A close up of a text

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Reading Reconsidered Curriculum The Giver Fluency Practice Student Materials

**What is fluency?**

Reading fluently means reading words accurately, at a speed that matches normal conversation, and with expression in order to understand the text. Fluent readers pay attention to:

* **Punctuation** – Which punctuation marks appear in the sentence? What clues does punctuation give you about when you should pause or how you should convey emotion?
* **Important Words** – Are there any words that require special emphasis or give clues about the emotion of a sentence?
* **Dialogue** – How does the dialogue change what kind of expression you use? How is the person who is speaking feeling? What might they sound like?
* **Tone** – Are you capturing the intended meaning behind what you are reading? Are you capturing the voice of the narrator in your reading?

**Directions for students:**

1. Listen to the teacher read aloud the set of sentences. Pay attention to when the teacher’s voice pauses or changes.
2. Write your personal reading goal at the top of the page.
3. Now read the set of sentences 3-4 times with your partner following the directions in the box.

a. Partner 1 (reader) reads the first sentence.

b. Partner 2 (listener) listens while following along with a ruler.

c. Let the reader try to decode the words. If they are stuck, the listener can help after the reader has given it a try.

d. If neither student can read the word, jot it in your ‘Words to Practice’ box.

e. Switch roles for the next sentence and continue alternating through the set of sentences.

1. Listen for your teacher’s directions to see which questions you will be answering on the back of your sheet.

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Words to Practice

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The Giver

Set 1: Lesson 2 Total Words 210

Below are some sentences that describe rituals and

1. A ritual is an activity or ceremony that is performed the same way every time.
2. Rituals are part of every society and might be as elaborate as a graduation ceremony or as simple as shaking hands to say hello.
3. A ritual can refer to any sequence of activities that carries importance and follows a consistent set of rules.
4. Usually, rituals are connected to the traditions of a particular community, especially a religious community.
5. One common type of ritual is a rite of passage, which marks a person’s transition from one phase of life to another.
6. In Judaism, for example, boys and girls celebrate a *bar* or *bat mitzvah* at 13 years old to signal that they have transitioned from childhood to adulthood.
7. Many religions have specific marriage rituals to mark the shift from singlehood to coupledom.
8. Households can also have their own rituals, such as holiday celebrations or mealtime traditions.
9. Rituals often depend upon individuals performing specific roles within the ceremony, and these roles can serve to create or reinforce power dynamics within social organizations.
10. By encouraging participants to engage repeatedly in the same ritual, people in power can normalize their authority and define the social order of a community.

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Reading Comprehension Questions

Set 1: Lesson 2

Below are some questions about the sentences you just read about rituals.

1. What is a ritual?
2. Give at least two examples of rituals.
3. What is a rite of passage ritual?
4. What life transitions might be marked with rituals?
5. Name one ritual in Judaism and describe it.
6. What is the purpose of a ritual?

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Words to Practice

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The Giver

Set 2: Lesson 3 297 Total Words

Below is a passage from *The Giver* where Jonas and his family reminisce about the Ceremony of the Ones, and when Jonas’ father confesses to breaking a rule.



 The Ceremony for the Ones was always noisy and fun. Each December, all the new children born in the previous year turned One. One at a time – there were always fifty in each year’s group, if none had been released --- they had been brought to the stage by the Nurturers who had cared for them since birth. Some were already walking, wobbly on their unsteady legs; others were no more than a few days old, wrapped in blankets, held by their Nurturers.

“I enjoy the Naming,” Jonas said.

His mother agreed, smiling. “The year we got Lily, we knew, of course, that we’d receive our female, because we’d made our application and been approved. But I’d been wondering and wondering what her name would be.”

 “I could have sneaked a look at the list prior to the ceremony,” Father confided. “The committee always makes the list in advance, and it’s right there in the office at the Nurturing Center.”

 “As a matter of fact,” he went on, “I feel a little guilty about this. But I *did* go in this afternoon and looked to see if this year’s Naming list had been made yet. It was right there in the office, and I looked up number Thirty-six --- that’s the little guy I’ve been concerned about ---- because it occurred to me that it might enhance his nurturing if I could call him by a name. Just privately, of course, when no one else is around.”

