



**F.017**

# Fluency

Oral Reading

Tape-Assisted Reading



## Objective

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



## Materials

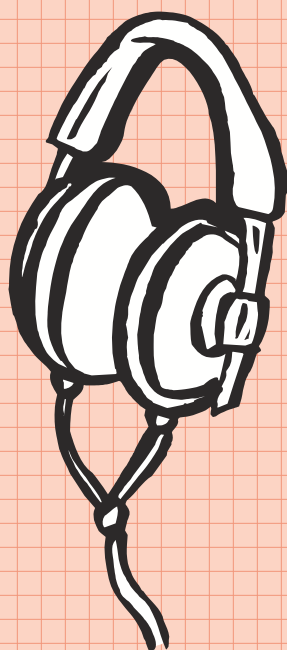
- ▶ Tape player  
*Place a green sticker on play, red sticker on stop, and yellow sticker on rewind.*
- ▶ Headphones
- ▶ Cassette tape  
*Choose tapes of a book or passage on students' instructional reading level.*
- ▶ Book or paper copy of reading passage



## Activity

Students follow the text and choral read while listening to a tape recorded book.

1. Place the tape player, headphones, and cassette tape at the center. Provide each student with a copy of the book.
2. The students listen to the tape and follow along pointing to each word in the book.
3. Rewind and read with the tape, emphasizing phrasing, intonation, and expression.
4. Read the book or passage to other students at the center.
5. Self-check



## Extensions and Adaptations

- ▶ Illustrate characters and main idea of the story.



### Computer-Based Reading

**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 at the computer center.

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

**Extensions and Adaptations**

- ▶ Use various reading-related computer software programs.

**Objective**

The student will gain speed and accuracy in reading passages.

