

Final Project: Fluency Instruction

“The development of reading fluency has been linked to successful reading since the early research on the psychology of reading” (Chard, 2002, p.386) (Standard I). This is one of the main reasons that I chose to do a case study that focuses on improving fluency through direct instruction for one of my students. Being able to read fluently helps with comprehension skills, allowing for readers to make sense of the text they are reading. In an article by Chard, it is explained that “...slow word reading is also debilitating because it consumes working memory and, therefore, prevents the individual from thinking about the text while reading” (Chard, 2002, p.386) (Standard I). I have found that to be true in my second grade classroom, especially with one student in particular named Katherine. She is the focus student for my case study. Katherine needed direct fluency instruction to eventually help her with making meaning of texts she reads. Therefore, I conducted lessons to teach reading fluency through evidence / research based lessons.

As mentioned previously, Katherine is the little girl who is at the center of my case study. Katherine just turned eight years old and is in my second grade class in Grosse Pointe, Michigan, a predominately affluent community. In the beginning of the school year she was considered a struggling reader who was reading below grade level. She was reading at a DRA (Developmental Reading Assessment) 18 and a DRA level 20 would have been considered grade level. She was only one reading level away from reading on grade level, as the levels jump in increments of twos or fours with this assessment tool (Standard III). I had the opportunity to somewhat know Katherine when she was in first grade. She was in the classroom next door and I knew her to be a lively and adorable little girl! However, I didn't know her academic needs at all until she became my student this year in second grade. At the beginning of the year I assess all students using the DRA kits to find out their reading levels in the beginning of the year. When testing her I could tell she was struggling a bit still with phonics and decoding of words, limiting her rate and expression of fluency (Standard III). She was working so hard to decode the words, that she was unable to read at a fluent pace, thus also

limiting her depth of comprehension (Standard III). I talked with her first grade teacher a bit and she explained that Katherine had come a long way in her reading skills. She came into first grade with little phonemic ability and grew as a reader through much explicit instruction. Her first grade teacher also explained to me her family makeup, which I also came to know very well. Katherine lives in a two parent home and has an older brother who is in fifth grade. Her mom is a school social worker within the same district that her children go to school in. This gives her access to more “insider” information than the average parent. Although I know that this family has Katherine’s best interests in mind, it is sometimes difficult for her mom to separate work and home life and information. For example, in the beginning of first grade Katherine was in reading club with a small group of other first grade students to help give her focused reading instruction by our school reading interventionist. Around February of her first grade year Katherine had made a tremendous amount of progress and therefore tested out of reading club. Her family was proud of her but her mom was hesitant that she was no longer gaining small group instruction and was worried that she would fall behind. Reading club is intended for students reading at least two reading levels below grade level. Therefore, passing out of reading club does not mean she was reading on grade level, but rather not low enough to gain this additional support. With all of that being said, this school year, her mother again raised concerns around November that she wanted Katherine back in reading club to gain additional support. She still did not qualify though. Katherine was an “on the cusp kid” who just needed support and explicit and direct instruction within the classroom setting. It was difficult as the classroom teacher to convince mom, especially with the knowledge she had with how district programs work and access to her daughters national test scores, that I would keep a close eye on Katherine, monitor her progress, and really help her grow in her literacy skills. The reading specialist and myself both felt that putting her in reading club would hold her back because she would be working with students who were not having as much growth as her and were reading around three levels lower than her. Additionally, this was a battle because her parents were not use to a struggling reader. Katherine’s older brother is very bright and academics came easy to him. Therefore, these parents

felt a bit helpless about what to do with a child who was different than what they were used to (Standard III). Katherine is a very different child than her brother though. She is very active and busy. Although she is not ADHD or ADD, she is full of spirit and spunk and enjoys all aspects of school, including the social aspects. Therefore, I think the pressure she receives at home to “keep up” academically could eventually crush this energetic and lively personality (Standard III). I explain all of this because I think Katherine’s background is significant when discussing her learning. She is a child who has significant support from home, but also a child who’s spirit could be crushed and motivation and interest in literacy could be ruined with too much pressure. Therefore, she was a perfect student to work with to make sure her confidence was still ever so present in her literacy growth, to increase her difficult areas of reading (fluency), and help her parents see just how much growth she can make getting direct instruction within the general classroom. Katherine is a pleaser and eager to work with the teacher. She and I have a very good relationship that has been built over the course of the school year (Standard III). She is a student who feels privileged to work one on one with me, wants to do a good job, and speaks her mind, giving me valuable information during lessons.

As previously mentioned, Katherine and I have a very good relationship. She is a student who felt very comfortable in my classroom quickly. She loves working one on one with me and cooperates no matter what the task is. Katherine is intrinsically motivated, “...motivation to engage in an activity for its own sake...” (Linnenbrink, 2002, p.318) (Standard III). Despite her struggles in reading, she has come a long way and is proud of her progress. She has high self-confidence and is a risk-taker socially and academically. Katherine is always willing to try and is honest with herself about the ease or challenges of the academic task presented to her (Standard IV). Fluency is a very important piece of the reading puzzle and Katherine needs additional support in this area. As stated in an article by Worthy and Broaddus, “Students with inadequate fluency are also likely to avoid reading because of fear of failure and negative attitudes” (Worthy, 2002, p.335). Right now Katherine is proud of her reading growth, I want to

continue building her confidence and therefore know that it is necessary to focus on helping her to improve her fluency skills (Standard I).

Lesson Plans

I used three lesson plans that I felt would successfully target the learning skills that were needed in order to improve Katherine's overall fluency. The lesson plans focus on building fluency through vowel pattern instruction, repeated timed readings, and reader's theatre. These lesson plans were constructed around several key areas. First, I considered Katherine's individual needs to improve her fluency skills, specifically her pace and expression. Next, I turned to evidence based research on improving fluency that would be grade level appropriate for Katherine. Finally, I based these lessons on the Common Core Standards of Reading in second grade. You will find that within these three lesson plans I address what Hudson, Mercer, & Lane consider to be the three key elements of fluent reading: "...*accurate* reading of connected text at a conversational *rate* with appropriate *prosody* or expression" (Hudson, 2005, p.702) (Standard I).

Lesson Plan #1

Lesson Plan 1 is focused around building fluency through working specifically with long vowel team words. My goal of this lesson is for Katherine to be able to identify and read long vowel teams of a and o that are isolated as well as within texts, in order to help increase grade-level phonics skills helping in her overall fluency rate. There are two Common Core Standards this lesson will meet: RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words (Standard II).

- Know spelling-sound correspondences for additional common vowel teams.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

As noted in the lesson plan, this lesson took place over the course of two separate sessions / days. It took place in my general education classroom. This allowed for a safe and comfortable learning environment for Katherine. It is the classroom she is used to working in. She knows where things are and what is around her in the room. We worked together at the round reading table, a very familiar spot in the classroom. This is where all of our guided reading and strategy lessons take place during the school year (Standard IV). Hudson, Lane, & Pullen explained, "A fluent reader is also not easily distracted and reads in an effortless, flowing manner" (Hudson, 2005, p.702) (Standard I). This is why I chose to conduct this lesson when no other students were in the classroom. As previously mentioned, Katherine can be easily distracted, so to give her the best chance of focusing on increasing her fluency skills I conducted this lesson during the class's library time. I made sure with Katherine that it would be okay if we did some "special reading things" together while her classmates were doing reading things in library. She was so eager to get this special privilege and couldn't wait until library day (Standard III and IV)!