“Did you find it?” Jonas asked. He was fascinated. It didn’t seem a terribly important rule, but the fact that his father had broken a rule at all awed him. He glanced at his mother, the one responsible for adherence to the rules, and was relieved that she was smiling.

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Reading Comprehension Questions

Set 2: Lesson 3

Below are some questions from the passage you read in *The Giver* pages 14-16.

1. What is the Ceremony of the Ones?
2. What is a Nurturer?
3. How did Jonas’ mother know that she was going to be getting a girl at the Ceremony of the Ones?
4. What rule did Jonas’ father break? Why?
5. How did they refer to the children before they had names?
6. Why was Jonas worried about his mother’s reaction when his father confessed to breaking a rule?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words to Practice

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The Giver

Set 3: Lesson 15 246 Total Words

Below are some sentences about elephants and their unique social bonds.

1. For nearly twenty years, George Wittemyer has studied elephant families on national reserves in Kenya.
2. Through his research, he has developed deep appreciation for how important elephant social networks are to their survival.
3. “Elephants are highly socially complex and are probably among the most complex species next to ourselves,” Wittemyer says.
4. Elephants express their social bonds through highly developed language and communication.
5. Elephants “speak” to each other using screeches, rumbles, trumpeting, and even infrasound, which is too low in pitch for humans to hear but can reach other elephants miles away.
6. Social bonds among elephants are reinforced through their excellent memories.
7. Elephants remember other elephants and individual humans for years after they meet, and they can recognize a familiar elephant even after decades apart.
8. They remember the way to watering holes even after long spans of time or distance, and they pass down this knowledge of survival to their children.
9. There certainly seems to be some truth to the saying, “an elephant never forgets”!
10. The ivory trade has presented one of the greatest threats to the African elephant population, as poachers kill thousands of elephants each year for the valuable ivory in their tusks.
11. During the 1980s, up to 80% of herds were lost in some regions as an estimated 100,000 elephants were poached each year.
12. Despite a current ban on the international ivory trade, African elephants are still being poached in large numbers.

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Reading Comprehension Questions

Set 3: Lesson 15

Below are some questions from the sentences you just read about the unique social bonds of elephants.

1. Who led the research on elephant families? Where did this take place?
2. How do elephants express social bonds?
3. What are some of the ways elephants “speak?”
4. What is another trait elephants are known for?
5. Give one detail from the text that shows an elephant never forgets.
6. What is a threat to elephants?

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Words to Practice

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The Giver

Set 4: Lesson 16: pgs 136 - 137 287 Total Words

Below is a passage from *The Giver* where Jonas receives a painful memory from The Giver.



It was much the same, this memory, though the hill seemed to be a different one, steeper, and the snow was not falling as thickly as it had before.

It was colder, also, Jonas perceived. He could see, as he sat waiting at the top of the hill, that the snow beneath the sled was not thick and soft as it had been before, but hard, and coated with bluish ice.

 The sled moved forward, and Jonas grinned with delight, looking forward to the breathtaking slide down through the invigorating air.

 But the runners, this time couldn’t slice through the frozen expanse as they had on the other snow cushioned hill. They skittered sideways and the sled gathered speed. Jonas pulled at the rope, trying to steer, but the steepness and speed took control from his hands and he was no longer enjoying the feeling of freedom but instead, terrified, was at the mercy of the wild acceleration downward over the ice.

 Sideways, spinning, the sled hit a bump in the hill and Jonas was jarred loose and thrown violently into the air. He fell with his leg twisted under him, and could hear the crack of bone. His face scraped along jagged edges of ice and when he came, at last, to a stop, he lay shocked and still, feeling nothing at first but fear.

Then, the first wave of pain. He gasped. It was as if a hatchet lay lodged in his leg, slicing through each nerve with a hot blade. In his agony he perceived the word “fire” and felt flames licking at the torn bone and flesh. He tried to move, and could not. The pain grew.

He screamed. There was no answer.

