Objective

The student will gain speed and accuracy in letter recognition.

Materials

▸ Alphabet Arc (Activity Master F.001.AM1)
   Enlarge 200 percent.
▸ 12" x 18" construction paper
   Glue Alphabet Arc to construction paper.
▸ Set of uppercase letters (e.g., foam or plastic)
▸ Timer (e.g., digital)

Activity

Students match letters of the alphabet to the Alphabet Arc in a timed activity.

1. Place the Alphabet Arc and set of letters on a flat surface. Place the timer at the center.
2. The student sets the timer for one minute. Chooses a letter, names it (e.g., "P"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until the timer goes off. Repeats the activity attempting to match all letters in less than one minute.
4. Self-check

Extensions and Adaptations

▸ Match lowercase alphabet letters to the Alphabet Arc in three minutes or less.
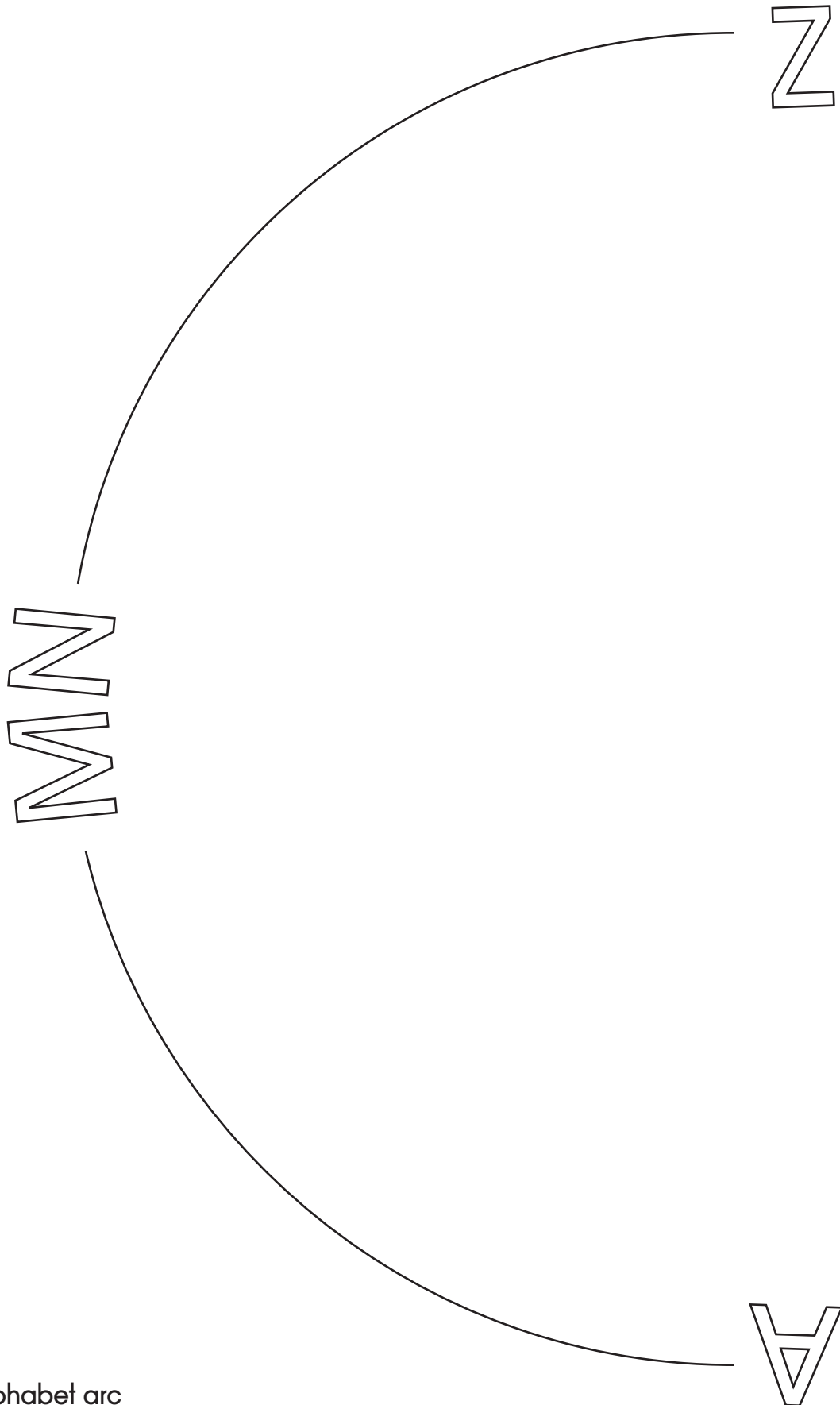▸ Complete the partial Alphabet Arc in three minutes or less (Activity Master F.001.AM2).

ABCDEFGHIJKLMNOPQRSTUVWXYZ

alphabet arc

Z

N
M

A

partial alphabet arc

Fluency

Hungry Letter Mouse

✎ Objective

The student will gain speed and accuracy in letter recognition.

✎ Materials

- ▶ Erasers
- ▶ Mouse covers (Activity Master F.002.AM1)
  Copy, cut, and tape to erasers.
- ▶ Alphabet strip (Activity Master F.002.AM2)
  Copy, cut, assemble, and laminate.
- ▶ Counters
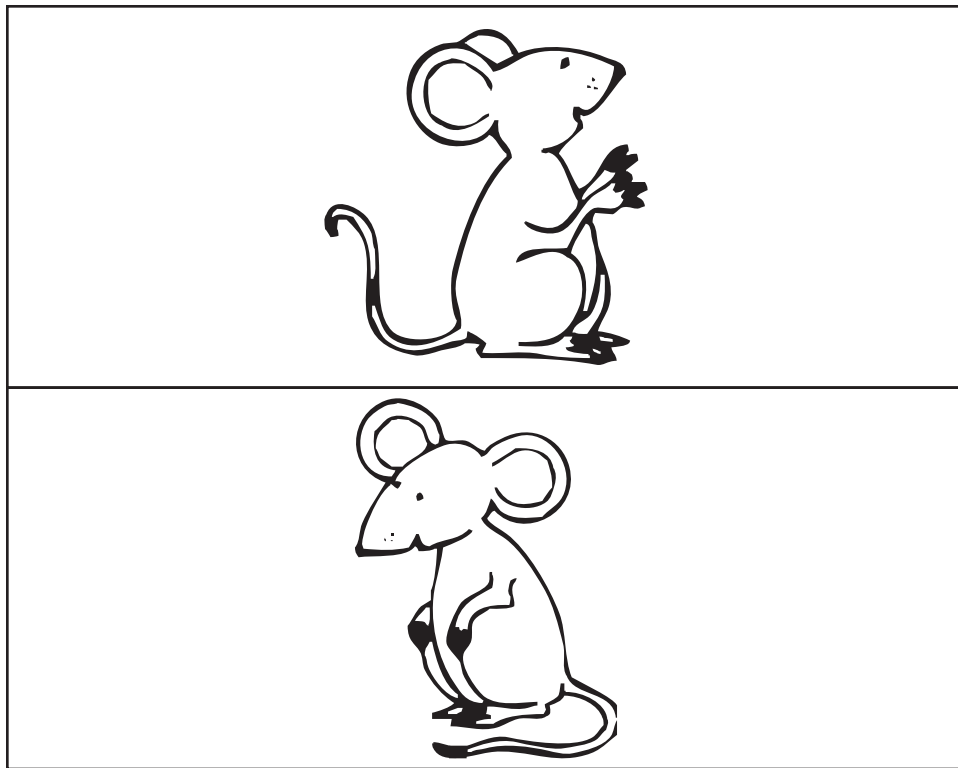- ▶ Whiteboards
- ▶ Vis-à-Vis® markers

✎ Activity

Students quickly write and name letters of the alphabet.

1. Place the alphabet strip and counters at the center. Provide each student with a whiteboard, Vis-à-Vis® marker, and eraser.
2. Taking turns, student one looks at the alphabet strip, selects a letter, writes it on the whiteboard, shows it to student two, and begins counting to three. Student two names the letter.
3. If correct, and named within three seconds, student one places a counter on the corresponding letter on the alphabet strip. If incorrect, or if the letter is not identified within three seconds, student one wipes the letter with the eraser allowing the mouse to "eat" the letter.
4. Continue until all letters on the alphabet strip are covered with counters.
5. Peer evaluation
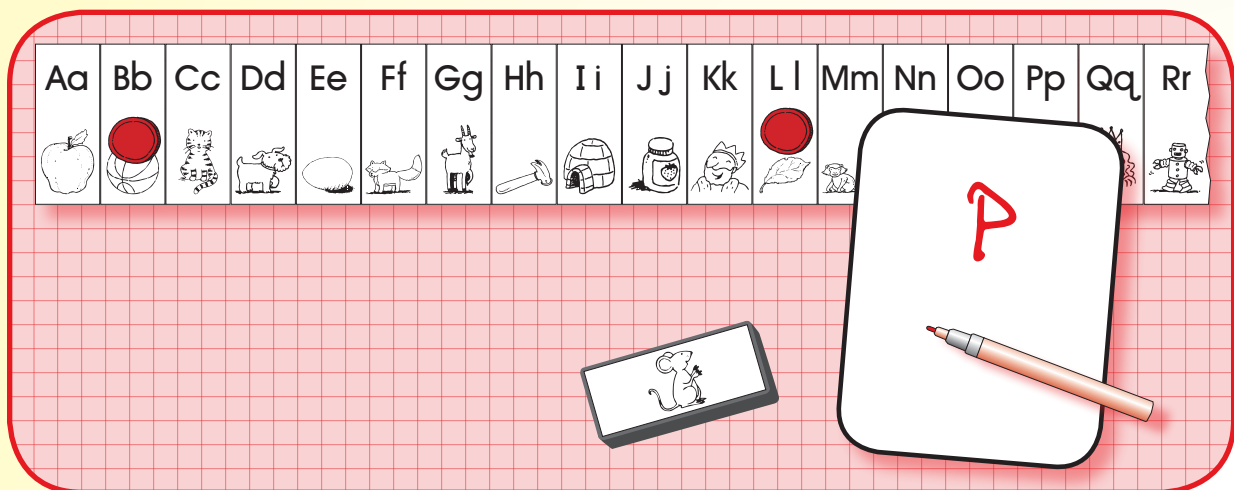
✎ Extensions and Adaptations
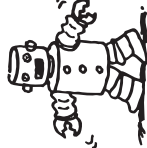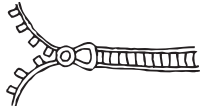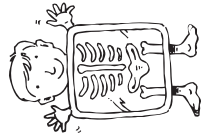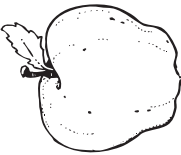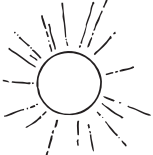
- ▶ Say the sound of each letter.
- ▶ Say a word that begins with the initial sound of each letter.
- ▶ Use high-frequency words.

mouse covers

glue	glue	
I i	Rr	
Hh	Qq	Zz
Gg	Pp	Yy
Ff	Oo	Xx
Ee	Nn	Ww
Dd	Mm	Vv
Cc	L l	Uu
Bb	Kk	Tt
Aa	Jj	Ss

alphabet strip

✏ Objective

The student will gain speed and accuracy in letter recognition.

✏ Materials

▶ Letter cards (Activity Master F.003.AM1a - F.003.AM1i)

  Choose six target letters, copy on card stock six times, and cut into cards.

▶ Time record student sheet (Activity Master F.003.SS)

▶ Timer (e.g., digital)

▶ Pencils

✏ Activity

Students identify letters while playing a card game.

