Instructions

The packet below can be used regularly over the course of a school year to help students build fluency. There are enough passages to work on one per week. Teachers can use the protocol outlined below to engage students in short, daily fluency practice. Teachers can also send passages home for additional practice.

This packet is designed to strengthen the components of reading fluency: accuracy, rate, and prosody (expression). Students should understand what they are reading, thus embedded supports, such as student glossaries and 'right there' comprehension questions, are included. However, these passages are not intended for close reading or deep comprehension work. .

We recommend that students who need practice do so by reading one passage at least 3x daily (no more than 15–20 minutes at a time) for a week.

> **Supporting English Language Learners**
> Students don't need to finish an entire passage in one sitting.
> Variations in reading practice can include:
> - Have students perform a choral read.
> - Have students engage in a buddy/partner read.

1. First give students the opportunity to listen to a reading by a fluent reader, while "following along in their heads." It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation!

> Recordings of the text can be used to provide additional opportunities to hear expert reading.

2. Then have students read the passage aloud while monitored for accuracy in decoding words.

> Support students in chunking the text into smaller portions.

3. When reading aloud, students should focus on reading at an appropriate pace, reading words and punctuation accurately, and reading with appropriate expression.

> English Language Learners may find additional vocabulary (not included in the student-friendly glossary) unfamiliar and an impediment to comprehension. Provide student-friendly dictionaries so that students can look up words that may be causing comprehension difficulties.

4. Students need feedback and active monitoring on their fluency progress. One idea is to do a "performance" toward the end of the week where students are expected to read the selection accurately and expressively and be evaluated.

5. Students need to be encouraged. They know they do not read as well as they ought to and want to. It is very good to explain fluency and explain that it is fixable and has nothing at all to do with intelligence!

> Provide opportunities to practice using newly acquired vocabulary in the context of discussion.
> Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.

6. It is good for students to understand what they read. For this reason, comprehension questions and a list of high-value vocabulary words are also included with each passage.

7. Use Juicy Sentences (one juicy sentence will be identified for each passage) to help students dig into sentence structure, word choice, and meaning. Follow the Juicy Sentence Guidance with students the day the new passage is introduced to the class.

For a more detailed explanation of a fluency protocol for small-group intervention for middle school and high school striving readers, click here.

Particularly in the upper grades, or if there are many students who are still learning to read English, some of the passages are too long to read in one 15–20 minute session. In these cases, the passage should be broken up to allow for the repeated reading that will improve reading fluency. This can be done by spending more 15–20 minutes sessions with a single passage before moving on to the next passage, having part of the passage read aloud by the teacher, or pairing students and making each responsible for some portion of the passage. Teachers might even consider turning the fluency practice into a small group performance event for the week, where students divide the passage and organize "rehearsal and practice" sessions in order to perform the passage to the class by the end of the week.
After mastery of one passage, students should move on to the next passage and repeat the process, at a pace generally of one passage per week. The packet has been organized by genre, but we recommend teachers re-order the passages to create variety of reading types and best meet student and classroom needs.

Regular practice of this type will help students rapidly build grade-level fluency!
*Please note: Feel free to alternate between long and short passages, excerpt from longer passages, or break up longer passages into multiple smaller passages

I Am Still The Greatest
By: Muhammad Ali

Vocabulary:

Notes:

- conclusively – to come to a decision
- insidious – harmful
- diminished – lessened
- instilled – to be taught or cause to have
- compromised – weakened or given up
- triumphed – won
- increased – to make greater

I Am Still The Greatest

1   I have always believed in myself, even as a young child
2 growing up in Louisville, Ky. My parents instilled a sense of
3 pride and confidence in me, and taught me and my brother
4 that we could be the best at anything. I must have believed
5 them, because I remember being the neighborhood marble
6 champion and challenging my neighborhood buddies to
7 see who could jump the tallest hedges or run a foot race
8 the length of the block. Of course I knew when I made the
9 challenge that I would win. I never even thought of losing.
10   In high school, I boasted weekly — if not daily — that
11 one day I was going to be the heavyweight champion of the

Notes:

12 world. As part of my boxing training, I would run down
13 Fourth Street in downtown Louisville, darting in and out of
14 local shops, taking just enough time to tell them I was
15 training for the Olympics and I was going to win a gold
16 medal. And when I came back home, I was going to turn
17 pro and become the world heavyweight champion in
18 boxing. I never thought of the possibility of failing — only
19 of the fame and glory I was going to get when I won. I
20 could see it. I could almost feel it. When I proclaimed that I

21 was the "Greatest of All Time," I believed in myself. And I

22 still do.

23   Throughout my entire boxing career, my belief in my

24 abilities triumphed over the skill of an opponent. My will

25 was stronger than their skills. What I didn't know was that

26 my will would be tested even more when I retired.