Description of Lesson #1

Both sessions / days of this lesson start off with a review of a long vowel pattern (long a on day 1 and long o on day 2) through the use of a long vowel chart (Appendix A) that is hanging in the classroom behind the round reading table. Once Katherine and I have gone over the long a or long o vowel patterns, I introduced her to the decodable book we were going to read called *Rainy Days* on day 1 and *Boating* on day 2, which would focus on reading and identifying long a or long o words within a story. But first Katherine read some isolated long a and long o words in the front of the book that would be present in the story. During this time I recorded using the assessment sheet (Appendix B). This sheet recorded how many of these long a words (on day 1) and long o words (on day 2) she read correctly on the first read and how quickly she read them. With the long a words on day 1, Katherine missed two words so we discussed the two words she missed. With the long o words on day 2, Katherine did not miss any words, therefore little discussion was needed. I then had Katherine read those long a (on day

1) and long o (on day 2) words again, timing her and marking if she missed any other words and recording her time. Katherine then read the story *Rainy Days* (on day 1) and *Boating* (on day 2) aloud one time through. After reading the book once and discussing the words she missed during the reading that were long a or long o words, Katherine was instructed to read it again, this time highlighting any long a or long o word that she came across (depending on the session). Then Katherine was asked to say out loud and write down each of the long a words or long o words that she highlighted in the text on the word log (Appendix C). Finally, Katherine was taught a game called “OH NO!” where she was asked to work with long a words on day 1 and long o words on day 2. I modeled the game with her and then allowed her to play with a partner for each session. (Standard VI)

Analysis of Lesson #1

Katherine did an excellent job in this first session. When going over the long a piece of the vowel chart, Katherine seemed to recall on background knowledge of the long a vowel patterns. When getting ready to read the isolated set of long a words on the first page of the story, Katherine missed two words on her first read. The words she missed were “faze” and “unafraid” (refer to Appendix B) (Standard V). I believe that she missed the word “faze” because the z is an uncommonly used letter. Therefore, she froze up a bit when she came to that word, even though the pattern was a_e (magic e rule). She worked on trying to solve the word and came up with “raise.” What I gather is that she did know that it needed to say the long a sound and she did that. She replaced the z with an s sound, a common mistake in the early elementary grades. However, she replaced the f with an r. I think this was a visual mistake, just not looking closely at the f after being slightly thrown off by the fact that this word was not automatic for her. She did come up with a real word as opposed to a nonsense word, which tells me that she knows that words and reading has to make sense, an important area for me to note. The other word she miscued on was “unafraid.” This word was the only three syllable word in this list. I think this was the main contributor to her mistake. She was unable to blend all of the syllables together accurately. She identified the “un” piece

then she said “aaff” followed by “raid”. She did not make any mistakes in what the letter sounds and groupings said however, she was unable to blend them all together, therefore failing to hear what the word was when all three syllables were together. This tells me that she might need more practice with blending longer words together. She didn’t have trouble with the one and two syllable long a words, so in the future I would focus on three and four syllable words that have long a vowel teams in them. Because Katherine struggled with these two words it took her a little over one minute to read 13 words. This obviously is very slow and I was hoping that after Katherine and I talked about these two words, her speed would increase. She asked me what “faze” meant. She had never heard that word before. I explained to her that in the story “faze” will mean that something did bug or bother the character. She nodded and said “okay!” I knew that on the second read of these words she would be able to remember and sound this one out. Then we talked about the word “unafraid.” I pointed and said the word to her again. She said, “I know that word. “I remember that ‘un’ means not so it means not scared.” I was proud of the fact that she remembered from some of our vocabulary and word study that prefix and what it meant. She continued, “I just didn’t know what it was. It was too big.” This caused some concern in me. Again, I realized that we needed to work more on multi-syllabic words to build her confidence and familiarize her with words that are bigger but follow the same vowel patterns. Katherine then read the word list again and this time she didn’t miss any words and read them in just 20 seconds. She did take an extra few seconds to blend together “unafraid” but she was able to do it this time. She remarked, “I know all those words now!” She was very proud of herself. I was happy to see some growth within these first two readings however, I was curious to see if the words she read here, isolated, were going to carry over into her reading of the book. I was so thrilled when she read each of those long a words from the list correctly within the story! This tells me that she benefitted from seeing, reading, and discussing the words before. I also noticed that there was one other three syllable word in the text that had a long a pattern inside of it that Katherine conquered. The word was “invaded” and this tells me that she is able to blend longer words together, maybe especially after talking through one together before the text was

read. After the first reading of the book Katherine said, "I'm glad we read some of those words before because then I could get them right away." Her confidence was great and I could tell that reading the isolated words ahead of time allowed Katherine to feel successful during the story and impacted her positively. Additionally, Katherine said to me, "I heard lots of long a words when I was reading Miss.V!" She identified that was supposed to be the sound that she was kept hearing during the story. This impacted her next read. She read the story a second time and highlighted the long a words that she found. Her reading was much more fluent and natural during the second read, even though she was stopping to highlight the long a words. I could tell she felt more comfortable with the text and she did not miss highlighting any of the long a words! This was very impressive. Then to practice these words, we moved into playing the "OH NO!" game. I modeled the game with her and made sure that some of the long a words were three syllables. When she played with me she picked words that she could read. She then played with a friend who is an above grade level reader. When I monitored them reading these words together, she seemed to help Katherine blend the longer words together more easily. For example, Katherine pulled out the word "painfully" and began sounding out each part slowly. Her partner helped her blend it together by saying the parts more quickly for her. This seemed to work well for the pair of them and it made me want them to play the game together with long o the following day for session 2 (Standard VI).

The second session seemed to be even smoother for Katherine. When reading the long o isolated words, she did not miss any, allowing for her time to be much quicker than it was for the long a words the previous day (refer to Appendix B). After comparing the two sets of words, I realized that all of the long o words that she was asked to read were one syllable. In the long a list, there were six two syllable words and one three syllable word. This caused Katherine to have to slow down with her reading of the words and do some extra decoding and blending work. However, the long o list was a much more familiar group of words and because they were shorter they were less intimidating to her. While reading the story *Boating*, Katherine did not miss any long o words and there she was able to blend together the two syllable words that contained a

long o vowel team such as speedboat, floated, rowing. There were no three syllable long o words in this story, which seemed to be her trouble spot in the *Rainy Days* book in session one. Again, Katherine did not miss any words when highlighting them or writing them down on her word log (Appendix E and F). This tells me that Katherine is able to identify long vowel patterns within a story and she was use to this format of highlighting from our word study hunts. Therefore, the modeling that I have done previously, allowed her to understand and complete the task of saying the word aloud, highlighting it, and writing it down easily. During the “OH NO!” game portion of this lesson, I placed several two and three syllable words in the game to see how she coped with longer long o words. She didn’t have difficulty with the two syllable words like soapy, lonely, arrow, and rainbow. She did have difficulty with the two syllable word zero though. This reminded me of when she had difficulty with the word faze in session one. The letter z is not as familiar to her and therefore she feels uncomfortable with words that contain a z in them. Katherine did have difficulty with some of the three syllable long o words such as marshmallow and unloaded. She was able to read unloaded after working with it for a while but could not blend the parts in marshmallow. I definitely know that Katherine needs additional practice with two and three syllable long vowel pattern words after completing lesson 1 (Standard VI).