1. Place the letter cards face down in a stack. Place the timer at the center. Provide the students with one time record.
2. Working in pairs, student one selects the top card from the stack as the target letter and places it face up on the table. Student two divides the remaining letter cards into two stacks and each student gets one stack.
3. Student one starts the timer and says "begin." Each student turns over one card, says the letter as quickly as possible, and taps his card if it matches the target letter.
4. If a match is made, places the card below the target letter. If a match is not made, places the card to the side.
5. Play until each student uses all his cards. Student one stops timer and records time on student sheet.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation
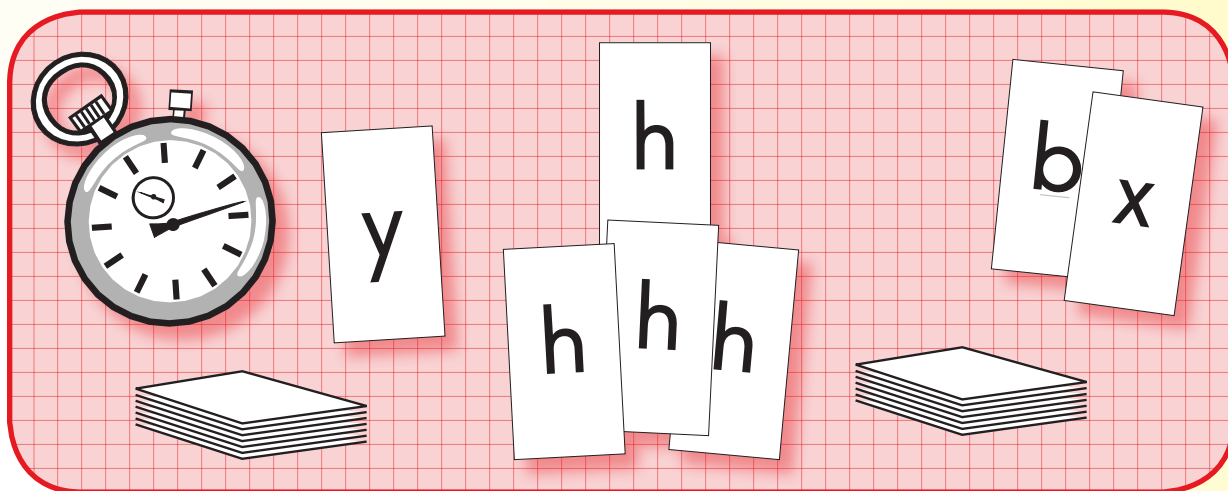
✏ Extensions and Adaptations

▶ Use other target letters.

▶ Use target words.

A | B | C

D | E | F

letter cards

G H I

J K L

letter cards

M	N	O
P	Q	R

letter cards

S	T	U
V	W	X

letter cards

Fluency

y	z	a
b	c	d

letter cards

e	f	g
h	i	j

letter cards

k	l	m
n	o	p

letter cards

q	r	s
t	u	v

letter cards

w	x	y
z		

letter cards

Name _____

Time Record

	Minutes	Seconds
1st Try	_____ : _____ _____
2nd Try	_____ : _____ _____
3rd Try	_____ : _____ _____
4th Try	_____ : _____ _____
5th Try	_____ : _____ _____

Fluency

Letter-Sound Correspondence   F.004

Make a Match

✎ Objective
The student will gain speed and accuracy in recognizing letter-sounds.

✎ Materials
▶ Initial sound picture cards (Activity Master P.LSC.I.1 - P.LSC.I.22 in Phonics)
  Choose eight to 12 target sound picture cards.
▶ Letter cards (Activity Master F.003.AM1a - F.003.AM1i)
  Choose corresponding target sound letter cards.
▶ Timer (e.g., digital)

✎ Activity
Students match initial sounds of words to letters while playing a timed memory game.
1. Separate initial sound picture cards and letter cards. Place cards face down in different rows. Place the timer at the center.
2. Students set the timer for one minute. Taking turns, students select a picture card and a letter card. Name the picture and say its initial sound (e.g., "tire, /t/"). Name the letter and say its sound (e.g., "t, /t/"). Determine if the initial sound of the picture matches the selected letter.
3. If there is a match (e.g., tire, "t" letter card), pick up cards, place to the side, and take another turn. If cards do not match (e.g., cat, "b" letter card), return cards to their original positions and allow partner to take a turn.
4. Continue until the timer goes off.
5. Peer evaluation
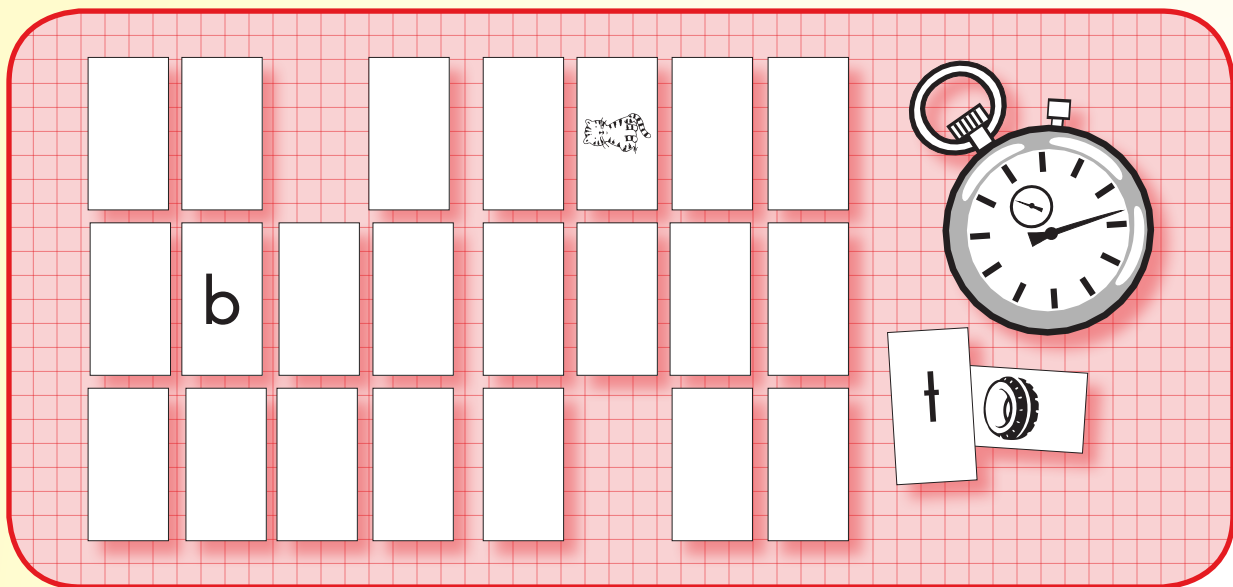
✎ Extensions and Adaptations
▶ Play using other initial sound picture cards and letter cards.
▶ Time how long it takes to make all matches.
▶ Use medial or final sound picture cards (Activity Master P.LSC.M.1-P.LSC.M.13 or P.LSC.F.1-P.LSC.F.16 in Phonics) and corresponding letter cards (Activity Master F.003.AM1a - F-003.AM1i).

Objective

The student will gain speed and accuracy in recognizing letter-sounds.

Materials

- ▶ Letter wheel spinner (Activity Master F.005.AM1)
  Copy on card stock and cut.
- ▶ Brad
  Attach arrow to the spinner with the brad.
- ▶ Letter-sound graph student sheet (Activity Master F.005.SS)
- ▶ Cup
- ▶ Counters
- ▶ Timer (e.g., digital)
- ▶ Pencils

Activity

Students say sounds of letters on a spinner in a timed activity.

1. Place the letter wheel spinner, cup, counters, and timer at the center. Provide the students with one letter-sound graph.
2. Working in pairs, student one sets the timer for one minute and says "begin." Student two spins the arrow on the spinner, names the letter, and says its sound (e.g., "t, /t/").
3. If correct, student one places one counter in the cup. If incorrect, no counter is placed in the cup.
4. Reverse roles and continue until the timer goes off. Count and graph the number of counters in the cup.
5. Repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation
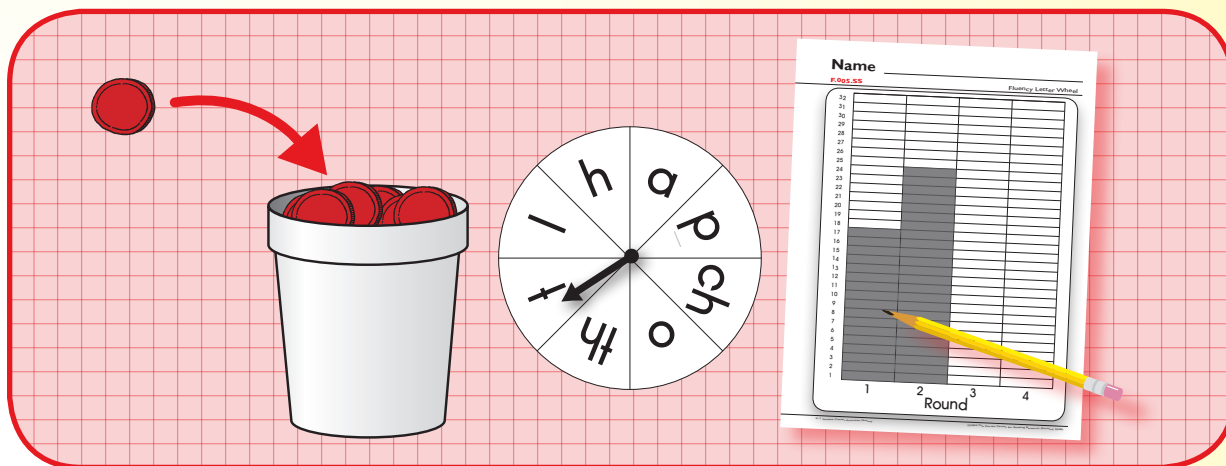
Extensions and Adaptations

- ▶ Use other letter wheel spinners. (Activity Master F.005.AM2a – F.005.AM2c)
- ▶ Make and use a wheel spinner with other letter combinations (F.005.AM3).
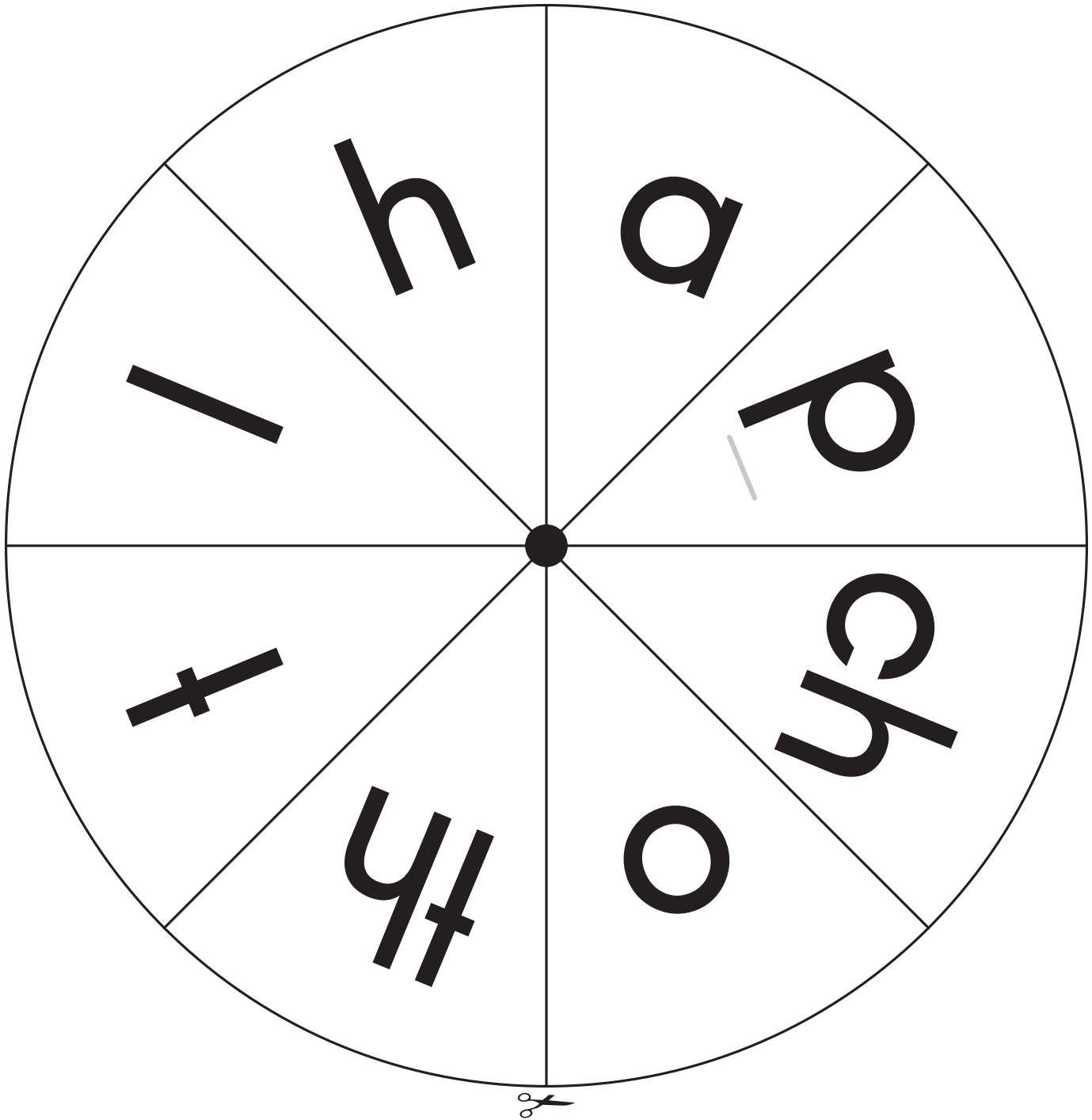
letter wheel spinner

