Parade Beat

Read with pauses and expression to show what the story means.

RF.3.4.b "Read a variety of grade-appropriate text with fluency in order to support comprehension."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the story aloud twice. Underline words that show how Nia feels, and circle punctuation that helps you pause or change your voice.

The Missing Beat

1. On the morning of the school parade, Nia carried a little red drum to the playground. She had practiced the steady beat for a week. Tap, tap, tap. Then a gust of wind sent her music sheet skidding under a bench. Nia stopped playing. The other children marched on, and their footsteps sounded farther away. She stared at the bench and whispered, "Oh no."

2. Pablo heard the drum fall silent. "Where did the beat go?" he asked. Nia pointed under the bench. Pablo bent down, but the sheet lay beyond his fingers. The marching line was turning the corner. "Hurry!" Nia called. Pablo grabbed a long twig and gently pulled the sheet toward them. It slid into the sunlight, clean and flat.

3. Nia picked up the sheet. Her hands shook, so she took one slow breath before lifting her drumsticks. Tap, tap, tap! The children heard her and stepped to the beat again. At the end of the parade, Pablo grinned. "You found our rhythm!" he said. Nia laughed. This time her drum sounded louder, and the whole line marched together to the last, bright beat.

2 ANSWER WITH EVIDENCE

Use the passage

1. How would you read Nia's words "Oh no." aloud? What in the story helps you decide?

2. How would you read "Hurry!" to show what is happening? Why?

3. How does the way you read "Tap, tap, tap!" change from the first "Tap, tap, tap."? What has changed in the story?

4. Where would you pause in "Her hands shook, so she took one slow breath"? How does that pause help show what Nia is doing?

3 YOUR TURN

Your own words

Choose a sentence from the story that is not quoted in the questions. Copy it, then write two sentences telling how you would read it aloud and what that helps a listener understand.

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PART 1 · READ AND MARK

Read the story aloud twice. Underline words that show how Nia feels, and circle punctuation that helps you pause or change your voice. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How would you read Nia's words "Oh no." aloud? What in the story helps you decide?	**Read them softly and with worry. The story says Nia whispered after her music sheet blew under the bench.**
2	How would you read "Hurry!" to show what is happening? Why?	**Read it loudly and quickly. The exclamation point and the marching line turning the corner show that Nia needs Pablo to act fast.**
3	How does the way you read "Tap, tap, tap!" change from the first "Tap, tap, tap."? What has changed in the story?	**Read the first beat steadily and the later beat with more energy. Nia has her music sheet back, and the children are marching to her beat again.**
4	Where would you pause in "Her hands shook, so she took one slow breath"? How does that pause help show what Nia is doing?	**Pause at the comma after "shook." The pause helps a listener hear Nia stop and take a breath before playing.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Nia laughed. I would read this sentence in a bright, lively voice. That voice helps a listener understand that Nia feels happy after the parade.

Accept reading choices that fit the words, punctuation, and events in the story. For Your Turn, check that the student copies a different sentence and explains how the reading choice supports its meaning.