

EMPOWERING TEACHERS

Oral Reading Fluency Instructional Routine:

Reading Text with Proper Expression

Preparation/Materials: Prepared text that contains previously taught letter-sound relationships, syllable patterns, and words. Divide the sentences into meaningful phrases by placing slash marks where students should pause. One slash (/) denotes a short pause within a sentence and two slashes (//) denote a longer pause at the end of a sentence (e.g., Tom went to the pet shop/ to buy a dog.//).

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words in print are in “quotation marks”
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to practice reading text with proper expression.

TEACHER MODELS TASK

When we read aloud or talk, we take short and long pauses so what we say has meaning.

Display a large copy of the text so that it is visible to students.

I am going to read these sentences as if I were talking.

When I see one slash within a sentence, I will pause for a short time. When I see two slashes at the end of a sentence, I will pause for a longer time.

Listen. Follow along. As I read, I will slide my finger under each phrase and pause at the slash marks.

“Tom went to the pet shop / to buy a dog. // He walked fast / since he was excited. // After he got to the pet shop, / he saw a little white dog. // He loved it! // Tom took the dog home / in his arms. //”

Did you notice when I read aloud that I paused for a short time within a sentence and for a longer time at the end of the sentence?

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Join me in reading.

Slide your finger under each phrase and pause at the slash marks.

- “Tom went to the pet shop / to buy a dog. // He walked fast / since he was excited. // After he got to the pet shop, / he saw a little white dog. // He loved it! // Tom took the dog home / in his arms. //”

Yes, you are reading as if you were talking. You are reading with proper expression!

The choral reading of the passage can be repeated to build fluency.

STUDENTS PRACTICE TASK

Your turn.

Read the text pausing for a short time at one slash and pausing for a longer time at two slashes.

Slide your finger under each phrase and pause at the slash marks as the students read.

“Tom went to the pet shop / to buy a dog. // He walked fast / since he was excited. // After he got to the pet shop, / he saw / a little white dog. // He loved it! // Tom took the dog home / in his arms. //”

Yes, you are reading with proper expression!

INDEPENDENT PRACTICE

When students consistently read the text with expression, provide individual turns. Call on students in an unpredictable order, calling more frequently on students who made errors.

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SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are pausing briefly at the single slash mark and pausing for a longer time at the double slash mark. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, shorten the length of the text and/or simplify the word choice. Investigate the need to reteach decoding words.

Adaptations using this Instructional Routine:

- Divide the text into shorter phrases if the students are having difficulty. For example: “Tom went / to the pet shop / to buy a dog. // He walked fast / since he was excited. // After he got / to the pet shop, / he saw / a little white dog. // He loved it! // Tom took / the dog home / in his arms. //”
- Have students place slashes in sentences to indicate the short and long pauses and then read it to a partner.

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf

- F.014
- F.020
- F.021