Name _____

	1	2	3	4
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				

Round

letter wheel spinner

letter wheel spinner

Fluency Letter Wheel
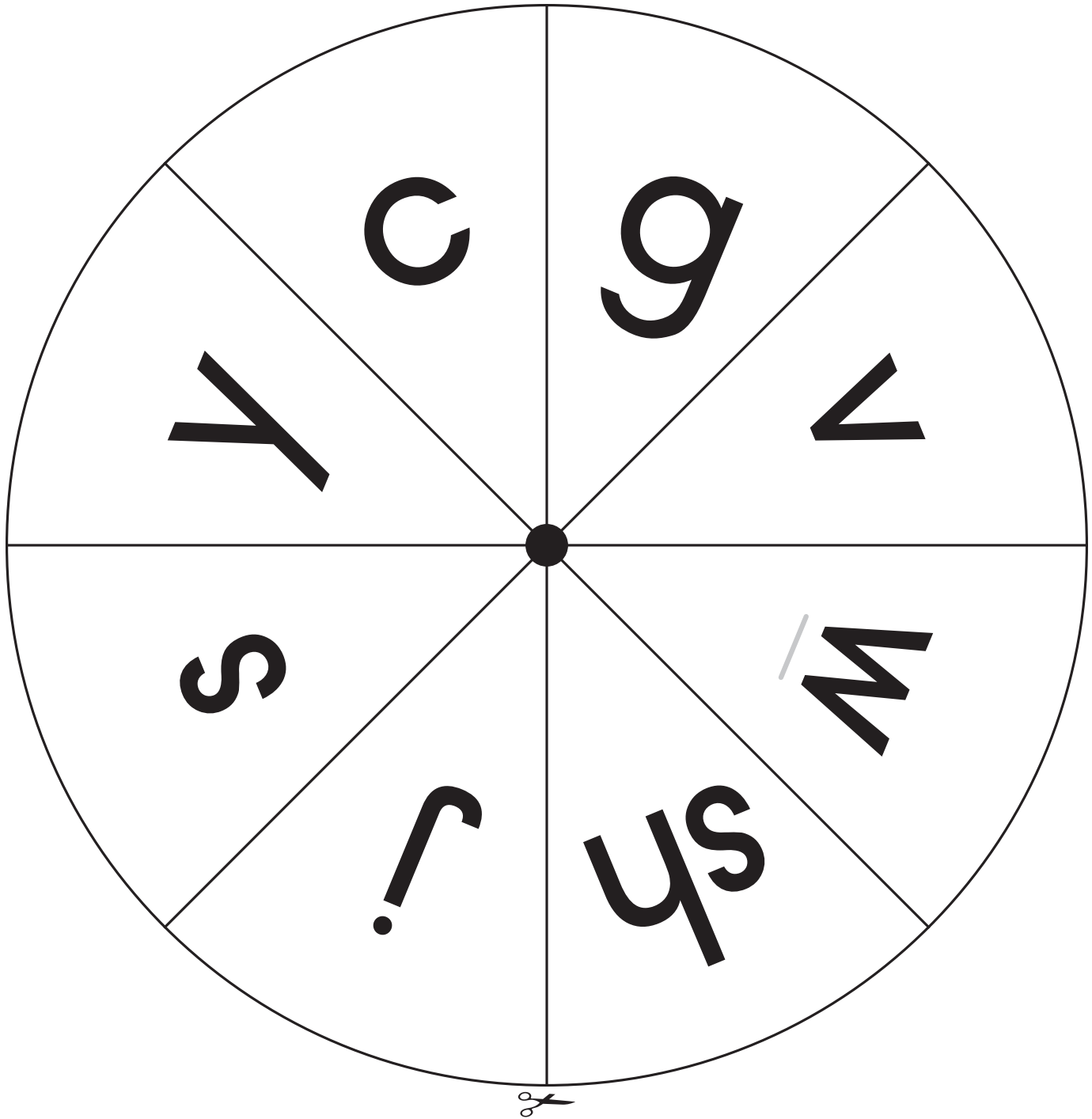
letter wheel spinner

blank spinner

Fluency
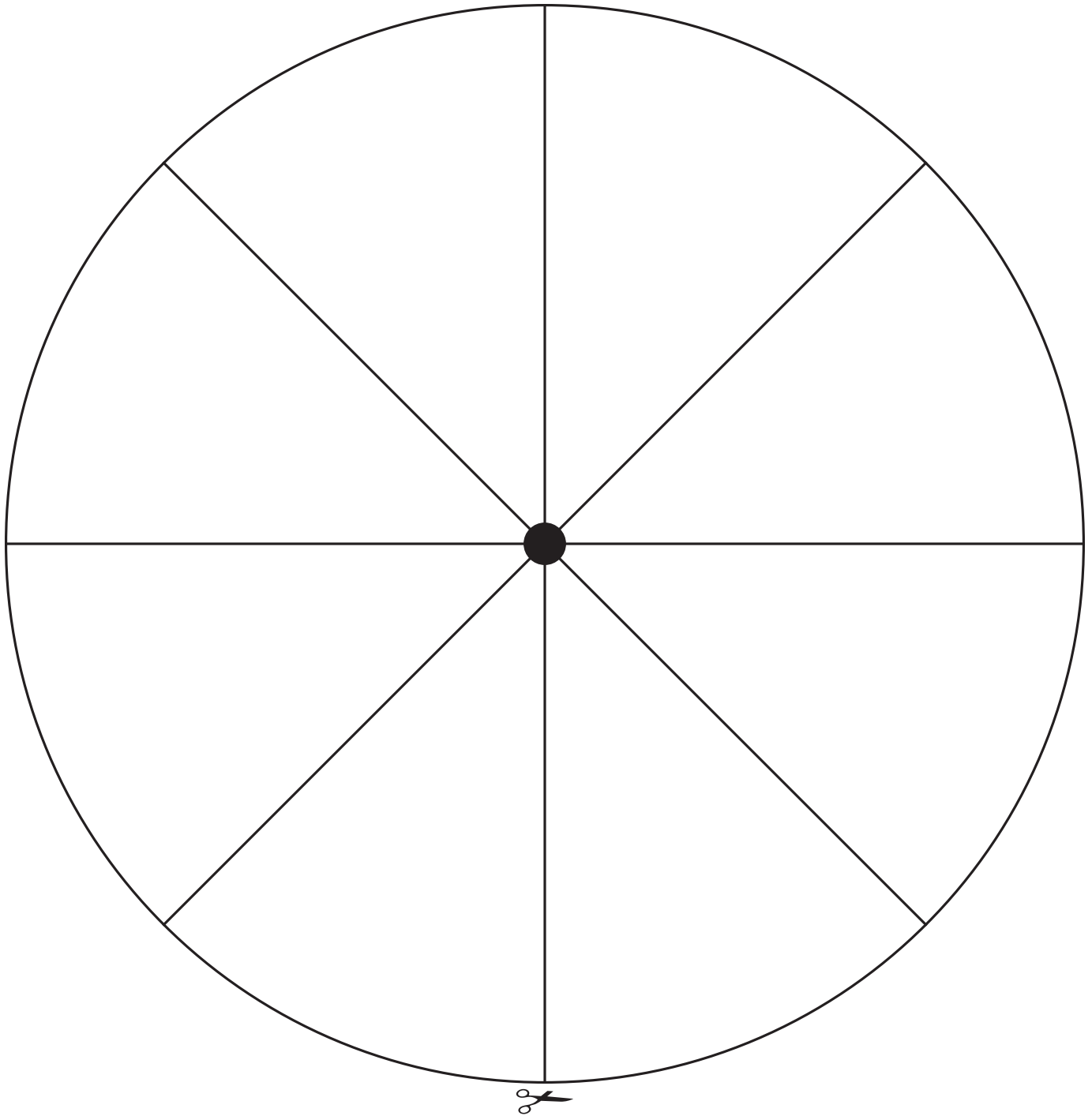
Letter Flash

✎ Objective
The student will gain speed and accuracy in recognizing letter-sounds.

✎ Materials
▶ Letter cards (Activity Master F.003.AM1a - F.003.AM1i)
   Choose a complete set of uppercase or lowercase letters.
▶ YES and NO header cards (Activity Master F.006.AM1)
▶ YES and NO graph student sheet (Activity Master F.006.SS1a - F.006.SS1c)
   Choose or make a graph appropriate to students' fluency level.
▶ Timer (e.g., digital)
▶ Pencils

✎ Activity
Students identify letters and their sounds in a timed activity.
1. Place the letter cards face down in a stack. Place the YES and NO header cards face up next to each other. Place the timer at the center. Provide each student with a YES and NO graph.
2. Working in pairs, student one sets the timer for one minute and tells student two to "begin." Student two selects the top card, names the letter, and says its sound (e.g., "p, /p/").
3. If correct, places the card in a pile under the YES header card. If incorrect, places it in a pile under the NO header card.
4. Continue until the timer goes off. Graph the number of cards in each pile in the corresponding columns on the student sheet.
5. Together, name the letters and say the sounds of the cards in the "NO" pile.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation
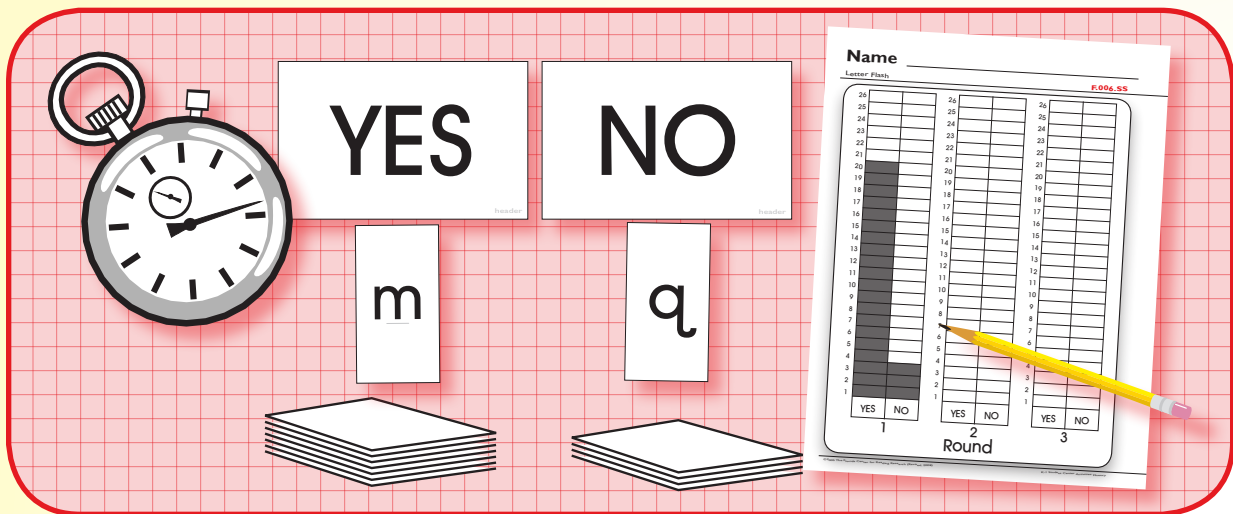
✎ Extensions and Adaptations
▶ Combine uppercase and lowercase letters and repeat activity.

