



### Objective

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

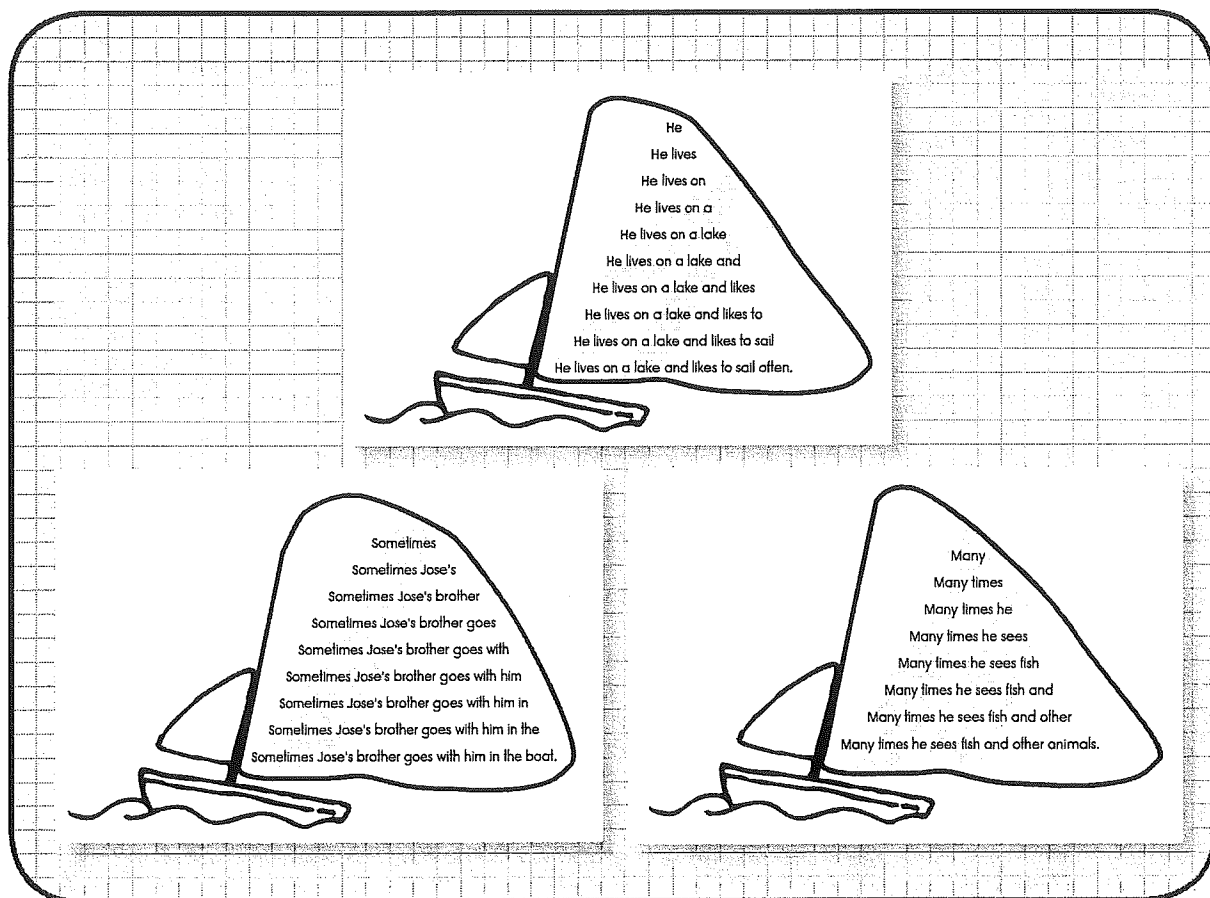
### Materials

- ▶ Sentence sailboats (Activity Master F.012.AM1a - F.012.AMf)

### Activity

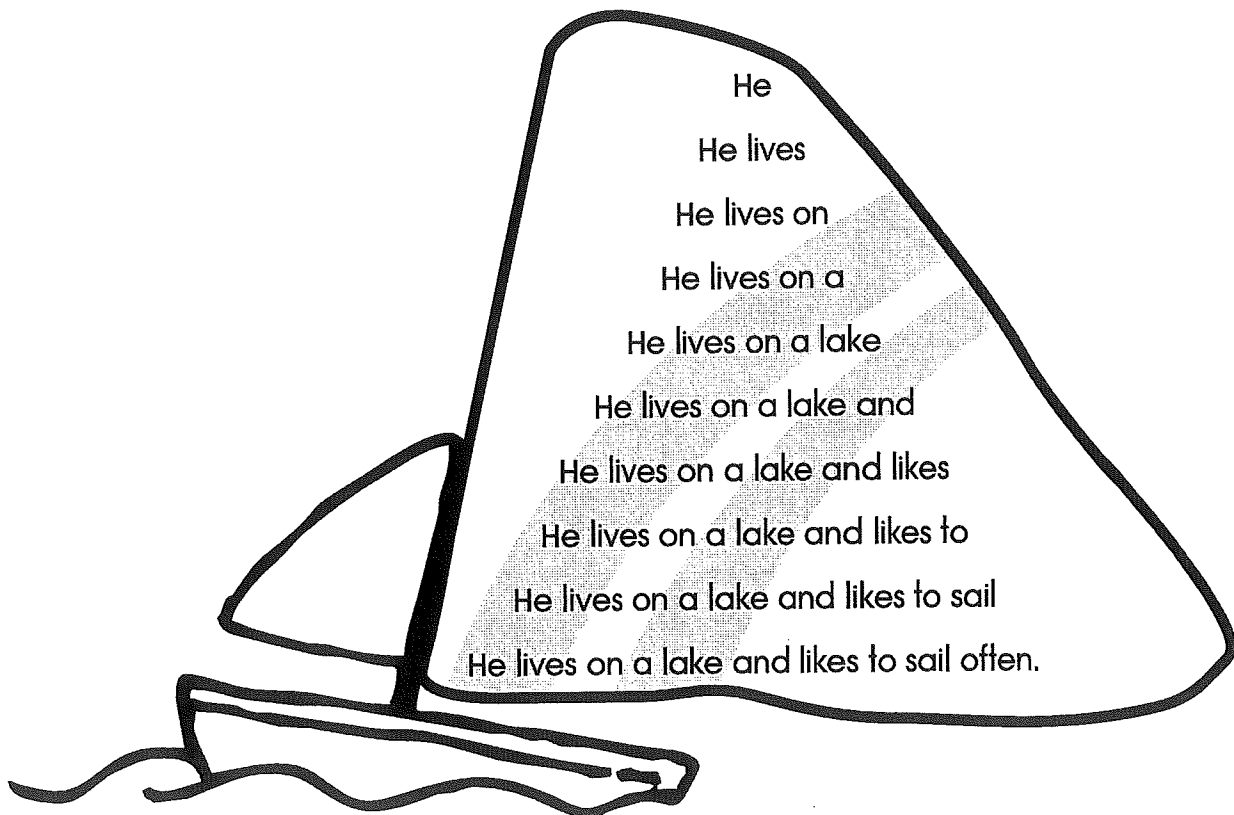
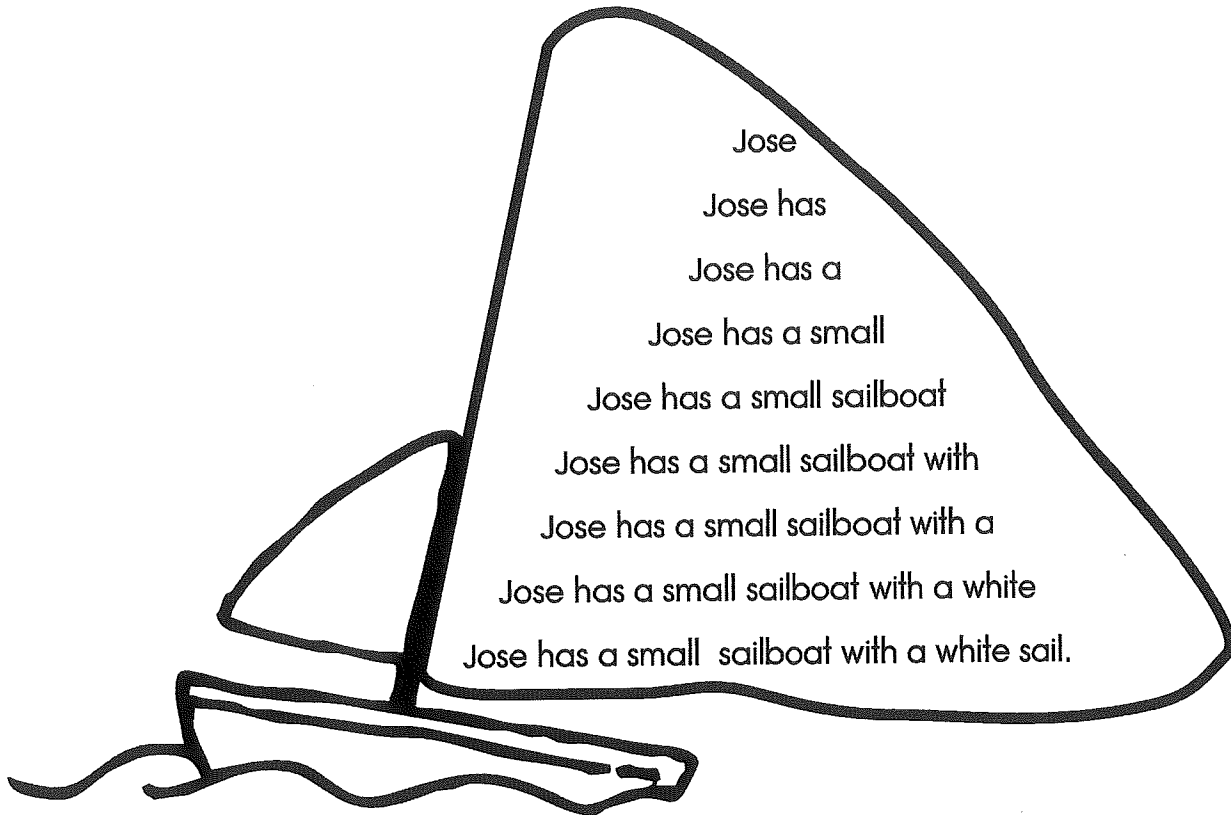
Students read words that progressively result in sentences.

