The top half of the cover features a light blue background with several grey puzzle pieces scattered around the title. The title 'FLUENCY AND PHONICS' is written in large, bold, 3D letters with a red-to-orange gradient and a blue drop shadow. 'FLUENCY' is on the top line, 'AND' is in the middle, and 'PHONICS' is on the bottom line.

FLUENCY AND PHONICS

BOOK 3
Grades 5, 6, 7

- **Phrase-Cued Reading**
- **Repeated Reading**
- **Phonics in Context**

MATTHEW GLAVACH

ZOE GILLESPIE

Fluency and Phonics, Book 3

TEACHER'S GUIDE 1- 9

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Duplication of this book on a scale larger than the individual classroom
Is permitted only with the publisher's written approval.

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TEACHER'S GUIDE

INTRODUCING THE PROGRAM

Fluency and Phonics, Book 3, is a reading program that builds on students' natural language abilities to develop word recognition and reading fluency in an interesting reading passage context. The program also includes phonics in a rhyming word context and word study from the reading passages. ***Fluency and Phonics, Book 3***, has 11 lessons with graded reading passages from grade 5 to grade 7 reading levels.

Each of the 11 lessons includes phrase-cued reading, repeated reading, timed reading, and reading with expression all of which develop reading fluency.

- **Phrase-Cued Reading** is breaking the text into meaningful phrases to help with reading expression and comprehension.
- **Repeated Reading** is reading the same passage until students read the passage at a mastery level.
- **Timed Reading** is reading a passage for one or two minutes and recording the number of words read per minute.
- **Reading with Expression** is important for developing comprehension of a passage.

The program method produces **exceptional reading success** for at-risk readers having one or more of the following reading characteristics:

- need a sense of the whole story before reading;
- experience difficulty blending sounds;
- read letter by letter, word by word;
- have strong verbal skills and weak written language skills; and
- exhibit delays in cadence and rhythm.

Fluency and Phonics, Book 3, also is used with readers to improve reading speed and fluency.

Starting the Program

Students' Starting Level

To start the program, students should read at **grade 4** or higher reading level. **Passage reading levels are listed in the program contents on page 1.** If teachers know students' reading levels, they start them with the first lesson at those levels. Students may read at higher reading levels but exhibit problem reading characteristics such as:

- read letter by letter, word by word and
- exhibit delays in cadence and rhythm.

For any of the eleven lessons, if students read words correctly but read word by word and lack expression, have them start with that lesson. It is better to start with an easier lesson. For groups, choose students with similar reading levels and abilities.

Students' Reading Mastery Level

Teachers determine reading level required for mastery. A 70 percent reading mastery level works well because students will see many of the same words again in further lessons.

Students' Extended Reading

Students participate in extended reading with books of their interests while using the program to reinforce reading skills.

Using the Program

Teacher Instructions, Lessons 1 Through 11

The program is easy to use because all eleven lessons have the same structure. Becoming familiar with the lesson 1 structure is all that is necessary to teach all eleven lessons.

Lesson 1

● **For the Teacher:**

For each student, duplicate and staple lesson pages 1, 2, 3, 4, 5, and 6 to make the lesson 1 packet. (When you are ready to start lesson 1, give a lesson packet to each student.)

● **Pages 1 and 2** (Word Recognition, Phrasing, and Expression)

Pages 1 and 2 develop word recognition, phrasing, and expression, all important to reading comprehension. They provide students with a reading model that moves them away from word-by-word reading to reading in meaningful phrases.

The pages have phrase-cued text. Phrase-cued text divides text according to natural pauses that occur in and between sentences. Phrase breaks help students who have difficulty grouping words that go together and therefore lack rhythm and expression. One slash (/) are in-sentence phrase markers. Make a slight pause at each phrase marker. Two slashes (//) are end-of-sentence markers. Pause slightly longer at two slashes.

● **Instruction 1. Discuss the Title of the Passage, *Polar Bears*. (Page 1)**

Ask students what they think the passage will be about. For example, the first passage is about polar bears. Ask, “Can you tell me some things about polar bears?” (Discussing the passage title is important because it builds a network of information that helps with comprehension and word identification.) Have students draw a picture of a polar bear in the box at the top of the page or paste a picture of a polar bear there.