YES

header

NO

header

header cards

Name

Letter Flash

#	YES	NO
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

#	YES	NO
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		

2

#	YES	NO
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		

3

Round

Name

Letter Flash

52				52				52		
51				51				51		
50				50				50		
49				49				49		
48				48				48		
47				47				47		
46				46				46		
45				45				45		
44				44				44		
43				43				43		
42				42				42		
41				41				41		
40				40				40		
39				39				39		
38				38				38		
37				37				37		
36				36				36		
35				35				35		
34				34				34		
33				33				33		
32				32				32		
31				31				31		
30				30				30		
29				29				29		
28				28				28		
27				27				27		
YES	**NO**			**YES**	**NO**			**YES**	**NO**	

1	2	3

Round

Name _____

Letter Flash

	YES	NO
—		
—		
—		
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1

	YES	NO
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—		

2

	YES	NO
—		
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3

Round

Objective
The student will gain speed and accuracy in reading words.

Materials
- Rime word practice sheets (Activity Master F.007.AM1a - F.007.AM1b)
  Select target practice sheet, make two copies, and laminate.
- Words correct per minute graph student sheet (Activity Master F.007.SS1a - F.007.SS1d)
  Choose or make a graph appropriate to students' fluency level.
- Timer (e.g., digital)
- Vis-à-Vis® markers
- Pencils

Activity
Students quickly read words with the same rime in a timed activity.
1. Place two copies of the target rime word practice sheet, timer, and Vis-à-Vis® marker at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the rimes and words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to "begin." Student two reads down the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all the words on the sheet are read, goes back to the top and continues reading.
4. When the timer goes off, student one circles the last word read. Counts the number of rimes and words read correctly.
5. Student two graphs the number of rimes and words read correctly on his words correct per minute graph.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation
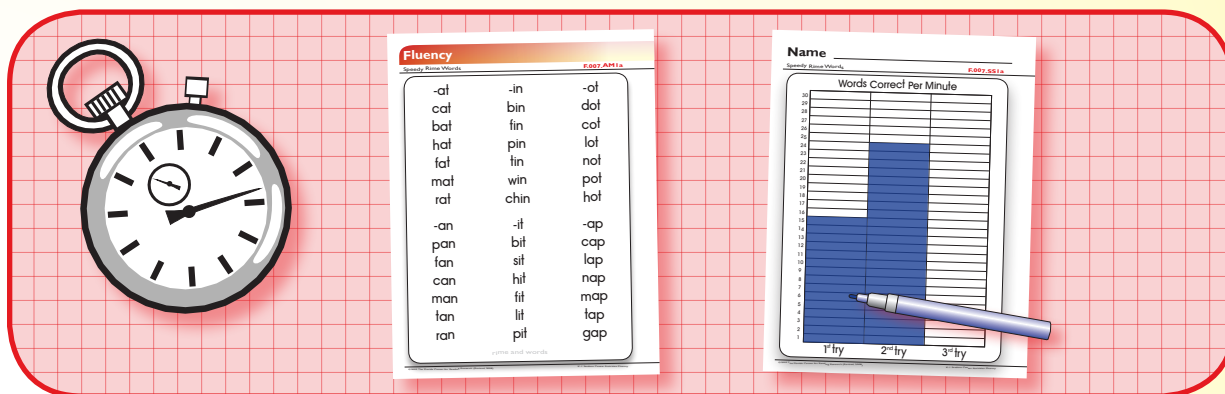
Extensions and Adaptations
- Use different words for these rimes.
- Use other rimes and words.

-at	-in	-ot
cat	bin	dot
bat	fin	cot
hat	pin	lot
fat	tin	not
mat	win	pot
rat	chin	hot

-an	-it	-ap
pan	bit	cap
fan	sit	lap
can	hit	nap
man	fit	map
tan	lit	tap
ran	pit	gap

rime and words

-ake	-et	-ock
cake	bet	sock
rake	wet	rock
bake	set	lock
lake	get	dock
make	met	clock
take	let	block

-op	-ug	-ip
hop	bug	sip
top	hug	rip
mop	dug	tip
pop	rug	hip
shop	tug	lip
stop	jug	dip

rime and words

Name _____

Words Correct Per Minute

	1st try	2nd try	3rd try
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			

Name _____

Words Correct Per Minute

	1st try	2nd try	3rd try
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			

Name _____

Words Correct Per Minute

	1st try	2nd try	3rd try
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			

Name _____

Words Correct Per Minute

	1st try	2nd try	3rd try

Fluency

Word Relay

✏ Objective
The student will gain speed and accuracy in reading words.

✏ Materials
▸ High frequency word cards (Activity Master P.HFWC.001 - P.HFWC.050 in Phonics)
  Choose 50 target words.
▸ Words correct per minute record student sheet (Activity Master F.008.SS)
▸ Timer (e.g., digital)
▸ Pencils

Activity
✏ **Students take turns reading high frequency words in a timed activity.**
1. Place the word cards face down in a stack. Place the timer at the center. Provide the students with one words correct per minute record.
2. Students set the timer for one minute. Taking turns, student one selects the top card from the stack and reads the word.
3. If correct, places the card aside. If incorrect, makes attempts while student two counts to three. If still unable to read it, places it at the bottom of the stack.
4. Continue taking turns until the timer goes off. Count and record the number of words read correctly on the words correct per minute record.
5. Reverse roles and repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation

✏ Extensions and Adaptations
▸ Use other high frequency words (Activity Master P.HFWC.001-P.HFWC.050 in Phonics).
▸ Time how long it takes to read all the cards.

Words Correct Per Minute

1ˢᵗ try	_____ words correct per minute
2ⁿᵈ try	_____ words correct per minute
3ʳᵈ try	_____ words correct per minute
4ᵗʰ try	_____ words correct per minute
5ᵗʰ try	_____ words correct per minute

Fluency

Fast Match

✏ Objective

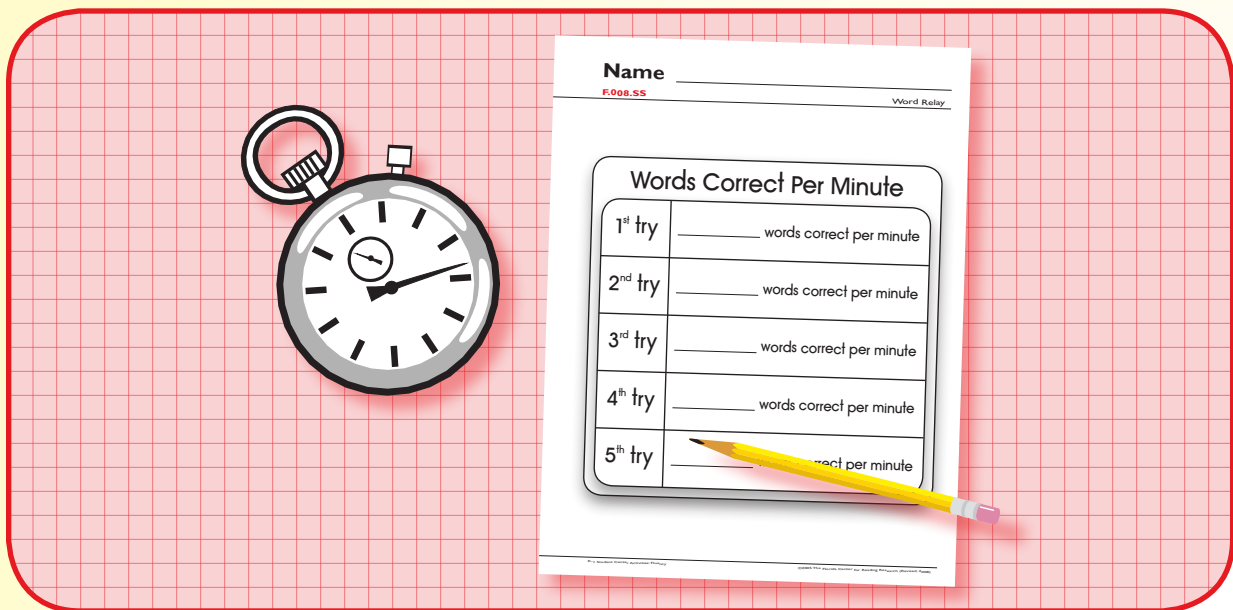The student will gain speed and accuracy in reading words.

✏ Materials

▶ High frequency word cards (Activity Master P.HFWC.001 - P.HFWC.050 in Phonics)
Choose 10-15target words.
Copy two sets.
▶ Time record student sheet (Activity Master F.003.SS)
▶ Timer (e.g., digital)
▶ Pencils

✏ Activity

Students read and match words in a timed card game.
1. Provide each student with a set of word cards. Place the timer at the center. Provide the students with one time record.
2. Working in pairs, students place their word cards face up in a row and start the timer.
3. Student one looks at the cards, says a word (e.g., "water"), and student two quickly finds the matching word in his row.
4. If a match is made, student one picks up both cards, reads them (i.e., "water, water"), and places the matching cards in a shared stack. If a match is not made, student one reads another word.
5. Reverse roles and continue until all cards are matched. Stop the timer and record the time on the student sheet.
6. Repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation
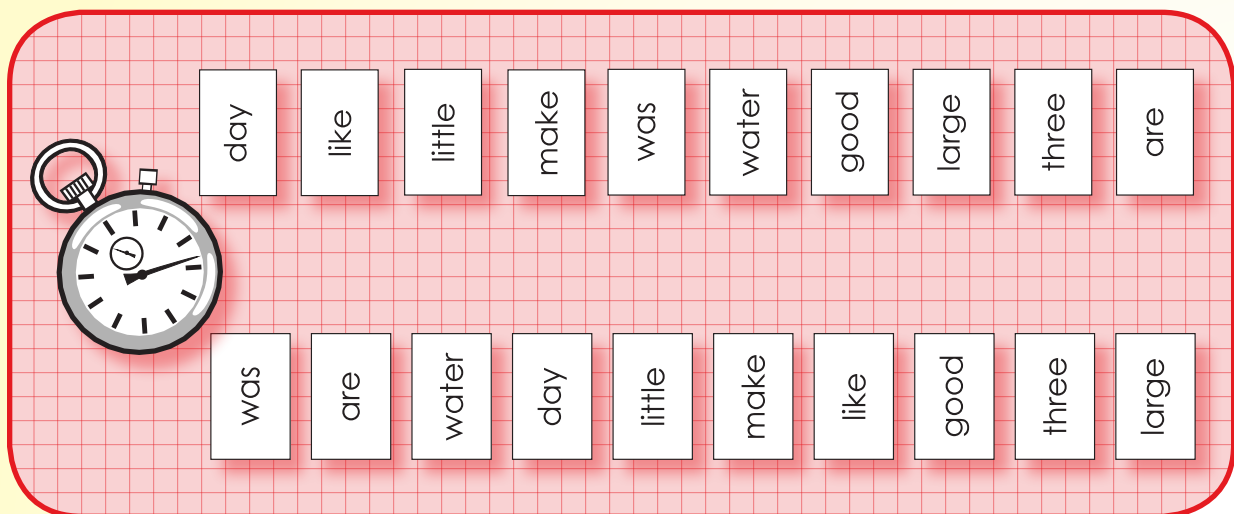
✏ Extensions and Adaptations

▶ Use other high frequency words (Activity Master P.HFWC.001-P.HFWC.050 in Phonics).

Objective

The student will gain speed and accuracy in reading words.