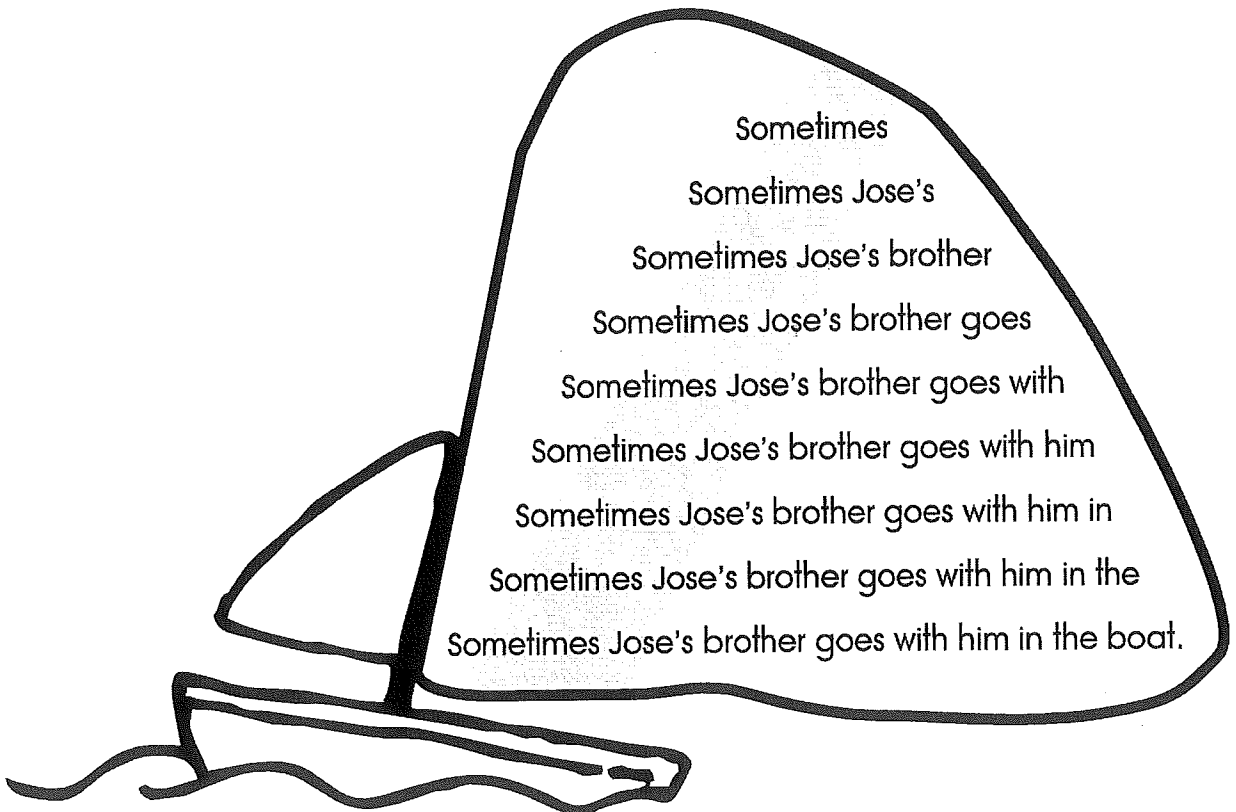
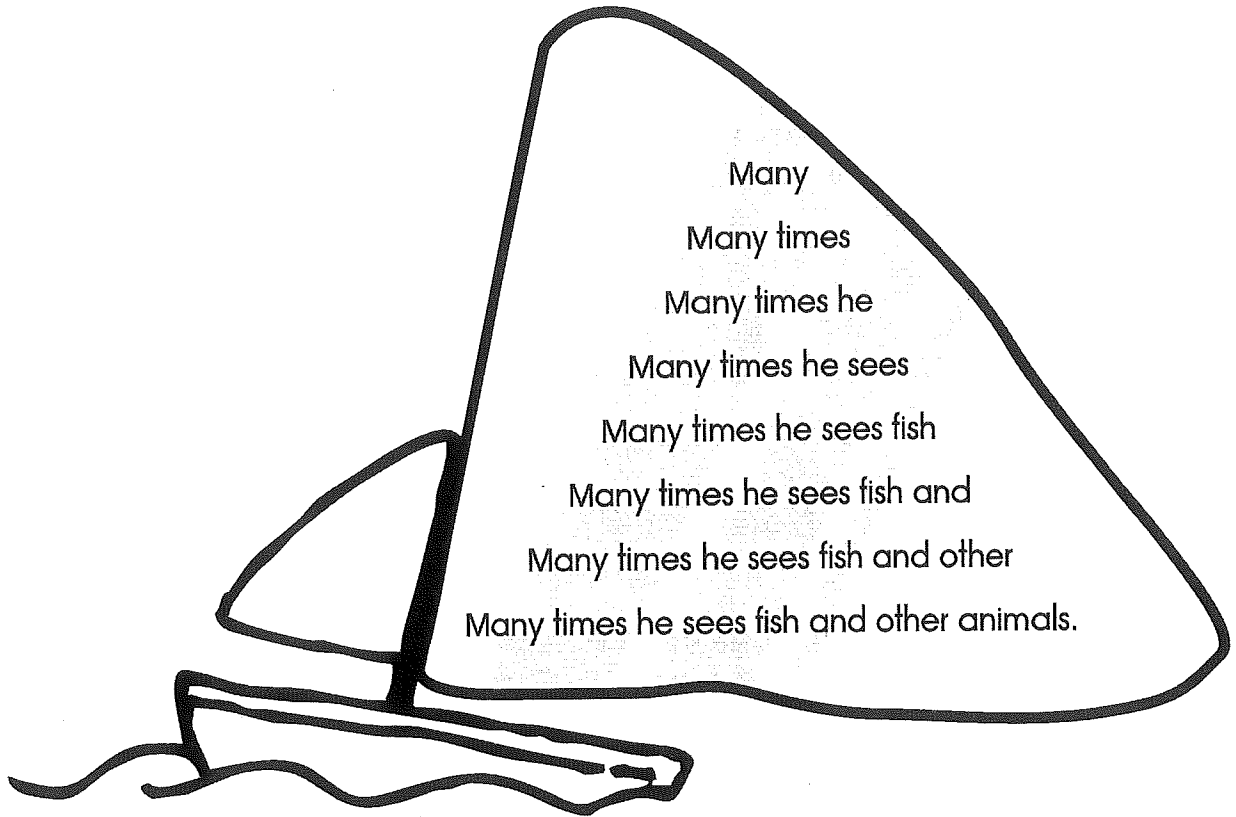
1. Place sentence sailboats face down in a stack.
2. Taking turns, student one selects the top card and reads line by line until completing the entire sentence. Student two sits beside student one and reads along silently.
3. Reread the sentence on the last line of the sailboat together.
4. Reverse roles and continue until all the sentences have been read.
5. Peer evaluation



### Extensions and Adaptations

- ▶ Take turns reading the text passage (Activity Master F.012.AM2).
- ▶ Sequence the sentence sailboats into a story.
- ▶ Write other sentences and passages to choral and partner read.

