked, showed them the oven, and the huge baker's preparation table. Then the baker told them how he combines the ingredients to make the dough. As Jill listened, the glistening switch on the giant mixing machine caught her eye. She extended her hand and flipped the switch. "Whir!" went the machine.

The baker, Jill, and her dad tried to dart out of the way. Chocolate cake batter splattered around the room and all over Jill. The baker lunged toward the machine a turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. Un-expectedly the baker started to laugh. Then, Jill's dad started to laugh. Jill still felt dreadful, but she began to giggle too.

Jill's dad sat and had a cup of coffee while Jill cleaned up the chocolate cake batter. When she had completed the job, she asked the baker to accept her apology for making the mess. He smiled and said, "That's okay." Then, he offered her a box to take with her. When she got outside the bakery, she peered in the box to see a huge piece of chocolate cake. Jill smiled.

Division Decisions

### ✎ Objective

The student will read with proper phrasing, intonation, and expression in chunked text.

### ✎ Materials

▶ Passage (Activity Master F.012.AM1)

*Make two copies and laminate. Note: Several sentences have slashes to help students get started.*

▶ Vis-à-Vis® markers

### ✎ Activity

**Students divide text into meaningful parts and then read it fluently.**

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text.
3. Working together, students determine text chunks and indicate using slash marks. Put single slashes (/) to denote short pauses and double slashes (//) to denote end of sentence.
4. Student one (higher performing student) reads the text with proper intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student two (lower performing student) listens and checks for designated phrasing. Repeats the reading using proper intonation, expression, and phrasing.
6. Reverse roles and repeat activity.
7. Peer evaluation



### ✎ Extensions and Adaptations

▶ Erase slash marks and read fluently.
▶ Use other passages and highlight every other phrase in the text and then read fluently.
▶ Use other passages according to instructional-independent reading level range.
▶ Repeat using a timer.

## Feline Flees

Samantha was an orange, / fat feline. // She lived inside / an enormous house / that was located / next to a river. // Everyday, / Samantha lounged on a chair / and stared /out the window. // Although she was usually content / with this activity, / she often had a desire / to go outside / to explore and play. // But Samantha's owner, Matt, never allowed her to go outside. As Samantha gazed out the window, she daydreamed about venturing into the great outdoors. She watched the river flow, birds fly in the air, and rabbits run through the yard. She would relax on the chair and think about the day when she could go outside. She decided she would contrive a way to get outside. She became convinced that she would have more fun outside than sitting on a chair inside.

The next day, Samantha sat by the door as Matt got ready to leave. Samantha knew that when Matt picked up the car keys, she had to make her move! She sat by the door and waited patiently. Matt picked up his car keys, moved toward the door, turned the doorknob and opened the door. At that same instant, Samantha bolted out of the house. Samantha couldn't believe it; she was free! She began to run as fast as she could. She was going to have the opportunity to chase birds and rabbits and lounge in the grass beside the river. Suddenly, something made Samantha come to a halt. She had to stop or else she would run into the garage door! She wasn't free at all; she was still inside the garage.

Matt chuckled as he picked up Samantha and said, "You silly cat, you could get hurt if you went outside. Stay inside where you are safe." Matt carried Samantha into the house and placed her on the big chair next to the window. Matt patted Samantha's head and told her he would be home after work. So, Samantha spent another day looking out the window and scheming. She was determined to try to escape again when Matt got home.

# Fluency

Chunk It Up

### ✏ Objective

The student will read with proper phrasing, intonation, and expression in chunked text.
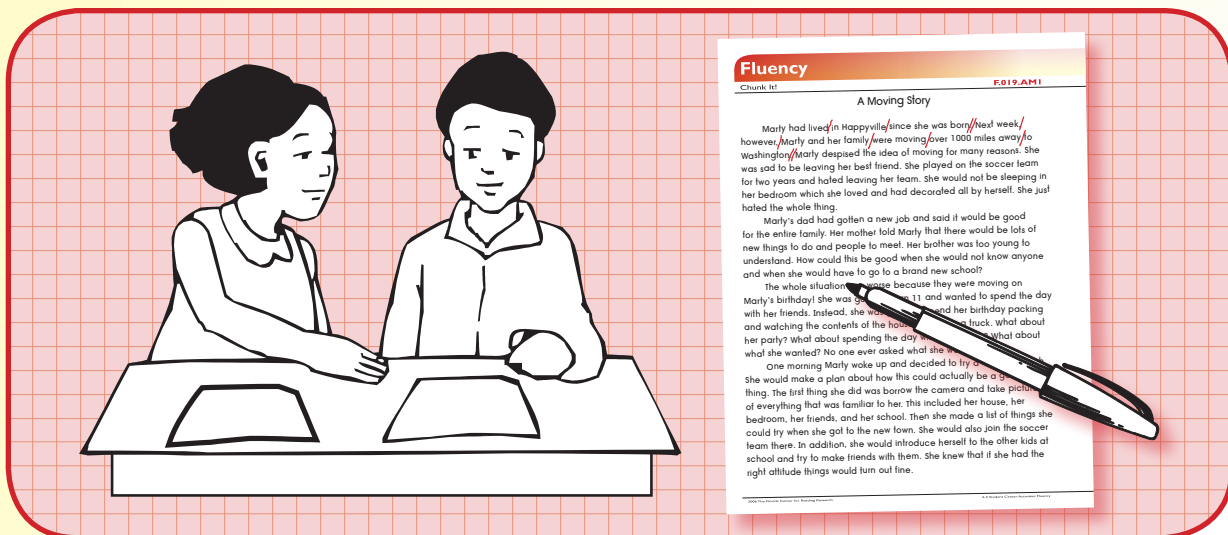
### ✏ Materials

▶ Tent card (Activity Master F.013.AM1)

▶ Passage (Activity Master F.013.AM2)

*Make two copies and laminate. Optional: Provide each student a paper copy of the text to turn in.*

▶ Vis-à-Vis® markers

### ✏ Activity

**Students divide text into meaningful parts and then read it fluently.**

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.

2. Place tent card so both students can read it. Provide each student with a copy of the text and a Vis-à-Vis® marker.

3. Working together, students determine text chunks and indicate using slash marks. Put single slashes (/) to denote short pauses and double slashes (//) to denote end of sentence. Refer to tent card, as necessary.

4. Student one (higher performing student) reads the text with proper intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.

5. Student two (lower performing student) repeats the reading using proper intonation, expression, and phrasing.

6. Reverse roles and repeat the activity.

7. Peer evaluation



### ✏ Extensions and Adaptations

▶ Erase slash marks and read fluently.

▶ Use other passages according to instructional-independent reading level range.

▶ Use a tape recorder to record reading.

▶ Repeat using a timer.

## Chunking Text

## Chunking Text

**Divide or chunk sentences into meaningful phrases to practice fluent reading.**

1. Place a single slash mark (/) to indicate a short pause at the end of a phrase within the sentence.
2. Place two slash marks (//) at the end of a sentence to indicate a longer pause.

