



#### **Objective**

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

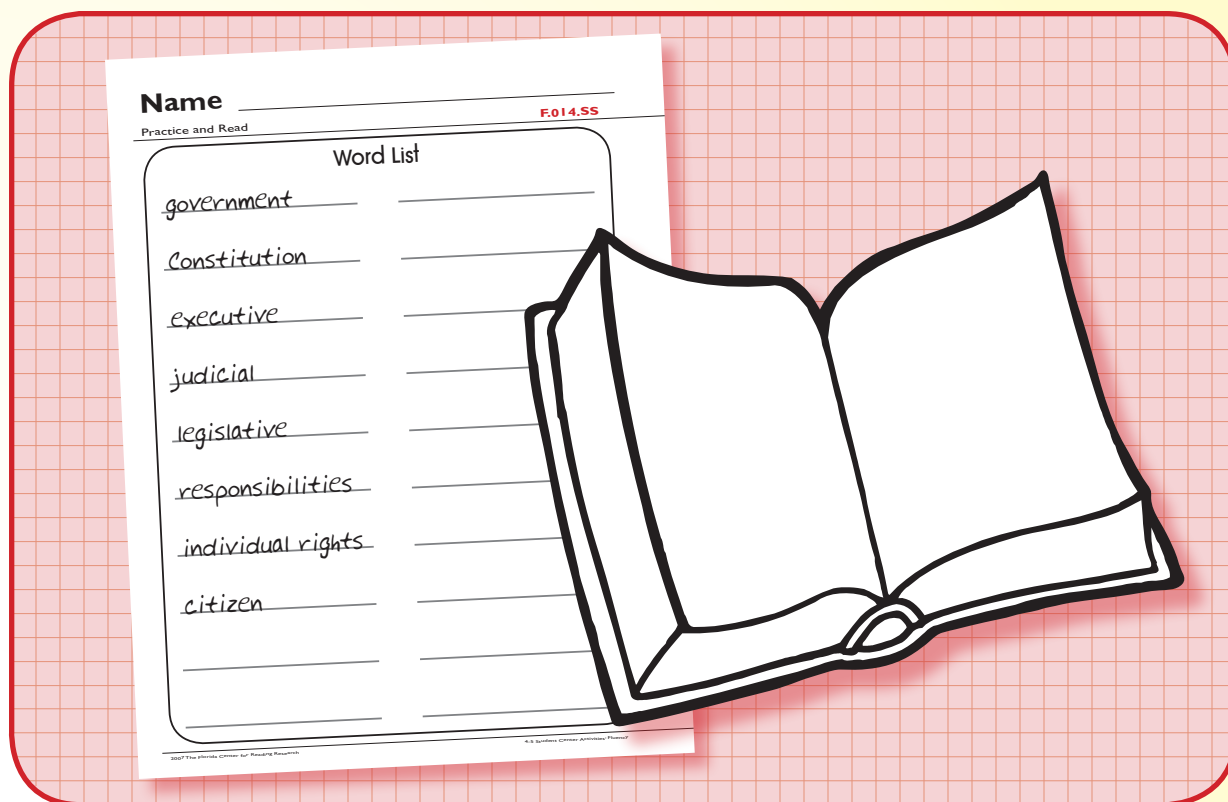
#### **Materials**

- ▶ 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



#### **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 \_\_\_\_\_

Practice and Read

