



Objective

The student will gain speed and accuracy in reading syllables.

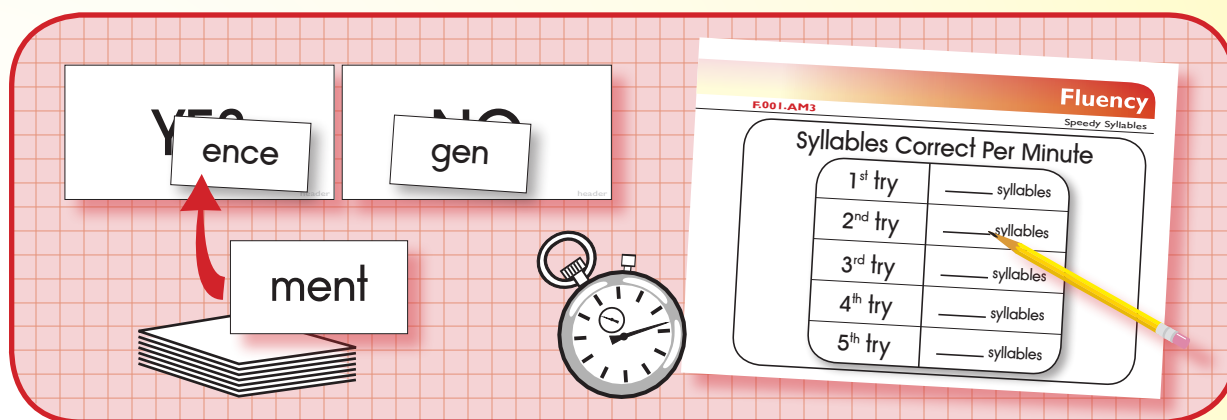
Materials

- ▶ YES and NO header cards (Activity Master F.001.AM1)
Copy on colored construction paper and laminate.
- ▶ Syllable cards (Activity Master F.001.AM2a - Activity Master F.001.AM2j)
These are 100 syllables chosen from the list of 337 syllables found in the 5000 most frequent words. Some syllables have more than one pronunciation (e.g., “char” as in charter and character; “mal” as in formal and malnourished; “cy” as in fancy and cycle). It is suggested that when timing, students say only one sound per syllable. Note: All open syllables are pronounced with a long vowel sound.
- ▶ Syllables correct per minute record (Activity Master F.001.AM3)
- ▶ Timer (e.g., digital)
- ▶ Pencils

Activity

Students quickly read syllables in a timed activity.

1. Place header cards face up and timer on a flat surface. Place the syllable cards face down in a stack. Provide each student with a syllables correct per minute record.
2. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the syllable.
3. If the syllable is read correctly, student one places the card in a pile on the “YES” card. If the syllable is read incorrectly, places it in a pile on the “NO” card.
4. Continue until the timer rings. Count the syllable cards in the “YES” pile and record the number on the syllables correct per minute record. Read syllables in “NO” pile together.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation



Extensions and Adaptations

- ▶ Read common non-word syllables in a timed activity. There are approximately 20 different syllables presented on each sheet (Activity Master F.001.AM4a - F.001.AM4e).
- ▶ Use other syllable cards provided at the end of the Fluency Word Parts subcomponent in the 2-3 Student Center Activities Project found at www.fcrr.org.

YES

header



NO

header



vi

tel

wil

ba

bles

bi

bor

cate

cen

char



Fluency

Speedy Syllables

F.001.AM2b

cial

cir

cle

co

cor

cu

cul

cus

cy

gi

syllable cards



ders

dle

dy

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ered

fac

fect

gen

gle

heav



Fluency

Speedy Syllables

F.001.AM2d

ic

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jo

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lin

syllable cards



lo

lu

fel

mal

meas

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mi

mil

mo

su



Fluency

Speedy Syllables

F.001.AM2f

ni

no

nore

nu

ob

oc

op

ous

har

pi

syllable cards



ples

pos

se

ra

mag

rec

rect

rep

ried

ro



Fluency

Speedy Syllables

F.001.AM2h

sa

ser

sim

sion

sis

sug

ish

sup

sur

ta

syllable cards



tal

te

tem

ti

ner

mar

tor

min

tract

tro



Fluency

Speedy Syllables

F.001.AM2j

tu

tures

um

va

val

var

vel

vid

ting

writ

syllable cards



Syllables Correct Per Minute

1 st try	_____ syllables
2 nd try	_____ syllables
3 rd try	_____ syllables
4 th try	_____ syllables
5 th try	_____ syllables



Syllables Correct Per Minute

1 st try	_____ syllables
2 nd try	_____ syllables
3 rd try	_____ syllables
4 th try	_____ syllables
5 th try	_____ syllables

