

**Topic:** Joanne Rowling

**Text Type:** Expository

**Word Count:** 333

**Lexile® Measure:** 670L

**Skills:** Reading for Meaning  
Phrasing  
Rate  
Timed Reading

**Lesson 1**

**Time:** 10–15 minutes

**Skills:** Reading for Meaning

**Student Pages:** “Train of Thought” (Student Copy)

**Lesson 2**

**Time:** 15–20 minutes

**Skills:** Phrasing

**Student Pages:** “Train of Thought” (Student Copy)

**Lesson 3**

**Time:** 15 minutes

**Skills:** Phrasing with Prepositional Phrases

**Student Pages:** “Train of Thought” (Student Copy)

**Lesson 4**

**Time:** 15 minutes

**Skills:** Rate

**Student Pages:** “Train of Thought” (Student Copy)

**Lesson 5**

**Time:** 15–20 minutes

**Skills:** Timed Reading

**Student Pages:** “Train of Thought” (Student Copy)

**Teacher Pages:** “Train of Thought” (Teacher Copy), Fluency Chart

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**Note: Words in bold are said aloud by the teacher.**

## Reading for Meaning

Distribute “Train of Thought” (Student Copy). **Follow along with me as I read this passage. The title is “Train of Thought.”** Read the passage aloud to students. Read the passage with proper expression, phrasing, and intonation. Model appropriate rate as you read. After reading, ask the following questions to engage students in a discussion about the passage:

- **What is this passage about?**
- **Why did the author title the passage “Train of Thought”?**
- **Have you read the Harry Potter books or seen the movies? If so, which is your favorite and why?**

Discuss any words students may not be familiar with.

Assign partners. Avoid pairing students of significantly different proficiencies. This results in less frustration. Also, the more proficient reader may serve as a model. Partners should be changed periodically.

It is important to model the expectations of partner reading. You may do this by role-playing with one student, or you may select two students to role-play the following:

- how to sit with your partner (Have partners sit close together so that the partner who is reading can use a low inside voice and still be heard.)
- how to read with your partner (Partner A reads. Partner B listens carefully and follows along. Partner A underlines lightly with a pencil any words he or she finds interesting or does not know. Partners may also assist with words if needed by using the following correction procedure:
  - If a student reads a word incorrectly, skips a word, or does not know a word, his or her partner points to the word and says, “What is this word?”
  - If the student reads the word correctly, the partner says, “Yes, that word is \_\_\_\_\_. Please reread the sentence.”
  - If the student does not know the word, the partner says, “That word is \_\_\_\_\_. Please reread the sentence.”
  - The student repeats the word and rereads the sentence.)
- how to dialogue with each other after the reading (Have students discuss what the passage is about and which words in the passage they found interesting or did not understand.)

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After these procedures have been modeled, have students practice. Discuss behaviors that are unacceptable as well.

## Independent Practice

Now, I want you to get with your partner and read “Train of Thought” together. Using a pencil, lightly underline any words you find interesting or do not know as you read. Partner A will read the first paragraph and stop. Then partner B will read the same paragraph. Discuss what you read and any words you found interesting or did not understand. Then follow the same procedure with the following paragraphs until you reach the end of the passage.

Walk around and observe students as they read together. If necessary, remind students of the expectations for partner reading.

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15–20  
minutes

## Teach

Redistribute or have students take out “Train of Thought” (Student Copy). **We will practice reading “Train of Thought” fluently.**

**Reading fluently** means reading the words correctly, at an appropriate rate, and with correct phrasing and intonation. Reading fluently is not about reading fast but about reading at an appropriate rate. Fluent reading should sound like you are talking. The way we read a text affects our comprehension.

Each lesson will focus on one or two aspects of fluency. **Today, we will practice phrasing.**

**Phrasing** involves grouping certain words together when speaking. As we talk, we automatically chunk words into groups. This is also important when reading. There are some words that sound better chunked together, and when this is done, the ideas are easier to understand.

Commas and dashes help us with phrasing, too. A comma signals to the reader to pause briefly while reading. Commas separate listed items, characteristics, or events. Paying attention to commas helps us with chunking words as we read. A dash inserted in the text usually signals additional information or an example. When you come to a dash in the text, you pause longer than you would for a comma.

Sometimes in long sentences there aren’t commas or dashes. Fluent readers chunk words automatically to make the reading sound like talking.

Listen as I read the beginning of the first paragraph. There are some commas and dashes in these sentences that tell the reader to pause. There are also other natural pauses that fluent readers make. Read the following, pausing accordingly at the slashes:

Have you read / the Harry Potter books? / If so, / you know that Harry— / the skinny, / dark-haired boy wizard— / often travels / on a train. / Trains / are also important / in the life / of Harry’s creator, / Joanne Rowling.