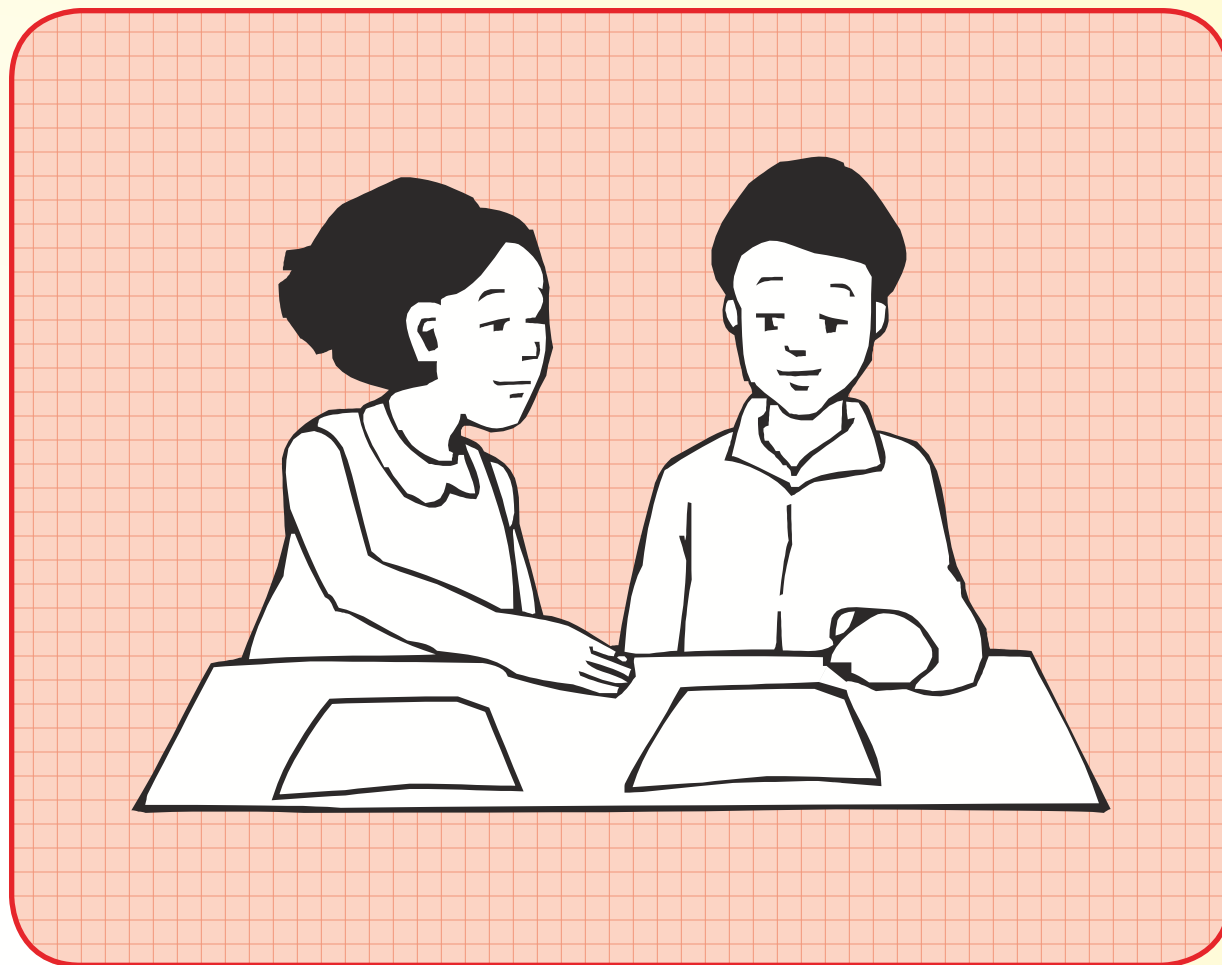
**Materials**

- ▶ Previously introduced decodable text  
*Select text which focuses on target letter-sound correspondences students need to practice.*

**Activity**

Students reread decodable texts.

1. Provide a decodable text for each student.
2. Taking turns, students alternate reading sentences and providing decoding assistance to each other.
3. Continue to reread the entire text until reading with fluency.
4. Peer evaluation

**Extensions and Adaptations**

- ▶ Use Xeroxed copies of the text and circle target sound spellings.
- ▶ Read other decodable texts with targeted letter-sound correspondences.
- ▶ Use a timer to “beat the time.”

### Choral Reading



#### Objective

The student will gain accuracy in reading passages.



#### Materials

- ▶ Big Book, story, or high frequency words  
*Choose stories within students' instructional-independent reading level range or list targeted high frequency words.*
- ▶ Chart paper  
*Print story or high frequency words on chart paper so that text is visible to all students.*



#### Activity

Students read a Big Book, story, or high frequency words in unison.

1. Place a Big Book, story, or high frequency words at the center.
2. Students choral read the story or list of words as an assigned student points to each word.
3. Change roles, allowing each student to lead the group, and reread.
4. Peer evaluation



#### Extensions and Adaptations

- ▶ Use other targeted word lists.
- ▶ Reread decodable texts as a group.



### Objective

The student will gain accuracy in reading passages.



