

**Topic:** Nature

**Text Type:** Narrative Fiction

**Word Count:** 625

**Lexile® Measure:** 1080L

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

**Lesson 1**

**Time:** 10–15 minutes

**Skills:** Reading for Meaning

**Student Pages:** “Enchanted Rock” (Student Copy)

**Lesson 2**

**Time:** 15–20 minutes

**Skills:** Phrasing

**Student Pages:** “Enchanted Rock” (Student Copy)

**Lesson 3**

**Time:** 15 minutes

**Skills:** Phrasing with Colons and Semicolons

**Student Pages:** “Enchanted Rock” (Student Copy)

**Lesson 4**

**Time:** 15 minutes

**Skills:** Rate

**Student Pages:** “Enchanted Rock” (Student Copy)

**Lesson 5**

**Time:** 15–20 minutes

**Skills:** Timed Reading

**Student Pages:** “Enchanted Rock” (Student Copy)

**Teacher Pages:** “Enchanted Rock” (Teacher Copy), Fluency Chart

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

## Reading for Meaning

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

- **What is this passage about?**
- **What words describe Fernando at the beginning of the story? In the middle? At the end?**
- **Where are some places you have been that you will always remember? 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 “Enchanted Rock” 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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## Teach

Redistribute or have students take out “Enchanted Rock” (Student Copy). **We will practice reading “Enchanted Rock” 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** 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.

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

Write the following sentence on the board: *On the drive from San Antonio through the hill country of central Texas, he had shared what he knew about this strange geographical feature with his cousin and uncle.*

**There is one comma in this sentence that tells the reader to pause. However, there are other natural pauses that fluent readers make. Listen to me read the sentence.** Read the sentence, pausing briefly at the comma and at the slashes: **On the drive from San Antonio / through the hill country of central Texas, / he had shared what he knew / about this strange geographical feature / with his cousin and uncle.**

**I paused at the comma, but I also paused briefly after San Antonio, knew, and feature.** Place a slash after each of these words. **These are natural places to pause in this sentence. Pausing briefly after these words makes the reading sound like talking. The more reading sounds like talking, the easier it is to comprehend the text.**

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## Guided Practice

**Now, let's practice. We'll read the third paragraph of the story.** Allow students time to locate the paragraph. **I will read a sentence. Then, you 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.

**Once they had parked the car / and surveyed the landscape, / Fernando's uncle and cousin / decided to hike / around the base of the Rock. / Fernando / chose to hike to the top alone; / he needed some alone time / to reconcile this new reality / with his old beliefs.**

**It is important to use proper phrasing when reading fluently. Commas help with this, but fluent readers use 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. Remember to pause briefly at each comma. Commas 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 “Enchanted Rock” (Student Copy). **We will continue to practice reading fluently. In the previous lesson, we practiced reading with appropriate phrasing. We will continue to practice fluency by looking at signals authors include in the text, such as colons and semicolons.**

**Look at the last sentence in the sixth paragraph.** Allow students time to find the sentence. **There is a colon in this sentence. A colon is used to direct a reader’s attention to a list, an explanation, or a quotation that follows. You pause a little longer at a colon than you would at a comma. Listen as I read this sentence.** Read the last sentence in the sixth paragraph aloud, pausing accordingly at the colon. **The words after the colon explain why native peoples considered the Rock magic. Notice that when I got to the colon, I paused. We pause as long as we would if it were a period.**

**A semicolon signals the reader to pause in the text too. Look at the second-to-the-last sentence in the second paragraph.** Allow students time to find the sentence. **There is a semicolon in this sentence. A semicolon connects two complete thoughts or independent clauses. We pause at a semicolon as if it were a period. Practice reading this sentence with me.** Read the second-to-the-last sentence in the second paragraph with the students.

## Guided Practice

**Look at the sixth paragraph. Find the sentence that has a semicolon. Who would like to practice reading this sentence aloud?** Have students take turns reading the sentence aloud. **Now, let’s read this sentence together.** Read the sentence with the students.