Fluency

Speedy Syllables

F.001.AM4a

1

ba bi tel bor cate

cen cir cial char cle

co cor cu cul cus (15)

cy gi bles vi wil

vi tel wil ba bi

cul bor cate cen cir (30)

cial char cle co cor

cu cul cus cy gi

wil vi tel gi cy (45)

cus bles cu cor co

cle cir cial char cen

cate bor bles bi ba (60)

common non-word syllables

2

ders	dle	dy	ence	ered	
fac	fect	gen	gle	heav	
ic	ies	pres	jo	ket	(15)
lat	lec	lect	li	lin	
ders	dy	ence	fac	ic	
dle	gen	ered	lin	jo	(30)
gle	heav	ies	pres	ket	
lat	lec	lect	li	fect	
lin	li	lect	lec	lat	(45)
ket	jo	pres	ies	ic	
heav	gle	gen	fect	fac	
ered	ence	dy	dle	ders	(60)

common non-word syllables

Fluency

Speedy Syllables

F.001.AM4c

3

su ous op oc ob

nu nore no ni mo

mil mi ments meas pi (15)

mal fel lu lo har

lo lu fel mal meas

ments mi mil mo su (30)

ni no nore nu ob

oc op ous har pi

har lo lu fel mal (45)

meas nu ments mo mi

mil ni no nore su

ob oc op ous pi (60)

common non-word syllables

4

ta	sur	sup	sug	sis	
sion	sim	ser	se	sa	
ro	ried	rep	rect	rec	(15)
ra	pos	ples	mag	ish	
ples	pos	se	ra	mag	
rec	rect	rep	ried	ro	(30)
sa	ser	sim	sion	sis	
sug	ish	sup	sur	ta	
ish	mag	ples	pos	ra	(45)
rec	rect	re	ried	ro	
sa	se	ser	sim	sion	
sis	sug	sup	sur	ta	(60)

common non-word syllables

Fluency

Speedy Syllables

F.001.AM4e

5

tures	ting	vid	vel	var	
val	va	um	writ	tu	
tro	tract	tor	ti	tem	(15)
te	tal	ner	min	mar	
tal	te	tem	ti	ner	
mar	tor	min	tract	tro	(30)
tu	tures	um	va	val	
var	vel	vid	ting	writ	
mar	min	ner	tal	te	(45)
tem	ti	tract	tract	tro	
tu	tures	um	va	val	
var	vel	vid	ting	writ	(60)

common non-word syllables



Objective

The student will gain speed and accuracy in reading affixes.



Materials

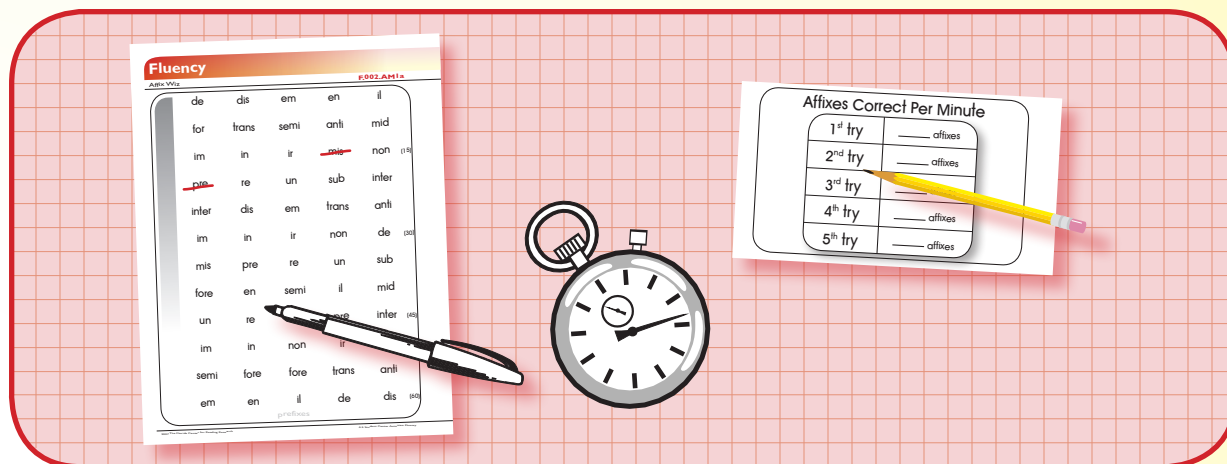
- ▶ Affix practice sheets (Activity Master F.002.AM1a - F.002.AM1b)
These sheets consist of common prefixes and suffixes, which repeat on the page. Select target practice sheet (i.e., prefix, suffix). Make two copies of each sheet and laminate.
- ▶ Affixes correct per minute record (Activity Master F.002.AM2)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils



Activity

Students quickly read affixes on a practice sheet in a timed activity.

