



Objective

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

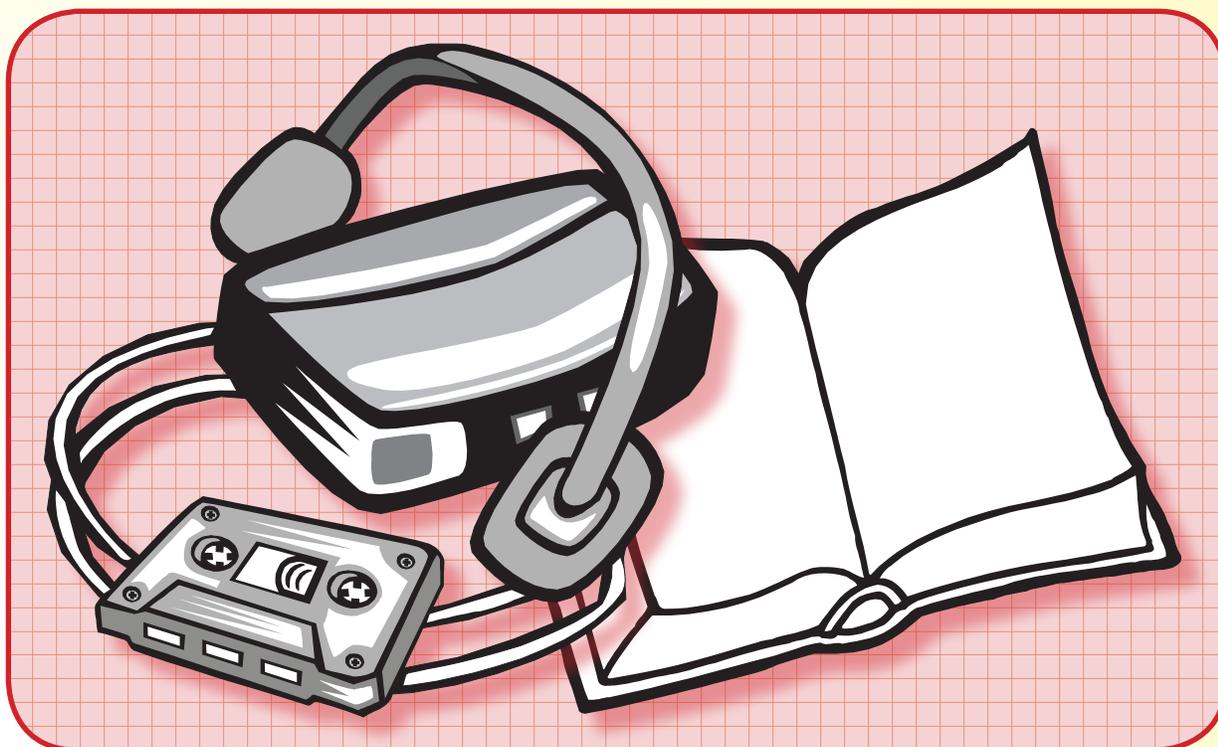
Materials

- ▶ Tape player
- ▶ Headphones
- ▶ Cassette tape
- Choose or make tapes of a book or passage 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 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 phrasing, intonation, and expression.
4. Practices reading the text without the tape, emphasizing phrasing, intonation, and expression.
5. Self-check



Extensions and Adaptations

- ▶ Read the text or passage to other students at the center.
- ▶ Choral read the text with a partner.



