



## VIDEO SCRIPT

### SPOT: Smooth

*Developing Reading Fluency  
(phrasing)*



Scene	Full Transcript
1	<p><b>Chopper:</b> ...re-re-repeating Is no way to do, ...</p> <p><b>Ward:</b> Fluency Friends, Chopper just started reading the Fluency Handbook and he's chopping it up. His reading is so rough that it is difficult to follow. Send help fast!</p>
2	<p><b>Smooth:</b> Never fear, Little Fluent. Smooth is here. Let's hear what old Chopper's got to say.</p>
3	<p><b>Chopper:</b> Starting, stopping, and re-re-repeating Is no way to do, ... is no way to do your reading... reading, Pause, group words, and smooth it out, ... pause group words, and... and smooth it out, And... and you'll know what... you'll know what... your book's... your book's about!</p>
4	<p><b>Ward:</b> Reading that choppy can't be fluent!</p>
5	<p><b>Smooth:</b> That's a fact. Choppy never learned. You've got to be cool to be fluent. You can't hesitate, have a lot of repetitions, or false starts. Choppy reading makes it very difficult for the reader to understand the text and impossible for listeners to follow!</p>
6	<p><b>Smooth:</b> Fluent readers have good phrasing. They focus on chunks, or groups of words, which the author intended to flow together. These chunks are called phrases.</p>
7	<p><b>Smooth:</b> In music, composers signal phrases with a special mark. In writing, authors may signal phrases with commas, prepositions, or clauses.</p>
8	<p><b>Smooth:</b> As you read, group together words within commas. Commas signal you to pause, or take a breath when reading. They also signal meaning. Notice how the commas make a difference in the way these two sentences are read:</p> <p style="padding-left: 40px;">The teacher said, "The student is helpful." "The teacher," said the student, "is helpful."</p> <p>The first signals that the teacher is talking about the student. In the second, just by phrasing the words differently, it refers to the student who is talking about the teacher.</p>
9	<p><b>Smooth:</b> Prepositions are words that signal a relationship between two things, usually a location in space or time. Phrases that begin with prepositions such as "over" as in "over the river" or "through" as in "through the woods" should be read as a unit.</p>



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10	<p><b>Voice Over Smooth:</b> There are all types of clauses, but each must have a subject and a predicate. Group words in a clause together as you read. "Kate went shopping, and then she went to the movies."</p> <p>Readers gain a better understanding of the author's message when they read with good phrasing.</p>
11	<p><b>Ward:</b> I'm not sure I can be that smooth.</p>
12	<p><b>Smooth:</b> First keep an eye out for commas, prepositional phrases, and clauses. Next, chunk text, or group words, into meaningful units or phrases. Finally, read the words in the phrase without pausing and make them sound smooth. Ward, why don't you try reading smoothly?</p>
13	<p><b>Ward:</b> Starting, stopping, and repeating Is no way to do your reading, Pause, group words, and smooth it out, And you'll know what your book's about!</p>
14	<p><b>Smooth:</b> Now that's smooth! Until next time, keep reading and be fluent.</p>