

Grade
5

Increasing Fluency



with
High Frequency Word Phrases

Developed by:
Edward Fry, Ph.D. and
Timothy Rasinski, Ph.D.



live in **dirt**
it was **tough**
of the **astronauts**

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Standards Correlations

Shell Education is committed to producing educational materials that are research- and standards-based. In this effort, we have correlated all of our products to the academic standards of all 50 states, the District of Columbia, and the Department of Defense Dependent Schools. You can print a correlations report customized for your state directly from our website at <http://www.shelleducation.com>.

The No Child Left Behind (NCLB) legislation mandates that all states adopt academic standards that identify the skills students will learn in kindergarten through grade twelve. While many states had already adopted academic standards prior to NCLB, the legislation set requirements to ensure the standards were detailed and comprehensive.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress.

In many states today, teachers are required to demonstrate how their lessons meet state standards. State standards are used in the development of all of our products, so educators can be assured they meet the academic requirements of each state.

To print a correlations report for this product, visit our website at <http://www.shelleducation.com> and follow the on-screen directions. If you require assistance in printing correlations reports, please contact Customer Service at (877) 777-3450.

McREL Compendium

Shell Education uses the Mid-continent Research for Education and Learning (McREL) Compendium to create standards correlations. Each year, McREL analyzes state standards and revises the compendium. By following this procedure, they are able to produce a general compilation of national standards.

The reading comprehension strategies assessed in this book are based on the following McREL content standards. All of the following standards apply to each lesson in this book.

1. The student previews text (e.g., skims material; uses pictures, textual clues, and text format).
2. The student establishes a purpose for reading (e.g., for information, for pleasure).
3. The student understands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words).
4. The student reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation).
5. The student adjusts speed of reading to suit purpose and difficulty of the material.

Visit the Shell Education website at <http://www.shelleducation.com> to see a state-specific correlation.

About the Developers and Their Research

Dr. Timothy Rasinski is a well-established authority in the fluency area of reading instruction. His many speaking appearances to teachers, as well as his landmark book, *The Fluent Reader* (Scholastic 2003), have introduced the concept of fluency to thousands of teachers.

Dr. Edward Fry has a decade-long association with a research-based, high-frequency list of words known as the Instant Words. He is also a frequent conference speaker and his most widely used book is *The Reading Teacher's Book of Lists* (Jossey Bass, 5th Edition, 2006).

Key themes of this book for classroom teachers come from elements of these two books: “chunking,” or reading phrases as units, from Dr. Rasinski, and the rank ordering of the Instant Words from Dr. Fry.

Chunking is seen in the introductory phrases of each lesson where each phrase contains a grade-leveled Instant Word. Each of the phrases is also incorporated into a sample story in order to add meaning and improve fluency (Rasinski and Padak 1998).

The ordering of the Instant Words is important because it helps to answer the question, “Which words should I teach first, then next, etc.?” The answer comes from computer-based research that counts the frequency of millions of words in books, curriculum materials, and magazines (Carroll 1971, Sakiey 1977, Fry 2000).

Both Dr. Rasinski and Dr. Fry are indebted to Dr. Jay Samuels at the University of Minnesota, who is a real pioneer in the field of fluency. His article in the 1979 *Reading Teacher* titled “The Method of Repeated Reading” is regarded as a classic. Dr. Samuels has additional published research on the subject of fluency that has been a beneficial resource to those in the field (Samuels 2002).

The authors of this Shell Education series strongly agree that improving reading comprehension is important and that improved fluency contributes to improved comprehension. To further stress comprehension, each lesson contains a set of questions about elements such as main idea, details, vocabulary, and subjective or creative interpretations.

The authors further agree that this is not a “speed reading” course. While reading rate is an important aspect of fluency, so are the many elements of expression and prosody. Experienced teachers can tell a lot about student comprehension of a written passage by simply listening to them read aloud.

