Read With Feeling

Follow printed sentences and read with pauses and expression.

1.F.F.1.c "Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding."

NAME _____ DATE _____

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

1 PAUSE SPOTS

Sentence a

Yes, I can help.

Sentence b

At the pond, ducks swim.

Sentence c

When school ends, we walk home.

a	Yes	I	can	help
b	At	pond	ducks	swim
c	school	we	ends	home

2 VOICE CHANGES

Sentence a	Sentence b	Sentence c
Can we play now?	The bus is here.	Look, snow!

a	**Can**	**we**	**play**	**now**
b	**The**	**here**	**bus**	**is**
c	**Look**	**cold**	**snow**	**fall**

ANSWER KEY

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HOW TO RUN THIS PAGE

Read directions aloud. Model each printed sentence while learners track its words. Hear their echo-reading and rereading from print; check words, phrasing and expression fitting the meaning. Give feedback and support a retry.

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

PART 1 · PAUSE SPOTS

SAY "Track printed sentence a, b or c as I model it. Read and reread from print with fitting expression, then answer its row question."

ROW	SAY	STUDENTS CIRCLE
a	Model printed sentence a. Which word came before my comma pause?	**Yes**
b	Model printed sentence b. Which word came before my comma pause?	**pond**
c	Model printed sentence c. Which word came before my comma pause?	**ends**

PART 2 · VOICE CHANGES

SAY "Track printed sentence a, b or c as I model it. Read and reread from print with fitting expression, then answer its row question."

ROW	SAY	STUDENTS CIRCLE
a	Model printed sentence a. I raise my voice on the final word. Which word?	**now**
b	Model printed sentence b. I lower my voice on the final word. Which word?	**here**
c	Model printed sentence c. I make the final word excited. Which word?	**snow**

WHAT TO ACCEPT

Pause answers: Yes, pond, ends. Voice answers: now, here, snow. Observe actual connected-print reading, accurate words, phrasing and expression. Row answers describe the teacher model; other appropriate natural learner intonation is acceptable. Circles alone do not demonstrate prosody.