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

Student passage/resource: **Journeys Projectable 1.1, “Such a Deal!”**

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| **Monday**  Good readers accurately read the words the author has written. This means they read the words correctly. Sometimes they recognize the words immediately. Other times, they recognize word parts and use them to decode unfamiliar words. I know it is important to read the exact words on the page so I, as the reader, can thoroughly comprehend the meaning. Listen to me as I accurately read the words the author has written.  Teacher models reading the Projectable 1.1 passage, “Such a Deal!” Then, read it together as a class. | |
| **Tuesday**  When good readers read aloud, they groups words into phrases and pause at the end of those phrases. The end of a sentence is always the end of a phrase. Commas and end punctuation are clues that indicate the end of a phrase. 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 model / echo read / partner | |
| **Wednesday**  Good readers think about the meaning of the words they read and how those meanings are connected. When readers connect the meanings of the words they read, it helps them to better understand what the text is about. Listen to me as I accurately read a few sentences from the passage and check for meaning.  Teacher model / echo read a few choice sentences/ partner | |
| **Thursday**  When good readers read aloud, they read with expression. This means that they change their voices to match characters’ emotions and gestures. Expression makes the story interesting to hear. When they match their expression to the meaning of the story, they and their listeners will understand it better. Listen to me as I read the passage with expression, matching my voice to reflect the characters’ emotions and gestures.  Teacher model / echo read a few choice sentences / partner | |
| **Friday**  When good readers read aloud they use intonation. That means they make their voice rise and fall at the right places so that their reading sounds like natural speech. End punctuation and comma marks help you know when to raise or lower your voice. A question mark, for example, tells you to lift your voice a little at the end of a question. Listen to me as I model for you how to use intonation while reading aloud.  Teacher model / partner / independent sharing (take volunteers to read to group) | |
| **Students Who Need Extra Instruction** | **Lesson Focus:** |
| **Monday** |  |
| **Tuesday** |  |
| **Wednesday** |  |
| **Thursday** |  |
| **Friday** |  |