

Grade 5

Building Fluency

Through Practice & Performance

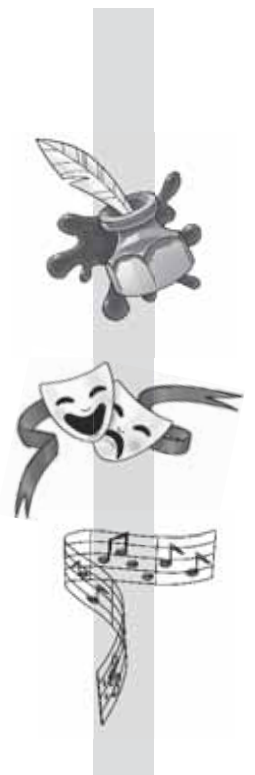


Written and Compiled by
Timothy Rasinski and Lorraine Griffith

 SHELL EDUCATION

Table of Contents

Foreword	5
Introduction	7
Standards Correlations	12
Poems and Rhymes	13
The Slave’s Lament	14
For the Fallen	15
Sympathy.....	17
The Wedding of the Towns (The Brooklyn Bridge)	18
To Sleep.....	21
Wild Crocuses in Nottingham Meadows.....	22
From a Railway Carriage.....	24
If.....	25
My Son	27
On the Death of Dr. Benjamin Franklin	29
The Nightingale and the Glowworm	30
The Tree of My Life.....	32
For Whom the Bell Tolls.....	34
Song Lyrics	35
April Showers	36
When Irish Eyes Are Smiling.....	37
Sailing Over the Bounding Main	39
Golden Vanity	41
Frog Went A-Courtin’.....	43
The Water Is Wide	48
The Ash Grove	49
Aura Lea	50
Beautiful Dreamer.....	52
Buffalo Skinners.....	53
Monologues	55
Narrative of the Life of Frederick Douglass, an American Slave.....	56
The Prince and the Pauper.....	57
Lincoln’s Letter to Mrs. Bixby, 1864	58
Quotes by Thomas A. Edison	59



Introduction

How to Use This Book

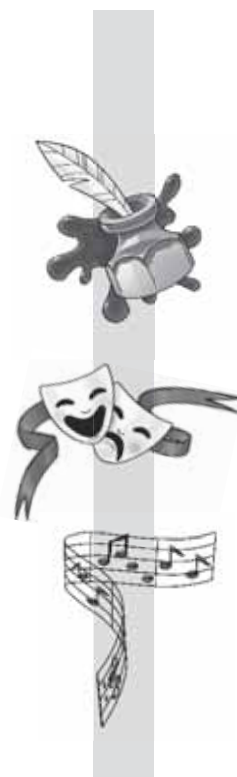
The texts in this book are engaging and enjoyable. Students will want to read, reread, and perform these texts. As they do, they will develop into fluent readers, improving their abilities to recognize words accurately and effortlessly, and read with meaningful expression and phrasing. However, you, the teacher, are the most important part in developing instruction that includes these texts.

The texts need to be read repeatedly or rehearsed over several days. Introduce one text at a time and practice it over two to five days, depending on how quickly your students develop fluent mastery. Write the text you are going to teach on chart paper or project it on an overhead transparency or in a *PowerPoint* presentation. Read the text with your students several times a day. Read it at the beginning of each day; read it during various breaks in the day; and read it at the end of each day. Encourage the students to read, rehearse, and perform their passages in a variety of ways—solos, duos, trios, quartets, whole group, choral, alternating lines, and more.

Make two copies of the text for each student. Have the students keep one copy at school in a “fluency folder.” The other copy can be sent home with the students so that they can continue practicing the text with their families. Communicate to families the importance of repeated practice at school and at home.

The various sections (Poems and Rhymes, Song Lyrics, Monologues, and Reader’s Theater) are not presented in reading-level order. However, the pieces within each section have been sequenced from easiest to most difficult. We encourage you to stretch your students by challenging them to read passages that may seem difficult for them on initial reading. Students can often handle material that is more challenging if they have the opportunity to rehearse the passage and be guided in their rehearsal by you and other students in the class.

It is important to note, as you select texts from this book, that many traditional versions of texts have been altered and appear in various forms. The version in this book may not have the exact wording with which you are familiar. In this case, enjoy the exposure to another version of the traditional text, or feel free to type the words to the version you know, and allow your students to perform that version.





Columbus

by Joaquin Miller

A reader's theater script for four voices: two narrators, a shipmate, and Columbus

- Narrator 1:** Behind him lay the gray Azores,
Behind the Gates of Hercules;
- Narrator 2:** Before him not the ghost of shores,
Before him only shoreless seas.
- Narrator 1:** The good mate said:
- Shipmate:** “Now we must pray,
For lo! the very stars are gone.
Brave Admiral, speak, what shall I say?”
- Columbus:** “Why, say, ‘Sail on! Sail on! And on!’”
- Shipmate:** “My men grow mutinous day by day;
My men grow ghastly wan and weak.”
- Narrator 2:** The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
- Shipmate:** “What shall I say, brave Admiral, say,
If we sight naught but seas at dawn?”



Columbus (cont.)

- Columbus:** “Why, you shall say at break of day,
‘Sail on! Sail on! And on!’”
- Narrator 2:** They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
- Shipmate:** “Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dead seas is gone.
Now speak, brave Admiral, speak and say—”
- Narrator 1:** He said,
- Columbus:** “Sail on! Sail on! And on!”
- Narrator 2:** They sailed.
- Narrator 1:** They sailed.
- Narrator 2:** Then spake the mate:
- Shipmate:** “This mad sea shows his teeth tonight.
He curls his lip, he lies in wait
With lifted teeth, as if to bite!
Brave Admiral, say but one good word:
What shall we do when hope is gone?”



Columbus (cont.)

- Narrator 1:** The words leapt like a leaping sword:
- Columbus:** “Sail on! Sail on! Sail on! And on!”
- Narrator 2:** Then pale and worn, he kept his deck,
And peered through darkness.
- Narrator 1:** Ah, that night
Of all dark nights!
- Narrator 2:** And then a speck—
- Narrator 1:** A light!
- Narrator 2:** A light!
- Narrators 1 & 2:** At last a light!
- Narrator 1:** It grew, a starlit flag unfurled!
- Narrator 2:** It grew to be Time’s burst of dawn.
- Narrator 1:** He gained a world;
- Narrator 2:** He gave that world its grandest lesson:
- All:** On! Sail on!

Performance Note: This is a poem from the archives of great poets. You may want to point out the line, “He gained a world” and talk about the implications of that European viewpoint in history when this was written. From whom did he “gain a world”?