

Reading Fluency: Accuracy, Rate, and Expression

Name: _____

Date: _____

Score: ____ / 10



Quick Review

Fluent readers read smoothly, at a good speed, and with feeling. Pause for commas and periods, raise your voice for questions, and show excitement at exclamation points.

PART 1 — READ

Read the passage. Then answer the questions.

The Spelling Bee

Maya stepped up to the microphone and looked at the bright lights. Her word was "magnificent" — a long word, but she had practiced it all week. She took a slow breath, pictured the syllables, and began.

"M — A — G — N — I — F — I — C — E — N — T. Magnificent!" The judge smiled. "That is correct!" Maya could not believe it. She had made it to the final round! Her best friend Jonah jumped up in the audience and cheered, "You did it, Maya!"

Maya walked back to her seat. Her hands were still shaky, but her heart felt light. One more word, she thought. Just one more word.

PART 2 — PRACTICE

Read the passage. Then answer the questions.

- Where should a reader pause in this sentence: "Maya stepped up to the microphone and looked at the bright lights."?
 - after Maya
 - after microphone
 - after bright
 - at the period at the end
- Which sentence should be read with the MOST excitement?
 - She took a slow breath.
 - Maya could not believe it.
 - You did it, Maya!
 - Her hands were still shaky.



3. In "That is correct!" which word should a reader emphasize to share the judge's clear approval?
 - A. That
 - B. is
 - C. correct
 - D. say all three words equally flat
4. What does the em-dash (—) in "a long word, but she had practiced it all week" tell a reader to do?
 - A. pause briefly before the extra information
 - B. read the next words faster than the rest
 - C. raise the voice as for a question
 - D. read with no pause at all
5. How should a reader say the spelled-out letters "M — A — G — N — I — F — I — C — E — N — T" ?
 - A. blend them quickly into the word magnificent
 - B. say each letter clearly with a small pause between letters
 - C. say only the first letter of each syllable
 - D. shout every letter at the same loud volume
6. Which reading rate fits this story best?
 - A. very fast, like a race to the end
 - B. slow enough to sound out every letter
 - C. a steady, natural speaking pace
 - D. choppy — one word at a time
7. A careful, slower re-read of the line "One more word, she thought." helps a reader notice that —
 - A. Maya is thinking quietly to herself
 - B. Maya is asking the audience a question
 - C. Maya wants to leave the stage
 - D. Maya is whispering to Jonah
8. In "You did it, Maya!" the comma before Maya tells a reader to —
 - A. stop completely as if at a period
 - B. pause briefly before saying the name
 - C. raise the voice as for a question
 - D. read the name in a whisper
9. True or False: A fluent reader reads as fast as possible, even if listeners can't follow.
T / F
10. Write one thing a reader can do to show feeling when reading "You did it, Maya!" out loud.



Answer Keys

| | |
|---|---|
| <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>9 <input type="radio"/> T <input type="radio"/> F</p> <p>10 <input type="text" value="See below"/></p> |
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| Explanations | |
|-----------------|--|
| 1. D | There is no comma inside the sentence, so the only true pause is the full stop at the period. Pausing after the subject (Maya), after a noun mid-phrase (microphone), or after an adjective (bright) would chop a smooth thought. |
| 2. C | It ends in an exclamation point and is Jonah cheering, so it calls for the most excited voice. A is calm narration; B reports a feeling but ends in a period; D describes a quiet, after-the-moment detail. |
| 3. C | Emphasizing correct puts the focus on the verdict — the good news. Emphasizing That would single out Maya's spelling versus a different one; emphasizing is sounds defensive, as if proving a doubter wrong; reading flat would lose the judge's pleased tone. |
| 4. A | An em-dash signals a short pause before added (extra) information. It does not speed reading up, turn a statement into a question, or remove all pauses. |
| 5. B | The dashes between letters show each letter is its own beat — that is how spelling bees are read. Blending them defeats the spelling; saying only some letters skips the word; shouting hides the careful pace. |
| 6. C | Stories are read at a natural speaking pace so listeners can picture the action. Racing loses meaning; sounding out every letter is for very new readers; choppy word-by-word reading breaks phrasing. |
| 7. A | The tag "she thought" shows the words are Maya's inner voice. There is no question mark; nothing says she wants to leave; and Jonah is in the audience, not next to her. |
| 8. B | A comma before a name in direct address signals a short pause, not a full stop, not a rising question tone, and not a whisper. |
| 9. False | Fluent reading is smooth, accurate, and at a good pace — not just fast. Listeners must still be able to understand. |
| 10. | Answer: Sample answer: Raise your voice and sound excited / cheerful, like a cheer. Accept any answer that uses tone, volume, or pace to show excitement (louder, happier, faster on the cheer, smile in the voice). Do not accept 'read it the same as the other sentences.' |



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