The Research-Based Approach to Fluency Development
Is for Text.

Short, nonfiction text passages

When students can’t recognize common words, they stop and struggle. Their reading is choppy. Students focus more on decoding words than meaning. *QuickReads* uses the research of author Elfrieda “Freddy” Hiebert to limit unfamiliar vocabulary and promote fluent, meaningful, grade-level reading.

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade-Level Curriculum</th>
<th>Phonics and Syllable Patterns</th>
<th>High-Frequency Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level A</td>
<td>Early Grade 2</td>
<td>All long and short vowel patterns in single-syllable words</td>
<td>300 most frequent words</td>
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<tr>
<td>Level B</td>
<td>Grade 2</td>
<td>All long and short vowel patterns and r-controlled vowels in single-syllable words</td>
<td>400 most frequent words</td>
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<tr>
<td>Level C</td>
<td>Grade 3</td>
<td>All vowel patterns in single-syllable words</td>
<td>1,000 most frequent words</td>
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<tr>
<td>Level D</td>
<td>Grade 4</td>
<td>Two-syllable words</td>
<td>1,000 most frequent words</td>
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<tr>
<td>Level E</td>
<td>Grade 5</td>
<td>Multi-syllable words with inflected endings</td>
<td>2,500 most frequent words</td>
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<tr>
<td>Level F</td>
<td>Grade 6</td>
<td>Multi-syllable words with inflected endings</td>
<td>5,000 most frequent words</td>
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THE MOST FREQUENTLY USED WORDS

High-frequency words plus words with decodable phonics and syllable patterns make up about 98% of the words in *QuickReads*. The remaining 2% of words provide repeated exposure to content-area vocabulary. These specially developed texts build confidence and skills for struggling readers.
How Animals Communicate

Animals don’t talk, but they do communicate. When you communicate, you give information to others. Animals have ways of communicating that are different from the ways that people use. When your friend talks to you, your friend uses language to communicate information. In a language, each word means something.

Animals do not use words. They use sounds and signals. Birds sing and move their wings. Some animals move their tails. Other animals communicate by moving their bodies in other ways. Different sounds and signals help animals communicate with each other.

Do Animals Talk?

Some birds communicate by moving their tails.

Write words that will help you remember what you learned.

Whales
The Honeybee Dance
Vocabulary Acquisition Activities

Do Animals Talk? (pages 58-60)

Vocabulary Acquisition Activities

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<thead>
<tr>
<th>Language</th>
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<tbody>
<tr>
<td>talk</td>
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<tr>
<td>sound</td>
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<tr>
<td>whistle</td>
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<tr>
<td>bark</td>
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<td>growl</td>
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<td>yap</td>
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<td>roar</td>
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<td>squeal</td>
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<td>meow</td>
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<tr>
<td>whine</td>
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<tr>
<td>chirp</td>
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<tr>
<td>honk</td>
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QUICKREADS FLUENCY LIBRARY

Add more QuickReads text passages to your classroom! The QuickReads Fluency Library offers four additional levels of texts, each with 18 titles for independent or small-group reading.

SHORT TEXTS FOR “QUICK READS”

Each QuickReads text passage can be read quickly, in about one minute. The length of the passage increases with each level to promote grade-level independent reading. The ultimate goal is 130 words per minute. Each QuickReads level includes three books with five related passages in six content areas (90 passages per grade).

HIGH-INTEREST INFORMATIONAL TEXTS

QuickReads passages build background knowledge and allow students to explore a concept with five related passages. The nonfiction content supports your state’s standards in science and social studies, preparing students for more complex text.

PRACTICE ACTIVITIES SUPPORT MEANINGFUL READING

Graphic organizers, reading comprehension activities, and vocabulary practice provide crucial practice. QuickReads helps students think critically about what they read.
Is for Technique.

Modeling and repeated readings

While the QuickReads texts support students’ rate of reading, the instructional techniques play an equally critical role in fluency development. The QuickReads pedagogy emphasizes modeling and repeated readings. Students need to hear how a text should sound then practice rereading until they can read the text fluently.

THE THREE-READS ROUTINE

The QuickReads routine has students engage in short, repeated readings. The technique is nimble and quick. Teachers can vary the task with partner readings, audio recordings, and choral readings.

FIRST READ
Students think about the topic, scan the text for new words, and read the entire passage aloud or silently.

SECOND READ
The teacher models fluent reading of the passage at the target rate of approximately one minute. Students read together silently.

THIRD READ
Students reread the passage silently for one minute in a timed reading.

FIRST READ
1. Say to students, “Before you read, think about what you already know about the topic. Also, look for two words that might be new and challenging. Underline these words.”
2. Then, ask students to read the passage aloud or silently. They may take as much time as they need.
3. After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Editions.

SECOND READ
1. Say to students, “Now I’m going to read aloud with you.”
2. Then, read the passage aloud at the target rate of one minute.
3. Ask students, “What is one thing the author wants you to remember?”

