

# Reading

**Research Basis:** Research shows that close reading is “at the heart of understanding and enjoying complex works of literature.” (Common Core State Standards, 2010, page 3). The practice of close reading includes four fundamental characteristics (Beers & Probst, 2012; Coleman, 2011; Frey et al., 2012; Hinchman & Moore, in press; Lapp et al., 2012)—short, rigorous texts, multiple readings of target texts, academic discussion, and a focus on text evidence.

## Close Reading Routine

**Purpose:** Students engage in attentive reading of complex literature and informational text to gain confidence as readers who can actively figure out key ideas and details, appreciate craft, and integrate ideas and knowledge.

Students also annotate texts. Annotation is a critical step in analyzing text evidence, key ideas, details, and trapping understanding of the text. Annotated texts should be used to generate writing about the texts and the Big Question throughout the unit. Before you begin the lesson, be sure to have highlighters and markers available to record annotations and answers.

- 1. Read for understanding.** The purpose of the first reading is to help students form initial understandings of the key ideas and details in the text.
  - Download the appropriate **Display** of the complex text and the **Practice Master** files from **NGReach.com**. (The complex text appears on the **Display** as well as on the first **Practice Master** for each unit.) Distribute the corresponding printed **Practice Masters**.
  - Project the **Display** on a board or on paper.
  - Explain that you will read aloud an excerpt, or section, from a longer work of fiction or nonfiction. Encourage students to follow along as you read the complex text aloud.
  - After you have read the selection, ask a volunteer to identify the genre. Have students use a thumbs-up to indicate whether they agree or disagree. Then invite other volunteers to identify the text characteristics that helped them identify the genre.
  - Project the second page of the **Practice Master**. Read aloud item 1 and ask students to discuss with a partner. Then ask volunteers to share their responses with the class. Help students compose a group topic statement by leading them through two steps:
    1. Identify the topic: *The topic is* \_\_\_\_\_.
    2. Compose a topic-plus-comment: *This text mostly tells about* \_\_\_\_\_ *and (how/when)* \_\_\_\_\_.
  - Record the group topic statement on the projected **Practice Master** as students write it on their **Practice Masters**.

**Read Aloud**

**from Out of the Dust**  
by Karen Hesse

Daddy bought a second mule with Louise's help.  
Her betrothal gift to him.  
He walks behind the team,  
step by step, listing the fields to fight the wind.  
Maybe the tractor lifted him above the land,  
maybe the fields didn't know him anymore,  
didn't remember the touch of his feet,  
or the stroke of his hand,  
or the bones of his knees,  
and why should wheat grow for a stranger?  
Daddy said he'd try some sorghum,  
maybe some cotton,  
admitting as how there might be something  
to this notion of diversification folks were  
talking about,  
and yes, he'd bring the grass back  
like Ma wanted,  
where he wasn't planting anything else.  
He'd make new sod.

Display 6

**Complex Text Display located on  
NGReach.com**

**2. Reread, analyze, and annotate.** The purpose of the second reading is to help students deepen their understandings of (a) the author’s meaning and (b) the author’s use of craft and structure to communicate meaning.

- Read items 2 and 3 aloud, one part at a time. Prompt students to reread the Complex Text, focusing on identifying text evidence that will help them answer the questions. Have students who need extra support take turns rereading the text aloud with their partner.
- Elicit answers from students. Model how to annotate the text as students answer.
  - Circle key words and/or words that confuse students.
  - Underline key or confusing phrases or sentences.
  - Write questions and comments in the margins.
  - Use exclamations for things that surprise students.
- As students grow more accustomed to the routine, allow students time to annotate their texts during their partner discussions. Then ask for volunteers to share their annotations.

**3. Connect to the Big Question.**

- Read the Big Question and then reread the text aloud, asking students to think about how the text relates to the Big Question as you read.
- Ask partners to discuss how the text helps them answer the Big Question. Remind students to cite evidence from the text as they discuss. Have students use what they discussed with their partners to answer item 4 on the **Practice Master**.