Materials

- ▶ High frequency word practice sheets (Activity Master F.010.AM1a - F.010.AM1b)
  Select target practice sheet, make two copies, and laminate.
- ▶ Words correct per minute graph student sheet (Activity Master F.007.SS1a - F.007.SS1d)
  Choose or make a graph appropriate to students' fluency level.
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

Students quickly read words on a practice sheet in a timed activity.

1. Place two copies of the target word practice sheet, timer, and Vis-a-Vis® markers at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to "begin." Student two reads the words across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all the words on the sheet are read, goes back to the top and continues reading.
4. When the timer goes off, student one circles the last word read. Counts the number of words read correctly.
5. Student two graphs the number of words read correctly on his words correct per minute graph.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation

Extensions and Adaptations

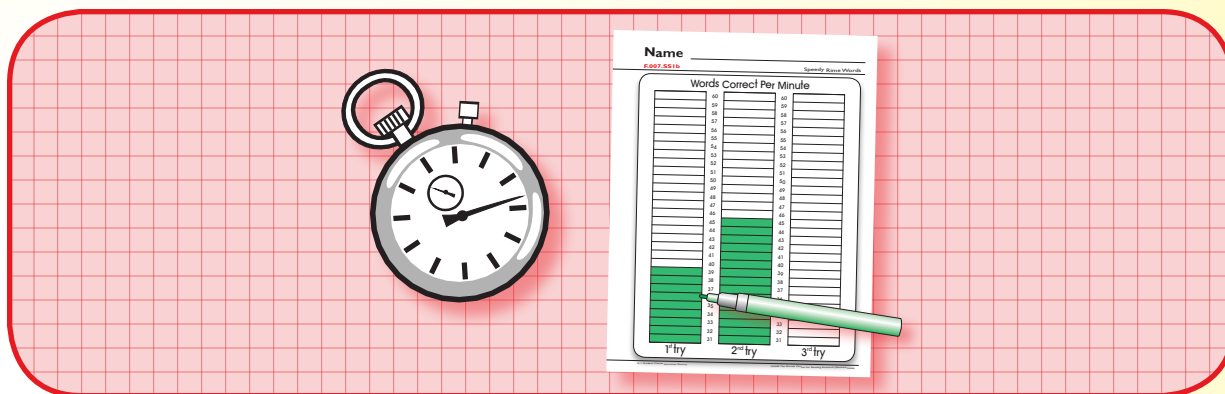- ▶ Use other high frequency words (Activity Master P.HFWC.001-P.HFWC.050 in Phonics).
- ▶ Time and record how long it takes to read all the words (Activity Master F.003.SS).

the	of	and	a
to	in	is	you
that	it	he	was
for	on	are	as
with	his	they	I
at	be	this	have
from	or	one	had
by	word	but	not

high frequency words

what	all	were	we
when	your	can	said
there	use	and	each
which	she	do	how
their	if	will	up
other	about	out	many
then	them	these	so
some	her	would	make

high frequency words

Fluency

I Read, You Point

✏ Objective

The student will gain speed and accuracy in reading words.

✏ Materials

- ▸ High frequency word cards (Activity Master F.011.AM1a - F.011.AM1b)
- ▸ List of words (Activity Master F.011.AM2)
  Note: There are 16 words that are repeated on this sheet.
- ▸ Time record student sheet (Activity Master F.003.SS)
- ▸ Timer (e.g., digital)
- ▸ Pencils

✏ Activity

Students quickly identify words as they are read to them by a partner.

1. Place high frequency word cards face up in rows on a flat surface. Place the list of words and timer at the center. Provide each student with a time record.
2. Working in pairs, student one picks up the list of words and student two sits in front of the word cards.
3. Student one starts the timer and reads the first word on the list of words. Student two looks for and points quickly to the corresponding word card.
4. If correct, student one reads the next word. If incorrect, student one provides assistance.
5. Continue until all words are read and identified. Student one stops timer and student two records the time on his student sheet.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation

"him"

| write | number | him | see |
| more | time | go | could |
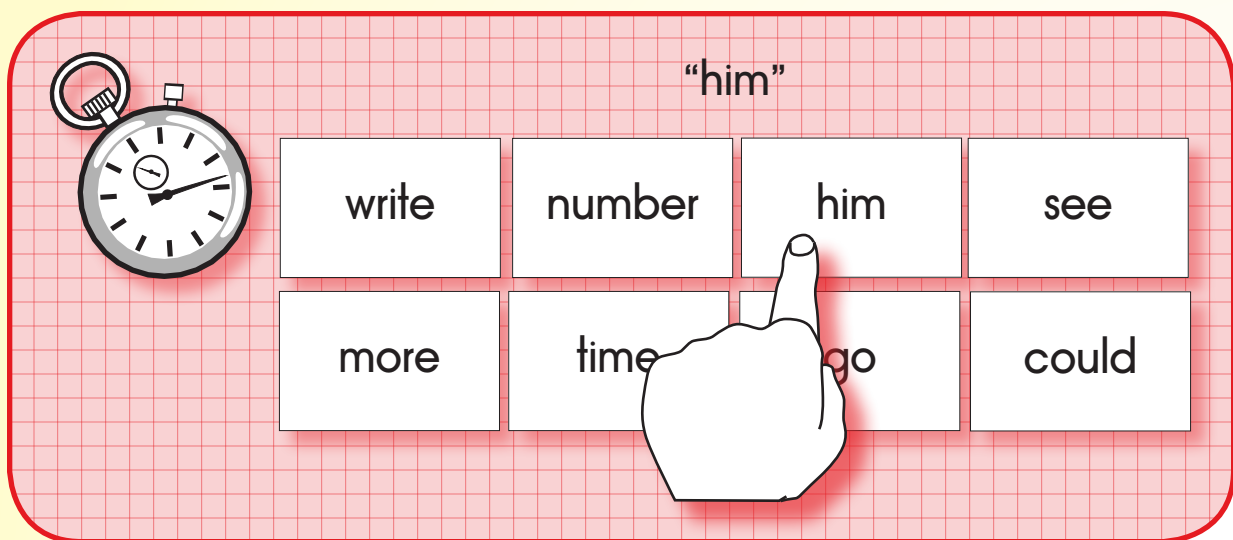
✏ Extensions and Adaptations

- ▸ Make and use other words (Activity Master F.011.AM3) and list of words (Activity Master F.011.AM4).
- ▸ Use word cards as flash cards.

like	him
into	time
has	look
two	more

high frequency word cards

write	go
see	number
no	way
could	people

high frequency word cards

like	him	into	time
has	look	two	more
write	go	see	number
no	way	could	people
see	time	like	write
him	no	way	number
into	people	look	has
more	two	could	go

blank cards

blank word list

Word Climb

✏ Objective

The student will gain speed and accuracy in reading words.

✏ Materials

▶ High frequency word cards (Activity Master F.012.AM1a - F.012.AM1e)
▶ Game boards (Activity Master F.012.AM2a - F.012.AM2b)
  Note: There are 40 high frequency word cards provided. Only 18 are represented on the game boards.
▶ Time record student sheet (Activity Master F.003.SS)
▶ Timer (e.g., digital)
▶ Game pieces (e.g., counters)
▶ Pencils

✏ Activity

Students quickly read and match words on a game board.

1. Place high frequency word cards face down in a stack. Place the timer and game pieces at the center. Provide each student with a different game board and a time record.
2. Students place game pieces on START on their game boards.
3. Taking turns, student one starts the timer, selects the top card, and holds it up. Student two reads the word with student one providing assistance as needed.
4. If the word on the card matches the word in the first box on the game board (e.g., me, me), moves game piece into that box. If the word on the card does not match the word in the box (e.g., me, too), keep reading cards as they are shown until a match is made. Return the cards to the bottom of the stack.
5. Continues until student reaches the END of the game board. Student one stops the timer and student two records time on his time record.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation
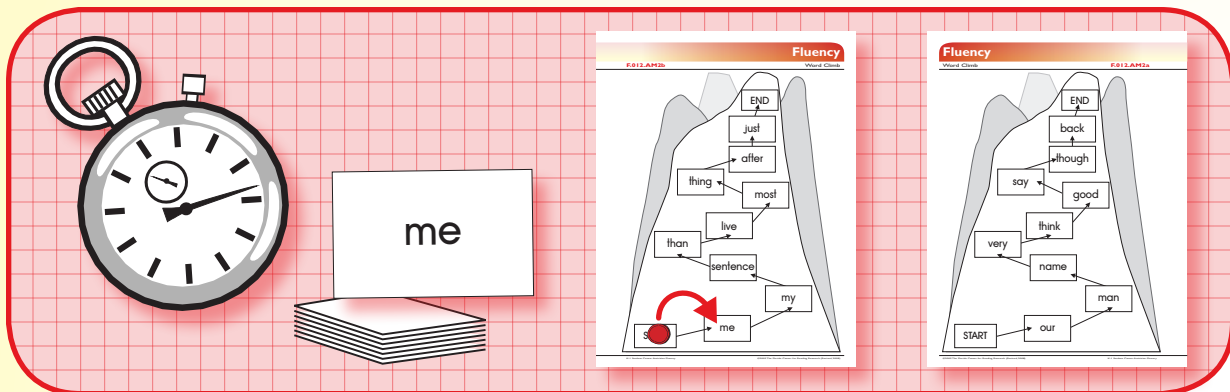
✏ Extensions and Adaptations

▶ Exchange game boards and play again.
▶ Make and use other game boards (Activity Master F.012.AM3) and words (Activity Master F.011.AM.3).
▶ Use word cards as flash cards.

