

## Fluency

“Homes” may be difficult for students because the selection is divided into sections with headings. Students may not be familiar with section headings.

- Let students know that whenever they see a section heading, they should remember to read it with special emphasis and to pause after reading the heading.
- Model fluent reading by reading pages 20–21 of “Homes.” Have students follow along in their **Student Readers**. Ask them to raise their hands when they come to a section heading.
- After you have read the passage, call on a volunteer to read the first page. Before the student begins, make sure he or she reads the heading with special emphasis and pauses after reading.
- After the volunteer has finished, have all students chorally read aloud pages 18–23 several times until they can read those pages naturally and with correct emphasis and phrasing.
- Students will read these pages during the Lesson Review.

### Monitor Progress

Formal Assessment



#### to Differentiate Instruction

**FLUENCY** Observe students during the fluency practice. Notice how easily students are reading the passage.

##### APPROACHING LEVEL

**IF . . .** students are not able to read the passage accurately with correct emphasis and phrasing,

**THEN . . .** have them reread the passage with you during Workshop. Have students begin reading in small chunks. Each time they complete several chunks, have them reread the chunks together. Continue this process until they have read the entire passage. Then have them reread the passage with an emphasis on phrasing.

##### ON LEVEL

**IF . . .** students would benefit from practice with fluency,

**THEN . . .** have them listen to the selection on the **Listening Library CD** and reread the passage several times.

##### ABOVE LEVEL

**IF . . .** students are able to read the passage with appropriate emphasis and phrasing,

**THEN . . .** have them reread the entire selection with appropriate phrasing and emphasis.



### Teacher Tips

**FLUENCY** For additional fluency practice, students can read the passage with a partner during Small-Group Time.

**READING WITH A PARTNER** Encourage pairs of students to read the story together. Monitor students' progress by listening to the partners read.



### LEVELED READERS

To help students build fluency and strengthen their vocabulary and comprehension skills, have them read the **Leveled Readers**. Use each student's Oral Fluency Assessment score from the previous **Leveled Reader** to diagnose the appropriate **Leveled Reader**.

### Technology

**eSTUDENT READER** Students can access the Unit 9 selections online or on CD-ROM using **eStudentReader** technology.