I paused briefly at each comma, paused a little bit longer at each dash, and paused even longer at each end punctuation mark. I also paused briefly after the words **read, travels, Trains, important, and life**. Guide students in placing slashes after the appropriate words. These are natural pauses to make. **Pausing at each comma, dash, and end punctuation mark and after those words makes the reading sound like talking. The more reading sounds like talking, the easier it is to comprehend the text.** Discuss briefly the question mark at the end of the first sentence and how it affects the reading.

## Guided Practice

**Now, let's practice. We'll read the second paragraph of the passage.** Allow students time to locate the paragraph. **I will read a sentence. Then you will echo me.** Read the following paragraph one sentence at a time, modeling proper phrasing and expression. Pause accordingly at the slashes, and allow students time to repeat each sentence after you. Make sure the pauses sound like natural breaks and not like choppy phrasing.

Joanne / was born / in 1965 / near Bristol, / England. / Her sister, / Dianne, / was born / about two years later. / They had / a lively childhood. / Joanne / made up stories / that turned / into games. / She and her sister / acted out exciting scenes. / In one / of them, / they took turns / "dangling" / from a "cliff" — / but really clinging / to the top stair / of the stairway / in their home.

**It is important to use proper phrasing when reading fluently. Commas, dashes, and end punctuation marks help with this, but fluent readers use other natural pauses, too. This makes the ideas on the page easier to understand.**

## Independent Practice

Review the expectations for partner reading with the students. **Now, with your partner, practice using proper phrasing as you read the passage. Pause accordingly at each comma, dash, and end punctuation mark. They will help you chunk words together.** Have each student read the passage as before, one paragraph at a time. Walk around and listen in as students are reading. Comment on proper phrasing. If necessary, model how to use proper phrasing again.

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## Teach

Redistribute or have students take out “Train of Thought” (Student Copy). **In the previous lesson, we practiced reading with appropriate phrasing. We will continue to practice phrasing by learning about prepositional phrases.**

**Grammar is important in chunking text. Knowing about prepositions helps to chunk text appropriately. A preposition is a word that comes before a noun or before a phrase that acts like a noun. It shows the connection, or relationship, between the noun and another word or phrase.**

**For example, John went to the game. The word to is a preposition. It shows the connection between “John went” and “the game.” Without the preposition, the sentence would be confusing. It would read, “John went the game.”**

**In the sentence “John went to the game,” “to the game” is a prepositional phrase. Prepositional phrases are usually chunked together. Although these phrases are not the only words you chunk while reading, recognizing them can help with fluency.**

**Here is a list of some prepositions.** Have the following list of prepositions written on the board, and read them with the students:

*about, above, across, after, against, along, among, around, as, at, before, behind, below, beneath, beside, besides, between, beyond, but, by, concerning, despite, down, during, except, excepting, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, regarding, round, since, than, through, throughout, till, to, toward, under, underneath, unlike, until, up, upon, with, within, and without*

**Let’s look at the first paragraph in our passage and circle all the prepositions.** Guide students in circling the prepositions, as shown below.

Have you read the Harry Potter books? If so, you know that Harry—the skinny, dark-haired boy wizard—often travels on a train. Trains are also important in the life of Harry’s creator, Joanne Rowling. (Her last name sounds like *rolling*.) Joanne’s parents met on a train traveling north from King’s Cross station in London. They were eighteen. Her mother was cold; her father offered his coat.

**Now, let’s underline each preposition with the word or group of words that goes with the preposition. This is called a prepositional phrase. These words are read chunked together.** Guide students in underlining the prepositional phrases, as shown on the next page.

## Teach (cont.)

Have you read the Harry Potter books? If so, you know that Harry—the skinny, dark-haired boy wizard—often travels on a train. Trains are also important in the life of Harry's creator, Joanne Rowling. (Her last name sounds like rolling.) Joanne's parents met on a train traveling north from King's Cross station in London. They were eighteen. Her mother was cold; her father offered his coat.

**Now, let's practice reading together.** Model reading the prepositional phrases in chunks, and have students repeat after you. Then read the entire paragraph together.

## Guided Practice

**Let's look at another paragraph. Underline the prepositional phrases in the second paragraph.** Have students underline the prepositional phrases in the second paragraph. Monitor them as they work, and provide assistance when necessary. Once students are finished, have them take turns sharing the prepositional phrases that they underlined. Direct and correct when necessary.

Joanne was born in 1965 near Bristol, England. Her sister, Dianne, was born about two years later. They had a lively childhood. Joanne made up stories that turned into games. She and her sister acted out exciting scenes. In one of them, they took turns "dangling" from a "cliff"—but really clinging to the top stair of the stairway in their home.

**Now, let's practice reading together.** Read the prepositional phrases as chunks with the students. Then read the entire paragraph with the students.

