

FLUENCY LESSON PLAN — 3RD GRADE WHOLE GROUP



Task 1: Mark and Model

Standard	ELA.3.1: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none">• Read grade-level text with purpose and understanding.• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Background	<p>According to the National Reading Panel, fluency is the ability to read text with accuracy, appropriate rate, and good expression (NICHD, 2000). When readers are fluent, they can focus their attention on comprehending text instead of concentrating on decoding individual words (“Fluency: Introduction” n.d.). Hasbrouck (2019) explains that explicit fluency instruction incorporates strategies such as teacher modeling, choral reading, echo reading, and partner reading, and should provide opportunities for students to read aloud while receiving guidance and correction. Even before students learn to decode, we can build the part of their brains that is responsible for fluency by practicing the rapid naming of letters and letter sounds.</p> <p><i>National Reading Panel. (2000). NIH Hasbrouck, J. (2019, November 11). Developing fluent readers. Reading Rockets. Retrieved January 23, 2023, from https://www.readingrockets.org/article/developing-fluent-readers</i></p>
“I Can” Statement	<i>I can identify text signal that show when and how to read with appropriate expression.</i>
Materials	Copies of a passage divided by phrases Copies of same passage (paragraph form) Text Signals Chart
Procedure	Introduce goal: to notice and mark text signals that helps us know how to read a text with appropriate expression. <ul style="list-style-type: none">• Review signals (end punctuation, quotation marks, commas)• Model looking through divided passage to located and highlight these signals. Have students mark on their pages as well.• Model fluent reading of phrases where text signals were marked. Think aloud about the text signals before demonstrating how to read.• Have student find and mark the text signals on the page with the whole passage.
Assessment	Teacher Observation Partner check
Outcome	Adjust instruction for small groups based on student success in identifying text signals.

Task 2: Echo Reading

Standard	ELA.3.1 : Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none">• Read grade-level text with purpose and understanding.• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Background	<p>Although fluency includes a focus on reading rate, it is not just about the speed at which students can read a text. Fluency instruction should include opportunities for students to increase their reading rate and accuracy while learning how to read text with appropriate expression. When students are directed to pay attention to text signals such as punctuation, quotations, and phrasing, their increased fluency helps convey the appropriate meaning of a text (Rasinski (2018) p. 38).</p> <p><i>Rasinski, T.V., & Cheeseman Smith, M. (2018). Megabook of Fluency. Scholastic Professional Series. Retrieved January 25, 2023, from https://books.google.com/books/about/The_Megabook_of_Fluency.html?id=ayW8swEACAAJ.</i></p>
“I Can” Statement	<i>I can imitate fluent reading of phrases and whole text.</i>
Materials	Copies of passage divided by phrases Copies of whole passage (paragraph form)
Procedure	<ul style="list-style-type: none">• Begin reading the passage divided by phrases. Stop after each phrase so that student can echo back. (Teacher leads, class echoes)• Pay close attention to the expression when reading passages with marked text signals. Reread and have student echo again if appropriate expression is not heard.• Use the same procedure to echo read the whole passage.
Assessment	Teacher observation
Outcome	Adjust student partnerships based on student need.

Task 3: Partner Practice - Follow My Lead

Standard	ELA.3.1: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none">• Read grade-level text with purpose and understanding.• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Background	<p>Students need opportunities to hear fluent reading and to practice fluent reading themselves. Rasinski (2023) shares that “automaticity, as measured by reading rate, normally increases through regular engagement in the act of reading, not through an instructional focus on increasing reading speed itself (p.38). For fluency, regular engagement in repeated oral reading should include opportunities for choral reading, echo reading, and partner practice. As students become effective decoders, fluency instruction and practice should occur in grade-level texts. For older students, in addition to that explicit fluency instruction, repeated reading routines should be built into comprehension and content lessons as scaffolds to help all students build fluency and successfully access the grade-level texts under study.</p> <p><i>Rasinski, T., Bartholomew, M., Galeza, A., Nemer, R., Royan, E., Rundo, H., Viton, B., & Vogel, L. (2023). How fast is fast is fast enough: Determining an appropriate reading rate for college and career success. Literacy Today. 40 (3), 38.</i></p> <p>https://publuu.com/flip-book/24429/200177/page/1</p>
“I Can” Statement	<i>I can read with proper phrasing and expression in chunked text.</i>
Materials	Passage divided by phrases Whole passage Reader Leader Tent Card
Procedure	<ul style="list-style-type: none">• Divide students into appropriate pairs. It might be beneficial to make sure students who struggle with reading fluently are paired with more fluent readers.• Have students take turns reading/echoing the passage divided by phrases, followed by the whole passage.• Move around the room to listen to students reading.• Return to whole class instruction. Lead students in a choral reading of the whole passage.
Assessment	Teacher Observation Checklist (text signals)
Outcome	Leave materials for additional practice and or independent station work. Students can work in partners to echo read and/or buddy read.

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