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Reading Comprehension Questions

Set 4: Lesson 16

Below are some questions from the passage you read in *The Giver pages 136-137.*

1. What is Jonas doing in this memory?
2. At first Jonas is happy. What in the text tells us this?
3. Jonas goes from feeling happy and excited to terrified. Why?
4. What made this memory painful for Jonas?
5. How did Jonas get hurt?
6. How does Jonas describe the pain in this moment?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words to Practice

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The Giver

Set 5: Lesson 17 233 Total Words

Below are some sentences about science fiction and alternate realities.

1. Science fiction is a genre of text that explores the impact of major technological or environmental changes on society.
2. Sometimes, science fiction authors imagine fantasy worlds that bear little resemblance to our own; for example, they might include aliens from outer space or worlds inhabited only by robots.
3. However, science fiction worlds can also be alternate realities, versions of the real world that have been distorted to seem strange or unusual.
4. An alternate reality is a reimagining of a familiar world or society.
5. In science fiction, alternate realities often emerge when characters or societies attempt to become more utopian.
6. Utopian society is designed to be perfect with ideal conditions and no problems.
7. Authors consider ways in which people might try to solve real-world problems, then imagine the potential consequences.
8. Often in science fiction, the consequences of working toward a more utopian society actually make the world more dystopian.
9. Dystopian is used to describe societies where everything is bad or dangerous, often as the result of a broken or corrupt government.
10. Other well-known dystopian novels for young adults include *The Hunger Games*, *Divergent,* and *1984.*
11. Dystopian literature is popular with teens because teens in these novels often get to act against authority or conquer a dismal future which can feel empowering and liberating to teens who are used to answering to authoritarian figures.

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Reading Comprehension Questions

Set 5: Lesson 17

Below are some questions from the sentences you just read about science fiction.

1. What is science fiction?
2. What is an alternate reality?
3. What is a utopian society?
4. What is one common consequence when working towards a more utopian society?
5. What is a dystopian society?
6. Why might dystopian novels be popular with teens?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words to Practice

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The Giver

Set 6: Lesson 23: pgs. 190 - 191 244 Total Words

Below is the passage from *The Giver* right after Jonas realizes what *release* really means. He is horrified in this moment and does not want to go home to his family unit.



“I WON”T! I WON’T go home! You can’t make me!” Jonas sobbed and pounded the bed with his fists. “Sit up Jonas,” The Giver told him firmly.

Jonas obeyed him. Weeping, shuddering, he sat on the edge of the bed. He would not look at The Giver.

“You may stay here tonight. I want to talk to you. But you must be quiet now, while I notify your family unit. No one must hear you cry.”

Jonas looked up wildly. “No one heard that little twin cry, either! No one but my father!” He collapsed in sobs again.

The Giver waited silently. Finally Jonas was able to quiet himself and he sat huddled, his shoulders shaking.

The Giver went to the wall speaker and clicked the switch to on.

“Yes, Receiver. How may I help you?”

“Notify the new Receiver’s family unit that he will be staying with me tonight for additional training.”

 “I will take care of that sir. Thank you for your instructions,” the voice said.

“I will take care of that sir, I will take care of that sir,” Jonas mimicked in a cruel sarcastic voice. I will do whatever you like, sir. I will kill people, sir. Old people? Small newborn people? I’d be happy to kill them, sir. Thank you for your instructions, sir. How may I help y ----” He couldn’t seem to stop.

The Giver grasped his shoulders firmly. Jonas fell silent and stared at him.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Comprehension Questions

Set 6: Lesson 23

Below are some questions from the passage you read in *The Giver* pgs 190-191.

1. What does it mean when a member of society is released?

1. A verb is a word that shows an action. List three verbs or verb phrases the author uses to show Jonas is upset.
2. Why might the author capitalize the words *I WON’T* at the start of the passage?
3. Why doesn’t Jonas want to go home?
4. Reread this line from p. 191:

“I will take care of that sir, I will take care of that sir,” Jonas mimicked in a cruel sarcastic voice. I will do whatever you like, sir. I will kill people, sir. Old people? Small newborn people? I’d be happy to kill them, sir. How may I help y ----” He couldn’t seem to stop.”

What quality in the community Is Jonas criticizing here?

1. In one sentence, describe Jonas’ reaction to learning the true meaning of release.