

42 Days to Reading Fluency

PART II

CULTIVATING

Read

Answer

Write

FLUENCY, COMPREHENSION,

AND

RETENTION POTENTIAL

IN

DEVELOPING READERS

DRILLS 22-42

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42 Days to Reading Fluency (Part II)

Continuing the Process

CULTIVATING

Read

Answer

Write

FLUENCY, COMPREHENSION,

&

RETENTION POTENTIAL

IN

DEVELOPING READERS

(±) Fluency → (±) Comprehension → (±) Retention

(±) Retention :: (±) Comprehension :: (±) Fluency

DRILL -- 22

Procedures for Selection 22**

- a. **Unaided**, the student(s) will silently read selection # 22 for the **first time**.
- b. **Without looking back** at the selection, the student(s) will answer questions 1 thru 6 from selection # 22.
- c. **From memory**, the student(s) will write a single and complete summary / retelling of selection # 22, including all concepts and details.
- d. The day following the final reading, question answering, and summary / re-telling writing for each selection the teacher will assess student gains by verifying the accuracy of the answers to the questions and examining the summaries / retellings for completeness and accuracy. It is recommended that the students be allowed and encouraged to read their own single summaries / retellings to the class and have a general discussion of them. Also, this would be a perfect opportunity to have reading competitions and auditions (using volunteers only) between and among the members of the class. Of course, any of the recently finished selections could be the instruments read by all contestants. In the spirit of competitive fun, new and more positive attitudes toward the reading process can be fostered. In such an atmosphere, an *easy confidence* can be developed and nurtured. This is critical for struggling readers, in as much as the presence of reading confidence is necessary for reading competence to be fully gained. Good readers *know* they can read.

****NOTE: The students *may* need to do a double reading of selections 22 thru 25 before their single summaries / retellings are written. This *may* be a necessary bridge for some students. Consider giving them the option of a single or a double reading, depending on their level of comprehension after their initial read. After selection 25, however, *only* the single reading should be encouraged.**

Preliminary Reading Instructions

Before the following procedures are implemented, these instructions, reminders, and advisements should be given to the students. This should be done prior to the reading of each selection:

- Students, as you read, listen to yourselves.
- Look for phrases, groups of words that naturally go together; the messages are always there. Reading phrase by phrase is a much easier process than reading word by word. Note: The following sentence has *14 words* but only *4 phrases*. *Early this morning, just before dawn, my dog, Spot, started to bark and growl.*
- Think about what you're reading while you're reading it.
- Try to paint pictures in your mind of everything that's said in this selection.
- Remember, this selection was written for you; listen to it very carefully.
- At the end of your reading, you will be asked to try to remember everything that this selection said. Remember this: **EFFORT IS EVERYTHING!!**
- So, put forth your best effort to try to remember after each reading. The harder you try, the more your brain will get the message that it needs to learn to remember more easily. Essentially, you'll be practicing your memory. And, as you know, practice makes perfect.
- Great effort leads to great mental growth; little effort leads to little mental growth; no effort leads to no mental growth.

SHORT

STORY

S E L E C T I O N

22

Name: _____ Date _____ Pd. _____

PRE-READING PREDICTIONS!
USE GRAPHIC CLUES
TO DISCOVER PLOTS AND THEMES!

READING FLUENCY DRILL-22 (42 Days)

A RESEARCH-BASED READING FLUENCY PROGRAM THAT WORKS!



SHARK! SHARK!



CLICK ▲

FLU = FLOW!

CLICK ▲

WHAT DO YOU SEE?

Literacy Selection 22: Shark! Shark!

Splashing bathers are thrown into a tizzy whenever the cries *Shark! Shark!* are heard. That's the signal to change any and all plans, and get out of the water. The world's oldest predator has been sighted. Sharks, scientists believe, have been on earth about 400 million years longer than the dinosaurs. They are thought to have arisen during the Silurian Period, sometimes called the *Age of Fishes*. They vary in size: the largest is the krill-eating whale shark; it can reach 45 ft. and weigh 30,000 lbs. – the smallest is the pygmy shark, measuring just a few inches. Like humans, sharks have dispositions: some aggressive; others docile.

When attack-numbers are considered, however, the actual danger to people is not that alarming. Only about 100 attacks on humans are reported each year, and only 1/10 of those are fatal. But, when attacks do occur, this is the order of likely culprits: the great white, the tiger, the bull shark, the mako, and the hammerhead. Why should people heed the *shark, shark* warning? The answer is *people can't out-swim sharks*. These sleek, aqua-dynamically designed creatures can easily slide through water at 30 mph – That's faster than the 23 mph burst of the world's fastest human. In a race with other sharks, a mature, healthy mako would accelerate to victory with little effort, instantly reaching its top speed of 43 mph.

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Name: _____ Date _____ Period _____

Questions 1 thru 6 from Selection 22

Read each question carefully. Read each answer choice then circle the alphabet of the answer that best and most completely answers that question.

1. Of the sharks listed below, which is considered the most likely to attack a beach bather?

- a. the mako shark
- b. the bull shark
- c. the tiger shark
- d. the great white shark

2. Of a shark's senses, which is the keenest?

- e. his eyesight
- f. his hearing
- g. his olfactory sense
- h. his taste

3. Whale shark : Pygmy shark ::

- a. great white : mako
- b. small : large
- c. 23 mph : 43 mph

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ASSESSMENT

RUBRIC

FOR

SELECTION 22

Note: Whenever possible, have the students to “trade and grade” their work. The rubric below is designed to reward their diligence and effort, not just their accuracy! With this program, students learn quickly that half of their grade depends solely on how hard they try! Remind them constantly of the truth conveyed in this following adage: *Diligence, on most occasions, is more rewarding than ingenuity!*

Assessment Rubric for RRP42

Student's name _____ Period _____ Date _____

Peer Editor's name _____

Selection 22

Student's Diligence Assessment: Read, Answer, & Write

1st Reading and Summary / Retelling _____ / 100

Subtotal #1 _____ / 100

Student's Objective Assessment: Leveled Questions

Question 1 _____ / 10

Question 2 _____ / 10

Question 3 _____ / 10

Question 4 _____ / 10

Question 5 _____ / 10

Question 6 _____ / 10

Subtotal #2 _____ / 60

Student's Objective Assessment: **Final** Summary / Retelling

Accuracy _____ / 15

Completeness _____ / 25

Subtotal #3 _____ / 40

Final Score Calculation for Selection 22

Subtotals 1 + 2 + 3 = _____ / 200

SCALE

200 – 180 = A

179 – 160 = B

159 – 140 = C

139 – 120 = D

119 – 0 = F

FINAL GRADE _____

ANSWERS TO SELECTION 22

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