● **Instruction 2. Read Entire Passage, *Polar Bears*. (Pages 1 and 2)**

While you are reading the passage, students follow along, moving their writing hands under each word and touching the page. This is tracking.

Tracking trains students' eyes and hands to coordinate. It also insures that students are looking at each word as it is read.

-For the **first practice**, read at a slow pace but not so slow as to lack expression. Reading with expression is important. Make a slight pause at each phrase marker.

-Do a **second practice** reading while reading at a normal pace having students track under the words.

(NOTE: If phrase markers cause student visual difficulty, have students use page 6 rather than pages 1 and 2. Page 6 is the passage without phrase markers.)

● **Instruction 3. Students Read Passage Parts and Passage. (Pages 1 and 2)**

Have students read the passage or passage part with you. **When students have difficulty with words, you say the words and continue reading.**

As you read together, students move their hands under the words.

(Students do not need to master the passage now because they will be doing added activities to help them read the passages.)

● **PAGE 3, PART 1**

● **Instruction 1.** Read passage part in the box with students.

● **Instruction 2. Multisyllable Words. Rhyming Words, Passage Words.** Students write, complete the words on the lines.

● **Instruction 3.** When completed, read words with students.
Continue with the rest of the passage part activities for pages 3 and 4 in same way as part 1.

● **PAGE 5 (TIMED READING)**

Timed reading improves reading speed. If decoding is slow, not automatic, students have difficulties comprehending what they read.

● **Instruction 1. Passage Reading Practice**

Before timing, you and all students read the passage together. Students track under words and read along with you as you read with expression at a normal reading pace. If students need additional practice, they read to themselves or to partners.

● **Instruction 2. Timed Reading**

Individually, students read as many words in the passage as they can in two minutes, to you, aloud softly to themselves, or to student partners. If students finish reading, they start again at beginning and add to the total number of words they have already read. (For some students, timing for 1 minute works better.) Subtract one point for each missed word. **If students make mistakes, do not have them try to sound out the word. Tell them the word and they continue reading.**

After students complete timed reading, they write their scores on the lines under Timed Reading. Their scores are made from number of words read minus 1 point for each missed word. Have students do **3 one-minute timed readings or 3 two - minute timed readings**. Between timings, ask students to look over the selection, reread it, and practice words that caused difficulty. Students circle their best scores. Students gain reading skills, and also enjoy timed readings. Repeat previous timed readings for students to improve their scores. Making graphs of their timed reading scores motivates students. Graph masters are on pages 8 and 9.

● **PAGE 6 (READING WITH EXPRESSION)**

Reading with expression is important for developing comprehension of a passage.

Use pages 1 and 2, Phrase-Cued Text f, for the first passage practice. Students track under the words and read along with you as you read with expression at a normal reading pace.

Use page 6, Regular Text. Students track under words and read along with you as you read with expression at a normal reading pace. If students need additional practice, they read to themselves or to student partners. Listen to as many students' expressive readings as possible. Do not require students to read to the class unless they volunteer. For comprehension development, ask students questions about the passages and discuss the passages.

REPEATED READING GRAPH (Graph 1)