**F.014.SS**

## Word List

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



### Objective

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



### Materials

- ▶ Passage, book, or text

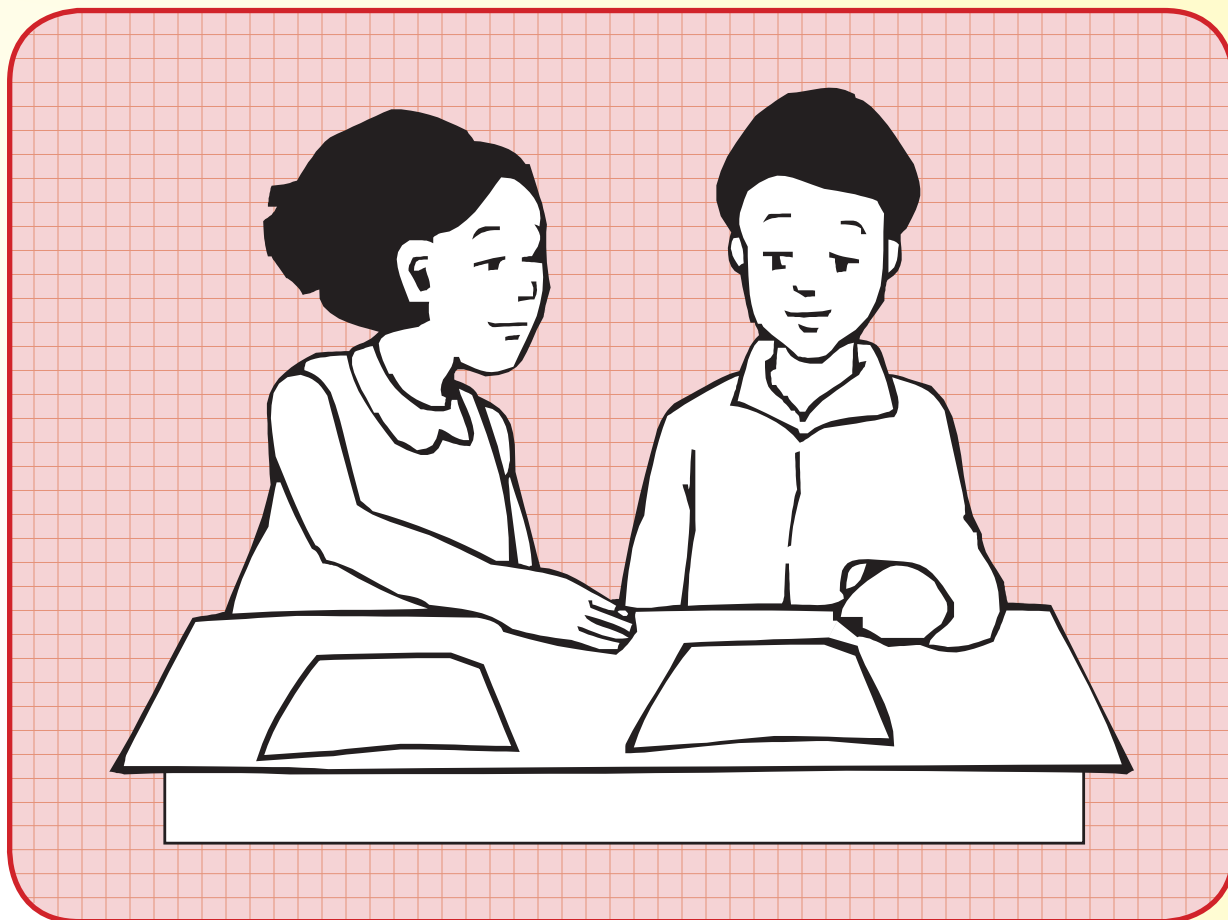
*Select text within students' instructional-independent reading level range.*



