Terms of Use:

****** This purchase is for one teacher only. ******

*** This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses.

To share this resource with colleagues you must:

1. Go to 'My TpT' on the top right of your screen
2. Click on 'My Purchases'
3. Click the 'Buy Additional Licenses' button
4. Purchase a discounted license for each colleague you plan to share this resource with

*** The license in not transferrable to another person.

*** If you are a coach, principal, or district interested in a site license, please contact me for a quote at jenbengel5@gmail.com.

*** This resource may not be uploaded to the internet in any form, including classroom/personal websites and network drives.

This Resource is NOT to be:

- Used by an entire grade level, school, or district without purchasing the proper number of licenses.
- Resold or redistributed
- Modified and resold
- Shared on databases, where individuals other than the purchaser have access

I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!

Jen Bengel

Rationale:

Many people believe that to read fluently means, to 'read fast.' But, in fact, there is much more to reading with fluency than being able to read fast.

Having students read a passage for speed is not teaching them to read with fluency. Students need direct instruction on the 6 characteristics of what makes a fluent reader.

THE 6 CHARACTERISTICS OF FLUENT READING ARE...

1. Pausing- noticing punctuation for *meaning*.
2. Phrases- grouping words for *meaning*.
3. Stress- Stressing words to convey *meaning*.
4. Intonation- Rise/fall, loud/quiet to reflect *meaning*.
5. Rate- Reading to help the listener *understand* the text: not too fast, not too slow.
6. Integration- Putting it all together for *meaning*.

The BIG Idea...

When students are struggling to read with FLUENCY it means they are *really* struggling with COMPREHENSION!!!

How can We Help!?

We can create fluency lessons that offer direct instruction to practicing fluency skills, with the understanding that students are really struggling with comprehending the text.

Copyright: Out of This World Literacy (Jen Bengel)

Included in this Resource:

1. 5 whole group fluency lessons that focus on the key characteristic: INTEGRATION
    1. Mini lesson statement
    2. Details complete with teacher language
    3. Sample anchor charts

2. Student note-taking pages for every lesson (perfect to glue into a reader's notebook and ensure everyone is an active learner during the lesson!)

3. 'I Can' statement cards for each lesson with teacher questions on the back. These work great for re-teaching and practicing skills in small group settings.

4. A graphic organizer for every lesson for students to practice showing their ability to master each skill.

5. Assessments on reading for fluency.

6. Brag Tags to celebrate mastering fluency skills.

Everything you need to teach rate is included!

With these five lessons you can help students master how to read with appropriate rate and fluently for MEANING!!







Thank you so much to these amazing artists, whose work is found in this resource!!







Copyright: Out of This World Literacy (Jen Bengel)

The Fluency Mini Lessons: Integration

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Combine Speed with Tone*	Readers pay attention to their rate and tone as they read aloud so that they can combine their speed with how their voice sounds as they read aloud for meaning.
LESSON 2 *Pauses and Phrasing*	Readers know when to read in phrases and when to pause so that they can read the text in a way that makes each new idea sound like a fresh start.
LESSON 3 *Defining and Setting Purpose for Fluency*	Readers understand what fluency means so they can practice how to read aloud in a way that helps themselves and their listeners best understand the text.
LESSON 4 *Fluency and telling a story*	Readers find a way to read with fluency so that they can tell a story with their voices in an interesting way.
LESSON 5 *Combining Fluency with Understanding*	Readers understand that reading with fluency means they are reading to understand the text. The more fluent they sound, the more they will understand.

SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Readers pay attention to their rate and tone as they read aloud so that they can combine their speed with how their voice sounds as they read aloud for meaning.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining why it's important for readers to think about how their rate and tone sound together. Use this language to help:
"Today we are going to talk about reading with fluency. We are going to think about how readers combine their rate and tone when they are reading aloud to make the text sound great together. If we read with a good rate, but our tone does not match how the words should sound, the meaning will be confusing. If we use good tone, but read too fast or slow, the meaning can be confusing too. We need both good rate and tone to make our reading fluency strong and help us understand the text. Let's try reading a few things with good rate and tone. Then we'll see how the meaning is!"
4. Show the anchor chart to the class. Work through the first example by modeling what is expected. Read a portion of text aloud *(this can be from a mentor text you read to the class today or a while ago)*. Think aloud about how your rate and tone sounded. Write a description of both on the class chart. Then describe how reading with good fluency helped with the meaning. As you fill in the class chart, have students do the same on their student note-taking pages.
5. Ask students to help you with the second example. Read a portion of text aloud with good rate and tone. Invite students to describe how the rate and tone sounded. Then ask them to talk about the meaning. Write their thinking on the class chart as they fill in their notes.
6. Ask students to turn and talk with a partner for the 3rd example. After a few minutes, call on students to share and write their answers on the anchor chart.
7. Tell students that they will be working on good rate and tone, as well as how it impacts meaning in texts they are reading independently today. They'll practice sharing how rate and tone impact the meaning during the share at the end of class as well. Pass out the student page (graphic organizer). Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

SAMPLE

Sample Anchor Chart

*** Teacher ideas to start the lesson are provided. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers pay attention to their rate and tone as they read aloud so that they can combine their speed with how their voice sounds as they read aloud for meaning.

