

LITERACY LEARNER CASE STUDY ANALYSIS –

Caylee

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I. Brief Background and Reason for Project Focus

Being a teacher at the elementary level means that much of my time in my classroom must be used to engage, motivate, model, scaffold, instruct, and release my students for independent literacy time. Not all students require the same prescribed formula for learning, however.

Students of today are diverse learners; two students that are below grade level readers may be struggling in two different areas of reading. For this reason, teachers must assess students, especially formatively through observations and small group or individual meetings, to understand what exactly a student needs explicit instruction on and practice with. As teachers, we know that a mixture of whole-group, small-group, and individual group teaching is required to address our students' needs and skills, as well as help them remain motivated as readers and writers.

Fluency is just one aspect of literacy that can positively or negatively affect a person's reading. Because I have been unfamiliar with how to help a student increase his/her fluency with reading in the past, I chose to focus this project on a student who is struggling with oral reading fluency.

Fluency is multi-faceted; it includes reading accurately, with expression, in order to make meaning of the text at hand. Research has shown that reading fluency correlates with comprehension (Morrow & Gambrell, 2011, p.277). It has also been found that oral reading fluency proficiency correlates with silent reading fluency and comprehension, thus working on oral reading fluency should benefit my student's comprehension. I will address reading fluency with the student I am working with, in order to aid in her reading comprehension, while also teaching myself new instructional strategies and learning about ways to help students understand what they read. Within the many areas of fluency, I decided to narrow down my focus to working with my student on increasing her automaticity and increasing her words per minute when reading aloud. This decision was made after teaching my first lesson.

II. Home and Family

Caylee is a ten-year-old girl who will be entering fifth grade in Fall 2012. She was my student in fourth grade, this past school year. Caylee lives with her mother, father, and younger brother who will be entering third grade. Caylee loves performing in plays, enjoys going to dance class and dancing at recitals, loves her American Girl dolls, and is very cheerful to others. She is very caring toward her friends and teachers. Caylee is an on-grade level reader as of the end of fourth grade, according to the QRI (Qualitative Reading Assessment) given by me, and the STAR Reading Assessment (required by the school district) taken via the computer at the end of her fourth grade school year.

Although she is very confident, Caylee has struggled with reading for information and remembering details from her reading in the past. She also struggles in the areas of math and spelling. Her parents are immensely supportive of Caylee's progress in school, often helping her if she has homework, or requesting extra practice sheets for various subjects from her teachers for her to work on at home. In the past, Caylee's parents have stated concerns with Caylee bringing homework home and spending far too long on it. They say that she needs a time limit to work on something in order to get it done in a timely matter. Her parents have also been concerned with her ability to remember details from things she has studied in depth at home, because she often does not transfer her skills onto assessments at school. When asked what Caylee could work on in reading, both Caylee and her mother stated that expressive and accurate fluency was something to strive for. They do work on comprehension at home, but more during the school year. Caylee stated that she would like to read more quickly, but not too fast. This may be the basis for her problem of remembering details from her reading; perhaps her accuracy and fluency deters from the meaning of her texts.

Caylee's mother and father both work outside of the home, but her mother is home during the day and works at night at a nearby store. Caylee's mother can often be seen in the school where I teach, volunteering in her children's classrooms, and is the treasurer of our school's Parent-Teacher Organization.

When asked how often she reads during the summertime, Caylee said it just depends on what is going on at the time, whether she is away on a trip or not. During the school year, she usually read between twenty and thirty minutes a night as part of a nightly reading assignment. Caylee's mother said that she tries to make it to the public library at least once a week in the summer for her kids to pick out books to read. Caylee loves American Girl books and said that those would be the books that she would most like to buy with her own money, according to a Reading Attitude Survey (Read Write Think, 2003). She also enjoys realistic fiction books, like the Babysitter's Club, and other historical readings about presidents or different people in history, according to a second reading attitude survey entitled "Thinking About Yourself as a Reader" (MLPP, 2001). She does not care for science fiction books but would love to start reading the Harry Potter series. She said that once she reads a book, she doesn't really spend time talking about what she has read with others. She said that nobody has to force her to read, because she just likes to read. Although she has a younger brother, she says he does not like to read as much and when he does, he reads his own books and does not read with her. According to her reading survey, Caylee would rather read a book or watch television in her free time than do anything else.

