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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: PHRASES
    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 phrases is included!

With these five lessons you can help students master how to notice phrasing 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: Phrases

**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 *Grouping words for meaning*	Readers group words together by meaning as they read so that they can understand chunks of words and how they fit together to make meaning.
LESSON 2 *Identifying the beginning and end of phrases*	Readers identify when a group of words that go together ends and another phrase begins so that they can understand when new ideas begin.
LESSON 3 *Thinking about transition words*	Readers pay attention to transition words in a text so they can use those words to understand when new phrases and ideas begin.
LESSON 4 *Reading words in phrases*	Readers know that reading words just one at a time sounds choppy and does not help them understand what phrases of words means together.
LESSON 5 *Connecting phrases for meaning*	Readers connect phrases together in sentences so that they can make connections between the meaning in each phrase.

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Section One: Teacher Pages

INCLUDED IN THIS SECTION:

1. 5 detailed mini lessons with sample anchor charts.
2. 'I Can' statement cards for re-teaching in small groups.
3. 2 original passages to use during the mini lessons.

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Readers group words together by meaning as they read so that they can understand chunks of words and how they fit together to make 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 chunk words together in phrases for meaning as they read. Use this language to help:
   "You may have heard teachers say you need to read with fluency. And you may think reading with fluency means you have to read as fast as you can. But that's not really true. When readers read with fluency, it means they are thinking very carefully about the words and how they go together to MAKE SENSE of the text they are reading. So, when we read for fluency, we are really reading to understand. We are reading for meaning. Today, I want to talk about how readers chunk phrases of words together to help them read fluently and understand the text. When we read words in phrases, and not just one...word...at...a...time, we can think more deeply about meaning. Let's practice this together."
4. Model how readers read aloud with phrasing by putting words together in phrases. Choose any book that you have already read to the class to use as your example. Open to a page in the book and SAY:
   "Listen to me read this page. Listen for how I put my words together so that it sounds like talking, with chunks of words, or phrases together."
5. Read the section again, this time reading one...word...at...a...time. SAY:
   "Listen to me read. See if you can hear a difference in how my words go together."
6. Discuss how the reading was different. Begin a t-chart like the example below. Think aloud about what happens when readers read with phrasing and when they do not. Write your thinking on the class anchor chart. Ask students to write on their note-taking page as well.
7. Invite students to think about more reasons to add to the chart. Write answers on the class chart.
8. Ask students to turn and talk with a partner about a few more reasons. After a few minutes call on students to share and write their answers on the anchor chart.
9. Tell students that they will be working on identifying words that go into phrases during reading independently today. 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 Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas and add them to the anchor chart during the lesson.

Readers group words together by meaning as they read so that they can understand chunks of words and how they fit together to make meaning.

When Readers Read with Phrasing:	When Readers Do Not Read with Phrasing:
*They can better understand the text *They sound like they are talking *It is easier to listen to and understand the text	*It sounds like something is 'off' *They read one...word...at...a...time *It is hard to understand what is happening in the text

*** Complete the anchor chart by adding ideas from the class as they share during the lesson

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I can group words together into phrases when I read to better understand the text.

1. Read aloud part of the text, thinking about phrases.
2. What do the words in this phrase tell you as a reader?
3. What might happen as a reader if you read one...word...at...a...time?
4. How can reading words in phrases help you better understand a text?

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I can group words together into phrases when I read to better understand the text

Readers group words together by meaning as they read so that they can understand chunks of words and how they fit together to make meaning.

WHEN READERS READ WITH PHRASING	WHEN READERS DO NOT READ WITH PHRASING
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

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Phrases and Understanding a Text

I can group words together into phrases when I read to better understand the text

Name: _____ **Date:** _____

Title: _____ **Author:** _____

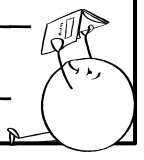
Directions: Copy a few phrases from the text you are reading. Then tell what each phrase means inside the text. Be sure to use your own thinking to share what each phrase really means.

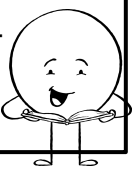
Phrase #1	What it Means:
Phrase #1	What it Means:
Phrase #1	What it Means:
Phrase #1	What it Means:
Phrase #1	What it Means:











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Fluency Phrases Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. _____ Another name for reading words in chunks is 'phrasing.'
2. _____ Readers should read words one word at a time.
3. _____ Reading words in phrases will help readers better understand the text.
4. _____ Reading words in phrases should sound just like talking out loud.
5. _____ When readers read silently they should not have to worry about reading in phrases.
6. _____ Words read in one phrase should make sense together.
7. _____ Transition words help readers combine the ideas in 2 different phrases.
8. _____ There are only 4 important transition words that readers need to worry about.
9. _____ Readers can skip over reading transition words because they are not in a phrase.
10. _____ When reading is choppy, the reader is not understanding things.
11. _____ Readers should reread the text when they notice they are sounding choppy.
12. _____ There are 3 phrases in every sentence.
13. _____ All the phrases in one sentence can be connected together to make meaning.
14. _____ Many sentences have extra phrases that don't make sense in the sentence.