### 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.



### Reading Results

#### Objective

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

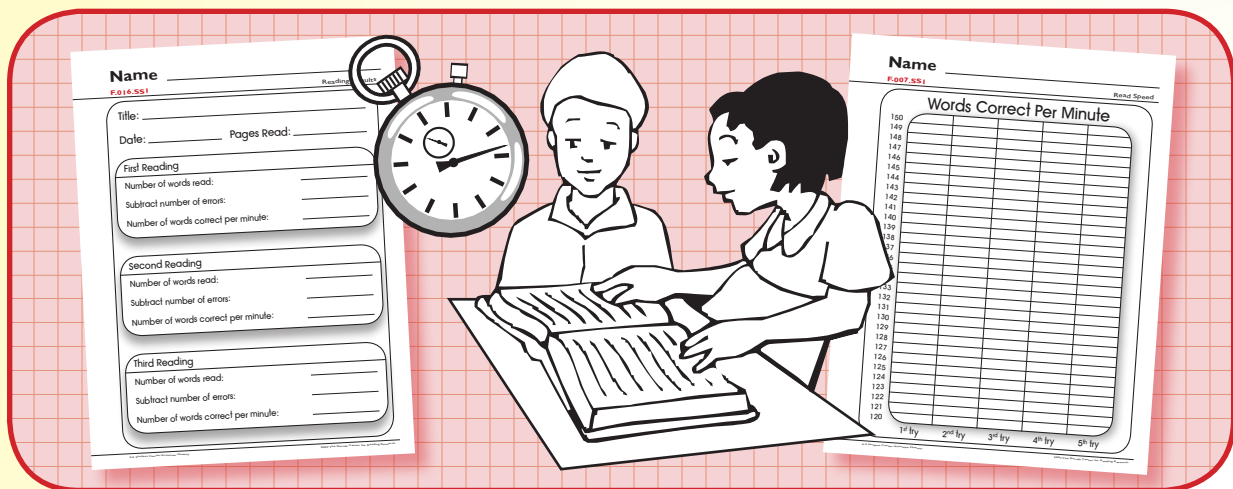
#### Materials

- ▶ 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 \_\_\_\_\_

**F.016.SSI**

Reading Results

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: \_\_\_\_\_



Name \_\_\_\_\_

**F.016.SS3**

Reading Results

### Progress Graph

	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
	Title: _____	Title: _____	Title: _____	Title: _____	Title: _____
(wcpm)					
(wcpm)					
(wcpm)					
(wcpm)					

(wcpm)  
words  
correct  
per minute

## Best Daily Reading

# Name \_\_\_\_\_

Reading Results

**F.016.SS4**

## 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
(wcpm)																				
(wcpm)																				
(wcpm)																				
(wcpm)																				
(wcpm) words correct per minute																				





### Objective

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



### Materials

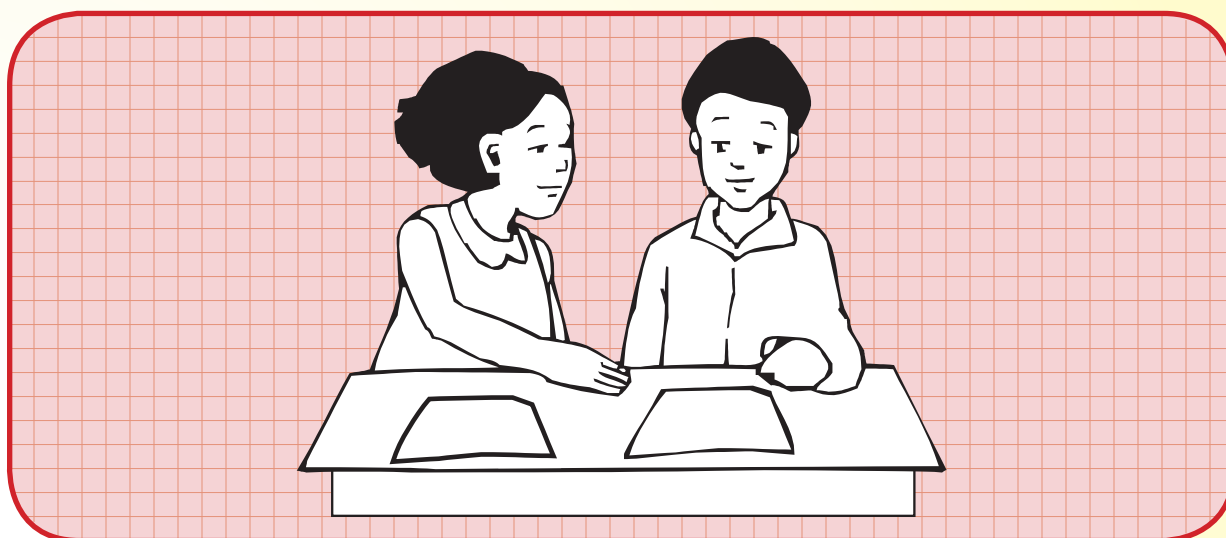
- ▶ Passage, book, or text  
*Choose books or passages within lower performing students' instructional-independent reading level range.*
- ▶ Sticky notes  
*Indicate the length of the text to be read at a time by using sticky notes or assigning sentences or paragraphs.*