Student: _____

Book: _____

Check One

☐ 50 Word Passage

☐ 100 Word Passage

Trial #1

Words Read _____

Errors _____

Score _____

Trial #2

Words Read _____

Errors _____

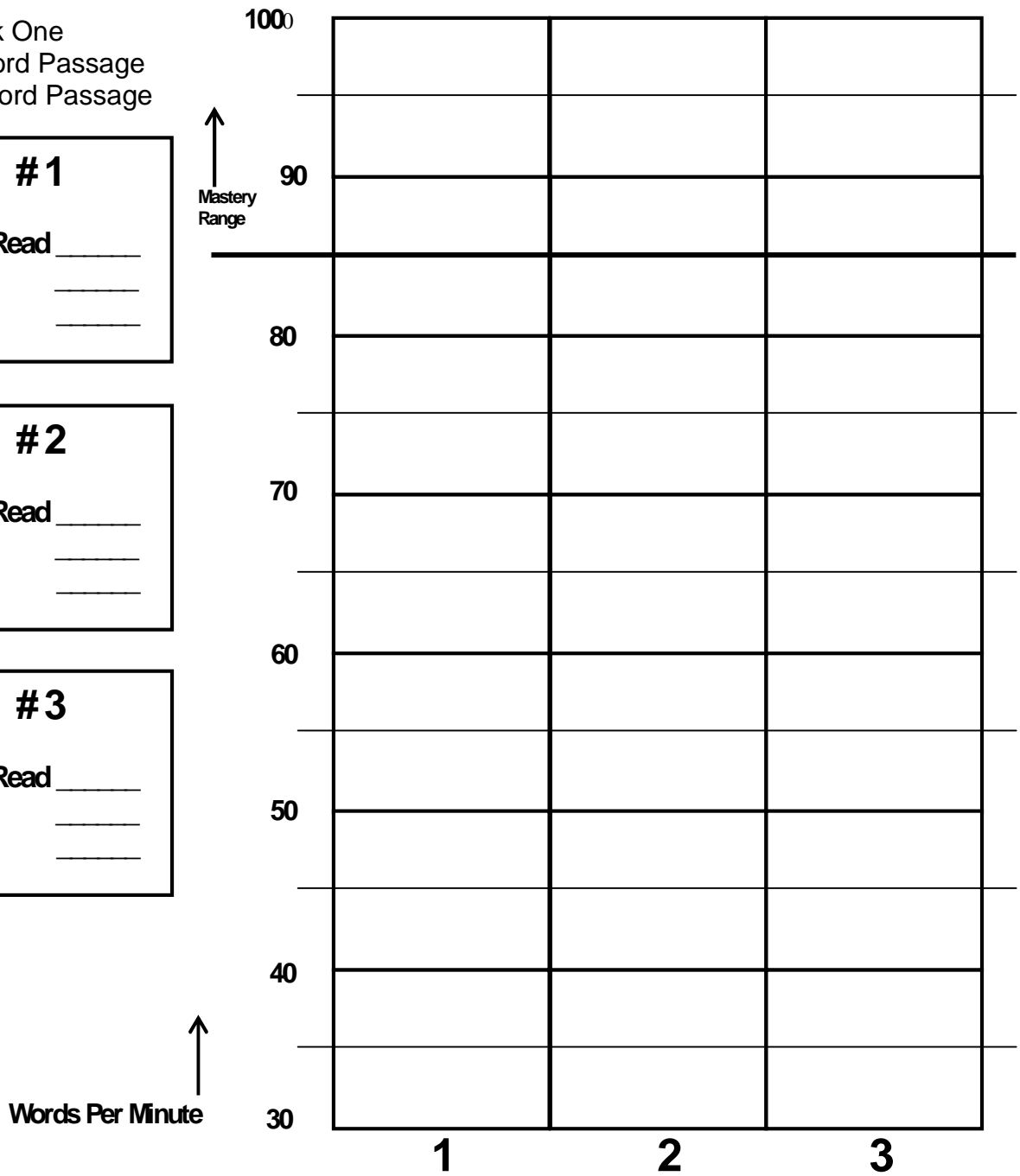
Score _____

Trial #3

Words Read _____

Errors _____

Score _____



REPEATED READING GRAPH (Graph 2)

