

Fluency reading plan

Literature



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Reading Fluency Unit As an overview of the Unit of 5 lessons on Reading Fluency, it is important to that reading fluency is “ the accurate and rapid naming or reading of letters, sounds, words, sentences or passages.” (Vaughn & Thompson, 2004). When students are able to read and perform reading-related tasks quickly and accurately, they are on the way to fluency, which is an essential element to comprehension and mature reading. In order to read fluently, students must learn to decode words rapidly and accurately, either in isolation or in connected text. The teacher’s task is therefore to provide students with opportunities for repeated oral reading that is given feedback by teachers, as well as by student peers. The teacher should also determine the students’ reading levels, while ensuring that texts they are to read are matched with their age and grade level. Systematic practices are also introduced by teachers in order to monitor the progress of students in reading fluency. As a strategy, reading skills are taught separately, but soon enough it becomes important to integrate the recognition of letter-and-sounds, vocabulary learning, and reading of sentences and passages. During Grades 4-8, the students are ready for greater fluency through more complex skills including comprehension of meaning. This fluency unit focuses on essential elements, uses appropriate materials and apply effective teaching strategies, such as modelling, chorale reading and theatre reading performance. In the 5 lessons, the foundation of students in early grades reading skills serve as the starting point to jumpstart students to increased fluency in reading skills. In each lesson, students are informed explicitly on what they are to do, followed by activities that comprise reading practice opportunities. Feedback is also provided, not only informally through teacher’s monitoring, but also through student

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written reflection, class discussion, and results of a scientific WCPM reading test. In Lesson 1, the teacher gives a review to clarify the concept of fluency. He provides helpful information, such as the fact that 38 percent of all 4th graders cannot read with adequate comprehension of simple children's books (NAEP, 2003). He will also stress the need for science-based approaches to reading to overcome reading difficulties and increase proficiency. Looking forward, students are informed about fluency skills levels and their need to progress from frustration level fluency (more than 10 mistakes for every 100 words), to instrumental level (fewer than 10 mistakes for every 10 words) and independent level fluencies (reading easily with fewer than five mistakes for every 100 words). . In Lesson 2, Reading with a Model Reader shall be applied. Here the teacher as model reader reads passages first, followed by students who read the passages with appropriate speed and accuracy, but not through speed reading. The teacher and the students can ask each other questions about reading content; summary activity can also be done before the end of the class hour. Lesson 3 is for chorale reading in which the teacher reads the selected passage first, then joined in by students. Slowly the teacher allows students to read on their own as a group, much like a music chorale. If time is available, then the teacher may teach proper gesticulation and body movements to support the text chorale reading. Lessons 4 and 5 implement the Readers' Theatre or Reading Performance by the class divided into smaller groups. In preparation, the students internalize the text by getting information from the teacher on the background of the short skits to be read dramatically by students taking on a character. The exercise demands that students do not only read but also emote in order to show through dramatic reading the

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feelings and mind of the characters in the skit. The 5 lessons shall be supported by pre-test in Lesson 1 and post-test after Lesson 5 in order to assess improvement in fluency using the WCPM test which reflects time measures of the number of words read correctly in one minute. Submission of written reflection in addition to open class discussion on outcomes shall add to assessment strategies for fluency instruction. Overall Reading Fluency Lesson Plan for 5 Templates (SIOP Model) Prior Lesson Basic reading fluency (Kindergarten-Gr. 3) Students Gr. 4-8 Students will acquire increased ability to read text passages with speed, accuracy and understanding Objectives Fluency in reading with intelligent interaction with text Content Students acquire speed and accuracy in reading sentences and passages. Students perform reading to enter the path of path for more mature reading fluency Language Words decoded more rapidly and accurately Reading with understanding of connected sentences and passages Learning Strategies Providing opportunities for intelligent oral reading Applying systematic practices in classroom fluency instruction Using research-based fluency assessment tools Giving support and feedback from teacher and peers Materials Notebooks to record reflection on reading fluency Instructional media aids Home video camera to record significant fluency activities Introduction Through lower grades, there is increased ability among students to read quickly by sight. They have become formative readers, and still need greater motivation to read not only for greater reading fluency. Fluency in reading for Grades 4-8 require not only facility and accuracy, but increased comprehension of texts being read. Presentation Give an overview of 5 lesson templates, motivating them to the value and enjoyment of the lesson activities. Practice Whole class instruction prepares students for activities <https://assignbuster.com/fluency-reading-plan/>

that provide opportunities for reading performance and creative activities
Review Feedback sessions will give opportunity for self-reflection and
assessment. Video replay of important activities will be part of effective
learning. Wrap-up Open reflective discussions will provide opportunity for
students to orally give expression to their perceptions: “ I learned/was
surprised/wondered, etc.” Homework Written reflections at home on
classroom activities Follow-up Students are asked to do independent reading
and reporting of relevant materials Fluency Learning in 5 Templates (UbD
model) All students will increase achievement in reading fluency with
accuracy and understanding of textual passages. They are provided
opportunities for creative oral reading while given the support and feedback
from teacher and peers. Systematic practices are monitored and gauged by
determining reading levels using research-based methods to monitor student
progress.

