

## LESSON 3

**Lesson 3:** Fluency

**Subject:** Literacy / Language Arts

**Grade Level:** 6<sup>th</sup> Grade

**Date:** March 20, 2014

**Duration:** 5-10 minutes – (repeat daily for best results)

**Lesson Objectives:** Students will improve upon the speed at which they read words in a passage accurately, the accuracy of their phrasing while reading, as well as their accurate and increased use of expression while reading.

**GLCEs:**

- **R.WS.06.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- **R.WS.06.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

**Materials:** HELPS student reading passages, teacher passages, progress monitoring chart, timer, and optional bar graph for student progress monitoring

**Resources:** HELPS (Helping Early Literacy with Practice Strategies) Program – Teacher Implementation Guide

**Rationale/Background:** In this lesson, students will participate in both cold and repeated readings of 1 minute passages at their instructional reading level to work on improving the speed at which they read words accurately, the amount of expression they use while reading, and their proper use of phrasing while reading. After each 1 minute cold reading the teacher will first help the student to correctly pronounce any missed words. The teacher will also model how to read difficult phrases from the passage fluently and participate in repeated readings of sections of the passage with the student. Through modeling, repeated readings, and guided practice, the student will become a more fluent reader.

**Opening:**

- Explain to the student that over the next few days they will be working on improving their fluency. Ask the student if they know what it means to read fluently or with fluency. Give them the opportunity to answer. Explain to them that being a fluent reader means reading the words on the page both quickly and accurately, while also using appropriate phrasing (where and when to pause) and good expression.

- Start by doing a 1 minute repeated reading of yesterday’s cold reading. After one minute, compare today’s results to the previous day’s results. See if their wcpm (words correct per minute) improved and share this information with the student. Go over any words the reader had trouble identifying quickly and correctly. Practice any parts of the passage where the student had difficulty with accurate phrasing and/or expression.
  - **NOTE:** On the first day implementing this lesson skip the above step, as there will not yet be a reading to repeat. Begin with the “Middle” section of the lesson below.

### **Middle:**

- Provide the student with a new reading passage at their instructional level. (Note: As the student progresses in speed, accuracy, and prosody, the teacher may choose to select a more difficult reading passage.)
- Have the student read the title of the piece and make predictions about what they think it might be about (activating their prior knowledge on the topic)
- Set the timer and have the student complete a 1 minute cold read of the new passage. On the teacher passage, mark any errors the student makes while reading. When the timer goes off, put a bracket around the last word the student read. Take note of any parts of the reading where phrasing or expression appeared to be particularly challenging for the student.
- Tell the student how many words they were able to read this time in the one minute allotment. Then tell them how many errors they made, and what their final score was. For example, “You did a great job and read 58 words in one minute. Six words were incorrect, so our final score that we will be graphing today for this cold read is 52 wcpm. Nice work!”

### **Conclusion:**

- Lastly, go over any words with the student that he/she had trouble identifying quickly and correctly in the text. Point them out and practice pronouncing them together.
- Also, practice modeling for the student fluent reading of any parts of the passage where the student had difficulty with accurate phrasing and/or expression. Have the student re-read certain phrases and/or sentences from the passage modeling their expression after yours as additional practice.
- Some students like to chart their fluency progress. As an optional wrap up to the lesson, allow the student time to graph their progress on a bar graph sheet. Have them graph their cold reads in blue and their hot reads in red. Make sure the student graphs the hot read directly after/next to the cold read so he/she can clearly see their improvement. (See Artifact \_\_\_ attached)

**Adaptations and Extensions:**

- Reading passages in the teacher guide vary by level. If a passage at the child's grade level proves to be at their frustration level, teachers can choose a lower leveled passage in which the words may be more at the student's instructional level. Reversely, if a passage at grade level is too easy, harder passages may be selected. Reading passages range from grade 1 to grade 8.
- As an extension, try adding a retell to the lesson after the student finishes a cold read to check for understanding, accuracy in sequencing, and accuracy in recalling details.

**Assessment:** The effectiveness of this lesson will be assessed by completing a final AIMSweb fluency assessment with the student to measure his/her growth after having completed this lesson 5 times (with assorted reading passages) and participating in daily one-minute cold and hot reads with the LRC teacher.