

Unit 4 5th Grade Reading
Fluency: A Key to Success

Title: Listen to Me Read!!! Subject/Course: Reading Length: 2 weeks	
Topic: Fluency: A Key to Success Grade: 5 Designer: Finch/Johnston	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: Fluency is manifested in accurate, rapid, expressive oral reading and is applied during and makes possible, silent reading comprehension. The components of fluency are word recognition, automaticity, correct phrasing, and prosody, or expressive reading. Reading aloud and modeling automaticity of word recognition, appropriate phrasing, and natural expression is essential. Automaticity is knowing words automatically without thinking. You learn words naturally--by listening, by reading, and by talking.	ESSENTIAL QUESTIONS: Why do good oral readers not comprehend all they read? How is punctuation important to meaning in reading? How will developing a better vocabulary improve reading? What is included in the term fluency?
STUDENT LEARNING EXPECTATIONS: ON GOING R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading. R.9.5.3 Using questioning and monitoring: Generate questions to establish purposes for reading. R.9.5.5 Monitor comprehension in relation to questions generated. R.9.5.11 Determining Importance: Using such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information R.9.5.12 Identify main ideas and supporting evidence in short reading passages. R.9.5.16 Skim materials to locate specific information. R.9.5.17 Scan materials to develop a general overview. R.9.5.18 Retell stories with detail. R.10.5.1. Read daily R.10.5.2 Read texts that reflect contributions of different cultural groups. R.10.5.3 Vary reading strategies according to text and purpose. R.10.5.6 Skim materials to locate specific information. R.10.5.7 Scan materials to develop a general overview. R.11.5.1 Automatically decode words to ensure focus on comprehension R.11.5.2 Continue to develop and maintain an adequate body of sight words. R.11.5.3 Add content words to sight vocabulary. R.11.5.13 Read grade level text orally with accuracy and expression. R.11.5.7 Determine useful and relevant words. R.11.5.12 Read grade-level orally with an approximate rate of 128 words per minute.	ORAL/VISUAL COMMUNICATION (ALL YEAR) OV.1.5.1 Develop vocabulary from content area texts OV.1.5.2 Use standard English in classroom discussion OV.15.3 Use appropriate oral communication for various purposes and audiences OV.1.5.4 Demonstrate appropriate eye contact OV.1.5.5 Use correct pronunciation to communicate ideas and information OV.1.5.6 Contribute appropriately to class discussion OV.1.5.7 Deliver oral presentations using standard English and appropriate vocabulary OV.1.5.8 Use illustrations, pictures, and/or charts in oral presentations across the curriculum OV.1.5.9 Participate in a variety of speaking activities, including dramatic readings of poetry or prose OV.1.5.10 Evaluate self and peers' speaking performance based on preset criteria OV.2.5.1 Demonstrate effective listening skills by exhibiting appropriate body language OV.2.5.2 Establish purpose for listening OV.2.5.3 Listen attentively for main ideas OV.2.5.4 Demonstrate attentive listening skills to respond to speaker's message OV.2.5.5 Evaluate presentations using established criteria/rubrics OV.3.5.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic OV.3.5.2 Differentiate between fact and opinion in media OV.3.5.3 Use visual aids to convey information

SPECIFIC DECLARATIVE KNOWLEDGE Recognize a fluent reader Recognize sight words.	SPECIFIC PROCEDURAL KNOWLEDGE Use every word attack skill learned to read grade-level material at a rate of 128 words per minute.
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
1. After reviewing with teacher how to read-on, reread, and read surrounding sentences to "crack" the meaning of words and concepts not understood, students will be placed with a partner to finish a passage that initially began teacher driven. The teacher will complete several paragraphs with the whole group practicing the strategies with the class before allowing students to be paired with a partner. Each pair of students will then finish the passage that was initially started with the teacher, and as they read, will record unknown words on a three-column "Have a Go" vocabulary form. Students should have the understanding that a dictionary may be needed for some of the words, but for the most part, the words could be "cracked" by using context, background knowledge, or their partner's help. 2. Show the videotape of the Readers Theater and have each student use a rubric for assessing fluency to critique their performance. Teacher will also critique each performer. 3. Present a presentation of Readers Theater or choral reading or a combination of both for parents or the school.	
Traditional Assessments: Fluency Checks	Other Evidence of Learning: Ability to complete trade books at a higher level in a timely manner

ACTIVITIES AND LEARNING EXPERIENCES	Resources
Present minilessons to facilitate student learning in the following areas: 1 Sort out confusion and expand vocabulary by reading a passage together as a class and discussing unknown words. Have peers explain meanings when they are known instead of always looking them up in the dictionary. Model how to use the context to eliminate some meanings and to crack strange words. 2. Present a minilesson to help students recognize a fluent reader. --Play an example of a nonfluent reader --Discuss in pairs why it was nonfluent--list on paper --Exchange ideas with group --couldn't pronounce words --should have done 5-finger rule. Passage was too hard --not paying attention to punctuation --no expression (loud/soft, up/down, excited/sad, asking/telling) --bad phrasing --Make chart FLUENT READERS READ WITH-- (page 23 of <u>Teaching Fluency</u> , Sch. --Play example of a fluent reader. Tell what was right. --Chain read an excerpt from Sharon Creech's <u>Replay</u> .	<u>Teaching Fluency</u> <u>Beyond the</u> <u>Primary</u> <u>Grades</u> , Midge Madden and Jane Sullivan, Scholastic <u>Reader's Handbook</u> , pages 494-519. trade books <u>Nonfiction Matters</u> , S. Harvey pages 80,82

<p>3. Perform a Readers Theater Script.</p> <ul style="list-style-type: none"> --Review the components of fluent reading. --Have each student highlight the lines he or she will read aloud --Students rehearse their lines. Practice --Have each group perform their Readers Theater scene and videotape it. <p>4. Learning New Vocabulary through playing READ-O. This is a game like bingo, but with words instead of numbers.</p> <ul style="list-style-type: none"> --Use a combination of telling and showing the rules of the game as that makes the explanation clearer. <p>RULES OF READ-O:</p> <ol style="list-style-type: none"> 1. Each player makes a game board, filling each column with a specific set of words, but writing them in a random order. 2. The caller selects a card from the pack. 3. The caller reads the letter indicating the column in which the player can find the word. The caller then reads the definition of the word and its context, as written on the card, e.g., "Column R. Very lard. He had a (blank) lump on his head." (The word <i>blank</i> acts as a place holder for the word being defined.) 4. Players find the word that fits and cover it with a marker. 5. The first player to cover a line of words, vertically, horizontally or diagonally, calls out "Read-O" and is declared the winner of the game. 6. Different patterns may be used to vary the game: X(two diagonals), L(first column, last row), and so on. <ul style="list-style-type: none"> --Each student plays individually to ensure they know the rules. Then the cards can be exchanged with different groups to reinforce the words. <p>5. Choral Reading:</p> <ul style="list-style-type: none"> --Remind students that in recent lessons you've talked about the importance of reading fluently. Review the characteristics of fluent reading. --Introduce the book or piece to be read by two or more fluent readers. --Demonstrate choral reading. --Hold discussion of the story. Critique the fluency of the readers referring to the fluency characteristics chart. --Divide the class into the same number of parts as was demonstrated. Let each group practice their assigned part and then read the story in chorus several times. --End with applause for all performances. 	<p><u>Guiding Readers and Writers</u>, I. Fountas, and G. Pinnell</p> <p>Rubrics for reading fluency</p>
<p><i>Career Connections</i></p>	
<p>Authors who perform their works in Readers' Theaters Public Speakers</p>	