

Read It Right

Match your voice to the reason for reading.

GRADE 7 • TEKS 7.3

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 _____

OUR GROUND RULES Read together first

1 Read the passage silently before reading aloud.

2 Speak one at a time and listen for each reader's choices.

3 Use a move card only when you say its starter and act on it.

4 Keep the passage words exact when you read them.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card and read its passage silently.
2. Each player takes one Role card. Copy the Move cards as needed, then deal 4 cards to each player.
3. Decide the reading purpose and audience named on the Topic card.
4. Take turns reading parts aloud and using your card starters. Put each used card in the middle.
5. When every dealt card is in the middle, complete the reflection.

AFTER THE ROUND Check what you did

- ☐ I read exact words from the passage aloud.
- ☐ I changed my pace, pauses, or emphasis to fit the purpose.
- ☐ I used clues in the passage to choose how to sound.
- ☐ I listened and changed a rereading after feedback.



TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Storm Shelter Notice Passage: "At 2:15 p.m., a storm watch became a warning for our area. Teachers should bring classes to the interior hallways on the first floor. Move away from windows, and sit quietly against the wall. Take attendance when everyone is seated. Wait for an all-clear message before returning to class." How should your group read this school announcement aloud for students who need to act safely?	Bus Stop Scene Passage: "Rain hammered the roof of the bus shelter. Maya checked the empty street again, then tightened her grip on the poster tube. The competition started in twenty minutes. At last, headlights curved around the corner. Maya laughed, lifted the tube over her head, and ran toward the opening doors." How should your group read this scene aloud so listeners understand Maya's changing feelings?	Compost Explanation Passage: "Compost forms when tiny organisms break down dead leaves, food scraps, and other natural materials. Air and moisture help these organisms do their work. A compost pile should feel damp, like a squeezed-out sponge, not soggy. Over time, the pile becomes dark, crumbly material that can improve garden soil." How should your group read this explanation aloud to a fifth-grade garden visitor?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Purpose Pilot Watch for reading choices that match the purpose and audience.	Pace Keeper Listen for a pace that helps listeners follow the meaning.	Phrase Finder Notice pauses, word groups, and words that need emphasis.	Listener Coach Give one specific suggestion after each reader finishes.

MOVE CARDS · deal 4 to each player

MOVE CARD PURPOSE PLAN "Our purpose is ____, so I will read with ____."	MOVE CARD PURPOSE PLAN "Our purpose is ____, so I will read with ____."	MOVE CARD PACE CHOICE "I will read ____ more slowly or quickly because ____."	MOVE CARD PACE CHOICE "I will read ____ more slowly or quickly because ____."
MOVE CARD PAUSE POINT "I will pause after ____ so listeners can ____."	MOVE CARD KEY STRESS "I will stress ____ because ____."	MOVE CARD REREAD SHIFT "I want to reread ____ with a ____ tone because ____."	MOVE CARD LISTENER COACH "I heard ____, and I suggest ____."

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

For each round, choose one Topic card and provide enough copied Move cards for four per player. Students should use cards only after making the stated fluency choice and reading or rereading passage words aloud. If participation is uneven, pause the round after each player has played one card, then continue in turn order.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	Our purpose is to give safe directions, so I will read with a clear, steady pace: "Teachers should bring classes to the interior hallways on the first floor."
Malik	I will read "Move away from windows" more slowly because it is an important safety direction.
Sofia	I will pause after "the wall" so listeners can picture where to sit.
Ava	I will stress "all-clear" because students need to know when they may return to class.
Malik	I heard Ava stress "all-clear," and I suggest a pause after "message" too.

LISTEN FOR

- Purpose named before oral reading
- Pace changes that fit urgency, mood, or explanation
- Meaningful pauses and emphasis tied to exact passage words
- Rereading revised after a listener's specific feedback

There are no right answers to the topic cards. Score the moves students make, not their opinions.