### 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.

### Follow My Lead

#### **Objective**

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

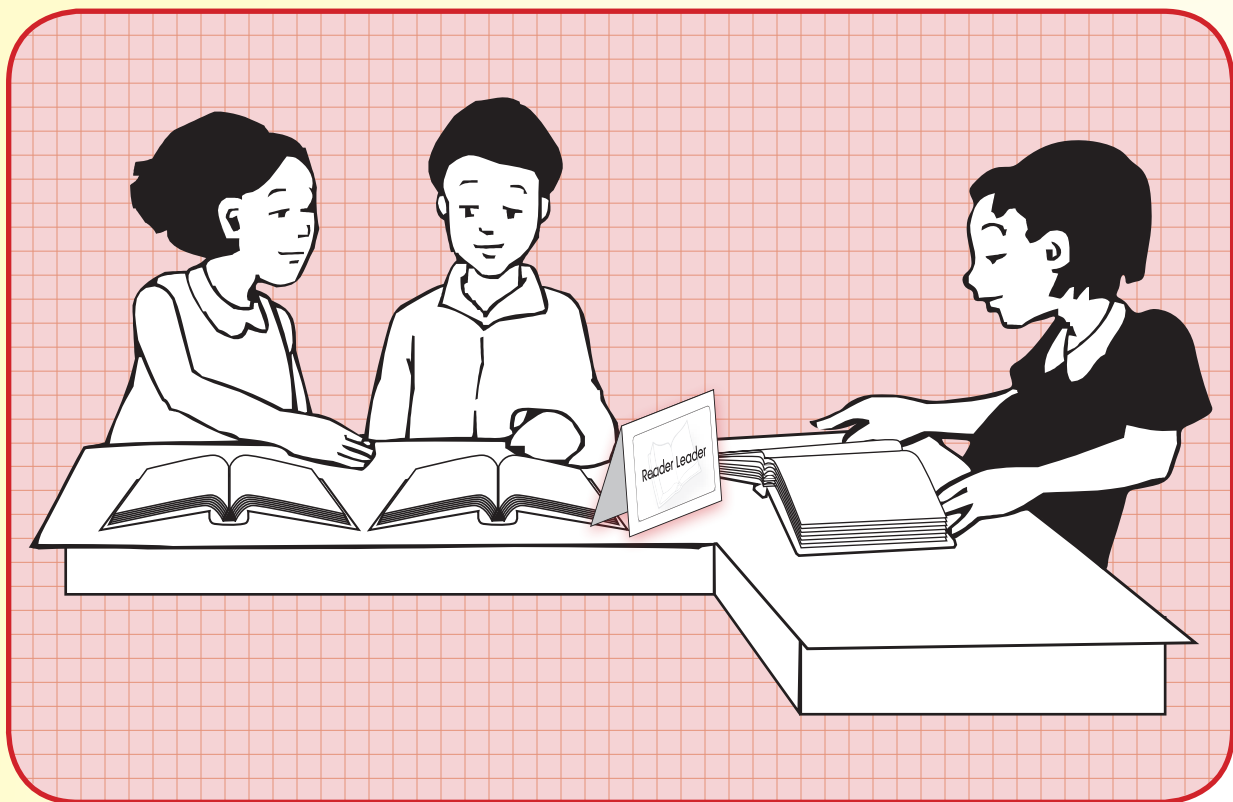
#### **Materials**

- ▶ 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 attempting 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 mid-sentence, 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.