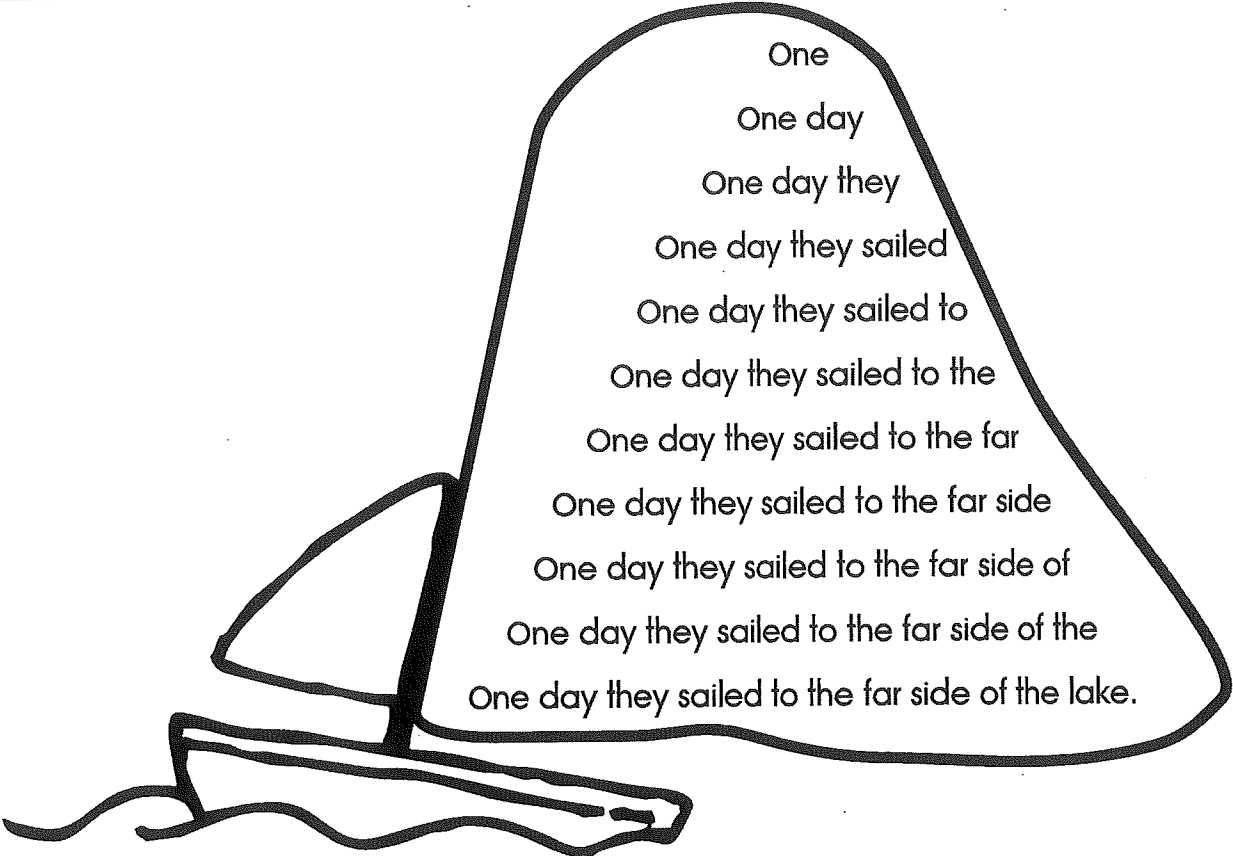




# Fluency

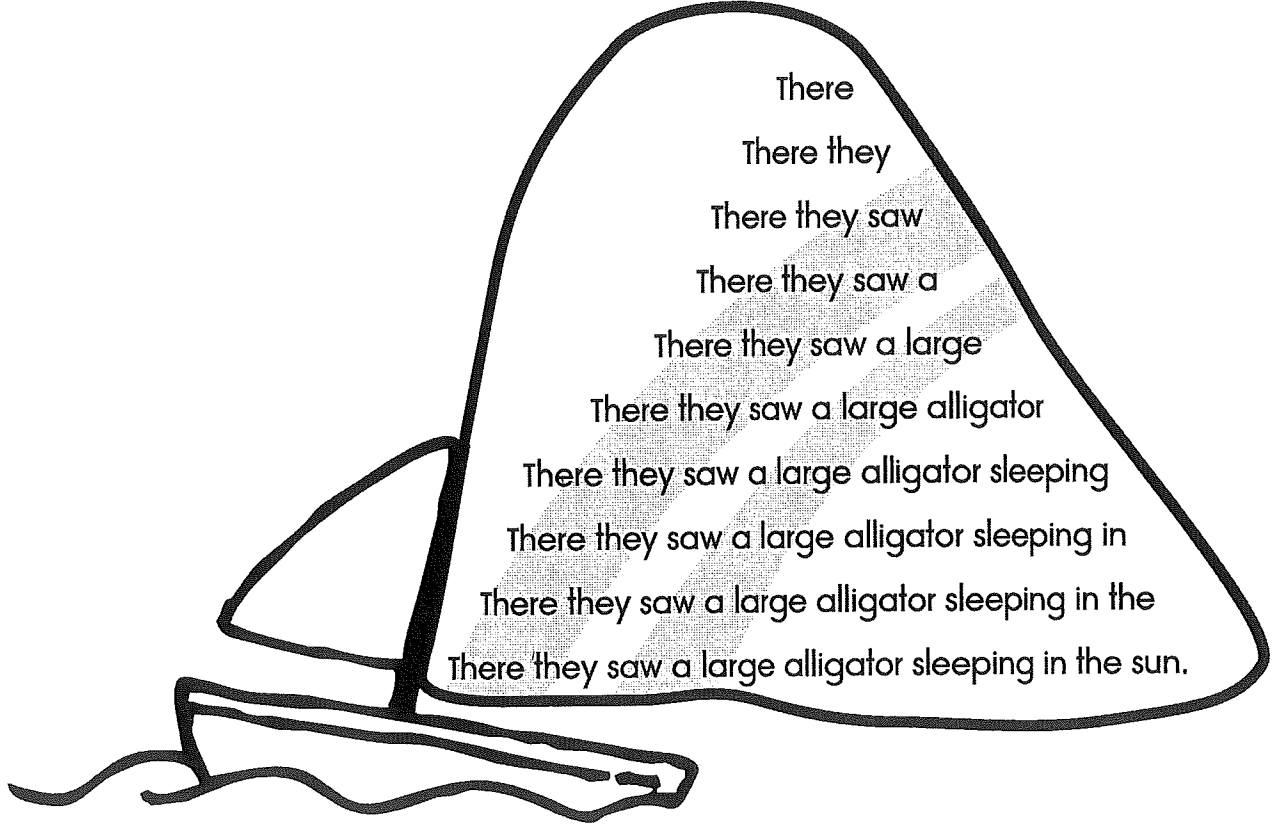

Fluent Phrasing

F.012.AM1c

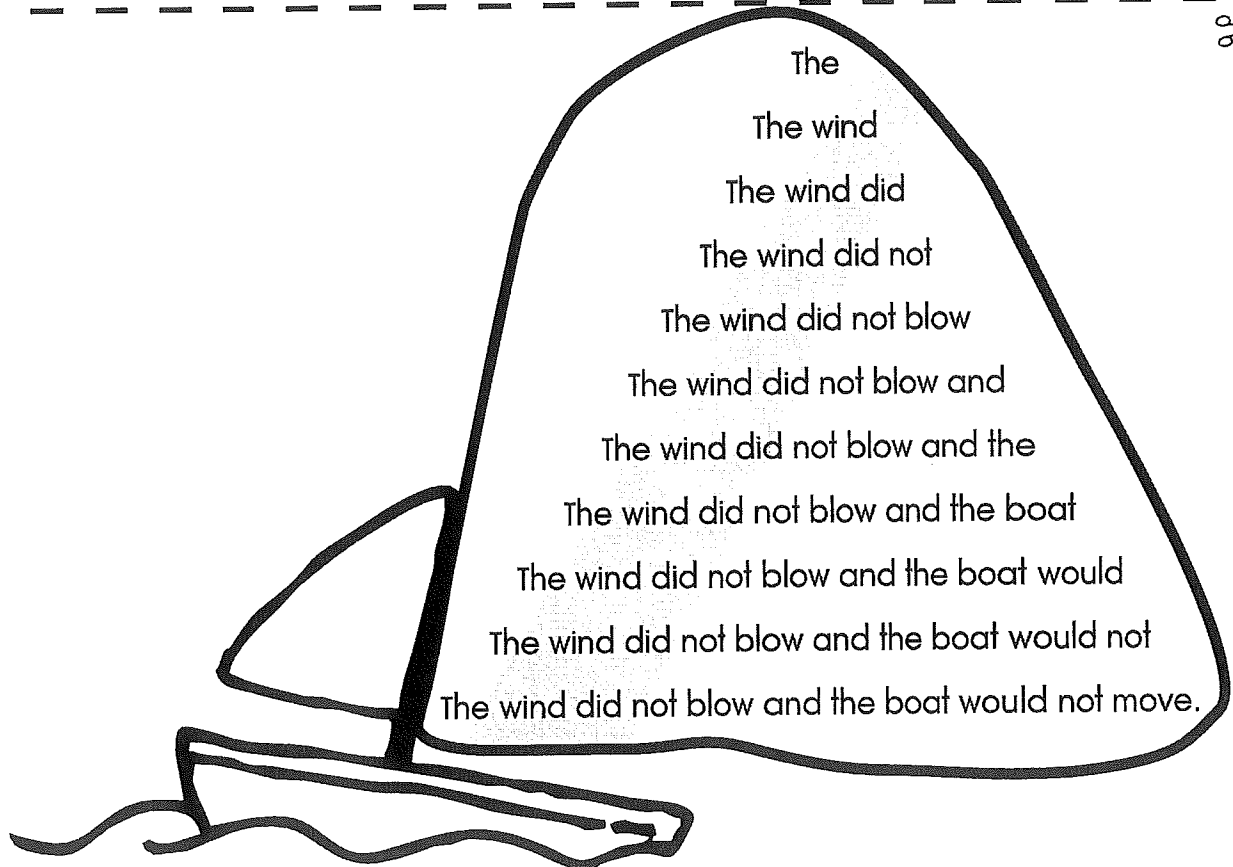
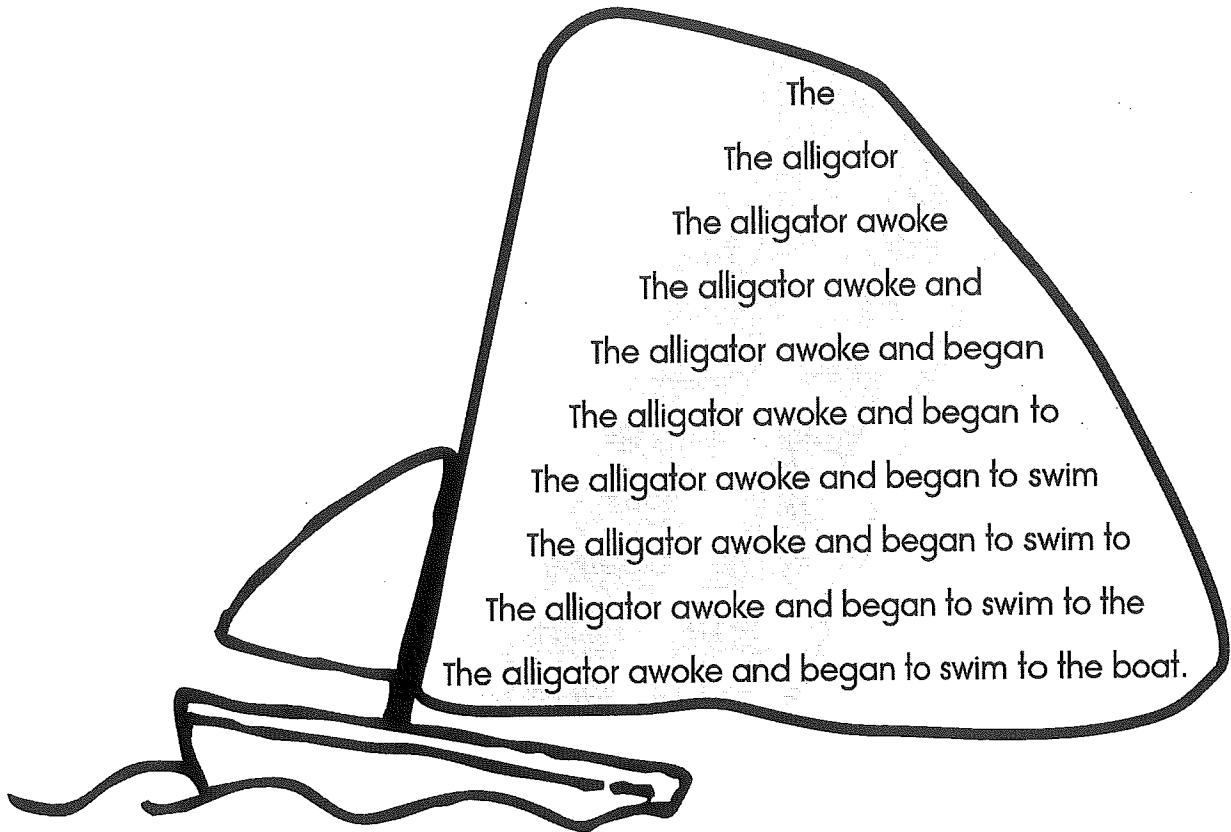



One  
One day  
One day they  
One day they sailed  
One day they sailed to  
One day they sailed to the  
One day they sailed to the far  
One day they sailed to the far side  
One day they sailed to the far side of  
One day they sailed to the far side of the  
One day they sailed to the far side of the lake.

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There  
There they  
There they saw  
There they saw a  
There they saw a large  
There they saw a large alligator  
There they saw a large alligator sleeping  
There they saw a large alligator sleeping in  
There they saw a large alligator sleeping in the  
There they saw a large alligator sleeping in the sun.



