

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	A good man	My new place
After the game	Another great sound	Most of the animals
Take a little.	Our best things	Give it back.
Just the same	Only a little	My last name
It's only me.	That's very good	I know why.
Think before you act	Three years ago	Mother says to now.
Live and play.	Where are you?	I need help.
Try your best.	I work too much.	Move over.
Any old time	We found it here.	Through the line
Study and learn	Right now	Kind of nice
Mother means it.	Spell your name.	Same time tomorrow
The good American	Tell the truth.	Change your clothes
A little boy	Play it again.	The following day
Back off.	We came home.	Give it away.
We want to go.	Answer the phone.	Show us around.
Turn the page.	Form two lines.	The air is warm.
A small house also	Read my letters.	Another old picture
It's still here.	Write one sentence.	Where in the world
Set it up.	We need more.	Put it there.
I study in school.	Where does it end?	I'm an American.
I don't feel well.	Such a mess	My home is large.
Point it out.	It turned out well.	Right now
Read the sentence.	It's a small world.	This must be it.
Big and small	Hand it over.	Home sweet home
Such a big house	Around the clock	The men asked for help.
Show and tell	A different land	You must be right.
They went here.	Tell the truth.	Get to the point.
Good and plenty	Because we should.	Help me out.
Even the animals	It turned out well.	It's your place.
I think so.	Good things	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