### 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.*

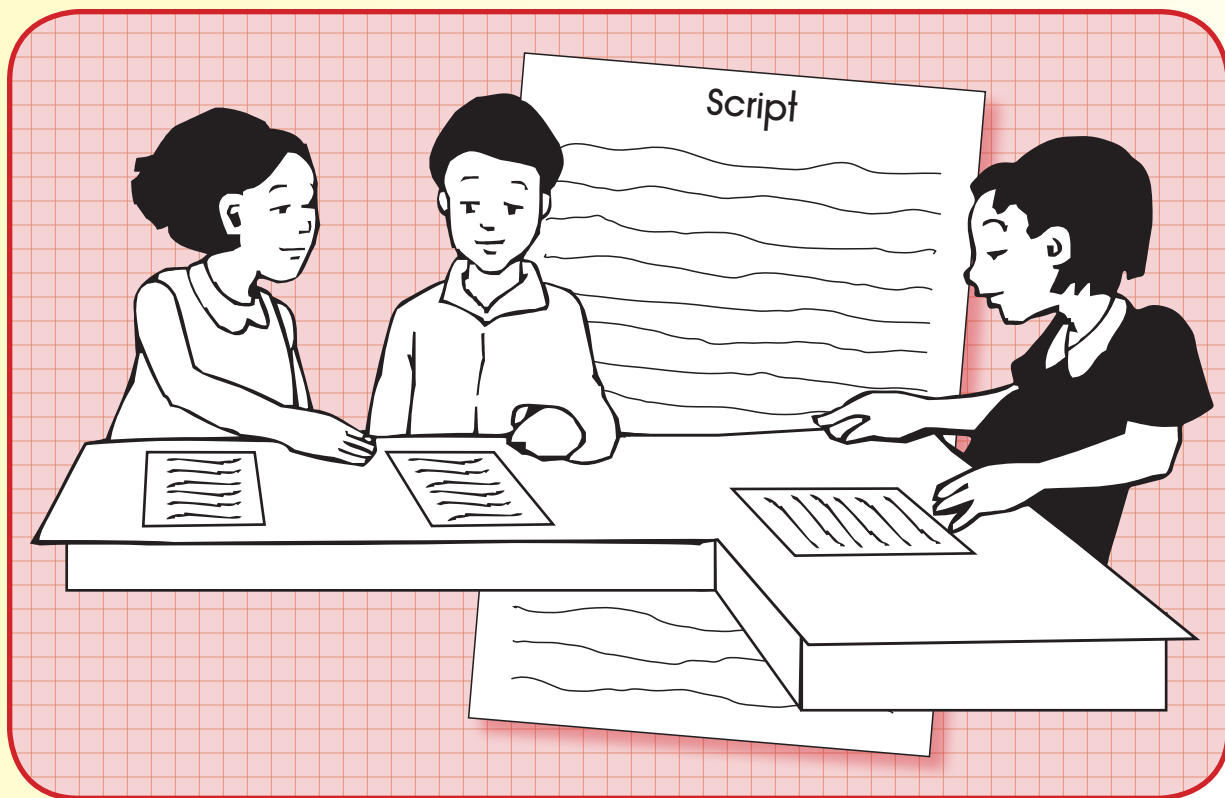
- ▶ Highlighters

*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 \_\_\_\_\_

**F.019.SSI**

Cast of Readers

## 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 \_\_\_\_\_

Cast of Readers

**F.019.SS2**

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:

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F.020

# Fluency

Connected Text

Impressive Expressive



## 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.

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 "I Have A Dream" speech by Martin Luther King, Jr. (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 the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

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).



### 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.*

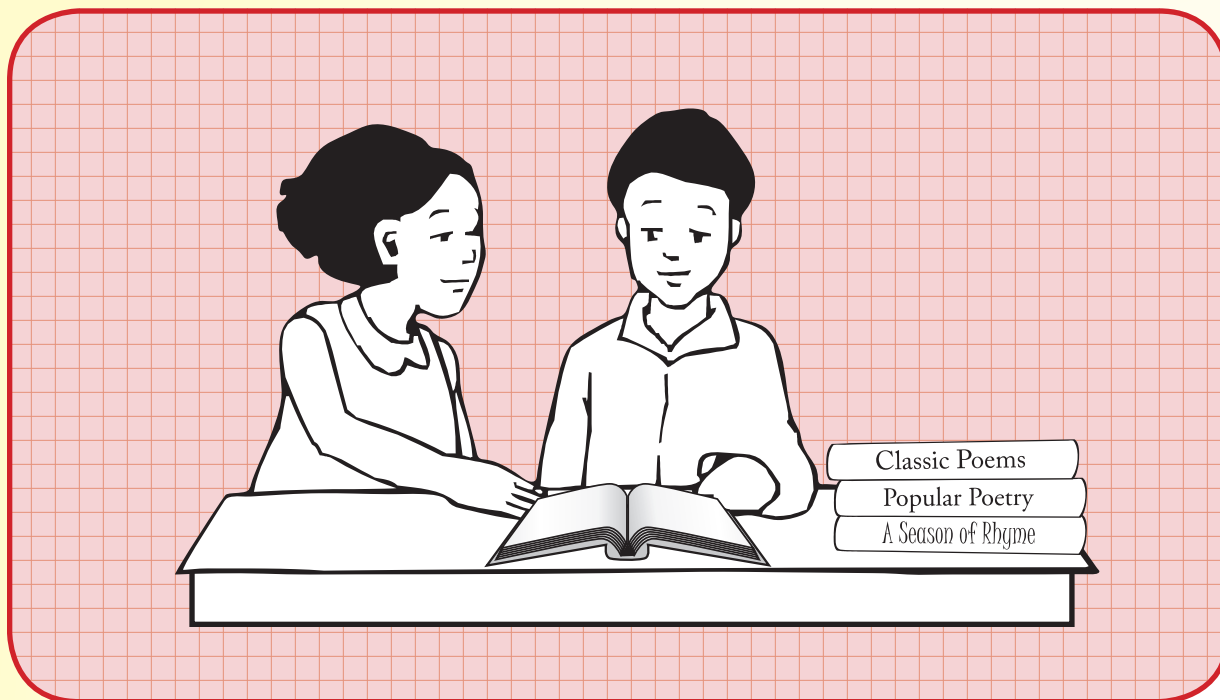
*Make two copies of each poem.*



#### 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



#### 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

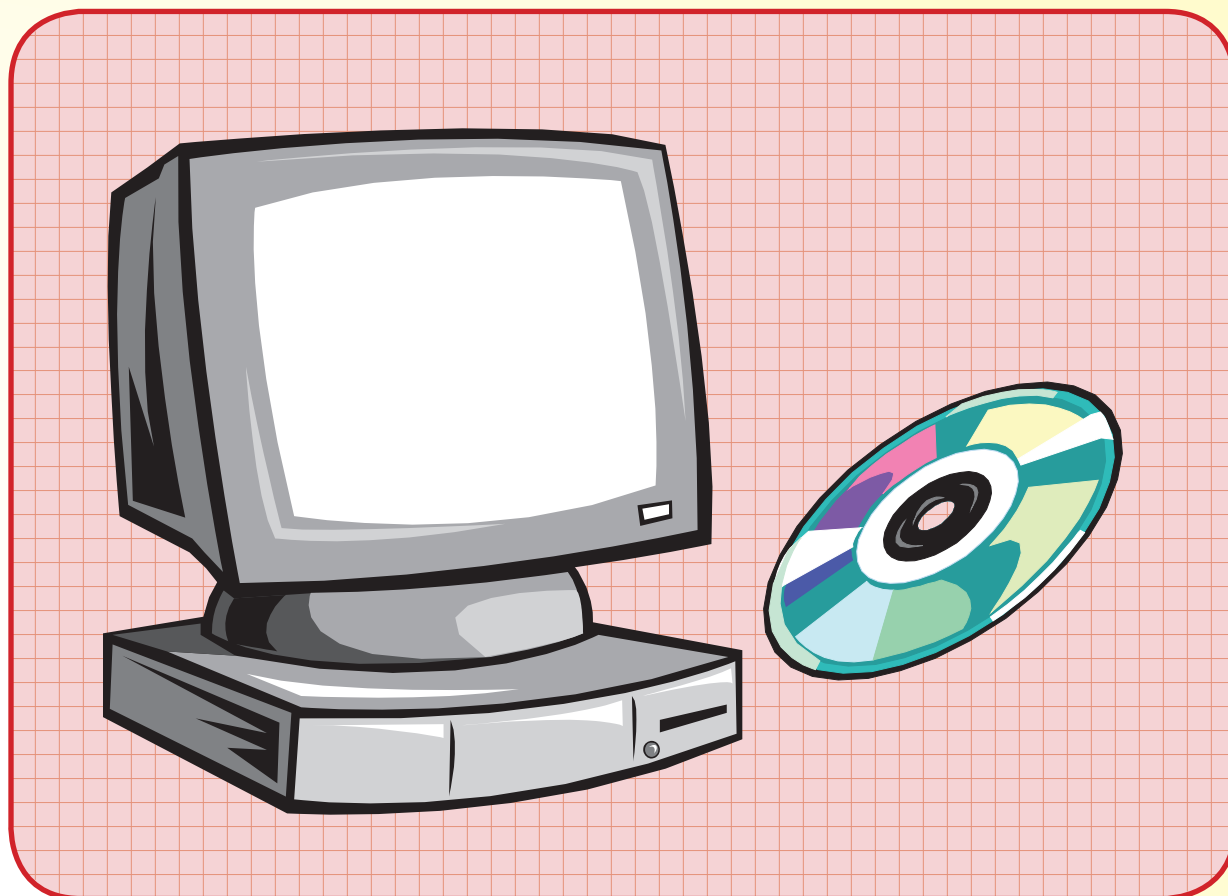
*Choose fluency-based computer software on students' instructional level.*



