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: STRESS
    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 stress and read 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: Stress

**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 *Identifying stress*	Readers identify what it means to read words with stress so they can decide which words they should read in their inner tone.
LESSON 2 *Stressing important words*	Readers stress important words in a text as they read so that they can show those words are most important to the meaning of that part of the text.
LESSON 3 *Stressing words in every sentence*	Readers stress one or more words in every sentence so that they can show their understanding of each sentence.
LESSON 4 *Finding clues to stress words*	Readers use clues in the text to help them know which words to stress as they read aloud.
LESSON 5 *Changing the meaning of sentences*	Readers notice how the meaning of a sentence can change based on which words are stressed as more important.

Sample

Copyright: Out of This World Literacy (Jen Bengel)

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.

Copyright: Out of This World Literacy (Jen Bengel)

Readers identify what it means to read words with stress so they can decide which words they should read in a louder tone.

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 what stress means when reading with fluency and for understanding. Use this language to help:
"Today we are going to talk about one key idea from reading with fluency that you probably have already done, and just didn't realize it. It is reading with stress. Reading with stress means that, as you read, you put extra stress on the key words than you do while reading all the other words in the text. You may stress a word or an entire phrase. You'll know readers are stressing a word because their voice will get louder, or maybe they will drag that one word out. Let's think about what it really means to read with stress and what kinds of words we should be stressing as we read aloud or silently today."
4. Show the class anchor chart with the first two questions. Invite students to help you complete that part of the chart. Use the language provided in red on the chart as needed. As you fill in the class chart, have students do the same on their student note-taking pages.
5. Hold up a mentor text you have already read to the class. Say:
"Let's practice knowing which words to read with stress. I'm going to read a few pages from our book. As I read, I want you to listen for the words I stress. Then we'll write them on our chart and talk about them."
6. After reading, ask students to help you identify words that were stressed and write them on the chart.
7. Go through a few more pages of the mentor text to find more examples. Talk about how the words that are being stressed are key words and greatly impact the meaning of the text.
8. Tell students that they will be working on identifying words that should be stressed 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. Add them to the anchor chart during the lesson.

Readers identify what it means to read words with stress so they can decide which words they should read in a louder tone.

What does it mean to read with stress?	What kind of words should be stressed?
*Words or phrases are read in a louder tone *When a word is stressed, it tells the listener it's extra important. *Adding stress to a word can alter the meaning	*Words that have more importance *Words that stand out *Words that if taken out of the text, would change the meaning of the text. * Verbs and content words are often more stressed
Book We Used:	**Words to stress:**
** Complete the anchor chart by writing the title of a mentor text and making a list of words worth stressing in the book	

Sample

Copyright: Out of This World Literacy (Jen Bengel)

I can identify words that should be stressed while I am reading

1. What does it mean to put stress on words we read?
2. Why do readers put stress on certain words? Tell me more.
3. How do you know when to stress a word more than others?
4. What are some words you would stress from this book? Why?

Sample

Copyright: Out of This World Literacy (Jen Bengel)

I can identify words that should be stressed while I am reading

Readers identify what it means to read words with stress so they can decide which words they should read in a louder tone.

What does it mean to read with stress?	What kind of words should be stressed?
Book We Read:	**Words to stress:**

Sample

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Words to Stress During Reading

I can identify words that should be stressed while I am reading

Name: _____ **Date:** _____

Title: _____ **Author:** _____

Directions: Answer the 3 questions below. Then, as you are reading today, make a list of the words and phrases from your text that you put extra stress on.

What does it mean to put stress on words we read?

_____

_____

Why do readers put stress on certain words?

_____

_____

How do you know when to stress a word more than others?

_____

_____

Words or phrases I Stressed in the Text:

* _____ * _____
* _____ * _____
* _____ * _____
* _____ * _____
* _____ * _____

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Fluency Stess Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. _____ Reading with stress means reading words like you are whispering.
2. _____ When words are read with more stress, it means they are key words in the text.
3. _____ Readers never stress a phrase, but just one word at a time.
4. _____ It does not matter which words you read with stress.
5. _____ Listeners can tell what words are read with stress when you read aloud.
6. _____ Key words that we stress have a big impact on the meaning of the text.
7. _____ You know a word is being stressed when the reader's voice gets louder.
8. _____ We should only read one word with stress on every page.
9. _____ If we do not put stress on any words, it will sound like a robot is reading aloud.
10. _____ Readers can use clues to help them know which words to stress as they read.
11. _____ If a word is underlined, it should not be stressed as something important.
12. _____ Words in bold are more important and should be stressed during reading.
13. _____ The meaning in sentences doesn't change because different words are stressed.
14. _____ Words that are read with stress are more important than other words in the text.

Sample Sample

Copyright: Out of This World Literacy (Jen Bengel)

Fluency Stress Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. How does it sound when words are being read with stress?
   a. like whispering
   b. like all the other words
   c. louder and more intense
   d. like laughing

2. Which words should readers put extra stress on as they read?
   a. short words
   b. words that impact the meaning
   c. the biggest words
   d. the first word in every sentence

3. What are readers telling listeners when they stress a word?
   a. it is hard to read
   b. it is a long word
   c. it should be read more than one time
   d. it is a key word that is more important

4. How do we know which words to stress during reading?
   a. decide what is important
   b. make a guess
   c. stress all the words
   d. stress only the short words

5. How often should we read words with stress?
   a. Once a page
   b. In every sentence
   c. Once a paragraph
   d. Once every 5 minutes

6. How will reading aloud sound without stress on words?
   a. really good
   b. just like it should
   c. like a robot
   d. smooth and easy to understand

7. Which of the following is a clue to know if a word should be stressed?
   a. it's the last word in a sentence
      it is in bold
   c. it's the first word in a sentence
   d. it is a long word

8. Words that begin with a capital letter ____.
   a. are only at the beginning of a sentence.
   b. should not be stressed.
   c. do not have extra meaning.
   d. should be stressed.