**Keep in mind:**

- There are no defined rules to separate sentences into phrases.
- Most people pause somewhere in the middle of sentences.
- Sometimes subjects and predicates are placed in separate phrases.
- Prepositional phrases, verb phrases, and noun phrases may signal a pause.
- Punctuation marks within and at the end of sentences signal phrases and pauses.

**Example:**
Mom relaxed / in the chair / and thought / about the day / when she / could go on vacation. //

## A Moving Story

Marty had lived in Happyville since she was born. Next week, however, Marty and her family were moving over 1000 miles away to Washington. Marty despised the idea of moving for many reasons. She was sad to be leaving her best friend. She played on the soccer team for two years and hated leaving her team. She would not be sleeping in her bedroom which she loved and had decorated all by herself. She just hated the whole thing.

Marty's dad had gotten a new job and said it would be good for the entire family. Her mother told Marty that there would be lots of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and when she would have to go to a brand new school?

The whole situation was worse because they were moving on Marty's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house be put on a truck. What about her party? What about spending the day with her friends? What about what she wanted? No one ever asked what she wanted.

One morning Marty woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was borrow the camera and take pictures of everything that was familiar to her. This included her house, her bedroom, her friends, and her school. Then she made a list of things she could try when she got to the new town. She would also join the soccer team there. In addition, she would introduce herself to the other kids at school and try to make friends with them. She knew that if she had the right attitude things would turn out fine.

## Objective

The student will gain speed and accuracy in reading connected text.

## Materials

▶ Passage, book, or text

*Select a target story, passage, or other connected text (e.g., basal selection, content area chapter) that is familiar to students. Provide two copies.*
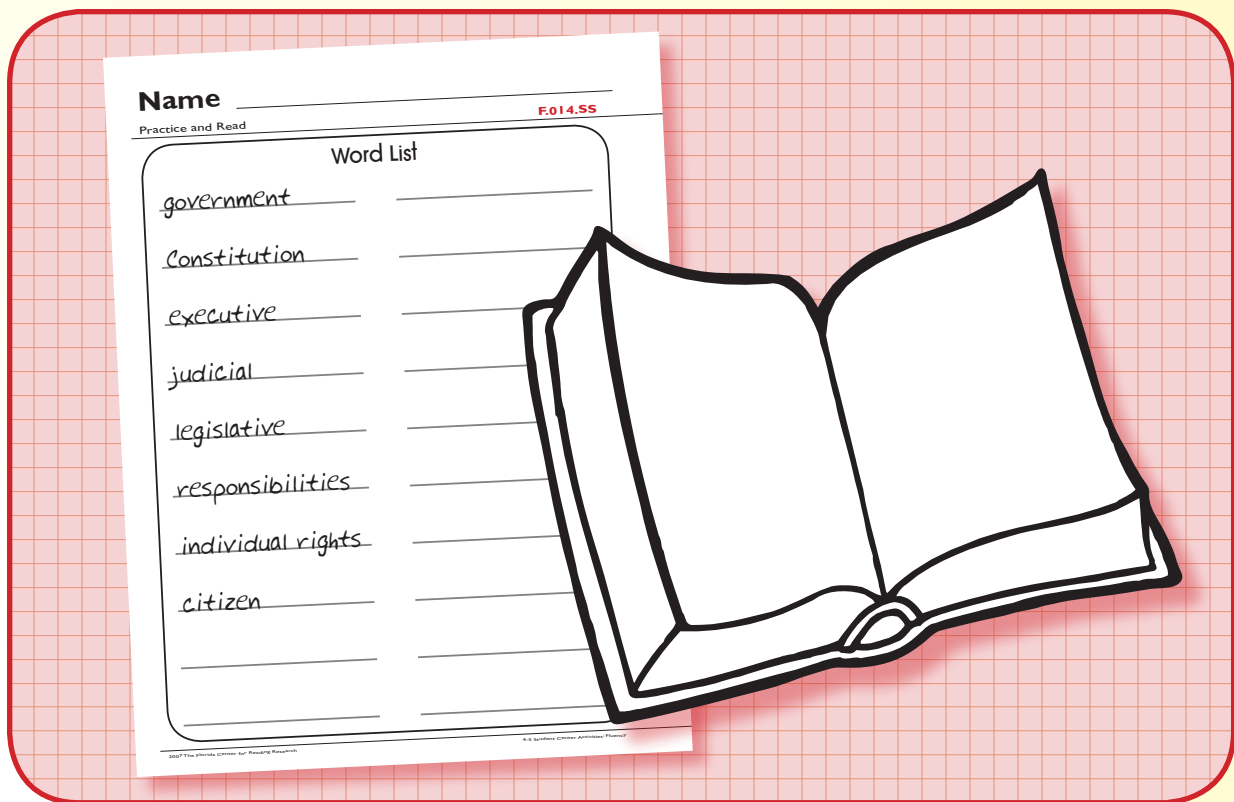
▶ Word list (Activity Master F.014.SS)

*Write target words from the passage. Provide two copies.*

## Activity

**Students practice reading target words and then read connected text containing these words.**

1. Provide each student with a word list and passage.
2. Students each practice reading the word list three times.
3. Taking turns, students read a paragraph of the passage focusing on speed and accuracy.
4. Continue until the entire text is read.
5. Repeat the activity.
6. Peer evaluation

**Name** _____

F.014.SS

Practice and Read

### Word List

government

Constitution

executive

judicial

legislative

responsibilities

individual rights

citizen

## Extensions and Adaptations

▶ Read the entire passage in a timed activity and graph words correct per minute (Activity Masters F.007.SS1, F.007.SS2, F.007.SS3, F.007.SS4, and F.007.SS5).

▶ Reread passage and focus on proper phrasing, intonation, and expression.