Reading Wiz

Objective

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

Materials

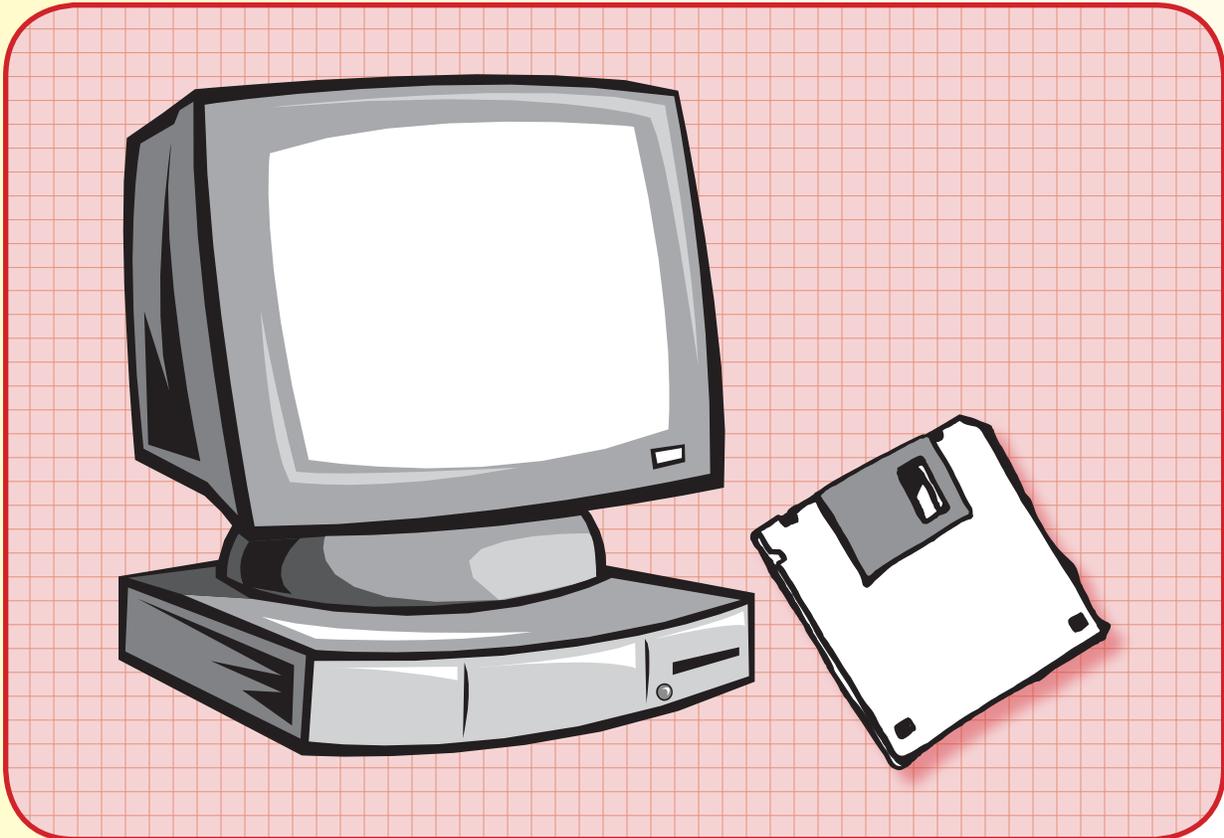
- ▶ Computer
- ▶ Headphones
- ▶ Computer software

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 connected text.