**4. Reread and wrap-up.** As you continue through the unit, support students as they connect the complex text to other texts in the unit. As part of the Unit Wrap-Up lesson, do the following:

- Have students read the text independently, using the **Practice Master**.
- To encourage divergent answers, ask partners to compare the complex text to the other readings in the unit. Remind students to cite evidence from the text as they discuss it.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Complex Text**  
**from *Out of the Dust***  
by Karen Hesse

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step by step, listing the fields to fight the wind.  
Maybe the tractor lifted him above the land,  
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For use with TE p. 126 **CT6.1** Unit 6 | Food for Thought

**Complex Text Practice Master**  
located on [NGReach.com](http://NGReach.com)

**Research Basis:** When readers engage with a text more actively, they comprehend it more deeply (Harvey, 2000). Marking a text is one method for facilitating this deeper, more active comprehension. Teachers can more effectively model abstract thinking processes by annotating as they think aloud. Students can then have focused opportunities to follow the teacher model by adding their own highlights and making their own notes about questions, important parts, opinions, connections, and so on. Annotating texts is a strategy that not only supports retention and synthesis of information, but can also be used by teachers to provide insights into students' thinking (Harvey, et al. 1996).

## Mark-Up Text Routine

**Purpose:** Having students interact with text reinforces their comprehension and acquisition of reading skills.

- 1. Preview the text.** Download the appropriate **Mark-Up Model** file from **NGReach.com**.
  - If you are working on an interactive whiteboard, ensure that the appropriate interactive whiteboard software is installed on your computer. Then download the Notebook file for a SMART™ board or Flipchart file for a Promethean board.
  - If you use a computer and projector, you can project the PDF file onto a board or paper where students can mark up the text.
  - If you use an overhead projector, copy the PDF file pages onto acetate to create transparencies. Project them onto a board or paper for students to mark.
  - Preview the lesson to see what tools you will need for the **Mark-Up Model**. For example, on an interactive whiteboard, make sure that the highlighters are set to the colors needed for the close reading.
- 2. Read aloud the Mark-Up Model.** Display the lesson and read the selection text aloud.
- 3. Conduct the close reading.** Involve students in a variety of ways:
  - Assign a different student to mark each step of the lesson.
  - Have one set of partners mark up one screen and then have different partners mark the next.
  - Assign highlighter colors to different students. Have the class offer answers while the student with the appropriate color makes the marks.
  - Have the student marking the text choose the next student to mark the text.

Regularly remind the class to copy the marks onto their **Practice Masters** to serve as a model for their independent work.



## Mark-Up Text Routine, continued

4. **Have students mark the Mark-Up Reading.** Have students read the remaining **Mark-Up Reading** on the **Practice Masters** independently. Then have them work with partners to follow the model and mark up the reading.
5. **Close the Mark-Up Model file.** If you are using the Notebook or Flipchart file, choose how to close the file.
  - To save the marks the students made during the lesson, save the file with a different name.
  - Close the file without saving to keep an unmarked version of the file.If you need a clean file for future lessons, download it from **NGReach.com**.
6. **Review students' notes.** Look through the **Mark-Up Reading** to determine if students comprehend the skill. If students are highlighting too much text or the wrong text, offer the **Reteaching Masters** that align with the skill.

For more technical assistance, see the user guide on **NGReach.com**.



The screenshot shows the NGReach.com website interface. A callout box on the left points to the 'Teacher & Student Editions' section, stating: 'Find Mark-Up Reading Masters and a technology guide here.' Another callout box on the right points to the 'Lesson Planner' and 'Interactive Whiteboard Lessons' sections, stating: 'Find Mark-Up Model files and an interactive whiteboard user guide here.'


Name \_\_\_\_\_ Date \_\_\_\_\_

Mark-Up Reading

## Travel

by Robert Louis Stevenson

I should like to rise and go  
Where the golden apples grow;  
Where below another sky  
Parrot islands anchored lie,  
And, watched by cockatoos and goats,  
**Lonely Crusoes** building boats;  
Where in sunshine reaching out  
Eastern cities, miles about,  
Are with **mosque and minaret**  
Among the sandy gardens set,  
And the rich goods from near and far  
Hang for sale in the **bazaar**;  
Where the Great Wall round China goes,  
And on one side the desert blows,  
And with bell and voice and drum,  
Cities on the other hum;  
Where are forests, hot as fire,  
Wide as England, tall as a **spire**,



In Other Words  
**Lonely Crusoes** people who are alone in unusual places. Use the character in the story Robinson Crusoe.  
**mosque and minaret** the building where people worship and the tall tower that is part of that building.  
**bazaar** marketplace.  
**spire** tall, narrow tower on a roof, steeple.