27   In 1984, I was conclusively diagnosed with Parkinson's

28 disease. Since that diagnosis, my symptoms have increased

29 and my ability to speak in audible tones has diminished. If

30 there was anything that would strike at the core of my

31 confidence in myself, it would be this insidious disease. But

32 my confidence and will to continue to live life as I choose

33 won't be compromised.

34   Early in 1996, I was asked to light the caldron at the

35 Summer Olympic Games in Atlanta. Of course my

36 immediate answer was yes. I never even thought of having

Notes:

37 Parkinson's or what physical challenges that would present

38 for me.

39   When the moment came for me to walk out on the

40 140-foot-high scaffolding and take the torch from Janet

41 Evans, I realized I had the eyes of the world on me. I also

42 realized that as I held the Olympic torch high above my

43 head, my tremors had taken over. Just at that moment, I

44 heard a rumble in the stadium that became a pounding

45 roar and then turned into a deafening applause. I was

46 reminded of my 1960 Olympic experience in Rome, when I

47 won the gold medal. <u>Those 36 years between Rome and</u>

48 <u>Atlanta flashed before me, and I realized that I had come</u>

49 <u>full circle.</u>[1]

50   Nothing in life has defeated me. I am still the

51 "Greatest." This I believe.

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[1] <u>Underlined text</u> = juicy sentence

I Am Still The Greatest
By: Muhammad Ali

Checking for Understanding

1. Give three examples from the text which support Muhammad Ali's statement that, "I have always believed in myself."

2. How was Muhammad Ali's will tested after he retired?

Saying Thanks To My Ghosts
By: Amy Tan

Vocabulary: **Notes:**

- plentifully – a large amount
- opium – illegal drug
- stemmed – came from
- absolute– pure or perfect
- hologram – 3D image

Saying Thanks To My Ghosts

1   I didn't used to believe in ghosts, but I was trained to
2   talk to them. My mother reminded me many times that I
3   had the gift. It all stemmed from a lie I told when I was 4.
4   The way my mother remembered it, I refused to get ready
5   for bed one night, claiming there was a ghost in the
6   bathroom. She delighted to learn I was a spirit medium.
7   Thereafter, she questioned anything unusual — a
8   sudden gust of wind, a vase that fell and shattered. She
9   would ask me, "She here?" She meant my grandmother.
10   When I was a child, my mother told me that my
11   grandmother died in great agony after she accidentally ate
12   too much opium. My mother was 9 years old when she
13   watched this happen.

Notes:

14   When I was 14, my older brother was stricken with a
15   brain tumor. My mother begged me to ask my grandmother
16   to save him. When he died, she asked me to talk to him as
17   well. "I don't know how," I protested. When my father died
18   of a brain tumor six months after my brother, she made me
19   use a Ouija board. She wanted to know if they still loved
20   her. I spelled out the answer I knew she wanted to hear:
21   Yes. Always.
22   When I became a fiction writer in my 30s, I wrote a story
23   about a woman who killed herself eating too much opium.

24 After my mother read a draft of that story, she had tears in
25 her eyes. Now she had proof: My grandmother had talked
26 to me and told me her true story. How else could I have
27 known my grandmother had not died by accident but with
28 the fury of suicide? She asked me, "She here now?" I
29 answered honestly, "I don't know."
30   Over the years, I have included other details in my
31 writing I could not possibly have known on my own: a
32 place, a character, a song. I have come to feel differently
33 about my ghostwriters. <u>Sometimes their clues have come</u>
34 <u>so plentifully, they've made me laugh like a child who can't</u>
35 <u>open birthday presents fast enough.</u>[2] I must say thanks, not
36 to blind luck but to my ghosts.

Notes:

37   Ten years ago, I clearly saw a ghost, and she talked to
38 me. It was my mother. She had died just 24 hours before.
39 Her face was 10 times larger than life, in the form of a
40 moving, pulsing hologram of sparkling lights. My mother
41 was laughing at my surprise. She drew closer, and when
42 she reached me, I felt as if I had been physically punched in
43 the chest. It took my breath away and filled me with
44 something absolute: love, but also joy and peace — and
45 with that, understanding that love and joy and peace are all
46 the same thing. Joy comes from love. Peace comes from
47 love. "Now you know," my mother said.
48   I believe in ghosts. Whenever I want, they will always
49 be there: my mother, my grandmother, my ghosts.

