Read It Again

Two short readings with attention to accuracy and expression.

K.RF.4.b "Read grade-appropriate texts orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings."

NAME _____ DATE _____

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

1 SAY IT

a | I | can | go.

b | We | see | it.

2 TRACE AND READ

I sit.

We run.

Read It Again

HOW TO RUN THIS PAGE

Have each student read the printed words aloud before you say any of them. Listen to both readings for accurate words, a comfortable pace, and expression. Record any help you give separately in your notes.

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

PART 1 · SAY IT

SAY "Read the words across each row aloud two times. Listen to my question before your second reading."

ROW	SAY	STUDENTS CIRCLE
a	On your second reading, make the word that tells who sound strong. Which word did you make strong? Circle it.	**I**
b	On your second reading, make the word that tells what we do sound strong. Which word did you make strong? Circle it.	**see**

PART 2 · TRACE AND READ

SAY "Trace the gray words in each box. Read each sentence aloud from the page two times. On your second reading, make it sound like you are telling someone what happens."

- Box 1: **Traces "I sit." and reads it aloud twice.**
- Box 2: **Traces "We run." and reads it aloud twice.**

WHAT TO ACCEPT

The circled words are "I" and "see." Listen for accurate words on both readings, a comfortable pace, and the requested emphasis or natural statement voice.