Student: _____

Book: _____

Check One

☐ 50 Word Passage

☐ 100 Word Passage

Trial #1

Words Read _____

Errors _____

Score _____

Trial #2

Words Read _____

Errors _____

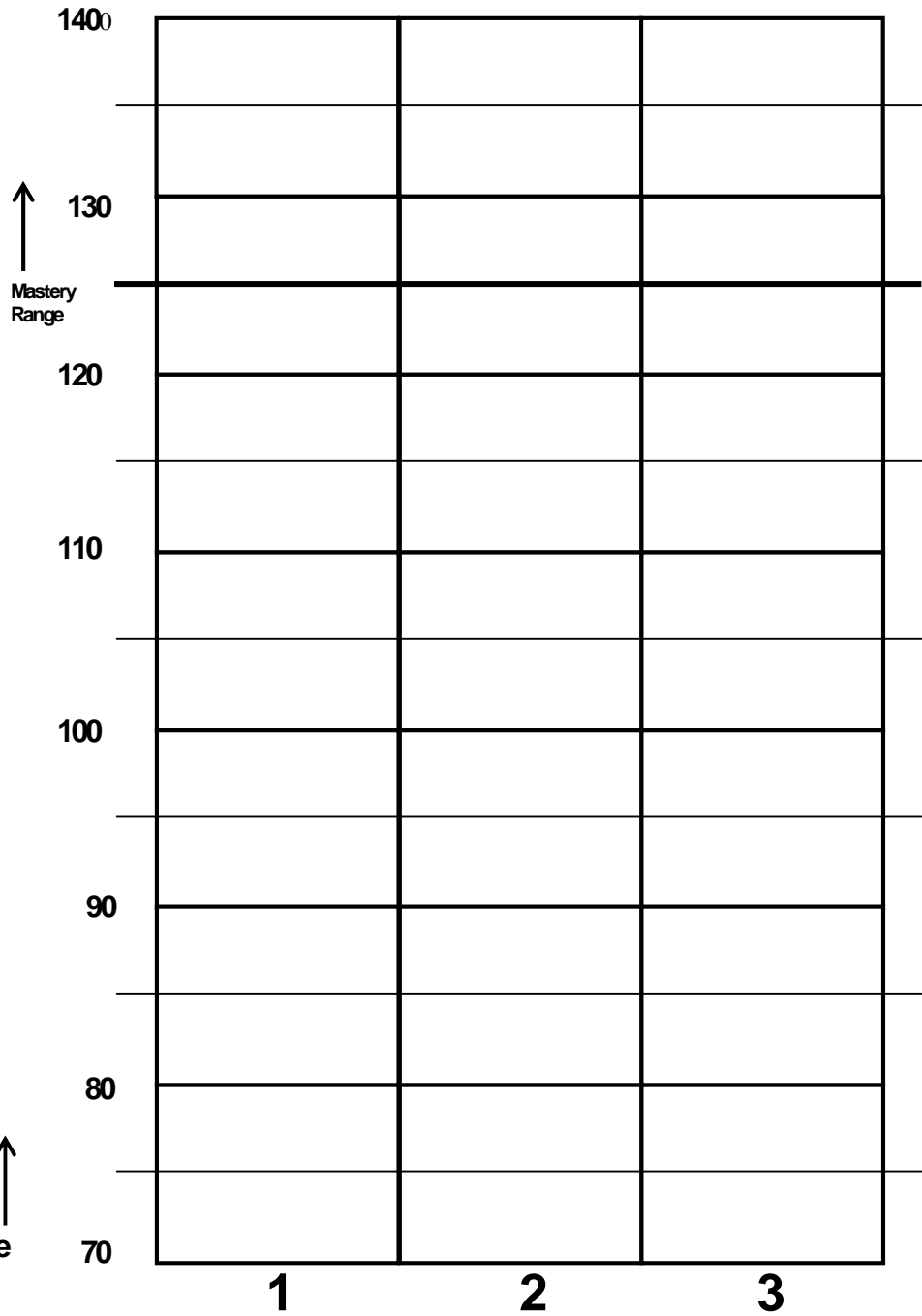
Score _____

Trial #3

Words Read _____

Errors _____

Score _____



LESSON 1



Polar Bears

The Arctic / is one of / the coldest
places / on earth. // Polar bears / are
excellent bears / for the ice-bound
Arctic. // Thick layers of fat / keep them
from freezing / in icy waters. // Their
special fur / collects sunlight. // Polar
bears' feet / have extra thick / hairy
soles / for firm gripping. // The soles
help them / run 20 miles an hour /
across snow and ice. //

People have spotted / polar bears
swimming / 200 miles / from the nearest
land. // Polar bears / spend the winters /
hunting seals / in below-zero
temperatures. // They drift for hours / on
ice flows. // Polar bears / eat almost
anything. They smell dead whales / up to
20 miles away. // They smell live seals /
three feet under the ice. //

LESSON 1



Polar Bears (continued)

In the short summers, / polar bears
move south / to the tundra /
(treeless plains) and forests.// They
feed on berries. // Female polar
bears / move inland / to have
babies. // They have the babies / in
caves they have dug / in large snow
drifts. // Polar bears are born /
around December. // They usually
have / two cubs. // Each tiny cub
weighs / little more than a pound! //

Polar bear cubs / nurse on their
mother's milk. // The mother and
cubs come out of their cave around
March. // The cubs grow to full size
/ in a year / if they have lots of food.
// Polar bears' lifespans / are from
28 to 33 years. //

Phrase-Cued Text

PART 1

The Arctic is one of the coldest places on earth. Polar bears are excellent bears for the ice-bound Arctic. Thick layers of fat keep them from freezing in icy waters. Their special fur collects sunlight. Polar bears' feet have extra thick hairy soles for firm gripping. The soles help them run 20 miles an hour across snow and ice.