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[2] <u>Underlined text</u> = juicy sentence

Saying Thanks To My Ghosts
By: Amy Tan

Checking for Understanding

1. How does Amy Tan's belief about ghosts change throughout this story?

2. Who does Amy Tan thank for her writing success?

The Learning Curve of Gratitude ([Audio Recording](#))
By: Mary Chapin Carpenter

Vocabulary: **Notes:**

- breathlessness – not being able to catch your breath
- embolism – dangerous clot in an artery
- pulmonary – relating to the lungs
- litany – a long list

The Learning Curve of Gratitude

1   I believe in what I learned at the grocery store

2   Eight weeks ago, I was released from the hospital after

3   suffering a pulmonary embolism. I had just finished a tour

4   and a week after returning home, severe chest pain and

5   terrible breathlessness landed me in the ER. A scan

6   revealed blood clots in my lungs.

7   Everyone told me how lucky I was. A pulmonary

8   embolism can take your life in an instant. I was familiar

9   enough with the medical term, but not familiar with the

10   pain, the fear and the depression that followed.

11   Everything I had been looking forward to came to a

12   screeching halt. I had to cancel my upcoming tour. I had to

13   let my musicians and crewmembers go. The record

14   company, the booking agency: I felt that I had let everyone

15   down.

Notes:

16   But there was nothing to do but get out of the hospital,

17   go home and get well.

18   I tried hard to see my unexpected time off as a gift, but

19   I would open a novel and couldn't concentrate. I would turn

20   on the radio, then shut if off. Familiar clouds gathered

21   above my head, and I couldn't make them go away with a

22   pill or a movie or a walk. This unexpected time was

23   becoming a curse, filling me with anxiety, fear and self-

24   loathing — all of the ingredients of the darkness that is

25   depression.

26   Sometimes, it's the smile of a stranger that helps.

27 Sometimes it's a phone call from a long absent friend,

28 checking on you. I found my lifeline at the grocery store.

29   One morning, the young man who rang up my groceries

30 and asked me if I wanted paper or plastic also told me to

31 enjoy the rest of my day. I looked at him and I knew he

32 meant it. It stopped me in my tracks. I went out and I sat in

33 my car and cried.

34   What I want more than ever is to appreciate that I have

35 this day, and tomorrow and hopefully days beyond that. I

36 am experiencing the learning curve of gratitude.

37   I don't want to say "have a nice day" like a robot. I don't

38 want to get mad at the elderly driver in front of me.

39 I don't want to go crazy when my Internet access is

40 messed up. I don't want to be jealous of someone else's

Notes:

41 success. <u>You could say that this litany of sins indicates that</u>

42 <u>I don't want to be human.</u>[3] The learning curve of gratitude,

43 however, is showing me exactly how human I am.

44   I don't know if my doctors will ever be able to give me

45 the precise reason why I had a life-threatening illness. I do

46 know that the young man in the grocery store reminded me

47 that every day is all there is, and that is my belief.

48   Tonight I will cook dinner, tell my husband how much I

49 love him, curl up with the dogs, watch the sun go down

50 over the mountains and climb into bed. I will think about

51 how uncomplicated it all is. I will wonder at how it took me

52 my entire life to appreciate just one day.

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3 <u>Underlined text</u> = juicy sentence

The Learning Curve of Gratitude
By: Mary Chapin Carpenter


Checking for Understanding

1. How did Mary Chapin Carpenter's life change after her pulmonary embolism?

2. What is the Author's Viewpoint? Please make sure to use 4-6 examples from the text to support your answer.

3. What did Mary Chapin Carpenter mean when she said, "I found my lifeline at the grocery store"? Use evidence from the text to support your answer.

Tonya and Chrissy are trying to understand the following story problem for $1 \div \frac{2}{3}$:

One serving of rice is $\frac{2}{3}$ of a cup. I ate 1 cup of rice. How many servings of rice did I eat?

To solve the problem, Tonya and Chrissy draw a diagram divided into three equal pieces, and shade two of those pieces.
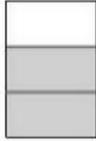
Tonya says, "There is one $\frac{2}{3}$-cup serving of rice in 1 cup, and there is $\frac{1}{3}$ cup of rice left over, so the answer should be $1\frac{1}{3}$."

Chrissy says, "I heard someone say that the answer is $\frac{3}{2} = 1\frac{1}{2}$. Which answer is right?"

Is the answer $1\frac{1}{3}$ or $1\frac{1}{2}$? Explain your reasoning using the diagram.

Task

Lin rode a bike 20 miles in 150 minutes. If she rode at a constant speed,

a. How far did she ride in 15 minutes?

b. How long did it take her to ride 6 miles?

c. How fast did she ride in miles per hour?

d. What was her pace in minutes per mile?

Task

Ty took the escalator to the second floor. The escalator is 12 meters long, and he rode the escalator for 30 seconds. Which statements are true? Select all that apply.

a. He traveled 2 meters every 5 seconds.

b. Every 10 seconds he traveled 4 meters.

c. He traveled 2.5 meters per second.

d. He traveled 0.4 meters per second.

e. Every 25 seconds, he traveled 7 meters.

