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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!?

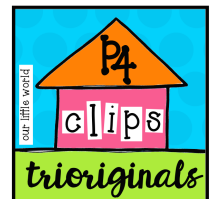
We can create fluency lessons that offer direct instruction to practicing fluency skills, with the understanding that students are really struggling with comprehending the text.

Included in this Resource:

1. 35 whole group fluency lessons that focus on the key characteristics of fluency: Pausing, Phrases, Intonation, Rate, and Integration. Each mini lesson includes:
 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 pausing is included!

With these 35 lessons you can help students master how to read with fluency!!



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



The following pages are a sample of all the components for one lesson in the reading fluency lessons.

Each mini unit includes 5 days of lessons (10 in the 'pausing' unit), student pages, assessments, I Can statement cards, passages, and more!

The Fluency Mini Lessons: Pausing

**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 <i>Noticing commas for meaning</i>	Readers notice commas and pause for meaning so that they can understand how chunks of words go together to make meaning.
LESSON 2 <i>Checking for understanding</i>	Readers notice when sentences end and pause their reading so that they can check for understanding.
LESSON 3 <i>Thinking about questions</i>	Readers notice when sentences end in a question so that they can think about what the question is asking and predict possible answers.
LESSON 4 <i>Stops of commas</i>	Readers notice when there is a series of commas in a sentence so that they can think about how each chunk of words between the commas goes together.
LESSON 5 <i>Reread sentences for fluency and meaning</i>	Readers go back and reread sentences that do not sound smooth so they can check for errors and better understand what they read.

Readers notice commas and pause for meaning so that they can understand how chunks of words go 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 notice commas and pause 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 in 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 use commas to help them read fluently. When we see a comma, we stop, take a breath (uh-huh), and then keep reading."
4. Model how readers pause at commas by reading sections of the passage "A Typical Trip to the Grocery Store." (You can pass out copies of the passage or display for students to follow along.) SAY: "Listen to me read. See if you can hear me take a little breath when I pause at the commas."

"Listen to me read. See if you can hear me take a little breath when I pause at the commas."
5. Read the section again, this time without pausing at commas. SAY: "Listen to me read. See if you can hear me take a little breath when I pause at the commas."
6. Discuss why the reading was different. Begin a t-chart like the example below.
7. Think aloud about what happens when readers pause at commas and when they do not. Write your thinking on the class anchor chart. Ask students to write on their note-taking page as well.
8. Invite students to think about more reasons to add to the chart. Write answers on the class chart.
9. 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.
10. Tell students that they will be working on finding commas in what they are 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 notice commas and pause for meaning so that they can understand how chunks of words go together to make meaning.	
When Readers Pause at Commas: <ul style="list-style-type: none"> *They notice the text is taking a quick break *They know that a new idea is starting *They can think about what they just read and how it goes with the next part of the text 	When Readers do Not Pause at Commas: <ul style="list-style-type: none"> *They are not pausing chunks of words that go together *They are not reading for meaning *They can easily get confused about what is happening in the text
*** Complete the anchor chart by adding ideas from the class as they share during the lesson	

reading.

commas as I am

breath when I see

I can pause and take a

Sample

1. Why should readers pause at commas?
2. What might happen if readers do not notice commas?
3. How can pausing at commas help you be a better reader?
4. How do commas make a text easier to understand as you are reading?

A Typical Trip to the Grocery Store

Gabe and his sister Monique are constantly begging their mom to let them tag along to the grocery store. Their mom, being the smart lady that she is, almost always says no. She knows they only want to go so they can beg for food that isn't on the list.

But, her list is short today. She only has potatoes, mustard, olive oil, and salt and pepper on the list. Plus, she is in a good mood. So, she goes against her better judgment, and agrees to the kids coming along.

Almost immediately after entering the grocery store, Monique starts working on her mom. "Can I get a free cookie?"

"Sure," mumbles their mom. After all, it is free!

"Can we get ice cream mom?" began Gabe, "pretzle bread?"

"No!" answers their mom. "We are here for only the few items on your list. Why can't a cookie be good enough? I don't want to hear any more begging!"

The kids promise not to beg anymore. But, they look at each other with a smirk.

They won't make any noise, but they will quietly make hand signals and secretly add junk food to the cart. Donuts, popcorn, a bag of suckers, macaroni and cheese, and of course hot dogs.

Is that enough? They both secretly wonder. When will mom catch on to their tricks? Will she ever notice? Could they really get away with this?

For five aisles their mom never notices all the junk being added to the cart, until they reach the check-out line. She leans over and sees sugary treats, powdery donuts with stuffed jelly, cookies with creamy fillings, bottles of frosty sprinkles, and boxes of frozen pizzas.

Gabe and Monique laugh hysterically until they notice *that* look on their mom's face. It's the kind of look that says, 'we are in public so you will live another few minutes, but when we get home you'll be in your rooms, TV's off, bed early, and no friends over for a week.

Knowing they are in for it, Gabe and Monique volunteer to take the junk food back without even being told to do so.

