Reading Reconsidered Curriculum To Kill a Mockingbird 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 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.

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

Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To Kill a Mockingbird*

Set 1: Lesson 5 181 Total Words

Below are some sentences about churches in America, including the Baptist church to help you better understand life in Maycomb.

1. Throughout history, American churches and religious institutions have been concerned about the way society is structured and how it acts toward individual members.
2. Different churches have often attempted to speak out against what they see as evil in America, and to construct a society that mirrors their beliefs about God’s will.
3. Because it is difficult to make life on earth perfect, some church members concentrate on preaching God's commandments and preparing for the afterlife.
4. While many in Maycomb would describe themselves as Baptist, a Christian denomination, Miss Maudie describes Mr. Radley as a “footwashing Baptist.”
5. Footwashing Baptists, also called Primitive Baptists or Hard Shell Baptists, are very conservative.
6. They do not include instrumental music in their worship services, for example, because musical instruments are not mentioned in the New Testament.
7. Footwashing is a biblical ceremony in which the feet of saints or holy people are literally washed as a symbol of humility and service.
8. Primitive Baptists would imitate these biblical rituals in real life because of their literal interpretation of the Bible’s teachings.

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

Reading Comprehension Questions

Set 1: Lesson 5

Below are some questions about the passage you just read about churches in America, including the Baptist church.

1. What has been a focus for America churches and religious institutions throughout history?
2. What is a common goal of churches in America?
3. Why do some churches choose to focus their preaching on God’ commandments?
4. What are “footwashing Baptists”?
5. Describe the ritual of footwashing.

1. Which character in the text is considered a “footwashing Baptist”?

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

Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To Kill A Mockingbird*

Set 2: Lesson 4 181 Total Words

Below is a passage from *To Kill a Mockingbird* where Scout tells Atticus about her frustration with her day at school.

Bit by bit, I told him the day’s misfortunes. “—and she said you taught me all wrong, so we can’t ever read any more, ever. Please don’t send me back, please sir.”

Atticus stood up and walked to the end of the porch. When he completed his examination of the wisteria vine he strolled back to me.

“First of all,” he said, “if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view—”

“Sir?”

“—until you climb into his skin and walk around in it.”

Atticus said I had learned many things today, and Miss Caroline had learned several things herself. She had learned not to hand something to a Cunningham, for one thing, but if Walter and I had put ourselves in her shoes we’d have seen it was an honest mistake on her part. We could not expect her to learn all Maycomb’s ways in one day, and we could not hold her responsible when she knew no better.

“I’ll be dogged,” I said. “I didn’t know no better than not to read to her, and she held me responsible – listen, Atticus, I don’t have to go to school!” I was bursting with a sudden thought. “Burris Ewell, remember? He just goes to school the first day. The truant lady reckons she’s carried out the law when she gets his name on the roll—"

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

Reading Comprehension Questions

Set 2: Lesson 4

Below are some questions from the passage you read on page 33 of *To Kill a Mockingbird*.

1. What misfortunes does Scout tell Atticus about?
2. How does Atticus respond to Scout?
3. How does Scout respond to this advice?
4. How does Scout try to convince her dad that her plan is a good one?
5. What can we figure out about Atticus based on the advice he gives to Scout?
6. What is the metaphor that Atticus uses to teach Scout this life lesson?

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

Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *To Kill A Mockingbird*

Set 3: Lesson 9 174 Total Words

Below are some sentences about code switching.

1. Code-switching is the practice of alternating between two or more languages or varieties of language in conversation.
2. There are many social situations in which people code switch: for example, you might consider some situations to be more formal than others, and alter your speech to match, speaking differently during an interaction with a teacher or a doctor than you would when hanging out with your friends or cousins.
3. Code-switching is more than a response to the formality of one’s setting, however.
4. For some speakers, code switching is not just a choice, but a necessary strategy to defy negative stereotypes, racism, and discrimination that is wrongly associated with certain language or dialects.
5. In a college interview or a job interview, code switching is often necessary because people in power can make incorrect assumptions about a person’s intellect or work ethic just because of the way they speak.
6. Code switching requires a person to recognize and respond to different situations with different languages that signal different aspects of their identity.

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

Reading Comprehension Questions

Set 3: Lesson 9

Below are some questions from the sentences you just read about code switching.

1. What is code switching?
2. Give an example of a situation in which someone might code switch?
3. Why might some people feel the need to code-switch more than others?
4. What are some examples of situations in which code-switching might be necessary?
5. What is a potential consequence for not code-switching during an interview?
6. Give an example of a time when you used code-switching when communicating with others.

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

*Reading Reconsidered Curriculum To Kill a Mockingbird Fluency Practice*

*Reading Reconsidered Curriculum To Kill a Mockingbird Fluency Practice*

Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To Kill A Mockingbird*

Set 4: Lesson 11, pp. 137-138 229 Total Words

Below is a passage from *To Kill a Mockingbird* where Scout and Jem accompany Calpurnia to church.