Professor Rasinski also has an interest in the use of reader's theater and poetry for repeated readings and, therefore, fluency development. Hence, in this book you will find the use of dialogue within the stories, as well as the use of poetry—all intended to enhance students' fluency development and enjoyment of learning.

Professor Fry is interested in the elements that make up prosody, such as pitch (high or low voice), punctuation, stress, pauses, and many others. These elements are partly based on *The Cambridge Encyclopedia of the English Language* by David Crystal.

Note: See the list of references on [page 96](#).

How to Increase Fluency with High Frequency Word Phrases

Components and General Guidelines

On the road to becoming readers, students must not only learn to read and recognize words, but also recognize how combinations of words affect meaning. Although essential, word recognition and comprehension are not what make a reader fluent. To become fluent, students must also be able to read at a smooth pace and with appropriate expression. Can expression be taught? Yes! Students can be taught to use structural and contextual evidence in the writing as clues for how to read it. Students can also be taught strategies for recognizing mood, purpose, emotion, and other interpretive skills that they can then use to enhance expression. The lessons in this book target the three major components of fluency—accuracy, rate of reading, and expression.

However, no matter what or how much one tries to teach skills to students, one more critical component must be provided with regularity—the opportunity to hear fluent reading! The simple fact—that one must hear the language in order to become fluent in it—is frequently overlooked in the classroom. That is why this product provides not only activities in which students read, write, discuss, evaluate, and study written text, but also requires students to listen to text being read fluently. Included in this book is a CD that has the target phrases and the stories (or other text from each lesson) being read aloud with model fluency. Students can listen as often as necessary to both learn the words and phrases and also associate the written words and sentences in the passage with how it should sound.

The authors highly recommend that teachers frequently have students listen to model reading and also that each list of phrases and reading selections be read and reread aloud several times. Students need ample exposure to hearing model language and many opportunities to practice reading aloud themselves.

Materials Included in This Product

- 20 four-page lessons include Fry’s Word Phrases, stories or other text selections, writing, comprehension, learning and applying prosody, fluency checkpoint, and a student evaluation
- Fluency Assessment Rubric and reference list of oral reading fluency strategies
- Audio CD includes oral readings of the phrase lists and reading selections in each lesson
- Data CD includes copies of each reading selection for printing or making transparencies

Suggested Additional Materials

- A notebook or folder for each child to keep lesson materials and writing paper

How to Use This Book

The Lessons—A Comprehensive Approach

This product combines two research-based approaches to teaching reading—**instant words** and **phrasing** (combining words into meaningful units). Together, these strategies are powerful tools for building fluency.

Many teachers of reading are familiar with Fry’s Instant Words. These are words listed in order of frequency encountered in typical written material. The first 25 words make up about one-third of all printed material; the first 100, about half. Words 1–3000 listed have been roughly divided into six leveled lists in Dr. Fry’s Spelling Book. Below is the breakdown by level:

Level 1: Instant Words 1–100	Level 4: Instant Words 1326–2025
Level 2: Instant Words 101–625	Level 5: Instant Words 2026–2725
Level 3: Instant Words 626–1325	Level 6: Instant Words 2726–3000

Dr. Fry’s Spelling Book Levels 1–6: Words Most Needed Plus Phonics by Edward Fry, Ph.D. © 1999, Teacher Created Materials, Inc.

The lessons in this book are based on Fry’s Instant Words. Each lesson focuses on words from that level. Although not all words are used, the selected words are introduced sequentially. The lessons, therefore, should be done in order. Each lesson has the same eight components, described below.

Phrases

The instant words in the lesson are introduced in phrases that will appear in the story. These phrases are intended to be read aloud to students and practiced before they continue. The phrases should be reread as often as needed until students can read them “instantly.”

Story

Each lesson has a story or other text selection for students to practice and read. When it is first presented, the phrases mentioned above appear in bold print in the story for easy recognition. Again, the story should be read aloud and reread as often as needed. In addition to the teacher reading, students can also listen to the story read with model fluency on the accompanying CD. In addition to listening to good model reading, students should be encouraged to practice and reread the material on their own.