## Independent Practice

**Now, it is time to practice with your partner.** Have students underline prepositional phrases in the remaining paragraphs. Then have them read the passage in pairs as before, one paragraph at a time. Walk around and listen in as students are reading. Comment on proper phrasing. If necessary, model how to use proper phrasing again.

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## Teach

Redistribute or have students take out “Train of Thought” (Student Copy). **Let’s continue to practice reading fluently. This time we will focus on rate.**

**Rate is the speed at which you read the passage. Most of the time, reading is done at a normal pace. But sometimes, to add interest, you might read a sentence more quickly or slowly than the rest of the passage. The message that the author is conveying lets you know how to read the words.**

**This passage is read at a normal rate. Reading the passage at a rate that sounds like talking will help you better understand the message that the author is conveying.**

## Guided Practice

**Let’s practice with the first two paragraphs. First, listen to me read.** Read the first two paragraphs aloud, fluently.

**Now, read with me. Try to make your voice stay with mine.** Read along with students.

## Independent Practice

**Now it is your time to practice with your partner.** Have students read the passage with their partner. Partners should take turns reading one paragraph at a time. After both have read the passage, have students discuss what the passage is all about. Walk around and listen in as students are reading. Comment on rate and phrasing. If necessary, model appropriate rate and phrasing again for students.

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## Timed Reading

Redistribute or have students take out “Train of Thought” (Student Copy). **While you are reading with your partner today, I will listen to each of you read. I will call you over one at a time and have you read for 60 seconds. Then we will set fluency goals together. Remember what is expected during partner reading. I want each partner to read the passage twice. You may begin.**

While students are reading, call one student over at a time, and listen to him or her read the passage for 60 seconds. Encourage students to do their best reading.

For each student, use a copy of “Train of Thought” (Teacher Copy) to mark words that the student has trouble reading. If the student does not know a word, point to the word and say, “This word is \_\_\_\_.” Have him or her read the word and continue reading the passage.

As the student reads, listen for proper rate, phrasing, and intonation. Provide positive feedback on the student’s efforts when he or she is done.

When the student begins reading, start a timer or use a clock with a second hand. At the end of 60 seconds, tell the student to stop reading. Subtract the number of words that gave the student trouble from the total number of words the student read. This results in the student’s Words Correct Per Minute (WCPM).

(Total Number of Words Read) – (Number of Problematic Words) = (Number of Words Correct Per Minute)

Example: (101 Words Read) – (3 Problematic Words) = 98 WCPM

Give the student a Fluency Chart. Assist the student in charting his or her WCPM with a bar graph. The student should keep the graph to record readings of various other passages over time. Readings of the same passage may be recorded as well. Each time a passage is read, have the student write its title in the Title section of the chart and shade in the correct amount for WCPM on the graph. It will be motivating for the student to see his or her growth over time.

The student will need to set his or her own fluency goal. Take the student’s initial WCPM, and help him or her set a reasonable goal. A reasonable goal would be adding one or two words to his or her WCPM each week. The goal can be a monthly goal or a six- to nine-week goal.

Have students take the passage home and continue to practice. They can read the passage to a family member while practicing appropriate rate, phrasing, and intonation. They can also have a family member time them as they practice reading for 60 seconds.

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## Train of Thought

Have you read the Harry Potter books? If so, you know that Harry—the skinny, dark-haired boy wizard—often travels on a train. Trains are also important in the life of Harry’s creator, Joanne Rowling. (Her last name sounds like *rolling*.) Joanne’s parents met on a train traveling north from King’s Cross station in London. They were eighteen. Her mother was cold; her father offered his coat.

Joanne was born in 1965 near Bristol, England. Her sister, Dianne, was born about two years later. They had a lively childhood. Joanne made up stories that turned into games. She and her sister acted out exciting scenes. In one of them, they took turns “dangling” from a “cliff”—but really clinging to the top stair of the stairway in their home.

The sisters also fought quite a bit. One fight led to Dianne getting a scar above her eyebrow. If you know the Harry Potter story, this detail may sound familiar, too.

A family who lived near the Rowling family had the last name Potter. Joanne was envious of it. Her own name was often turned into silly nicknames like “Rowling stone” or “Rowling pin.” These nicknames didn’t amuse Joanne.

From the time she was six, Joanne knew that she wanted to be a writer. She wrote constantly—through primary school, secondary school, and university. But it wasn’t until she was twenty-five that the idea of Harry Potter entered her mind and set her imagination on fire. Joanne was riding on a crowded train. She didn’t have a pen and was too timid to borrow one, so she sat on the train and thought, and thought, and thought.

It took Joanne about four years to record the details and shape them into a book. Then it took about two years to find a publisher. (Twelve publishers turned the book down before it was finally accepted.)

Joanne was thrilled, of course. Little did she know that she was in for the train ride of her life!

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