Materials

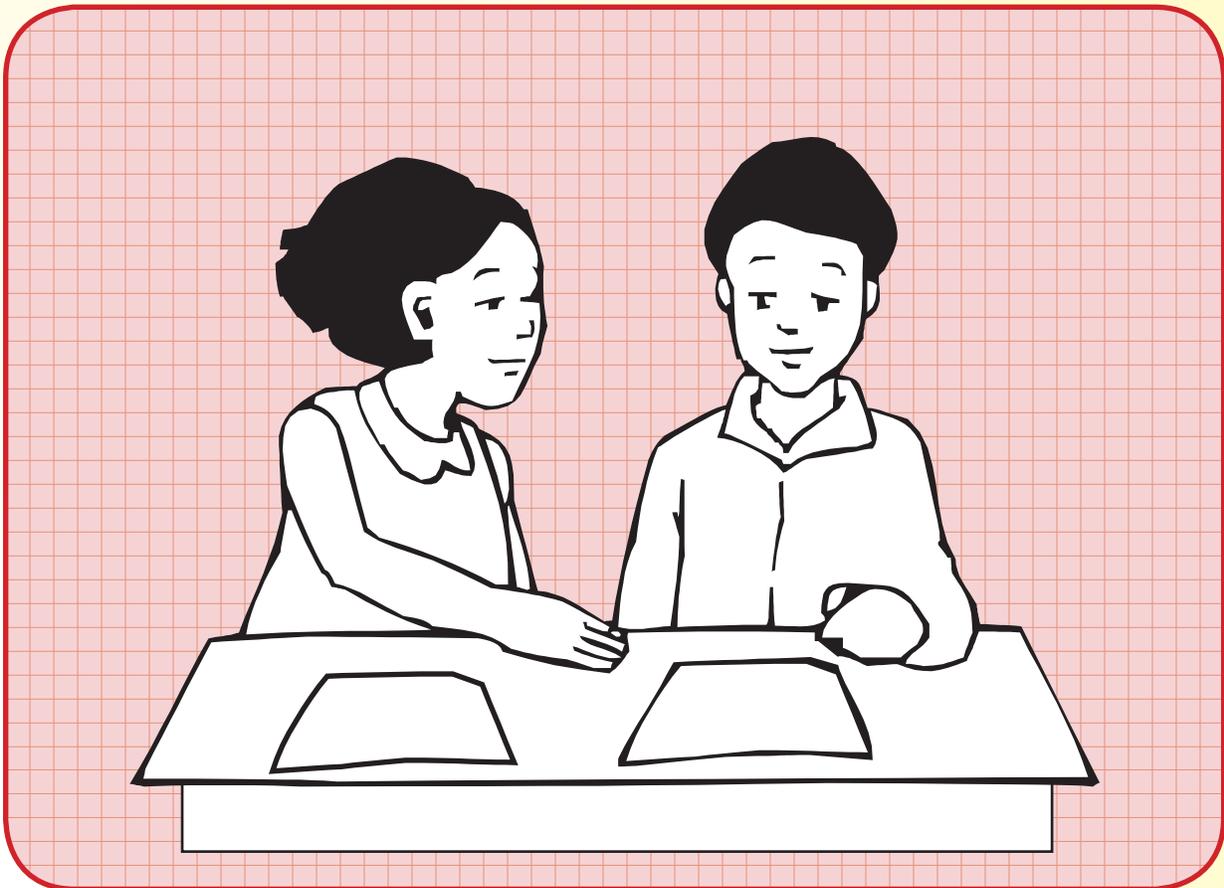
▶ Passages, book, or text

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

Activity

Students reread texts with a partner.

1. Provide a text for each student.
2. Taking turns, students alternate reading sentences 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. Read entire text to each other.
6. Peer evaluation



Extensions and Adaptations

- ▶ Take turns reading by paragraphs.
- ▶ Use a timer to increase speed.