### Materials

- ▶ Books or passages

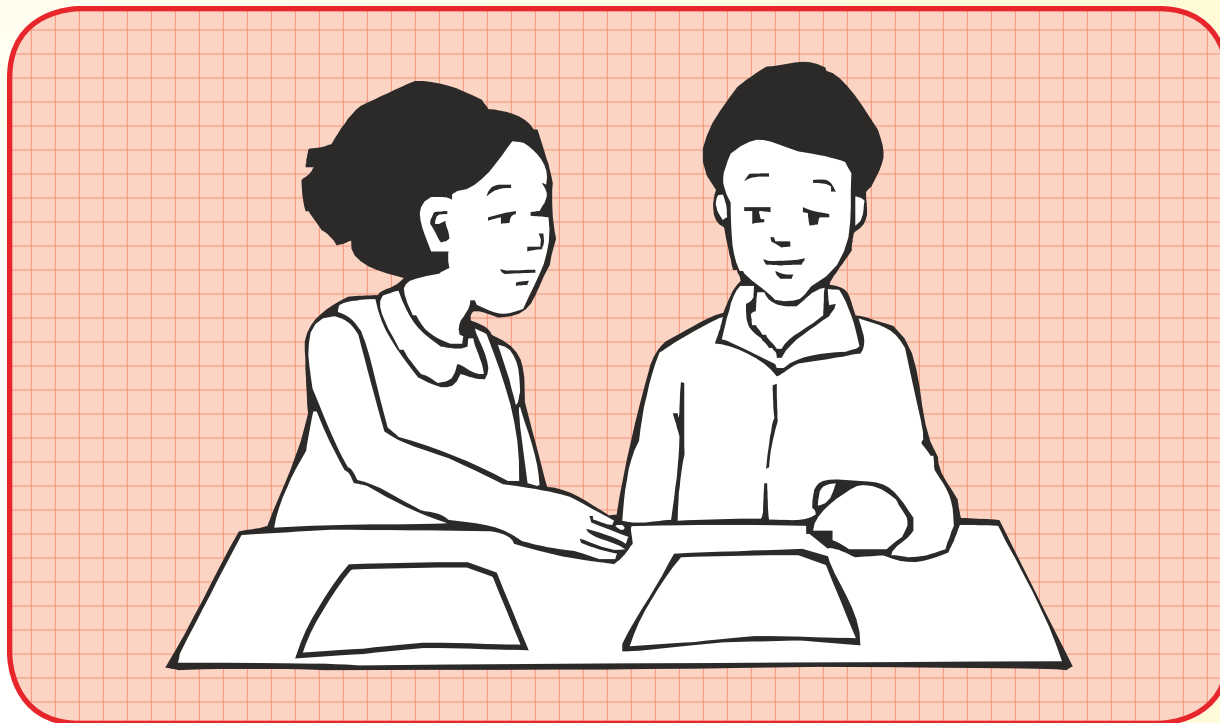
*Choose books or passages within lower performing students' instructional-independent reading level range.*



### Activity

Students read text 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 a copy of the reading text. Students sit shoulder to shoulder.
3. Working in pairs, student one (the higher-performing student) reads the assigned text aloud, modeling fluent reading. Student two (the lower-performing student) follows the text.
4. Student two reads the same text while student one assists.
5. Repeat the activity, rereading the text several times.
6. Peer evaluation



### Extensions and Adaptations

- ▶ After reading, answer comprehension questions.
- ▶ Retell the story with a partner. For example, student one asks, "What happened first?" Student two answers. Student one asks, "What happened next?" Student two answers. Student two continues questioning until student one has retold the entire story in sequence.



### Repeated Timed Readings



#### Objective

The student will gain speed and accuracy in reading passages.



