

Grade  
1

# Increasing Fluency

with  
High Frequency Word Phrases

Developed by  
Edward Fry, Ph.D. and  
Timothy Rasinski, Ph.D.



on a **bus**  
bowl of **cereal**  
eating **fruit**

**Author**

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**SHELL EDUCATION**

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*The lessons marked with an asterisk (\*) are special units. For more about them, see page 10.*

<i>Phrasing for Fluency Lesson</i>	<i>Based on Fry's Level 3 Instant Words (626–1325)</i>	<i>Reading with Expression (Prosody Skill Focus)</i>	<i>Page Number</i>
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Dr. Timothy Rasinski is a well-established authority in the fluency area of reading instruction. His many speaking appearances to teachers, as well as his landmark book, *The Fluent Reader* (Scholastic 2003), have introduced the concept of fluency to thousands of teachers.

Dr. Edward Fry has a decade-long association with a research-based, high-frequency list of words known as the *Instant Words*. He is also a frequent conference speaker, and his most widely used book is *The Reading Teacher's Book of Lists* (Jossey Bass, 5th Edition 2006).

Key themes of this grade-level book for classroom teachers come from elements of these two books: “chunking,” or reading phrases as units, from Dr. Rasinski, and the rank ordering of the *Instant Words* from Dr. Fry.

Chunking is seen in the introductory phrases of each lesson, where each phrase contains a grade-leveled Instant Word. Each of the phrases is also incorporated into a sample story in order to add meaning and improve fluency (Rasinski and Padak 1998).

The ordering of the Instant Words is important because it helps to answer the question, “Which words should I teach first, then next, etc.?” The answer comes from computer-based research that counts the frequency of millions of words in books, curriculum materials, and magazines (Carroll 1971, Sakiey 1977, Fry 2000).

Both Dr. Rasinski and Dr. Fry are indebted to Dr. Jay Samuels at the University of Minnesota, who is a real pioneer in the field of fluency. His article in the 1979 *Reading Teacher* entitled “The Method of Repeated Reading” is regarded as a classic. Dr. Samuels has additional published research on the subject of fluency that has been a beneficial resource to those in the field (Samuels 2002).

The authors of this Shell Education series strongly agree that improving reading comprehension is important and that improved fluency contributes to improved comprehension. To further stress comprehension, each lesson contains a set of questions about elements such as main idea, details, vocabulary, and subjective or creative interpretations.

The authors further agree that this is not a “speed reading” course. While reading rate is an important aspect of fluency, so are the many elements of expression and prosody. Experienced teachers can tell a lot about a student’s comprehension of a written passage by simply listening to him or her read aloud.

Professor Rasinski also has an interest in the use of reader’s theater and poetry for repeated readings and, therefore, fluency development. Hence, in this book you will find the use of dialogue within the stories, as well as the use of poetry—all intended to enhance students’ fluency development and enjoyment of learning.

Professor Fry is interested in the elements that make up prosody, such as pitch (high or low voice), punctuation, stress, pauses, and many others. These elements are partly based on *The Cambridge Encyclopedia of the English Language* by David Crystal.

# **How to Increase Fluency with High Frequency Word Phrases**

## **Components and General Guidelines**

On the road to becoming readers, students must not only learn to read and recognize words, but also recognize how combinations of words affect meaning. Although essential, word recognition and comprehension are not what make a reader fluent. To become fluent, students must also be able to read at a smooth pace and with appropriate expression. Can expression be taught? Yes! Students can be taught to use structural and contextual evidence in writing as clues for how to read. Students can also be taught strategies for recognizing mood, purpose, emotion, and other interpretive skills that they can then use to enhance expression. The lessons in this book target the three major components of fluency: accuracy, rate of reading, and expression.

However, no matter what or how much one tries to teach skills to students, one more critical component must be provided with regularity—the opportunity to hear fluent reading! This simple fact—that one must hear language in order to become fluent in it—is frequently overlooked in the classroom. That is why this product not only provides activities in which students read, write, discuss, evaluate, and study written text, but also requires students to listen to text being read fluently. A CD is included with this book that has the target phrases and the stories (or other text from each lesson) being read aloud with model fluency. Students can listen as often as necessary to both learn the words and phrases and also associate the written words and sentences in the passage with how they should sound.

The authors highly recommend that teachers frequently have students listen to model reading, and also that each list of phrases and reading selections be read and reread aloud several times. Students need ample exposure to model oral language and many opportunities to practice reading aloud themselves.

## **Materials Included in This Product**

- 20 four-page lessons include Fry Word Phrases, stories or other text selections, writing, comprehension, learning and applying prosody, fluency checkpoint, and a student evaluation
- Fluency Assessment Rubric and a reference list of oral reading fluency strategies
- Audio CD includes oral readings of the phrase lists and reading selections in each lesson
- Data CD includes copies of each reading selection for printing or making transparencies

## **Suggested Additional Materials**

- A notebook or folder for each child to keep lesson materials and writing paper

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

### Instant Words

**Look  and listen .**



the

of

and

a

to



boy

girl

man

woman

baby



**Phrases** *Read these phrases to yourself as you listen to them being read aloud.*

**Look , listen , and read .**

a man

a baby

the girl

a woman

to the man and woman

the baby

a little girl

of the boy and girl

of the girl

the man

the woman

*Could you read every word? If not, repeat reading and listening until you can. Then, try reading the phrases on your own without listening.*

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

**Story** Read the story to yourself as you listen to it read aloud. Repeat reading and listening until you know every word.

**Look** , **listen** , **and read**  .

A man and a woman had a little girl.  
Then, a baby came to the man and woman.  
The baby is a boy.  
This is the man, the woman, the girl, and the baby.  
The man is the father of the boy and the girl.  
The woman is the mother of the boy and the girl.  
The baby is the brother of the girl.



**About the Story** Finish each sentence with a group of words from the story.

**Look** , **listen** , **and write**  .

1. A man and a woman had \_\_\_\_\_ .  
\_\_\_\_\_
2. The baby is \_\_\_\_\_ .  
\_\_\_\_\_
3. The man is the father \_\_\_\_\_  
and the girl.  
\_\_\_\_\_
4. The baby is the brother \_\_\_\_\_ .  
\_\_\_\_\_

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

**On Your Own****Read**  **and draw**  .

a boy and a girl	a man, a girl, and a boy
the man and the woman	a woman and a baby

**Learning About Reading: Naming Words****Listen**  .

*You are learning to read words—by themselves and in groups. Did you know that words have jobs? Some words name things, such as people and places. Some words show actions, such as play, read, go, and come. Other words have different jobs. Knowing the jobs a word has makes learning to read easier.*

*Look at the list of words at the top of page 13. Can you tell which ones have the job of naming something? One way to tell if a word has the job of naming something is to ask if you can picture it in your mind. Close your eyes. Can you picture the word to? No. The word to is not a naming word. Can you picture a boy? Yes. Boy is naming word. Let's find other naming words on the list.*



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

**Try It!** Read each group of words. Draw a line under each naming word you find.

**Think**  **and write**  .

the girl and the boy                      to the baby  
a man and a woman                      of the girl  
to a boy and girl

**Fluency Check Point** You have already listened to, practiced, and read the story. Read it again. Repeat until you not only get all the words right but you can also read it smoothly and with meaning.

**Read**  **and repeat** .

**Evaluation** How do you think you did with this lesson? Listen to each statement. Then, color the face that best shows how you feel about your learning.

**Think**  **and color** .

I know the words and phrases.



I can read the story.



I understand what naming words are.



I am learning to read.

