

Reading Fluency: Accuracy, Rate, and Expression

Name: _____

Date: _____

Score: ____ / 10



Quick Review

A fluent reader reads with three things at once: ACCURACY (correct words), RATE (a smooth, not-too-fast speed), and EXPRESSION (also called prosody — the rise and fall of the voice that shows meaning). Punctuation marks are the road signs that tell your voice what to do.

PART 1 — READ

Read the passage. Then answer the questions.

A Short Passage to Read Aloud

The crowd held its breath as the runner approached the final turn. Could she really catch the leader? Step by step, she closed the gap. Then — in a flash of color — she crossed the finish line first.

"I cannot believe it!" her coach shouted. "You did it!" The runner just smiled, waved to the cheering fans, and slowly walked off the track.

PART 2 — PRACTICE

Read the passage and the sentences below, then answer each question.

1. Read this sentence aloud: "Did the team really win the championship?" Which way should it be read?
 - A. With a calm, steady tone, like a statement of fact.
 - B. With rising intonation at the end, showing surprise or doubt.
 - C. With a slow, sad tone showing disappointment.
 - D. With strong emphasis on each word as if shouting commands.
2. When you are reading aloud and you see a comma, what should you do?
 - A. Pause briefly, then keep reading.
 - B. Stop completely, as if the sentence ended.
 - C. Read faster through that part of the sentence.
 - D. Raise your voice as if asking a question.



3. Read this sentence: "I can't believe you actually finished it!" Which word should be read with the MOST emphasis?
- A. I
 - B. believe
 - C. actually
 - D. it
4. By the end of grade 5, a fluent reader is usually expected to read about how many correct words per minute (WCPM)?
- A. 60-80 wcpm
 - B. 90-110 wcpm
 - C. 110-130 wcpm
 - D. 140-160 wcpm
5. From the passage: "Then — in a flash of color — she crossed the finish line first." What do the dashes (—) tell the reader to do?
- A. Read the part between the dashes much faster than the rest.
 - B. Pause to add suspense or emphasis around the part between them.
 - C. Skip the part between the dashes because it is extra.
 - D. Raise the pitch like a question between the dashes.
6. Which sentence should be read with the most EXCITED expression?
- A. We won the game in the final second!
 - B. Please close the door behind you.
 - C. The library opens at nine in the morning.
 - D. She walked slowly down the long hallway.
7. If a reader reads quickly but does not understand what the words mean, the reader has good ___ but poor ___.
- A. expression; rate
 - B. comprehension; rate
 - C. accuracy; expression
 - D. rate; comprehension
8. Read this sentence: Mom asked, "Where are my keys?" How should the question inside the quotation marks be read?
- A. In a flat, monotone voice that ignores the punctuation.
 - B. Slowly, as if reading a list of items.
 - C. With rising intonation, like a real spoken question.
 - D. With a loud, angry shout from start to finish.



9. Why is reading with EXPRESSION (also called prosody) important?
- A. It makes you finish the page faster than other students.
 - B. It helps the listener understand the meaning and feeling of the text.
 - C. It lets you skip the difficult words you do not know.
 - D. It is only used when reading poems out loud.
10. What are the THREE parts of reading fluency? List all three.



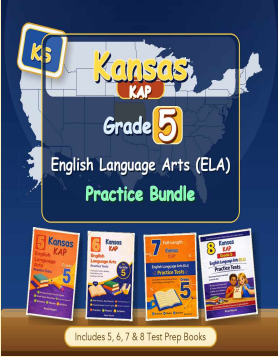
Answer Keys

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| Explanations | |
|--------------|--|
| 1. B | The question mark signals rising intonation at the end. A treats the sentence like a period; C invents an emotion the punctuation does not show; D is the tone for an exclamation or command, not a question. |
| 2. A | A comma signals a short pause within a sentence. B is what a period signals; C is the opposite of what a comma asks for; D is what a question mark signals. |
| 3. C | The exclamation expresses surprise that the task got done; "actually" carries that surprise and is the natural stress word. Stressing I, believe, or it would change or weaken the meaning the writer intended. |
| 4. D | End-of-grade-5 fluency benchmarks land around 140-160 wcpm. A is closer to a grade-2 target; B is closer to a grade-3 target; C is closer to a grade-4 target. |
| 5. B | Dashes set off a phrase and signal a slightly longer pause that adds drama or emphasis. A is wrong direction; C is wrong because the phrase carries important description; D treats a dash like a question mark. |
| 6. A | The exclamation point and the surprising content (a last-second win) call for excited expression. B is a polite request; C is a neutral fact; D describes a slow, calm action. |
| 7. D | Reading quickly = good rate. Not understanding = poor comprehension. A swaps the missing pieces; B is reversed (the reader does NOT have good comprehension); C does not match the clue about speed. |
| 8. C | The words inside quotation marks are spoken aloud by Mom and end with a question mark, so the reader uses real question intonation. A ignores the question mark; B treats a question like a list; D adds an emotion the text does not give. |
| 9. B | Expression communicates meaning and emotion to a listener. A confuses expression with rate; C is never a goal of expression; D is false — expression matters in every kind of text, not only poems. |
| 10. | Answer: accuracy, rate (speed), and expression (prosody) Fluency = accuracy + rate + expression. Accuracy is reading the words correctly; rate is reading at a smooth speed; expression (prosody) is using your voice to show meaning. |



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