For use with TE pp. 117a-c, 117d. **PM3.13** Unit 3 | Amazing Places

### Practice Master

**Research Basis:** Research demonstrates the importance of teachers providing support for comprehension skills as students read text at their instructional level. Working with leveled text helps students negotiate increasingly difficult texts (Pinnell & Fountas 1996)

## Small Group Reading Routine 1

### Introduce

- **Assign books.** Use the Reading Placement Test to determine students' reading levels and assign books. Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the **Assessment Masters** and your conference notes to assign books according to students' interests and reading levels.
- **Introduce books.** Activate prior knowledge and build background for the books, using the Teaching Resources. Remind students that all of the books connect to the Big Question.
- **Introduce vocabulary.** Use **Vocabulary Routine 1** to teach the story words for each book.

## Small Group Reading Routine 2

### Read and Integrate Ideas

- **Have students read independently.** Circulate to observe students as they read. Ask individuals to read sections aloud. Note any miscues as they read, and encourage students to self-correct. Model by asking questions like: *Did that make sense in the sentence? Does that sound right?*
- **Monitor students' understanding.** As students read, have them complete the Graphic Organizer **Practice Master** for their books. Prompt them to show you where in the books they gathered the information to complete their organizers.
- **Form homogeneous discussion groups.** Group students who have read the same book. Distribute the Discussion Guide **Practice Master** for that book to each member of the group.
- **Monitor group discussions.** Have students discuss the book they read, using the questions on the Discussion Guide. Use the Build Comprehension questions in the Teaching Resources to develop higher-order thinking skills. See the Discussion Guide Answer Keys.
- **Provide writing options.** Have each student complete one of the writing options from the Teaching Resources. Encourage students to share their writing with their group.



