

Fluency Lesson Plan

Lesson: Reading Fluency- Developing oral reading fluency through echo and choral reading

Subject: Literacy/Language Arts

Grade Level: 4th Grade

Date: April 8, 2014

Objective(s) for today's lesson: In this lesson the student will learn how to improve his fluency skills and develop his ability to read smoothly with expression. The student will develop their prosody through repetition to become a more fluent reader.

Common Core State Standards:

[CCSS.ELA-Literacy.RF.4.4](#) Read with sufficient accuracy and fluency to support comprehension.

Duration: 30 minute lesson during DEAR silent reading/ 1:1 reading conferences

Rationale: Student will form on developing his prosody and fluency skills to become a more fluent reader. Students need fluency skills to build their ability to comprehend a given text. Fluency is a fundamental part in reading development and text comprehension (Mandel & Gambrell, 2011). Therefore, by improving students' fluency they will build their comprehension skills as well.

Resources:

- Learning Resources, Reading Fluency Cards Grade 4 (Learning Resources, 2014)
- Oral Reading Record (MLPP Second Edition, 2000)

Materials:

- Two 4th grade fluency passages (two copies- one for student and one for the teacher) (Learning Resources, 2014)
- Two Student Answer Sheet forms (Learning Resources, 2014)
- Two Oral Reading Fluency Assessment Rubrics (Learning Resources, 2014)
- Oral Reading Record (MLPP Second Edition, 2000)
- Two pencils/pens
- Fluency Bar Graph (Learning Resources, 2014)
- Fluency Checklist
- Timer (suggestion: use a 1 minute hourglass timer vs. a stopwatch so the student does not get fixated on the time/beeping noise.)

****This lesson is tailored to a particular fourth grade student with individual special needs. You can modify this lesson for whole group instruction and pair the students together to practice reading.**

Introduction to the lesson:

- Give the child the reading checklist and let him know we have 5 tasks to complete. After each task he will have 1 minute to talk about the subject of his choice before moving onto the next task. (Note: Since this child is Autistic, this extrinsic motivator is required for this particular less. If working with a group of nondisabled students, skip this step).
- The teacher begins the lesson by explaining to the student how we are going to work on something called fluency. Explain to the student how we are not going to worry about our time this time and work on reading with expression. Ask the student what reading with expression means and explain to him with examples. Read two sentences aloud (one with expression and one without) and have the student identify which sentence sounded better. Once identified, explain how this was the sentence which was read aloud with appropriate expression.

Middle of the lesson:

- Give student first passage titled "What Is It?". Follow the order below:
 1. Read the passage aloud to the student and pause along the way to ask questions (due to the child's attention concerns this will help develop comprehension as well as stay focused).
 2. After reading the passage aloud, let the student know you are now going to "echo read" the passage aloud to the student. Explain how this means you are going to read the passage again to the child, but the child will repeat sentences back to you using appropriate expression (if needed, remind him again what expression means.).
 3. Once finished, reread the passage with choral reading. Let the child know you are now going to read the passage aloud in unison. While reading aloud, continue to model fluent reading. Have the child follow along with his finger pointing to each individual word as he reads aloud.
 4. After this task is complete, have the child read the passage back to you independently and complete a running record (start the timer when the child begins reading and mark off how many words he is able to read in 1 minute). Stress to the child you are not trying to see how quickly he can read the passage and encourage him to take his time. Once finished, fill out the Oral Reading Fluency Assessment to rate the child's expression, pace, smoothness, and volume while reading aloud and graph the child's wpm on the Fluency Graph. Review the results with the student and discuss strengths/areas of improvement.

End of the lesson:

- Praise the student on their accomplishments. Complete the three extension activity questions with the child. Have the child identify the main idea of the passage, write down anything they learned from the passage, and identify any parts of the story which was confusing (or unknown vocabulary terms). Allow the child to share his ideas orally and scribe his answers (Note: this particular child as modified writing, since the focus of this lesson is fluency scribe for the child. If you were to implement this lesson to a child without writing concerns, allow them to write independently).

Closing summary for the lesson

- Stress to the student how proud you are of all of his reading process. Show the child the Fluency Graph to let him see his growth/improvement of how many words he read in one minute. Also show the child his Oral Reading Fluency Assessments and explain the areas where he demonstrated growth.

Assessment: Running Record

- Give the student the passage titled "Brother and Sister." Have him do a cold read of the passage to himself independently. Once completed, remind him of the importance of reading with expression and model the first sentence to him. Afterwards have the child read the passage aloud and complete a running record and Oral Reading Fluency Assessment rubric. Afterwards, have him fill out the extension activities independently.