# Name _____

## Word List

_____          _____

_____          _____

_____          _____

_____          _____

_____          _____

_____          _____

_____          _____

_____          _____

## Objective
The student will gain speed and accuracy in reading connected text.
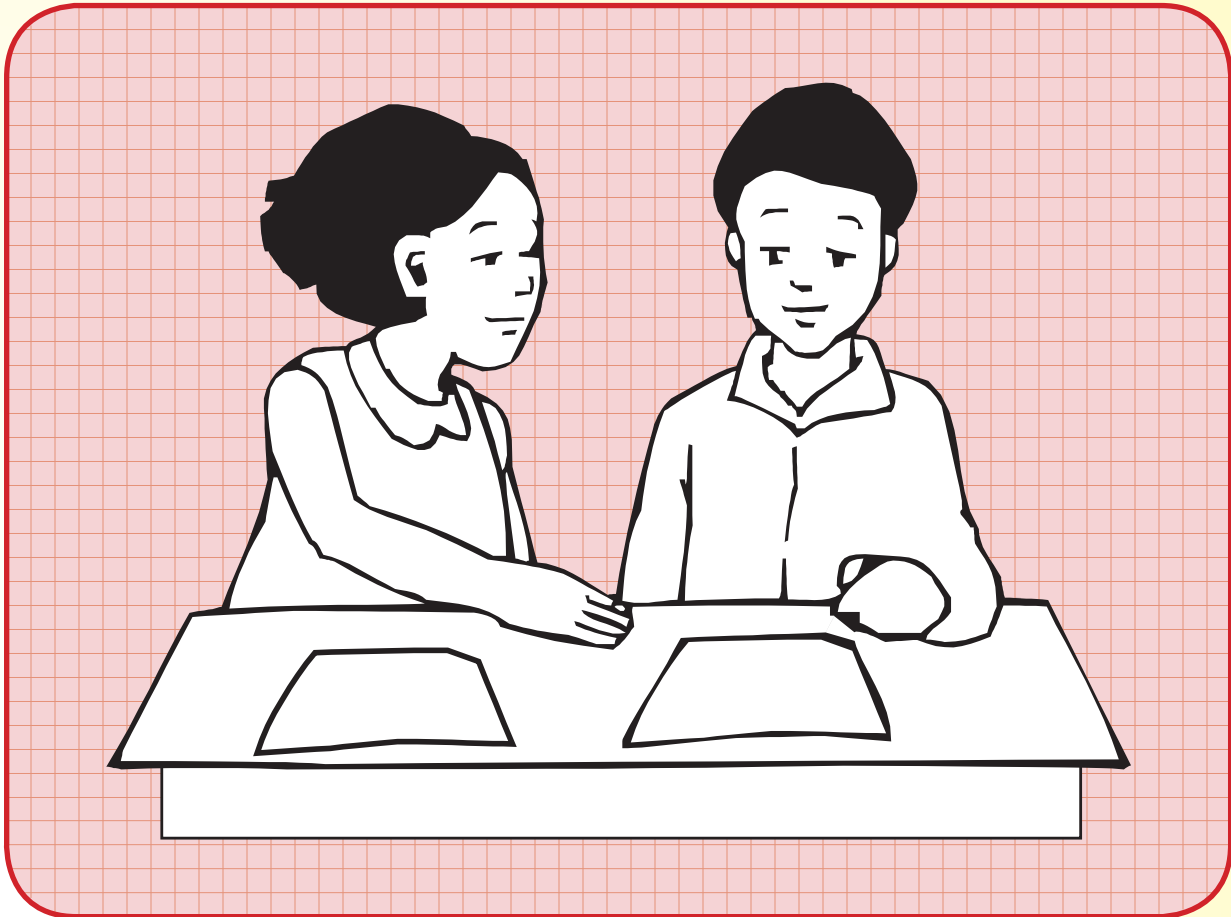
## Materials
▶ Passage, book, or text
*Select text within students' instructional-independent reading level range.*

## Activity
**Students reread text with a partner.**
1. Provide each student with a copy of the selected text.
2. Taking turns, students alternate reading sentences or paragraphs and providing assistance to each other.
3. Continue to read until the entire text has been read.
4. Reread the text multiple times attempting to gain speed and accuracy.
5. Peer evaluation



## Extensions and Adaptations
▶ Take turns reading a portion of the text, stopping in midsentence, and having partner read on from that point.
▶ Read entire text to each other using a timer to increase speed.

# Fluency

Reading Results

### ✎ Objective

The student will gain speed and accuracy in reading connected text.
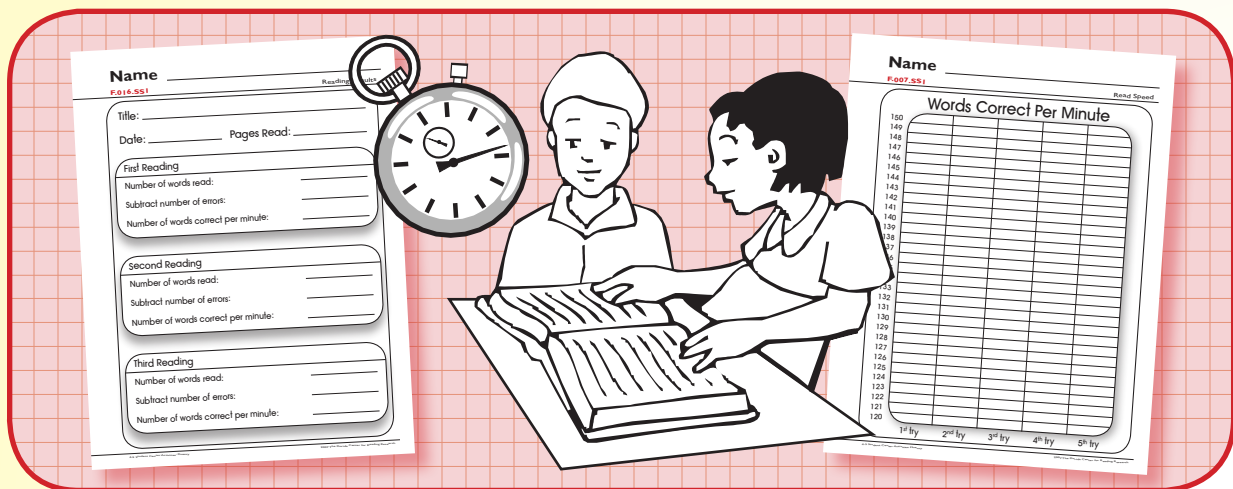
### ✎ Materials

▶ Passage, book, or text
   *Choose book passages or other text within students' instructional-independent reading level range.*
   *Make two copies and laminate. Indicate the number of words in text.*
▶ Reading record (Activity Master F.016.SS1)
▶ Words correct per minute graph (Activity Master F.007.SS1)
   *This graph records 120-150 words correct per minute. Other graphs to record 90-120, 150-180,*
   *and 180-210 words correct per minute can be found at F.007.SS2, F.007.SS3, and F.007.SS4.*
▶ Pencils
▶ Timer (e.g., digital)
▶ Vis-à-Vis® markers

### ✎ Activity

**Students time repeated readings and graph words correct per minute.**

1. Provide each student with a copy of the selected text, reading record, and words correct per minute graph. Provide students with a timer.
2. Working in pairs, student one sets the timer for one minute and orally reads the text. Student two follows along, using a Vis-à-Vis® marker to mark words read incorrectly.
3. Continue reading and marking text until the timer rings. Student one completes the reading record and words correct per minute graph with the assistance of student two.
4. Student one rereads the text two more times, attempting to increase speed and accuracy.
5. Reverse roles and continue the activity.
6. Peer evaluation



### ✎ Extensions and Adaptations

▶ Make flash cards of words read incorrectly and practice in a timed activity.
▶ Use graphs to record weekly progress (Activity Master F.016.SS2 and F.016.SS3).
   Indicate words correct per minute (wcpm) target numbers on blank lines.
▶ Use graph to record monthly progress (Activity Master F.016.SS4).