**Week 1 Teaching Resources**

BELOW LEVEL	BELOW LEVEL	ON LEVEL	ABOVE LEVEL
<p><b>Below Level 1</b></p> <p><b>My Side of the Mountain</b></p> <p>Author: Jean Craighead George</p> <p>Illustrator: [Image]</p> <p><b>OBJECTIVES</b></p> <p>Read and understand a story.</p> <p>Describe characters.</p> <p>Make connections to a story.</p> <p><b>PROGRAM RESOURCES</b></p> <p>Practice Master SG4.1, page 556</p> <p>Practice Master SG4.2, page 557</p> <p>Practice Master SG4.3, page 558</p> <p><b>SUGGESTED PACING</b></p> <p>SG4.1: Introduction and pages 1-17</p> <p>SG4.2: Reading pages 18-40</p> <p>SG4.3: Conclusion and pages 41-47</p> <p><b>Summary</b></p> <p>In this installment of Jean Craighead George's series, the reader follows a young boy who lives on a mountain in the woods. He has to find his own way to survive. He has to hunt for food, find shelter, and make his own clothes. He has to be smart, brave, and resourceful. He has to be a survivor.</p> <p><b>Activate Prior Knowledge</b></p> <p>Ask: What do you know about survival? How do you think it would be to live on a mountain? How do you think it would be to live in the woods? How do you think it would be to live alone? How do you think it would be to live in a dangerous place? How do you think it would be to live in a place where you have to find your own way to survive? How do you think it would be to live in a place where you have to be smart, brave, and resourceful? How do you think it would be to live in a place where you have to be a survivor?</p> <p><b>Build Background</b></p> <p>Show the photos of a mountain and the photos of a boy living on a mountain. Ask: How do you think it would be to live on a mountain? How do you think it would be to live in the woods? How do you think it would be to live alone? How do you think it would be to live in a dangerous place? How do you think it would be to live in a place where you have to find your own way to survive? How do you think it would be to live in a place where you have to be smart, brave, and resourceful? How do you think it would be to live in a place where you have to be a survivor?</p> <p><b>Story Words</b></p> <p>Use Practice Master SG4.1 to extend vocabulary.</p> <p>word: page 11</p> <p>word: page 12</p> <p>word: page 13</p> <p>word: page 14</p> <p>word: page 15</p> <p>word: page 16</p> <p>word: page 17</p> <p>word: page 18</p> <p>word: page 19</p> <p>word: page 20</p> <p>word: page 21</p> <p>word: page 22</p> <p>word: page 23</p> <p>word: page 24</p> <p>word: page 25</p> <p>word: page 26</p> <p>word: page 27</p> <p>word: page 28</p> <p>word: page 29</p> <p>word: page 30</p> <p>word: page 31</p> <p>word: page 32</p> <p>word: page 33</p> <p>word: page 34</p> <p>word: page 35</p> <p>word: page 36</p> <p>word: page 37</p> <p>word: page 38</p> <p>word: page 39</p> <p>word: page 40</p> <p>word: page 41</p> <p>word: page 42</p> <p>word: page 43</p> <p>word: page 44</p> <p>word: page 45</p> <p>word: page 46</p> <p>word: page 47</p> <p>word: page 48</p> <p>word: page 49</p> <p>word: page 50</p> <p>word: page 51</p> <p>word: page 52</p> <p>word: page 53</p> <p>word: page 54</p> <p>word: page 55</p> <p>word: page 56</p> <p>word: page 57</p> <p>word: page 58</p> <p>word: page 59</p> <p>word: page 60</p> <p>word: page 61</p> <p>word: page 62</p> <p>word: page 63</p> <p>word: page 64</p> <p>word: page 65</p> <p>word: page 66</p> <p>word: page 67</p> <p>word: page 68</p> <p>word: page 69</p> <p>word: page 70</p> <p>word: page 71</p> <p>word: page 72</p> <p>word: page 73</p> <p>word: page 74</p> <p>word: page 75</p> <p>word: page 76</p> <p>word: page 77</p> <p>word: page 78</p> <p>word: page 79</p> <p>word: page 80</p> <p>word: page 81</p> <p>word: page 82</p> <p>word: page 83</p> <p>word: page 84</p> <p>word: page 85</p> <p>word: page 86</p> <p>word: page 87</p> <p>word: page 88</p> <p>word: page 89</p> <p>word: page 90</p> <p>word: page 91</p> <p>word: page 92</p> <p>word: page 93</p> <p>word: page 94</p> <p>word: page 95</p> <p>word: page 96</p> <p>word: page 97</p> <p>word: page 98</p> <p>word: page 99</p> <p>word: page 100</p>	<p><b>Below Level 2</b></p> <p><b>There's an Owl in the Shower</b></p> <p>Author: Jean Craighead George</p> <p>Illustrator: [Image]</p> <p><b>OBJECTIVES</b></p> <p>Read and understand a story.</p> <p>Describe characters.</p> <p>Make connections to a story.</p> <p><b>PROGRAM RESOURCES</b></p> <p>Practice Master SG4.1, page 556</p> <p>Practice Master SG4.2, page 557</p> <p>Practice Master SG4.3, page 558</p> <p><b>SUGGESTED PACING</b></p> <p>SG4.1: Introduction and pages 1-17</p> <p>SG4.2: Reading pages 18-40</p> <p>SG4.3: Conclusion and pages 41-47</p> <p><b>Summary</b></p> <p>In this installment of Jean Craighead George's series, the reader follows a young boy who lives on a mountain in the woods. 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He has to find his own way to survive. He has to hunt for food, find shelter, and make his own clothes. He has to be smart, brave, and resourceful. He has to be a survivor.</p> <p><b>Activate Prior Knowledge</b></p> <p>Ask: What do you know about survival? How do you think it would be to live on a mountain? How do you think it would be to live in the woods? How do you think it would be to live alone? How do you think it would be to live in a dangerous place? How do you think it would be to live in a place where you have to find your own way to survive? How do you think it would be to live in a place where you have to be smart, brave, and resourceful? How do you think it would be to live in a place where you have to be a survivor?</p> <p><b>Build Background</b></p> <p>Show the photos of a mountain and the photos of a boy living on a mountain. Ask: How do you think it would be to live on a mountain? How do you think it would be to live in the woods? How do you think it would be to live alone? How do you think it would be to live in a dangerous place? How do you think it would be to live in a place where you have to find your own way to survive? How do you think it would be to live in a place where you have to be smart, brave, and resourceful? 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Small Group Reading