#### Materials

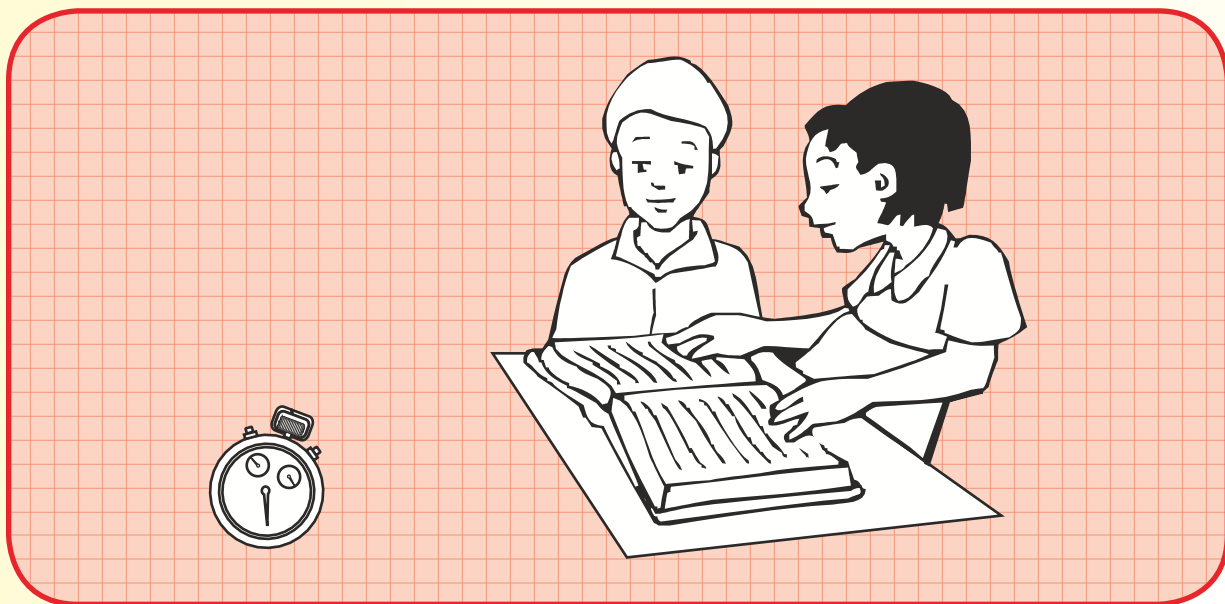
- ▶ Books or passages  
*Choose books or passages within students' instructional-independent reading level range.*
- ▶ Timer (e.g., sand or digital)
- ▶ Repeated-Reading Record (Activity Master F.022.SS1)
- ▶ Graph (Activity Master F.022.SS2)
- ▶ Pencils



#### Activity

Students time repeated readings and graph words read correctly per minute.

1. Provide each student a copy of the text, Repeated-Reading Record, and graph paper. Place the timer at the center.
2. Working in pairs, student one sets the timer for one minute and orally reads the text. Student two follows the text, noting errors.
3. Student one completes the Repeated-Reading Record and graphs words correct per minute with the assistance of student two.
4. Rereads the text and attempts to increase speed and accuracy.
5. Reverse roles and continue the activity.
6. Peer evaluation



#### Extensions and Adaptations

- ▶ Use a copy of the text and mark difficult words for later explanation.
- ▶ Use graph with more fluent readers (Activity Master F.022.SS3).

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

**F.022.SS I**

Repeated Timed Readings

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

Date: \_\_\_\_\_ Pages Read: \_\_\_\_\_

## 1<sup>st</sup> Reading

Number of words read: \_\_\_\_\_

Subtract number of errors: \_\_\_\_\_

Number of words correct per minute: \_\_\_\_\_

## 2<sup>nd</sup> Reading

Number of words read: \_\_\_\_\_

Subtract number of errors: \_\_\_\_\_

Number of words correct per minute: \_\_\_\_\_

## 3<sup>rd</sup> Reading

Number of words read: \_\_\_\_\_

Subtract number of errors: \_\_\_\_\_

Number of words correct per minute: \_\_\_\_\_

Name \_\_\_\_\_

Repeated Timed Readings

**F.022.SS2**

30					
29					
28					
27					
26					
25					
24					
23					
22					
21					
20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

1

2

3

4

5

Rounds



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

**F.022.SS3**

**Repeated Timed Readings**

60					
59					
58					
57					
56					
55					
54					
53					
52					
51					
50					
49					
48					
47					
46					
45					
44					
43					
42					
41					
40					
39					
38					
37					
36					
35					
34					
33					
32					
31					
30					
29					
28					
27					
26					
25					
24					
23					
22					
21					
20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

1st Reading

2nd Reading

3rd Reading

4th Reading

5th Reading



### Chunking



#### Objective

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



#### Materials

► Passages

*Choose passages within students' instructional-independent reading level range. Divide text into one-to-five word chunks (phrases) by placing slash marks where students should pause. Single slashes may denote short pauses within sentences and double slashes may denote longer pauses at the end of sentences.*

► Timer (e.g., sand timer or digital)



#### Activity

Students read text which has been divided into meaningful phrases by 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 a copy of the text. Place timer at the center.
3. Working in pairs, student one (higher performing student) reads the text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading, emphasizing the pauses at slash marks.
5. Repeat the activity using a timer to quicken the pace.
6. Peer evaluation

Once upon a time,/a little boy /  
went to fly/his kite/in the open  
field.// As he ran/with the kite,/  
it got caught/in a tall, tall tree.  
He didn't know/what to do.// So  
he/ran to his brother/shouting,  
"Help me, help me! // Please  
help me/get my kite down."//



#### Extensions and Adaptations

- Use longer and/or more difficult passages.