me	my
sentence	than
live	most
thing	after

high frequency word cards

just	our
man	name
very	think
good	say

though	back
give	great
much	where
before	help

high frequency word cards

mean	line
old	right
any	too
same	follow

tell	came
boy	want
farm	show
three	also

high frequency word cards

END

back

though

say

good

think

very

name

man

very

START

our

END

just

after

thing

most

live

than

sentence

my

START

me
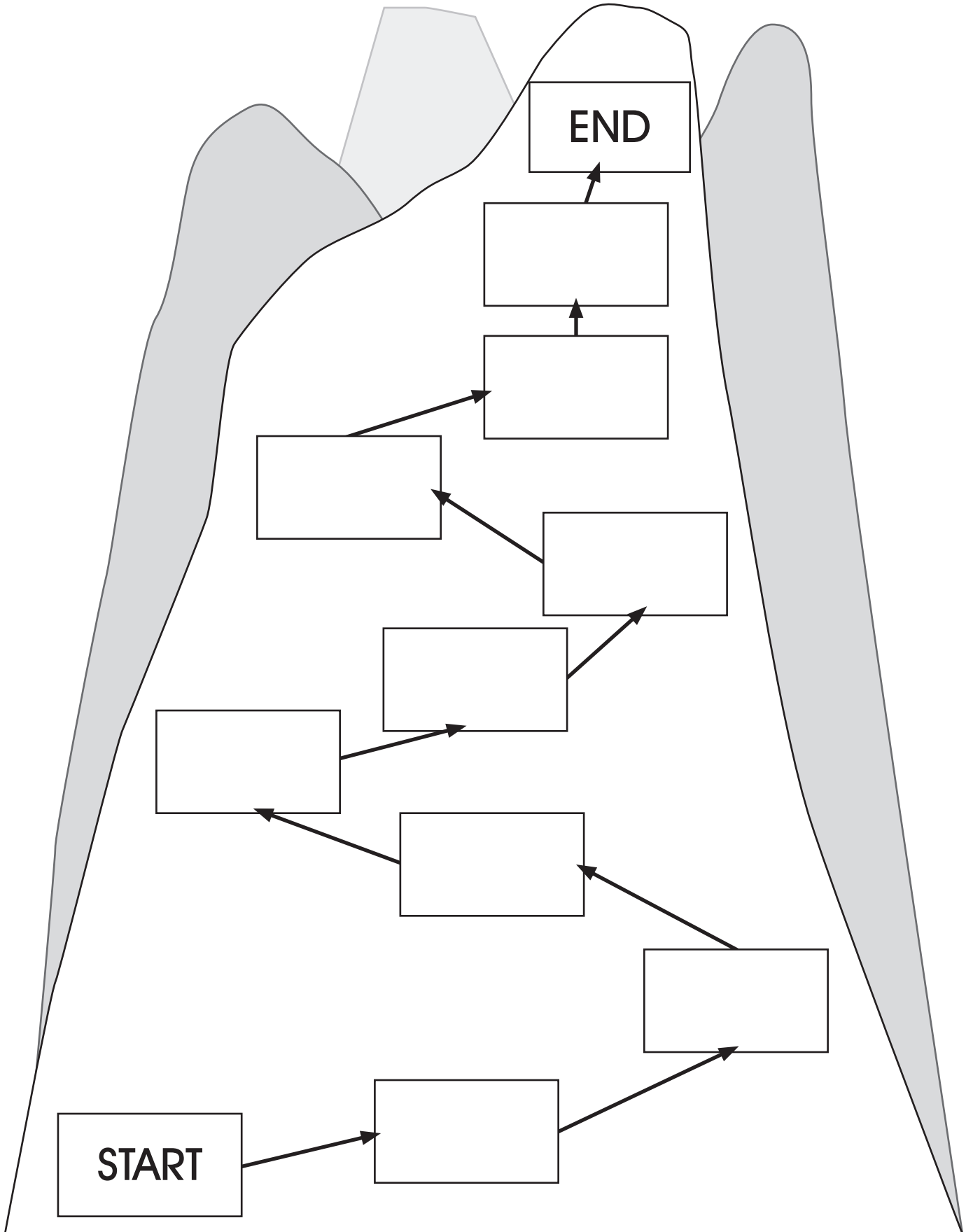
END

START
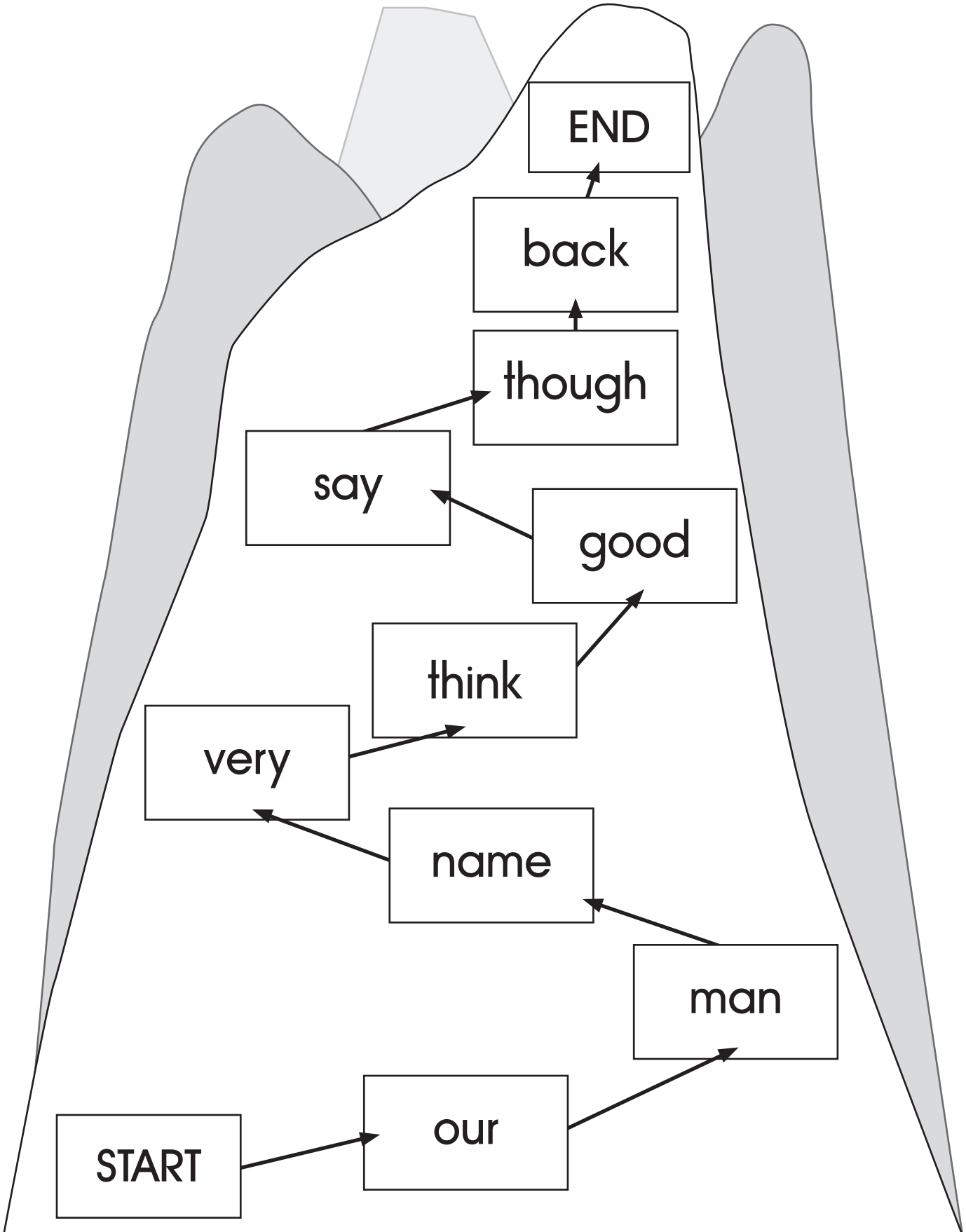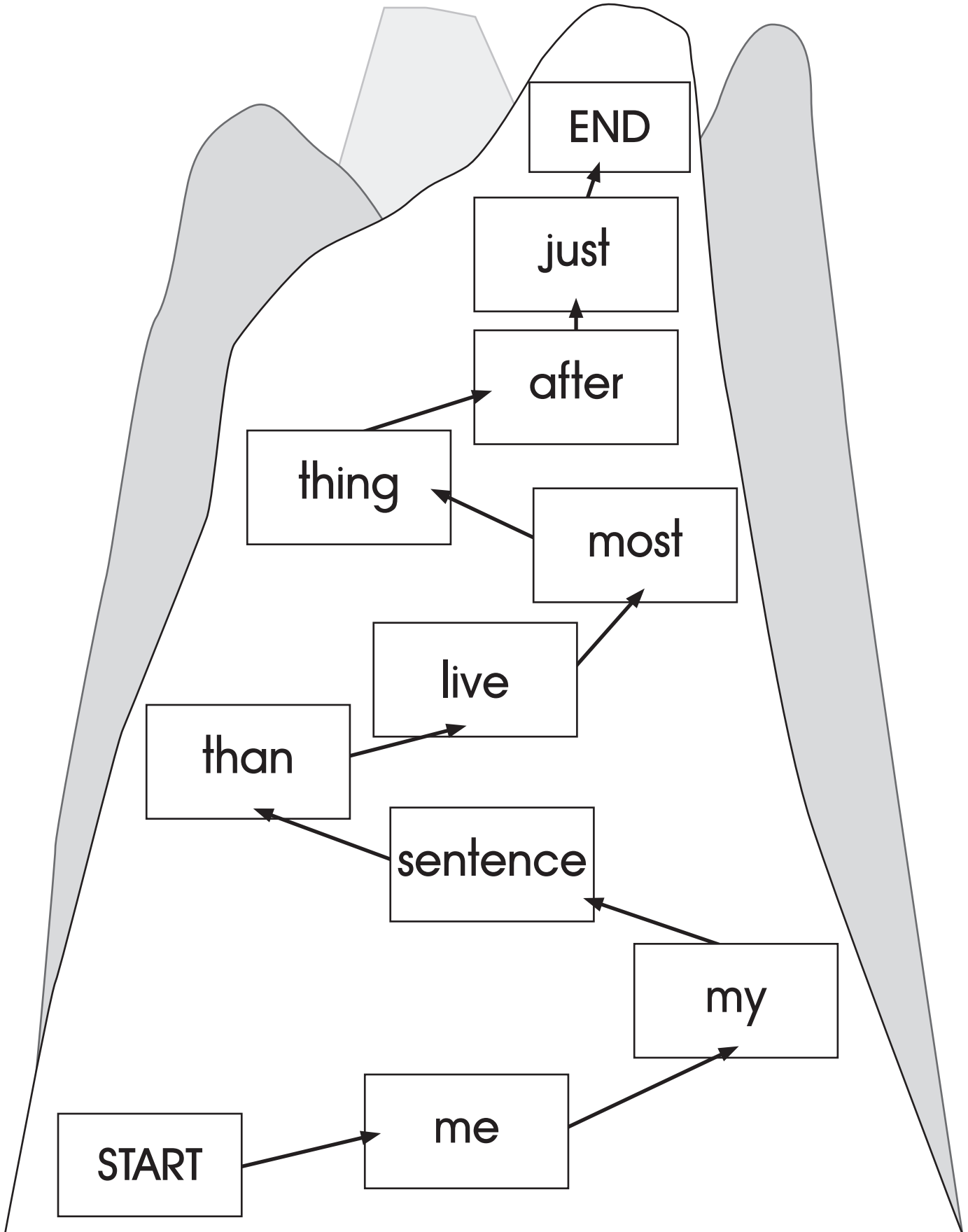
📝 **Objective:**

The student will gain speed and accuracy in reading phrases.

📝 **Materials:**

▸ Phrase cards (Activity Master F.013.AM1a - F.013.AM1f)
▸ Phrases correct per minute record student sheet (Activity Master F.013.SS)
▸ YES and NO header cards (Activity Master F.006.AM1)
▸ Timer (e.g., digital)
▸ Pencils

📝 **Activity**

Students read phrases in a timed activity.

1. Place the set of phrase cards face down in a stack. Place the timer at the center. Place the YES and NO header cards face up next to each other. Provide each student with a phrases correct per minute record.
2. Working in pairs, student one sets the timer for one minute and tells student two to "begin." Student two selects the top card and reads the phrase aloud while student one follows along silently.
3. If all the words in the phrase are read correctly, student one places the card in a pile under the "YES" header card. If one or more words in the phrase are read incorrectly, places it in a pile under the "NO" header card.
4. Continue activity until the timer goes off. Count the phrase cards in the "YES" pile and record the number on the phrases correct per minute record. Read phrases in the "NO" pile together.
5. Reverse roles and repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation
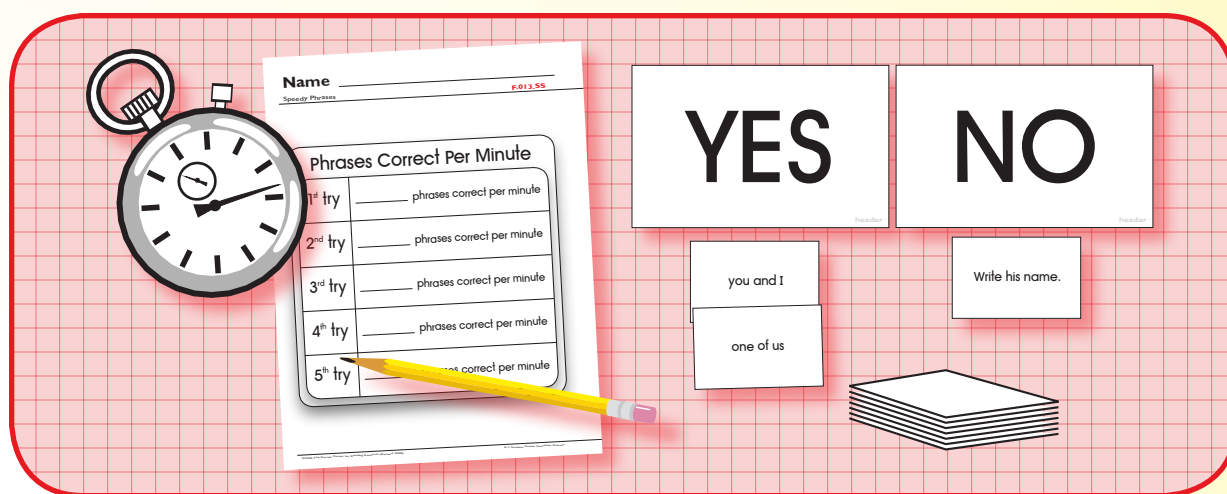
📝 **Extensions and Adaptations**

▸ Write and use other phrases.
▸ Graph individual words read correctly per minute (Activity Master F.007.SS1a-F.007.SS1d).