On Your Own

This section asks students to go back to the phrases or story and either identify certain types of phrases, use them in another way, or respond in writing to something about the story. This section serves the dual purpose of reviewing previous material and applying it

in a different way and preparing for the next activity, comprehension.

Questions (Comprehension and Test Preparation)

Here, the student moves from literal reading of phrases and sentences to understanding what was read. The questions generally follow this sequential pattern: determining the main idea; testing general comprehension (such as drawing conclusions, making inferences, identifying details, and recognizing fact and opinion); testing understanding of vocabulary and terms as used in the context of the story; and presenting one or more open-ended questions that target higher level, critical-thinking skills. This activity not only checks student comprehension, but also serves as test preparation and practice.

Reading With Expression (Prosody Skill)

In each lesson, a specific skill related to reading with expression is presented. In some cases, it is a lesson on using structural and contextual evidence in the writing as clues to how it should be read. In others, the lesson focuses more on strategies for recognizing mood, purpose, emotion, and other interpretive skills, which students can use to enhance their oral communication and presentation. Although written “to the student,” the lesson is intended to be read aloud to them by the teacher.

Try It!

Here, students have the opportunity to try the skill they have just learned. They have to apply it either to the story they read in the lesson or to new text. Students are encouraged to reread the story yet again. Directly following several of these activities is a “reminder” designed to summarize the skill and remind students to look for this skill in their current and future reading.

Fluency Checkpoint

Within each lesson is a fluency checkpoint, which suggests that students reread the passage as if they were rehearsing it for a performance, repeating this as many times as needed to be able to read it fluently. This can be done alone (whisper reading), in pairs, in a group, or with an aide, parent helper, or even a competent older student.

Evaluation

Finally, each lesson concludes with a student evaluation. Sometimes students will evaluate their own reading and fluency; other times, they are asked to evaluate each other. The purpose of this activity is to encourage students to reflect upon what they have done and to take ownership and responsibility for their own learning.

A Word About Reading Rate

Although the greater part of the lessons are devoted to accuracy, comprehension, and expression in oral reading, the rate of reading, or pace, is also a component of fluency. As students become more adept at reading through the other aspects of fluency, their rates of reading should continue to improve. Intermittently, but at least three times a year, do a

formal fluency reading rate to check on each student. Make sure to use a passage in which the student has had opportunities to practice and rehearse both the text and the expression. Then, have him or her read it aloud for exactly one minute. Record the number of words the student reads accurately in one minute. Use this guide to determine general expectations for reading average, grade-level materials.

NUMBER OF WORDS READ CORRECTLY IN ONE MINUTE			
Grade Level	First 1/3 of year	Middle of year	Last 1/3 of year
1		30	60
2	50	80	95
3	80	95	110
4	100	110	120
5	105	120	130
6	115	130	145

Adapted from *The Fluent Reader*
by Timothy Rasinski, © 2003 Scholastic

Pacing

With 20 lessons and about 36 weeks of school in a typical year, teachers do not need to feel rushed to complete a certain number of activities every week. Teachers can spread out the lessons by tailoring them to individual preferences. Keep in mind, though, that the lessons introduce words and phrases in sequential order, so it would best serve the students to teach them in this order.

Spend a little time each day, for at least a week, on pacing within a single lesson. The pacing plan that follows is just one suggestion.

Monday	<ul style="list-style-type: none"> • Distribute copies of the first page of the lesson. Read and reread the list of phrases. Talk about them. Do additional activities as needed. • Model reading the story with expression. Discuss it briefly and read it again. Allow students to practice reading the phrases and the story as much as necessary in order to read them with ease. • Make the CD readings available so students can listen to the readings of the phrases and the story. Keep this listening station open all week and encourage students to use it any time they have a few free moments.
Tuesday	<ul style="list-style-type: none"> • Distribute copies of the second page of the lesson. Read or

have a student read the story aloud again. Read the directions for “On Your Own.” If necessary, discuss further or do one or more examples together. Have students complete the activity.