All Together Now

Objective

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

Materials

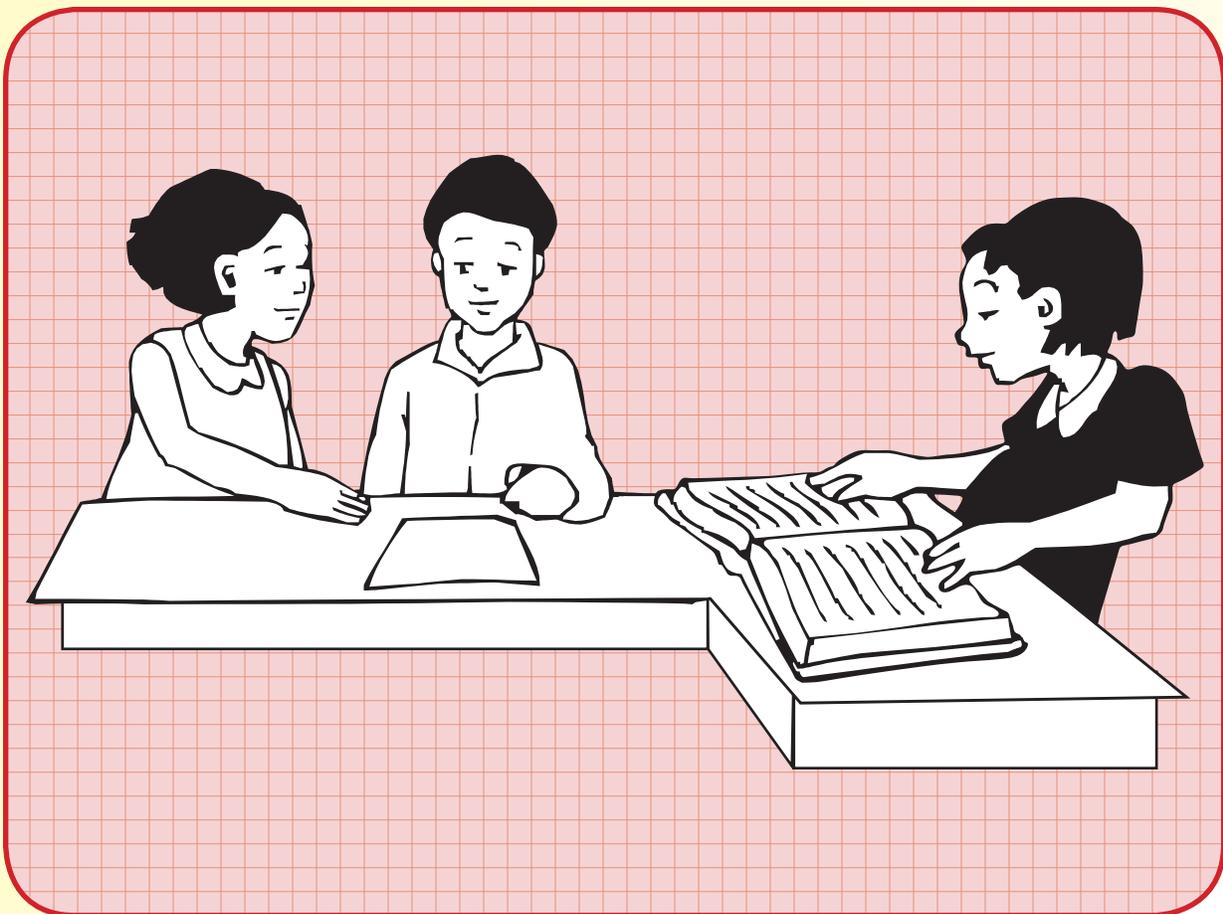
► Text

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

Activity

Students read text in unison.

1. Provide each student with a copy of the selected text.
2. Taking turns, a student is designated as the group leader.
3. Begins reading and the others choral read along.
4. Change roles, allowing each student to lead the group, and reread.
5. Peer evaluation



Extensions and Adaptations

- Copy text on overhead transparency and one student leads the choral reading by swooping under the designated phrases.

