Reading Reconsidered Curriculum Lord of the Flies Fluency Practice

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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?
* **The tone of the passage:** 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. Write your personal reading goal at the top of the page.
2. Listen to the teacher read aloud the set of sentences. Pay attention to when the teacher’s voice pauses or changes.
3. Now your teacher will call on students to read the sentences aloud.
4. Now reread the set of sentences with your partner.
	1. Partner 1 (reader) reads the first sentence.
	2. Partner 2 (listener) listens while following along with a ruler.
	3. Let the reader try to decode the words. If they are stuck, the listener can help after the reader has given it a try.
	4. If neither student can read the word, jot it in your ‘Words to Practice’ box.
5. Switch roles for the next sentence and continue alternating through the set of sentences.
6. Reread the set following the above directions 3-4 times.
7. 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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*Lord of the Flies*

Set 1: Lesson 4 224 Total Words

Below are some sentences about the British Empire and its establishment of colonies.

1. For more than a century Britain was the greatest empire in the world.
2. It began in the 15th and 16th centuries when global exploration sanctioned by the English and Scottish people began to establish overseas colonies.
3. Initially many colonies were established in North America and the Caribbean but spread to Africa and Asia.
4. When explorers arrived somewhere and found only native occupants, they often “took possession” of it in the name of a King or Queen.
5. If there were no other Europeans there, they assumed they owned it and were in charge.
6. The growth of the Empire was not without opposition, and a big loss was sustained in 1783 when thirteen American colonies broke away from British rule.
7. Australia and New Zealand were later added to the growing list.
8. The years 1815 to 1914 are referred to as Britain's imperial century, and at this time, the Empire included over 14 million square miles of territory and 450 million people.
9. It included more than a quarter of the world's population.
10. The Empire was vital for trade during the reign of Queen Victoria.
11. At the height of the British Empire, British ports were full with ships arriving from far and wide carrying the goods that were processed and sold, making Britain a wealthy nation.

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Reading Comprehension Questions

Set 1: Lesson 4

Below are some questions from the sentences about the British empire.

1. When did Britain’s status as the greatest empire in the world begin?
2. How did the British Empires acquire these colonies?
3. Did all of the colonies they established remain in their power?
4. By the year 1914, how much total territory was under Britain’s rule?
5. How did having so much territory benefit the Empire during the rule of Queen Victoria?

1. According to the article, Britain had territory on which continents?

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Words to Practice

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*Lord of the Flies*

Set 2: Lesson 3 240 Total Words

Below is a passage from *Lord of the Flies* where the boys decide to vote for a chief.

Jack spoke.

“We’ve got to decide about being rescued.”

There was a buzz. One of the small boys, Henry, said that he wanted to go home.

“Shut up,” said Ralph absently. He lifted the conch. “Seems to me we ought to have a chief to decide things.”

“A chief! A chief!”

“I ought to be chief,” said Jack with simple arrogance, “because I’m chapter chorister and head boy. I can sing C sharp.”

Another buzz.

“Well then,” said Jack, “I—”

He hesitated. The dark boy, Roger, stirred at last and spoke up.

“Let’s have a vote.”

“Yes!”

“Vote for chief!”

“Let’s vote—"

This toy of voting was almost as pleasing as the conch. Jack started to protest but the clamor changed from the general wish for a chief to an election by acclaim of Ralph himself. None of the boys could have found good reason for this; what intelligence had been shown was traceable to Piggy, while the most obvious leader was Jack.



But there was a stillness about Ralph as he sat that marked him out: there was his size, and attractive appearance; and most obscurely, yet most powerfully, there was the conch. The being that had blown that, had sat waiting for them on the platform with the delicate thing balanced on his knees, was set apart.

“Him with the shell.”

“Ralph! Ralph!”

“Let him be chief with the trumpet-thing.”

Ralph raised a hand for silence.

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Reading Comprehension Questions

Set 2: Lesson 3

Below are some questions from the passage you read from pages 22-23 of *Lord of the Flies*.

1. What decision does the group need to make?
2. Why does Jack believe he should be the chief?
3. How does the idea of having a chief evolve? What proposal does Roger make to determine the chief?
4. Who does the author describe as intelligent? What phrase do the author use?
5. What characteristics make Ralph stand out as a potential leader?
6. Who does it appear will become the chief at the end of the passage and why?

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Words to Practice

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 *Lord of the Flies*

Set 3: Lesson 9 158 Total Words

Below are some sentences about the differing opinions about human nature.

1. The state of nature is what the lives of people might have been like before societies existed.
2. In thinking about human life before modern civilization, philosophers have debated human nature.
3. Human nature is the qualities and characteristics that humankind possesses at birth, presumed to be possessed by all of mankind.
4. Some of these qualities include having a basic sense of morality, social inclination, curiosity, emotional range, and an inherent ability to acquire language.
5. Not everyone agrees that humans are born with these qualities and philosophers have differing views on whether humans are inherently good or bad.
6. Thomas Hobbes argued that humans are inherently selfish and driven by self-preservation.
7. Other philosophers, like John Locke, believe that humans are born with a neutral mind and acquire traits through experiences.
8. While still some others, including Jean-Jacques Rousseau, were more optimistic about human nature, arguing that humans in their natural state were noble and cooperative.

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Reading Comprehension Questions

Set 3: Lesson 9

Below are some questions from the sentences you just read about the differing views on the state of nature.

1. What does the term “state of nature” refer to in this text?
2. What are philosophers debating about human life before modern civilization?
3. What are some of the qualities that some argue humans are born with?
4. What did Thomas Hobbes believe about human nature?
5. What did John Locke believe about human nature?
6. What did Jean-Jacques Rousseau believe about human nature?