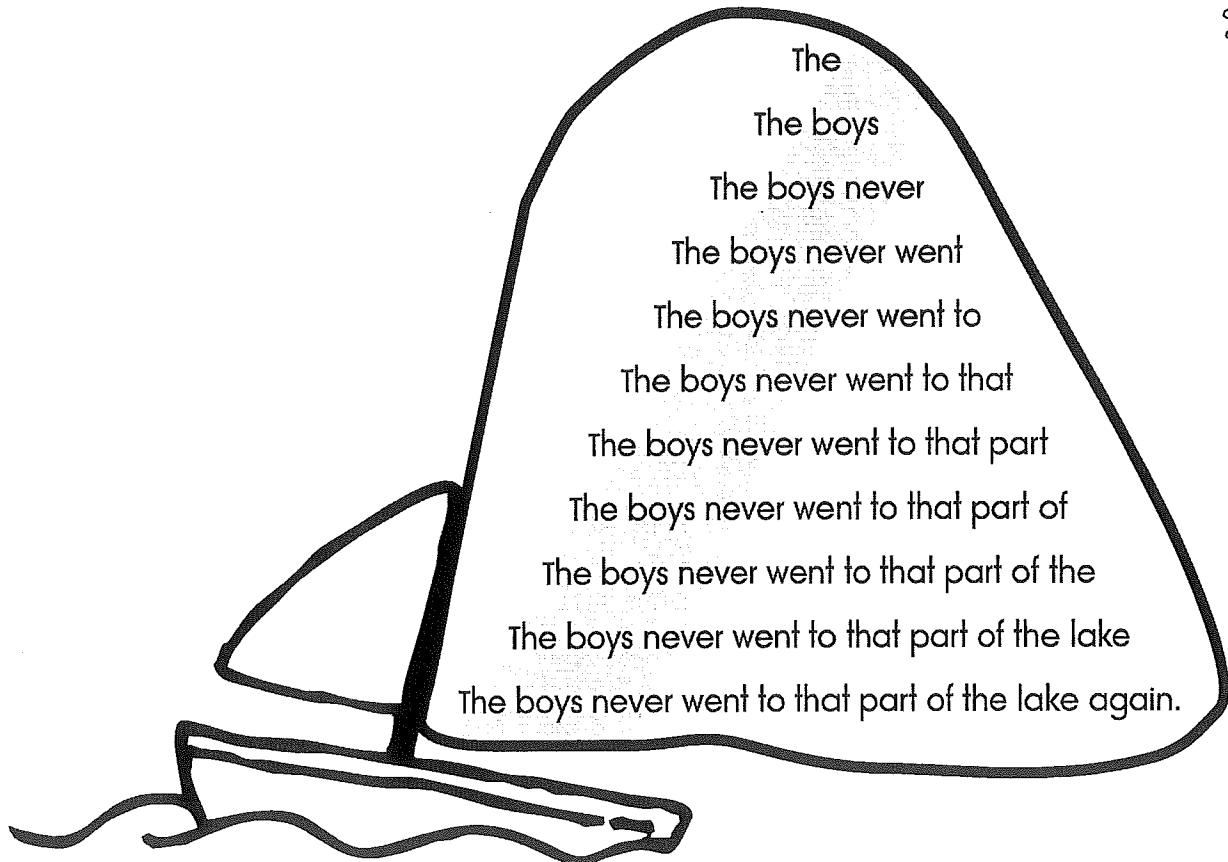
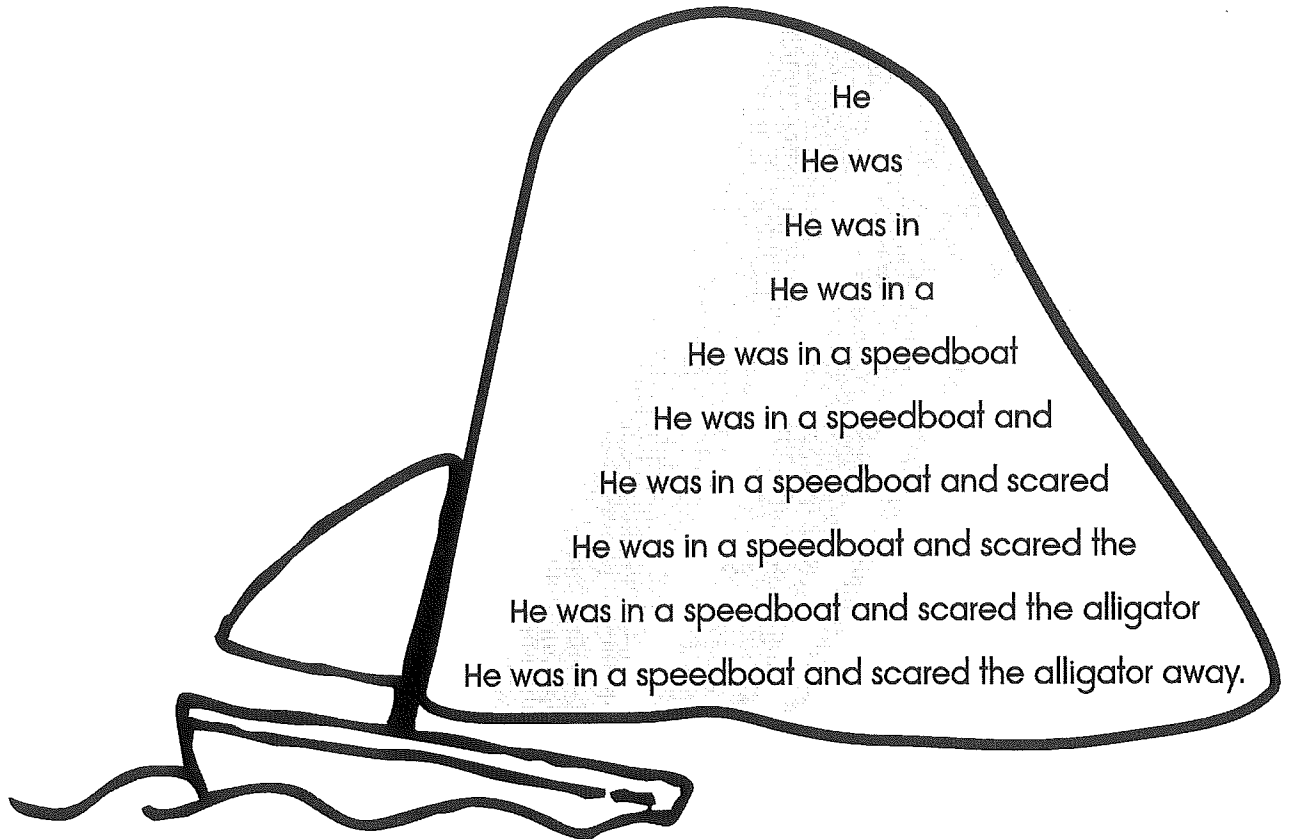


The  
The boys  
The boys started  
The boys started to  
The boys started to worry  
The boys started to worry and  
The boys started to worry and get  
The boys started to worry and get scared.

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Soon  
Soon they  
Soon they saw  
Soon they saw their  
Soon they saw their dad  
Soon they saw their dad come  
Soon they saw their dad come across  
Soon they saw their dad come across the  
Soon they saw their dad come across the lake.



## Jose and the Sailboat

Jose has a small sailboat with a white sail. He lives on a lake and likes to sail often. Many times he sees fish and other animals. Sometimes Jose's brother goes with him in the boat.

One day they sailed to the far side of the lake. There they saw a large alligator sleeping in the sun. The alligator awoke and began to swim to the boat. The wind did not blow and the boat would not move.

The boys started to worry and get scared. Soon they saw their dad come across the lake. He was in a speedboat and scared the alligator away. The boys never went to that part of the lake again.





### Objective

The student will gain speed and accuracy in reading phrases.

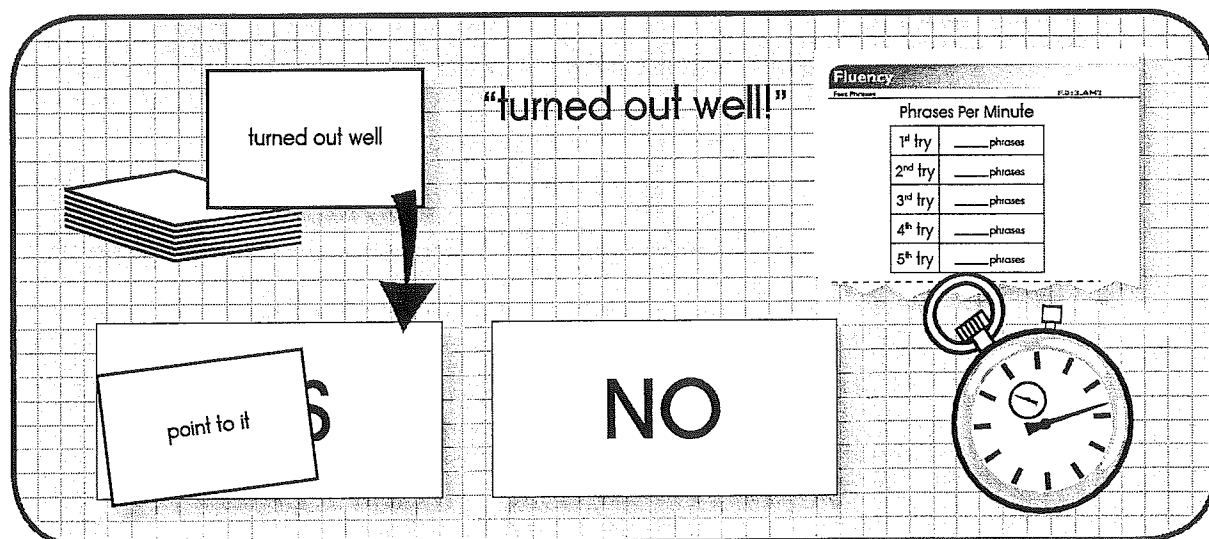
### Materials

- ▶ YES and NO header cards (Activity Master F.004.AM1)
- ▶ Phrase cards (Activity Master F.013.AM1a - F.013.AM1h)  
*Copy on card stock, laminate, and cut.*
- ▶ Phrases correct per minute record (Activity Master F.013.AM2)
- ▶ 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 and timer at the center. Provide each student with a phrases correct per minute record.
2. Working in pairs, student one sets the timer for one minute and turns the phrase cards over one at a time while student two reads the phrases as quickly as possible.
3. If all the words in the phrase are read correctly, the student places the card in a pile on the “YES” card. If one or more words in the phrase are read incorrectly, places it in a pile on the “NO” card.
4. Continue activity until the timer rings. 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. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation



### Extensions and Adaptations

- ▶ Make other phrase cards.

# Fluency

Fast Phrases

F.013.AM1a

two of them

at the house

a good place

some of the people

point to it

you may go

they did go

a big house



must be his

turned out well

form one line

they need help

I like it

want to go

hand it here

turn this over



# Fluency

Fast Phrases

F.013.AMIc

read a sentence

it is time

answer the phone

we will go

like it here

read this line

you may need

a big place



at the time

it is my turn

go to school

form a line

it is like

they want to

they still need

turn it over



# Fluency

Fast Phrases

F.013.AM1e

set it here

it is still there

turned out well

put it up

at some point

just my name

study in school

keep it up



near the end

this place is

stay a while

close the door

work too much

before they go

just the same

near the door



# Fluency

Fast Phrases

F.013.AMIg

want to stay

set it there

my name is

still in school

the same name

here and there

before they end

in a while





want to help

stay in there

still the same

want to go too

here to help

began to help

it may be

we will study



## Phrases Correct Per Minute

1 <sup>st</sup> try	_____ phrases
2 <sup>nd</sup> try	_____ phrases
3 <sup>rd</sup> try	_____ phrases
4 <sup>th</sup> try	_____ phrases
5 <sup>th</sup> try	_____ phrases

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## Phrases Correct Per Minute

1 <sup>st</sup> try	_____ phrases
2 <sup>nd</sup> try	_____ phrases
3 <sup>rd</sup> try	_____ phrases
4 <sup>th</sup> try	_____ phrases
5 <sup>th</sup> try	_____ phrases



### Objective

The student will gain speed and accuracy in reading phrases.

