**Objective**

The student will read with proper phrasing, intonation, and expression in reading connected text.

**Materials**

- Short passages

  Choose short passages within instructional-independent reading level that may be read with expression (e.g., paragraphs with dialogue, excerpts from famous speeches).

  Copy on card stock, laminate, and cut apart.

**Activity**

Students read passages using expression appropriate to the content of the text.

1. Place the selected passages face down in a stack.
2. Taking turns, students select the top passage and practice reading it silently.
3. Orally reads the passage using proper phrasing, intonation, and expression.
4. Continue until all passages are read.
5. Peer evaluation

---

**Extensions and Adaptations**

- Cut apart speaking parts of different characters from various scripts and read.
- Evaluate reading performance.
## Self-Evaluation

**Today I read:**

_____________ title or character

**What I liked about how I read today:**

_________________

_________________

_________________

**What I did not like about how I read today:**

_________________

_________________

_________________

**As I read, I noticed that I was good at the following:**

_________________

_________________

_________________

**As I read, I noticed that I need to improve the following:**

_________________

_________________

_________________

**I can improve by:**

_________________

_________________

_________________
This is how I think _______ did in reading:

Name

Impressive Expressive

<table>
<thead>
<tr>
<th>Title: ____________________________________________________________________</th>
</tr>
</thead>
</table>

- **Accuracy**—Words in text were read correctly.
  - Awesome  | Good  | Fair  
  - 1        | 2     | 3     | 4     | 5     |

- **Rate**—Text was read at a good speed; not too fast or slow.
  - Awesome  | Good  | Fair  
  - 1        | 2     | 3     | 4     | 5     |

- **Expression**—Text was read with feeling and the right tone.
  - Awesome  | Good  | Fair  
  - 1        | 2     | 3     | 4     | 5     |

- **Phrasing**—Text was read in phrases, not word by word or choppy.
  - Awesome  | Good  | Fair  
  - 1        | 2     | 3     | 4     | 5     |

One thing I would suggest is:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________