Reflection of Lesson #1

There is quite a bit of rational behind why I taught this lesson (both sessions) to Katherine to help her increase her fluency. Referring to Hudson, Lane, and Pullen, “When words cannot be read accurately from memory as sight words, they must be analyzed” (Hudson, 2005, p.703) (Standard I). They continue, “Thus it is important to teach word-identification strategies, such as decoding and use of analogy to figure out unknown words” (Hudson, 2005, p.703) (Standard I). I taught and assessed Katherine on her ability to decode long a and long o words that were isolated, within a story, and within a game. I believe that being able to identify her need to work with more multi-syllabic words that have long vowel patterns inside them, I am pinpointing one piece that she needs in order to gain fluency while reading (Standard III). Hudson further

explains, “In order to accurately decode words, readers need to be able to accurately identify the sounds represented by the letters or letter combinations, blend phonemes, read phonograms, and use both letter-sound and meaning cues to determine exactly the pronunciation and meaning of the word that is in the text” (Hudson, 2005, p.703) (Standard I). I taught Katherine the long a and long o vowel teams so that she could better identify the sounds that these letter combinations made. Through this lesson, I found that Katherine could use more direct instruction on blending phonemes together, as that was a struggling point for her. In an article by Chard, Vaughn, and Tyler, they explain that one “...approach to fluency building is to provide struggling readers with text chunked in words or phrases as a means of improving fluency and comprehension” (Chard, 2002, p.403) (Standard I). I believe that identifying Katherine’s struggle to chunked multi-syllabic words together will help me form future mini-lessons with her, ultimately helping to increase her fluency and comprehension of texts (Standard VI).

I do not feel that I would need to change the learning environment for Katherine in the future with this type of lesson. She seemed to thrive in a familiar place of her classroom with no distractions. It did not make her nervous and she was able to work efficiently with me (Standard IV). The books that she read were both at independent levels, allowing her to focus on the specific tasks given. “It could be argued that having students read and reread relatively easy passages would improve their fluency” (Kuhn & Stahl, 2003, p.8). When considering the C-A-R-E-S model of instruction, I might revise instructional activities and teaching strategies used by allowing for more practice opportunities (Standard I). I could definitely do follow up extension activities that would continue to help her practice blending multi-syllabic long a and long o words together (Standard VI).

Lesson Plan #2

Lesson Plan 2 is focused around building fluency through repeated timed readings. My goal of this lesson is for Katherine to be able to complete repeated timed readings of independent and instructional level books in order to help increase her

expression and rate helping improve her overall fluency rate. There are two Common Core Standards this lesson will meet: RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (Standard II).

As noted in the lesson plan, this lesson took place over the course of four separate sessions / days. It took place in my general education classroom, just as lesson one. This again allowed for a safe and comfortable learning environment for Katherine. We worked together at the round reading table, a very familiar spot in the classroom. This is where all of our guided reading and strategy lessons take place during the school year (Standard IV). During these lessons however, there were other students in the classroom. Instead of pulling Katherine's small strategy group, I only pulled Katherine to work independently with her on her fluency skills. The other students were engaging in their independent reading section of reading workshop and therefore the room was very quiet. As with lesson one, Katherine was eager to get this special privilege and couldn't wait to work together for the week (Standard III and IV).

Description of Lesson #2

Each session of lesson two began by reviewing and building off of the fluency exercises we had previously completed (for session one I reviewed vowel teams and in the other sessions I reviewed the previous days timed repeated readings). On day one and two I gave Katherine a DRA (Developmental Reading Assessment) book that was at her independent reading level. These books have natural stopping places marked in them that usually contain between 140-180 words to read aloud while being timed. I explained to Katherine that she would read up until that point and then we would record how long it took her to read it. She understood that we were going to read this same section three times. One day three and four I gave Katherine a DRA book that was at

her instructional reading level. The format of the lesson remained the same. Katherine would read the passage one time through while I recorded it and noted any miscues. Then I would record her wpm (words per minute) and her percent of accuracy on the Oral Reading Words Per Minute, Percent of Accuracy forms (see Appendixes H, I, J, K). This DRA form is extremely similar to the Oral Reading Record Assessment form from MLPP, which is why I chose it (Standard V). After I recorded her time and accuracy, she also recorded her time on a bar graph (Appendix L) to visually see her progress (Standard VI).

Analysis of Lesson #2

This lesson began with Katherine reading a passage from an independent level book called “Thin as a Stick.” This was a new book to Katherine. On her first read of the passage Katherine read 63wpm and had 99% accuracy (Appendix H). Hudson, Lane, and Pullen recommend, “...practicing with text at an independent level (95-100% accuracy). We also suggest using relatively short passages...” (Hudson, 2005, p.710) (Standard V and I). After Katherine’s first read she remarked, “Oh, I bet I can beat that time!” Her motivation was high to beat the clock and she was not intimidated by it (Standard III and IV). The two words that she missed were hungry and ouch. Instead of saying ouch she said ow! This still made sense in the context of the story and did not change the meaning. I know that she still understood what she was reading and was making sense of the passage. On her second read of the passage she had a significant increase in words per minute going from 63wpm to 92wpm still having a 99% accuracy rate. This was a huge improvement and I knew that her confidence and motivation to beat her score was a major contributor. On the third read of the passage Katherine stayed the same at 92wpm but increased her accuracy to 100% (Appendix H) (Standard V). I then stopped the lesson to do some additional modeling of reading at an appropriate rate. I read the next page of the book really, really slow and in a very robotic tone. She was laughing and said “that is way too slow Miss. V!” We talked about how that was similar to how she was reading before and she knew right away that it didn’t sound natural. Then I read that same piece of the text really, really fast. She

again laughed and I knew that she understood that reading it too fast didn't sound right either. I knew that hearing Katherine read aloud was going to allow me to better gauge what she needed to become a more fluent reader in future lessons (Standard VI).

"Teachers need to listen to students read aloud to make judgments about their progress in reading fluency" (Hudson, 2005, p.705) (Standard I).

The second session of this lesson again gave Katherine a chance to engage in timed repeated readings with a passage from an independent level book called "The Wonderful Day". After recording her progress, I found that on her first read she read only 52wpm but had 99% accuracy, on her second read she increased her wpm to 77 and stayed at 99% accuracy, and on her third read she further increased by reading 108wpm and increasing her accuracy to 100% (Appendix I). Comparing these first two sessions, I notice that Katherine never had low accuracy. This tells me that her independent reading level is in fact correct. I also know that in both cases she significantly improved her words per minute, giving her confidence going into the next day. Finally, I know from just listening to Katherine that she had more natural phrasing in the third read than she in the first and second reads in both passages. She also felt more comfortable with the familiar text allowing her to read with more expression (Standard VI).

The third and fourth sessions of this lesson Katherine was reading passages that were at her instructional level. I wanted to see how a more difficult text impacted her fluency and accuracy. The passage she read was from a book called "You don't look beautiful to me." Katherine's first read was quite slow and robotic. She only read 56wpm and had four miscues making her accuracy 98%, just slightly lower than her independent level books (Appendix J). Out of the four words she missed, two of them were long o words. I can conclude that even though we had direct instruction with long o words, Katherine needs some additional practice opportunities with long vowel teamed words (Standard III). On her second read of this passage though, she improved her words per minute up to 70 as well as her accuracy to 99%, only two miscues. Her third read, she also increased her words per minute, but only slightly to 75wpm, but her

accuracy this time was 100% (Appendix J). When she read the second time for me she seemed to be going too fast, causing her to make mistakes and have to go back and re-read sections of the passage so they made sense. She was doing a lot of self-correcting because of her over eagerness. I noted that at this point in the lesson, Katherine knew that the purpose was to read quicker and at a more appropriate pace and therefore tried to read too fast. I had to explain to her that it is not about speed reading but just reading at a natural pace. I again modeled, but I think Katherine could have used these lessons further apart in order to not have such a “hurry up and do it” feel to her reading (Standard VI).

Up until this point, the three passages she read were from fiction stories, something that is more comfortable to Katherine. So for her fourth read, I wanted to give her a non-fiction text called “Animals can help” to read her passage from to see if there was a difference in fluency or accuracy. She read 63wpm at 97% accuracy on her first read, 72wpm at 99% accuracy on her second read, and 85wpm at 100% accuracy on her third read (Appendix K). The range that she jumped in words per minute was not less than any of the other passages. Additionally, she was able to read 100% accuracy by the third read in all four passages, regardless of two of them being independent levels and two of them being instructional levels of reading (Standard VI).