**Objective**

The student will model reading with proper phrasing, intonation, and expression.

**Materials**

- ▶ Sentence strips (Activity Master F.024.AM1a - F.024.AM1c)  
*Copy on card stock, laminate, and cut apart.*

**Activity**

Students read sentences with expression.

1. Place the sentence strips at the center.
2. Working in pairs, student one selects and orally reads the sentence strip with expression.
3. Student two then repeats the sentence(s) back to student one.
4. Continue until all sentence strips are read.
5. Reverse roles and repeat the activity.
6. Peer evaluation

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

**Extensions and Adaptations**

- ▶ Read the sentences together.
- ▶ Use longer sentences or passages.
- ▶ Write other sentences to read.

Little Red Riding Hood said, "Grandmother, what big eyes you have!" The wolf replied in a high voice, "The better to see you with, my dear."

"This bowl of porridge is too cold! This one is too hot! But this one is just right," said Goldilocks.

"Little pig let me come in or I'll huff and puff and blow your house down!" yelled the wolf.

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

TRIP, TRAP! TRIP, TRAP! "Who's that trip-trapping over my bridge?" shouted the troll.



The mouse was very afraid. "Please let me go," the mouse begged.

"Oh, Turkey-Lurkey, the sky is falling! We are going to tell the king," cried Goosey-Loosey.

"Somebody has been sitting in my chair!" growled Papa Bear.

"Run, run as fast as you can! You can't catch me! I'm the Gingerbread Man!"

"Somebody has been sitting in my chair and they broke it!" whined Baby Bear.



The goose said, "Stop Gingerbread Man! I would like to eat you!"

The first little pig shouted, "Not by the hair on my chinny, chin, chin!"

"Grandmother, what big teeth you have!" said Little Red Riding Hood.

The third goat had a big voice. "IT IS I, THE BIGGEST BILLY GOAT GRUFF!" he bellowed.





**F.025**

# Fluency

## Oral Reading Reader's Theatre



### Objective

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



### Materials

- ▶ Readers Theatre script (Activity Master F.025.AM1a - F.025.AM1d)  
*Choose stories with dialogue rich text and develop scripts within students' instructional-independent reading level range. Locate appropriate scripts on the Internet.*



### Activity

Students rehearse and read text that lends itself to dialogue and expression.

1. Provide scripts for each student 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

#### The Three Bears

##### Characters:

Narrator  
Baby Bear  
Momma Bear  
Papa Bear  
Goldilocks

**Narrator:** Once upon a time there were three bears who lived in a house in the woods.

**Baby Bear:** One of them was Baby Bear.

**Momma Bear:** One was Momma Bear.

**Papa Bear:** And the other was Papa Bear.

**Narrator:** They each had a bowl for their porridge.

**Baby Bear:** The Baby Bear had a little wee bowl.

**Momma Bear:** The Momma Bear had a medium-sized bowl.

**Papa Bear:** And the Papa Bear had a great big bowl.

**Narrator:** They each had a chair to sit in.

**Baby Bear:** The Baby Bear had a little wee chair.

**Momma Bear:** The Momma Bear had a medium-sized chair.

**Papa Bear:** And the Papa Bear had a great big chair.

**Narrator:** And they each had a bed to sleep in.



### Extensions and Adaptations

- ▶ Students write plays to use for Readers Theatre.
- ▶ Increase the reading difficulty of the scripts.