**Cause-and-Effect Chart**

**Cause-and-Effect Chart**

Use the chart to take notes about your book as you read.

Cause	Effect

Use your chart to tell a partner about the book.

For use with 18 pages SG4.1-SG4.3

**SG4.2**

Week 1 | Power of Reading

Small Group Reading Practice Master

## Small Group Reading Routine 3

### Connect Across Texts

- **Form heterogeneous groups.** Group students who have read different books. Include at least one representative for each book read that week.
- **Introduce the activity.** Distribute the Connect Across Texts **Practice Master** for the week. Explain to each group that they will share the books they read, talk about their themes, and discuss what the books say about places in the world.
- **Have students summarize.** Ask students to summarize the books they just read, including new story words that helped them understand the themes and content. Have them refer to their graphic organizers as they share their books with the group.
- **Have students connect across texts.** Have groups use the questions provided on the Connect Across Texts **Practice Masters** to guide discussions. See the Discussion Guide Answer Keys for possible responses.
- **Monitor groups.** Use the Speaking and Listening Observation Log **Assessment Master** to assess students' participation in discussions.

## Small Group Reading Routine 4

### Conduct Conferences

- **Assess reading.** Have each student select and read aloud from a section of the book that connects to the Big Question. Listen for fluency. Ask: *Which strategies did you use to help you understand this section?* Use the reading strategy rubrics **Assessment Masters** to assess how well the student uses the reading strategies. Then have the student complete a Reader Reflection **Assessment Master** to assess his or her own reading fluency.
- **Assess writing.** Have the student share a completed writing option. Say: *Tell me about what you wrote.* Monitor responses to gauge how well the writing relates to the book. Ask: *How did your writing help you understand the book?*
- **Plan intervention or acceleration.** Ask the student to summarize what he or she has learned. Plan for further instruction:
  - If the student needs additional support with asking questions, identifying problem and solution, identifying cause and effect, or identifying and explaining figurative language, use the Assessment and Reteaching resources provided.
  - If the student successfully applies the focus skills, use the Recommended Books to guide the student in choosing books for independent reading.

This form is titled "Connect Across Texts" and includes a section for students to list books they have read. The books listed are "The Year of the Panda, PART 1", "Crocodile Rescue", "M.C. Higgins, the Great, PART 1", and "Hoot, PART 1". Below the list, there are three numbered questions for discussion: 1. "What habitats are in danger in these books? Why?", 2. "Which reading strategies did you use to help you better understand your book? How did they help you?", and 3. "What decisions do characters in these books make in order to protect something?".

**Practice Master for Connect Across Texts**

This form is titled "Reader Reflection" and includes a table for recording the date and author of the book read. Below the table, there are four numbered questions for reflection: 1. "Before I read this book, I:", 2. "If I didn't understand what I was reading, I:", 3. "If I didn't understand a word while reading, I:", and 4. "This book reminded me of something I know or read already. It reminded me of:". At the bottom, there are three sections for evaluation: "This book was: easy, about right, hard", "Rate this book! (5 stars)", and "I would like to read other books: about this topic, by this author".

**Reader Reflection Assessment Master**

This form is titled "Speaking and Listening Observation Log" and includes a large grid for recording observations. The grid has 10 rows and 10 columns. Below the grid, there are several sections for recording observations, including "Student Name", "Date", and "Time".

**Speaking and Listening Observation Log**

**Research Basis:** Research confirms the importance of all students being exposed to grade-level text for concept and vocabulary development. These routines provide support for students who are not yet able to read grade-level selections on their own. Listening to a recording of the selection provides the most support.