# Name _____

Title: _____

Date: _____     Pages Read: _____

## First Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

## Second Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

## Third Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

# Progress Graph

| Date:_____ | Title:_____ _____ | | Date:_____ | Title:_____ _____ | | Date:_____ | Title:_____ _____ | | Date:_____ | Title:_____ _____ | | Date:_____ | Title:_____ _____ | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

(wcpm)

(wcpm)

(wcpm)

(wcpm)

| (wcpm) words correct per minute | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |

## Daily Readings

# Name _____

## Progress Graph

| Date:_____ | Date:_____ | Date:_____ | Date:_____ | Date:_____ |
|---|---|---|---|---|
| Title:_____ | Title:_____ | Title:_____ | Title:_____ | Title:_____ |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| (wcpm) | | | | |
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| (wcpm) | | | | |
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**(wcpm) words correct per minute**

## Best Daily Reading

# Name

## Progress Graph

| | Week 1 Dates: _____ | | | | | Week 2 Dates: _____ | | | | | Week 3 Dates: _____ | | | | | Week 4 Dates: _____ | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F |
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| (wcpm) words correct per minute | | | | | | | | | | | | | | | | | | | | |

## Objective

The student will read with proper phrasing, intonation, and expression in connected text.
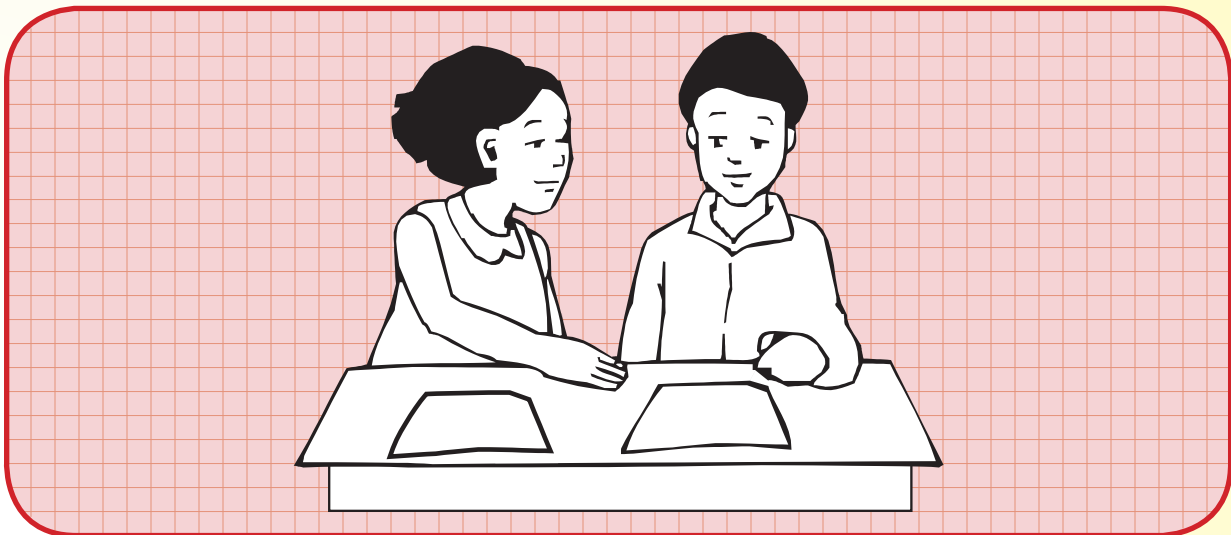
## Materials

▶ Passage, book, or text

*Choose books or passages within lower performing students' instructional-independent reading level range.*

▶ Sticky notes

*Indicate the length of the text to be read at a time by using sticky notes or assigning sentences or paragraphs.*

## Activity

**Students practice reading fluently by echo reading text with a partner.**

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the selected text.
3. Working in pairs, student one (the higher-performing student) reads the assigned length of text aloud. Student two (the lower-performing student) reads along silently.
4. Student two rereads the same text using the same phrasing, intonation, and expression while student one assists.
5. Continue the activity until the entire text has been read.
6. Reread the text several times.
7. Reverse roles and repeat the activity.
8. Peer evaluation

## Extensions and Adaptations

▶ Change the assigned length of text read at a time and read the text again.
▶ After reading, discuss the text and its meaning.
▶ Retell the story or summarize the text.

# Fluency

Follow My Lead

## ✎ Objective

The student will read with proper phrasing, intonation, and expression in connected text.
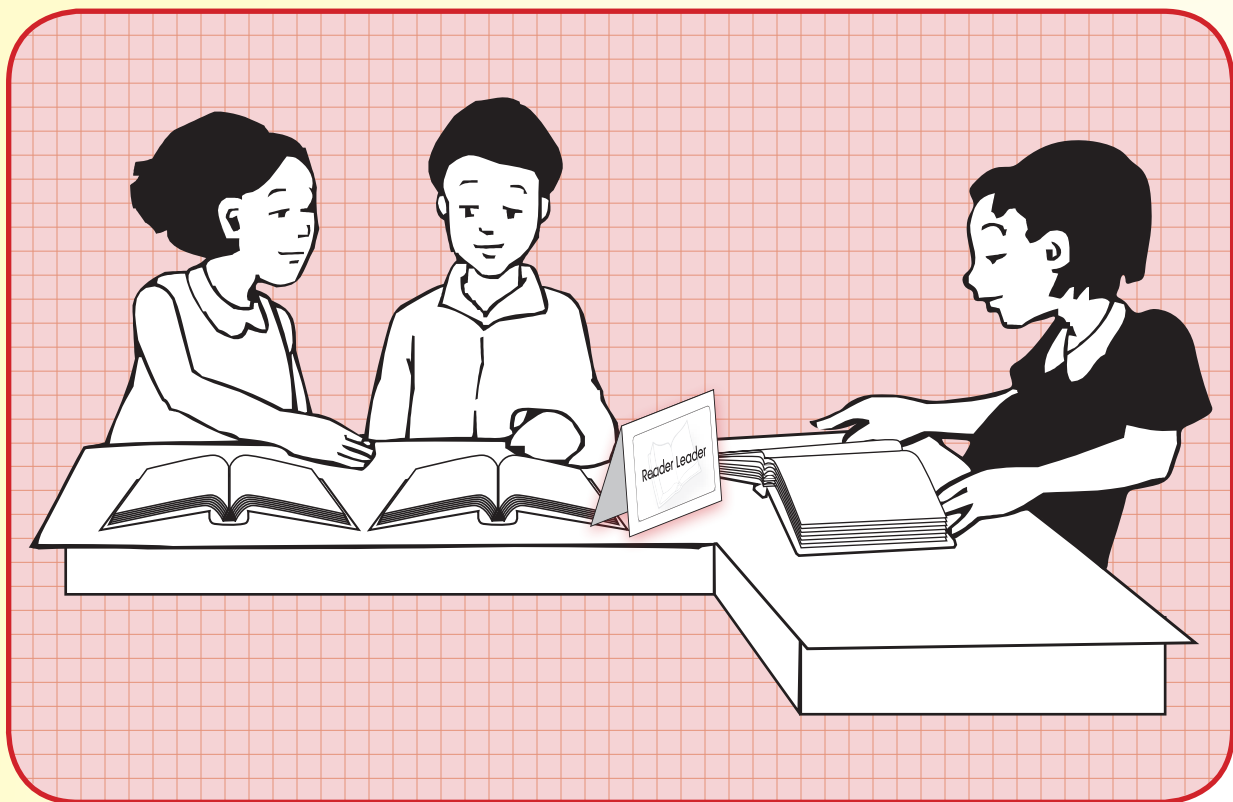
## ✎ Materials

- ▶ Passage, book, or text

  *Choose stories within students' instructional-independent reading level range.*
  *One copy for each student.*

- ▶ Reader Leader tent card (Activity Master F.018.AM1)

## ✎ Activity

**Students read text chorally in unison.**

1. Place Reader Leader tent card on a flat surface. Provide each student with a copy of the selected text.
2. A student is designated as the group leader. Reader Leader tent card is placed in front of that student.
3. Begins reading and the others choral read along.
4. Change roles allowing each student to lead the group and reread the text.
5. Peer evaluation



## ✎ Extensions and Adaptations

- ▶ Copy text on overhead transparency or laminated chart paper. One student leads the choral reading by swooping with a marker or finger under the designated phrases.
- ▶ Select a reading method from the tent card and read with a partner.

