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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.

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Included in this Resource:

1. 5 whole group fluency lessons that focus on the key characteristic: INTONATION
    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 stress is included!

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

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

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The Fluency Mini Lessons: Intonation

**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 *Raising Voices During Reading*	Readers know when to raise their voices higher when reading aloud so that they can show those words and phrases are very important in the text.
LESSON 2 *Lowering Voices During Reading*	Readers know when to lower their voices when reading aloud so that they can show how those words and phrases have a unique meaning within the text.
LESSON 3 *Intonation and Dialogue*	Readers change their voices when reading dialogue in a story so they can read like the character is thinking and feeling within the text.
LESSON 4 *Lowering Voices with Sentences*	Readers drop their voices lower at the end of sentences with a period so that they can show that idea is ending and a new one will begin.
LESSON 5 *Raising Voices with Questions*	Readers raise their voices lower at the end of sentences with a question mark so that they can show there can be more to the idea.

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Readers change their voices when reading dialogue in a story so that they can read like the character is thinking and feeling within the text.

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 how readers should read dialogue with intonation. Use this language to help:
   "We've been talking a lot about reading with intonation. Today I want to continue practicing what is sounds like to read with making some words louder and others softer. Let's think about how intonation and reading dialogue go together. Dialogue is anything in a text where a character is talking. We can see dialogue because it has quotation marks around the words and is often followed with something like, 'mom said.' When we read dialogue, we want to try our best to read the words just like we imagine the character saying them in real life. Some words will sound louder. Some will be softer. Let's practice reading dialogue with intonation today."
4. Model how readers read dialogue with intonation. Choose any book that you have already read to the class to use as your example. Open to any page in the book and SAY:
   "I am going to read aloud a few parts from this book we've read. Listen for me as I read dialogue with intonation. You'll hear me reading words louder or softer. Afterwards, we'll talk about why I read those words with a different voice level.
5. After reading, copy a few pieces of dialogue you read on the class anchor chart. Circle any words you read louder. Underline words you read softer. Think aloud about why you read each word the way you did and write it on the chart. Ask students to copy this onto their note-taking page as you think aloud.
6. Copy more dialogue from the mentor text onto your anchor chart. Ask students to h[illegible] circle any words that would be louder and underline softer words. Explain why. Writ[illegible]nswers [illegible]he class chart.
7. Ask students to turn and talk with a partner about a 3rd dial[illegible] co[illegible]t onto th[illegible]art. Tell them to identify words to read louder and softer [illegible]hy re[illegible]thos[illegible]ords[illegible]at way. [illegible]er a few minutes call on students to share and wi[illegible]their ar[illegible]s on t[illegible]r char[illegible]
8. Tell students that they w[illegible] working o[illegible]fyin[illegible]ue in[illegible] books they[illegible]ding today. They will be tell[illegible]w to read[illegible]ntonation[illegible]y r[illegible]d tha[illegible]ay. Pass out the student page (graphi[illegible]ga[illegible]zer). Go[illegible]er [illegible]ctions. [illegible]k t[illegible] brin[illegible]heir [illegible]mpleted work to the share at the end of [illegible]eading work[illegible]op.

SAMPLE

Sample Anchor Chart

*** Teacher ideas to [illegible]e lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers change their voices when reading dialogue in a story so that they can read like the character is thinking and feeling within the text.

Dialogue:	How the Character is Thinking/Feeling:
Copy 3 different pieces of dialogue from the text. Circle any words you read louder. Underline any words you read softer.	*Describe how the character may be feeling/thinking in this part that impacted how you read the dialogue with intonation.*

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I can change my voice when reading dialogue to sound like how the character might talk

SAMPLE

1. Why should we read words in dialogue with intonation?
2. How would you read this part of dialogue? Why?
3. How do you think the character would say this out loud? Why?
4. How can reading dialogue with intonation help us as readers?

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I can change my voice when reading dialogue to sound like how the character might talk

Readers change their voices when reading dialogue in a story so that they can read like the character is thinking and feeling within the text.