1. Place timer on a flat surface. Provide each student with a copy of the target affix practice sheet, Vis-à-Vis® marker, and an affixes correct per minute record.
2. Taking turns, students practice reading the affixes aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any affixes that are read incorrectly. If all the affixes on the sheet are read, go back to the top and reread affixes.
5. Continues until the timer rings. Student one marks the last affix read. Counts the number of affixes read correctly.
6. Student two records the number of affixes read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Peer evaluation



Extensions and Adaptations

- ▶ Use prefixes and suffixes (mixed) practice sheet (Activity Master F.002.AM3).
- ▶ Use affixes and words practice sheets (Activity Master F.002.AM4a - F.002.AM4b).
- ▶ Highlight or circle target affixes in the newspaper or other print media.

Fluency

Affix Wiz

F.002.AM1a

de	dis	em	en	il	
fore	trans	semi	anti	mid	
im	in	ir	mis	non	(15)
pre	re	un	sub	inter	
inter	dis	em	trans	anti	
im	in	ir	non	de	(30)
mis	pre	re	un	sub	
fore	en	semi	il	mid	
un	re	sub	pre	inter	(45)
im	in	non	fore	mis	
semi	fore	ir	trans	anti	
em	en	il	de	dis	(60)

prefixes

able	ation	ed	en	er	
est	ful	ible	ing	ion	
ition	ity	ive	less	ly	(15)
ness	or	es	tion	ment	
ment	ful	ive	en	er	
est	ation	ible	or	ion	(30)
ition	ity	less	ed	ly	
ness	ing	es	tion	able	
or	tion	tion	ness	ment	(45)
ity	ive	ition	ly	less	
ible	ing	est	ful	ion	
able	en	er	ation	ed	(60)

suffixes

Affixes Correct Per Minute

1 st try	_____ affixes
2 nd try	_____ affixes
3 rd try	_____ affixes
4 th try	_____ affixes
5 th try	_____ affixes



Affixes Correct Per Minute

1 st try	_____ affixes
2 nd try	_____ affixes
3 rd try	_____ affixes
4 th try	_____ affixes
5 th try	_____ affixes

ity	ive	ir	mis	ition	
de	ed	en	in	non	
inter	less	im	sub	inter	(15)
pre	re	un	ful	ation	
anti	mid	tion	fore	ive	
dis	less	ly	ation	er	(30)
able	em	en	il	ion	
sub	ition	ness	er	im	
fore	trans	mis	ed	mid	(45)
tion	ment	im	ir	non	
ness	or	es	ment	re	
fore	est	ful	ible	ing	(60)

prefixes and suffixes

Fluency

Affix Wiz

F.002.AM4a

ir-	irregular	irresistible	irresponsible	irrational	
sub-	subdivide	subgroup	subway	substandard	
de-	debrief	decompose	deplane	defrost	
fore-	forearm	foreshadow	foreground	forehand	(20)
mid-	midday	midsize	midweek	midnight	
semi-	semifinal	semiskilled	semidry	semiweekly	
anti-	antigravity	antisocial	anticrime	antibacterial	(35)
inter-	interact	interconnect	interstate	interchange	
non-	nonabrasive	nonfiction	nonliving	nonstop	
em-	emblaze	embody	embolden	emplacement	(50)

prefixes and words

-ation	admiration	consultation	perspiration	expectation	
-en	darken	deepen	quicken	straighten	
-able	replaceable	noticeable	questionable	readable	
-less	sleepless	careless	colorless	thoughtless	(20)
-ment	amazement	development	entertainment	placement	
-ness	kindness	bitterness	weakness	darkness	
-ive	creative	passive	active	directive	(35)
-ity	minority	purity	ability	majority	
-ful	forgetful	successful	wonderful	thoughtful	
-or	governor	conductor	investigator	inventor	(50)

suffixes and words



Root Rap



Objective

The student will gain speed and accuracy in reading roots.



Materials

- ▶ Root cards (Activity Master F.003.AM1a - F.003.AM1b)
- ▶ List of roots (Activity Master F.003.AM2)



Activity

Students quickly identify roots in a timed activity.

