Name:

Working with the

Fluency Workbook

Day One

Part 1: Silent read

ිර Read your passage silently.

	Part 2: First timed read			
	Partner 1		Partner 2	
ð	Set timer to one minute.			
ð	Say "ready, set, go" and start timer.	ව්ල	Start reading out loud at a good pace.	
ð	Tell partner to stop when timer goes off.	<u> </u>	Mark the last word with //	
	Help partner figure out words per minute (WPM).		Record words per minute (WPM) at top of page.	
<u></u>	Listen to partner read to end of passage.	රු	Finish reading passage out loud.	

Now switch roles and repeat!

Part 3: Comprehension and discussion

? Read fluency passage questions.

Write answers.

Share one interesting sentence with your partner.

Record WPM on your fluency chart.

Part 4: Phrase-cued reading Partner 1 Partner 2 Partner 2 Read passage out loud in phrases to your partner.

Now switch roles and repeat!

Working with the Fluency Workbook, continued

Day Two

Part 1: Tricky phrases and words		
Partner 1	Partner 2	
Disten to your partner.	ි Read tricky phrases and words out loud to your partner.	

Now switch roles and repeat!

Both partners complete decoding activity.

Part 2: Last read			
	Partner 1	_	Partner 2
ð	Set timer to one minute.		
ð	Say "ready, set, go" and start timer.	ණ	Start reading out loud at a good pace.
ð	Tell partner to stop when timer goes off.	<u>I</u>	Mark the last word with //
	Help partner figure out words per minute (WPM).		Record words per minute (WPM) at top of page.
	Listen to partner read to end of passage.	ණි	Finish reading passage out loud .

Now switch roles and repeat!

Part 3: Comprehension and discussion

? Read fluency passage questions.

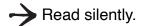
Write detailed answers.

Share and talk over answers with your partner.

Record WPM on your fluency chart.

Day One **Zero Tolerance**

Part 1: Silent read



"Look, I made a gun!" shouted Josh. Second grader Josh was eating breakfast at school. He bit his Pop Tart into the shape of a gun. He pretended to threaten his classmates with his half-eaten Pop Tart. Josh was suspended for two days.

Fifteen-year-old Dontadrian posed for a picture holding up his thumb and two fingers. He says he was showing the number three. He wore number three on his football jersey. His assistant principal said he was making a gang sign. Dontadrian was suspended for five months.

Both boys were suspended because of "zero tolerance" policies. Schools have to give harsh punishments for certain behaviors. Threatening with a gun means suspension or expulsion. Zero tolerance policies are supposed to protect students from school violence. But do they hurt more than they help?

Boys get suspended four times as often as girls do. Boys do misbehave more often. But they also face harsher punishments than girls, even for the same behaviors. There is a racial gap, too. Black students are twice as likely to be suspended as White students. Suspension has harmful outcomes. Students who are suspended are more likely to drop out of school.

Some schools want to cut down the number of suspensions. But can teachers manage students' behavior without suspending some students? One teacher said, "We can't go from zero tolerance to zero discipline."

Sources: "Pop-Tart Gun Suspension Upheld by Maryland Judge," *The Washington Times*, June 17, 2016.

"Amid Evidence Zero Tolerance Doesn't Work, Schools Reverse Themselves," American Public Media, August 25, 2016.



// one minute

Part 2: First timed read

WPM ____

"Look, I made a gun!" shouted Josh. Second grader Josh was eating breakfast	
at school. He bit his Pop Tart into the shape of a gun. He pretended to threaten his	
classmates with his half-eaten Pop Tart. Josh was suspended for two days.	43
Fifteen-year-old Dontadrian posed for a picture holding up his thumb and two	55
fingers. He says he was showing the number three. He wore number three on his	70
football jersey. His assistant principal said he was making a gang sign. Dontadrian	83
was suspended for five months.	88
Both boys were suspended because of "zero tolerance" policies. Schools have to	100
give harsh punishments for certain behaviors. Threatening with a gun means	111
suspension or expulsion. Zero tolerance policies are supposed to protect students	122
from school violence. But do they hurt more than they help?	133
Boys get suspended four times as often as girls do. Boys do misbehave more often.	148
But they also face harsher punishments than girls, even for the same behaviors.	161
There is a racial gap, too. Black students are twice as likely to be suspended as	177
White students. Suspension has harmful outcomes. Students who are suspended	187
are more likely to drop out of school.	195
Some schools want to cut down the number of suspensions. But can teachers	208
manage students' behavior without suspending some students? One teacher said,	218
"We can't go from zero tolerance to zero discipline."	227
Part 3: Comprehension and discussion Why did Josh and Dontadrian get suspended?	

Which students are suspended most often?

Lesson 4

p. 15







No want	
Name:	

Fluency chart

Passage title	First read WPM	Last read WPM
Zero Tolerance		
		WPM

Fluency: How am I doing right now?

Reading fluently includes reading out loud

- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Reflect on what you've learned about fluency and about yourself. Check the boxes below that describe you the best. **You don't have to share these answers with anyone**.

1. My speed when I read is:	4. After I have read, I remember:
□ blazing fast □ just about right □ pretty slow	□ all the important facts□ some important facts□ very few important facts
2. When I read: I say almost all of the words right I say most of the words right I mess up or stutter on words	5. This year in STARI, I want to work on (check as many as you want): reading faster saying the words right when I read making it sound like talking when I read
3. When I read sentences:	□ remembering more after I read
 □ it sounds like me just talking □ it sometimes sounds like talking □ it sounds jerky 	Signed: