**Fluency Plans for the week of September 3-6, 2013**

Student Passage / Resource: **Journeys Projectable 1.1, “Sideline Support”**

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| **Monday: T12**  Good readers read aloud at a “just right” pace that is appropriate for the text their reading. ***\*Listen to me as I accurately ready at a “just right” pace.***  Teacher models reading the **Journeys Projectable 1.1, “Sideline Support”. Then, read it together as a class.** | |
| **Tuesday: T84**  Good readers group words into phrases while reading to better understand a text. It is important to remember that commas and end punctuation helps show where some but not all pauses should happen.  Attending to phrases while reading makes the text much easier to understand. ***\*Listen to me as I read the passage in phrases, not word by word.***  Teacher models reading **Journeys Projectable 1.1, “Sideline Support”. Then, read it together as a class / echo read/ partner read** | |
| **Wednesday: 158**  Good readers review a text to make sure they know all the words before reading aloud. ***\*Listen to me as I read/review the passage to make sure I know all the words.***  Teacher models reading **Journeys Projectable 1.1, “Sideline Support”. Then, read it together independently and with a partner.** | |
| **Thursday: T228**  Good readers read aloud they use intonation. That means they change the tone of their voice when they read aloud and make their voice rise at the end of a question. They also raise and lower the pitch of their voice to show the beginning of a new sentence. The changes in pitch help listeners understand the characters’ feelings and keep track of ideas and events. ***\*Listen to me as I model using appropriate intonation while reading aloud.***  Teacher models reading **Journeys Projectable 1.1, “Sideline Support”. Then, independent read / partner read / take volunteers to read aloud to the class.** | |
| **Friday: T300**  Good readers read with expression so that listeners can feel the mood of the story or the emotions of the characters.***\*Listen to me as I model using expression, matching my voice to reflect the characters’ emotions and gestures.***  Teacher models reading **Journeys Projectable 1.1, “Sideline Support”. Then, independent read / partner read / take volunteers to read aloud to the class.** | |
| **Students Who Need Extra Instruction** | **Lesson Focus:** |
| **Monday** |  |
| **Tuesday** |  |
| **Wednesday** |  |
| **Thursday** |  |
| **Friday** |  |