**Objective**

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

**Materials**

- ▶ Set of books or passages

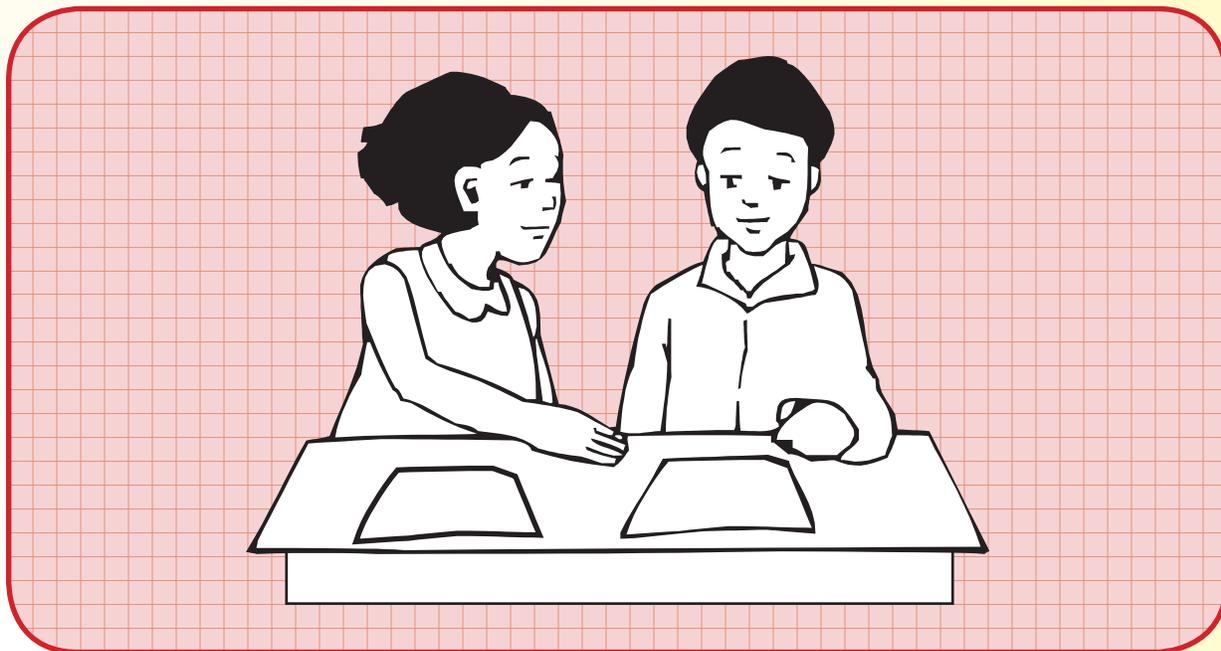
Choose books or passages within lower performing students' instructional-independent reading level range.

Indicate the length of the text to be read at a time by using bookmarks or stickies.

**Activity**

Students practice reading fluently by 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 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 alongs silently.
4. Student two rereads the same text while student one assists.
5. Continue the activity until the entire text has been read.
6. Reread the text several times.
7. 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.



Read and Read Again

Objective

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

Materials

- ▶ Set of books or connected 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.025.SS1)
- ▶ Words correct per minute graph (Activity Master F.025.SS2)
This graph can be used to record 60-90 words correct per minute. Other graphs to record 30-60 and 90-120 words correct per minute can be found at F.008.SS1 and F.025.SS3.
- ▶ 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 text, reading record, and words correct per minute graph. 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 along, using a Vis-à-Vis® marker to mark words read incorrectly.
3. Continue reading until timer goes off. 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



Name _____

F.025.SS1 Read and Read Again

Title: _____

Date: _____ Pages Read: _____

1st Reading

of words read: _____

Subtract # of errors: _____

of words read correctly per minute: _____

2nd Reading

of words read: _____

Subtract # of errors: _____

of words read correctly per minute: _____

3rd Reading

of words read: _____

Subtract # of errors: _____

of words read correctly per minute: _____

Name _____

F.025.SS2

Words Per Minute

90					
89					
88					
87					
86					
85					
84					
83					
82					
81					
80					
79					
78					
77					
76					
75					
74					
73					
72					
71					
70					
69					
68					
67					
66					
65					
64					
63					
62					
61					
60					

1st try 2nd try 3rd try 4th try 5th try

Extensions and Adaptations

- ▶ Use copies of text and mark difficult words for later explanation.
- ▶ Use graph with more fluent readers (Activity Master F.025.SS3).

Name _____

F.025.SSI

Read and Read Again

Title: _____

Date: _____ Pages Read: _____

1st Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

2nd Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

3rd Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

Name _____

Read and Read Again

F.025.SS2

Words Correct Per Minute

90					
89					
88					
87					
86					
85					
84					
83					
82					
81					
80					
79					
78					
77					
76					
75					
74					
73					
72					
71					
70					
69					
68					
67					
66					
65					
64					
63					
62					
61					
60					
	1 st try	2 nd try	3 rd try	4 th try	5 th try

Name _____

F.025.SS3

Read and Read Again

Words Correct Per Minute

120					
119					
118					
117					
116					
115					
114					
113					
112					
111					
110					
109					
108					
107					
106					
105					
104					
103					
102					
101					
100					
99					
98					
97					
96					
95					
94					
93					
92					
91					
90					
	1 st try	2 nd try	3 rd try	4 th try	5 th try

Play It Up!

