

Read It Right

Make pace, pauses and emphasis serve the meaning.

7.3 "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read both source texts silently. Mark word groups with slashes and underline words worth emphasizing. You will read each whole text aloud for its stated purpose.

Fictional exhibition texts: a scene and a procedure

- ① Text A - let listeners experience a change in feeling. Riya stopped at the exhibition table with a stack of labels in her hand. Yesterday she had pictured visitors leaning toward each object, asking questions and following the story of the school's first year. Now the labels seemed to be a wall of tiny words. The doors would open in twenty minutes. Across the room, Tomas placed one short question beside an old photograph: What has changed? Riya read it, looked again at her longest label, and crossed out its opening sentence. She kept the date, explained one unfamiliar word and added a question of her own. When Tomas paused to answer it, she reached for the next label. There was still work to do, but she no longer felt trapped by the stack.
- ② Text B - help a new volunteer follow the procedure accurately. Before placing an exhibition label, compare the object number on the label with the number on the display list. If the numbers differ, leave the label in the review tray and ask the coordinator to check it. Do not guess from the object's appearance. If the numbers match, place the label beside the object without covering any part of the display. Stand where a visitor would stand and read the label aloud at a comfortable distance. If a word is unclear or the type is hard to read, note the problem on the checklist. Return the completed checklist to the coordinator before welcoming visitors.

- ③ Work with a partner, one worksheet each. For Text A, help a listener follow Riya's worry and growing confidence. For Text B, make the order, conditions and cautions easy to follow. Read every word accurately; a faster reading is not automatically better. Choose purposeful pace, pauses, emphasis and expression. After each complete reading, the listener checks understanding and identifies one helpful choice and one possible improvement. Reread a complete sentence or passage to act on feedback. Switch roles so every learner reads both texts and revises both readings.

2 ANSWER WITH EVIDENCE Use the passage

- ① What changes for Riya in Text A, and what two details reveal the change?

- ② In Text B, what must happen before a label can be placed? Why should that condition be clear to a listener?

- ③ After both readings, compare one fluency choice you made for each purpose. What did the listener understand because of each choice?

3 YOUR TURN

Your own words

Complete the reading cycle below. Your goal is accurate, understandable reading that changes with its purpose.

1. Prepare with meaning

Record Text A's emotional change and Text B's main condition. Choose a pace, a pause location and an emphasized word for each text. Write why each choice supports the stated purpose; mark those choices on the source texts.

2. Read the scene and adjust

Each partner reads all of Text A. The listener explains how Riya feels at the start and end, then identifies one effective oral choice and one improvement. Record the feedback and reread at least two complete sentences to act on it. Switch roles.

3. Read the procedure and adjust

Each partner reads all of Text B. The listener retells the number-check condition and what to do next.

Record one effective choice and one improvement, then reread the relevant complete sentences to clarify meaning. Switch roles and answer Question 3.

PART 1 • READ AND MARK

Read both source texts silently. Mark word groups with slashes and underline words worth emphasizing. You will read each whole text aloud for its stated purpose. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What changes for Riya in Text A, and what two details reveal the change?	She moves from feeling trapped by long labels to seeing a way to revise them. She crosses out an opening sentence, clarifies a word and adds a question; when Tomas responds, she reaches for the next label. Accept two specific supporting details.
2	In Text B, what must happen before a label can be placed? Why should that condition be clear to a listener?	The label's object number must match the display list. A mismatch goes to the review tray/coordinator. Clear emphasis and pauses help a new volunteer avoid placing the wrong label.
3	After both readings, compare one fluency choice you made for each purpose. What did the listener understand because of each choice?	Accept actual choices tied to meaning: a pause or changing expression to show Riya's shift, and measured pace or emphasis on if/compare/before to clarify the procedure. Require listener evidence, not only a claim of reading faster.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative scene choices: Begin with a measured, concerned tone around the wall of tiny words. Pause after There was still work to do, then let the final clause sound more hopeful. Explain the shift through the actual events rather than adding words.

Illustrative procedure choices: Slow slightly at compare the object number and emphasize If the numbers differ. Pause before the instruction Do not guess. Keep the matching-number branch distinct from the mismatch branch. The listener should understand that a label is placed only after the numbers match.

Illustrative feedback cycle: The listener heard the caution but missed where a mismatched label goes. The reader pauses after the condition and rereads the full sentence with review tray clearly emphasized. The listener can now retell that step. Actual student records will differ.

Use the complete supplied texts, not isolated starter phrases. Assess accurate word reading, phrasing, purposeful pace/emphasis/expression and demonstrated comprehension after each reading. Invite the reader to clarify unfamiliar words before performance; do not treat speed alone as fluency. A listener may suggest retaining an effective choice, but each learner still deliberately rereads to check or improve meaning. The narratives and exhibition procedure are fictional classroom materials, not instructions for a real institution. Accept different oral interpretations when supported by text and listener understanding.