### 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.



### Read Along

#### **Objective**

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

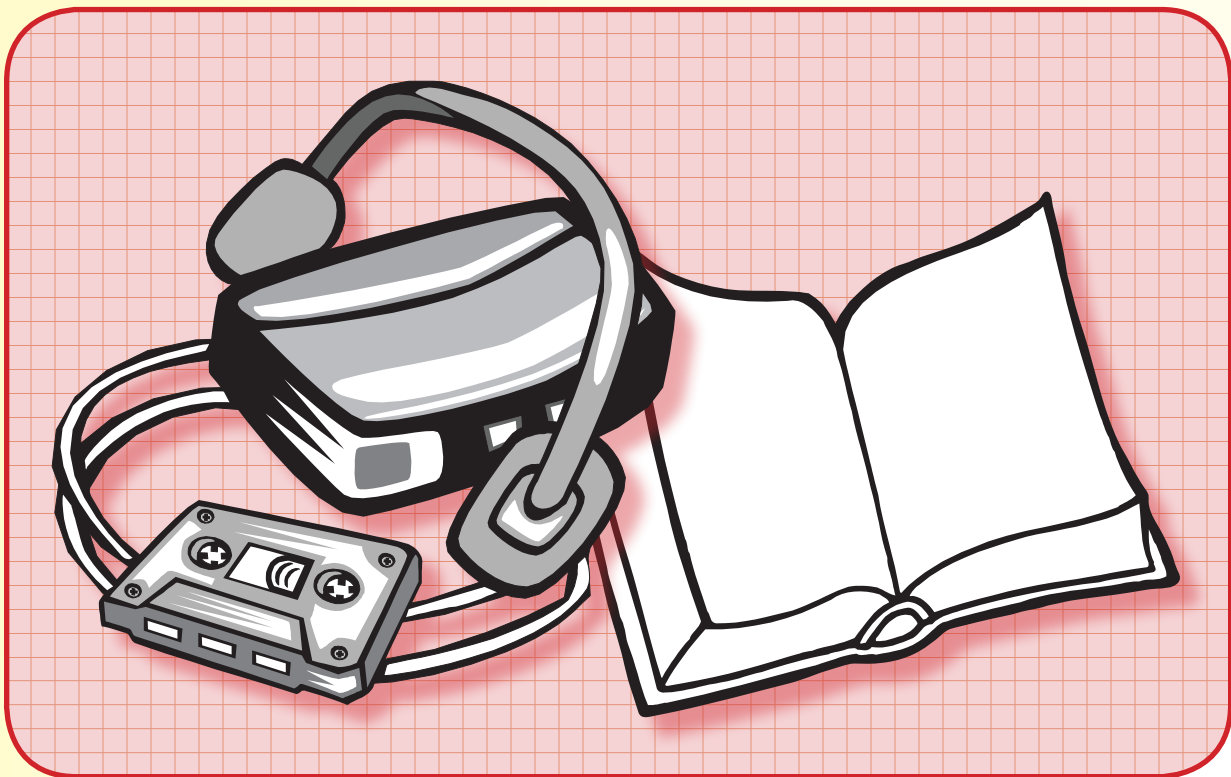
#### **Materials**

- ▶ 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

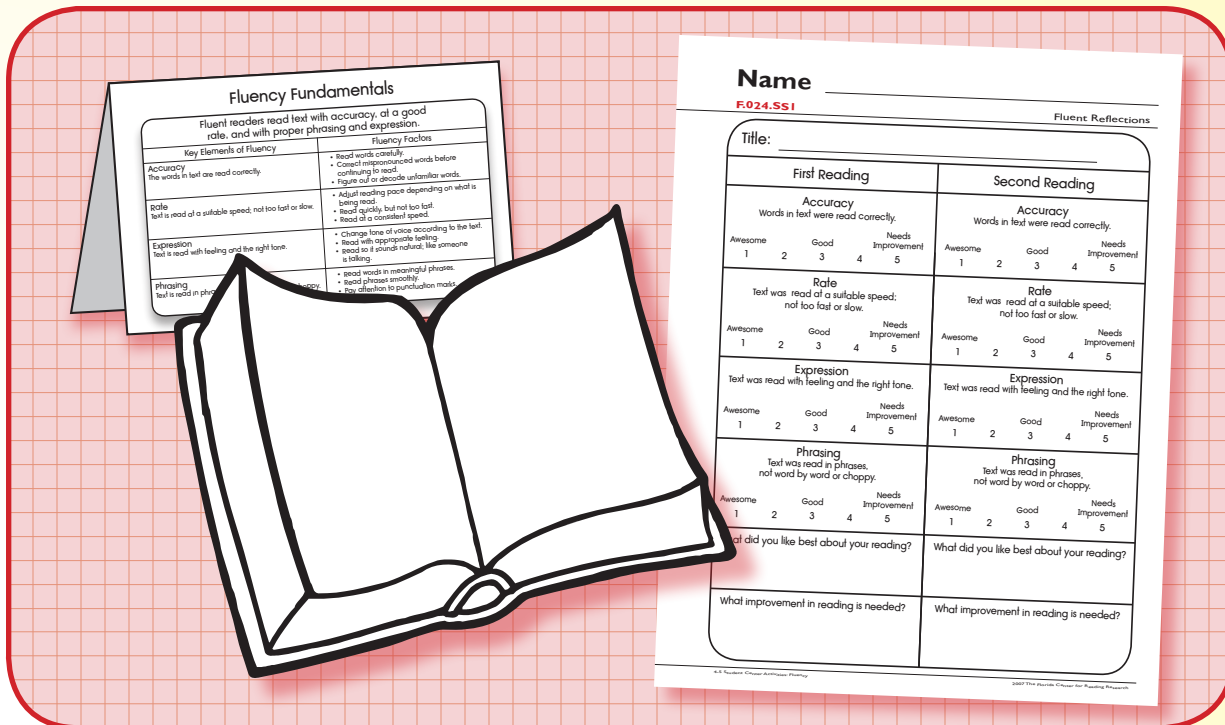
- ▶ Passage, book, or text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master F.024.SS1)
- ▶ Fluency Fundamentals tent card (Activity Master F.024.AM1)



