

Second Grade Oral Reading Fluency Instructional Routine: Reading Text with Appropriate Phrasing and Proper Expression

Preparation/Materials: Prepared text for each student containing words they know. 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., The bus ride to the zoo was long, / but worth the ride! //).

2

- *Italicized sentences are what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides finger under underlined letter(s) or word(s)

TEACHER EXPLAINS TASK

We are going to practice reading text with appropriate phrasing and proper expression.

TEACHER MODELS TASK

When we read aloud or talk, we group words together into phrases and emphasize words to better understand the meaning of the text. We often pause after an action or where that action took place. We also pause and change our voice when we see a punctuation mark such as a comma, period, question mark, or an exclamation point.

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

I will read a short passage in phrases as if I were talking. The slash marks will remind me when to pause. 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 aloud. *Slide your finger under each word as you read aloud, slightly exaggerating the emphasis necessary.*

Passage 1

Jason went on a trip.// Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!// The trip to the zoo was long, / but worth the ride!// Jason was happy on the trip home.// Guess which animal he saw?// Yes, / he saw a tiger.//

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

Point to the sentences as you speak about them.

Let's look at some sentences as an example.

Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!

I paused after the word **zoo** because the action was 'going to the zoo.' Then I paused longer at the end of the sentence where there is a period.

Did you also notice when I read the next sentence, I changed my voice to emphasize the word 'loves' because there was an exclamation point? The exclamation point signals this emphasis. *He loves tigers!*

I read as if I were talking. I read with appropriate phrasing and proper expression!

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Distribute passages 1 and 2 to students.

Now let's read the passage together.

Remember to pause and emphasize words so that the meaning is clear. The slash marks and punctuation will help us.

Slide your finger under each word as you read it aloud.

Ready. Let's read together.

Slightly exaggerate your expression to provide the necessary emphasis. Display passage 1.

- Passage 1

Jason went on a trip.// Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!// The trip to the zoo was long, / but worth the ride!// Jason was happy on the trip home.// Guess which animal he saw?// Yes, / he saw a tiger.//

EMPOWERING TEACHERS

TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Now, let's read the same passage without the slash marks. Slide your finger under each word as you read aloud.
Ready. Let's read. *Display passage 2.*

- **Passage 2**

Jason went on a trip. Jason was going to the zoo and he was excited about the tigers. He loves tigers! The trip to the zoo was long, but worth the ride! Jason was happy on the trip home. Guess which animal he saw? Yes, he saw a tiger.

Yes, we read with appropriate phrasing and proper expression! *If necessary, use repeated readings to build fluency.*

STUDENTS PRACTICE TASK

Your turn to read the passage.

Remember to pause and emphasize words so that the meaning is clear. The slash marks and punctuation will help you.

Slide your finger under each word as you read aloud.

Ready. Read.

Passage 1

Jason went on a trip.// Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!// The trip to the zoo was long,/ but worth the ride!// Jason was happy on the trip home./ Guess which animal he saw?// Yes,/ he saw a tiger.//

Now read the same passage without the slash marks.

Ready. Read.

Passage 2

Jason went on a trip. Jason was going to the zoo and he was excited about the tigers. He loves tigers! The trip to the zoo was long, but worth the ride! Jason was happy on the trip home. Guess which animal he saw? Yes, he saw a tiger.

Great job. You read as if you were talking. You read with appropriate phrasing and proper expression.

If necessary, use repeated readings to build fluency.

INDEPENDENT PRACTICE

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

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are pausing between meaningful phrases and using punctuation to emphasize a word or phrase. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, use slash marks throughout the passages in all choral reading; or, echo read with students to emphasize appropriate phrasing. If necessary, remind students to use a questioning voice with a question

SCAFFOLDING SUGGESTION FOR ERRORS (continued)

mark and to show excitement, enthusiasm, or anger with an exclamation point. Explain to the students that reading aloud with expression helps them and others understand the story.

Adaptations using this Instructional Routine:

- Practice reading phrases that contain high frequency words.
- Provide other passages at the appropriate readability level.
- Use Reader's Theater as a means to further build expression/prosody.
- A group of teachers or older students could model expressive reading using a popular children's fairy tale or a book that contains passages that represent varying emotions.
- Use appropriate examples of poetry to practice reading with phrasing and expression.
- Contrast a narrative passage with an informational passage to emphasize how one changes expression and rate in reading two different types of text.
- When students read the passage without errors, they may partner read to practice reading with expression

For further independent practice, refer to the following Second and Third Grade FCRR Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_3.pdf

- F.017
- F.018
- F.019
- F.020
- F.021
- F.022

Passage 1

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was going to the zoo/ and he
was excited about the tigers.//
He loves tigers!// The trip to the
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ride!// Jason was happy on the
trip home./ Guess which animal
he saw?// Yes,/ he saw a tiger.//**

Passage 2

Jason went on a trip. Jason was going to the zoo and he was excited about the tigers. He loves tigers! The trip to the zoo was long, but worth the ride! Jason was happy on the trip home. Guess which animal he saw? Yes, he saw a tiger.

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