- Read the directions for the “Story Questions.” Have students whisper-read the phrases and the story again. Then have students listen as you read the questions and choices aloud. Allow students time to mark their answers, including answering the open-ended question.

Wednesday

- Teach the lesson at the top of the third page by reading the explanation aloud to students and discussing the content. Give extra examples as needed. Ask students for examples to check their understanding of the skill.
- Pass out copies of the third page of the lesson. If desired, have students follow along as you reread the lesson at the top.
- Direct students’ attention to the “Try It!” section. Read the directions and clarify as needed. Allow students time to complete the activity.

Thursday

- Give students time to reread and rehearse the passage as needed—alone, in pairs, in groups, or with a classroom helper. (The passage is repeated on the fourth page of the lesson, but without the phrases in bold.) This is an excellent time to do fluency checks—formally or informally. Listen to students read, or have them read to aides, parent helpers, or even competent older students. If a teacher has no assistance, he or she can choose at random several students to listen to each week. This way all students will be prepared, but the teacher only needs to check a few at a time.
- While checking fluency or working with individual students, have the rest of the students complete the evaluation section of the lesson.

Friday

- Use this day to continue checking fluency and/or for reteaching and review.
- Give students a follow-up assignment, such as drawing the setting of the story, writing a letter to the author, using a designated number of the underlined words in sentences, writing new phrases with the words, etc.
- As students work independently, spend time with individuals or small groups of students who need additional support and

What About Differentiation?

Teachers can always extend or adapt lessons to meet their students' needs. Below are a few ideas for addressing different needs.

ELL (English Language Learners) and Others Who Need Extra Help with Language

Use the CD that accompanies this book to give students experience with auditory-visual association, allowing them to make connections between the model reading on the CD and the text on the page. Have students use highlighters to mark certain things in the book, such as key words in the phrases, punctuation, stress, and figures of speech. To extend practice, make flash cards of the given phrases and then add other phrases, using the target instant words. For comprehension practice, play a game of “Catch Me If You Can.” In this game, the teacher purposely misuses a word and the students try to “catch” the teacher’s error. When reading the story or answering questions, pair students with helpers to give them that extra attention that may make the difference between trying again or giving up. When discussing stories, elicit from students ways that they can connect it to their real lives. Additional modifications include echo reading, having students create pictures (or other visual representations) of the phrases, and having students act out the phrases. Be patient, and encourage students to express their feelings and ask for help.

For Those Who Always Finish First and Those Who Get Bored Easily or Can Read Well Above Norms

First, children who excel in reading do not need to do the regular activity *plus* more. Rather than give them additional work, a better approach is to give them alternate, challenging assignments from the start. For example, after reading the story, instead of the regular “On Your Own” activity, have these students do some more research on the topic, create a crossword puzzle from the instant words, write a different ending to the story, or write a different story in the same format using the same phrases from the list. These are just a few suggestions for differentiating the “On Your Own” activity, but each activity can be modified in a similar way. Choose activities, though, that have a purpose. In other words, require the students to report on their findings, use their crossword puzzles at a center, or read their original stories to the class.

A Note About Level 5

The selected reading passages vary in a number of ways. Some are fiction, some not. Some are longer and easier to read; others are shorter, but more challenging. Throughout the lessons, the text reflects different writing genres. In addition to traditional stories and nonfiction text, there is at least one letter, poem, article, essay, and editorial. Note that Lessons 11–13 and 18–20 are flagged as special. Lesson 11 highlights a primary source. Lessons 12–13 expose students to a longer, 2-part expository text. Finally, Lessons 18–20

challenge students to rewrite a 3-part story into reader's theater. These lessons should not only challenge your students to apply what they have learned, but also keep their attention right up to the last activity.