	Rate:	Tone:	How Fluency Helped with Meaning:
First Read Aloud:	*Describe your rate of reading here.	*Describe your tone after reading here.	*Describe how reading with good rate and tone helped with understanding the text.
Second Read Aloud:	*** Complete the anchor chart by having students help you with the last 2 examples.		
Third Read Aloud:			

Copyright: Out of This World Literacy (Jen Bengel)

I can combine good rate and tone when reading so that I can understand the text.

1. How does reading with a good tone impact the meaning of a text?
2. How does reading with a good rate impact the meaning of the text?
3. Read this part of the text with a good rate and tone. How did you do?
4. Why is it important to read with a good rate and tone?

SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

I can combine good rate and tone when reading so that I can understand the text.

Readers pay attention to their rate and tone as they read aloud so that they can combine their speed with how their voice sounds as they read aloud for meaning.

Rate:	Tone:	How Fluency Helped with Meaning:

SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

I can read with pauses in all the right places so each new idea sounds like a fresh start.

Readers know when to read in phrases and when to pause so that they can read the text in a way that makes each new idea sound like a fresh start.

Readers Should Pause When...	
Pausing:	**How Pausing Helped with Meaning:**

Copyright: Out of This World Literacy (Jen Bengel)

I can define and understand the importance of reading fluency so that I can do my best reading.

Readers understand what fluency means so they can practice how to read aloud in a way that helps themselves and their listeners best understand the text.

What Does Reading with Fluency Mean:	Why is Reading with Fluency So Important?
Examples of Good Reading Fluency:	**Examples of Poor Reading Fluency:**

Copyright: Out of This World Literacy (Jen Bengel)

I can read a text with emotion to make the text more interesting for listeners.

Readers find a way to read with fluency so that they can tell a story with their voices in an interesting way.

Parts from the Story	Events and Emotions from Each Part	How We Made Our Voices Sound Interesting:

Copyright: Out of This World Literacy (Jen Bengel)

I can read with my best fluency so that I can understand all the parts of the text.

Readers understand that reading with fluency means they are reading to understand the text. The more fluent they sound, the more they will understand.

Parts from the Story:	How Fluent We Sound: (on a scale from 1-10, 10 being the best)	Our Understandings of the Text:

Copyright: Out of This World Literacy (Jen Bengel)

Reading with a Good Rate and Tone

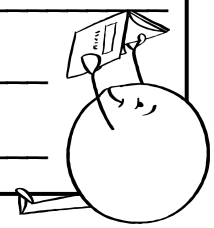
I can combine good rate and tone when reading so that I can understand the text.

Name: _____ **Date:** _____

Title: _____ **Author:** _____

Directions: Copy 3 parts of the text you are reading today. Tell how the rate and tone was for each part. Then describe how the rate and tone in which you read the text affected the meaning.

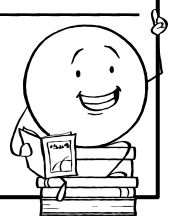
Part of the Text:



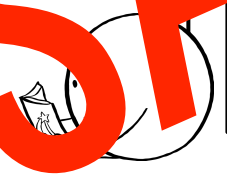
RATE:
(circle one)
Fast
Slow

TONE:
(circle one: 10 is the best)
1 2 3 4
5 6 7 8
9 10

How Rate and Tone Affected the Meaning:



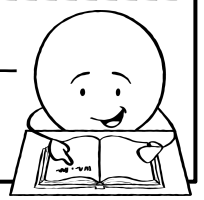
Part of the Text:



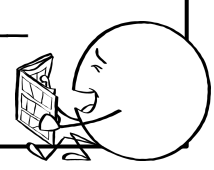
RATE:
(circle one)
Fast
Slow

TONE:
(circle one: 10 is the best)
1 2 3 4
5 6 7 8
9 10

How Rate and Tone Affected the Meaning:



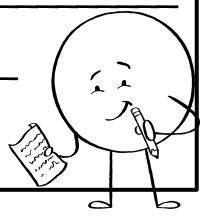
Part of the Text:



RATE:
(circle one)
Fast
Slow

TONE:
(circle one: 10 is the best)
1 2 3 4
5 6 7 8
9 10

How Rate and Tone Affected the Meaning:



SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Fluency Integration Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. What does it mean to read with a good tone?
   a. Your voice stays loud
   b. Your voice goes up and down to match the text meaning
   c. Your voice stays quiet
   d. Your voice does not change

2. What might happen if a reader does not have a good rate?
   a. They might not understand the text
   b. They will understand all the text
   c. All the words will be read perfectly
   d. Both a and c

3. Readers should pause their reading ____ .
   a. in the middle of an idea
   b. every other word.
   c. when there is a new idea
   d. only if they get stuck

4. What are some clues to know when to pause?
   a. At the end of a long list
   b. At the end of a sentence
   c. When there are parentheses
   d. All of the above

5. Reading with fluency means ____.
   a. reading as fast as you can.
   b. reading as slow as you can.
   c. reading like the text is happening in real life.
   d. rereading every part of the text.

6. Why is it important to read with fluency?
   a. To better understand the text
   b. To confuse listeners
   c. To stop reading when it gets hard
   d. To skip the hard parts

7. What happens if we read a story with no emotion in our voices?
   a. The story is more interesting
   b. We will remember all the important parts
   c. The story won't be interesting
   d. All of the above

8. What happens when we read a story in a way that matches the emotions.
   a. It will be more interesting
   b. It will sound like whispering
   c. Listeners will be bored
   d. We will read too fast

9. What does 'reading with fluency' really mean?
   a. Stopping and asking for help
   b. Reading to understand the text
   c. Never rereading
   d. Skipping the punctuation

10. Readers know that the more fluent they read, _____.
    a. the less they understand.
    b. the more confused they get.
    c. the more they understand.
    d. the more bored they become.

SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Fluency Integration Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. What does it mean to read with a good tone?
   a. Your voice stays loud
   b. Your voice goes up and down to match the text meaning
   c. Your voice stays quiet
   d. Your voice does not change

2. What might happen if a reader does not have a good rate?
   a. They might not understand the text
   b. They will understand all the text
   c. All the words will be read perfectly
   d. Both a and c

3. Readers should pause their reading ____ .
   a. in the middle of an idea
   b. every other word.
   c. when there is a new idea
   d. only if they get stuck

4. What are some clues to know when to pause?
   a. At the end of a long list
   b. At the end of a sentence
   c. When there are parentheses
   d. All of the above

5. Reading with fluency means ____.
   a. reading as fast as you can.
   b. reading as slow as you can.
   c. reading like the text is happening in real life.
   d. rereading every part of the text.

6. Why is it important to read with fluency?
   a. To better understand the text
   b. To confuse listeners
   c. To stop reading when it gets hard
   d. To skip the hard parts

7. What happens if we read a story with no emotion in our voices?
   a. The story sounds more interesting
   b. We will remember all the important parts
   c. The story won't be interesting
   d. All of the above

8. What happens when we read a story in a way that matches the emotions.
   a. It will be more interesting
   b. It will sound like whispering
   c. Listeners will be bored
   d. We will read too fast

9. What does 'reading with fluency' really mean?
   a. Stopping and asking for help
   b. Reading to understand the text
   c. Never rereading
   d. Skipping the punctuation

10. Readers know that the more fluent they read, _____.
    a. the less they understand.
    b. the more confused they get.
    c. the more they understand.
    d. the more bored they become.

SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Integration and read with fluency

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

SAMPLE

READING WITH INTEGRATION

MASTER!



READING WITH INTEGRATION

MASTER!



READING WITH INTEGRATION

MASTER!



READING WITH INTEGRATION

MASTER!



READING WITH INTEGRATION

MASTER!



READING WITH INTEGRATION

MASTER!



READING WITH INTEGRATION

MASTER!



READING WITH INTEGRATION

MASTER!



READING WITH INTEGRATION

MASTER!



SAMPLE

READING WITH INTEGRATION

MASTER!



READING WITH INTEGRATION

MASTER!

AMAZING!

READING WITH INTEGRATION

MASTER!

AMAZING!

READING WITH INTEGRATION

MASTER!

AMAZING!

READING WITH INTEGRATION

MASTER!

AMAZING!

READING WITH INTEGRATION

MASTER!

AMAZING!

READING WITH INTEGRATION

MASTER!

AMAZING!

READING WITH INTEGRATION

MASTER!

AMAZING!

READING WITH INTEGRATION

MASTER!

AMAZING!

READING WITH INTEGRATION

MASTER!

AMAZING!

SAMPLE