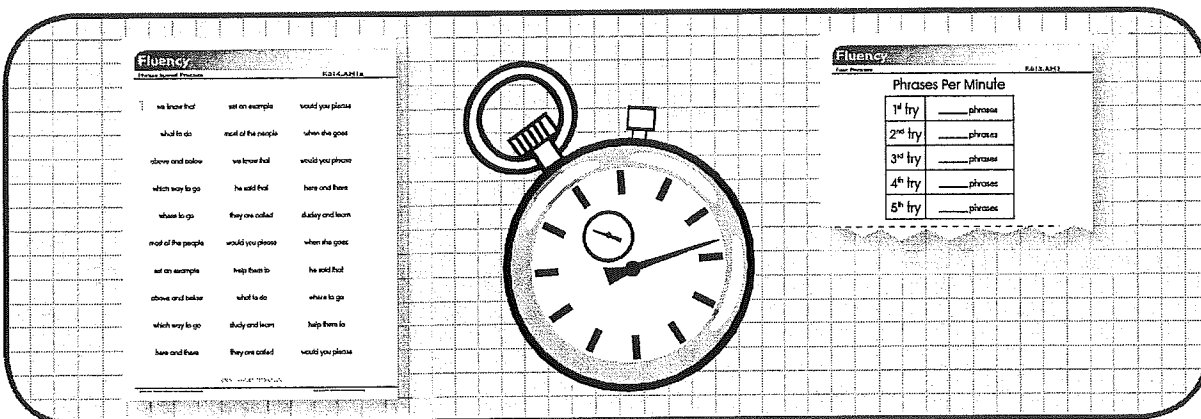
### Materials

- ▶ Phrase practice sheets (Activity Master F.014.AM1a - F.014.AM1d)  
*Make two copies of each sheet and laminate. Note: These phrases were developed using high frequency and other grade level words. Some phrases repeat and some have repeating words.*
- ▶ Phrases correct per minute record (Activity Master F.013.AM2)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers

### Activity

Students quickly read phrases in a timed activity.

1. Place the phrase practice sheets and timer at the center. Provide each student with a phrases correct per minute record.
2. Taking turns, students select a practice sheet and practice reading the phrases to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on her copy and uses a Vis-à-Vis® marker to mark any words in the phrases that are read incorrectly. If all the phrases on the sheet are read, go back to the top and continue.
5. Continue until the timer goes off. Student one marks the last word read. Student two counts the number of total phrases read correctly. (To count the phrase as correct, all the words in the phrase must be read correctly.)
6. Student two records number of phrases read correctly on her phrases correct per minute record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation



### Extensions and Adaptations

- ▶ Use other phrases.
- ▶ Graph individual words read correctly. Use graph F.025.SS2 or F.025.SS3.

# Fluency

## Phrase Speed Practice

F.014.AMIa

1

we know that

set an example

would you please

what to do

most of the people

when she goes

above and below

we know that

would you please

which way to go

he said that

here and there

where to go

they are called

study and learn

most of the people

would you please

when she goes

set an example

help them to

he said that

above and below

what to do

where to go

which way to go

study and learn

help them to

here and there

they are called

would you please

common phrases

2.

help me out

just the same

watch the game

on my side

it never happened

in my head

seemed so good

turn the page

show us around

they did go

one more time

each of us

the same page

there you are

part of the time

you can see

you show us

a good day

one more game

the same day

turn my head

help us see

show it to me

they seemed good

it happened there

you never watch

each day you can

the same game

time of day

the good game

# Fluency

Phrase Speed Practice

F.014.AMIc

3.

in the story

all day long

next to the house

it's important to

we thought that

many children are

my name is

just in time

now and then

how will they

there have been

when she goes

think about it

he said that

once in a while

there have been

it's important to

when she goes

my name is

once in a while

now and then

how will they

next to the house

he said that

in the story

we thought that

many children are

think about it

all day long

just in time

common phrases

4.

to the store

next to the couch

during the day

my mom and I

a good time

my brothers and sisters

all the time

at night

you can do it

peas, carrots, and corn

near the school

my sister said

in the water

by the way

and after that

part of the way

my dad and I

to the school

next to the table

a great time

and before that

smart, sweet, and happy

during the night

she can do it

my grandmother said

at home

my aunts and uncles

by the house

in the lake

near the tree

common phrases



### Phrase Progression



#### Objective

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



#### Materials

- ▶ Sentence cards (Activity Master F.015AM1a - F.015.AM1d)



#### Activity

Students read phrases that progressively result in sentences.

1. Place sentence cards face down in a stack at the center.
2. Taking turns, student one selects the top card and reads line by line until completing entire sentence while concentrating on proper phrasing, intonation, and expression. Student two sits beside student one and reads along silently.
3. Choral read the sentence.
4. Continue until all the sentences have been read.
5. Peer evaluation

My aunt,

My aunt, who is a police officer,

My aunt, who is a police officer, goes to schools

My aunt, who is a police officer, goes to schools to talk

My aunt, who is a police officer, goes to schools to talk about safety.

"My aunt"

"My aunt, who is a police officer"

"My aunt, who is a police officer, goes to schools"

"My aunt, who is a police officer, goes to schools to talk"

"My aunt, who is a police officer, goes to schools to talk about safety."



#### Extensions and Adaptations

- ▶ Write other sentences and passages to choral and partner read.



He jumped  
 He jumped into bed  
 He jumped into bed and pulled  
 He jumped into bed and pulled the covers  
 He jumped into bed and pulled the covers over his head.

My aunt,  
 My aunt, who is a police officer,  
 My aunt, who is a police officer, goes to schools  
 My aunt, who is a police officer, goes to schools to talk  
 My aunt, who is a police officer, goes to schools to talk about safety.

We ran  
 We ran for shelter  
 We ran for shelter as the rain shower  
 We ran for shelter as the rain shower suddenly turned  
 We ran for shelter as the rain shower suddenly turned into a storm.

Jimmy rode  
 Jimmy rode his motorcycle  
 Jimmy rode his motorcycle to the family picnic  
 Jimmy rode his motorcycle to the family picnic in the park  
 Jimmy rode his motorcycle to the family picnic in the park on Sunday.

Each year  
 Each year many visitors  
 Each year many visitors ride a ferry  
 Each year many visitors ride a ferry to see  
 Each year many visitors ride a ferry to see the Statue of Liberty.

# Fluency

Phrase Progression

F.015.AM1b

Danny was excited

Danny was excited and couldn't stop

Danny was excited and couldn't stop thinking about

Danny was excited and couldn't stop thinking about his new school.

The cat

The cat found a warm place

The cat found a warm place to settle down

The cat found a warm place to settle down for a nap.

The black and red car

The black and red car went fast

The black and red car went fast around the track

The black and red car went fast around the track and won the race.

We saw

We saw a great show

We saw a great show of fireworks

We saw a great show of fireworks on the 4th of July.

When we got home,

When we got home, we made

When we got home, we made a cake

When we got home, we made a cake and chocolate chip cookies.



The teacher

The teacher hung the paintings

The teacher hung the paintings by the students

The teacher hung the paintings by the students in the hallway.

The dogs played

The dogs played with each other

The dogs played with each other in the green grass

The dogs played with each other in the green grass in the yard.

Dollar bills

Dollar bills sometimes tear

Dollar bills sometimes tear because many people

Dollar bills sometimes tear because many people touch them.

They had to

They had to drive twenty miles

They had to drive twenty miles into town

They had to drive twenty miles into town to the hospital.

It is important

It is important to look both ways

It is important to look both ways before crossing

It is important to look both ways before crossing a road.



# Fluency

Phrase Progression

F.015.AM1d

The people

The people in the neighborhood

The people in the neighborhood worked together

The people in the neighborhood worked together to clean the park.

My sister and I

My sister and I went to the lake

My sister and I went to the lake to swim and to ride

My sister and I went to the lake to swim and to ride in the boat.

Our aunt drove us

Our aunt drove us to the store

Our aunt drove us to the store to buy a present

Our aunt drove us to the store to buy a present for our mother.

He likes to cook hamburgers

He likes to cook hamburgers on the grill

He likes to cook hamburgers on the grill in the backyard

He likes to cook hamburgers on the grill in the backyard for his family.

I like earning good grades

I like earning good grades and helping Mom

I like earning good grades and helping Mom with chores

I like earning good grades and helping Mom with chores at home.