I like them.

you and I

She called me.

We have some.

It is time.

This is my dog.

one of us

these people

phrase cards

in the water

by the time

How old are you?

Look at me.

You may go.

how many

a long day

my number is

it has been	Write her name.
some of you	it could be
The cat is little.	Look for them.
There you are.	She will go.

one at a time	What are these?
Look at this.	I made some
about the time	You can go.
one or the other	Write his name.

phrase cards

some of them	look at each
Call her now.	She said that.
they have been	What time is it?
Write the word.	some may get

phrase cards

he would like	Who said that?
Who are you?	Now we will go.
What could it be?	We will use this.
Write the number.	They are with him.

phrase cards

Name _____

Phrases Correct Per Minute

1st try	_____ phrases correct per minute
2nd try	_____ phrases correct per minute
3rd try	_____ phrases correct per minute
4th try	_____ phrases correct per minute
5th try	_____ phrases correct per minute

Objective

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

Materials

▶ Passage, book, or text

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.

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 with a copy of the text.
3. Working in pairs, student one (higher performing student) reads the entire text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading by chunks, emphasizing the pauses at slash marks.
5. Continue until able to read the passage fluently.
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 a timer to quicken the pace.
▶ Partner read the passage, taking turns reading sentences.
▶ Use longer and/or more difficult passages within instructional-independent reading level range.

Fluency

Rereading Decodable Text

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

Materials
▶ Set of decodable books or passages
Select previously introduced text which focuses on target letter-sound correspondences.

Activity
Students practice rereading decodable text with a partner.
1. Provide each student with a copy of the text.
2. Taking turns, student one reads the first sentence of the text aloud. Student two reads along silently providing assistance when needed.
3. Continue to read alternating sentences until the entire text is read.
4. Reverse roles and reread the text several times attempting to gain speed and accuracy.
5. Peer evaluation
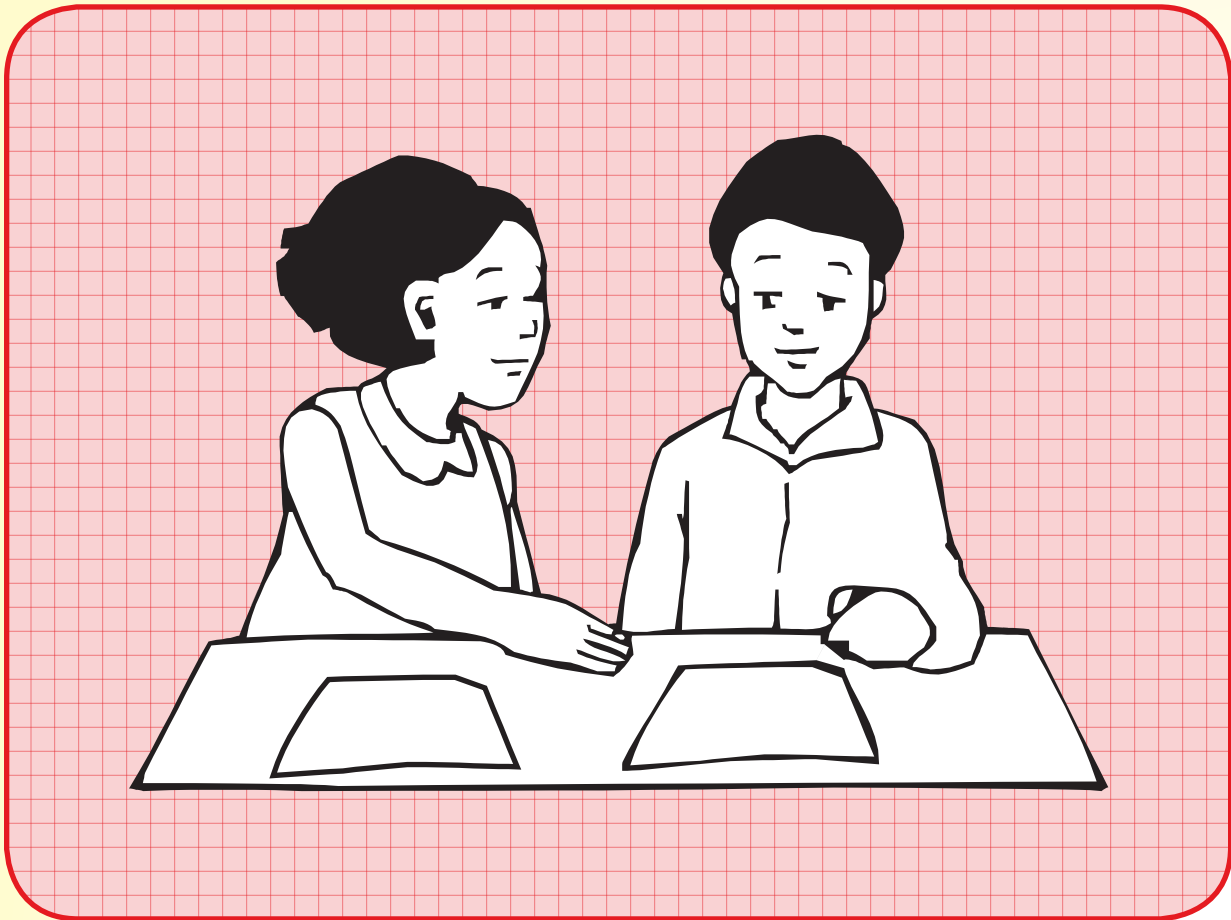
Extensions and Adaptations
▶ Make copies of the text and circle target letter-sound correspondences.
▶ Read other decodable texts with targeted letter-sound correspondences.
▶ Use a timer to quicken the pace.

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

✎ **Materials**
▶ Passage, book, or text
  Choose books or passages within students' instructional-independent reading level range.
▶ Sticky notes
  Divide the text into passages using sticky notes to indicate the length of text to be read.

✎ **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. Taking turns, student one (the higher-performing student) reads the assigned length of text aloud. Student two (the lower-performing student) reads along silently, providing assistance when needed.
4. Student two rereads the same text while student one assists.
5. Continue until the entire text has been read.
6. Reread the text several times attempting to increase speed and accuracy.
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 one continues questioning until student two has retold the entire story in sequence.

Fluency

Repeated Timed Readings

✎ Objective

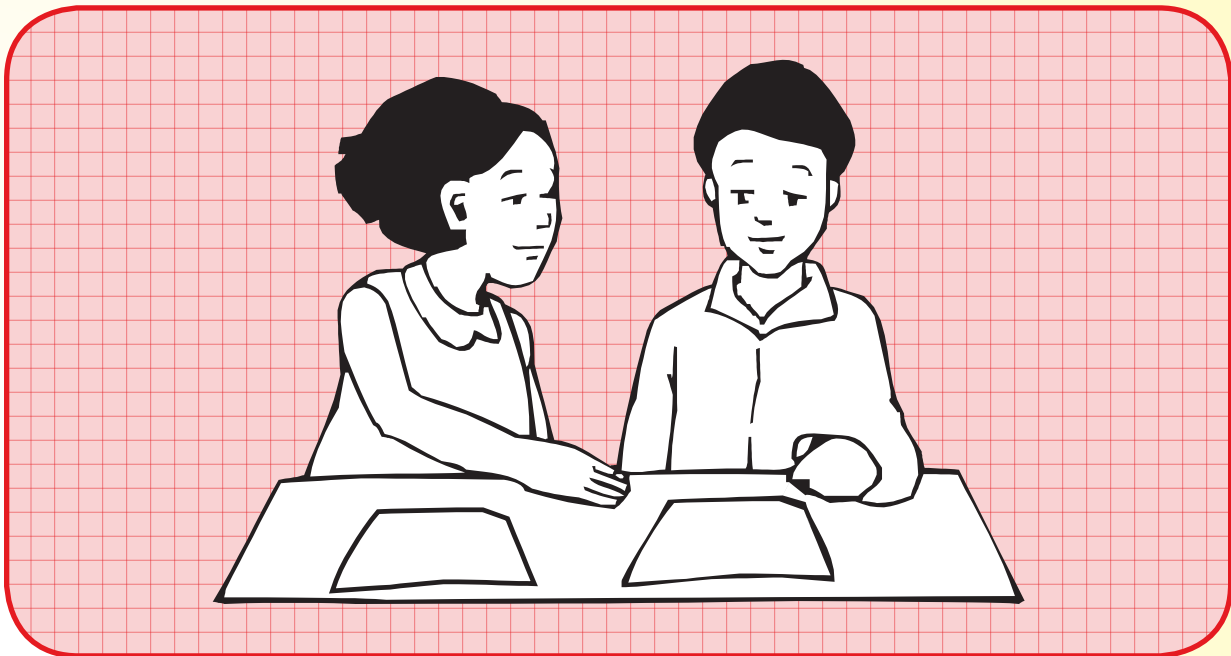The student will gain speed and accuracy in reading connected text.

✎ Materials

▶ Books or passages
  Choose books or passages within students' instructional-independent reading level range.
  Make two copies and laminate. Indicate the number of words in text.
▶ Reading record student sheet (Activity Master F.017.SS)
▶ Words correct per minute graph student sheet (Activity Master F.007.SS1a - F.007.SS1d)
  Choose or make a graph appropriate to the students' fluency level.
▶ Timer (e.g., digital)
▶ Vis-à-Vis® marker
▶ Pencils

✎ 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 and Vis-à-Vis® marker 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. Continues reading until timer goes off. Student two circles the last word read. Student one completes the reading record and words 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 until student sheet is complete.
6. Teacher evaluation
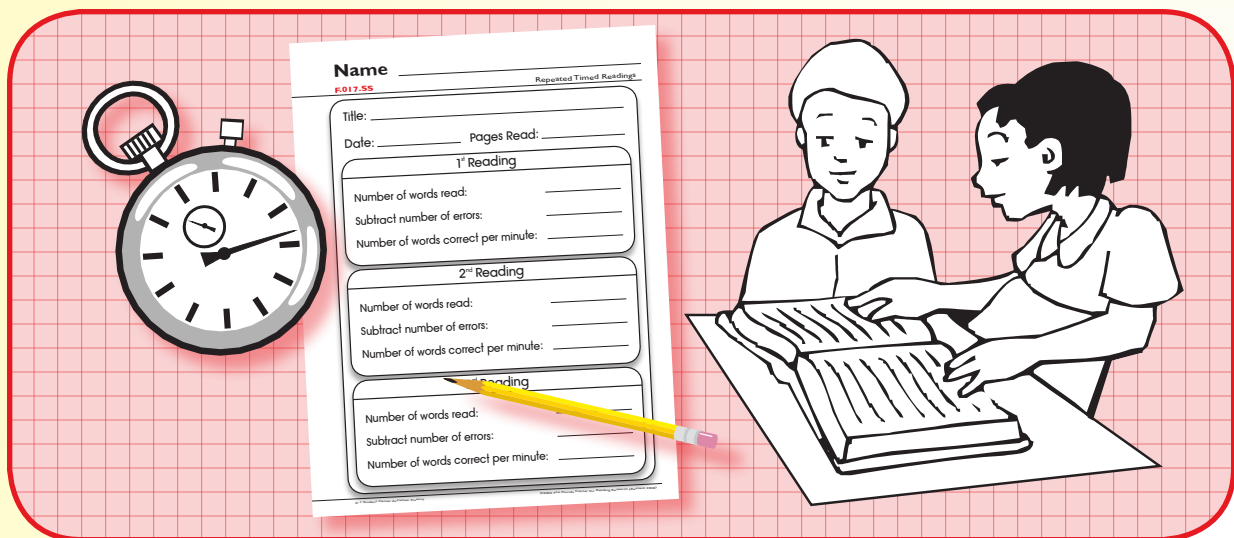
✎ Extensions and Adaptations

▶ Use other books or passages.