By having Caylee read aloud to me from a book of her choosing, this helped me to see how she would do with reading on her own with her comprehension and fluency. Knowing this will help me to design lessons for what we can work on in relation to her fluency. I will focus on Caylee's accuracy, expression, and attention to punctuation, so that she will read more smoothly and

therefore ensure that the story will flow better. This skills correlate with Common Core State Standard RF.5.4: Read with sufficient accuracy and fluency to support comprehension. This includes reading with purpose and understanding, accuracy, appropriate rate, and expression, and self-correcting and rereading as necessary. According to Samuels and Farstrup (2011), “Fluency has been described as the bridge from phonics to comprehension” (p.94). Because fluency is a necessary piece to the comprehension puzzle, helping Caylee gain fluency in her reading may help her complete tasks at a faster rate and be able to recall details from what she reads more often.

III. Emotional Climate

At home, Caylee is usually driven to work on things outside of what her teachers or parents assign her to do. However, she can become very distracted and often benefits from having a timer or a set amount of time given by her parents as to how long she has to work on a specific task. As for her motivation and engagement for literacy, Caylee states that sometimes she likes to read books without anyone telling her she has to. She is very motivated to begin to read more difficult texts that she previously was not interested in or ready for, such as the *Harry Potter* series. Caylee loves historical fiction and realistic fiction, usually with characters that are young girls as the main characters. Two examples of books that fit these descriptions are *The Babysitter’s Club* series and *American Girl* books. Caylee stated that she would rather read books on her own terms instead of school assignments because the books she picked are usually more interesting. Caylee also dislikes when she cannot pick a book to read in reading groups and also dislikes the genre of science fiction, because she does not care for aliens and other supernatural creatures. All of this information was given to me via the surveys I administered to Caylee in our first meeting, as stated in above sections.

IV. Literacy History

Her mother stated that Caylee would always pause if she did not know a word or definition, thus causing her to have to reread passages. According to her mother, this was a strength in terms of comprehension and reading for detail, but a setback for reading fluency and the ability to select reading texts that were greater in length or difficulty.

In third grade, Caylee’s doctor prescribed prism lenses for her with her condition. Her parents felt that the lenses did help her keep her place and did give her some relief and confidence. They “trained” her to keep her place. At the end of third grade, Caylee was referred to a specialist at the University of Michigan; he felt that the esophoria was marginal, and that the prism lenses would cause more harm than help in the future, so Caylee ceased wearing the prism glasses. Her mother believes that the glasses did help her and her confidence in reading, due to the fact that she increased Accelerated Reader levels at school and began to choose more chapter books. She also was finally able to complete a word search for fun.

Caylee has been required to read a certain amount of minutes per night since first grade based off of school requirement. Her parents have also always stressed reading at home, whether it is for a school assignment, or as a form of entertainment. Since preschool, her parents have participated in story time at the local library, listened to books on tape, and bought phonics DVDs and video games. Her parents have engaged her in practice with sight words and rhyming and word lists, as well. Caylee’s mother has read to Caylee since birth as a part of her bedtime routine, until about third grade. In fourth grade, she didn’t feel it was necessary to read aloud to her because Caylee was always involved in her own interests and own chapter books.

Caylee's mother is concerned that Caylee lacks confidence and command in her reading skills.

Her mother feels that Caylee reads much slower when reading to herself. She covers much more material when reading aloud, and even more when someone is listening, rather than reading a book silently to herself.

V. Tests Given and Summary of Test Results

For our first meeting, I met with Caylee at the public library. To start off our meeting, I asked her a few questions to see how she was doing with reading this summer. I first asked her how she and her family interacted with reading at home. She said that her dad didn't read very much at home but her mom did sometimes. Her brother enjoys Ball Park Mysteries. When her mom and dad are at work, she watches TV a lot with her brother. I asked her what she would like to work on with her reading skills, and she said she would want to work on fluency to read more quickly but not too fast.

I then proceeded to give Caylee two reading attitude surveys (Artifacts #1 and #2) so that I could get a feeling on her thoughts toward literacy, and see if I could pinpoint anything else to work on with her throughout our summer meetings. I have already referred to the first one (Read Write Think, 2003). According to the second reading attitude survey, when asked what she thinks about as a reader, she said that if she comes across a part she doesn't understand, she rereads it to understand (MLPP, 2001). Other information from the second survey is also included in Section II of this case study.