Objective

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

Materials

- ▶ Readers Theatre script

Choose stories with dialogue rich text and develop scripts within students' instructional-independent reading level range or locate appropriate scripts on the Internet.

Activity

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

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: I'm Baby Bear.

Momma Bear: I'm Momma Bear.

Papa Bear: I'm Papa Bear.

Narrator: They each had a bowl for their porridge.

Baby Bear: I have a little wee bowl.

Momma Bear: I have a medium-sized bowl.

Papa Bear: I have a great big bowl.

Narrator: They each had a chair to sit in.

Baby Bear: I have a little wee chair.

Momma Bear: I have a medium-sized chair.

Papa Bear: I have 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.
- ▶ Perform for class.
- ▶ Increase the reading difficulty of the scripts.



Objective

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



Materials

- ▶ Set of paragraphs

Choose paragraphs within instructional-independent reading level that may be read with expression (e.g., dialogue, mood).

Copy on card stock, laminate, and cut apart.



Activity

Students read fluently by echo reading paragraphs.

1. Place the set of paragraphs at the center.
2. Working in pairs, student one selects and orally reads the paragraph fluently.
3. Student two then repeats the paragraph back to student one in the same manner.
4. Continue until all paragraphs have been read with proper phrasing, intonation, and expression.
5. Reverse roles and repeat the activity.
6. Peer evaluation

Maria and Diane were friends. The weather was nice one Saturday and they decided to spend the day at the beach. They pulled together everything they needed to take. Maria got the towels, sunglasses, and volleyball while Diane made drinks, sandwiches, and snacks. They loaded the car with all of their things and started to go.

"Wait! I forgot my camera!" Diane shouted. Maria stopped the car and waited for Diane to run back into the house. "I can't forget this," she sighed.
"Oh no!" gasped Maria.
"What is the matter?" asked Diane.
"I need to go back inside and get my bathing suit." Maria replied.

"I wish it hadn't started to rain. I really wanted to spend the day at the beach," Diane said sadly. They decided to go inside to play cards and eat their lunch.

"So much for a day at the beach!" said Maria.

By the time Maria got back to the car, Diane looked up at the sky and saw the clouds growing dark. They heard thunder and then soon, drops of rain began to fall.



Extensions and Adaptations

- ▶ Read the paragraphs together.
- ▶ Cut apart scripts from readers' theatre.
- ▶ Use other different intonation and expression.
- ▶ Write other paragraphs to read.



Poetry Reading

Objective

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

Materials

► Poetry

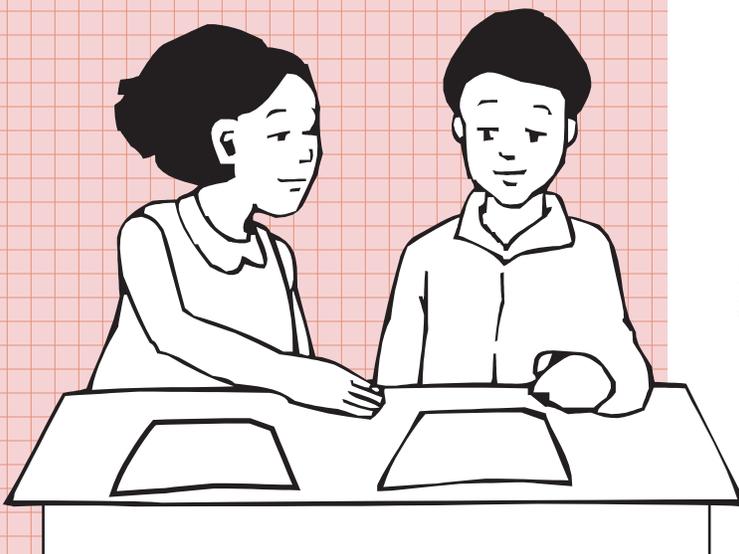
Choose books or passages within lower performing students' instructional-independent reading level range.

