



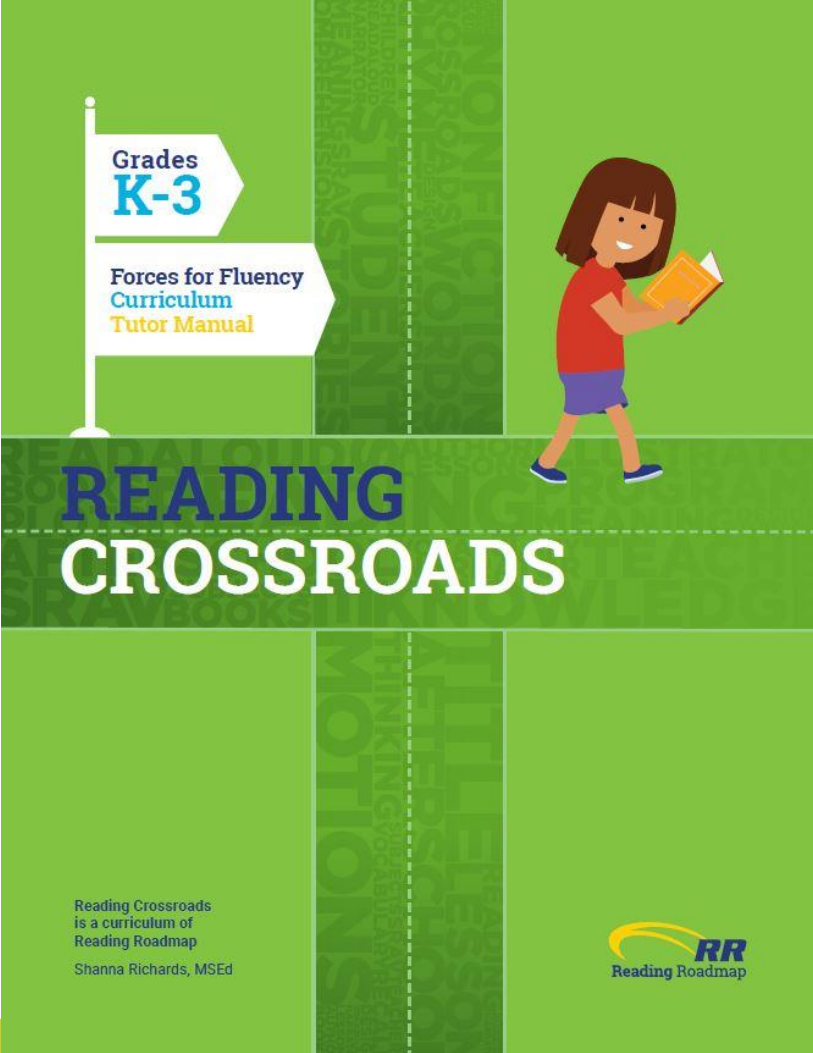
READING CROSSROADS FORCES FOR FLUENCY

RESEARCH-BASED & BENCHMARK-DRIVEN

The **Reading Crossroads Forces for Fluency Curriculum** is a detailed curriculum that allows a fluent and accurate reader to model passages and gives striving readers a chance to practice fluency skills. Each of the curriculum's individual lesson plans provides the opportunity for reading practice, encouraging attention to accuracy and fluency progress. Visual graphs track progress and set goals to improve fluency. Dolch and Fry words, sentences and phrases are included in each lesson to help children maximize familiarity with commonly used text.

WHAT IS FLUENCY?

Did you know that fluency means much more than reading quickly? Intonation, punctuation, phrasing and prosody are all parts of fluency. When a child is learning to read, developing all foundational phonics skills is just the beginning. After skills are mastered, a striving reader must integrate the skills into sentence syntax and do so automatically. The smoothness and fluidity of fluency are an important step in the transition between learning to read and reading to learn.



Grades
K-3

Forces for Fluency
Curriculum
Tutor Manual

**READING
CROSSROADS**

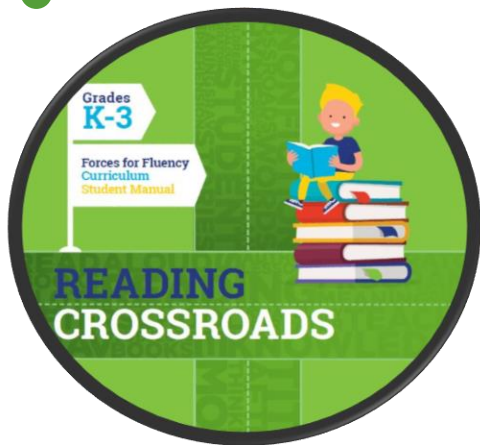
Reading Crossroads
is a curriculum of
Reading Roadmap
Shanna Richards, MEd

RR
Reading Roadmap





- Designed for 30-Minute Sessions
- 3 Tutor Manuals included
- 8:1 Student:Tutor Ratio



READING CROSSROADS FORCES FOR FLUENCY CURRICULUM

Tutor Fluency Manual (3 Copies)

5-Day Lesson Plan/Instructional Recommendations
Fluency Passages, by grade (1-3), written using both Flesch Reading Ease Readability Formula and Flesch-Kincaid Grade Level Formulas
Dolch & Fry Sight Words, Sentences and Phrases

Student Fluency Manual (3 Copies)

Line-Numbered Fluency Passages for Simple Calculations

Triple-Hole Punched Version of Manuals

Loose-leaf Curriculum Manuals for easier duplication

Laminated Fluency Passages

18 – First Grade Passages (Spring Semester)
36 – Second Grade Passages
36 – Third Grade Passages

BEST PETS

Jan and Rich have been wanting a pet for a long time. Mom and Dad had told them that they would think about it. If the kids could show that they were able to feed and take care of a pet on their own, maybe.

Jan wanted a fish, so she read all she could find about having a fish as a pet. Rich wanted a dog, but there was no place for a dog pen in the yard. That would not be a good pick. Rich also wanted a goat. Dad said that he would not be able to care for a goat at their home.

Rich asked other people what kinds of pets they had. Then he chose a cat as the best pet. Rich and Jan went to the pet store and looked over the fish and cats that were there. Jan chose a blue and gold fish. She saw how to feed it and change its water. Rich chose a tabby cat. He got some cat food. They headed home.

Both kids loved their pets and took good care of them. Mom and Dad were happy that the kids were doing what they said they would do. They were taking good care of their pets.

RE:100% PS:0% GL:1.4

STUDENT FLUENCY MAP

Student Name: _____

Reading Level: _____

Use this map to track the number of words of passage read correctly. Write the date and use the key to help you.

WEEK	1	2	3	4	5	6	7	8	9	10	11	12
100												
95												
90												
85												
80												
75												
70												
65												
60												
55												
50												
45												
40												
35												
30												
25												
20												
15												
10												
5												
0												



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