

EMPOWERING TEACHERS

Fluency Instructional Routine: Read Regular Words

Preparation/Materials: Regular Word List for each student, chart paper, Words-per-Minute Record, timer, pencils.



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Letters and words in print are in "quotation marks"
- Teacher or student slides finger under the underlined letter(s) or word(s)
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**



NOTE: This routine is for students who can read phonetically regular words. Please refer to the Phonics section for students who need assistance with decoding digraphs, blends, and complex vowel spellings.

NOTE: For Teacher Models Task, the Regular Word List can be written on chart paper. For repeated use of the Regular Word List, use clear plastic sleeves or laminate.

TEACHER EXPLAINS TASK

We are going to read regular words accurately and quickly.

TEACHER MODELS TASK

Listen.

Regular words are words that follow usual letter-sound patterns.

Display the Regular Word List on chart paper.

I am going to read this list of regular words accurately and quickly.

I will time myself for one minute using the timer.

If I get stuck on a word, I will cross out that word with my pencil and keep reading. After one minute, I will stop reading.

Start the timer. Read the words aloud from left to right at a steady pace. Misread or segment one or two words and cross them out with the pencil.

One minute is over. I stop reading and circle the last word I read.

Now, I count the words I read accurately until I get to the circle where I stopped. I do not count the words that I crossed out.

Count the words aloud.

I read _____ words accurately in one minute.

Display the Words-per-Minute Record.

Now, I write the number of words I read accurately on the Words-per-Minute Record next to, "First Try".

I read _____ words in one minute.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Distribute Regular Word List and pencil to each student.

We are going to read these words together accurately and quickly.

I will time us for one minute using the timer.

If anyone gets stuck on a word, we will cross out that word with our pencil and keep reading. After one minute, we will stop reading. Ready. Begin.

Start the timer. Read the words aloud from left to right at a steady pace. Confirm that all students are choral reading the words. To support reading in unison, it may be helpful to tap the table or the words on the chart paper while the students read aloud.

Misread or segment one or two words and cross them out with the pencil. Do the same for any student errors. Confirm that students cross out misread words.

After one minute:

Stop.

We read for one minute. Let's circle the last word we read.

Distribute the Words-per-Minute Record.

Now, let's count the words we read accurately until we get to the circle where we stopped. Do not count the words that we crossed out.

Count the words aloud.

How many words did we read accurately?

• _____

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TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Let's write that number on the Words-per-Minute Record next to "First Try".

Write the number of words you read next to, "First Try (together)."

Yes. We read _____ words in one minute.

STUDENTS PRACTICE TASK

Distribute a clean Regular Word List to student(s).

Your turn.

You are going to read these words accurately and quickly.

I will time you for one minute using the timer.

If anyone gets stuck on a word, cross out that word with your pencil and keep reading.

After one minute I will tell you to stop reading.

Ready. Begin.

Start the timer. Tap the table to establish a pace so the students read in unison. Confirm that all students are choral reading the words and that they cross out any misread words.

After one minute:

Stop.

Circle the last word you read. You read for one minute.

Now, count the words everyone read accurately until you get to the circle where you stopped.

Student(s) count words.

How many words did you read accurately?

Write that number on the Words-per-Minute Record next to "Second Try".

Yes. You read _____ words in one minute.

INDEPENDENT PRACTICE

Using a clean Regular Word List, pair students to practice timed readings. Have students complete their own Words-per-Minute Record.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are reading the words accurately. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, increase the amount of time students are given to read the Regular Word List (e.g., 1.5 or 2 minutes).

Adaptations using this instructional routine:

- Practice words individually on flashcards.
- Have students use a stopwatch to time reading the entire list.
- Provide students a word list with more words.
- Provide students a word list with more difficult words.

For further independent student practice, refer to the following FCRR Second and Third Grade Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_2.pdf

- F.008
- F.009
- F.010
- F.011

or cold tell first always made us gave those use fast sit 12

why found best these sing wish over sound take little place me 24

back after thing just name sentence man think say help much line 36

us old same boy came around farm three small set end well 48

must big even such turn different went men need land ask home 60

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Words-per-Minute Record

First Try (teacher) _____ wpm

First Try (together) _____ wpm

Second Try

_____ wpm

Third Try

_____ wpm

Fourth Try

_____ wpm

Fifth Try

_____ wpm

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Name: _____

Words-per-Minute Record

First Try

_____ wpm

Second Try

_____ wpm

Third Try

_____ wpm

Fourth Try

_____ wpm

Fifth Try

_____ wpm

Name: _____

Words-per-Minute Record

First Try

_____ wpm

Second Try

_____ wpm

Third Try

_____ wpm

Fourth Try

_____ wpm

Fifth Try

_____ wpm