

Reading Long Words

Phrase Fluency & Connected Text

Read long words smoothly in real text: first in phrases (in the afternoon | at the playground), then in sentences, then in a whole paragraph. Accurate first, smooth next, then like talking.

af ter noon

af + ter + noon: read it, then read the phrase: in the afternoon | at the playground.



IN THIS FREE SAMPLE

- Lesson 1: phrases at the park
- Long words first, then phrase lines
- A chunk count
- A short passage, read three times
- Answers and a record
- Accuracy before speed

1 Read the long words

2 Read each phrase as one chunk

3 Read the sentence smoothly

4 Read it again like talking

Digital download · Print at 100% on US Letter · About 15 minutes a session · Supplemental practice, not a diagnosis, a timed test or a full program

How this book works

Three lessons, four short sessions each.

This book is for a learner who decodes long words in lists but reads connected text slowly or word by word. Each lesson starts with the long words, then moves to phrase-cue lines (a bar marks each phrase), then to a short passage read three times with a partner: first carefully, then smoothly, then like talking.

Accuracy comes before speed. Record how many words were read correctly first. Time a reading only after it is accurate, if at all, and never use a speed score on its own as a sign of mastery.

EACH LESSON: FOUR PAGES

Learn	A warm-up, the routine, a model word (I do) and words to read together (We do).
Practice	Activities with help, and sentences to read aloud.
On your own	New words the learner has not seen in this book. The partner only marks.
Read it for real	An original story, questions, and words to spell.

MARKING

Right · Fixed it (the learner corrected themselves: count it as right) · Needed help. Note what went wrong, not just that it did.

NOT A TEST OR A DIAGNOSIS

Supplemental practice. It does not screen for or diagnose dyslexia or any reading difficulty, and it is not a full reading program. Progress depends on the learner, the time spent and the teaching around it.

PRONUNCIATION

Smooth reading sounds like talking: phrases, not single words. Accept the learner's natural accent and pace.

Phrases: a day at the park

afternoon, playground, together, butterfly: then read them in phrases.

Before you start: reads two- and three-syllable words in lists.

WARM-UP

Three short words. Mark right, fixed it or needed help.

park



swing



slide



THE ROUTINE

1. Read the long words
2. Read each phrase as one chunk
3. Read the sentence smoothly
4. Read it again like talking

I DO • THE ADULT READS ALOUD

af ter noon

Read the word: af|ter|noon. Then read the phrase as one chunk: "in the afternoon". Then the whole line: "In the afternoon | we went | to the playground." Read it like talking.

WE DO • READ TOGETHER AND DRAW A SCOOP UNDER EACH CHUNK

playground

together

butterfly

ADULT: WATCH FOR

Reading word by word ("in. the. after. noon."). Model the phrase in one breath, then read it together.

Practice: Phrases: a day at the park

Work with your partner. Help is fine here.

A How many chunks does each word have? Write the number.

dragonfly

chunks

ladybug

chunks

caterpillar

chunks

lemonade

chunks

bicycle

chunks

B Read each line three times. Pause only at the bars.

READING STRIPS · READ EACH LINE THREE TIMES; TICK A BOX EACH TIME

In the afternoon | we rode our bicycles | to the playground.

☐☐☐

A ladybug | climbed | up the slide.

☐☐☐

We shared | a cold glass | of lemonade.

☐☐☐

C Read each sentence aloud. Your partner marks the circle when every long word is right.

1. In the afternoon we played together.

☐

2. A butterfly landed on the playground.

☐

On your own: Phrases: a day at the park

New words first, then words at work. Use the routine; your partner only marks.

A Read each word aloud. Your partner marks how it went.

		right	fixed it	needed help
1	yesterday	☐	☐	☐
2	suddenly	☐	☐	☐
3	everybody	☐	☐	☐
4	blanket	☐	☐	☐
5	favorite	☐	☐	☐

Words right (fixed it counts as right): _____ / 5

B Read each sentence smoothly. Does it make sense? Circle yes or no.

1. Yesterday is the day after today.

☐☐

2. Everybody means every person.

☐☐

3. A blanket can keep you warm.

☐☐

Read it for real

Read the story aloud. Answer the questions. Spell two words.

A Day at the Park

Yesterday afternoon, my sister and I rode our bicycles to the park. We spread a blanket on the grass and drank lemonade together. A caterpillar crawled across the blanket, and a butterfly landed on my shoe. Suddenly, a dragonfly zipped past. Everybody laughed. It was my favorite day of the week.

READING STRIPS • READ EACH LINE THREE TIMES; TICK A BOX EACH TIME

Yesterday afternoon, | my sister and I | rode our bicycles | to the park.

☐☐☐

A caterpillar | crawled across | the blanket.

☐☐☐

It was my favorite day | of the week.

☐☐☐

1. What did they drink?

2. What landed on the writer's shoe?

Spell it: your partner says a word. You say its chunks or parts, then write it.

1. _____

2. _____

PARTNER: TICK EACH LONG WORD READ CORRECTLY

☐ yesterday☐ afternoon☐ bicycle☐ blanket☐ lemonade☐ together☐ caterpillar☐ butterfly☐ suddenly☐ dragonfly☐ everybody☐ favorite

Lesson 1 answers

Phrases: a day at the park

Warm-up	park, swing, slide
I do	afternoon (af ter noon)
We do	playground (play ground), together (to geth er), butterfly (but ter fly)
Sentences	"In the afternoon we played together." "A butterfly landed on the playground."
Watch for	Reading word by word ("in. the. after. noon."). Model the phrase in one breath, then read it together.
Practice A	dragonfly 3; ladybug 3; caterpillar 4; lemonade 3; bicycle 3
Practice B	Three readings of each line, ticked by the partner. Accuracy first; the third reading should sound like talking.
On your own A	yesterday (yes ter day); suddenly (sud den ly); everybody (ev ery bod y); blanket (blan ket); favorite (fa vor ite).
On your own B	1 no · 2 yes · 3 yes
Story	1. Lemonade. 2. A butterfly.
Dictation	afternoon (af ter noon), together (to geth er)

THE FULL BOOK

The full Phrase Fluency & Connected Text has two more lessons (sentences that flow; a whole paragraph), phrase-cue lines, a quick check, a final check, word cards, a progress record and notes on recording accuracy before speed.