9. What can change the meaning of a sentence?
   a. when different words are stressed
   b. reading it correctly
      going back to reread.
      paying attention to commas.

10. For experienced readers, putting stress on words is ____.
    a. not something to do.
    b. automatic.
    c. hard to remember.
    d. All of the above

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Certificate of Mastery

This Certificate is Presented To:

_____

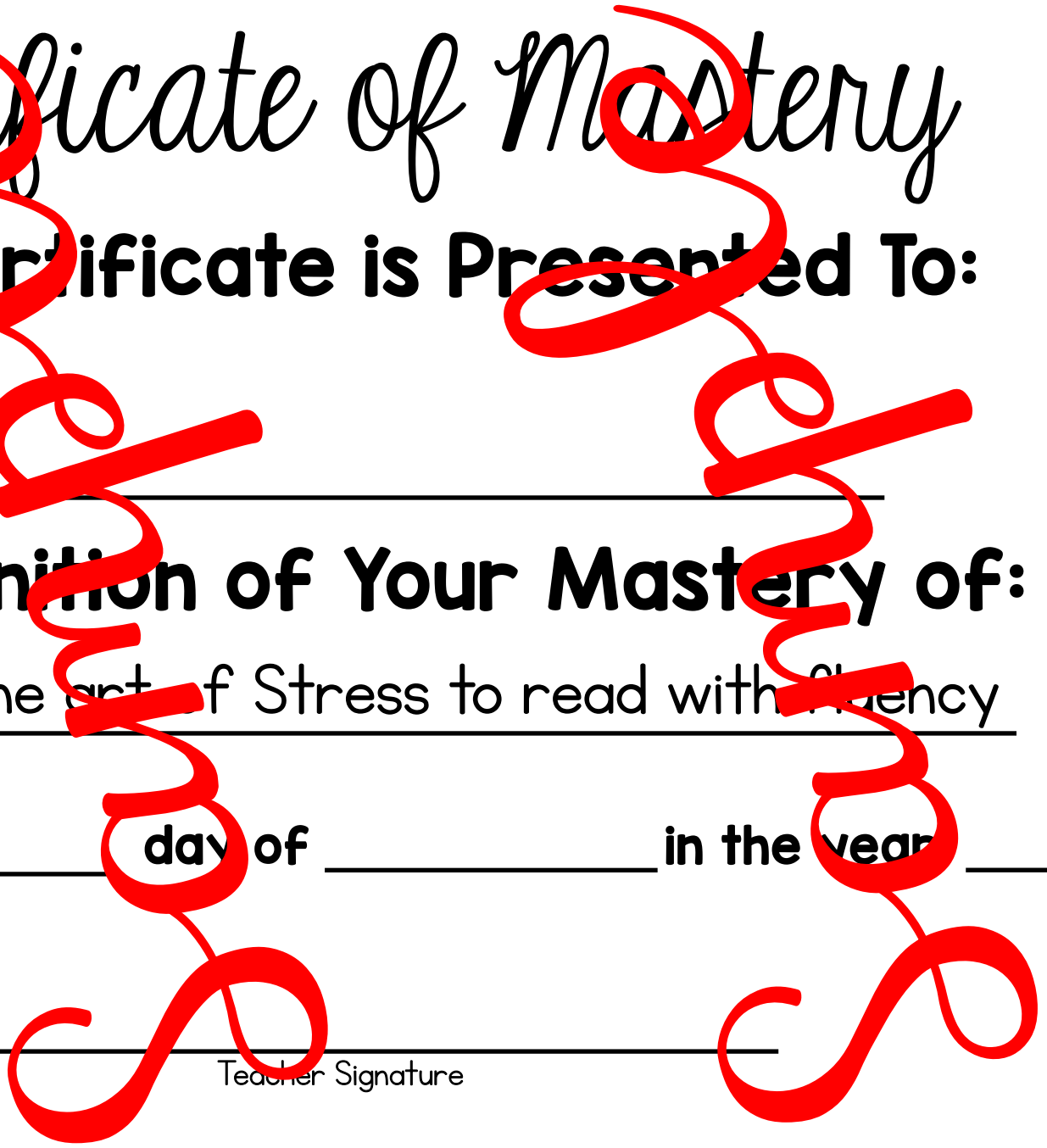
In Recognition of Your Mastery of:

Mastering the art of Stress to read with fluency

Presented this _____ **day of** _____ **in the year** _____

_____

Teacher Signature



READING WITH STRESS

MASTER!



READING WITH STRESS

MASTER!



READING WITH STRESS

MASTER!



READING WITH STRESS

MASTER!



READING WITH STRESS

MASTER!



READING WITH STRESS

MASTER!



READING WITH STRESS

MASTER!



READING WITH STRESS

MASTER!



READING WITH STRESS

MASTER!



Sample
Sample