

We often conduct reading fluency tests on our students without explicitly teaching this skill. Use this lesson, which incorporates student peer review, to help raise awareness of reading fluency while improving it.

Learning Objectives

Students will be able to increase their reading fluency through multiple readings and peer review.

Materials and preparation

- One copy of [Work It! Fluency Reading](#)
- Class set of [Pump It Up! Fluency Reading](#)
- Class set of [Reading Fluency: Airplanes](#) (optional)
- Chart paper
- Document camera
- Pens or pencils of two different colors
- Timer or cellphone with timer
- Sticky notes (two for each student)

Key terms

- reading fluency
- fluent
- words per minute

Attachments

- [Work It! Fluency Reading \(PDF\)](#)
- [Pump You Up! Fluency Reading \(PDF\)](#)
- [Reading Fluency: Airplanes \(PDF\)](#)

Introduction (5 minutes)

- Write the word "fluency" in the middle of a piece of chart paper, and invite students to share their knowledge on the word's meaning. Ask students to think of other words or contexts they associate with the word fluency or fluent, and record their answers.
- Tell students the definition of **fluent** (able to express oneself easily and articulately), and write the definition on the board, near students' background knowledge.
- Ask students to turn to a partner and guess what they think reading fluency means. Call on a few students to share their thinking.
- Tell students that today they will have a chance to work in partnerships with each other to measure and improve their reading fluency.

EL

Beginning

- Define "fluent" in students' home language (L1) or allow students to use home language resources such as dictionaries or glossaries to translate the word.

Intermediate

4th Grade Fluency Lesson Plans

**Jana Echevarria, MaryEllen
Vogt, Deborah Short**



4th Grade Fluency Lesson Plans:

Differentiated Literacy Instruction in Grades 4 and 5 Sharon Walpole, Michael C. McKenna, Zoi A. Philippakos, John Z. Strong, 2019-10-24 Now revised and updated with many new lesson plans and a new chapter on writing instruction this trusted book guides upper elementary teachers to design and implement a research based literacy program The expert authors show how to teach and assess students in differentiated small groups and explain how instruction works in a tiered response to intervention model Included are extensive reproducible lesson plans and other tools for building students skills in word recognition fluency vocabulary comprehension and writing The convenient large size format facilitates photocopying purchasers also get access to a Web page where they can download and print the reproducible materials Prior edition title Differentiated Reading Instruction in Grades 4 and 5 Subject Areas Key Words differentiated reading instruction intermediate grades upper elementary students teaching reading small group differentiating instruction differentiation lesson plans planning lessons assessments response to intervention RTI comprehension curriculum fluency interventions elementary reading methods struggling readers teachers vocabulary word recognition words writing decoding

Differentiated Reading Instruction in Grades 4 and 5 Sharon Walpole, Michael C. McKenna, Zoi A. Philippakos, 2011-06-23 This book has been replaced by Differentiated Literacy Instruction in Grades 4 and 5 Second Edition ISBN 978 1 4625 4081 5 **Literacy Development in Early Childhood** Beverly Otto, 2019-02-14 Widely recognized as a leading text in its field this popular guide explores literacy development beginning in infancy and through fourth grade The latest edition continues to prepare teachers to create and implement literacy rich curricula in early childhood classrooms while providing updates to federal legislation and highlighting the impact of state standards on educational settings Recent technology is integrated into activities used to enhance literacy competencies Throughout the book the author's approach to reflective teaching empowers teachers to become effective decision makers and thoughtful mediators in children's transactions with literacy A conceptual and theoretical foundation for describing reading and writing processes is followed by research based descriptions of the signs of emergent literacy and developmentally appropriate instructional strategies The emphasis on linguistic and cultural diversity includes an array of approaches for supporting English language learners Chapter extension activities challenge readers to apply concepts through observation research curriculum development and discussion Sample observation and assessment forms assist in determining children's progress in developing literacy

Teaching Lower Elementary Technology Mark Page-Botelho, 2010-07-07 This book is a collection of my experience teaching lower elementary technology over the course of one year There are lessons curriculum documents and thoughts regarding many issues that can arise while teaching technology to young children This book is intended to be a reference for those who are interested in starting from scratch or for those who are looking for new ideas on how or what to teach regarding information literacy *Diagnosis and Correction of Reading Problems, Second Edition* Darrell Morris, 2013-10-01

