

Unit Title: Building Reading Skills: Fluency

Unit Goals: Develop students' understanding of the importance of reading skills. Introduce and analyze the different components of reading aloud. Develop students' ability to identify and address reading problems using appropriate and effective strategies. Develop students' understanding of reading problems and strategies by engaging in a coaching situation. Develop students' ability to interact with others through verbal communication.

Course/Grade Level: 6th, 7th or 8th **Grade:** ELA/Literacy (could be used/modified for 4th & 5th)

Subject/Topic Areas: Decoding, determining word meaning in context, fluency, pronunciation, inflection, phrasing, self-monitoring, and self-correcting, prosody, oral delivery/presentation skills, coaching skills, questioning, clarifying, and justifying.

Designed by: Christie McCarley

Time Frame: 2-3 weeks

School District: _____

School: _____

Brief Summary of Unit (including curricular context and content goals):

In this unit, students will identify the main components/skills involved in reading, in particular, reading aloud. They will connect these components/skills to activities in their everyday life. They will begin to develop the skills necessary for identifying reading problems and strategies that can be applied to address these problems. They will identify and practice techniques used in verbal interactions such as one-on-one conferencing, coaching, and group discussions. Students will also deepen and demonstrate their comprehension of reading components, problems, and strategies by creating a written plan explaining the importance of reading skills and detailing a problem-solution plan.

Stage 1: Unpacking the Standards: ELA R2, 3; ELA W1, 2, 4, ELA C1, ELA LSV1, 2

Big Ideas: demonstrates comprehension, analyzes, decodes, self-monitors, self-corrects, strategies, text features, organizational structures, considers audience, discusses, questions, clarifies, connects, composes, audience, presents, interprets

To meet the standard, students will understand that...

- Reading is an integral part of everyday life.
- Good readers develop self-monitoring skills.
- Good readers apply a variety of strategies to comprehend and interpret text.
- Verbal interactions require a number of skills to facilitate successful communication.
- Expository texts employ organizational structures as well as writing strategies that accommodate the needs of planned audience.

To understand, students will need to consider such questions as

- When do we use reading as a part of everyday life?
- What make some readers more enjoyable to listen to than others?
- What things do good readers do to better understand what they are reading?
- What makes some coaches better or easier to work with than others?

To understand, students will need to

Know...

- specific content vocabulary: context, contextual clues, decode, miscue, pronunciation, fluency, inflection, phrasing, rhythm, prosody, monitor engage, audience, format, clarify, justify, connect, apply, draft, revise, edit, rubric, assess, summarize
- specific steps for processes: identify, analyze, apply, connect, determine
- specific concepts: read aloud components/skills coaching skills, verbal interactions skills, oral

interpretation/presentation skills, summarize, determine importance

Be able to...

- Connect reading to real life
- Identify good reading skills
- Formulate a plan for addressing reading problems
- Respond to verbal communications appropriately
- Offer opinions with support in an appropriate manner
- Present text orally with effective interpretation
- Discuss importance of reading skills

Stage 2: Determining Acceptable Evidence

What evidence will show that students understand?

Performance Tasks: Students will select a portion of text (length approved by teacher) to present orally. They will participate in coaching sessions with peers to identify problems or areas for improvement. From the coaching sessions students will apply reading strategies to the areas discussed and practice for improvement. Student coaching rubrics and conversations will show evidence of understanding of the main components of reading aloud as well as the ability to summarize and determine importance of text sections. Students will also demonstrate evidence of understanding through peer feedback and group discussions that occur after oral presentations. Students will compose a piece of expository writing that engages the reader, communicates the importance of good reading skills, identifies reading problems and formulates a plan for addressing the reading problems named.

Other evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Observation	observe students working individually, partners, small groups, to analyze reading strengths and weaknesses observe students individually, partnered, small groups, whole groups identifying reading strengths and weaknesses observe students incorporating strategies for effective oral interpretation/presentation observe students working individually, partnered, small groups, whole groups appropriately offering opinions, asking questions, clarifying, and justifying observe students individually, partnered, or in small groups as they progress through writing
Dialogue	student to teacher dialogues during whole group discussion of material read orally student to student dialogues during analysis of materials read orally student to teacher dialogues during one on one conferencing during the writing process

Students Self-Assessment and Reflection:

- Reflect on connections between reading and real life events
- Reflect on personal strengths and weaknesses during read aloud activities
- Self-asses during stages of the writing process (particularly after peer conferencing)

Performance Task Blueprint for Read Aloud/Oral Interpretations/Presentation, and Technical Writing

What understandings and goals will be assessed through these tasks?

Methods of effective oral delivery

Methods of effective writing to communicate a plan

What criteria are implied in the standards and understanding regardless of the task specific?

What qualities must student work demonstrate to signify that standards were met?

- Students must present text orally that demonstrate prosody
- Students must present texts orally that correctly communicate the emotions and meanings of the text
- Written texts must be engaging
- Written texts must clearly present the importance of good reading skills
- Written texts must be organized in a manner that is easy to follow and put into practice
- Written text must be organized in a way that promotes engagement and understanding
- Written texts must identify two reading problems and formulate specific strategies for addressing those problems

Through what authentic performance task will students demonstrate understanding?

Students will participate in whole group and small group discussions that demonstrate understanding of the elements of effective oral interpretation/presentation.

What student products and performances will provide evidence of desired understandings?

Small group discussions

Whole and small group evaluation of effectiveness of oral interpretation/presentation

Student created texts

By what criteria will student products and performances be evaluated?

- Oral interpretation/presentation engages the audience
- Oral interpretation demonstrates emotion or mood associated with text selection
- Oral interpretation demonstrates fluency
- Written texts engage reader and communicate the purpose or importance of reading

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- Written texts identifies two reading problems and offers strategies for addressing them

Preparing for Teaching and Learning

Suggested Resources:

When Kids Can't Read

(Beers, Kylee. When Kids Can't Read. Portsmouth:Heineman, 2003.

Various poems

Various chapter books

Models of expository (problem/solution) compositions

Prior Knowledge Connections:

- Ask students to list situations in life that utilize reading
- Asses student knowledge of reading strategies
- Asses student knowledge of summarizing techniques

Questions for connection

- When do you use reading in your everyday life?
- When do adults use reading in life? What do they use reading for?
- What makes some readers more enjoyable to listen to than others?
- What things do you enjoy or not enjoy when listening to someone read out loud, tell a story, or explain something to you?
- How do you determine the meaning of a word in text that you don't really know?
- What do you do when you read something that doesn't really make sense?

Note to Teachers

- Relevant standards and specific elements addressed by each lesson are listed in the corresponding lesson blocks
- ELA 7R2 (understands and acquires new vocabulary is addressed throughout the daily lessons and activities
- ELA LSV1 (participates in group interactions) is addressed several times within the four week period; space did not always allow for it to be indicated in the corresponding lesson block
- ELA 7C1 (conventions) is addressed during the revision and editing stage of the writing process as well as one on one conferencing during the drafting stage
- Teacher modeling of addressing reading problems is a critical component of this unit. It helps students learn to identify problems and formulate strategies for addressing them.
- Mini lessons should be designed around areas of greatest need (like pronunciation, inflection, etc.)
- Actual delivery time for the unit can also be adapted to fit the needs and pacing of your classes
- You will need multiple copies of each rubric per student. They are used frequently each day.

Materials

- The materials found immediately following the lesson plans can be used as (or if) needed. You may choose to use them as transparencies, handouts, etc
- The read-aloud rubric was developed from materials studied Kyleene Beers', When Kids Can't Read.
- The re-telling rubric I used was taken from Kyleene Beers', When Kids Can't Read (it is not included in this unit due to copyright issues). This rubric is highly effective and kid-friendly; however, you may choose to develop your own based on the component you feel are important to the retelling/comprehension process.
- The text selections I used for the initial retelling modeling and student exercise came from easier chapter books and were approximately 5 pages long.
- The It Says-I Say-And So strategy also comes from Kyleene Beers', When Kids Can't Read. This is an excellent strategy to help students improve inferencing skills.

Peer Coaching for Read Aloud
Rubric

Coachee _____

Date _____

Coach _____

Coach: As your partner reads aloud you should follow along in the text. Be sure to note strengths and areas for improvement according to the rubric. Use 1 to indicate an area that needs the most improvement and 3 as an indicator of great strength.

Make brief, but specific comments about strengths and weaknesses. Suggest a strategy to help your partner with an area in need of improvement. After you discuss your observations and comments, the reader should reread the passage. As a coach, you will need to follow along and make notations again in the space provided for the second read through.

Coachee: Read the selected passage aloud. When you have finished, allow your coach time to complete his/her comments. Discuss what the coach observes and suggests. Ask any questions that you have.

Reread the same passage and apply the things you learned through the coaching conference. Allow your coach to complete his/her second observations and comments. Discuss these things and ask any questions that you have.

	First Reading			Comments	Second Reading			Comments
	3	2	1		3	2	1	
Fluency								
Pronunciation								
Phrasing								
Inflection								

Coaching Skills/Procedures for Feedback

- Start with a positive statement highlighting a strength
- Connect to your enjoyment as a reader
- Discuss one area needing improvement
- Give specific examples and clarify why or how it affects the listener
- Discuss strategies for addressing the area of need
- Discuss other areas in need of improvement (one at a time)
- Give specific examples and clarify why or how it affects the listener
- Discuss strategies for addressing the area of need
- After a second and third reading, discuss progress made
- Offer any further praise and/or suggestions

Reading Workshop:

Day 1

- This unit can be done without administering a reading assessment such as the DRA. Those types of assessments are effective tools to help teachers determine help best to plan instruction.
- Begin with questions like: (1) When or how do we use reading in real life? (2) When do adults use reading in real life? (3) What makes some people reading aloud more enjoyable to listen to than other?
- Chart student responses

Day 2

- Chart what students notice about good effective coaches and good coaching strategies.

Day 3

- Chart a list of good reading strategies

Day 4

- Chart brainstorming list

Day 5

- Chart areas for improvement

Reading Workshop:

DAY 1

- Shared areas from DRA that were weaknesses across the board.
- Gave notes on Oral Reading discussing Fluency, Phrasing, Inflection, and Pronunciation.
- Distributed Oral Reading rubrics and discussed
- Displayed and read aloud a text making a phrasing mistake
- Class completed the rubric scoring and discussing the reading
- Displayed and read aloud another text making a pronunciation error and using poor inflection skills
- Class completed the rubric scoring and discussing the reading
- Lower level readers were partnered with higher level readers (based on DRA scores) and given new rubrics
- Students took turns reading aloud or scoring rubric. Students with rubrics share their scoring explaining their decisions
- Students can use library books as long as their partner can see what they are reading. They can also be given identical books so that reading and following along as a team is easier.
- Students got to reread the same passage again and were re-scored on the rubric discussing improvements
- Teacher worked with a student doing the same thing
- Share Time: Teacher and students modeled their read aloud/rubric conference stressing the types of comments that were beneficial if one were coaching oral reading

DAY 2

- Reviewed components of the Oral Reading rubric
- Teacher modeled another read aloud session, students scored with rubric
- Teacher discussed coaching strategies-highlight strength first, then discuss other areas, focus on one main area to work on and offer specific feedback/strategy for improving that area (Reader's Chair Feedback Guidelines)
- Students worked as partners (taking turns) again reading aloud or scoring the rubric
- Teacher worked with a different student doing the same
- Share Time: Partnered modeled their read aloud and rubric conference other students offered feedback following Reader's Chair Feedback Guidelines

DAY 3

- Students discussed strategies for improving oral reading
- Discussed inflection and the importance it plays in poetry readings
- Student partners were given Shel Silverstein poems to read aloud and score with a rubric (taking turns)
- Share Time: Students shared their poems, class gave feedback using the guidelines

DAY 4

- Class brainstormed a list of things that should be included in a story retelling/summary (in Reading Response Journal-RRJ)

- Distributed retelling rubrics and compared to their list
- Distributed text, teacher read aloud as class followed
- Teacher retold story
- Students scored retelling with a rubric and discussed their decision
- Student partners took turns reading text aloud then retelling it while the other scored with a rubric
- Students discussed the weak areas of the rubric
- Share Time: Discuss weak areas

DAY 5

- Distribute text, teacher reads aloud as class follows
- Teacher retells (making mistakes); students score the rubric and discuss weak areas. They must specifically describe what kind of information was missing.
- Student partners take turns reading aloud and retelling text or scoring rubrics
- Share Time: Create a class poster listing the area from the rubric that generally need the most work

DAY 6

- Review areas of retelling rubric that need the most focus
- Distribute class books (all the same). Assign chapters to be read (can be done by student or the teacher depending on time)
- Instruct the student to take two minutes to plan their retelling (using the rubric and text) before retelling. They may not use either when actually retelling
- Student partners take turns reading aloud the areas that received less than a three. This is to help the one retelling focus on the story and try to incorporate the missing information
- Share Time: Students retell the next read today, class gives feedback

DAY 7

- Have students copy the It Says, I Says, And So chart into their RRJ
- Discuss inference and connect to the chart
- Read text together
- Display a question about the text that requires inferring, complete the chart as a class
- Display teacher chart to cover any information not already mentioned
- Assign the next reading (student partners can read or teacher does), Display the next It Says...chart and question
- Student partners copy into their RRJ then work to complete the chart together
- Share Time: Share charts

DAY 8

- Review charts
- Read text together
- Display the next question and It Says...chart, student copy into RRJ
- Complete the chart together discussing answers in text support

- Assign the next reading (students can do or teacher does) individual students complete the next question/chat, then, students partner and discuss their chart making revisions
- Share Time: Share charts

DAY 9

- Give notes on determining Importance (DI)-Setting, Main Characters, Main events, cause-effect, and needs/benefits
- Share text together, teacher completes a chart about the above information
- Teacher shares a newspaper ad or TV Talk Show segment, she created with the same information (TEXT FORMULATIONS) and discusses with class
- Talk Show segments can be done as interviews and acted out
- Assign the next reading
- Students trios work together to create a DI chart and then reformulate as a news ad or TV Talk Show segment
- Share Time: Students can share ads or act out talk show segments

DAY 10

- Review DI
- Read text together
- Student trios: continue previous day's work or can start a new ad/talk show segment
- Share Time: Share ads/talk shows

Once these strategies have been introduced, modeled and practiced, they can be practiced throughout the year. They can be revisited as a whole class set-up or assigned individually according to strengths and weaknesses allowing the teacher to work with different students in different areas.

DAY 11

- Review charts created earlier about Reading Aloud
- Distribute copies of the ELA 6W1 standard and the ELA 6W2 (expository) standard. Have students' pairs or small groups underline words they think are important/key.
- Discuss the meaning of each elements
- Explain assignment: Student will compose an expository piece of writing that: 1) outlines the purpose and importance of reading, 2) explains why good read aloud strategies are important to listeners, 3) describes the main components of reading aloud, 4) describes two problems readers face when reading aloud, 5) details a plan to address these problems, 6) engages the reader, 7) is easy to follow, 8) and provides adequate closure.
- Allows students time to begin to outline or plan their piece. You may need to do some of this together as a whole.

DAY 12

- Display and discuss a piece of writing that models the expository problem/solution format.
- Distribute copies of the same piece to students

- Have students underline any engaging sections and actual problem(s) and solution(s)
- Identify the purpose of the writing. Determine the point in the paper where that is evident.
- Discuss organization of the piece.
- Writing Workshop: Students begin their own expository problem/solution composition.
- Discuss the instructions. Notice the words used to indicate transitions
- Writing Workshop: Continue pieces, conference

DAY 13

- Display and discuss a piece of writing that models an expository problem/solution format
- Distribute copies of the same piece to students
- Have students underline any engaging sections and actual problem(s) and solution(s)
- Discuss the writing strategies. Notice the words used to indicate transitions
- Writing Workshop: Continue pieces, conference

DAY 14

- Discuss closing strategies
- Discuss editing strategies
- Writing Workshop: Finish pieces, edit/revise, conference

DAY 15

- Review and read loud charts
- Explain assignment: Students will select a text or an excerpt from text (length and content approved by teacher) to share aloud with classmates (can be small group or whole group depending on time and student preferences)
- Student should select text
- Students should work with partner in a coaching session using read aloud rubrics

DAY 16

- Students should pair with new coach and practice their oral text selections again
- Review procedures for feedback
- Begin oral presentations
- Audience should give appropriate feedback after each reader

DAY 17

- Repeat Day 16 procedures as long as necessary

Relevant Standards and elements addressed by each day's activities

DAY 1: ELA 6R2 a. determines meaning of unfamiliar words

- ELA 6R3 a. decodes
b. self-monitors and self-corrects
c. reads with fluently

- ELA 6 LSV 1 b. questions
c/h. responds
g. offers opinion
j. supports opinion
k. clarifies and justifies

- ELA 6 LSV 2 a. presents orally
b. changes delivery when appropriate
c. uses language for dramatic effect
d. uses rubrics

DAY 2: ELA 6R2 a. determines meaning of unfamiliar words

- ELA 6R3 a. decodes
b. self-monitors and self-corrects
c. reads with fluently

- ELA 6 LSV 1 b. questions
c/h. responds
g. offers opinion
j. supports opinion
k. clarifies and justifies

- ELA 6 LSV 2 a. presents orally
b. changes delivery when appropriate
c. uses language for dramatic effect
d. uses rubrics

DAY 3: ELA 6R2 a. determines meaning of unfamiliar words

- ELA 6R3 a. decodes
b. self-monitors and self-corrects
c. reads with fluently

- ELA 6 LSV 1 b. questions
c/h. responds
g. offers opinion
j. supports opinion
k. clarifies and justifies

- ELA 6 LSV 2 a. presents orally
b. changes delivery when appropriate
c. uses language for dramatic effect

d. uses rubrics

DAY 4- DAYS 10

ELA 6 R1 e. analyzes elements of plot

ELA 6 LSV 1 b. questions
c/h. responds
g. offers opinion
j. supports opinion
k. clarifies and justifies

ELA 6 LSV 2 a. presents orally
b. changes delivery when appropriate
c. uses language for dramatic effect
d. uses rubrics

DAY 11- Days 14

ELA 6W1 a. selects a focus and organizational structure
b. writes texts of appropriate length
c/d. choose text structures

ELA 6W2 a. uses an organizing structure
(expository) b. excludes extraneous information
c. follows organizational patterns
d. applies rules of Standard English

ELS 6W4 a. plans and drafts
b. revises
c. edits

DAYS 15-Remaining DAYS

ELA 6R2 a. determines meaning of unfamiliar words

ELA 6R3 a. decodes
b. self-monitors and self-corrects
c. reads with fluently

ELA 6 LSV 1 b. questions
c/h. responds
g. offers opinion
j. supports opinion
k. clarifies and justifies

ELA 6 LSV 2 a. presents orally
b. changes delivery when appropriate
c. uses language for dramatic effect
d. uses rubrics