FAITH READERS
growing readers into leaders

Name: _____



Fluency

4

root multi



Do this Read the passage three times: carefully, smoothly, like talking. Tick a box each time. Read the words over each scoop together.

Many Lines on the Globe

1 Nadia spun the classroom globe and watched lines slide under her finger. Some lines ran around the globe from east to west. Others ran from north to south. Her teacher explained that latitude and longitude form a multilayered structure for finding places. Multi- means many, and the globe needed many lines, not one, to describe location.

2 The class practiced finding a harbor. First, they used a latitude line to see how far north or south the harbor was. Then they used a longitude line to see how far east or west it was. When the two lines crossed, the students had a coordinate. That structure helped them speak with precision.

3 Nadia noticed that the horizon outside the window had no printed lines. The globe was a model, not the sky or the earth itself. Still, the model was useful because its many parts worked together. A single mark could point to a broad region. Multiple lines could point to a specific place. The more carefully the students read the structure, the less likely they were to confuse one location with another.

Reading Tracker

Read 1: Read it carefully. ☐

Read 2: Read it smoothly. ☐

Read 3: Read it like talking. ☐

Listener: ☐ ☐ ☐

A word I practised:

_____