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 text. Students face each other.
3. Working in pairs, student one (the higher-performing student) reads the assigned poem or a stanza aloud. Student two (the lower-performing student) reads along silently.
4. Student two reads the same poem or stanza while student one assists.
5. Repeat the activity, rereading the poem several times.
6. Peer evaluation



Keith McAffee

Keith McAffee wouldn't take the garbage out.
He just poked out his lip and started to pout.
His father asked him kindly,
His mother began to shout!
But Keith McAffee wouldn't take the garbage out!

The trash piled to the table and then filled the floor.
It piled higher and higher, falling out the door.
It went down the street and then all around.
Pass the school and stores; throughout the town.
But Keith McAffee wouldn't take the garbage out!

The trash got bigger and bigger, really growing deep.
What a huge, dirty, smelly, rolling heap!
Soon the state was covered with litter everywhere.
And the boy was even covered from his toes to his hair!
Now Keith McAffee wished he had taken the garbage out!

Extensions and Adaptations

- Choral read.
- Discuss main idea of poem.



Objective

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



Materials

- ▶ Word list (Activity Master F.029.AM1)
Make two copies.
- ▶ Passage (Activity Master F.029.AM2)
Make 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. Taking turns, students practice reading the word list three times each.
3. Student one reads the first paragraph focusing on phrasing, intonation, and expression.
4. Student two reads the second paragraph focusing on phrasing, intonation, and expression.
5. Continue until the entire text has been read.
6. Reverse roles and repeat the activity.
7. Peer evaluation

The image shows two activity master cards, F.029.AM1 and F.029.AM2, displayed on a grid background. Card F.029.AM1 is titled "Fluency" and "Rapid Read" and contains a "Word List" with the following words: bakery, breakfast, tour, kitchen, large, table, prepares, dough, listened, giant, machine, caught, whir, toward, suddenly, laugh, giggle, finished, and chocolate. Card F.029.AM2 is also titled "Fluency" and "Rapid Read" and contains a passage titled "The Bakery" with three paragraphs of text. Both cards have small text at the bottom: "© 2006 The Florida Center for Reading Research" and "© 2006 Student Center Activities, Florida".



Extensions and Adaptations

- ▶ Time passage reading and graph words read correctly.
- ▶ Use other passages according to instructional-independent reading level range.

Word List

bakery

breakfast

tour

kitchen

large

table

prepares

dough

listened

giant

machine

caught

whir

toward

suddenly

laugh

giggle

finished

chocolate

The Bakery

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

The baker showed Jill and her dad the large mixer, the oven, and the huge baker’s working table. Then the baker told them how he prepares the dough to bake cookies. As Jill listened, the shiny switch on the giant mixing machine caught her eye. She reached out her hand and flipped the switch. “Whir!” went the machine.

The baker, Jill, and her dad jumped back. Chocolate cake batter sprayed around the room and all over Jill. The baker ran toward the machine and turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. Suddenly, the baker started to laugh. Then, Jill’s dad started to laugh. Jill still felt bad 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 was finished, she told the baker she was sorry about making the mess. He smiled and said, “That’s okay.” Then, he handed her a box to take with her. When she got outside the bakery, she looked in the box to see a huge piece of chocolate cake. Jill smiled.