Reader Leader

## Ways I Can Practice Fluent Reading

### Repeated Reading
Read the same text over and over again attemping to improve.
May use a timer and graph progress.

### Buddy Read
Take turns reading the same text with a buddy or partner.

### Choral Read
Read the same text together at the same time.

### Drop Read
Take turns reading a portion of text, stopping in midsentence,
and having partner read on from that point.

### Echo Read
Take turns reading a portion of text (e.g., phrase, sentence,
paragraph) that partner rereads.

# Fluency

Cast of Readers

## ✎ Objective

The student will read with proper phrasing, intonation, and expression in connected text.
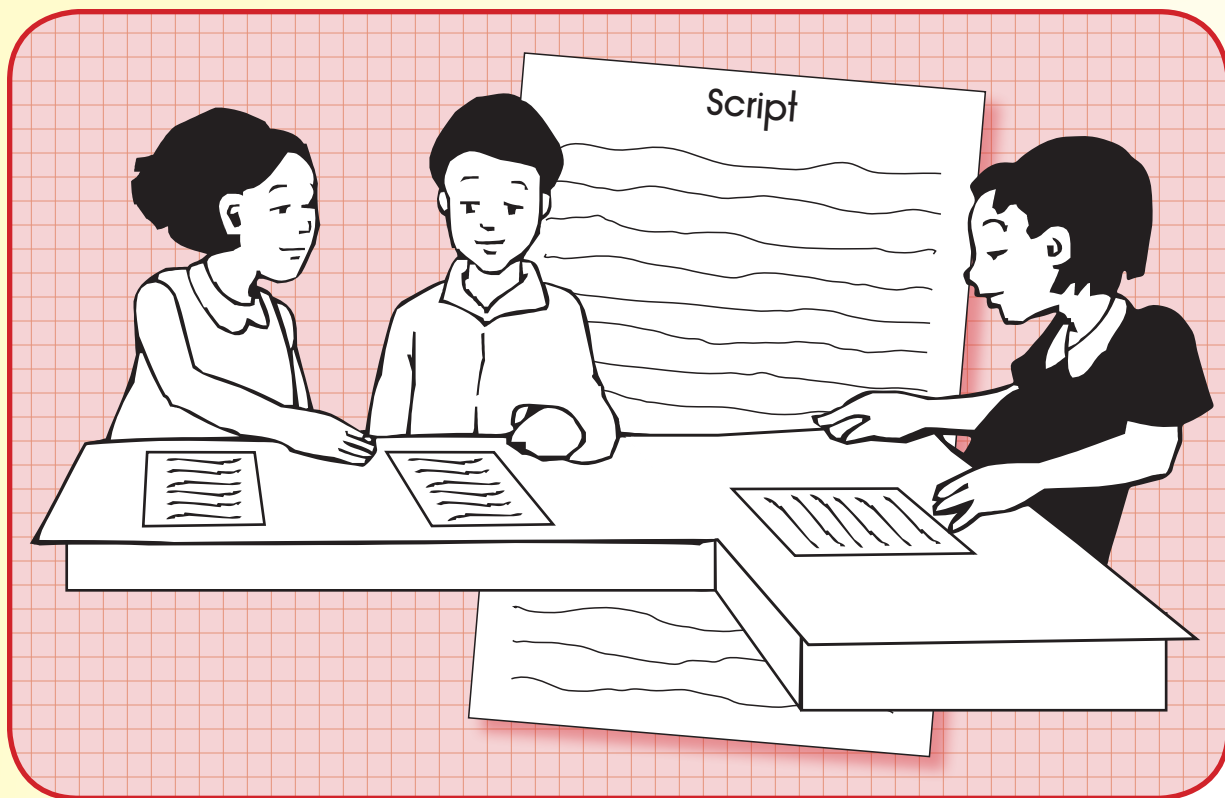
## ✎ Materials

▶ Play script

*Locate appropriate scripts from various sources (e.g., Internet). Make multiple copies.*
*Option: Choose stories with dialogue-rich text and develop scripts within students'*
*instructional-independent reading level range.*

▶ Highlighers

*Highlight specific parts on copies of script.*

## ✎ Activity

**Students rehearse and read text using a reader's theater format.**

1. Provide each student with a copy of the selected script with specific parts highlighted.
2. Taking turns, students read assigned parts of the script while providing assistance to one another with unknown words and/or phrasing, intonation, and expression.
3. Change characters and continue until every student has a turn reading each part.
4. Peer evaluation



## ✎ Extensions and Adaptations

▶ Perform play for class.
▶ Perform script like an old fashion radio show including sound effects.
▶ Audio tape performance for analysis or use in the listening center.
▶ Evaluate after reader's theater or reading other text (Activity Masters F.019.SS1 and F.019.SS2).

# Name _____

## Self-Evaluation

Today I read:

_____

title or character

What I liked about how I read today:

_____

_____

_____

What I did not like about how I read today:

_____

_____

_____

As I read, I noticed that I was good at the following:

_____

_____

_____

As I read, I noticed that I need to improve the following:

_____

_____

_____

I can improve by:

_____

_____

_____

# Name _____

This is how I think _____ did in reading:

*student name*

Title:_____

• Accuracy—Words in text were read correctly.

| Awesome | | Good | | Fair |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

• Rate—Text was read at a good speed; not too fast or slow.

| Awesome | | Good | | Fair |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

• Expression—Text was read with feeling and the right tone.

| Awesome | | Good | | Fair |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

• Phrasing—Text was read in phrases, not word by word or choppy.

| Awesome | | Good | | Fair |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

One thing I would suggest is:

_____

_____

_____

_____

## Objective

The student will read with proper phrasing, intonation, and expression in reading connected text.

## Materials

▶ Short passages

*Choose short passages within instructional-independent reading level that may be read with expression (e.g., paragraphs with dialogue, excerpts from famous speeches).*
*Copy on card stock, laminate, and cut apart.*

## Activity

**Students read passages using expression appropriate to the content of the text.**

1. Place the selected passages face down in a stack.
2. Taking turns, students select the top passage and practice reading it silently.
3. Orally reads the passage using proper phrasing, intonation, and expression.
4. Continue until all passages are read.
5. Peer evaluation

It was report card day. Sonia's parents had anxiously waited to see her grades. They were not very good the last semester. Sonia was too nervous to look at the report card. She reluctantly gave it to her parents.