#### Objective

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

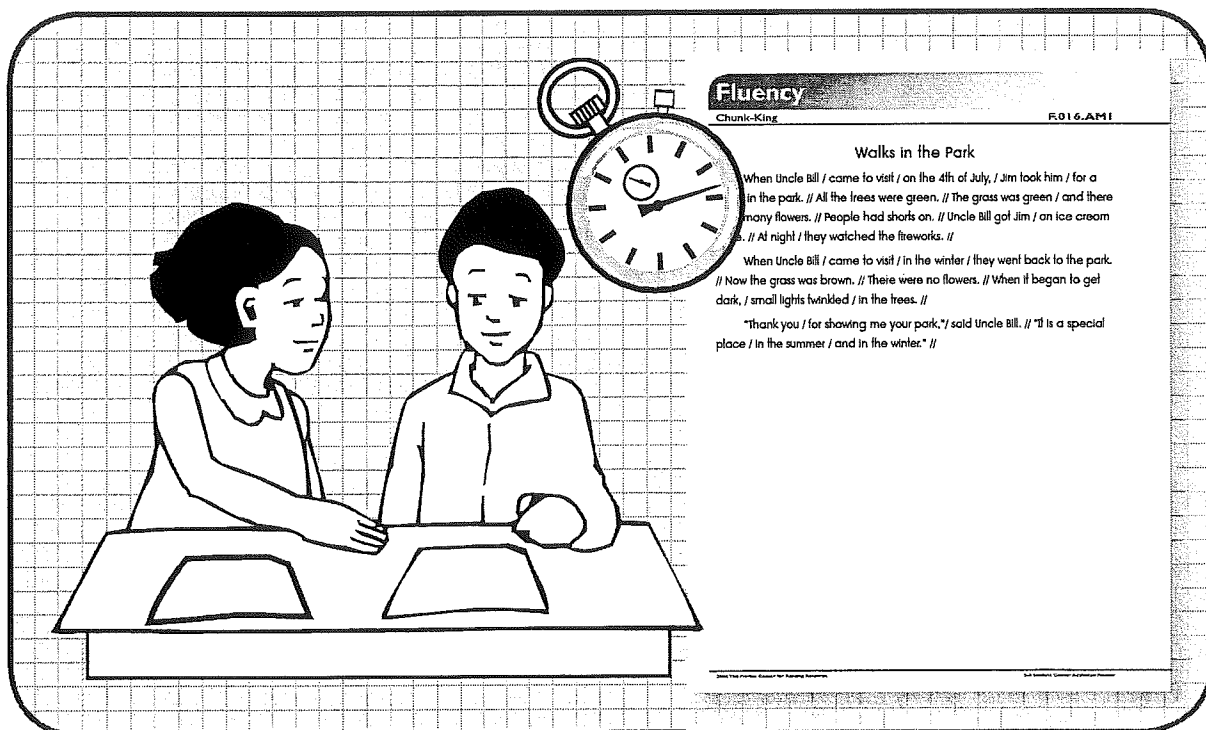
#### Materials

- ▶ Passage (Activity Master F.016.AM1)  
*Single slashes (/) denote short pauses and double slashes (//) denote the end of sentence (//).*
- ▶ Timer (e.g., 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 with a copy of the text. Place timer at the center.
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. Repeat the activity using a timer to quicken the pace.
6. Peer evaluation



**Fluency**  
Chunk-King F.016.AM1

**Walks in the Park**

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // All night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

"Thank you / for showing me your park," said Uncle Bill. // "It is a special place / in the summer / and in the winter." //

#### Extensions and Adaptations

- ▶ Use other passages within instructional-independent reading level range.
- ▶ Partner read the passage, taking turns reading sentences.

## Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a  
walk / in the park. // All the trees were green. // The grass was green / and there  
were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream  
cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. //  
Now the grass was brown. // There were no flowers. // When it began to get dark, /  
small lights twinkled / in the trees. //

“Thank you / for showing me your park,” / said Uncle Bill. // “It is a special  
place / in the summer / and in the winter.” //



#### Objective

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

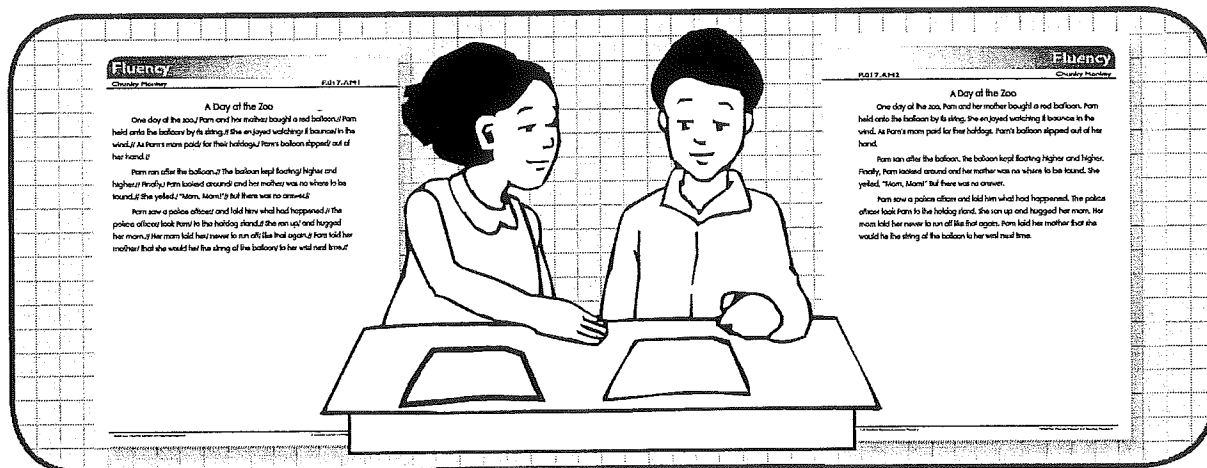
#### Materials

- ▶ Chunked passage (Activity Master F.017.AM1)  
*Make two copies and laminate.*
- ▶ Original passage (Activity Master F.017.AM2)  
*Make two copies and laminate.*

#### Activity

Students read text which has been divided into meaningful chunks, then reread it fluently without the 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 passage.
3. Working together, student one (higher performing student) reads the entire passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) then reads the passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the passage without the slash marks using proper phrasing, intonation, and expression.
7. Peer evaluation



#### Extensions and Adaptations

- ▶ Chunk and read other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.

## A Day at the Zoo

One day at the zoo, / Pam and her mother / bought a red balloon. //  
Pam held onto the balloon / by its string. // She enjoyed watching / it bounce /  
in the wind. // As Pam's mom paid / for their hotdogs, / Pam's balloon slipped /  
out of her hand. //

Pam ran after the balloon. // The balloon kept floating / higher and  
higher. // Finally, / Pam looked around / and her mother / was no where to be  
found. // She yelled, / "Mom, Mom!" // But there was no answer. //

Pam saw a police officer / and told him / what had happened. // The  
police officer / took Pam / to the hotdog stand. // She ran up / and hugged  
her mom. // Her mom told her / never to run off / like that again. // Pam told her  
mother / that she would tie / the string of the balloon / to her wrist next time. //



## A Day at the Zoo

One day at the zoo, Pam and her mother bought a red balloon. Pam held onto the balloon by its string. She enjoyed watching it bounce in the wind. As Pam's mom paid for their hotdogs, Pam's balloon slipped out of her hand.

Pam ran after the balloon. The balloon kept floating higher and higher. Finally, Pam looked around and her mother was no where to be found. She yelled, "Mom, Mom!" But there was no answer.

Pam saw a police officer and told him what had happened. The police officer took Pam to the hotdog stand. She ran up and hugged her mom. Her mom told her never to run off like that again. Pam told her mother that she would tie the string of the balloon to her wrist next time.