"Thank you," their mom grits between her teeth.

They don't stop being helpful throughout the checkout process, and all the way to the car. There is a sense of panic in both of their voices as they look for who can help.

"I got this Gabe," Monique says as she lifts bags into the back of the car.

"Oh no let me," Gabe argues back.

Their mom knows they are trying to butter her up. Being the smart woman that she is, she decides to let them keep being overly helpful for as long as she can.

When they get home, Monique and Gabe put all the groceries away, empty the dishwasher, vacuum the living room, and take out the trash.

Finally, their mom breaks her silence. "You know what you did today was wrong. And you will never act that way again in the grocery store ever again!"

SECTION 1
SECTION 2
SECTION 3
SECTION 4
SECTION 5

I can pause and take a breath when I see commas as I am reading

Readers notice commas and pause for meaning so that they can understand how chunks of words go together to make meaning.

WHEN READERS PAUSE AT COMMAS	WHEN READERS DO NOT PAUSE AT COMMAS
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____
6. _____ _____	6. _____ _____

Sample

Sample

Pausing at Commas During Reading

I can pause and take a breath when I see commas as I am reading

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Readers pause at commas so they can stop, think, and better understand the text. Choose a section of the book you are reading. Copy 5 sentences with commas. Circle each comma. Tell how the commas helped you understand the text in the space below.

1. _____

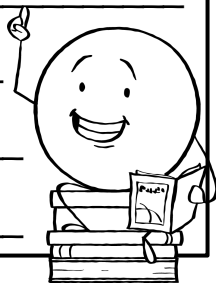
2. _____

3. _____

4. _____

5. _____

How did the commas help you understand the text?



Fluency Pausing Assessment

Name: _____ Date: _____

“True or False?? You Decide!”

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

1. ____ Readers only stop at commas if they don't know a word and have to reread.
2. ____ Commas help readers understand a text because they separate ideas.
3. ____ A reader's voice goes down at the end of a sentence with a period.
4. ____ Readers do not need to make predictions to help them read more fluently.
5. ____ Readers should think about why words are broken up by commas in a sentence.
6. ____ Fluency is about reading as fast as possible.
7. ____ Readers reread when they notice they are pausing in the wrong places.
8. ____ A dash separates one word into two parts.
9. ____ Words inside parentheses add extra information that is helpful in a sentence.
10. ____ A semicolon looks like three dots right next to each other.
11. ____ An ellipsis is used to show suspense or omit words from a text.
12. ____ The main job of a hyphen is to combine two words or word parts.
13. ____ Readers should never read what is written inside of parentheses.
14. ____ Reading punctuation correctly helps readers better understand the text meaning.

Fluency Pausing Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

- When readers pause at commas they...
 - lose their spot.
 - get confused.
 - stop and think about the meaning
 - always start the sentence over
- A reader's voice goes up at the end of a sentence when a...
 - period
 - exclamation mark
 - question mark
 - both b and c
- What should readers do when they read words with a series of commas?
 - Pause, think, keep reading
 - Reread the list three times
 - Stop after each comma
 - Read as fast as possible
- When should readers reread?
 - During silent reading only
 - When they are pausing wrong
 - Every time they read aloud
 - All of the above
- What does a dash do?
 - Separate groups of words into chunks
 - Marks the end of a sentence
 - Separates one word into two
 - Asks a question
- What do parentheses do?
 - Take the most important part of a sentence
 - Complete reader's thoughts
 - Add extra detail to a sentence
 - Mark the beginning of a sentence
- What can an ellipsis be used for?
 - To show suspense in a text
 - To omit a sentence
 - To omit a word
 - All of the above
- What is the main job of a semicolon?
 - To combine two sentences
 - To ask a question
 - To show a long list of words
 - To omit words or phrases
- What does a hyphen do?
 - Combine sentences
 - Combine two words or word parts
 - Combine two long phrases
 - All of the above
- How does a colon in a text can help readers with _____.
 - reading with fluency.
 - reading as fast as they can.
 - understanding what they are reading
 - Both a and c

Fluency Pausing Assessment

Name: _____ Date: _____

“True or False?? You Decide!”

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

1. F Readers only stop at commas if they don't know a word and have to reread.
2. T Commas help readers understand a text because they separate ideas.
3. F A reader's voice goes down at the end of a sentence with a period.
4. F Readers do not need to make predictions to help them read more fluently.
5. F Readers should think about why words are broken up by commas in a sentence.
6. F Fluency is about reading as fast as possible.
7. T Readers reread when they notice they are pausing in the wrong places.
8. F A dash separates one word into two parts.
9. T Words inside parentheses add extra information that is helpful in a sentence.
10. F A semicolon looks like three dots right next to each other.
11. F An ellipsis is used to show suspense or omit words from a text.
12. F The main job of a hyphen is to combine two words or word parts.
13. T Readers should never read what is written inside of parentheses.
14. F Reading punctuation correctly helps readers better understand the text meaning.

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PAUSING
DURING READING

MASTER!



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Sample

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