Echo reading has been shown to contribute to the reading growth of low-achieving readers (Mathes et al 2001). Echo reading, choral reading, and paired or partner reading provide increasingly lower levels of support and encourage students to develop toward independent reading of grade-level text. In addition, the added comprehension focus that teachers provide before, during, and after reading provide additional opportunity to rehearse reading skills and strategies. Observe students as they read, with the goal of providing the lowest level of support that will enable students to access the text being read.

## Learning Station Routine 1

### Listening Center

1. **Choose a space.** A good space is a quiet corner, where students using the center will not be distracted or disturb others.
2. **Gather resources.** Resources can include MP3 or CD players, headphones, books recorded onto a computer, audio CD, or other electronic device, and one or more copies of books students will listen to. You may also want to provide response sheets, pencils and markers, and baskets to hold books and materials.
3. **Assign text.** Students can listen to books on their own or in groups, depending on interest and reading level. Encourage students to follow along in the text as they listen.
4. **Provide ways to respond.** Have students illustrate their favorite part of the story, complete a response sheet, write about what they heard, or respond in some other way.

## Learning Station Routine 2

### Echo Reading

1. **Select a text.** The text can be a complete selection or a portion of text. Passages for echo reading are best when they are short and motivating for students.
2. **Select students.** Echo reading can be used with a small group or an individual student. It is most appropriate for students who are not yet able to process the text on their own but can track the print as you read aloud and as they repeat the sentences after you.
3. **Have students listen and repeat.** The teacher reads a sentence aloud, modeling good intonation and rhythm. Students then read the sentence aloud following the teacher's model. Encourage students to track the print as they listen and repeat.
4. **Correct errors.** The teacher provides immediate feedback to correct student mistakes.
5. **Have students reread.** After reading aloud with the teacher, have students reread the text in pairs until they can read it fluently.



## Learning Station Routine 3

### Choral Reading

1. **Select a text.** The text can be a complete selection or a portion of a text. Passages for choral reading are best when they are short and motivating for students. Predictable text works well for choral reading.
2. **Select students.** Choral reading is most appropriate for students who are hesitant to read aloud independently but can join in reading the text in unison with other students with the teacher leading. Choral reading helps build students' motivation, confidence, and fluency.
3. **Read the text aloud first.** Model fluent reading and good intonation.
4. **Read the text in unison with students.** Have all students in the group read the passage aloud in unison with you. Encourage them to use good intonation.
5. **Have students reread.** After reading with the teacher, have students reread the text in pairs until they can read it fluently.

## Learning Station Routine 4

### Paired Reading

1. **Select a text or portion of text.** Passages for paired reading are best when they include strong emotions or dialogue.
2. **Pair students.** You may wish to pair students of similar reading ability, or pair a higher level reader with a lower level reader.
3. **Explain the procedure.** Tell students if you want them to:
  - Read the passage aloud in unison.
  - Take turns with each person reading a sentence, paragraph, or page.
  - Have one student listen while the other reads.
4. **Model error correction.** Demonstrate how students should support each other by rereading misread words, and asking for and giving help when needed.
5. **Encourage fluent reading.** Partners should practice good prosody (phrasing, expression, and intonation) as they read.
6. **Encourage discussion.** Have the reader pause at the end of a paragraph or section. The listener can then summarize or make a connection. Pairs can ask each other questions about what was read, such as:
  - *What was your favorite part of the story?*
  - *What was your page about?*
  - *Were there any parts that were hard to read?*



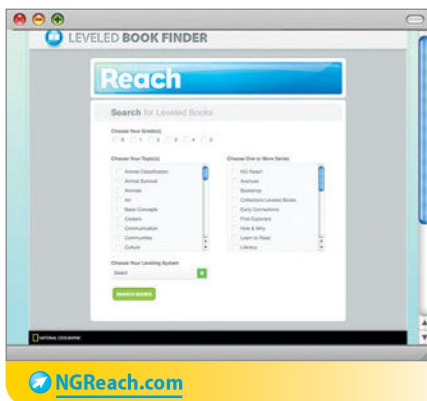


**Research Basis:** Within a good instructional program, independent reading can help students develop fluency, vocabulary, comprehension, and background knowledge. However, reading independently is not a substitute for key skill instruction in decoding, vocabulary, comprehension, and fluency. Teachers can support students as independent readers by assisting with book selection and encouraging students to share information about what they have read (Cunningham & Stanovich, 1998).