1. Place list of roots and root cards face up in rows on a flat surface.
2. Working in pairs, student one picks up the list of roots and student two sits in front of the root cards.
3. Student one reads the first root on the first row of the list of roots while student two points quickly to the root.
4. Student one checks to assure that the correct root is identified. If the root is not identified correctly, student one assists. Student one quickly reads the remaining roots, pausing so that student two may locate and point to the corresponding card.
5. Reverse roles and continue until the roots are identified by each student multiple times.
6. Peer evaluation

“scop”

therm	vis	graph	spec
fer	cred	scop	aud
phon	fle	act	photo



Extensions and Adaptations

- ▶ Read list of roots in a timed activity and record (Activity Master F.003.AM3).
- ▶ Read roots and words in a timed activity (Activity Master F.003.AM4a - F.003.AM4b).
- ▶ Make other root cards (Activity Master F.003.AM5).
- ▶ Use root cards as flash cards. Discuss meanings of the roots.

photo

act

scop

tract

dict

ped

rupt

aud

cred

fer



Fluency

Root Rap

F.003.AM1b

gram

graph

phon

vis

port

script

spec

tele

therm

flect

root cards



gram	graph	phon	vis	port	
ped	cred	fer	rupt	aud	
dict	act	scop	photo	tract	(15)
script	spec	tele	therm	flect	
photo	act	scop	tract	dict	
ped	rupt	vis	port	script	(30)
spec	tele	therm	flect	aud	
gram	phon	cred	fer	graph	
tele	therm	flect	tract	dict	(45)
scop	graph	phon	photo	act	
ped	rupt	cred	fer	aud	
gram	vis	port	script	spec	(60)

list of roots

Roots Correct Per Minute

1 st try	_____ roots
2 nd try	_____ roots
3 rd try	_____ roots
4 th try	_____ roots
5 th try	_____ roots



Roots Correct Per Minute

1 st try	_____ roots
2 nd try	_____ roots
3 rd try	_____ roots
4 th try	_____ roots
5 th try	_____ roots

1

gram	telegram	anagram	diagram	grammar	
graph	phonograph	grapheme	telegraph	graphite	
phon	symphony	phonograph	phonogram	telephone	
vis	vision	invisible	visit	visual	(20)
port	import	transportation	porter	portable	
script	subscription	transcript	prescription	descriptive	
spec	spectacle	inspect	spectator	respect	(35)
tele	telephone	telegraph	telephoto	television	
therm	thermostat	thermal	thermodynamic	endothermic	
flect	reflect	inflection	deflect	genuflect	(50)

roots and words

Fluency

Root Rap

F.003.AM4b

2

photo	photocopy	photograph	photography	photogenic	
act	actor	react	transact	enact	
scop	telescope	microscopic	stethoscope	periscope	
tract	tractor	retractor	traction	subcontract	(20)
dict	prediction	dictionary	verdict	dictator	
ped	pedal	biped	pedestal	peddler	
rupt	disrupt	rupture	corrupt	interrupt	(35)
aud	auditorium	inaudible	audio	audition	
cred	incredible	credit	credential	incredulous	
fer	transfer	confer	refer	ferry	(50)

roots and words

F.003.AM5

Root Rap

blank cards





Word Part Rush

Objective

The student will gain speed and accuracy in reading word parts.

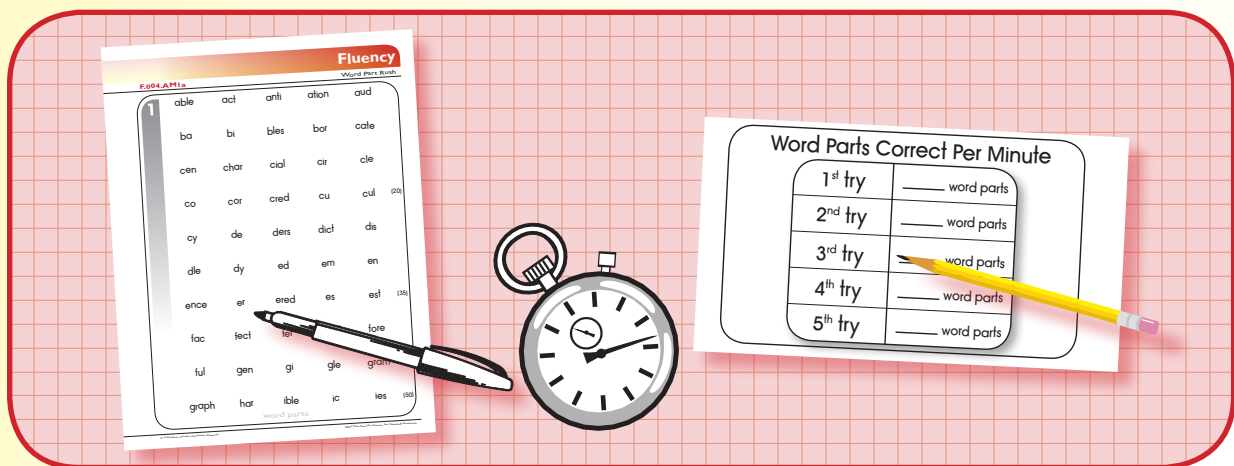
Materials

- ▶ Word part practice sheets (Activity Master F.004.AM1a - F.004.AM1c)
These sheets consist of common syllables, prefixes, suffixes, and roots. They are only featured once on the page. Select target practice sheet (i.e., 1, 2, 3). Make two copies of each sheet and laminate.
- ▶ Word parts correct per minute record (Activity Master F.004.AM2)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

Students quickly read word parts on a practice sheet in a timed activity.

