



The Lessons—A Comprehensive Approach

This product combines two research-based approaches to teaching reading—**instant words** and **phrasing** (combining words into meaningful units). Together, these are a powerful tool for building fluency.

Many teachers of reading are familiar with Fry's Instant Words. These are words listed in order of frequency encountered in typical written material. The first 25 words make up about one-third of all printed material; the first 100, about half. Words 1–3000 listed have been roughly divided into six leveled lists in Dr. Fry's Spelling Book*. Below is the breakdown by level:

Level 1: Instant Words 1–100	Level 4: Instant Words 1326–2025
Level 2: Instant Words 101–625	Level 5: Instant Words 2026–2725
Level 3: Instant Words 626–1325	Level 6: Instant Words 2726–3000

*Dr. Fry's Spelling Book Levels 1–6: Words Most Needed Plus Phonics by Edward Fry, Ph.D.
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The lessons in this book are based on Fry's Instant Words. Each lesson focuses on words from that level. At this level, Fry's Instant Words 101–625 are introduced sequentially, divided into 20 lessons. The words presented in each lesson are used in the context of an original story or passage, which students read repeatedly. Whenever possible, words from previous lessons are used in the stories. The lessons, therefore, should be done in order.

Especially for Level 2

At level 2, students are gaining confidence in their ability to read, write, and understand. However, they still need plenty of support. This is why, at this level, all directions should be read by the teacher. To make this clear, teacher-read text appears in italics.

Instant Words

The instant words are presented first in isolation. Students follow along as they listen to the words read to them. They then practice listening to and reading the words themselves.

Phrases

The instant words in the lesson are introduced in phrases that will appear in the story. These phrases are intended to be read aloud to students and practiced before continuing on.

Story

Each lesson has a story or other text for students to practice and read. The phrases appear in bold print in the story. It should be reread often. It can also be listened to on the audio CD.

About the Story (Comprehension and Test Preparation)

Here the student moves from literal reading of phrases and sentences to understanding what was read. The questions highlight vocabulary, general understanding, and simple analysis. In the latter part of the book, the questions may require higher-level thinking and open-ended response.

On Your Own

In this section, students are asked to work with words, phrases, or concepts from the story. They may also be asked to make connections, apply a concept, or identify relationships between certain types of words.

Learning About Reading (Prosody Skill)

Each lesson focuses on a specific skill related to learning about reading as a function of total language fluency. Rather than targeting such things as rules and word attack skills, this section takes more of an analysis and strategy approach to interpreting the written language. By learning about reading, along with learning to read, students are taking steps to becoming fluent readers—reading with accuracy, at a good rate, smoothly, and with meaningful expression. Although written “to the student,” the lesson is intended to be read aloud to them by the teacher.

Try It!

Here students have the opportunity to try the skill they’ve just learned. They have to apply it in some way either by using the story they read in the lesson or with new text.

Fluency Checkpoint

Within each lesson is a fluency checkpoint, which suggests that students reread the passage until they not only get all the words right, but also read it smoothly and with meaning (expression). The teacher can suggest that they practice as if they were rehearsing it for a performance—repeating as many times as needed to be able to read it fluently.

Evaluation

Each lesson concludes with a student evaluation. Sometimes students will evaluate their own reading and feelings toward it; other times they are asked to work with a partner or group. The purpose is to encourage student reflection and to take ownership for their own learning.

A Word About Reading Rate

Although the greater parts of the lessons are devoted to accuracy, comprehension, and expression in oral reading, the rate of reading, or pace, is also a component of fluency. As students become more adept at reading through the other aspects of fluency, their rate of reading should continue to improve. Intermittently, but at least three times a year, do a formal fluency reading rate to check on each student. Make sure to use a passage that the student has had opportunities to practice and rehearse both the text and the expression. Then, have him or her read it aloud for exactly one minute. Record the number of words the student read accurately in one minute. Use this guide in determining general expectations for reading average, grade-level materials.