Listen To Me

Objective

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

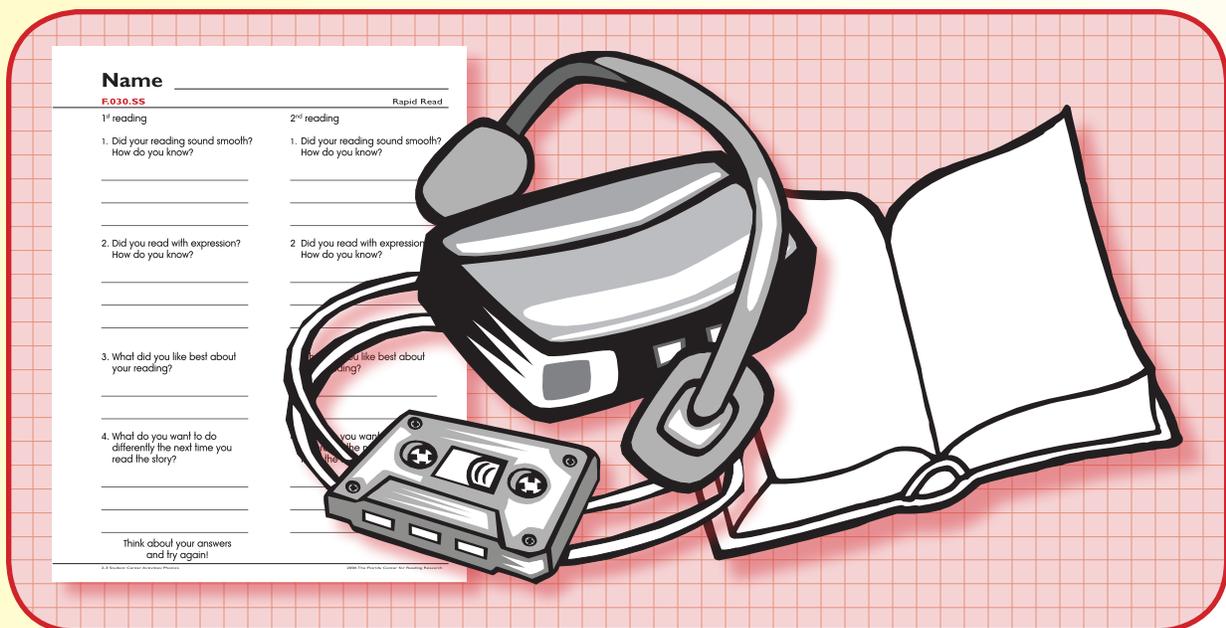
Materials

- ▶ Book or passage
Choose text within students' instructional-independent reading level range.
- ▶ Tape player
- ▶ Cassette tape
- ▶ Student sheet (Activity Master F.030.SS1)

Activity

Students read and record passages on tape.

1. Place the tape player and cassette tape at the center. Provide each student with a copy of the text and student sheet.
2. The student practices reading the lines of text aloud with proper phrasing, intonation, and expression.
3. Puts tape into the tape player, pushes record button, and reads the text.
4. Rewinds the tape and listens. Completes “first reading” section of student sheet.
5. Records second reading making improvements. Rewinds and listens to second reading. Completes “second reading” section of student sheet.
6. May repeat a third time.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Do activity with a partner.
- ▶ Complete self-evaluation daily for each attribute by checking the box that best describes reading fluency (Activity Master F.030.SS2).

Name _____

F.030.SSI

Listen To Me

1st reading

1. Did your reading sound smooth?
How do you know?

2. Did you read with expression?
How do you know?

3. What did you like best about
your reading?

4. What do you want to do
differently the next time you
read the story?

2nd reading

1. Did your reading sound smooth?
How do you know?

2. Did you read with expression?
How do you know?

3. What did you like best about
your reading?

4. What do you want to do
differently the next time you
read the story?

Think about your answers
and try again!

Name _____

Listen To Me

F.030.SS2

MY READING TODAY	Mon.	Tues.	Wed.	Thurs.	Fri.
EXPRESSION					
I read changing my voice to show feeling or to sound like the character.					
I read changing the sound of my voice some of the time.					
I read like a robot and did not change the sound of my voice.					
RATE	Mon.	Tues.	Wed.	Thurs.	Fri.
I read steady and at good rate.					
I read too fast like a rabbit.					
I read too slowly like a turtle.					
ACCURACY	Mon.	Tues.	Wed.	Thurs.	Fri.
I read every word correctly by myself.					
I read most of the words correctly by myself.					
I read a few words correctly, but needed lots of help.					
PHRASING	Mon.	Tues.	Wed.	Thurs.	Fri.
I read using proper phrasing and paid attention to punctuation.					
I read a couple of words at a time.					
I read word by word.					