1. Place timer on a flat surface. Provide each student with a word parts practice sheet, Vis-à-Vis® marker, and a word parts correct per minute record.
2. Taking turns, students practice reading the word parts aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any word parts that are read incorrectly. If all the word parts on the sheet are read, go back to the top and reread the word parts.
5. Continues until timer rings. Student one marks the last word part read. Counts the number of word parts read correctly.
6. Student two records the number of word parts read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Peer evaluation



Extensions and Adaptations

- ▶ Take turns with a partner reading line-by-line on a copy of the same practice sheet.
- ▶ Highlight target word parts in the newspaper or other print media.

1

able act anti ation aud

ba bi bles bor cate

cen char cial cir cle

co cor cred cu cul (20)

cy de ders dict dis

dle dy ed em en

ence er ered es est (35)

fac fect fer flect fore

ful gen gi gle gram

graph har ible ic ies (50)

word parts

Fluency

Word Part Rush

F.004.AM1b

2

il im in ing inter

ion ir ish ition ity

ive jo ket lat lec

lect less li lin lo (20)

lu ly mag mal mar

meas ment mi mid mil

min mis mo ness ni (35)

no non nore nu ob

oc op or ous ped

phon photo pi ples port (50)

word parts

3

pos pre ra re rec

rect rep ried ro rupt

sa scop script semi ser

sim sion sis spec sub (20)

sug sup sur ta tal

te tel tele tem therm

ti tion tive tor tract (35)

trans tro tu tures um

un va val var vel

vi vid vis wil writ (50)

word parts

Word Parts Correct Per Minute

1 st try	_____ word parts
2 nd try	_____ word parts
3 rd try	_____ word parts
4 th try	_____ word parts
5 th try	_____ word parts



Word Parts Correct Per Minute

1 st try	_____ word parts
2 nd try	_____ word parts
3 rd try	_____ word parts
4 th try	_____ word parts
5 th try	_____ word parts



Objective

The student will gain speed and accuracy in reading words.



Materials

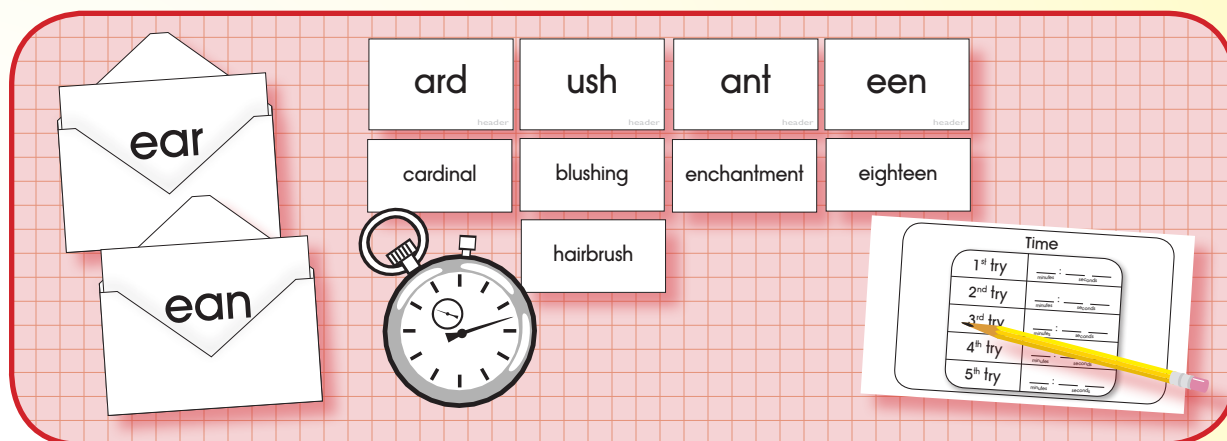
- ▶ Rime header cards (Activity Master F.005.AM1)
Note: Rimes used are ard, ean, ane, ush, one, ear, ant, een.
- ▶ Word cards (Activity Master F.005.AM2a - F.005.AM2d)
Note: There are five words containing each rime.
- ▶ 2 Envelopes
Place four rime header cards with corresponding words in each envelope.
- ▶ Time record (Activity Master F.005.AM3)
- ▶ Timer (e.g., digital)
- ▶ Pencils



Activity

Students sort and read words with the same rimes in a timed activity.