"I tried my best," she quietly said as she gave the report card to her dad.

"Let's take a look," said her dad sternly.

"Hopefully it's good news," added her mom.

Dad opened the report card and his mouth fell open. Mom looked over his shoulder and gasped.

"Great job!" Dad said to Sonia as her mom gave her a big hug. Sonia had made all As and Bs.

Excerpt from "I Have A Dream" speech by Martin Luther King, Junior (1963)

... I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out th... true meaning of its creed: "We hold these truths to be ...lent: that all men are created equal."

Terrance was swimming in the ocean, but he had not been paying attention and had swum into deep water. He now was in water that was over his head and the ocean current was taking him further and further out. He tried to swim back to shore, but he was quickly getting tired.

"Help! Please! Someone save me! shouted Terrance. Suddenly he felt something gently pushing him. It was his faithful dog, Jake. Jake kept pushing Terrance until he could feel sand around his toes.

"Thanks for saving me! You're the best friend that a kid could ever have! I'm giving you a big treat when we get home," said Terrance, patting Jake on the head.

Excerpt from John F. Kennedy's Inaugural Address (January 20, 1961)

. . . The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it; and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you, ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

## Extensions and Adaptations

▶ Cut apart speaking parts of different characters from various scripts and read.
▶ Evaluate reading performance (Activity Masters F.019.SS1 and F.019.SS2).

# Fluency

Poetic License

### Objective

The student will read with proper phrasing, intonation, and expression in reading connected text.
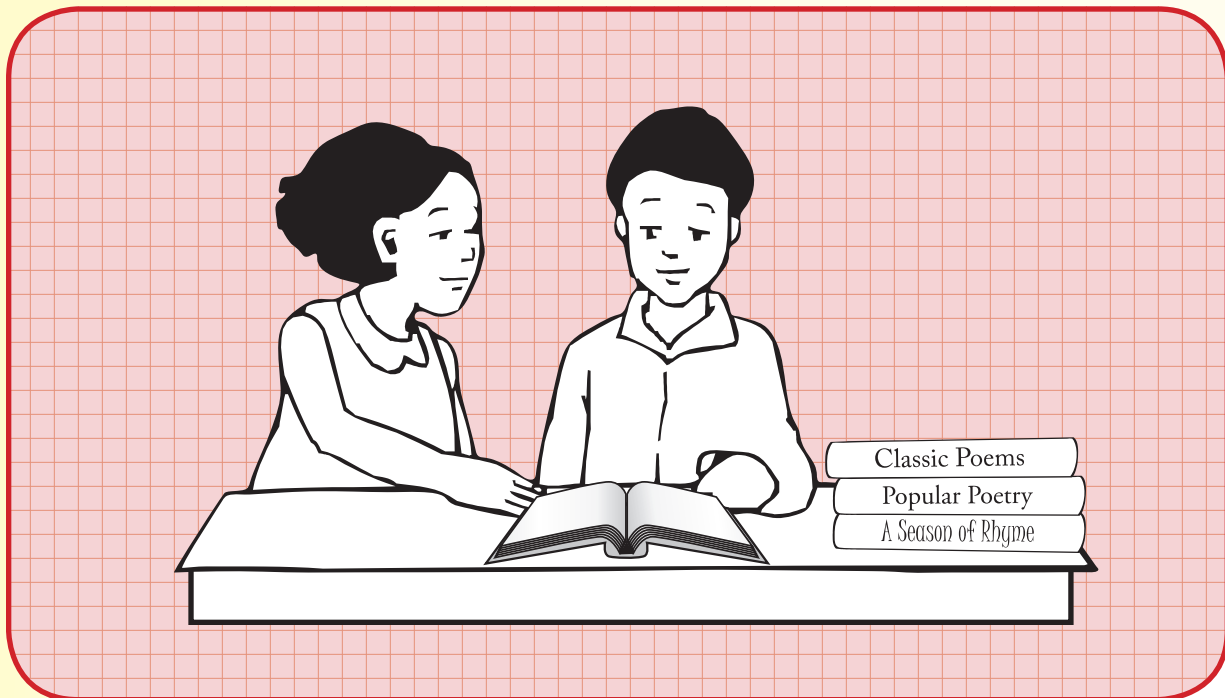
### Materials

▶ Poetry

*Choose poetry within lower performing students' instructional-independent reading level range.*
*Make two copies of each poem.*

### Activity

**Students read poems with a partner of equal or higher reading ability.**

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the same poem. Students face each other.
3. Working in pairs, student one (the higher-performing student) reads the assigned poem or stanza aloud. Student two (the lower-performing student) reads along silently.
4. Student two reads the same poem or stanza using the same phrasing and expression while student one assists.
5. Reverse roles and repeat the activity.
6. Peer evaluation



Classic Poems
Popular Poetry
A Season of Rhyme

### Extensions and Adaptations

▶ Take turns reading poetry, with one student reading a stanza and other students choral reading the refrain.
▶ Alternate reading a poem line-by-line or stanza-by-stanza with a partner.
▶ Discuss the meaning of the poem.

### Objective

The student will gain speed and accuracy and read with proper phrasing, intonation, and expression.