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*Lord of the Flies*

Set 4: Lesson 12, pp. 110-111 275 Total Words

Below is a passage from *Lord of the Flies* where Ralph and Simon are talking and watching the sea.



Wave after wave, Ralph followed the rise and fall until something of the remoteness of the sea numbed his brain. Then gradually the almost infinite size of this water forced itself on his attention. This was the divider, the barrier.

On the other side of the island, swathed at midday with mirage, defended by the shield of the quiet lagoon, one might dream of rescue; but here, faced by the brute obtuseness of the ocean, the miles of division, one was clamped down, one was helpless, one was condemned, one was ---

Simon was speaking almost in his ear. Ralph found that he had a rock painfully gripped in both his hands, found his body arched, the muscles of his neck stiff, his mouth strained open.

“You’ll get back to where you came from.”

Simon nodded as he spoke. He was kneeling on one knee, looking down from a higher rock which he held with both hands, his other leg stretched down to Ralph’s level.

“It’s so big, I mean –”

Simon nodded.

“All the same. You’ll get back all right. I think so, any way.”

Some of the strain had gone from Ralph’s body. He glanced at the sea and then smiled bitterly at Simon.

“Got a ship in your pocket?”

Simon grinned and shook his head.

“How do you know, then?”

When Simon was still silent Ralph said curtly, “You’re batty.”

Simon shook his head violently til the coarse black hair flew backwards and forwards across his face.

“No, I’m not. I just think you’ll get back

alright.”

For a moment nothing more was said. And then they suddenly smiled at each other.

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Reading Comprehension Questions

Set 4: Lesson 12

Below are some questions from the passage you read in *Lord of the Flies* pages 110-111.

1. What does Ralph observe about the sea and how does it seem to affect him?
2. Does Ralph seem optimistic or pessimistic that the boys will be rescued, and why?
3. What do you notice about Ralph’s physical state as Simon is talking to him?
4. How does Simon reassure Ralph and how does Ralph respond?
5. Why does Ralph ask Simon if he has a ship in his pocket?
6. How does Simon respond to Ralph’s pessimism?

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Words to Practice

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*Lord of the Flies*

Set 5: Lesson 17 218 Total Words

Below are some sentences about herd mentality and how people’s decisions are influenced when they’re in a group.

1. Herd mentality is a phrase used to explain why and how people are influenced by others.
2. The term comes from herding—the banding together of animals in groups to improve their chances of survival against predators.
3. They trade freedom and individuality for the safety of numbers.
4. Peer pressure is a common situation in which a herd mentality can influence behavior.
5. Students in school sometimes feel pressure to do things they don’t want to do, or that they know better than to do, because they believe that most other people are doing those things.
6. Ironically, their perception of what their peers are doing is often mistaken, but if their actions influence other students, a few people can end up influencing the actions of a large group.
7. On the other hand, in some situations peer pressure can be positive, as in a school where students consistently encourage one another to be honest and truthful.
8. Researchers at Leeds University performed a group experiment to test the degree to which herd mentality influenced people.
9. The scientists discovered that people ended up following those people without having any reason to.
10. A small number of people who seemed very self-assured managed to influence the behavior and decisions of the great majority of people.

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Reading Comprehension Questions

Set 5: Lesson 17

Below are some questions from the sentences you just read about criminal court case proceedings in the United States.

1. What does the phrase ‘herd mentality’ suggest about people?
2. How was this term developed and what does it have to do with animals?
3. What is a common situation in which herd mentality can influence behavior?
4. Does this passage suggest that peer pressure is all bad?
5. What did the researchers at Leeds University find about herd mentality?
6. In what ways have you been influenced by herd mentality?

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Words to Practice

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*Lord of the Flies*

Set 6: Lesson 17, pgs. 151-152 292 Total Words

Below is the passage from *Lord of the Flies* where the boys begin to do their dance before a storm.

I’ll blow the conch and,” said Ralph breathlessly, “and call an assembly.”

“We shan’t hear it.”

Piggy touched Ralph’s wrist.

“Come away. There’s going to be trouble. And we’ve had our meat.”

There was a blink of bright light beyond the forest and the thunder exploded again so that a littlun started to whine. Big drops of rain fell among them making individual sounds when they struck.

“Going to be a storm,” Ralph said, “and you’ll have rain like when we dropped here. Who’s clever now? Where are your shelters? What are you going to do about that?”

The hunters were looking uneasily at the sky, flinching from the stroke of the drops. A wave of restlessness set the boys swaying and moving aimlessly. The flickering light became brighter and the blows of thunder were only just bearable. The littluns began to run about, screaming.

Jack leapt on to the sand.

“Do our dance! Come on! Dance!”

He ran stumbling through the thick sand to the open space of rock beyond the fire. Between the flashes of lightning was dark and terrible; and the boys followed him, clamorously. Roger became the pig, grunting and charging at Jack, who sidestepped.

The hunters took their spears, the cooks took spits, and the rest clubs of firewood. A circling movement developed and a chant. While Roger mimed the terror of the pig, the littluns ran and jumped on the outside of the circle.

Piggy and Ralph, under the threat of the sky, found themselves eager to take a place in this demented but partly secure society. They were glad to touch the brown backs of the fence that hemmed in the terror and made it governable.

*“Kill the beast! But his throat! Spill his blood!*

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Reading Comprehension Questions

Set 6: Lesson 17

Below are some questions from the passage you read in *Lord of the Flies* pages 151-152.

1. Why does Ralph want to blow the conch?
2. What is Piggy’s initial reaction to the idea of having an assembly?
3. Why does Ralph ask the boys questions as the storm is approaching?
4. How do Jack and the boys react to the impending storm?
5. What role does Roger play in the dance?
6. Do Piggy and Ralph end up leaving or staying for the assembly? Why?