1. Place envelopes containing four rime header cards and corresponding word cards on a flat surface.
2. Taking turns, student one and student two select an envelope.
3. Student one starts the timer and tells student two to “begin.”
4. Student two opens his envelope and places the header cards in a row. Reads each of the word cards orally and places under the corresponding headers.
5. Student one stops the timer when all cards are sorted. Tells student two the time. Student two records time on the recording sheet. Student two reads words aloud by rime to student one who checks for accuracy.
6. Reverse roles and continue until each student is able to sort both sets of cards multiple times.
7. Peer evaluation



Extensions and Adaptations

- ▶ Sort more than one envelope of words in a timed activity.
- ▶ Read rimes in a timed activity (Activity Master F.005.AM4).
- ▶ Read rimes and words in a timed activity (Activity Master F.005.AM5a - F.005.AM5b).
- ▶ Make other word cards to sort (Activity Master F.003.AM5).

Fluency

Quick Sort

F.005.AMI

ard

header

ean

header

ane

header

ush

header

one

header

ear

header

ant

header

een

header

header cards



hardness

bombard

cardinal

garden

cardiology

jellybean

cleanup

meaningful

housecleaning

demeanor



Fluency

Quick Sort

F.005.AM2b

humane

airplane

sugarcane

hurricane

membrane

hairbrush

blushing

mushroom

crushable

crushed

word cards



cyclone

chaperone

headphones

loneliness

postpone

appearance

weary

fearfully

nearsighted

yearbook



Fluency

Quick Sort

F.005.AM2d

grant

planter

enchantment

chanting

slanted

unforseen

teenager

sunscreen

eighteen

canteen

word cards



Time

1 st try	_____ : _____ minutes seconds
2 nd try	_____ : _____ minutes seconds
3 rd try	_____ : _____ minutes seconds
4 th try	_____ : _____ minutes seconds
5 th try	_____ : _____ minutes seconds



Time

1 st try	_____ : _____ minutes seconds
2 nd try	_____ : _____ minutes seconds
3 rd try	_____ : _____ minutes seconds
4 th try	_____ : _____ minutes seconds
5 th try	_____ : _____ minutes seconds

Fluency

Quick Sort

F.005.AM4

ade ane ant ark art
ard oy oon ave ean
ire one een ort ur (15)

ound ist ush ear aught

ade ane ant ark art
ard oy oon ave ean (30)

ire one een ort ush

ear aught ist ound ur

ist ound ush ear aught (45)

ire ave een ort ur

ard oy oon one ean

ade ane ant ark are (60)

rimes

ade

parade

invader

cascade

everglades

crusade

decade

blockade

motorcade

barricade

downgrade

(11)

ist

history

assist

existence

finalist

dentist

bicyclist

consistently

wrist

resist

enlist

(22)

oon

afternoon

balloon

tablespoon

cocoon

moonlight

typhoon

baboon

cartoon

spoonful

raccoon

(33)

ur

currently

hamburger

occurrence

furnish

excursion

sulfur

blurry

murmur

burden

disturbance

(44)

rime and words

Fluency

Quick Sort

F.005.AM5b

ark

ire

ave

oy

market

perspire

bravery

boycott

ballpark

admire

behave

voyage

disembark

requirements

airwave

convoy

benchmark

conspire

concave

destroy

darken

wireless

engrave

enjoyable

parka

empire

forgave

annoy

sparkling

entirely

microwave

loyalty

remarkable

inquire

pavement

royal

skylark

retirement

quaver

soybean

sparkplugs

desire

brainwave

employment

(11)

(22)

(33)

(44)

rime and words



Objective

The student will gain speed and accuracy in reading words.

Materials

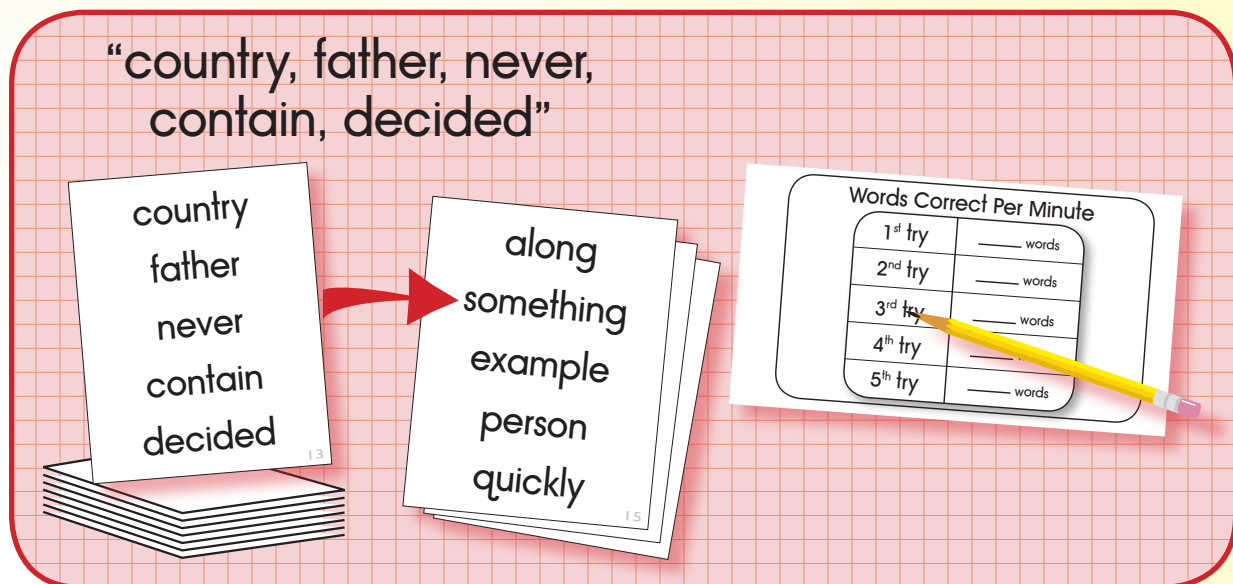
- ▶ High frequency word cards (Activity Master F.006.AM1a - F.006.AM1g)
These are 140 multisyllabic words found in the first 500 high frequency words.
- ▶ Timer (e.g., digital)
- ▶ Words correct per minute record (Activity Master F.006.AM2)
- ▶ Pencils