### 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).

# Fluency

Fluent Reflections

F.024.AMI

<ul style="list-style-type: none"> <li>• Read words in meaningful phrases.</li> <li>• Read phrases smoothly.</li> <li>• Pay attention to punctuation marks.</li> </ul>	Phrasing Text is read in phrases, not word by word or choppy.
<ul style="list-style-type: none"> <li>• Change tone of voice according to the text.</li> <li>• Read with appropriate feeling.</li> <li>• Read so it sounds natural; like someone is talking.</li> </ul>	Expression Text is read with feeling and the right tone.
<ul style="list-style-type: none"> <li>• Adjust reading pace depending on what is being read.</li> <li>• Read quickly, but not too fast.</li> <li>• Read at a consistent speed.</li> </ul>	Rate Text is read at a suitable speed; not too fast or slow.
<ul style="list-style-type: none"> <li>• Read words carefully.</li> <li>• Correct mispronounced words before continuing to read.</li> <li>• Figure out or decode unfamiliar words.</li> </ul>	Accuracy The words in text are read correctly.
Fluency Factors	Key Elements of Fluency
<p>Fluent readers read text with accuracy, at a good rate, and with proper phrasing and expression.</p>	

## Fluency Fundamentals

## Fluency Fundamentals

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

Key Elements of Fluency	Fluency Factors
<b>Accuracy</b> The words in text are read correctly.	<ul style="list-style-type: none"> <li>• Read words carefully.</li> <li>• Correct mispronounced words before continuing to read.</li> <li>• Figure out or decode unfamiliar words.</li> </ul>
<b>Rate</b> Text is read at a suitable speed; not too fast or slow.	<ul style="list-style-type: none"> <li>• Adjust reading pace depending on what is being read.</li> <li>• Read quickly, but not too fast.</li> <li>• Read at a consistent speed.</li> </ul>
<b>Expression</b> Text is read with feeling and the right tone.	<ul style="list-style-type: none"> <li>• Change tone of voice according to the text.</li> <li>• Read with appropriate feeling.</li> <li>• Read so it sounds natural; like someone is talking.</li> </ul>
<b>Phrasing</b> Text is read in phrases, not word by word or choppy.	<ul style="list-style-type: none"> <li>• Read words in meaningful phrases.</li> <li>• Read phrases smoothly.</li> <li>• Pay attention to punctuation marks.</li> </ul>



# Name \_\_\_\_\_

**F.024.SSI**

Fluent Reflections

Title: \_\_\_\_\_

### First Reading

### Second Reading

#### Accuracy

Words in text were read correctly.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Accuracy

Words in text were read correctly.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Rate

Text was read at a suitable speed;  
not too fast or slow.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Rate

Text was read at a suitable speed;  
not too fast or slow.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Expression

Text was read with feeling and the right tone.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Expression

Text was read with feeling and the right tone.

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Phrasing

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

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

#### Phrasing

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

Awesome                      Good                      Needs  
1      2      3      4      5  
Improvement

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 \_\_\_\_\_

Fluent Reflections

**F.024.SS2**

## Reading Fluency Evaluation

Circle one number for each category (i.e., accuracy, rate, expression, and phrasing).	Date	Date	Date	Date	Date
<b>ACCURACY</b>					
• 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
<b>RATE</b>					
• 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
<b>EXPRESSION</b>					
• 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
<b>PHRASING</b>					
• 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
<b>Fluency Total</b>					

What I really liked about my reading this week: \_\_\_\_\_

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