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Fluency Phrases Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Readers should read words ___ .
   a. one..word…at…a…time.
   b. like they are shouting.
   c. in phrases.
   d. only one time.

2. What happens when readers read words in phrases?
   a. They read fast.
   b. They can think deeper about the meaning of the text.
   c. They can get confused easier.
   d. The lose track of the meaning in the text.

3. Readers should read ____ in phrases?
   a. Aloud
   b. silently
   c. only the first time
   d. Both a and b

4. Why should we pay attention to when a phrase ends?
   a. To read faster
   b. To take a break
   c. To start thinking about the next idea
   d. All of the above

5. What is the job of transition word?
   a. To start a new paragraph
   b. To start a new sentence
   c. To end a sentence
   d. To combine 2 phrases

6. Where can punctuation words be found?
   a. In between phrases
   b. In the middle of a phrase
   c. As the first word in a phrase
   d. The last word in a phrase

7. What does it mean when reading starts to sound 'choppy'?
   a. It is smooth reading
   b. Reading one word at a time
   c. Sounds like talking
   d. Reading is easy to understand

8. What should readers do if they are reading in a choppy kind of way?
   a. Skip that part
   b. Get a new book
   c. Reread and think about what the text is saying
   d. Read faster to not sound choppy

9. Each phrase in a sentence___ .
   a. adds variety to the sentence.
   b. can stand alone by itself as a sentence.
   c. starts with a capital letter.
   d. has only one word.

10. Each sentence has _____ .
    a. phrases that make sense.
    b. a main idea.
    c. a complete thought.
    d. All of the above

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Fluency Phrases Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Directions: Write 'F' for false or 'T' for true next to each state[illegible].

1. F Another name for reading words in chunks is '[illegible]rasing.'
2. T Readers should read wo[illegible]
3. T Readi[illegible]words i[illegible]ases [illegible]help re[illegible]better understand the text.
4. F Read[illegible]rds in [illegible]hou[illegible]sound just like talking out loud.
5. F When re[illegible]ad silently they should not have to worry about reading in phrases.
6. F Words read in one phrase should make sense together.
7. T Transition words help readers combine the ideas in 2 different phrases.
8. F There are only 4 important transition words that readers [illegible]ed to worry about.
9. T Readers can skip over reading tra[illegible]wor[illegible]be[illegible]use the[illegible]are not in a phrase.
10. F When reading is [illegible]hoppy, [illegible]e read[illegible]is not u[illegible]erstanding things.
11. T Re[illegible]ould r[illegible]the [illegible]t when [illegible]notice they are sounding choppy.
12. F There [illegible]hrase[illegible]n ev[illegible]se[illegible]ence.
13. T All the p[illegible]one sentence can be connected together to make meaning.
14. F Many sentences have extra phrases that don't make sense in the sentence.

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Fluency Phrases Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

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   b. like they are shouting.
   c. in phrases.
   d. only one time.

2. What happens when readers read words in phrases?
   a. They read fast.
   b. They can think deeper about the meaning of the text.
   c. They get confused easier.
   d. The lose track of the meaning in the text.

3. Readers should read ____ in phrases?
   a. Aloud
   b. silently
   c. only the first time
   d. Both a and b

4. Why should we pay attention to when a phrase ends?
   a. To read faster
   b. To take a break
   c. To start thinking about the next idea
   d. All of the above

5. What is the job of a transition word?
   a. To start a new paragraph
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   c. To end a sentence
   d. To combine 2 phrases

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   b. Get a new book
   c. Reread and think about what the text is saying
   d. Read faster to not sound choppy

9. Each phrase in a sentence___ .
   a. adds variety to the sentence.
   b. can stand alone by itself as a sentence.
   c. starts with a capital letter.
   d. has only one word.

10. Each sentence has _____ .
    a. phrases that make sense.
    b. a main idea.
    c. a complete thought.
    d. All of the above

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the Art of Phrase to read with Fluency

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

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READING WITH PHRASES

MASTER!



READING WITH PHRASES

MASTER!



READING WITH PHRASES

MASTER!



READING WITH PHRASES

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