



Section 4

12 Quick-and-Easy Fluency Lessons



Lesson 1



Phrase-Cued Text Practice

Prepare marked and unmarked copies of a phrase-cued text passage. (See page 21 for an explanation.) Distribute copies of the text passage. (See attached samples.)

Have students follow along as you model reading the marked passage using appropriate phrasing and intonation. Then read the text chorally. Have the students read the passage multiple times. Provide appropriate feedback. On subsequent days:

- ◆ Have students chorally read the marked passage first as a group, then in pairs. Ask students to practice reading the passage independently.



- ◆ Distribute the unmarked version of the passage and ask students to read it independently.
- ◆ Meet with each student individually and ask him or her to read the unmarked passage. Note phrasing, appropriate pauses, expression, and reading rate. Record the results in each student's Assessment Portfolio.

Phrase-Cued Text Weekly Practice Sessions

Use the following routine for phrase-cued text practice sessions, which should take about 10 minutes a day, several times a week. Select passages on each child's instructional reading level. Make two copies of the passage. On one copy, mark the natural phrase boundaries; leave the other copy unmarked.

DAY 1

1. Select, copy, and distribute a marked text passage (approximately 100–250 words) written at the reading level of a group of students. Explain the format, and tell students that good phrasing will improve their comprehension. Assure them that, with practice, they will get used to reading from marked text.
2. Model reading the marked text aloud as students use their copies to follow along silently. Do this two or three times. Invite students to comment on what they observed about your phrasing and expression.
3. Have students use the marked text to read aloud chorally. They will have additional opportunities to practice throughout the week.

DAY 2

1. Again model reading aloud the marked text.
2. Have students chorally read aloud from copies of their marked text two or three times. Encourage students to comment on their reading and give them your feedback. Also discuss the content of the passage.
3. Have students practice reading aloud the marked text in pairs or small groups.

Encourage them to exchange constructive feedback.

DAY 3

1. Have students use the marked text to read aloud chorally.
2. Follow up by having students practice reading aloud in pairs or small groups.
3. You may wish to have students tape-record themselves, so they can assess their own reading.
4. Encourage students to find opportunities during the day to practice reading their marked text.

DAY 4

1. Distribute the unmarked version of the text.
2. Ask each student to read aloud the passage without the phrases marked. Give each student feedback on his or her reading.
3. Have students practice reading the unmarked text in pairs. They may also tape-record themselves and compare their various readings.

DAY 5

1. Meet with each student individually. Ask him or her to read the unmarked version of the text. Note phrasing, appropriate pauses, expression, and reading rate. Give the student positive feedback.
2. Encourage students to take the passage home and read it to an adult.

Name _____ Date _____

Pass It On!

by Bill E. Neder

All the kids/ were playing.//

"It is my birthday!"/ Pam announced/ to them.//

Meg whispered/ to Tom,// "Let's get Pam/ a hat.// Pass it on."//

Tom whispered/ to Bev,// "We're getting Pam/ a cat.// Pass it on."//

Bev whispered/ to Bob,// "We're giving Pam/ a mat.// Pass it on."//

Bob heard,/ "We're getting Pam/ a bat."//

After playing,/ all the kids/ went home.//

Meg made Pam/ a neat hat.//

Tom found Pam/ a new cat.//

Bev made Pam/ a small mat.//

Bob got Pam/ a big bat.//

Then they all/ went over/ to see Pam.//

Pam got/ so many things!// She recited/ all their names.//

"A hat,/ a cat,/ a mat,/ and a bat!"// Pam announced,// "I am/ so happy!"//

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"A hat, a cat, a mat, and a bat!" Pam announced, "I am so happy!"

Name _____

Date _____

A Man With an Idea

by Dena Ryan

Thomas Alva Edison/ invented many things/ that are still in use/ today.// He had/ good ideas.// When Edison had ideas,/ he worked on them.// He would try/ many things.// The information he got/ from testing his ideas/ was the way/ he invented things.//

This is the story/ of a man/ named Levi Hutchins.// He lived in Concord, New Hampshire,/ over 200 years ago.// One day,/ Levi looked/ at his clock.// He was curious/ about how it worked.// So/ he opened it up.// There was a gear/ in the clock.// There were other things.// Soon/ Levi could see/ how the clock worked.//

"I'm going to make/ a clock,"/ Levi said.// "I am going to work/ on a clock/ that rings out.// The big clocks with bells/ ring out,/ but/ men ring the bells.// No one/ is going to ring/ the bell in my clock.//"

Levi got to work.// He had to try many things/ to get his clock to work,/ but/ he had patience.// Soon/ he had/ what he wanted.//

Then/ Levi sat and waited.// Would his clock ring?// It did ring!// Levi had invented/ the first alarm clock!//

Levi let his friends/ hear his clock.// They liked the ringing,/ and were amazed/ at how the clock worked.//

Levi's clock/ was not like/ the alarm clocks we use now.// It could not be set,/ and/ it could not be changed.// Soon/ other people made better alarm clocks,/ but/ Levi's idea/ is still ringing/ in our ears.//

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Thomas Alva Edison invented many things that are still in use today. He had good ideas. When Edison had ideas, he worked on them. He would try many things. The information he got from testing his ideas was the way he invented things.

This is the story of a man named Levi Hutchins. He lived in Concord, New Hampshire, over 200 years ago. One day, Levi looked at his clock. He was curious about how it worked. So he opened it up. There was a gear in the clock. There were other things. Soon Levi could see how the clock worked.

"I'm going to make a clock," Levi said. "I am going to work on a clock that rings out. The big clocks with bells ring out, but men ring the bells. No one is going to ring the bell in my clock."

Levi got to work. He had to try many things to get his clock to work, but he had patience. Soon he had what he wanted.

Then Levi sat and waited. Would his clock ring? It did ring! Levi had invented the first alarm clock!

Levi let his friends hear his clock. They liked the ringing, and were amazed at how the clock worked.

Levi's clock was not like the alarm clocks we use now. It could not be set, and it could not be changed. Soon other people made better alarm clocks, but Levi's idea is still ringing in our ears.