Name _____

F.017.SS

Repeated Timed Readings

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: _____

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Fluency

Tape-Assisted Reading

✎ Objective

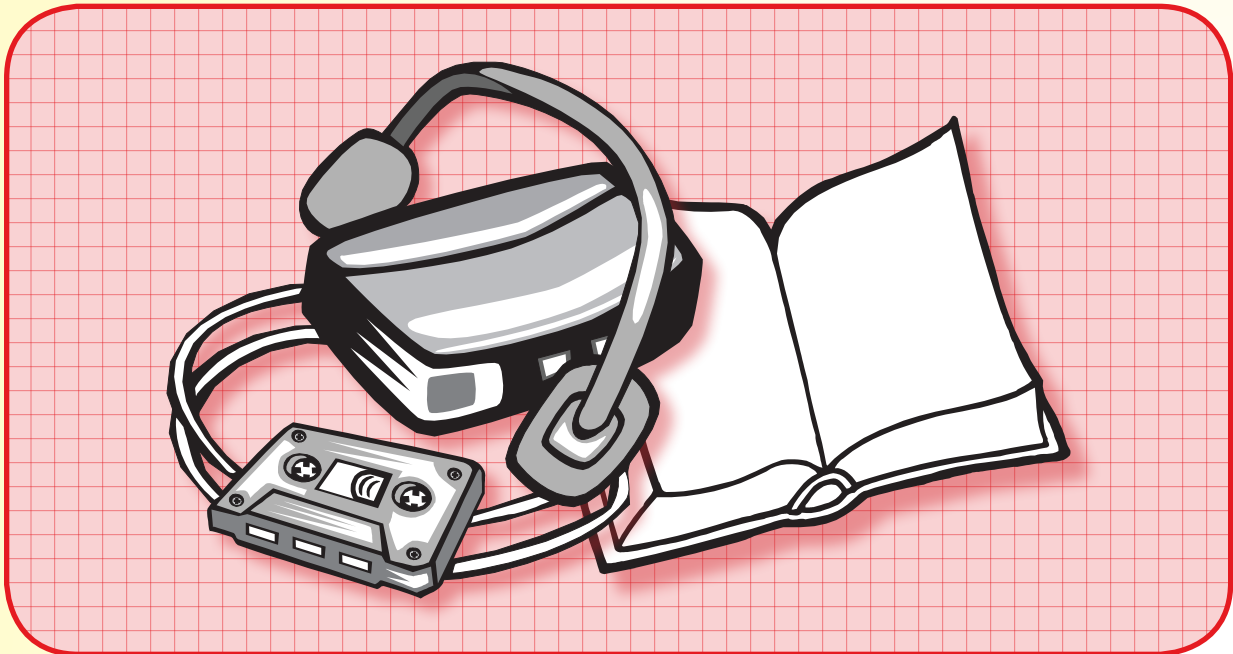The student will read with proper phrasing, intonation, and expression in connected text.

✎ Materials

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

✎ 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 the student with a copy of the text.
2. The student listens to the tape and follows along in the text tracking under the words with a finger.
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. Continues until able to read the passage fluently.
6. Self-check

✎ Extensions and Adaptations

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

Objective

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

Materials

▶ Books or passages

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

Activity

Students read text in unison.

1. Provide each student with a copy of the text.
2. Taking turns, student one begins reading.
3. The other students choral read along with student one.
4. Continue until the text is complete.
5. Change roles, allowing each student to lead the group, and reread.
6. Peer evaluation

Extensions and Adaptations

▶ Copy text on overhead transparency and one student leads the choral reading by tracking under the words.

▶ Use a big book and students take turns leading the choral reading by tracking under the words.

Fluency

Express It!

Objective
The student will read with proper phrasing, intonation, and expression in connected text.
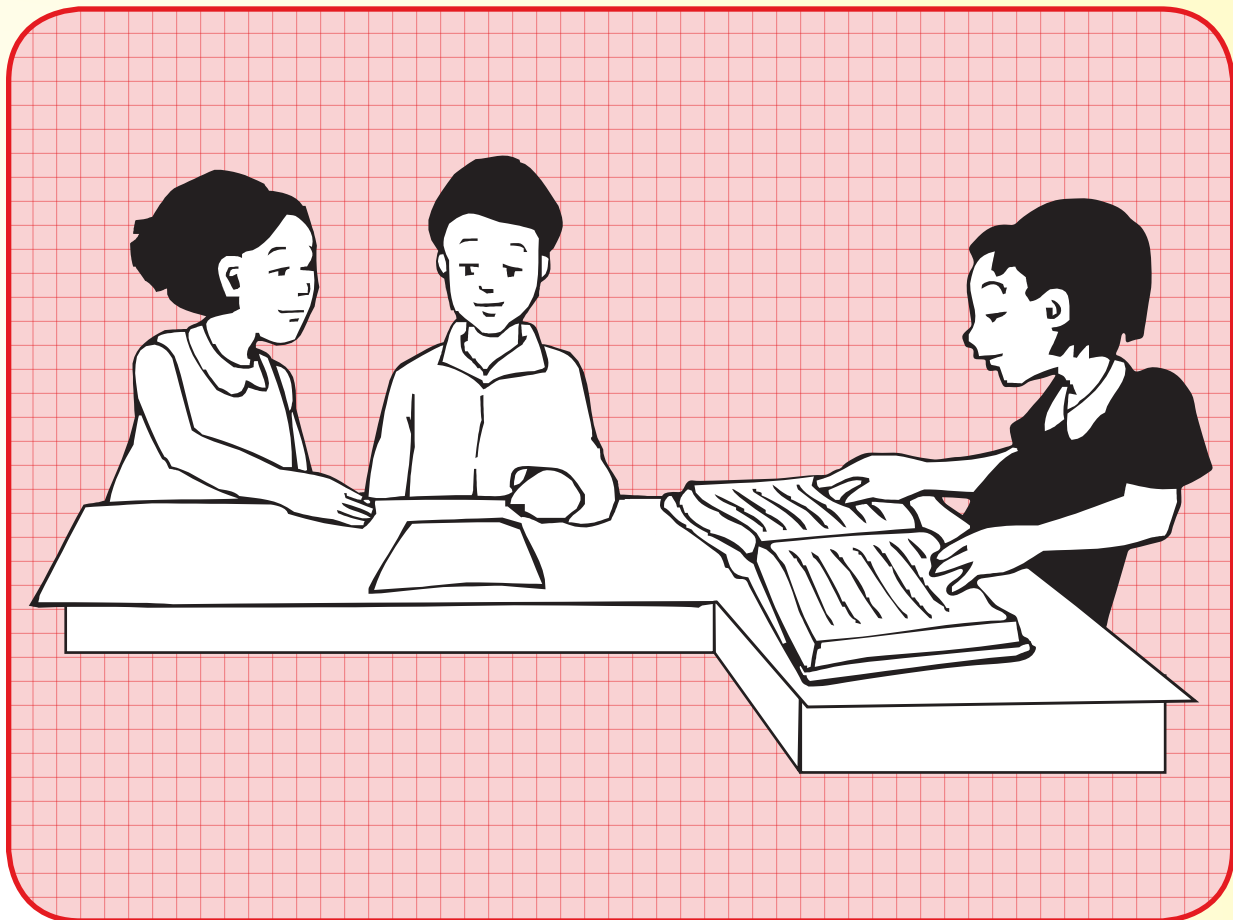
Materials
▶ Sentence strips (Activity Master F.020.AM1a - F.020.AM1c)
  Copy on card stock, laminate, and cut.

Activity
Students read sentences with expression.
1. Place the sentence strips face up in a stack at the center.
2. Working in pairs, student one selects the top sentence strip and reads it silently. Reads the sentence(s) again, this time orally, using proper phrasing, intonation, and expression.
3. Student two then reads the same sentence(s) aloud. If the sentence(s) is read with different phrasing, intonation, or expression, students discuss why.
4. Reverse roles and continue until all sentences are read.
5. 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 chorally.
▶ Write and read other sentences (Activity Master F.020.AM1c).
▶ Use longer sentences or passages.

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.

sentence strips

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.

sentence strips

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.

sentence strips

Fluency

Readers' Theater

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

Materials
▶ Readers' Theater script (Activity Master F.021.AM1a - F.021.AM1d)
Optional: 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 Readers' Theater format.
1. Provide scripts for each student with his character highlighted in a specific color.
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

Fluency

F.021.AM1a   Readers' Theater

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.

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Extensions and Adaptations
▶ Increase the reading difficulty of the scripts.
▶ Students write plays to use for Readers' Theater.

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!

Objective
The student will gain speed and accuracy and read with proper phrasing, intonation, and expression in connected text.

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.
3. Progresses to the next level as directed, and continues to follow instructions.
4. Self-check
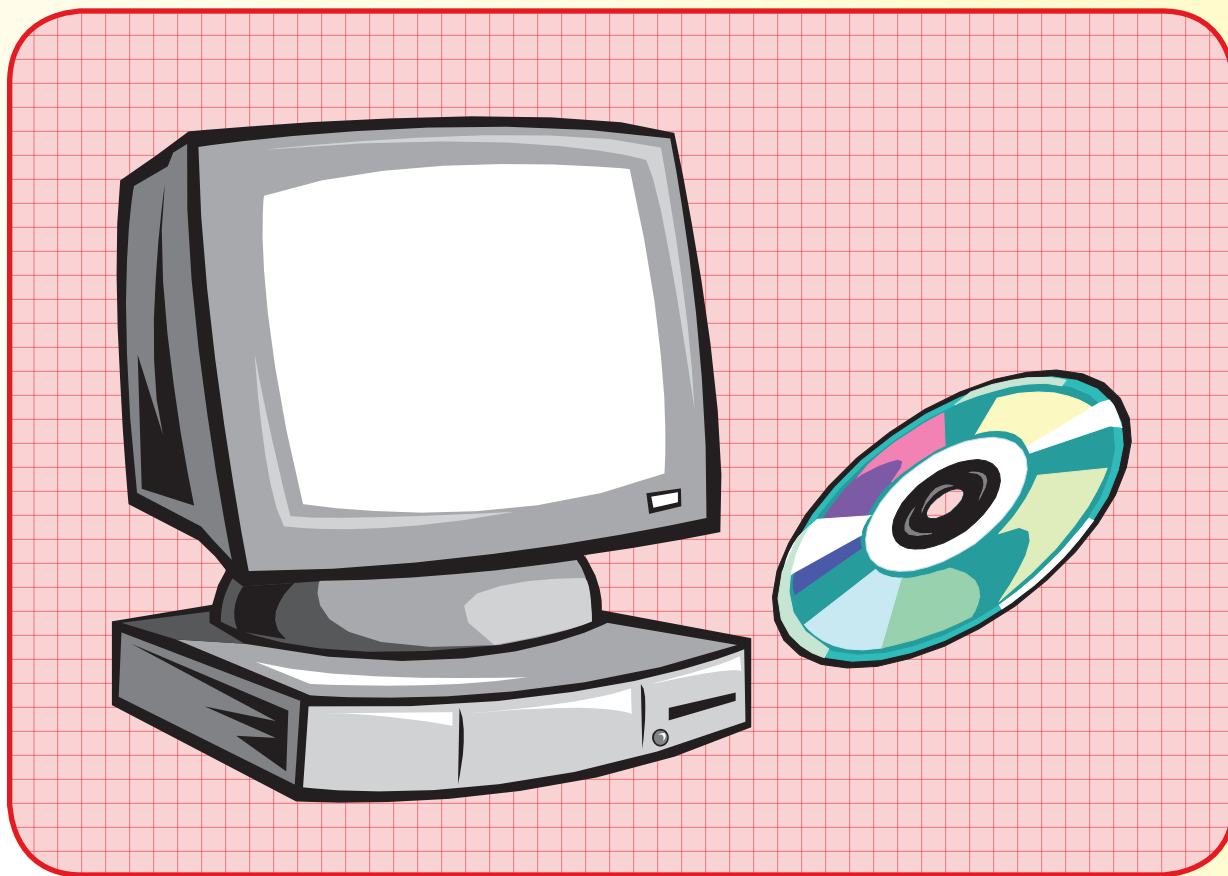
Extensions and Adaptations
▶ Use various reading-related computer software programs.