This widely adopted text and teacher resource provides a comprehensive approach to assessing and remediating reading difficulties in grades K-6. Darrell Morris presents rich case studies of beginning and older readers struggling with different types of reading problems. He shows how to administer a thorough diagnostic battery and provide instruction tailored to each student's needs. In addition to one-to-one tutoring strategies, small group and whole class applications are discussed. Reproducible tools, book lists, and other user-friendly materials can be photocopied from the book or downloaded and printed in a convenient 8 1/2 x 11 size. New to This Edition: Detailed explanations of how to adapt the techniques for classroom use. The latest research findings pertaining to reading diagnosis. Updated and expanded book lists. Chapter on historical and theoretical foundations. See also the Morris Informal Reading Inventory, Preprimer through Grade 8, a complementary assessment tool that yields systematic data on K-8 students' reading abilities.

Reading Instruction for Students who are at Risk Or Have Disabilities William D. Bursuck, Mary Damer, 2007. Organized according to the Reading First categories of reading development and instruction as presented in the report of the National Reading Panel, this exciting and timely new text presents teaching strategies for children at risk, including children of poverty, children for whom English is not their primary language, and children with learning and behavioral disabilities. These are the children No Child Left Behind challenges teachers to serve more effectively. The book is more than a list of teaching strategies that are scientifically validated; the scientifically validated practices included are integrated into a systematic teaching process that stresses the use of student outcome data within authentic classroom contexts to guide practice. The teaching strategies have been field tested with at-risk children in both rural and urban teaching settings. Most of the strategies have resulted from work the authors did in their recent four-year federally funded model demonstration grant in which they have implemented an extensive reading problem prevention model in grades K-3 in three inner-city schools. Thus, the teaching strategies in the book are ones that the authors implemented every day with at-risk children, not just findings from research articles.

Features of this First Edition include content organized around the five components validated by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Readers learn how to use DIBELS and other curriculum-based assessment results for early identification of children at risk of reading failure and to monitor student progress. A unique feature is using DIBELS assessments to pinpoint student skill development as they acquire alphabetic principle. Accompanying DVD shows teacher explicitly teaching letter sound recognition, regular word decoding, sight words, multisyllable word reading, passage reading, vocabulary, and comprehension. Text explains how to use Differentiated Instruction to maximize learning for all students. Specific strategies are detailed for implementing Response To Intervention (RTI), multi-tier instruction during the reading block. Examines building vocabulary knowledge through direct and indirect teaching strategies. Comprehension strategies identified by the National Reading Panel that help students derive meaning from text are emphasized. Strategies for individualizing instruction for adolescents and children who are bilingual and/or ESL.

are included within each chapter Effective strategies for managing classroom behavior including instruction groups are provided so that student behavior does not interfere with reading instruction

Music Education Course of Study for Elementary Schools Indianapolis (Ind.). Board of School Commissioners,1926

McGraw-Hill Reading [Grade 4] ,2001

Lesson Plans & Assessments for the California Writing Standards ,1999

Diagnosis and Correction of Reading Problems, First Edition Darrell Morris,2008-02-26 Darrell Morris demonstrates how to conduct a comprehensive diagnostic assessment interpret reading scores and provide individualized instruction that takes each student s specific strengths and weaknesses into account Small group and whole class applications are discussed and a special chapter describes an exemplary teacher training approach from publisher description

Storytown Ride the Edge Theme 3 Grade 5 Harcourt School Publishers,Isabel L. Beck,2005

English for Your Success Noma LeMoine,Los Angeles Unified School District,1999

Minnesota Course of Study for Elementary Schools and Manual for Teachers Minnesota. Department of Education,1918