Zeebo rose from his pew and walked down the center aisle, stopping in front of us and facing the congregation. He was carrying a battered hymn-book. He opened it and said, “We’ll sing number two seventy-three.”

That was too much for me. “How’re we gonna sing it if there aint any hymn-books?”

Calpurnia smiled. “Hush baby,” she whispered, “you’ll see in a minute.”

Zeebo cleared his throat and read in a voice like the rumble of a distant artillery.:

“There’s a land beyond the river.”

Miraculously on pitch, a hundred voices sang out Zeebo’s words. The last syllable, held to a husky hum, was followed by Zeebo saying,

“That we call the sweet forever.”



Music again swelled around us; the last note lingered and Zeebo met it with the next line: “And we only reach that shore by faith’s decree.”

The congregation hesitated, Zeebo repeated the line carefully and it was sung. At the chorus Zeebo closed the book, a signal for the congregation to proceed without his help.



On the dying notes of “Jubilee,” Zeebo said, “In that far-off sweet forever, just beyond the shining river.”

Line for line, voices followed in simple harmony until the hymn ended in a melancholy murmur.

I looked at Jem, who was looking at Zeebo from the corners of his eyes. I didn’t believe it either, but we had both heard it.

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

Reading Comprehension Questions

Set 4: Lesson 11

Below are some questions from the passage you read in *To Kill a Mockingbird* pages 137-138.

1. Who is Zeebo and what is he doing throughout the passage?
2. How does Scout feel about singing the hymn and how does Calpurnia react?
3. Describe Zeebo’s voice as he leads the congregation through the hymn.
4. What is the atmosphere like in the church while they are singing the hymn?
5. What impact does the hymn have on Scout and Jem?
6. How might this experience change the characters’ perception of Zeebo?

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

Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To Kill a Mockingbird*

Set 5: Lesson 18 164 Total Words

Below are some sentences about criminal court case proceeding in the United States.

1. The sixth amendment to the U.S. Constitution guarantees the right to a speedy, public trial and legal representation for the accused.
2. Criminal court cases strictly adhere to procedural rules to safeguard the integrity of the trial process.
3. In a criminal court case, there are several distinct roles that individuals assume to ensure a fair trial.
4. Among those is a group of citizens selected at random, called a jury, that is appointed to decide whether the defendant is guilty.
5. Juries are told not to convict someone unless they are certain beyond all reasonable doubt, that the defendant is guilty.
6. In the American legal system, this means that the prosecuting attorney must prove that there is no other reasonable explanation of the crime.
7. They must present a thorough and convincing case with compelling evidence to leave no room for doubt.
8. If the jury can think of another logical explanation for the crime based on the evidence presented, that means there is reasonable doubt.
9. In that case, they should be considered innocent, and the jury must acquit the defendant.
10. You can’t say someone committed a crime unless you’re certain that the evidence proves that they did.

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

Reading Comprehension Questions

Set 5: Lesson 18

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

1. What is the purpose of a jury in a criminal case?
2. How is a jury selected?
3. How does the jury determine whether or not a defendant is guilty?
4. What should happen if the jury is not certain that the defendant is guilty?
5. What is the prosecuting attorney’s job in a criminal case?
6. Describe what kind of evidence is needed to prove that a defendant is guilty.

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

Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To Kill a Mockingbird*

Set 6: Lesson 18, pgs. 230-231 349 Total Words

Below is the passage from *To Kill a Mockingbird* where Atticus makes a statement to the jury.

“Gentlemen,” he was saying, “I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant. The case is not as simple as black and white.”

“The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination but has been flatly contradicted by the defendant. The defendant is not guilty, but someone in this courtroom is.



“I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man’s life at stake, which she has done in an effort to get rid of her own guilt.

“I say guilt, gentleman, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white.

She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, as her subsequent reaction is something that all of us have known at one time or another.

She did something every child has done—she tried to put the evidence of her offense away from her. But in this case she was no child hiding stolen contraband: she struck out at her victim—of necessity she must put him away from her—he must be removed from her presence, from this world. She must destroy the evidence of her offense.”

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

Reading Comprehension Questions

Set 6: Lesson 18

Below are some questions from the passage you read in *To Kill a Mockingbird* pages 230-231.

1. What does Atticus remind the jury of at the beginning of his statement?
2. What does Atticus believe is missing in the case against Tom Robinson?
3. Does Atticus believe Tom Robinson is guilty?
4. Who does Atticus believe is guilty in this case and why?
5. What does Atticus suggest is the motivation of the chief witness in bringing forth this case?
6. What does Atticus mean when he says “—he must be removed from her presence…”?