THIRD READ
1. Say to students, “On the third read, your goal is to read as much of the passage as you can in a minute.”
2. Then, tell students to read silently as you time them for one minute. Tell them to circle the last word they read when you tell them to stop.
3. Ask students to write the number of words they have read at the bottom of the page. Then, ask them to review in their mind what is important to remember from the passage.
4. Assign the comprehension questions in the Review section to check that students have understood what they have read.
To ensure that students are successful using Benchmark, use this procedure:

1. Make two copies of Benchmark 1 for the three-reads strategy.
2. Assign the passage one paragraph at a time. Have students complete the First and Second Reads.
3. Have students retell the paragraph's main idea. Repeat this procedure with the second paragraph.
4. Students will be ready for the complete Instructional Routine when they demonstrate independent comprehension.

**SELF-MOTIVATED AND SELF-MONITORED READERS**

Encourage independence! The three-reads strategy motivates students to “read faster,” improve their rate of reading, and read independently. Students can monitor their own progress, enabling teachers to more easily support individual needs.

“Fluency refers to the accuracy and the speed of which we read. When we talk about fluency, we’re really not talking about speed reading. It’s not about getting kids to read so fast that they’re breaking records. What we’re talking about is getting kids to read at rates where they’re not thinking about the words they’re decoding.”

Author: Elfrieda “Freddy” Hiebert
Is for Time.

Just 15 minutes is all it takes!

Adding a little more reading each day makes a big difference for struggling readers. *QuickReads* fits into almost any reading/literacy block. Use it for intervention and to supplement your core literacy program. *QuickReads* is just what it says—quick! The routine takes no more than 15 minutes. Remember, all the text passages require only about one minute to read.

**QUICKREADS FITS YOUR DAY**

Freddy Hiebert’s TextProject emphasizes seven key words: “Read often. Mostly silent. Focus on Knowledge.” *QuickReads* helps you put a little more reading into each day with short, one-minute text passages, modeling, and rereading. The entire routine takes 15 minutes or less.

**ELFRIEDA “FREDDY” HIEBERT**

Well-known literacy expert and author Dr. Elfrieda “Freddy” Hiebert is President and CEO of TextProject, Inc. She has worked in the field of early reading acquisition for more than 40 years, first as a teacher’s aid and teacher of primary-level students in California. Subsequently, Freddy served as a teacher educator and researcher at the universities of Kentucky, Colorado-Boulder, Michigan, and California-Berkeley. Her research helps make accessible how fluency, vocabulary, and knowledge can be fostered through appropriate texts. Dr. Hiebert is the recipient of the William S. Gray Citation of Merit awarded by the International Literacy Association. She is also a member of the Reading Hall of Fame. For more information, visit [www.textproject.org](http://www.textproject.org).
FLEXIBLE PACING FOR YOUR READING/ELA BLOCK

Consistency is the key to most teaching practices. For best results, implement QuickReads three to four times a week. That’s about one hour every week. Focus on a different text passage during each teaching session to complete one level of QuickReads every 18 weeks. Keep in mind each level includes three books, so you can support fluent, accurate reading for the entire school year or for focused periods of study.

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<th>Pacing Options for QuickReads</th>
<th>Program Coverage</th>
<th>Length of Time</th>
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<tbody>
<tr>
<td><strong>Option 1:</strong> Continuous Use</td>
<td>1 passage per day, 5 days per week</td>
<td>18 weeks, or 1 semester (completes one level)</td>
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<tr>
<td><strong>Option 2:</strong> Concentrated Periods of Time</td>
<td>1 passage per day, 5 days per week</td>
<td>6 weeks at the beginning of the school year 6 weeks at midyear 6 weeks before the end of school (completes one level)</td>
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<tr>
<td><strong>Option 3:</strong> Summer School</td>
<td>2 passage per day, 5 days per week</td>
<td>6 weeks (completes two books in one level)</td>
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<tr>
<td><strong>Option 4:</strong> After-School Program</td>
<td>2 passage per day, 4 days per week</td>
<td>12 weeks (completes one level)</td>
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<tr>
<td><strong>Option 5:</strong> For Extra Achievement</td>
<td>1 passage per day, 5 days per week</td>
<td>32 weeks, or 2 semesters (completes two levels)</td>
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</tbody>
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STRONG ESSA EVIDENCE

Teach with confidence. EvidenceforESSA.org has rated QuickReads as having “Strong Evidence” for fluency development with both struggling readers and the whole class. Check out the complete study at pearsonschool.com/QuickReads.
Text: Short, nonfiction text passages
Technique: Modeling and repeated readings
Time: Just 15 minutes is all it takes!

Learn more at pearsonschool.com/QuickReads.
For personal assistance and to answer any questions, please contact your Pearson representative: pearsonschool.com/find-my-rep