**NUMBER OF WORDS READ CORRECTLY
IN ONE MINUTE**

Grade Level	First 1/3 of year	Middle of year	Last 1/3 of year
1		30	60
2	50	80	95
3	80	95	110
4	100	110	120
5	105	120	130
6	115	130	145

**Adapted from *The Fluent Reader*
by Timothy Rasinski, © 2003 Scholastic**

Name _____ Date _____

Instant Words*Look at these words as you listen to them being read aloud.***very****after****things****our****just****name****good****man****think****say****great, greatest****where****help, helped****through***Practice reading and listening until you know every word.***Phrases***Look and listen to these phrases. Read them to yourself as you listen to them being read aloud.*our countrygreatest presidentwas not justa good mana great leaderhelped the countrythrough a very hard
timewhere all peopleafter Lincolnthings changedI thinkyou could saya great presidenthis name could be firstour greatest
presidents*Could you read every word? If not, repeat reading and listening until you can. Then, try reading the phrases on your own without listening.*

Name _____ Date _____



Story

Read the story to yourself as you listen to it read aloud. Repeat reading and listening until you know every word.

Who was **our country's greatest president?** Lincoln!

Lincoln was not just a good man. He was a **great leader.**

He **helped the country through a very hard time.**

Before Lincoln, our country was a place **where all people** were not free.

After Lincoln, things changed. All people were free.

I think you could say that Lincoln **was not just a great president.**

His name could be first on a list of **our greatest presidents.**

About the Story

Below are questions about the story. Each question has three answer choices. Follow as the question is read. Read the answers. Then color in the circle of your choice.

Example: What was different for all our country's people after Lincoln?

They were presidents. They were free. They were not free.

1. Which of these is the best title for this story?
 Our Greatest President Lincoln's Life A Hard Time
2. Which word means the opposite of the word *before*?
 soon then after
3. The word *his* means belongs to him. In the last sentence, what belongs to Lincoln?
 list name presidents

Name _____ Date _____

On Your Own

Who do you think was or is a great man? Name him. Then, write (or dictate) a sentence about him telling why you chose him.

Learning About Reading: Facts and Opinions

Suppose I say to you, "I am wearing shoes." You can easily prove that it is true by looking at the shoes on my feet. Nothing anyone thinks, believes, or feels can change that. It's a fact. But, what if I say, "My shoes are the most comfortable shoes in the world"? Can this be proven as true? No, it is just what I think. Other people may agree or disagree with me. When you hear or read something that tells how that person feels, thinks, or believes, it is called an opinion. A fact is something that is correct and true for everyone all of the time. An opinion is how one person or group feels, thinks, or believes. Other people may agree or disagree. An opinion is neither right nor wrong. It is just how someone feels. Look at these two sentences. Can you tell which is the fact and which is the opinion?

Many people have dogs or cats as pets. Cats are better pets than dogs.

You could tell that the first sentence is a fact because it is true for everyone. But, the second sentence is an opinion because people may feel differently.

Try It!

Read each sentence. Decide if it is a fact or an opinion. Write F or O on the line.

1. Lincoln is a very good name for a president. _____
2. Lincoln was the greatest president of our country. _____
3. I think the president should help people around the world. _____
4. Lincoln was president more than 100 years ago. _____
5. I think I would make a good president. _____
6. Only men should be presidents. _____

Name _____ Date _____



Fluency Checkpoint

You have already listened to, practiced, and read this story. Read the story again. Repeat until you can get all the words right, plus read it smoothly and with meaning.

Reminder: Not everything you read is a fact. Sometimes what seems like fact is really just someone's opinion. An opinion is just what someone thinks, feels, or believes. You may agree or disagree.

Evaluation

Work with a partner. First, listen as the questions below are read to you. Then, go back to the On Your Own section you did on page 19. Read what you wrote about a great man out loud to your partner. Together, decide if you wrote a fact or an opinion. Answer the questions below. Then, trade jobs. You listen to your partner read and help him or her answer the questions.

1. Did you tell something about the man that can be proven?

Example: He once saved someone's life in a fire.

2. Did you tell something about what you think, feel, or believe?

Example: He is the best grandpa in the whole world.

3. Is what you wrote about a great man fact or opinion?