Big

Idea: How can Reading Fluency in Middle and Upper Grades (Gr. 4-8) be
demonstrated through efficient word processing, robust vocabulary, and
meaningful comprehension of the text as an improvement on reading
fluency in lower grades? How can implementing research-based practices
improve fluency upgrade reading speed, accuracy and comprehension
among students, while encouraging opportunities for independent reading
outside the classroom (library and home reading) in order to further upgrade
reading fluency and interest? Template 1 Review of the Concept of Reading
Fluency Essential Questions O What is Fluency in reading? O What are the
fluency skills levels? Areas of Focus O Use of motivational media (Helen
Keller video clip) to show impairment in reading fluency O Home student
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written reflection O WCPM pre-test Ending Results Students reflect on their knowledge and appreciation of reading fluency, while informally determining their fluency skills levels Conceptual awareness of 3 main fluency skills levels: frustration-level text, instructional-level text, and independent level text Template 2 Reading with a Model Reader Essential Questions O How does one read passages quickly and accurately without speed-reading? Areas of Focus O Reading the teacher, then students O Questions asked on what was read; summarizing key points read O Home student written reflection Ending Results Fluent reading is demonstrated and replicated by students Teacher provides model for fluency Students internalize on their own reading fluency and comprehension. Lesson Template 3 Chorale Reading Essential Questions O How are literary passages with dramatic values read with fluency? Areas of Focus O Teacher as model reader previews literary passage O Teacher reads aloud with dramatic rendition of the reading. O Teacher guides class in dramatic chorale reading O Home student written reflection Ending Results Student appreciation of fluency in reading literature Internalization of the significance of literary piece; increasing interest through participative dramatic reading. Template 4 Preparation for Reader's Theatre Performance Essential Questions O How does preparation for reading performance add to reading fluency? Areas of Focus O Students select or are assigned short skits to perform in small groups O Preparation involves learning the background, emotive passages and reading for class performance O Home student written reflection Ending Results Value for literary pieces which contain scene, dialogue, drama components Preparedness and readiness to perform with dramatic fluency before the class. Template 5 Readers' Theatre Performance Essential

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Question How does experience in Readers' Theatre Performance increase reading fluency? Areas of Focus O Performance of rehearsed skit video recorded O Playback and assessment O Home student written reflection O WCPM fluency post-test Ending Results Participative and creative learning experience in dramatized fluency Creativity in dramatized presentation demonstrating both fluency and internalization of values n the skit or short play. Overview of Templates Book source: Research-based Methods of Reading Instruction By Sharon Vaughn and Sylvia Linan-Thompson (Synopsis) The book provides concepts and research-based methodologies on reading instruction. Through its rich content and proven reading methods, the essential elements of reading proficiency are treated: phonemic awareness, phonics and word study, fluency, vocabulary and comprehension. Introducing concepts and methods drawn from science-inquiry, the book hopes to introduce research-based practices in reading instruction. The book includes dozens of reading activities and lesson plans which can be used by teachers. In addition, a glossary and annotated resource lists can assist in better understanding key reading concepts and practices in contemporary reading instruction. References Create Briefs (2011). Response to Interventions and English Learners. Retrieved from [http://www. cal. org/create/resources/responsetointerv. html](http://www.cal.org/create/resources/responsetointerv.html) Learning and Technology (2011). Reading Fluency Lesson Plans. Retrieved from [http://LearningandTechnology. wikispaces. com/Technology\)+UBD\)+Units](http://LearningandTechnology.wikispaces.com/Technology)+UBD)+Units) Liberan, G. (2005). EEI Model Curriculum Plan. Retrieved from [http://calepa. ca. gov/education/eei/documents/ModelPlan. pdf](http://calepa.ca.gov/education/eei/documents/ModelPlan.pdf). National Assessment of Educational Progress (2003). National Center for Educational Statistics Washington, DC: U. S. Department of Education. Vaugh, S. & Linan- <https://assignbuster.com/fluency-reading-plan/>

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