## The Three Bears

### Characters:

Narrator  
Baby Bear  
Momma Bear  
Papa Bear  
Goldilocks

**Narrator:** Once upon a time there were three bears who lived in a house in the woods.

**Baby Bear:** One of them was Baby Bear.

**Momma Bear:** One was Momma Bear.

**Papa Bear:** And the other was Papa Bear.

**Narrator:** They each had a bowl for their porridge.

**Baby Bear:** The Baby Bear had a little wee bowl.

**Momma Bear:** The Momma Bear had a medium-sized bowl.

**Papa Bear:** And the Papa Bear had a great big bowl.

**Narrator:** They each had a chair to sit in.

**Baby Bear:** The Baby Bear had a little wee chair.

**Momma Bear:** The Momma Bear had a medium-sized chair.

**Papa Bear:** And the Papa Bear had a great big chair.

**Narrator:** And they each had a bed to sleep in.



**Baby Bear:** The Baby Bear had a little wee bed.

**Momma Bear:** The Momma Bear had a medium-sized bed

**Papa Bear:** And the Papa Bear had a great big bed.

**Narrator:** One morning, the three bears made porridge for breakfast, but it was too hot to eat! So they decided to go for a walk in the woods until it cooled.

While the three bears were walking, a little girl named Goldilocks came to their house. First, she looked in at the window, and then she peeked through the keyhole.

Goldilocks turned the handle of the door. The door was not locked, so Goldilocks opened the door and went right in.

There was the porridge on the table. It smelled very, very good! She went straight to it.

First, she tasted the porridge of the Papa Bear.

**Goldilocks:** Um, this is too hot.

**Narrator:** Then she tasted the porridge of the Momma Bear.

**Goldilocks:** Um, this is too cold.

**Narrator:** Then she tasted the porridge of the Baby Bear.

**Goldilocks:** Oh, this is just right. I like it so much I think I'll eat it all up!

**Narrator:** Then Goldilocks went into the living room to see what else she could find. There were the three chairs.

First, she sat down in the chair of the Papa Bear.

**Goldilocks:** Um, this is too hard.

**Narrator:** Then she sat down in the chair of the Momma Bear.

**Goldilocks:** Um, this is too soft.

**Narrator:** Then she sat down in the chair of the Baby Bear.

**Goldilocks:** Oh, this is just right. I like it so much I think I'll rock and rock!

**Narrator:** BUT, the bottom of the chair fell out! Down she went onto the floor with a CRASH!

Goldilocks went into the bedroom where the three bears slept.

First, she lay upon the bed of the Papa Bear.

**Goldilocks:** Um, this bed is too high at the head for me.

**Narrator:** Then she lay upon the bed of the Momma Bear.

**Goldilocks:** Um, this bed is too high at the foot for me.

**Narrator:** Then she lay down upon the bed of the Baby Bear.

**Goldilocks:** Oh, this is just right! I like it so much I think I'll go to sleep!

**Narrator:** By this time, the three bears thought their porridge would be cool enough. So they came home for breakfast.

Goldilocks had left the spoons of the bears in their porridge bowls and they all noticed right away!

**Papa Bear:** Somebody has been eating my porridge!

**Baby Bear:** Somebody has been eating my porridge and it's all gone!

**Narrator:** Goldilocks had left the chair cushions a mess.

**Papa Bear:** Somebody has been sitting in my chair!

**Momma Bear:** Somebody has been sitting in my chair!

**Baby Bear:** Somebody has been sitting in my chair and it is broken!

**Narrator:** The three bears went into the bedroom.

Goldilocks had left all of the bed pillows out of place.

**Papa Bear:** Somebody has been lying in my bed!

**Momma Bear:** Somebody has been lying in my bed!

**Baby Bear:** Somebody has been lying in my bed and here she is!

**Narrator:** All three bears let out a long yell.

**All Three Bears:** Aaaaahhhhhh!

**Narrator:** This woke Goldilocks up. The three bears were all staring at her.

Goldilocks was so frightened that she jumped out of bed and ran away as fast as she could and never came back!

Notes