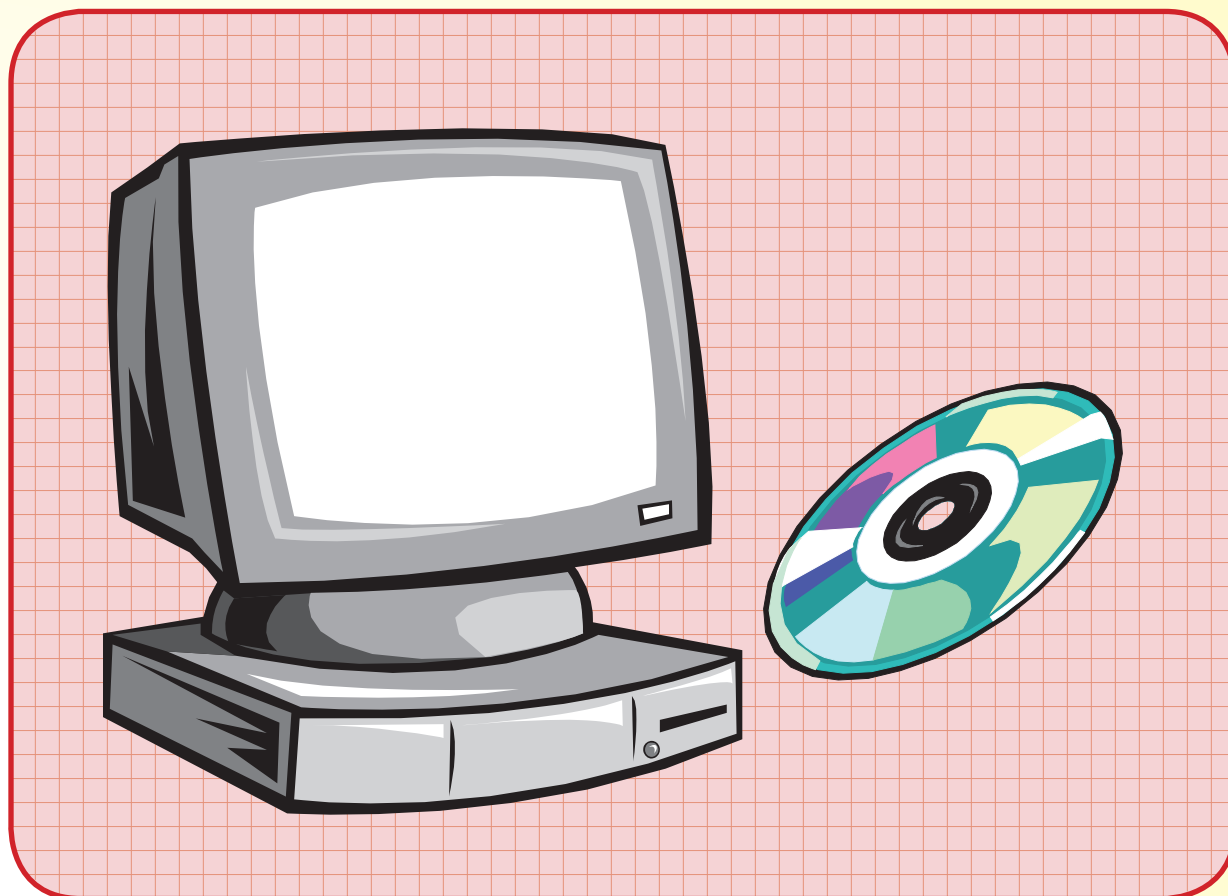### Materials

▶ Computer
▶ Headphones
▶ Computer software
  *Choose fluency-based computer software on students' instructional level.*

### Activity

**Students interact with fluency passages using reading software.**

1. Place the computer software and headphones at the computer center.
2. The student listens to passages and interacts with fluency-based software.
3. Progresses to the next level and continues to follow instructions.
4. Self-check

### Extensions and Adaptations

▶ Use various reading-related computer software and online programs.

# Fluency

Read Along

### ✏ Objective

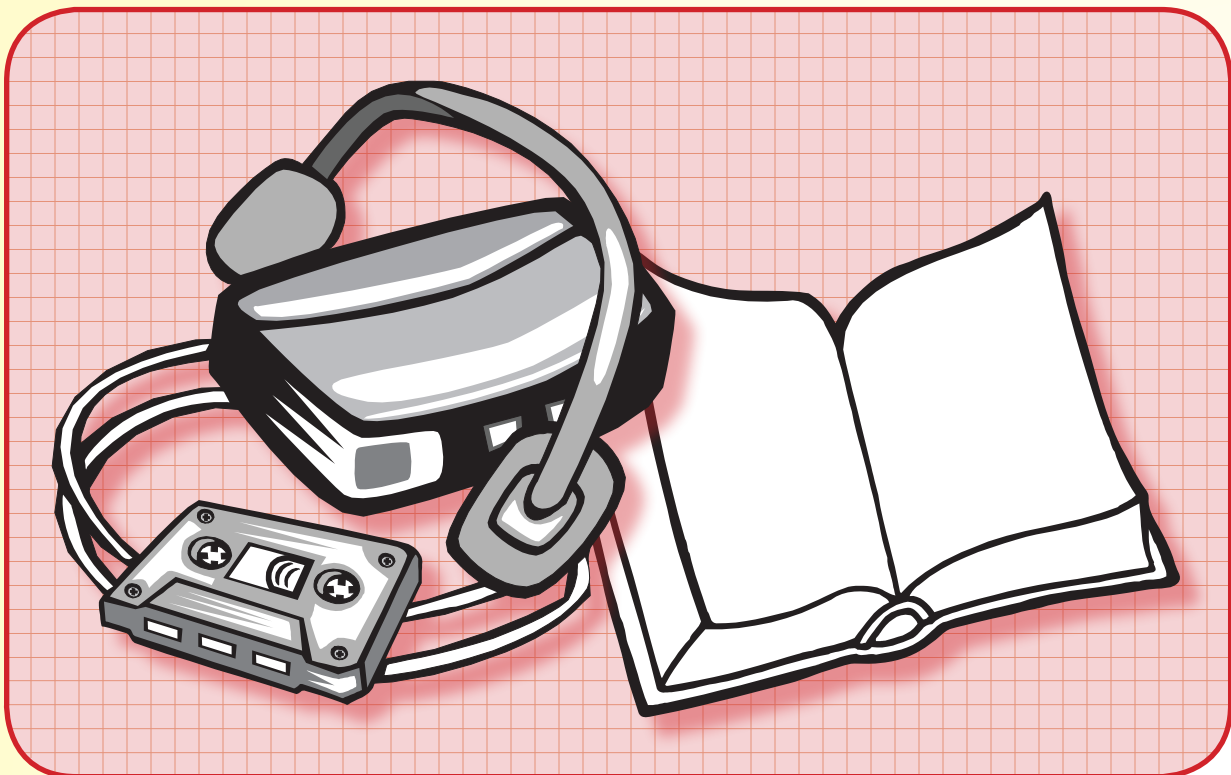The student will gain speed and accuracy and read with proper phrasing, intonation, and expression.

### ✏ Materials

▶ Tape player
▶ Headphones
▶ Cassette tape
  *Choose or make tapes of a book, passage, or other text on students' instructional reading level.*
▶ Book or paper copy of reading passage

### ✏ Activity

**Students practice reading fluently by reading along with a tape-recorded book.**

1. Place the tape player, headphones, and cassette tape at the listening center. Provide each student with a copy of the text.
2. The student listens to the tape and follows along in the text.
3. Rewinds and reads with the tape, emphasizing rate, accuracy, and expression.
4. Practices reading the text without the tape attempting to improve reading fluency.
5. Self-check

### ✏ Extensions and Adaptations

▶ Read the text or passage to or with another student.
▶ Read along with teacher-taped text (e.g., basal stories, favorite class books).

