

Read It Smoothly

Repeated oral reading of short sentences with a quick meaning check.

1RF4.a "Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 READ SMOOTHLY

- a Pam has a map.
- b Can Tim hop?
- c A bug can run.

2 READ WITH VOICE

- a The fox naps.
- b Is it hot?

HOW TO RUN THIS PAGE

Have students read each sentence aloud three times, first together and then individually as you listen. Look for accurate words, a steady pace, and a voice that matches a telling sentence or an asking sentence.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • READ SMOOTHLY

SAY “Put your finger under each word. Read each sentence aloud three times. Read carefully first, then read smoothly and let your voice match the ending mark.”

ROW	SAY	STUDENTS CIRCLE
a	After you read the sentence, which word names who the sentence is about? Circle it.	Pam
b	After you read the sentence, which word tells the action? Circle it.	hop?
c	After you read the sentence, which word names the animal? Circle it.	bug

PART 2 • READ WITH VOICE

SAY “Read each sentence aloud three times. Make your voice go up at the end when the sentence asks something, and make your voice sound finished when the sentence tells something.”

ROW	SAY	STUDENTS CIRCLE
a	After you read the sentence, which word names the animal? Circle it.	fox
b	After you read the sentence, which word tells how the weather feels? Circle it.	hot?

WHAT TO ACCEPT

Accept: Pam, hop?, bug, fox, hot?. As students reread, listen for correct words, smoother pacing on later readings, and a rising voice for the questions.