## Independent Practice

**Now, it is time to practice with your partner.** 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 “Enchanted Rock” (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 story is read at a normal rate. Reading the passage at a rate that sounds like talking will help you better understand the message the author is conveying.**

## Guided Practice

**Let’s practice with the first paragraph. First, listen to me read.** Read the first paragraph 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 rate and phrasing again for students.

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## Timed Reading

Redistribute or have students take out “Enchanted Rock” (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 “Enchanted Rock” (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 students read, listen for proper phrasing and intonation. Provide positive feedback on their efforts when they are 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 each 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.

Each 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 rate, phrasing, and intonation. They can also have a family member time them as they practice reading for 60 seconds.





## Enchanted Rock

Fernando watched eagerly for Enchanted Rock to rise into view. On the drive from San Antonio through the hill country of central Texas, he had shared what he knew about this strange geographical feature with his cousin and uncle. He had explained that the massive pink granite dome rises hundreds of feet above the surrounding woodland and that it is part of a much larger underground ridge of rock formed millions of years ago from cooling lava deep in Earth's crust. Over time, he explained, this part of the rock has been exposed through erosion—and humans have been drawn to it ever since. For thousands of years, he told them, Native Americans believed the Rock was magical. According to various legends, flickering fires could be glimpsed at the top of the rock at night, and strange, mournful sounds could be heard in the wind.

Fernando had never visited Enchanted Rock, but he knew so much about it he felt like he had. In his mind, the Rock had assumed mythical proportions. Coming here, at last, felt like a dream come true. But when his uncle's car rounded one last bend and the Rock swung into view, Fernando felt a shock of disappointment. The mountain of his dreams looked, in reality, like a big pink hill. It didn't look very tall or very magical; instead, it looked very low and very unexciting. Fernando felt embarrassed that he had been babbling nonstop for hours about, well, a rock.

Once they had parked the car and surveyed the landscape, Fernando's uncle and cousin decided to hike around the base of the Rock. Fernando chose to hike to the top alone; he needed some alone time to reconcile this new reality with his old beliefs.

At first, the ascending path appeared much like any other Texas trail. Low, scrubby cedar trees crowded among the rocks. Grasses and wildflowers lined the crevices. Fernando trudged along, listening to the crunch of gravel under his feet and the growl of hunger in his stomach. He decided to jog to the top and then stop for lunch—which, he decided, would be the most enchanting aspect of this outing.

But after jogging for fifty yards or so, something unexpected happened. The tree line fell away, the trail ended abruptly, and Fernando found himself on the surface of what appeared to be a bald, rocky planet. Before him rose a vast, steep plane of sheer granite. Distant clusters of enormous boulders defied gravity by remaining in place. Fernando felt disoriented, as if he had been shrunk to a new and disturbingly miniature size.

The grade was so steep that jogging was no longer possible. Fernando pushed onward and upward, sweating and huffing in the harsh midday sun. His mind began to play tricks on him; each time he believed he was about to crest the summit, a new unreachable summit would roll into view. He began to understand why native peoples considered the Rock magic: in spite of its inertia, it seemed to have movement and personality of its own.

Finally, the Rock flattened around him as Fernando gained the actual summit. Catching his breath, he absorbed the panoramic view. The Rock rolled away from him on all sides, smooth and warm and glinting like dying embers in the sun. Far below, stretching in all directions, lay an infinite expanse of woodland, etched with lazy creeks and dusty roads and dotted with smaller outcroppings of rose-colored granite.

As Fernando stood in wonder on the apex of this strange geographical phenomenon, listening to the otherworldly song of the whistling wind, he realized this was more than a geographical phenomenon, after all. It was a sacred place—the place of his dreams, an Enchanted Rock.

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**G8**

**Fluency 3**

**FLUENCY CHART**

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