



Grade

2

Increasing
Fluency
with
High Frequency Word Phrases

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



right at the lake
came to an end
following the old trail

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Each lesson marked with an asterisk (*) includes a special reading feature.

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The No Child Left Behind 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.

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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 understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions; high-frequency words).
2. The student reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation).
3. The student uses mental images based on pictures and print to aid in comprehension of text.
4. The student uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words.
5. The student uses basic elements of structural analysis (e.g., syllables, basic prefixes, suffixes, root words, compound words, spelling patterns, contractions) to decode unknown words.



Dr. Timothy Rasinski is a well-established authority in the fluency area of reading instruction. His many speaking appearances for 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 grade-level 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* entitled “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 a student’s comprehension of a written passage by simply listening to him or her 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.

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 writing as clues for how to read. 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! This simple fact—that one must hear language in order to become fluent in it—is frequently overlooked in the classroom. That is why this product not only provides activities in which students read, write, discuss, evaluate, and study written text, but also requires students to listen to text being read fluently. A CD is included with this book 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 they 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 model oral language and many opportunities to practice reading aloud themselves.

Materials Included in This Product

- 20 four-page lessons include Fry Word Phrases, stories or other text selections, writing, comprehension, learning and applying prosody, fluency checkpoint, and a student evaluation
- Fluency Assessment Rubric and a 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



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 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. At this level, Fry's *Instant Words* 101–625 are introduced sequentially, divided into 20 lessons. The words presented in each lesson are used in the context of an original story or passage, which students read repeatedly. Whenever possible, words from previous lessons are used in the stories. The lessons, therefore, should be done in order.

Especially for Level 2

At level 2, students are gaining confidence in their ability to read, write, and understand. However, they still need plenty of support. This is why at this level, all directions should be read by the teacher. To make this clear, teacher-read text appears in italics.

Instant Words

The instant words are presented first in isolation. Students follow along as they listen to the words read to them. They then practice listening to and reading the words themselves.

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 continuing on.

Story

Each lesson has a story or other text for students to practice and read. The phrases appear in bold print in the story. They should be reread often. They can also be listened to on the audio CD.

About the Story (Comprehension and Test Preparation)

Here the student moves from literal reading of phrases and sentences to understanding what was read. The questions highlight vocabulary, general understanding, and simple analysis. In the latter part of the book, the questions may require higher-level thinking and open-ended responses.

On Your Own

In this section, students are asked to work with words, phrases, or concepts from the story. They may also be asked to make connections, apply a concept, or identify relationships between certain types of words.

Learning About Reading (Prosody Skill)

Each lesson focuses on a specific skill related to learning about reading as a function of total language fluency. Rather than targeting such things as rules and word-attack skills, this section takes more of an analysis-and-strategy approach to interpreting the written language. By learning about reading, along with learning to read, students are taking steps to becoming fluent readers—reading with accuracy, at a good rate, smoothly, and with meaningful expression. 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’ve just learned. They have to apply it in some way either by using the story they read in the lesson or with new text.

Fluency Checkpoint

Within each lesson is a fluency checkpoint, which suggests that students reread the passage until they not only get all the words right, but also read it smoothly and with meaning (expression). The teacher can suggest that they practice as if they were rehearsing it for a performance—repeating as many times as needed to be able to read it fluently.

Evaluation

Each lesson concludes with a student evaluation. Sometimes students will evaluate their own reading and feelings toward it; other times they are asked to work with a partner or group. The purpose is to encourage student reflection and ownership for one’s own learning.

A Word About Reading Rate

Although the greater parts 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 rate 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 with which the student has had opportunities to practice and rehearse both the text and reading with proper expression. Then, have him or her read it aloud for exactly one minute. Record the number of words the student read accurately in one minute. Use this guide in determining 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 and student needs. 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 story as much as necessary. • 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. Discuss the story read the previous day. Read or have a student read the story aloud again. Read the directions for "About the Story." Have students whisper-read the phrases and story again before completing the activity. • Distribute copies of the third page of the lesson. Read the directions for "On Your Own." If necessary, discuss further; otherwise, encourage students to do the activity independently. • As students work, take the opportunity to help anyone who needs extra support or assemble a small group for extra practice reading the words, phrases, and story.
Wednesday	<ul style="list-style-type: none"> • Teach the Learning About Reading section on the third page of the lesson by reading the explanation aloud to students and discussing the content. Give extra examples as needed. If applicable, ask students for additional examples in the story, their reading books, or other text to check their understanding of the skill. • If desired, put examples from the lesson on the board or on chart paper to review and reteach as needed before continuing. • Direct students' attention to the "Try It!" section. Read the directions and clarify as needed. Allow students time to complete the activity.
Thursday	<ul style="list-style-type: none"> • Give students time to reread and rehearse the passage as needed—alone, in pairs, in groups, or with a classroom helper. This is an excellent time to do formal and informal fluency checks. 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 randomly choose 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	<ul style="list-style-type: none"> • Use this day to continue checking fluency and/or for reteaching and review. • Teachers may want to give students a follow-up assignment relating to the story or the skill.

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