Techniques for Engaging Students in Oral Reading

Oral reading fosters fluency. Students need to hear model language in order to acquire it. Listening to good oral reading and participating in repeated reading strengthens accuracy, reading rate, and expression—the fundamentals of fluency. Here are a few ways to engage students in oral reading.

Oral Preview

Oral preview involves having students hear how the text should sound when it is read fluently, before they attempt to read it themselves. This strategy is especially helpful for students who are English Language Learners or who need more support. It is used in conjunction with other strategies and is the basis of every lesson in this book.

Repeated Reading

Repeated reading gives students a chance to “get to know” the text before being asked to read it aloud. The opportunity to practice increases both willingness and proficiency with regard to oral reading. This technique is highly recommended for students as they do the lessons in this book.

Paired Reading

This strategy involves two readers sharing the presentation of the text. Paired reading can include two students, a student and an adult, a student and an older student, or a student and a teacher. In its best form, paired reading involves a more proficient reader paired with a less proficient one, so that the stronger one can support the other.

Call and Response/Refrain

Call and response is a type of choral reading. One student reads a portion of a text and then the class or a small group responds by reading the next portion in unison. When the response portion is a repetition of the same text, it is called a refrain.

Divided Reading

In this version of choral reading, assigned sections of the text are read by groups of students.

Reader’s Theater

In reader’s theater, the text is read like a script. It is like a play, but with some important differences. Although the students practice for the “performance,” they read, rather than memorize, their lines. Students may use simple props, but there are no costumes, sets, or “action.” The script may have a few parts, many parts, and even parts that are read by all participants.

A Three-Component Rubric for Assessing Fluency

Assessing Fluency

At first, one might think that assessing fluency might only produce vague, subjective descriptions, such as “he reads well,” “she reads with no expression,” and so on. The goal is for students to become fluent, but fluency is not measurable by objective standards. Although fluency can’t be measured with a right or wrong score, it can be assessed more accurately by using the rubric below.

Score	Accuracy	Rate (Pace)	Expression	
			Structural paraphrasing, pausing. smoothness, pitch, volume	Interpretive mood, purpose, emotion, subtleties of meaning
4	Recognizes most words and reads them correctly without hesitation.	Consistently reads at natural, conversational pace, or as appropriate for the text.	Reads smoothly. Consistently uses meaningful phrasing and appropriate pausing. Adjusts pitch and volume to the circumstances (type of text or audience).	Recognizes different purposes for reading. Consistently conveys the appropriate mood and emotion. Distinguishes word meanings in context.
3	Recognizes pre-taught and familiar words and reads them correctly. May hesitate, but can use context and apply word attack skills.	Sometimes reads at a conversational pace, but is inconsistent. May speed up and slow down or generally read at a slightly slower pace.	Reads smoothly in general, but with some breaks or misuse of pausing. Is aware of pitch and volume.	Reads most text with emphasis appropriate for the purpose and mood of the text. May at times slip into concentrating on pronunciation, but will usually recover and resume once past the problematic area.
2	Recognizes and reads some words correctly, but hesitates. Has some difficulty using context clues and applying word attack skills.	Reads somewhat slower than appropriate for text. May have stops and starts or have to go back and reread.	Reads unevenly. May miss punctuation clues resulting in choppiness or run-on reading. Does not generally attend to pitch and volume.	May use natural-sounding language at times, but, in general, frequently resorts to focusing on word-by-word pronunciation without regard for the mood, purpose, or intended meaning.
1	Misreads words frequently. May not recognize words in different contexts. Is not adept at applying word attack skills.	Reading is slow and laborious. Frequently hesitates, stops, or goes back to “start over.”	Does not usually read in meaningful units, such as phrases or clauses. May read word-for-word with little attention to context or punctuation signals.	Reading is generally monotone and lacks a sense of awareness of mood, purpose, or emotion. May not recognize word meanings in context.