## Objective

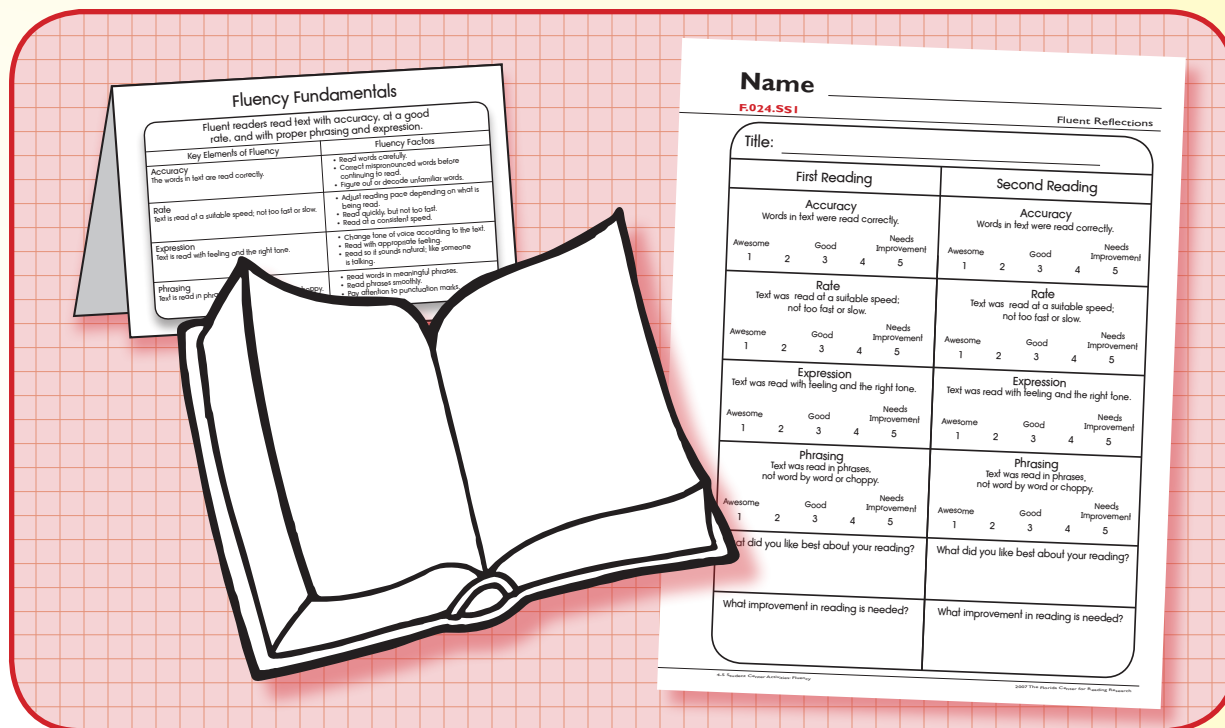The student will gain speed and accuracy and read with proper phrasing, intonation, and expression.

## Materials

▶ Passage, book, or text
  *Choose text within students' instructional-independent reading level range.*
▶ Student sheet (Activity Master F.024.SS1)
▶ Fluency Fundamentals tent card (Activity Master F.024.AM1)

## Activity

**Students read text and evaluate reading performance.**

1. Provide each student with a copy of the text and a student sheet.
2. The student reviews the Fluency Fundamentals printed on the tent card.
3. Reads text emphasizing accuracy, rate, phrasing, intonation, and expression.
4. Completes "first reading" section of student sheet.
5. Rereads the text making planned improvements.
6. Completes "second reading" section of student sheet.
7. May repeat a third time.
8. Teacher evaluation

## Extensions and Adaptations

▶ Tape record self reading and use the student sheet to evaluate (Activity Master F.024.SS1).
▶ Evaluate self weekly by circling the number that best describes reading (Activity Master F.024.SS2).
▶ Read with a partner, discuss reading performance, and evaluate each other (Activity Master F.019.SS2).

*(The following content appears upside-down at the top of the page, a mirror/duplicate of the bottom portion:)*

## Fluency Fundamentals

Fluent readers read text with accuracy, at a good rate, and with proper phrasing and expression.

| Key Elements of Fluency | Fluency Factors |
| --- | --- |
| **Accuracy** The words in text are read correctly. | • Read words carefully. • Correct mispronounced words before continuing to read. • Figure out or decode unfamiliar words. |
| **Rate** Text is read at a suitable speed; not too fast or slow. | • Adjust reading pace depending on what is being read. • Read quickly, but not too fast. • Read at a consistent speed. |
| **Expression** Text is read with feeling and the right tone. | • Change tone of voice according to the text. • Read with appropriate feeling. • Read so it sounds natural; like someone is talking. |
| **Phrasing** Text is read in phrases, not word by word or choppy. | • Read words in meaningful phrases. • Read phrases smoothly. • Pay attention to punctuation marks. |

# Name _____

Title: _____

| First Reading | Second Reading |
|---|---|
| **Accuracy**<br>Words in text were read correctly.<br><br>Awesome    Good    Needs Improvement<br>1   2   3   4   5 | **Accuracy**<br>Words in text were read correctly.<br><br>Awesome    Good    Needs Improvement<br>1   2   3   4   5 |
| **Rate**<br>Text was read at a suitable speed;<br>not too fast or slow.<br><br>Awesome    Good    Needs Improvement<br>1   2   3   4   5 | **Rate**<br>Text was read at a suitable speed;<br>not too fast or slow.<br><br>Awesome    Good    Needs Improvement<br>1   2   3   4   5 |
| **Expression**<br>Text was read with feeling and the right tone.<br><br>Awesome    Good    Needs Improvement<br>1   2   3   4   5 | **Expression**<br>Text was read with feeling and the right tone.<br><br>Awesome    Good    Needs Improvement<br>1   2   3   4   5 |
| **Phrasing**<br>Text was read in phrases,<br>not word by word or choppy.<br><br>Awesome    Good    Needs Improvement<br>1   2   3   4   5 | **Phrasing**<br>Text was read in phrases,<br>not word by word or choppy.<br><br>Awesome    Good    Needs Improvement<br>1   2   3   4   5 |
| What did you like best about your reading? | What did you like best about your reading? |
| What improvement in reading is needed? | What improvement in reading is needed? |

# Name _____

## Reading Fluency Evaluation

| Circle one number for each category (i.e., accuracy, rate, expression, and phrasing). | Date _____ | Date _____ | Date _____ | Date _____ | Date _____ |
|---|---|---|---|---|---|
| **ACCURACY** | | | | | |
| • I read every word correctly. | 3 | 3 | 3 | 3 | 3 |
| • I read most of the words correctly and corrected my errors. | 2 | 2 | 2 | 2 | 2 |
| • I read a few words correctly, but needed lots of help. | 1 | 1 | 1 | 1 | 1 |
| **RATE** | | | | | |
| • I read at a steady and good rate. | 3 | 3 | 3 | 3 | 3 |
| • I read at a good rate most of the time, but sometimes read either too fast or too slowly. | 2 | 2 | 2 | 2 | 2 |
| • I read the whole text too fast or too slowly. | 1 | 1 | 1 | 1 | 1 |
| **EXRESSION** | | | | | |
| • I read with feeling while changing the tone of my voice. | 3 | 3 | 3 | 3 | 3 |
| • I read with feeling some of the time while changing the tone of my voice. | 2 | 2 | 2 | 2 | 2 |
| • I did not read with feeling or change the tone of my voice. | 1 | 1 | 1 | 1 | 1 |
| **PHRASING** | | | | | |
| • I read in meaningful phrases and paid attention to punctuation marks. | 3 | 3 | 3 | 3 | 3 |
| • I sometimes read in phrases, but didn't always pay attention to punctuation marks. | 2 | 2 | 2 | 2 | 2 |
| • I read word by word and it sounded choppy. I didn't pay attention to punctuation marks. | 1 | 1 | 1 | 1 | 1 |
| **Fluency Total** | | | | | |

What I really liked about my reading this week: _____

_____

What I will work on to make my reading more fluent: _____

_____