- (Write the words as one word.)

Arc tic

spe cial

col lect

sun light

Arctic

- (Write the rhyming words.)

1. polar – s o / a r m _____

2. oldest – c _____

3. found – p _____ b _____

4. rent – excell _____

- (Write the missing letters.)

freezing – gripp i n g swimm _____ hunt _____ anyth _____

PART 2

People have spotted polar bears swimming 200 miles from the nearest land. Polar bears spend the winters hunting seals in below-zero temperatures. They drift for hours on ice flows. Polar bears eat almost anything. They smell dead whales up to 20 miles away. They smell live seals three feet under the ice.

- (Write the words as one word.)

peo ple

po lar

al most

tem per a ture

- (Write the rhyming words.)

1. lift – dr _____ sh _____

2. sing – anyth _____

3. found – r _____ ar _____

4. flow – be _____

- (Write the missing letters.)

nearest – cold _____ long _____ low _____ for _____

- (Find the compound words.)

PART 1 > sun _____ PART 2 > be _____ PART 2 > any _____

PART 3

In the short summers, polar bears move south to the tundra (treeless plains) and forests. They feed on berries. Female polar bears move inland to have babies. They have the babies in caves they have dug in large snow drifts. Polar bears are born around December. They usually have two cubs. Each tiny cub weighs little more than a pound!

- (Write the words as one word.)

tun dra

ber ries

ba bies

u su al ly

- (Write the rhyming words.)

1. December – Nov _____ rem _____ 2. large – ch _____

3. found – p _____ s _____ 4. berries – ch _____

- (Write the missing letters.)

mother – bro _____ o _____ ano _____ fa _____

PART 4

Polar bear cubs nurse on their mother's milk. The mother and cubs come out of their cave around March. The cubs grow to full size in a year if they have lots of food. Polar bears' lifespans are from 28 to 33 years.

- (Write the words as one word.)

po lar

moth er

a round

life spans

- (Write the rhyming words.)

1. mother – bro _____ o _____ 2. year – f _____ d _____

3. found – ar _____ s _____ 4. polar – s _____

- (Write the missing letters.)

oldest – young _____ fast _____ tall _____ slow _____

- (Find the compound words.)

PART 3 > tree _____ PART 4 > life _____

**TIMED
READING**

Polar Bears (1)

| | |
|--|-----|
| The Arctic is one of the coldest places on | 9 |
| earth. Polar bears are excellent bears for the | 17 |
| ice-bound Arctic. Thick layers of fat keep | 25 |
| them from freezing in icy waters. Their | 32 |
| special fur collects sunlight. Polar bears' feet | 40 |
| have extra thick hairy soles for firm gripping. | 48 |
| The soles help them run 20 miles an hour | 57 |
| across snow and ice. | 61 |
| People have spotted polar bears swimming | 67 |
| 200 miles from the nearest land. Polar bears | 75 |
| spend the winters hunting seals in below-zero | 83 |
| temperatures. They drift for hours on ice | 90 |
| flows. Polar bears eat almost anything. They | 97 |
| smell dead whales up to 20 miles away. | 105 |
| They smell live seals three feet under the ice. | 114 |
| In the short summers, polar bears move | 121 |
| south to the tundra (treeless plains) and | 128 |
| forests. They feed on berries. Female polar | 135 |
| bears move inland to have babies. They | 142 |
| have the babies in caves they have dug in | 151 |
| large snow drifts. Polar bears are born | 158 |
| around December. They usually have two | 164 |
| cubs. Each tiny cub weighs little more than a | 163 |
| pound! | 164 |
| Polar bear cubs nurse on their mother's milk. | 172 |
| The mother and cubs come out of their cave | 181 |
| around March. The cubs grow to full size in a | 191 |
| year if they have lots of food. Polar bears' | 200 |
| lifespans are from 28 to 33 years. | 207 |