Throughout this book, fluency is described as the ability to read with accuracy, with expression, and at a good pace. Note in the chart above that expression has been subdivided. For the purposes of evaluation and scoring, it may be useful to rate expression based on structural factors and interpretation separately. To record a single expression score, combine the two subcategory scores.

Possible scores range from **4** (lowest) to **16** (highest). Generally, a total score of **8** or above suggests that a student is progressing in fluency. A score below **8** may indicate that fluency is a concern.



Name _____ Date _____

Phrases

Read these phrases to yourself as you listen to them read aloud. Repeat reading and listening until you can read every word on your own.

about noon

what luck

as we slept

were not aware

in the background

that began to whip up

thunder struck somewhere

could hear it echo

about lightning

to seek shelter

we were stuck

I was scared

dashed back

the instant we got there

a clap of thunder

a bolt of lightning

struck our bikes

lightning is electricity

Story

Read the story to yourself as you listen to it read aloud. Repeat reading and listening until you know every word.

I will never forget that day last summer. I was visiting my cousin, Bobby, who lives in the Midwest. It was a warm day, so we packed a lunch and headed out on our bikes down the dirt road. **About noon**, we spotted a big tree out in the middle of a flat, empty field. **“What luck!”** we thought. The perfect place to have our lunch.

The grass was too thick to ride through, so we pushed our bikes across the field. We had lunch under the tree, and then somehow ended up falling asleep.

As we slept, we **were not aware** that the sky was growing dark. What woke me was the sound of rumbling **in the background** and the chill of the wind **that began to whip up**. A storm was coming, and coming fast.

I shook my cousin and pointed to the wall of dark sky moving toward us. **Thunder struck somewhere** and we **could hear it echo** across the flat land. I remembered a science lesson I had **about lightning**. Something about it being bad to be out in an open field, but also bad **to seek shelter** under a tree. All there was around us was open field and the tree we were right under. “We have to go! But where?” I thought. There was nowhere safe to go. **We were stuck!**

Even though **I was scared**, I had to come up with a plan. “Come on!” I screamed to Bobby. “We have to push our bikes out in the open. Fast! No time for questions.” We pushed the bikes a couple of hundred feet out and then **dashed back** to the tree. **The instant we got there** the sky turned black. We saw a flash of bright light and then heard **a clap of thunder**. We turned to see that **a bolt of lightning** found and **struck our**

bikes!

Huddled together, we waited for the storm to pass over. “How did you know that it would strike the bikes and not us?” asked Bobby.

“I remembered that **lightning is electricity**. It is attracted to metal. I hoped it would go for the metal in our bikes instead of a wooden tree.”

“Wow! My teacher said learning science was important, but I didn’t realize it could save my life. From now on, I’m going to pay more attention in science class!”

Story Questions

Think about the story you listened to and practiced. How well do you understand it? Answer these questions. You may go back and read the story again.

1. Which is the best title for this story?
 - A. A July Day
 - B. On Our Bikes
 - C. Science Lesson
2. To what does the writer compare the dark sky?
 - A. ink
 - B. night
 - C. a wall
3. Which of these is the past form of the word strike?
 - A. striked
 - B. stroke
 - C. stuck
 - D. struck
4. How many syllables do you hear in the word lightning? _____
5. Who is speaking in the last two lines of the story? _____
6. In the same lines, when he says, “Wow!” what is he expressing and how?
 - A. wonder and admiration; spoken softly and thoughtfully
 - B. annoyance and frustration; spoken loudly, quickly, and sharply
 - C. fear and alarm; spoken slowly and nervously
7. Why do you think Bobby goes along with pushing his bike into the field without question? _____





On Your Own

Complete this activity in your notebook or on a separate sheet of paper.

Read the sentences below. Focus on the underlined word in each one. Then, write a sentence of your own that uses the word in a different way.

Example: (original sentence) Thunder struck somewhere, and we could hear it echo across the flat land.