Dialogue:	How the Character is Thinking/ Feeling:

SAMPLE

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Reading Dialogue with Intonation

I can change my voice when reading dialogue to sound like how the character might talk

Name: _____ **Date:** _____

Title: _____ **Author:** _____

Directions: Readers read dialogue with some words louder and some words softer. Copy dialogue from the book you are reading. Circle all the words you read louder. Underline all the words you read softer. Then, tell what you think the character was feeling/thinking at the time.

Dialogue: *(circle words you read louder. Underline words you read softer.)*	**What the Character Was Thinking/Feeling:**



Dialogue: *(circle words you read louder. Underline words you read softer.)*	**What the Character Was Thinking/Feeling:**



SAMPLE

Dialogue: *(circle words you read louder. Underline words you read softer.)*	**What the Character Was Thinking/Feeling:**



Dialogue: *(circle words you read louder. Underline words you read softer.)*	**What the Character Was Thinking/Feeling:**



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Intonation Stress Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Directions: Write 'F' for false or 'T' for true next to each statement.

1. _____ Words or phrases that are read louder are important parts of a text.

2. _____ The first word in every sentence should be read the loudest.

3. _____ The last word in the sentence should be read the loudest.

4. _____ Reading with intonation means reading some words louder or softer than others.

5. _____ Readers make their voices [illegible] when they read words in special font sizes.

6. _____ Readers make their voices softer when they read words inside parentheses.

7. _____ Readers make their voices louder when they read words that are in bold.

8. _____ Dialogue is a part of the text where facts are given.

9. _____ Dialogue should all be read very fast in a story.

10. _____ Readers should read dialogue just like how they think the character sounds.

11. _____ Readers lower their voices at the end of a sentence that is a question.

12. _____ Readers lower their voices at the end of a sentence that has a period.

13. _____ Readers lower their voices at the end of a sentence to show an idea is ending.

14. _____ Readers lower their voices at the end of a sentence to show there is a question.

SAMPLE

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Intonation Stress Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

1. Readers make their voices louder for ____ words in a text?
   a. important
   b. short
   c. long
   d. not important

2. What does reading with intonation mean?
   a. how fast you read
   b. how slow you read
   c. reading certain words l[illegible]er or softer than [illegible]ers
   d. [illegible]ding sile[illegible]

3. Rea[illegible] read wo[illegible] wi[illegible] loud[illegible] voice ____
   a. when[illegible]e f[illegible]t is smaller
   b. [illegible]he word is in bold
   c. when the word means something quiet
   d. at the start of every sentence

4. Readers read words with a softer voice ____ .
   a. when words are in bold
   b. when something exciting happens
   c. when the word means something loud
   d. when the font is smaller

5. What is dialogue?
   a. when a character is talking
   b. facts in a sentence
   c. the start of a new paragraph
   d. the solution to the problem

6. How should readers read dialogue?
   a. in a whisper
   b. like the character might speak
   c. like a robot
   d. very fast

7. What do readers d[illegible]e end of a sentence [illegible]h a pe[illegible]d?
   a. ke[illegible]readin[illegible]t stop[illegible]ng
   b. raise[illegible]eir voi[illegible]
   c. read[illegible]e a[illegible]ob[illegible]
   d. lower[illegible]ir voices

8. Why do readers lower their voices at the end of a sentence?
   a. to show an idea is not ending
   b. to show an idea is ending
   c. to ask a question
   d. to read the sentence again

9. What do readers do at the end of a sentence with a question mark?
   a. lower their voices
   b. read like a robot
   c. raise their voices
   d. keep reading without stopping

10. Why do readers raise their voices at the end of a question?
    a. to show an idea is ending
    b. to sound confused
    c. to read the sentence again
    d. to show a question is waiting to be answered

SAMPLE

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of articulation to read with fluency

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

SAMPLE

READING WITH INTONATION

MASTER!



READING WITH INTONATION

MASTER!



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