

RESOURCES BY JENN



# Fluency Readers

Helping students build fluency and confidence with word families, sight words, and high frequency words.



[jenncoates.com](http://jenncoates.com)

Fluency readers help build confidence in beginning and struggling readers through targeted practice, repetition, and consistent usage of the word within a sentence that builds. You will notice that even the first row is a complete sentence or question, even though it lacks detail. This is to support students in learning the conventions of print. The subsequent sentences not only provide repetition but help students understand idea development within a sentence. This will help target more than one level of reader at a time.

*Here's how to use them:*

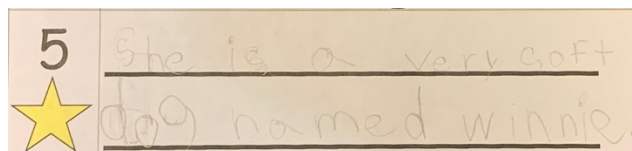
1. Use the stories and lessons for each phonetic clue found in the **Sound It Out** manual.



2. Have students colour each of these phonetic elements so that they stand out. This provides hands-on, targeted practice and helps them notice those sounds on each page and within different words.



3. On the fifth line, students can alter the fluency sentence in their own words. This helps connect the reading, writing, and speaking facets of the English Language curriculum.



4. Cut out each booklet and staple them in order. Now students have a booklet to read with more success, as they have helpful clues for sounding out words and scaffolded practice to support them.



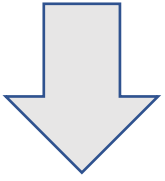
*Part 1:*

**Word Family and  
Short Vowel Fluency  
Readers**

This section supplies fluency readers that provide targeted practice with one word family. These should be used to support a guided reading time.

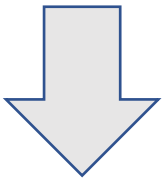
1

The cat.



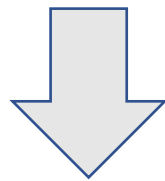
2

The cat on a mat.



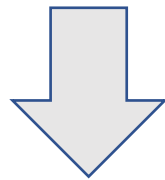
3

The fat cat on a mat.



4

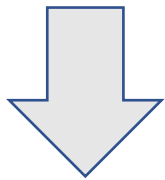
The fat cat on a mat  
is Pat.



5

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1

I run.



2

I run for fun.



3

I run for fun in the  
sun.



4

I run and run for fun  
in the sun.



5

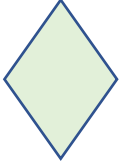
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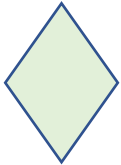
1

That is a bed.



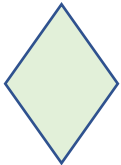
2

That is a red bed.



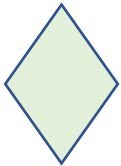
3

That is a red bed for  
Fred.



4

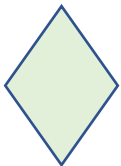
That is a red bed for  
Fred's dog Ted.



5

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1



The bug dug.

2



The bug dug and dug.

3



The bug dug and dug  
a hole.

4



The bug dug and dug  
a hole to be snug.

5

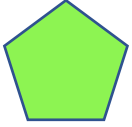


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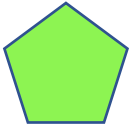
1

That is a bin.



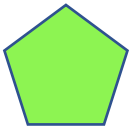
2

That is a big bin.



3

That is a big, tin bin.



4

That is a big, tin bin  
that I can win.



5

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1

I can snap.



2

I can snap and clap.



3

I can snap, clap, and  
tap.



4

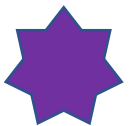
I can snap, clap, and  
tap music on my lap.



5

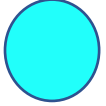
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1

I fish.



2

I eat fish.



3

I eat fish in a dish.



4

I wish to eat fish in a  
dish.



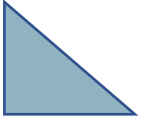
5

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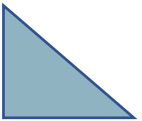
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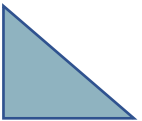
1 He hops.



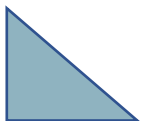
2 He hops over a mop.



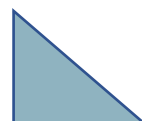
3 He hops over a mop  
in the shop.



4 He hops over a mop  
in the mop shop .



5



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*Part 2:*  
**Sight Word and High  
Frequency Word  
Fluency Readers.**

This section supplies fluency readers that provide targeted practice with sight words and high-frequency words. These should be used to support a guided reading time.

1

She is a dog.



2

She is a soft dog.



3

She is a very soft  
dog.



4

She is a very soft  
and cute dog.













5

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1 	I like running.
2 	I like running fast.
3 	I like running really fast.
4 	I like running really fast outside.
5 	<hr/> <hr/>

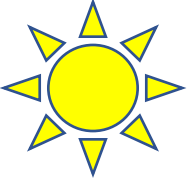
1 	Where is he?
2 	Where is he going?
3 	Where is he going now?
4 	Where is he going now with that bag?
5 	<hr/> <hr/>

1 	Come here please.
2 	Come here today please.
3 	Come here today and visit please.
4 	Come here today and visit our class please.
5 	<hr/> <hr/>



1

You said to wait.



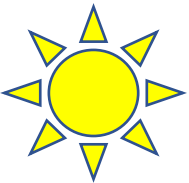
2

You said to wait  
here.



3

You said to wait right  
here.



4

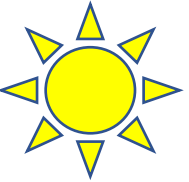
You said to wait right  
here for my gift.



5

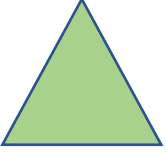
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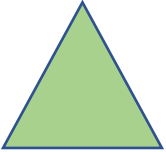
1

What is that?



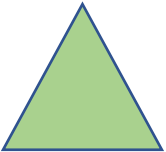
2

What is that thing?



3

What is that thing  
over there?



4

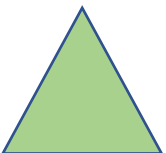
What is that large  
thing over there?



5

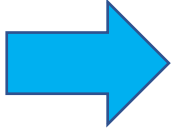
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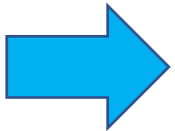
1

I can read.



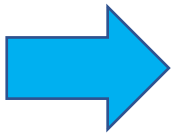
2

I can read a book.



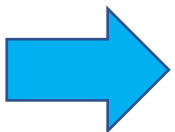
3

I can read a long  
book.



4

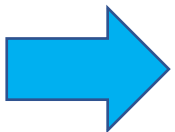
I can read a long  
story book.



5

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I hope that you have enjoyed using this  
free resource!

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**Sound It Out** book for lessons and  
reading strategies.

Email [resourcesbyjenn@gmail.com](mailto:resourcesbyjenn@gmail.com) for  
information or questions.

Thank you!  
Jenn Coates