(new sentence) My voice will echo inside a cave.

1. The instant we got there the sky turned black.
2. I knew that a storm was coming because the wind began to whip up.
3. About noon, we got hungry and spotted a big tree in the middle of a field.
4. We pushed our bikes and then dashed back to the tree.

Reading with Expression: Tuning In to Final Punctuation

You know that the period, question mark, or exclamation point at the end of a sentence marks the end of a thought and signals you to stop. However, that final punctuation mark does much more. It tells you how to use your voice to read the sentence. Watch what your voice does as you read these sentences:

You made it.

You made it?

You made it!

Notice how your voice goes down and trails off when the sentence ends with a period. At the end of a question, your voice rises. In an exclamation, your voice is higher and ends sharply. Now try these:

It struck our bikes.

It struck our bikes?

It struck our bikes!

How you read the sentence affects its meaning. When you read, do you sound like a robot, or do you use the punctuation marks to help you read with expression? Look at these sentences from the story. First, read them like a robot without changing your voice at the end. Then, read them using the final punctuation as your guide to reading with expression.

like a robot: “We have to go. But where,” I thought. We were stuck.

with expression: “We have to go! But where?” I thought. We were stuck!

Try It!

Now, use what you learned about final punctuation as a signal for how to read a sentence. First, add a period (.), question mark (?) or exclamation point (!) to each sentence. Then, write what your voice should be doing at the end: dropping a little, going up, or rising and ending sharply.

1. “How did you know it would strike our bikes()” _____
2. “Come on ()” I screamed to Bobby. _____
3. Lightning is attracted to metal () _____

4. "What luck ()" we thought. _____

5. I didn't realize that knowing science could save my life () _____



Fluency Checkpoint

You have already listened to, practiced, and read the story below. Now, it's time to check your reading fluency. Fluency means not only getting the words right, but also reading at a good rate and with expression. Reread the story as many times as necessary in order to read it fluently.

I will never forget that day last summer. I was visiting my cousin, Bobby, who lives in the Midwest. It was a warm day, so we packed a lunch and headed out on our bikes down the dirt road. About noon, we spotted a big tree out in the middle of a flat, empty field. "What luck!" we thought. The perfect place to have our lunch.

The grass was too thick to ride through, so we pushed our bikes across the field. We had lunch under the tree, and then somehow ended up falling asleep.

As we slept, we were not aware that the sky was growing dark. What woke me was the sound of rumbling in the background and the chill of the wind that began to whip up. A storm was coming, and coming fast.

I shook my cousin and pointed to the wall of dark sky moving toward us. Thunder struck somewhere and we could hear it echo across the flat land. I remembered a science lesson I had about lightning. Something about it being bad to be out in an open field, but also bad to seek shelter under a tree. All there was around us was open field and the tree we were right under. "We have to go! But where?" I thought. There was nowhere safe to go. We were stuck!

Even though I was scared, I had to come up with a plan. "Come on!" I screamed to Bobby. "We have to push our bikes out in the open. Fast! No time for questions." We pushed the bikes a couple of hundred feet out and then dashed back to the tree. The instant we got there the sky turned black. We saw a flash of bright light and then heard a clap of thunder. We turned to see that a bolt of lightning found and struck our bikes!

Huddled together, we waited for the storm to pass over. "How did you know that it would strike the bikes and not us?" asked Bobby.

"I remembered that lightning is electricity. It is attracted to metal. I hoped it would go for the metal in our bikes instead of a wooden tree."

"Wow! My teacher said learning science was important, but I didn't realize it could save my life. From now on, I'm going to pay more attention in science class!"

Evaluation

Underline the phrase that best expresses how well you did with each part of the lesson.

Reading the phrases: *very well* *could be better* *not as well as I'd like*

Understanding the story: *very well* *could be better* *not as well as I'd like*

Using punctuation for expression: *very well could be better not as well as I'd like*

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