


Name:

Working with the  
**Fluency Workbook**

**Day One**

**Part 1: Silent read**

 Read your passage **silently**.








**Part 2: First timed read**



**Partner 1**




**Partner 2**


 Set timer to one minute.	
 Say "ready, set, go" and start timer.	 Start reading <b>out loud</b> at a good pace.
 Tell partner to stop when timer goes off.  Help partner figure out words per minute (WPM).	 Mark the last word with //
 Listen to partner read to end of passage.	 Finish reading passage <b>out loud</b> .


**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**





 Listen to your partner.	 Read passage <b>out loud</b> in phrases to your partner.
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**Now switch roles and repeat!**

Working with the Fluency Workbook, continued

Day Two











Part 1: Tricky phrases and words

 Partner 1	 Partner 2
 Listen to your partner.	 Read tricky phrases and words <b>out loud</b> to your partner.

Now switch roles and repeat!


 Both partners complete decoding activity.

Part 2: Last read


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


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

→ Read silently.

“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.



# Day One Zero Tolerance

// 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 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. 55  
70  
83  
88

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? 100  
111  
122  
133

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. 148  
161  
177  
187  
195

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.” 208  
218  
227

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## Part 3: Comprehension and discussion

Why did Josh and Dontadrian get suspended?

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Which students are suspended most often?

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# Developing fluency



Name: \_\_\_\_\_

## Fluency chart

Level	Passage title	First read WPM	Last read WPM
Practice	Zero Tolerance		

# 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.**

<p>1. My speed when I read is:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> blazing fast</li><li><input type="checkbox"/> just about right</li><li><input type="checkbox"/> pretty slow</li></ul>	<p>4. After I have read, I remember:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> all the important facts</li><li><input type="checkbox"/> some important facts</li><li><input type="checkbox"/> very few important facts</li></ul>
<p>2. When I read:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> I say almost all of the words right</li><li><input type="checkbox"/> I say most of the words right</li><li><input type="checkbox"/> I mess up or stutter on words</li></ul>	<p>5. This year in STARI, I want to work on (<i>check as many as you want</i>):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> reading faster</li><li><input type="checkbox"/> saying the words right when I read</li><li><input type="checkbox"/> making it sound like talking when I read</li><li><input type="checkbox"/> remembering more after I read</li></ul>
<p>3. When I read sentences:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> it sounds like me just talking</li><li><input type="checkbox"/> it sometimes sounds like talking</li><li><input type="checkbox"/> it sounds jerky</li></ul>	<p>Signed: _____</p>