English as a Second Language ,1993

The Porto Rico school review ,1921

The Educator-journal ,1910

Making Content Comprehensible for English Learners Jana Echevarria,MaryEllen Vogt,Deborah Short,2004 Like no other text on the market Making Content Comprehensible presents an empirically validated model of sheltered instruction This text contains the Sheltered Instruction Observation Protocol SIOP model which provides school administrators staff developers teachers teacher candidates university faculty and field experience supervisors with a tool for observing and quantifying a teacher s implementation of quality sheltered instruction New to This Edition A new additional chapter addresses the issue ofEnglish learners who are struggling readers and or students with disabilities by including detailed information about learning disabilities and delayed development in reading Ch 10 Revised vignettes present teaching scenarios where three teachers teaching the same grade level and content attempt to include the focal SIOP indicators with varying degrees of success Complete lesson descriptors allow readers to score the three teaching scenarios and help readers develop a degree of inter rater reliability New pedagogy Each chapter contains A graphic organizer that provides an overview of the chapter Background Sections that include descriptions of the 8 sections and 30 indicators of the SIOP to help readers plan and prepare effective sheltered lessons Background Discussion Questions appropriate for portfolio development in pre service and graduate classes for professional development workshops or for reflection The new larger trim size facilitates using in the classroom the SIOP long and short versions and the lesson plan forms and rating the vignettes Includes both the full SIOP and an abbreviated version for the reader s use Two different SIOP lesson plan formats that can be used for planning and preparation depending on your needs An Appendix contains the results of studies that demonstrate that English learners whose teachers used the SIOP model outperformed similar students whose teachers did not implement the model Making Content Comprehensible is very practical and right on target for strategies in the field of ELLs Professor Gerald McCain Southern Oregon University What clearly distinguishes Making Content

Comprehensible from others in the field is that it provides an easy to use powerful field tested protocol for effective lesson planning delivery and assessment Professor Karen L Newman Indiana University The strength of Making Content Comprehensible is the clear picture it provides of instruction and the teaching scenarios The discussion of the teaching techniques and evaluation of each of the three teachers provides invaluable examples for the student Professor Judith B O Loughlin New Jersey City University Author Bios Dr Jana Echevarria is Chair of the Department of Educational Psychology Administration and Counseling at California State University Long Beach Formerly she was a professor of Special Education Her professional experience includes elementary and secondary teaching in special education ESL and bilingual programs She has lived in Taiwan and Mexico where she taught ESL and second language acquisition courses at the university level as well as in Spain where she conducted research on instructional programs for immigrant students After receiving a Masters Degree in Bilingual Special Education from California State University Long Beach she received her Ph D from UCLA and was one of the recipients of the National Association for Bilingual Education s Outstanding Dissertations Competition Her research and publications focus on effective instruction for language minority students particularly those with learning disabilities Mary Ellen Vogt is Professor and Director of Graduate Studies in Reading at California State University Long Beach Prior to her work at the university she was a reading specialist at the school and district levels Dr Vogt is a past president of the California Reading Association and served on the Board of Directors of the International Reading Association She has authored chapters and articles in professional journals and texts and has co authored five books including Portfolios in Teacher Education 1996 International Reading Association Professional Portfolio Models 1998 Christopher Gordon Creativity and Innovation in Content Area Teaching 2000 Christopher Gordon and Making Content Comprehensible for English Language Learners The SIOP Model 2000 Allyn Bacon Dr Vogt is also an author of two K 8 reading series published by Houghton Mifflin Invitations to Literacy and a Legacy of Literacy She has been inducted into the California Reading Hall of Fame and in 1999 she received the Distinguished Faculty Teaching Award from her university Deborah J Short directs the Language Education and Academic Development division at the Center for Applied Linguistics in Washington DC She conducts school based research on sheltered instruction and on effective programs for English language learners She helped develop the national ESL standards Her PhD specialization is bilingual multicultural education *North Carolina Education* ,1922 *Effective Instruction for Struggling Readers, K-6* Barbara M. Taylor,James E. Ysseldyke,2007 Featuring today s most respected leaders in the field of reading interventions this book examines what we have learned from the research to help struggling readers in grades K 6 Focusing on strategies that have been proven effective the authors will help educators meet the demands placed on them to ensure that all students are making good progress toward becoming competent readers Each chapter begins with a set of framing questions and ends with suggestions for action to foster discussion and help teachers translate research based ideas into practice perfect for teacher education courses and professional development

workshops This timely volume includes An analysis of what is needed to help all students succeed in reading especially struggling readers students with special needs and ELL students Practices to foster young students success in learning to decode Instructional strategies to improve students vocabulary and comprehension School wide practices to improve all students reading in high poverty diverse schools *Techniques of Grade School Music with Special Emphasis on Catholic Schools* Gemma Gertken,1941

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