### Chunky Passages

#### Objective

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

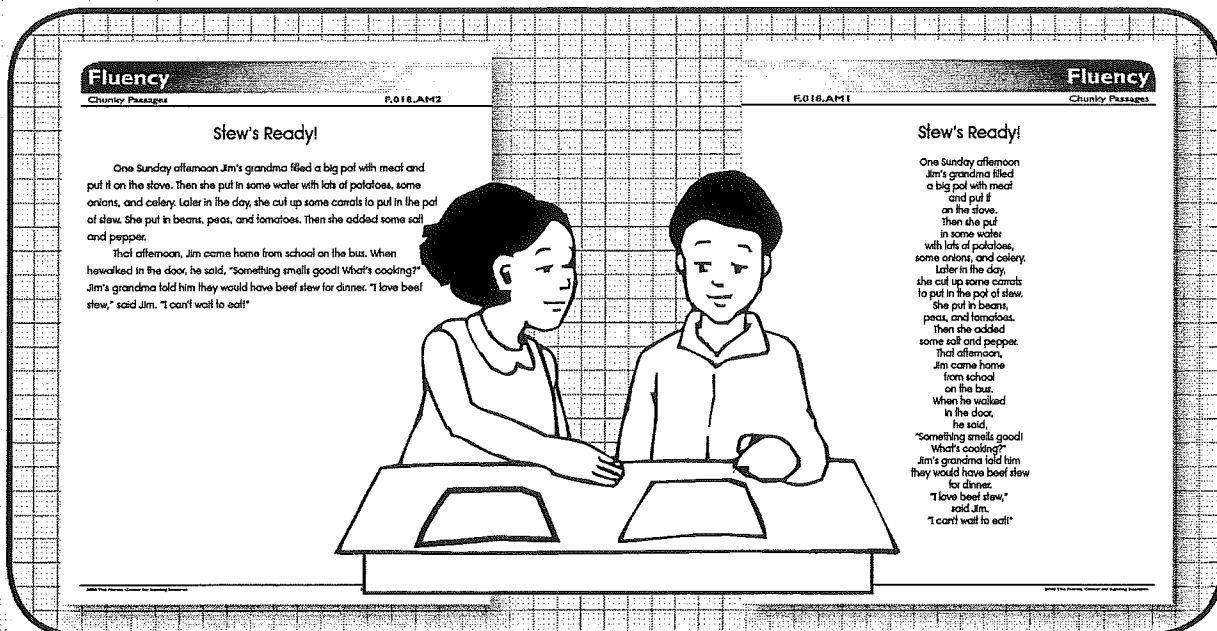
#### Materials

- ▶ Chunked passage (Activity Master F.018.AM1)  
*Passage divided by phrases in a vertical format.  
Make two copies of each.*
- ▶ Whole passage (Activity Master F.018.AM2)  
*Make two copies.*

#### Activity

Students read text which has been divided into a chunked format, then reread it fluently in its original format.

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 chunked and the whole passages.
3. Taking turns, student one (higher performing student) reads all the lines of text from the chunked passage and then reads the unaltered passage while student two (lower performing student) reads along silently.
4. Reverse roles.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Make up own stories and write in both formats.
- ▶ Record reading passages.
- ▶ Use other passages according to instructional-independent reading level range.

## Stew's Ready!

One Sunday afternoon  
Jim's grandma filled  
a big pot with meat  
and put it  
on the stove.  
Then she put  
in some water  
with lots of potatoes,  
some onions, and celery.  
Later in the day,  
she cut up some carrots  
to put in the pot of stew.  
She put in beans,  
peas, and tomatoes.  
Then she added  
some salt and pepper.  
That afternoon,  
Jim came home  
from school  
on the bus.  
When he walked  
in the door,  
he said,  
"Something smells good!  
What's cooking?"  
Jim's grandma told him  
they would have beef stew  
for dinner.  
"I love beef stew,"  
said Jim.  
"I can't wait to eat!"

## Stew's Ready!

One Sunday afternoon Jim's grandma filled a big pot with meat and put it on the stove. Then she put in some water with lots of potatoes, some onions, and celery. Later in the day, she cut up some carrots to put in the pot of stew. She put in beans, peas, and tomatoes. Then she added some salt and pepper.

That afternoon, Jim came home from school on the bus. When he walked in the door, he said, "Something smells good! What's cooking?" Jim's grandma told him they would have beef stew for dinner. "I love beef stew," said Jim. "I can't wait to eat!"



### Objective

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

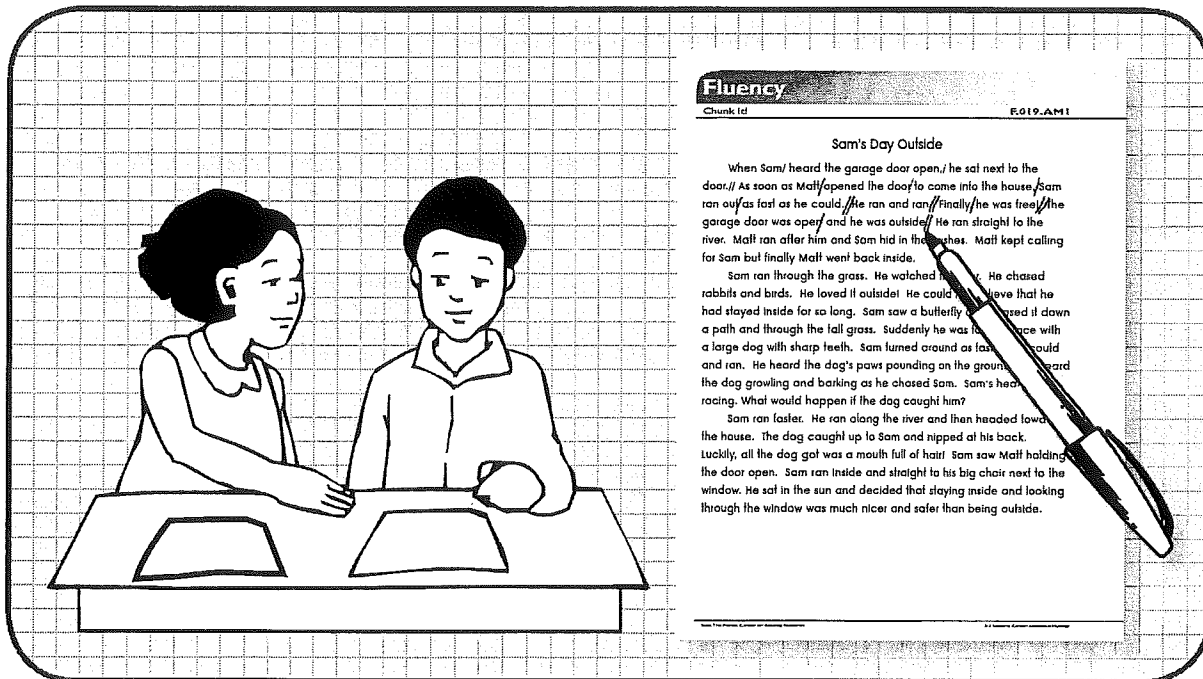
### Materials

- ▶ Passage (Activity Master F.019.AM1)  
*Make two copies and laminate. Note: Passage has one sentence with slashes to help students get started.*
- ▶ Vis-à-Vis® markers

### Activity

Students divide text into meaningful parts and then read it fluently.

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 together, students determine text chunks and indicate using slash marks. Put single slashes (/) to denote short pauses and double slashes (//) to denote end of sentence (//).
4. Student one (higher performing student) reads the text with proper intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student two (lower performing student) repeats the reading using proper intonation, expression and phrasing.
6. Peer evaluation



**Fluency**  
F.019.AM1

**Sam's Day Outside**

When Sam/ heard the garage door open,/ he sat next to the door./ As soon as Matt/opened the door/ to come into the house,/ Sam ran out/as fast as he could./ He ran and ran./ Finally/he was free./ The garage door was open/ and he was outside./ He ran straight to the river. Matt ran after him and Sam hid in the bushes. Matt kept calling for Sam but finally Matt went back inside.

Sam ran through the grass. He watched the butterflies. He chased rabbits and birds. He loved it outside! He could not believe that he had stayed inside for so long. Sam saw a butterfly and tried to catch it down a path and through the tall grass. Suddenly he was face to face with a large dog with sharp teeth. Sam turned around as fast as he could and ran. He heard the dog's paws pounding on the ground. He heard the dog growling and barking as he chased Sam. Sam's heart was racing. What would happen if the dog caught him?

Sam ran faster. He ran along the river and then headed toward the house. The dog caught up to Sam and nipped at his back. Luckily, all the dog got was a mouth full of hair! Sam saw Matt holding the door open. Sam ran inside and straight to his big chair next to the window. He sat in the sun and decided that staying inside and looking through the window was much nicer and safer than being outside.

### Extensions and Adaptations

- ▶ Erase slash marks and read fluently.
- ▶ Use other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.

## Sam's Day Outside

When Sam / heard the garage door open, / he sat next to the door. // As soon as Matt opened the door to come into the house, Sam ran out as fast as he could. He ran and ran. Finally, he was free! The garage door was open and he was outside. He ran straight to the river. Matt ran after him and Sam hid in the bushes. Matt kept calling for Sam but finally Matt went back inside.

Sam ran through the grass. He watched the river. He chased rabbits and birds. He loved it outside! He could not believe that he had stayed inside for so long. Sam saw a butterfly and chased it down a path and through the tall grass. Suddenly he was face to face with a large dog with sharp teeth. Sam turned around as fast as he could and ran. He heard the dog's paws pounding on the ground. He heard the dog growling and barking as he chased Sam. Sam's heart was racing. What would happen if the dog caught him?

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