Reflection of Lesson #2

“Rereading text or repeated oral reading is perhaps the best documented approach to improving fluency” (Chard, 2002, p.403). This is one of the main reasons that I chose to do a lesson that extended over four days that included repeated oral reading (Standard V). Ivey cites Samuels who recommends, “...repeated readings as an effective way to build reading fluency” (Ivey, 2002, p.239) (Standard I). Hudson, Lane, and Pullen discuss the topic of timed readings in their article *Reading fluency assessment and instruction: What, why, and how?* They support the lesson I completed with Katherine in an effort to improve her fluency by stating, “Timed readings can be used to measure and increase word-reading accuracy and passage-reading rate”

(Hudson, 2005, p.705). They then go on to include the steps that one would take in order to conduct timed readings. Their steps include recording a baseline rate on a new passage, noting the errors as the student reads, setting a goal for the next reading, recording on a graph, timing student at least three times in a week to build consistency, and selecting a new passage to begin the process again (Hudson, 2005, p.705-706) (Standard I). I included all of these steps in my lessons with timed repeated readings and therefore know that my sessions were effective and research based (Standard I and V). Further the article discusses the importance of having the student record using a graph, "...keeping and maintaining motivation with the student" (Hudson, 2005, p.708). It was highly motivating for Katherine to be able to take ownership of her progress and visually see her growth through her bar graph (Appendix L) (Standard VI).

Katherine was not distracted by the other students in the classroom during these lessons. The rest of the class knew that unless it was an emergency they were not to come over to the reading table. They are used to this expectation and followed it, allowing Katherine to be effective during her repeated readings. Therefore, I would not change the environment that this lesson took place (Standard IV). After reflecting back and considering the C-A-R-E-S model again, I do think that I could have revised my teaching strategies in presenting the task. For example, if I were to perform this lesson in the future I might do some guided practice of how the passages should be read by saying, "Let's try reading this passage once together." I also think that in an extension I could have Katherine try timed repeated readings during her independent reading time with her self-chosen books. This would allow her to take even more ownership over her fluency growth and would allow me to continue to monitor her independent practice after these direct learning sessions (Standard VI).

Lesson Plan #3

Lesson Plan 3 is focused around building fluency through reader's theatre. My goal of this lesson is for Katherine to participate in a small version of reader's theatre

where she will practice reading with expression, accuracy, and at a fluent rate with a partner.

There are two Common Core Standards this lesson will meet: RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (Standard II).

As noted in the lesson plan, this lesson took place over the course of one week. It took place in my general education classroom, as well as in the hallway outside of our classroom. This again allowed for a safe and comfortable learning environment for Katherine. This lesson involved another student. This student is an above grade level reader with lots of expression when she reads. She also happens to be Katherine's best friend, creating a very fun and motivating dynamic during this lesson (Standard III and IV). Katherine was probably most excited for this lesson because she was going to be working with her best friend and because she knew that she was going to be recording herself and showing her performance off to her family (Standard III and IV). This aspect was highly motivating for her and the cooperation between the pair of girls was helpful and enjoyable.

Description of Lesson #3

This lesson revolved around an end of the week performance in front of a camera. Katherine and her partner (Natalie) were given two different reader's theatre pieces from a book called "You read to me...I'll read to you." These very short pieces are intended for two people. The "parts" are shown using different colored ink. To begin, I assigned each of the girls their part in the first piece called "The Two Mice." Then I read through the piece as they followed along so they could hear it once. Students then were recorded on a cold read using Windows Photo Story 3. As they

read the text is in the background as a picture (Appendix M). After the initial recording, it is played back for both students and myself to listen to. We talked about things like phrasing, what your voice does when you see a question mark or exclamation point, and how loud or soft you should read. On day two, students practiced their “play” several times in the hallway and as I checked in on them we would discuss tricky spots and things that were working well. Day three was an introduction to a new piece called, “I hate my hat” where they were assigned a color to read and perform just like before. This piece was chosen because of the need for intense expression. We followed the same procedure of me reading it once, then them doing a cold read and discussing it as it played back as we had from day one. The girls practiced both pieces many times in the hallway and a few times in the back of the room during the beginning of a recess (with no other students present) before the performance recording on Friday. Students were eager to record their much more fluent and practiced plays together and send them via email to their families (Standard III). They recorded both plays during a recess time when no other students were in the classroom (Standard IV). The final project can be found in Appendix M and was sent to the two girl’s families for enjoyment as well as shown to the principal for added motivation and interest (Standard VI).

Analysis of Lesson #3

“Readers Theatre is a popular method of reading practice that can be powerful way to increase prosody (the rhythmic and tonal aspects of speech” (Hudson, 2005, p.711) (Standard I). Therefore, let me make sense of Katherine’s experience with two very short pieces of readers’ theatre in this lesson. During the first read of “The Two Mice” the two girls had difficulty with phrasing and transitions, particularly Katherine who is the ‘pink’ character or the second voice you will hear. In between each of their lines, they paused and hesitated for their partner to finish and start up. Katherine also somewhat ignored the question marks on the first page of the script. She ended each of her phrases with what sounded more like periods than question marks, as her voice did not go up. This allowed me to know that she needed this modeled and pointed out to her from both me and her partner. I also felt that Katherine was uncomfortable with

some of the words so she hesitated before she said them, slowing down her natural flow. On the two blue sections that the girls were to read together, Natalie seemed to start them both and Katherine didn't join in until about three words in. This shows me that she needed additional practice to build familiarity and confidence. Having the girls listen to their first recording back was very powerful. Katherine immediately said, "I need to practice and say it faster!" This showed me that she could hear that it didn't sound fluent yet. She did not however notice the lack of inflection that should have come with the question marks on the first page. Natalie did not model the question mark inflection the way I might have hoped and therefore I pointed it out and modeled it to both girls. I also corrected and spent some time looking at the miscues that Katherine made such as Squirrel instead of Squeal and Squeak instead of Seek. After modeling a few times, I listened as they practiced. Natalie at that point was an excellent model and even said to Katherine at one point, "Here...do what I do with my voice!" This was such a help to Katherine because it came from a close peer. When recording this piece on Friday, so many changes took place that let me know that practicing it and peer modeling were beneficial for Katherine. First, the phrasing of when each girl came in for their line was much smoother giving the script a much better overall flow. Additionally, the question mark inflections were spot on! They both did an excellent job raising their voice at the end of the phrase, allowing their audience to know that it was a question they were asking to each other. When listening to the recording you can also hear that Katherine is more in sync with Natalie during the two parts they read together. They come in and end at the same time, a huge improvement from the first time reading through it. The pace felt natural, comfortable, and their tones were enjoyable to listen to (Standard VI).

I chose the second script called "I hate my hat" because of the inflection and amount of phrasing needed in order to get the essence of the piece across to the audience. I knew that Katherine would have to read with expression and the more she worked on it, the better she would get. Katherine is the 'purple' character or the first voice you will hear in this piece (Appendix M). Again, in the first reading of this piece their phrasing and transitions between each other were slow. Katherine in the first five

lines had some expression but seemed to be holding back with what she really could do with it, given some guidance and practice. However, I was pleased to hear that when Katherine read this piece the first time and came across a question mark her voice went up at the end of the phrase. This tells me that she was able to carry over what I had modeled and had been modeled for her by her partner the days prior. It is my hope that is a point that has stuck with Katherine in her reading after modeling and repeated practice of seeing question marks. Katherine also goes back and re-reads her phrase or sentence when she felt it didn't make sense. This was a good strategy being used on the first read and I was pleased that by the final read she didn't have to go back and re-read because she was familiar with the text at that point. Katherine had a miscue on the word "suits" in the first read. Back to the very first lesson I taught Katherine, this word has a vowel team in it, and although it is not a long a or long o vowel team, it tells me again that she needs some additional lessons on letter sounds. I also noticed that Katherine does not start up as quickly after Natalie ends her part, so that is something that Natalie and I modeled a few times for her. After modeling she seemed to have better timing when reading. This is my favorite final reading of the two pieces because of the amount of expression that both girls, but in particular Katherine, puts into it. You can just purely hear the practice that she had done coming through in the recording as well as her confidence to really go for it. Katherine uses her voice in a way I had never heard it, slowing down for affect when she says "I Hate my Hat" for the last time and emphasizing the word 'hate.' She comes in more quickly after Natalie has finished her parts. The two girls really played with their parts on the second page. Katherine understood that since she was repeating a phrase twice it must mean that she has to do something different with the second time she says it. Natalie does a little laugh to add dynamics, a good model for Katherine to hear (Standard VI).

Reflection of Lesson #3

"Reader's Theatre can help students develop accuracy, rate, and prosody (Hudson, 2005, p.711) (Standard I and V). I believe that this short model of reader's theatre did help Katherine develop all three of these areas of fluency, meeting the

common core standard. In the beginning of each reading, I allowed the two girls to hear their voices back from the recording. "Hearing one's own voice on audiotape can be an eye-opening experience. For struggling readers, having the opportunity to record, listen, and rerecord can be a powerful method for increasing reading fluency" (Hudson, 2005, p.711) (Standard I and V). This is why I decided to do a recorded performance instead of a live performance with Katherine. This gave her the chance to hear her own voice and her own growth on two separate pieces, which I believe was much more powerful than just performing it live without having the chance to hear it back. I also took some time during this lesson to stop and model how the script should sound with Natalie for Katherine. In the long run, it is my hope that by modeling reading fluently Katherine will have an increase in comprehension. "It is important to note that modeling of fluent reading also seems to boost students' comprehension, as they not only hear how a skilled reader reads but are able to understand the text rather than focusing all their attention on decoding" (Chard, 2002, p.404) (Standard I and V). Further research shows, "Reading performance encourages students to read at a rate appropriate to the particular text rather than to simply read faster" (Worthy, 2002, p.337) (Standard I and V). This is why I felt that I had to include this lesson within this project. Lesson two mostly encouraged Katherine to read faster and beat her timed score. I wanted to also give her the exposure and practice with reading naturally and at an appropriate rate that others would enjoy listening to. Additionally, through this lesson Katherine was able to read a text with a great deal of passion. "The goal of Readers Theatre is for students to read a text dramatically and effectively to an audience" (Ivey, 2002, p.239) (Standard I and V). The second piece that the girls read, "I hate my hat," they had a great opportunity to read dramatically and hear how that sounded (Standard VI).

I think this lesson went very well however, after looking over the C-A-R-E-S model I find myself again having the possibility of revising teaching strategies for presenting the task to the student. Particularly, in the future I could increase practice opportunities, giving Katherine or other readers working on fluency like Katherine, the ability to master their part of the script (Standard VI). I felt like the lesson had social reinforcers built in by sending the video to Katherine's family (Standard VI). In the

future, I could also allow Katherine to choose her own scripts and possibly include longer pieces and more peers as her familiarity with readers' theatre grows (Standard VI).

Final Thoughts

After completing this project, I know I have grown in my knowledge and implementation of fluency instruction. After reflecting on all three lessons, I believe that these were suitable for Katherine's learning level. As I continue to grow as an educator, I would hope to continue to build and expand upon these lessons so that they encompass more common core standards. Hudson explained, "Teachers observing students' oral reading fluency should consider each critical aspect of fluent reading: word-reading accuracy, rate, and prosody" (Hudson, 2005, p.705) (Standard I). Within the context of my three lessons, I addressed all three of those key components of fluency instruction and practice. I am looking forward to finding more opportunities to take these individual and student specific fluency lessons and broaden them to small strategy groups or even to my whole group. I believe that fluency instruction was one of my weaknesses as a reading teacher and now I can say that I am coming along with my willingness to try new fluency activities and I am far more knowledgeable about how, why, and when to conduct explicit fluency instruction within my classroom.

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Lesson Plan #1

Your Name: Gina Ventimiglia

Grade Level: Second Grade

Date: March 30, 2012

Overall lesson topic/title: Building Fluency: Vowel Teams

Common Core Standard:

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Know spelling-sound correspondences for additional common vowel teams.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

Develop Goals/Objectives that are specific to your interpretive discussion: Katherine will identify and read long vowel teams of a and o that are isolated as well as within texts, in order to help increase grade-level phonics skills helping in her overall fluency rate.

Materials & supplies needed:

- “Rainy Days” F.A.S.T book
- “Boating” F.A.S.T book
- Long Vowel Teams Poster
- Assessment Sheet
- Timer
- Long Vowel Recording Sheet (Word Log)
- “OH NO” game

Procedures and approximate time allocated for each event

BEFORE READING:

- **Introduction to the lesson:** Teacher will say: Katherine you have come such a long way in your reading skills this year and I am so proud of you and I know you are proud of yourself. Good readers know that we can always do things to improve our reading. One area we are going to work on is vowel teams. We have been working on vowel teams during our word study time but I think we can review them even more. Knowing vowel team patterns will help you read at a more fluent pace and help you to understand stories better. (2 minutes)

OUTLINE OF KEY EVENTS FOLLOWING YOUR INTRODUCTION:

- **During Reading:** The “during reading and after reading” sections of this lesson will take place over the course of 2 days or sessions. I will break these sections up into those 2 sessions.
 - **Session 1:** Teacher will bring student to a separate table in the classroom. She will introduce her to the book called “Rainy Days” by saying, “Katherine, this is the story we are going to read together in order to work on vowel teams and fluency. It is called “Rainy Days.” In this story we are going to see how many long a words we can find. Before we read we are going to review the long a patterns that we might find within the story.” At this time teacher will pull out the Long A chart that lists the long a patterns. “Katherine, let’s look at these patterns together. There is long a because of the magic e at the end of a word, there is long a because of the vowel team ai, and there is long a because of the vowel team ay...that usually comes at the end of words. So when we look for words in our story, we will be looking for these vowel teams and patterns. Go ahead and open up the book. Up here (teacher will point to the

top of the first page) you will see that it has some long a words that we are going to see in the book ready for us to read here first. This is going to help us get ready to read our story at a more fluent pace. As you read these words I'm going to time you. You are going to read them twice for me. If you get stuck, remember what the long a sounds like and try to sound it out. Are you ready to get your mind ready to read?" Wait for student to be ready and then begin timing them as they read the words. If Katherine gets stuck on a word, wait a few seconds and let her work with the word. Take note of what her struggles are and give the word if needed after a few seconds. Record Katherine's accuracy and time on the assessment record sheet. Have her read the words twice and record both sets of results. When she finishes say, "Now that your mind is ready to read...let's turn the page and see what our story is about!"

- Have the student read the text aloud. Note if any long a words are missed. When Katherine finishes reading the book tell her, "You did a really nice job reading the story Katherine! Now I'm going to give you a highlighter to see if you can hunt for all of the long a words in the story. Go ahead and start whenever you are ready." Allow time for the student to highlight all of the long a words that she can find in the story. If she is consistently skipping certain patterns, point them out to her. Once she has finished highlighting the long a words in the book say, "Katherine, there sure were a lot of long a words that you found in the story. In order to help us remember the spelling patterns in these words I want you to write them down on this page. If a word is in the story more than one time, you do not have to keep writing it down. Allow time for Katherine to write down all of the long a words she found on the long vowel word log.

• **After Reading:**

- Praise Katherine for a wonderful job done and hard reading work! Teacher says, "Katherine you did such a fantastic job getting your mind ready to read, hunting for words, and being a careful reader who found lots of long a words in the story. I think you deserve to play a game with a friend to keep practicing your long a words. First, let me teach you how to play...then you can find a partner to play with!" Teacher will teach Katherine how to play the game "OH NO!". Several long a words are on small colored notecards inside of a paper bag. They have a variety of the different long a patterns (ay, a_e, and ai) along with about 5 "OH NO!" cards. Students take turns picking and reading a card from the bag. If they read it correctly they get to keep the card. If they do not read it correctly they have to put the card back in the bag. If a student draws an "OH NO!" card, they have to put all of their cards back into the bag and start fresh. Play a round with Katherine so she sees exactly how it is supposed to be played. Then allow Katherine to choose a classmate to play a few rounds with her. Allow time for these two students to play the game while watching and checking in. Stop them after about 15 minutes.
- **Session 2:** Teacher will bring student to a separate table in the classroom. She will introduce her to the book called "Boating" by saying, "Katherine, this is the story we are going to read together in order to work on vowel teams and fluency. It is called "Boating." Remember yesterday, I told you we were going to focus on long o words, well in this story we are going to see how many long o words we can find. Before we read we are going to review the long o patterns that we might find within the story." At this time teacher will pull out the Long O chart that lists the long o patterns. "Katherine, let's look at these patterns together. There is long o because of the magic e at the end of a word, there is long o because of the vowel team oa, and there is long o because of the vowel team ow...that usually comes at the end of words. So when we look for words in our story, we will be looking for these vowel teams and patterns. Go ahead and open up the book. Up here (teacher will point to the top of the first page) you will see that it has some long o words that we are going to see in the book ready for us to read here first. This is going to help us get ready to read our story at a more fluent pace. As you read these words I'm going to time you. You are going to read them twice for me. If you get stuck, remember what the long o sounds like and try to sound it out. Are you ready to get your mind ready to read?" Wait for student to be ready and then begin timing them as they read the words. If Katherine gets stuck on a word, wait a few seconds and let her work with the word. Take note of what her struggles are and give the word if needed after a few

seconds. Record Katherine's accuracy and time on the assessment record sheet. Have her read the words twice and record both sets of results. When she finishes say, "Now that your mind is ready to read...let's turn the page and see what our story is about!"

- Have the student read the text aloud. Note if any long o words are missed. When Katherine finishes reading the book tell her, "You did a really nice job reading the story Katherine! Now I'm going to give you a highlighter to see if you can hunt for all of the long o words in the story. Go ahead and start whenever you are ready." Allow time for the student to highlight all of the long o words that she can find in the story. If she is consistently skipping certain patterns, point them out to her. Once she has finished highlighting the long o words in the book say, "Katherine, there sure were a lot of long o words that you found in the story. In order to help us remember the spelling patterns in these words I want you to write them down on this page. If a word is in the story more than one time, you do not have to keep writing it down. Allow time for Katherine to write down all of the long o words she found on the long vowel word log.

• **After Reading:**

- Praise Katherine for a wonderful job done and hard reading work! Teacher says, "Katherine you did such a fantastic job getting your mind ready to read, hunting for words, and being a careful reader who found lots of long o words in the story. I think you deserve to play a game with a friend to keep practicing your long o words. Yesterday you played the game "OH NO!" with long a words. Today you are going to play with long o words. Let's play a round together then you can choose a partner to play a few more rounds with." Allow for Katherine to choose a partner after playing for about 5 minutes together. Monitor their game and stop them after about 15 minutes.

CLOSING SUMMARY FOR THE LESSON:

• **Bringing closure:**

- **Session 1:** Teacher says thank you to the student who played the game with Katherine. Then teacher says, "Katherine, I think you did such a nice job today. You really focused on your long a vowel patterns and you definitely grew as a reader. Tomorrow we are going to focus on another long vowel, this time it will be o! I can't wait to see how much you grow as a reader tomorrow too!"
- **Session 2:** Teacher says, "Katherine, you have really done a nice job these last few days working on recognizing long vowel teams. I think it is really going to help you become an even better reader. Over the next several days, we are going to keep these vowel team patterns in mind while doing some more work with fluency."

Lesson Plan #2

Your Name: Gina Ventimiglia

Grade Level: Second Grade

Date: March 30, 2012

Overall lesson topic/title: Building Fluency: Repeated Timed Readings

Common Core Standard:

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Develop Goals/Objectives that are specific to your interpretive discussion: Katherine will complete repeated timed readings of independent and instructional level books in order to help increase her expression and rate helping improve her overall fluency rate.

Materials & supplies needed:

- “Thin as a Stick” DRA level 24 book
- “The Wonderful Day” DRA level 24 book
- “You Don’t Look Beautiful to Me” DRA level 28 book
- “Animals Can Help” DRA level 28 book
- Timer
- Katherine’s Timer Chart Bar Graph and crayons to color it
- 3 copies of each DRA Oral Reading Words Per Minute, Percent of Accuracy form to record wpm and accuracy during repeated readings

Procedures and approximate time allocated for each event

BEFORE READING:

- **Introduction to the lesson:** Teacher will say: Katherine last week we talked about how far you have come as a reader and how as good readers we know that we can always keep improving our reading skills. One area we are going to work on today is your fluency. When we read, we should always sound the way that we talk, very natural and not like robot. Reading in a natural voice and at a more fluent pace will help you understand stories better too! (2 minutes)

OUTLINE OF KEY EVENTS FOLLOWING YOUR INTRODUCTION:

- **During Reading:** There will be four DRA leveled books that Katherine will be reading during this lesson. She will be reading each book 3 times. The readings of the four books will be done on four separate days. The process for each book will be the same. I have outlined it below one time. This format should be repeated for the other three books.
 - **DRA book 1(Thin as a Stick):** Teacher will say, “Katherine, today we are going to read a “just right” book that’s called “Thin as a Stick.” We are only going to read up to the * and then we will stop. I’m going to time you as your read and we are going to see if you can increase the rate that you read at. I have for you your very own recording chart to see if you can beat the clock when you read it again. We are going to read the same section three times total, but I will give you breaks in between. Before we do this

thought, I want to model how it sounds to be a fluent reader. Let me show you with the book you are going to be reading in just a few minutes.” Teacher models reading the passage from “Thin as a Stick” aloud and at a fluent rate with appropriate expression. Then teacher says, “What did you notice about the way I read that section of the story?” Teacher will wait for Katherine to say things like, “You used a clear voice, you didn’t sound like a robot, you didn’t rush, etc.” Then teacher says, “Now I would like for you to try! When you are ready, I want you to start reading and I’m going to time you. Just do the best you can and try to read in a natural talking voice.” Allow Katherine to start reading while timing her. Make sure to record the ending time on the DRA Oral Reading Words Per Minute, Percent of Accuracy Sheet and write down any words that were missed. Then tell Katherine her time and have her color in her chart that will eventually be a visual representation of her growth.

- Katherine will go get her snack after she colors her graph to allow for a short break. She will then return to the round reading table to continue on in her second read. She will have to stop eating her snack in order to read again. Say to Katherine, “Katherine I want to see if you can beat the clock! Last time you read this section of the books it took you _____ minutes. I bet you are going to be more fluent this time because you have seen the story before. You can start whenever you are ready.” Allow Katherine to start reading while timing her. Make sure to record the ending time on the second DRA Oral Reading Words Per Minute, Percent of Accuracy Sheet for “Thin as a Stick” and write down any words that were missed. Then tell Katherine her time and have her color in her chart that will show her growth from the first time reading it to the second time reading it. Praise her for her word per minute improvement. Allow her to finish her snack and get a drink of water. This will allow for a short break before her final read.
- After a few minutes, Katherine will return to the round reading table to complete her final read of this story. She will try to beat the clock again and will record her improvement. Again, record results on the third DRA Oral Reading Words Per Minute, Percent of Accuracy Sheet for “Thin as a Stick.”

• **After Reading:**

- Teacher will say, “Katherine, let’s look and see if you beat the clock from your first time reading this part of the story to your third time reading it.” Teacher will point out her growth on her colored chart. She will praise Katherine for her hard fluency work!

CLOSING SUMMARY FOR THE LESSON:

• **Bringing closure:**

- “Katherine, you worked really hard today to try and beat the clock! I think it is important to remember how it sounded when I read that section aloud to you earlier as you read in the future. Also, I want you to remember that you don’t want to read like a robot, or too slow, but you also do not want to read too fast so that you can’t even understand what you are reading. It is important to read like you talk! Tomorrow we are going to practice even more with a new story!”

Lesson Plan #3

Your Name: Gina Ventimiglia

Grade Level: Second Grade

Date: March 30, 2012

Overall lesson topic/title: Building Fluency: Reader's Theatre

Common Core Standard:

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Develop Goals/Objectives that are specific to your interpretive discussion: Katherine will participate in a small version of reader's theatre where she will practice reading with expression, accuracy, and at a fluent rate with a partner.

Materials & supplies needed:

- Two copies of "The Two Mice" from the book *You read to me...I'll read to you*
- Two copies of "I Hate My Hat" from the book *You read to me...I'll read to you*
- Scanner
- Recording Device (computer with a microphone, computer with a separate microphone)
- Two students
- Windows Photo Story 3

Procedures and approximate time allocated for each event

BEFORE READING:

- **Introduction to the lesson:** Teacher will say: "Katherine I have a feeling you are going to love the way we work on your fluency this week! We are going to be doing a special recording of you and Natalie performing two very fun short stories. The stories are from *You read to me...I'll read to you* books and you will each have your own part! Should we go see if Natalie would be willing to help us with our special project?" Teacher and Katherine will ask Natalie if she will help them with a special project where they will be performing together.
****Note:** Natalie is a very strong, above grade level reader. She has excellent fluency and expression when she reads. This will allow for partner modeling during the play. She also happens to be Katherine's very best friend!
(5 minutes)

OUTLINE OF KEY EVENTS FOLLOWING YOUR INTRODUCTION:

- **During Reading:** This lesson will take place over the course of a week. Each day is broken down.
 - **Day 1:** Give Natalie and Katherine their first performance piece, "The Two Mice." Assign them to a color, either purple or pink. Explain to them that that is the part they will be reading. Then tell them that the blue colored parts are ones they should read together. Give them each their own copy and read through it to them while they follow along. Tell them that you are going to record them right now, reading it for the very first time. Tell that that will show them how much they will improve by the end of the week on their final performance recording that will be emailed to their families to listen to and watch! Teacher will then record students reading "The Two Mice." While students are reading the text will be playing across the

screen using Windows Photo Story 3. After recording, allow the two students to listen to their reading of the short play. Talk about what they did a good job with and what they can do to improve it. You might point out the punctuation (question marks and exclamation points) that are in the play and how those should sound when they read. You might explain that it shouldn't be read too fast or too slow but just like they would if they were talking to each other on the phone. Tell students they will have time tomorrow to practice reading together.

- **Day 2:** Revisit "The Two Mice" with Katherine and Natalie. Have them reflect back on their recording from yesterday and the improvements they wanted to make by Friday (the final performance reading). Then have students go into the hallway and practice their play several times. After about 5 minutes, check on their progress in the hallway. Help them through any tricky spots, timing, etc. (*15 minutes total*)
- **Day 3:** Tell students they have been doing such an amazing job with "The Two Mice" play, you want to give them another play to practice. Tell them that for this one they are going to have to be really good actresses and use a lot of expression! Hand students their own copy of "I Hate My Hat." Assign them to a color, either purple or pink. Explain to them that that is the part they will be reading. Then tell them that just like "The Two Mice," the blue colored parts are ones they should read together. Give them each their own copy and read through it to them while they follow along as the teacher reads it through once. Tell them that you are going to record them right now, reading it for the very first time. Tell them that that will show them how much they will improve by the end of the week on their final performance recording that will be emailed to their families to listen to and watch! Teacher will then record students reading "I Hate My Hat." While students are reading the text will be playing across the screen using Windows Photo Story 3. After recording, allow the two students to listen to their reading of the short play. Talk about what they did a good job with and what they can do to improve it. Students will probably be more comfortable thinking about their reading since they have done this earlier in the week.
- **Day 4:** Revisit "I Hate My Hat" with Katherine and Natalie. Have them reflect back on their recording from yesterday and the improvements they wanted to make by Friday (the final performance reading). Then have students go into the hallway and practice their play several times. After about 5 minutes, check on their progress in the hallway. Help them through any tricky spots, timing, etc. (*15 minutes total*) After they practiced "I Hate My Hat" have them practice "The Two Mice" a few times also to get them ready for their performance.
- **Day 5:** This is the day of their performance, as long as they feel ready. Students could take another day if you think that is necessary. Allow students to practice both plays in the morning a few times. Then have the final performance. This needs to take place when there are no other students around (a prep time, first few minutes of their recess) to avoid distractions. Record students reading both plays. Let them watch them back and email it to their parents!

• **After Reading:**




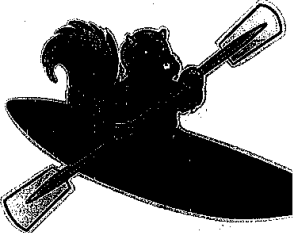
- Teacher will say, "Girls, you were such wonderful readers and actresses! You really improved since Monday and it sounded like you worked really hard to make it sound just right. You were improving your fluency and I think you did a great job! I can't wait to hear what your parents have to say about your performances."

CLOSING SUMMARY FOR THE LESSON:

• **Bringing closure:**

- Teacher will pull Katherine aside and say, "Katherine, I'm wondering if there is anything that you learned from your performances with Natalie that you think you might try and use when you are reading on your own?" Teacher will await responses from Katherine that hopefully relate to the speed they read, the expression they had, and practicing and rereading until it sounds right.

Long Vowels

a	e	i	o
			
a_e	ee	i_e	o_e
ai	ea	igh	oa
__ay	__y	__y	__ow

Appendix B (Artifact 1)

B

"Boating" F.A.S.T book
 By: Stephan D. Tattum

Getting Ready to Read Long "O" words			How many words correct
row ✓ flow ✓ go ✓ float ✓ coast ✓ drove ✓	low ✓ hole ✓ rope ✓ show ✓ thrown ✓	Joan ✓ joke ✓ Coke ✓ home ✓ so ✓	Words missed during first read: 0 Words missed during second read: 0 Speed of reading long o words during first read: 00:00 15 seconds Speed of reading long o words during second read: 00:00 11 seconds

"Rainy Days" F.A.S.T book
 By: Stephan D. Tattum

Getting Ready to Read Long "A" words			How many words correct
baby ✓ explain ✓ maybe ✓ rise faze ✓ trade ✓	air ✓ drain ✓ always ✓ safe ✓	crazy ✓ unafraid ✓ away ✓ race ✓	Words missed during first read: 2 Words missed during second read: 0 Speed of reading long a words during first read: 00:00 1:03 Speed of reading long a words during second read: 00:00 20 seconds

Appendix C (Artifact 2)

"I heard a lot of long a words C
when I was reading Miss. V!"

Rainy Days
Long "A" Word Log

-Katherine
after 1st read

rainy	unafraid
days	maple
rain	faze
air	race
hair	face
drains	always
baby	stay
play	away
sail	stare
crazy	explain
day	maybe
hail	makes
invited	safe
baseballs	trade

"I'm glad we read some of those
words before because then I could
get them right away." - Katherine

Appendix D

Tales of Youth

Rainy Days

I love rainy days. I can sense the rain in the air. I love it when the clouds roll in and the sky gets black. I smell the air and it smells like rain. I love the feel of the rain on my hair, and I love the sound of it as it drains off the roof.

When I was a baby, I'd play in the rain and get muddy. When I was

Rainy Days

older, I'd make sail boats and sail them in a ditch near our home.

Yesterday was a crazy day. Hard rain and hail invaded us. The hail was the size of baseballs, and it left big dents in many of the cars on the street. I was unafraid as I hid under a maple tree. The hail didn't faze me until I ran to get my plastic race car. I got hit in the face. I'll always

~~Appendix~~ EBoating
Long "O" Word Log

boat	rowing
JOE	COKE
Joan	JOKE
row	going
blows	show
FLOW	SPEEDBOAT
SLOW	thrown
go	floated
drove	hole
LOW	coast
alone	home
ROPE	boating

Boating

My parents have a boat at the dock. I asked my friends, Joe and Joan, to come on the boat with us this weekend.

Joe loves to row the boat, and he loves it when the wind blows. He feels the flow of the boat. Joan loves to go slow, and she yells a lot when the boat does not go slow.

This weekend, when my mom and dad drove us to the boat, the winds were low, and it was hot. My parents trust me with the boat, and they often let me go alone.

As my friend, Joe, grabbed the rope, Joan and I jumped into the boat. The three of us left the dock and waved to my mom and dad.

Joe did the rowing while Joan had

Stayed

away

explain

Oh No!

thrown

explode

snowing

Appendix H (Artifact 4, 5, 6)

"Oh I bet I can beat that time!"

Time: 2:40 minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

WPM: 63

Word Count: 170

Minutes:Seconds	2:51 or more	2:50-2:27	2:26-1:42	1:41 or less
WPM	59 or less	60-69	70-100	101 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	12 or more	10-11	8-9	6-7	5	3-4	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

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Thin as a Stick 24

Time: 1:50 minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

WPM: 92

Word Count: 170

Minutes:Seconds	2:51 or more	2:50-2:27	2:26-1:42	1:41 or less
WPM	59 or less	60-69	70-100	101 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	12 or more	10-11	8-9	6-7	5	3-4	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

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Thin as a Stick 24

Time: 1:50 minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

WPM: 92

Word Count: 170

Minutes:Seconds	2:51 or more	2:50-2:27	2:26-1:42	1:41 or less
WPM	59 or less	60-69	70-100	101 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	12 or more	10-11	8-9	6-7	5	3-4	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

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Thin as a Stick 24

Time: 3:17 minutes:seconds

Appendix I (Artifact 7, 8, 9)

The Wonderful Day

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Wpm: 52

Word Count: 172

Minutes:Seconds	2:53 or more	2:52-2:28	2:27-1:43	1:42 or less
WPM	59 or less	60-69	70-100	101 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	12 or more	10-11	8-9	7	5-6	3-4	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

Time: 2:13 minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Wpm: 77

Word Count: 172

Minutes:Seconds	2:53 or more	2:52-2:28	2:27-1:43	1:42 or less
WPM	59 or less	60-69	70-100	101 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	12 or more	10-11	8-9	7	5-6	3-4	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

If the student's score falls in one or both of the shaded areas, stop this assessment. Reassess with

Time: 1:35 minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Wpm: 108

Word Count: 172

Minutes:Seconds	2:53 or more	2:52-2:28	2:27-1:43	1:42 or less
WPM	59 or less	60-69	70-100	101 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	12 or more	10-11	8-9	7	5-6	3-4	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

If the student's score falls in one or both of the shaded areas, stop this assessment. Reassess with

Time: 3:08 minutes:seconds

Appendix J (Artifact 10, 11, 12)

Wpm: 56

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Word Count: 176

Minutes: Seconds	2:43 or more	2:42-2:22	2:21-1:41	1:40 or less
WPM	64 or less	65-74	75-105	106 or more

ruffed
of → off
poked
shone

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	12 or more	10-11	8-9	7	5-6	3-4	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

Time: 2:30 minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Wpm: 70

Word Count: 176

Minutes: Seconds	2:43 or more	2:42-2:22	2:21-1:41	1:40 or less
WPM	64 or less	65-74	75-105	106 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	12 or more	10-11	8-9	7	5-6	3-4	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

You Don't Look Beautiful to Me 28

Time: 2:20 minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Wpm: 75

Word Count: 176

Minutes: Seconds	2:43 or more	2:42-2:22	2:21-1:41	1:40 or less
WPM	64 or less	65-74	75-105	106 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	12 or more	10-11	8-9	7	5-6	3-4	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

Appendix K (Artifact 13, 14, 15)

Animals Can Help 28

Time: 2:15 minutes:seconds

Wpm: 63

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Word Count: 143

Minutes:Seconds	2:13 or more	2:12-1:55	1:54-1:22	1:2
WPM	64 or less	65-74	75-105	10

- took a long time w/ "trained"

- hospitals

Count the number of miscues that are not self-corrected. Circle the percent on the number of miscues.

Number of Miscues	10 or more	8-9	7	6	4-5	3
Percent of Accuracy	93 or less	94	95	96	97	9

- strange

- laugh

- nursing

Animals Can Help 28

Time: 1:58 minutes:seconds

Wpm: 72

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Word Count: 143

Minutes:Seconds	2:13 or more	2:12-1:55	1:54-1:22	1:21 or less
WPM	64 or less	65-74	75-105	106 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	10 or more	8-9	7	6	4-5	3	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

Animals Can Help 28

Time: 1:40 minutes:seconds

Wpm: 85

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Word Count: 143

Minutes:Seconds	2:13 or more	2:12-1:55	1:54-1:22	1:21 or less
WPM	64 or less	65-74	75-105	106 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Number of Miscues	10 or more	8-9	7	6	4-5	3	1-2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

If the student's score falls in one or both of the shaded areas above, stop this assessment.

L

Katherine's Timing Chart

Date	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	PM
Date	4-2-12	4-2-12	4-3-12	4-3-12	4-3-12	4-3-12	4-3-12	4-4-12	4-4-12	4-4-12	4-4-12	4-4-12	4-4-12	4-5-12	4-5-12	4-5-12	4-5-12	4-5-12
Amount of times read	1 st time	2 nd time	3 rd time	1 st time	2 nd time	3 rd time	1 st time	2 nd time	3 rd time	1 st time	2 nd time	3 rd time	1 st time	2 nd time	3 rd time	1 st time	2 nd time	3 rd time
230 sec																		
220 sec																		
210 sec																		
200 sec																		
190 sec																		
180 sec																		
170 sec																		
160 sec																		
150 sec																		
140 sec																		
130 sec																		
120 sec																		
110 sec																		
100 sec																		
90 sec																		
80 sec																		
70 sec																		
60 sec																		
50 sec																		
40 sec																		
30 sec																		
20 sec																		
10 sec																		

Title & Level: Thin as a Stick (The Wooded Day You don't look beautiful) Animals Can Help
24 28 28

Appendix M (Artifact 17)

Gina Ventimiglia
TE846 Final Project
4/30/12

****Please see second attachment of video clip.**