Activity

Students take turns reading word cards in a timed group activity.

1. Place word cards face down in a stack. Provide each group of students with a timer and one words correct per minute record.
2. Student one sets the timer for one minute, picks up the first word card from the stack, reads it aloud, and places it in the discard pile. If unable to read a word on the card, makes attempts while another student counts to five. If still unable to read it, places it under the stack.
3. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it.
4. Students continue to pick up cards and read the words until the timer rings.
5. Student one counts and records the number of words read in one minute on the group record. Passes group record and timer to the next student.
6. Repeat the activity, attempting to increase speed and accuracy.
7. Peer evaluation

“country, father, never, contain, decided”



1 st try	— words
2 nd try	— words
3 rd try	— words
4 th try	— words
5 th try	— words

Extensions and Adaptations

- ▶ Distribute all cards and take turns reading them in sequence. State number and then read words.
- ▶ Make other high frequency word cards (Activity Master F.006.AM3).
- ▶ Use phrases and sentences.
- ▶ Time how long it takes one student to read all word cards (Activity Master F.005.AM3).

Fluency

Give Me Five

F.006AM1a

other
about
many
circle
include

1

heavy
special
material
into
number

2

people
water
over
order
cannot

3

power
among
object
only
very

4

high frequency word cards



after
sentence
before
government
equation

5

thousands
language
explain
follow
around

6

another
because
different
common
understand

7

behind
system
ago
picture
again

8



Fluency

Give Me Five

F.006.AM1c

away

animal

letter

machine

inside

9

island

scientists

carefully

mother

answer

10

study

America

every

nothing

ocean

11

building

produce

surface

between

below

12

high frequency word cards



country
father
never
contain
decided

13

inches
minutes
became
under
story

14

along
something
example
person
quickly

15

correct
finally
English
begin
always

16



Fluency

Give Me Five

F.006.AM1e

paper
together
important
upon
travel

17

certain
figure
notice
until
children

18

began
river
carry
busy
money

19

slowly
table
numeral
without
second

20

high frequency word cards



later
idea
enough
pattern
against

21

hundred
vowel
morning
become
really

22

almost
above
sometimes
toward
himself

23

several
covered
listen
mountain
being

24



Fluency

Give Me Five

F.006.AM1g

family

body

music

early

remember

25

measure

happened

products

color

question

26

area

problem

complete

however

better

27

during

today

across

usually

easy

28

high frequency word cards



Words Correct Per Minute

1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words



Words Correct Per Minute

1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words

Fluency

Give Me Five

F.006.AM3

blank cards





Objective

The student will gain speed and accuracy in reading words.