The students in Ms. Baca's art class were mixing yellow and blue paint. She told them that two mixtures will be the same shade of green if the blue and yellow paint are in the same ratio.

The table below shows the different mixtures of paint that the students made.

Amount of Yellow Paint (cups)	0.5	1	1.5	2	3
Amount of Blue Paint (cups)	0.75	2	3	3	4.5

a. How many different shades of paint did the students make? [▼]

b. Which mixture(s) make the same shade as mixture A? [▼]

c. How many cups of yellow paint would a student add to one cup of blue paint to make a mixture that is the same shade as mixture A? [▼]

d. Let b represent the number of cups of blue paint and y represent the number of cups of yellow paint in a paint mixture. Write an equation that shows the relationship between the number of cups of yellow paint, y, and the number of cups of blue paint, b, in mixture E. [▼]

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Sarah learned that in order to change a fraction to a decimal, she can use the standard division algorithm and divide the numerator by the denominator. She noticed that for some fractions, like $\frac{1}{4}$ and $\frac{1}{100}$ the algorithm terminates at the hundredths place. For other fractions, like $\frac{1}{3}$ and $\frac{1}{6}$, the decimal does not terminate. Sarah wonders which fractions have terminating decimals.
Sarah wonders which fractions have terminating decimals and how she can tell how many decimal places they have.

a. Convert each of the following fractions to decimals to help Sarah look for patterns with her decimal conversions:

$$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{10}, \frac{1}{11}, \frac{1}{12}, \frac{1}{15}.$$

b. Which fractions on the list have terminating decimals (decimals that eventually end in 0's)? What do the denominators have in common?

c. Which fractions on the list have repeating decimals? What do the denominators have in common?

d. Which fractions $\frac{p}{q}$ (in reduced form) do you think have terminating decimal representations? Which do you think have repeating decimal representations?

Task

Joshua's mail truck travels 14 miles every day he works, and is not used at all on days he does not work. At the end of his 100th day of work the mail truck shows a mileage of 76,762.

a. Fill in the blanks to express the mileage y as a linear function of the number of days x that Joshua has worked:

$$y = [\text{blank } 1]x + [\text{blank } 2].$$

b. What are the units of the number [the number the student typed into in blank 1] that appears in your equation? [▼]

c. What are the units of the number [the number the student typed into in blank 2] that appears in your equation? [▼]

d. Which of the following is a correct interpretation of the number [the number the student typed into in blank 1] that appears in your equation? (Select all that apply.)

i. The mileage at the end of Joshua's first day of work.

ii. The number of miles Joshua drives the truck each day he works.

iii. The mileage at the beginning of Joshua's first day of work.

iv. The number of days Joshua works for each mile he drives.

v. The number of miles Joshua drives at work over 100 days.

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Task

The figure below shows two lines. One is described by the equation $4x - y = c$ and the other by equation $y = 2x + d$, for some constants c and d. They intersect at the point (p, q).
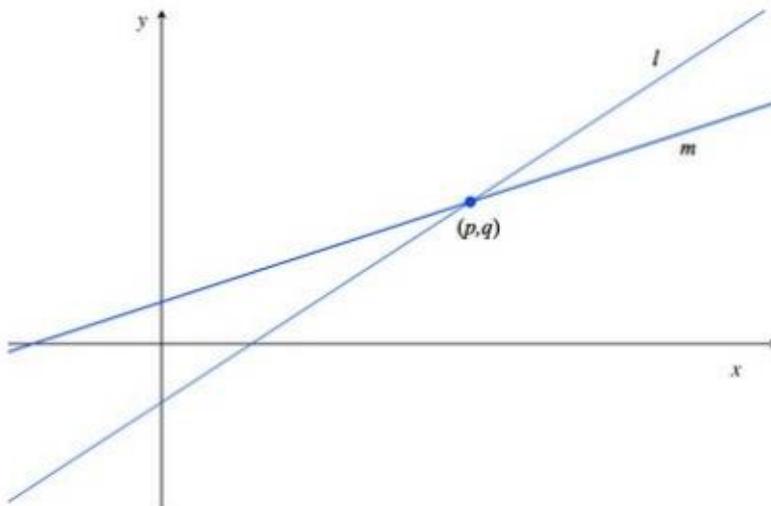
a. How can you interpret c and d in terms of the graphs of the equations above?

b. Imagine you place the tip of your pencil at point (p, q) and trace line l out to the point with x-coordinate $p + 2$. Imagine I do the same on line m. How much greater would the y-coordinate of [...] ending point be than [...]ine?