## Independent Reading Routine

**Purpose:** Support students in making effective and successful use of independent reading time.

- 1. Select topics.** Provide a rich collection of books to choose from. Books may include known texts, classroom favorites, or picture books. Support students in selecting books of interest for independent reading. Discussing books in advance with individual students or groups can motivate readers and help them determine what they want to read. Use the Small Group Reading Books at a Glance page and the Recommended Books list of every Teacher's Edition for book suggestions.
- 2. Share.** Bring students together to share their reading experiences. Students who have read different books can summarize what they read, and share what they found most interesting in their reading. Students who have read the same or similar books can share what they have learned about the topic and what more they would like to learn.
- 3. Extend.** Encourage students to extend their understanding of the book with an activity such as one of the following:
  - Rewrite the story with different or additional characters, a new ending, or other changes.
  - Create a short play or pantomime based on the book.
  - Write a letter to the author or to one of the book's characters.
  - Research and report on something mentioned in the book.



Use the **Leveled Book Finder** to find more books.



**Research Basis:** Research has shown that repeated reading of texts at an appropriate instructional level can increase reading fluency for students who struggle with reading (Chard et al. 2002; Dowhower 1987; Kuhn & Stahl 2003; O’Shea et al. 1985; Samuels 1979), and that it can enhance comprehension (Daly & Martens 1994; Dowhower 1987; Freeland et al. 2000).

## Fluency Routine 1

### Choral or Echo Reading/Marking the Text

1. **Select a passage.** Choose an appropriate text and provide copies for students. Keep passages short and use a variety of texts: narrative, expository, poems, songs, student writing. Choose text that is motivating.
2. **Provide a model.** Have students listen to a fluent reading of the text. This can be read aloud by the teacher or a recorded version. Use the fluency models provided on the selection recordings audio CD or in MP3 format at [NGReach.com](http://NGReach.com).
3. **Have students mark the text.** As they listen to the model, have students mark the reader’s phrasing (/ for a short pause; // for a longer pause) or intonation (rising or falling inflections) on a copy of the text.
4. **Have students read the text.** Students can echo or choral read the text with you, following markings for phrasing and intonation. Coach phrasing and intonation as needed.
5. **Have students do repeated readings.** Have partners practice reading the same text in its unmarked version until they can read it fluently.

## Fluency Routine 2

### Paired Reading

1. **Select a passage.** Choose an appropriate text and provide copies for participants. Paired reading works best with a selection that contains strong emotions.
2. **Establish pairs.** Pairs can be peer-to-peer or student-adult groupings. Note that performance tends to be better when students read aloud to an adult as opposed to a peer.
3. **Read alternate sentences.** Have partners alternate reading sentences, checking each other’s readings as they go.
4. **Monitor fluency.** Encourage students to attend to prosody (phrasing, expression, and intonation).

## Fluency Routine 3

### Recording and Tracking Comprehension Coach

1. **Read and record.** Have students use the **Comprehension Coach** to record and analyze their readings.
2. **Re-record as needed.** Encourage students to repeat their recording until they are satisfied with their reading and rate.
3. **Note progress.** Have students note their accuracy and rate as measured by the **Comprehension Coach**. They should see increases in both rate and accuracy over time.

## Fluency Routine 4

### Timed Reading Comprehension Coach

Use this technique to help students develop an appropriate reading rate with good accuracy. Research suggests this technique is highly motivational if students have a clear target for words read correct per minute (WCPM) and then chart their progress.

1. **Read and record.** Have students use the **Comprehension Coach** to record their readings. The **Comprehension Coach** encourages students to read carefully and thoughtfully, repairing miscues, thinking about vocabulary, and actively comprehending.
2. **Graph results.** Have students record their WCPM on a graph or chart each time they use the **Comprehension Coach**.