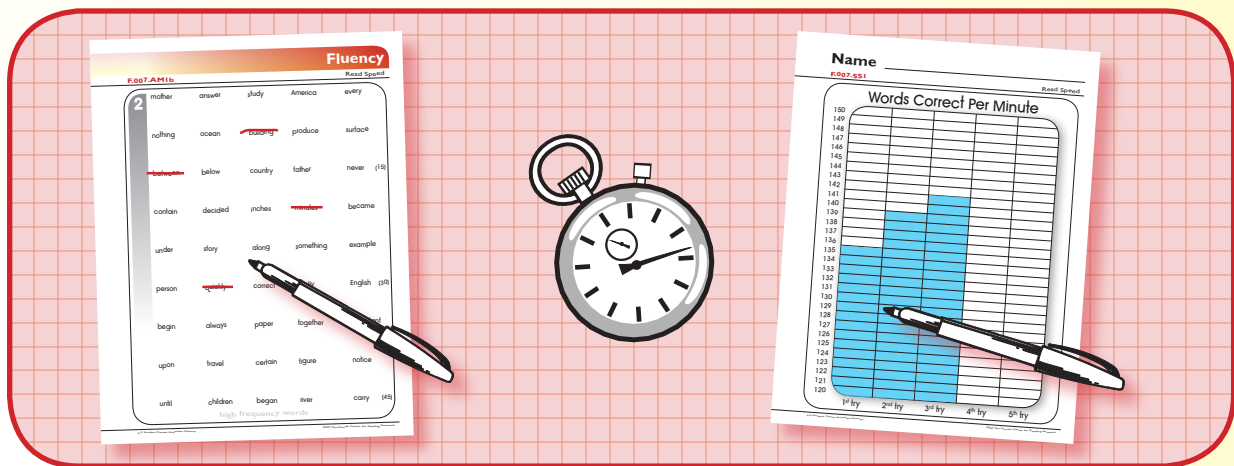
Materials

- ▶ Word practice sheets (Activity Master F.007.AM1a - F.007.AM1c)
These are 135 multisyllabic words found in the first 500 high frequency words. Each sheet consists of 45 different words. Make two copies of each sheet and laminate.
- ▶ Words correct per minute graph (Activity Master F.007.SS1)
- ▶ Timer (e.g., digital)
- ▶ Colored markers
- ▶ Vis-à-Vis® markers

Activity

Students quickly read words on a practice sheet in a timed activity.

1. Place timer on a flat surface. Provide each student with a word practice sheet, Vis-à-Vis® marker, and a words correct per minute graph.
2. Taking turns, students practice reading the words aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his sheet and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all words are read, goes back to the top and continues until timer rings.
5. Student one counts number of words read correctly. Student two records the number of words read correctly on his words correct per minute graph using a colored marker.
6. Repeat the activity at least two more times attempting to increase speed and accuracy.
7. Reverse roles.
8. Peer evaluation



Extensions and Adaptations

- ▶ Use graph with less fluent readers (Activity Master F.007.SS2) and use other graphs with more fluent readers (Activity Masters F.007.SS3 and F.007.SS4).
- ▶ Use graphs to record weekly progress (Activity Masters F.016.SS2 and F.016.SS3).
- ▶ Use blank graph. Indicate words per minute target numbers (Activity Master F.007.SS5).

Fluency

Read Speed

F.007.AM1a

1

many	circle	include	carefully	scientists
heavy	special	material	busy	number
people	water	government	able	cannot (15)
power	among	object	only	very
after	sentence	before	over	equation
thousands	language	explain	follow	around (30)
another	because	different	common	understand
behind	system	order	picture	again
away	animal	letter	machine	inside (45)

high frequency words

2

mother	answer	study	America	every	
nothing	ocean	building	produce	surface	
between	below	country	father	never	(15)
contain	decided	inches	minutes	became	
under	story	along	something	example	
person	quickly	correct	finally	English	(30)
begin	always	paper	together	important	
upon	travel	certain	figure	notice	
until	children	began	river	carry	(45)

high frequency words

Fluency

Read Speed

F.007.AM1c

3

money slowly table numeral without

second later idea enough pattern

against hundred vowel morning Indian (15)

really almost above sometimes toward

himself several covered listen mountain

being family body music early (30)

remember measure happened products color

question area problem complete however

better during today across usually (45)

high frequency words



Quick Words

Objective

The student will gain speed and accuracy in reading words.

Materials

- ▶ Target word cards (Activity Master F.008.AM1).
Write target words on cards. Option: Use target word cards from reading program or content areas.
- ▶ YES and NO header cards (Activity Master F.001.AM1)
- ▶ Words correct per minute graph (Activity Master F.007.SS1)
- ▶ Timer (e.g., digital)
- ▶ Colored markers

Activity

Students quickly read words in a timed activity.

1. Place header cards face up and timer on a flat surface. Place the word cards face down in a stack. Provide each student with a words correct per minute graph.
2. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the word.
3. If the word is read correctly, student one places the card in a pile on the “YES” card. If the word is read incorrectly, places it in a pile on the “NO” card.
4. Continue until the timer rings. Count the word cards in the “YES” pile and record the number on the words correct per minute graph using a colored marker.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation

“marvelous!”

YES

calculate

NO

barometer

marvelous

Extensions and Adaptations

- ▶ Make practice sheets of target words to read in a timed practice (Activity Master F.008.AM2).
- ▶ Use graph with less fluent readers (Activity Master F.007.SS2) and use other graphs with more fluent readers (Activity Masters F.007.SS3 and F.007.SS4).
- ▶ Use blank graph. Indicate words per minute target numbers (Activity Master F.007.SS5).

F.008.AMI

Quick Words

blank cards



