

Phrases and Short Sentences for Repeated Reading Practice

FIRST 100 WORDS

These phrases contain the first 100 words from the Fry Instant Word List (1980), which represent 50 percent of all the words children encounter in elementary school reading. Repeated reading of a few phrases per week gives students practice reading high-frequency words and developing fluency and general proficiency. These phrases may be written on sentence strips, transparencies, or on a chart for use in literacy center or small group instructional setting.

The people	Look for some people.	Write it down.
By the water	So there you are.	Who will make it?
You and I	A long time	What will they do?
He called me.	Have you seen it?	We had their dog.
What did they say?	One more time	When would you go?
No way	All day long	A number of people
One or two	It's about time.	How long are they?
More than the other	Up in the air	Come and get it.
How many words?	Which way?	Part of the time
This is a good day.	He has it.	Can you see?
Sit down.	If we were older	Now and then
But not me	It's no use.	Go find her.
Not now	With his mom	At your house
From my room	As big as the first	It's been a long time.
Will you be good?	When will we go?	Give them to me.
Then we will go.	From here to there	Now is the time.
An angry cat	More people	May I go first?
Write your name.	Go down.	This is my cat.
That dog is big.	Did you like it?	Get on the bus.
Two of us	When did they go?	Did you see it?
The first word	She said to go.	How did they get it?
I like him.	Each of us	Number two
Out of the water	What are these?	Look up.
We were here.	There was an old man.	All or some
Could you go?	It may fall down.	A long way to go
We like to write.	See the water	For some of your people
Into the water	But not for me	The other people

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SECOND 100 WORDS

These phrases contain the second 100 words from the Fry Instant Word List (1980), which represent some of the most common words students encounter in their reading. Repeated reading of a few phrases per week gives students practice reading high-frequency words and developing fluency and general proficiency. These phrases may be written on sentence strips, transparencies, or on a chart for use in literacy center or small group instructional setting.

Over the river
After the game
Take a little.
Just the same
It's only me.
Think before you act
Live and play.
Try your best.
Any old time
Study and learn
Mother means it.
The good American
A little boy
Back off.
We want to go.
Turn the page.
A small house also
It's still here.
Set it up.
I study in school.
I don't feel well.
Point it out.
Read the sentence.
Big and small
Such a big house
Show and tell
They went here.
Good and plenty
Even the animals
I think so.

A good man
Another great sound
Our best things
Only a little
That's very good
Three years ago
Where are you?
I work too much.
We found it here.
Right now
Spell your name.
Tell the truth.
Play it again.
We came home.
Answer the phone.
Form two lines.
Read my letters.
Write one sentence.
We need more.
Where does it end?
Such a mess
It turned out well.
It's a small world.
Hand it over.
Around the clock
A different land
Tell the truth.
Because we should.
It turned out well.
Good things

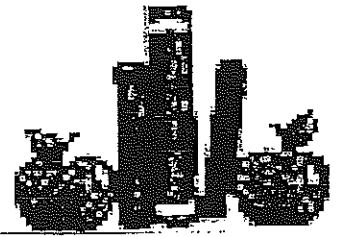
My new place
Most of the animals
Give it back.
My last name
I know why.
Mother says to now.
I need help.
Move over.
Through the line
Kind of nice
Same time tomorrow
Change your clothes
The following day
Give it away.
Show us around.
The air is warm.
Another old picture
Where in the world
Put it there.
I'm an American.
My home is large.
Right now
This must be it.
Home sweet home
The men asked for help.
You must be right.
Get to the point.
Help me out.
It's your place.
Read the book.

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THIRD 100 WORDS

These phrases contain the third 100 words from the Fry Instant Word List (1980), which represent some of the most common words students encounter in their reading. The complete list of 300 words contains approximately two-thirds of all the words students encounter in their reading. Repeated reading of a few phrases per week gives students practice reading high-frequency words and developing fluency and general proficiency. These phrases may be written on sentence strips, transparencies, or on a chart for use in literacy center or small group instructional setting.

Near the car	Stay a while.	Between the lines
A few good men	My own father	Don't open the door.
In the country	You might be right.	Add it up.
It seemed too good.	Read every story.	Along the way
Below the water	Next time	Plants and flowers
It's hard to open.	Will it last?	Something good
Keep it up.	For example	Plant the trees.
In the beginning	Light the fire.	Those other people
The light in your eyes	A group of friends	In my head
We got together	Under the earth	We left it here.
We saw the food.	Both children	Close the door.
It's my life.	The big city	Always be kind.
We started the fire.	Read the paper.	It never happened.
Run for miles.	A good thought	Once upon a time.
Do it often.	Is it really true?	We walked four miles.
It's time to eat.	Until the end	Let me carry it.
A second later	Near the sea	Stop the music.
Talk to my father.	Read your book.	The young face
Sing your song.	The long list	State your case.
My family	I miss you.	I cut myself.
A very important person.	Above the clouds.	On my side
Watch the game.	I took the car.	The peaceful Indians
So far so good.	Without a care	The young girl
I like being on the team.	My feet hurt.	The tall mountains
The dark night	Next to me	A good idea
A few children	It began to grow.	A long life
Watch the river.	A group of Indians	White clouds
He started to cry.	Too soon	I hear the sea.
Leave it to me.	An important idea	I hear the waves.
The first day of school	Almost enough	Almost four miles



IF YOU THINK A BOOK MAY BE TOO HARD FOR YOU, TRY THE "FIVE FINGER TEST!"

Beginning readers can use the "five finger test" to check their understanding of a book. To check the reading level of your book, take this simple test:

1. Open the book to the middle and choose any page to read.
2. Read the page. (Aloud if possible)
3. Put out 1 finger for every word you do not know or cannot pronounce.
4. If you have 5 fingers out, the book is too difficult to read without help.
5. If you do not have any fingers up, but are reading very slowly and sounding out almost every word, you will not enjoy the book.

Here's the five finger guide:

- 1 Finger: The book is o.k. for you.
- 2 Fingers: Still good.
- 3 Fingers: Could be a bit hard for you to understand.
- 4 Fingers: Will be too difficult to read and understand.
- 5 Fingers: Choose another book.