After the initial surveys, I asked Caylee to do some reading aloud from a book she brought along with her to our meeting: *The Amazing Days of Abby Hayes* by Anne Mazer. She first gave me a brief summary of what was going on in the story up until the point where she would read aloud. The purpose of this exercise was so I could a) hear Caylee read aloud to hear the style she used

in reading and if she had any issues with accuracy or fluency that I could detect, and b) see if she could retell to me what happened after her short time reading. This book is written in diary-style, where the narrator is writing down her thoughts. I had a hard time following parts of the story because of the staccato style Caylee read in. However, she did a fantastic job reading the dialogue written with expression. I noticed that Caylee often struggled with certain punctuation such as commas. Often, her tone of voice went up right at the comma, which made it hard to comprehend what the author was writing.

She also struggled with certain words, giving them one or two tries, but often times did not say them correctly. We went back to a word that she pronounced “contentions” and was able to give the proper definition (a gross mixture of things) using context clues, but were not sure of the word itself. We chunked it out and came to the understanding that the word was “concoctions.” We then went to a word that she mispronounced before, and she immediately was able to say it correctly; this word was “imagined.” Caylee said that she was able to use the words around the words she didn’t know to figure out what the words she didn’t know meant. I then asked Caylee to retell what she read to me in the time we spent together after a little more reading aloud. She was able to give me the main events, but not all of the details. Overall, Caylee’s style of reading was very staccato, and not smooth. Oftentimes, she stumbled on words, having to repeat sections before moving on to the next words in a sentence. This affirmed that Caylee does need to work on fluency, and also work on accuracy in the process. This will help her to keep track of the meaning behind her reading and become a stronger reader.

I wanted to give one more assessment before deciding which aspect of fluency to focus on for my project. Therefore, I decided to do an oral reading fluency assessment to determine her rate of oral reading and also her accuracy with word recognition. First, I had Caylee read aloud words from the Dolch word list for fourth grade (www.dolchword.com/dolch-word-print-outs)

while I timed her for one minute. Caylee read 83 words correctly in the minute I timed her.

According to Table 11.1 on page 288 of Morrow & Gambrell's text (2011), Caylee is below where fourth graders are expected to be in the spring of their fourth grade year (100-140 words per minute). As one more measure of reading rate with just words, I had her read aloud words from the fifth grade Dolch word list for one minute, and she correctly read aloud only 67 words in that minute, which is much lower than what fifth graders are expected to read per minute in the fall of their fifth grade year (80-120 words correct per minute). I then had Caylee read aloud from her own grade-level appropriate book for one minute to see if her oral reading fluency rate was different from just reading a list of words. This time, Caylee correctly read 105 words in that minute. Although this does fit in the range of correct words per minute for both the spring of fourth grade and fall of fifth grade, it is still on the lower side of correct words per minute. She also struggled to figure out the pronunciation and meaning of tougher words she encountered in her own book. I noticed her accuracy with the words affected the meaning she was taking away from her book. Therefore, I remain firm that I will focus on automaticity and words per minute strategies in my work with Caylee.

VI. Lesson Plan Matrix

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
Reading Fluency 7-9-12	<p>Student will practice her reading fluency through listening to modeled reading by teacher, echo reading with teacher, and independently reading, using expressive voice, meaningful phrasing, and accurate pronunciation, all while checking for comprehension.</p> <p>Common Core State Standard – RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>*Caylee’s book choice *Copies of 4th and 5th grade Dolch word lists from http://www.dolchword.com/dolch-word-print-outs, one set for teacher, and one set for student to use and take home after meeting to practice *Copies of poems: “In July” and “Something Told the Wild Geese” *Reading fluency tip sheet *Timer</p>	<p>*Check words read per minute using Dolch words list and Caylee’s book *Informal listening to Caylee’s oral reading; checking for comprehension</p>
Reading Fluency 7-16-12 7-30-12	<p>Student will practice her automaticity and rate of reading through listening to modeled reading by teacher, doing repeated readings of a text with a timer to check for words per minute, as well as practice meaningful phrasing and using an expressive voice, all while checking for comprehension.</p>	<p>*Caylee’s book: <i>Meet Cecile</i> by Denise Lewis Patrick (<i>American Girl</i> book) *Copies of 4th and 5th grade Dolch word lists from http://www.dolchword.com/dolch-word-print-outs *Timer *SuperSpeed reading game idea, adapted from http://www.wholebrainteaching.com/Whole-Brain-Teaching/Whole-Brain-Teaching/SuperSpeed-the-Game-of-Champion-Readers.html *Strips of paper with alphabet and different punctuation for Caylee to practice reading aloud quickly with expression (example: a b c. d e. f. g h I j! k l m. n, o, p, q r s t?...)</p>	<p>*Check words read per minute using Dolch words list and Caylee’s book *Informal listening to Caylee’s oral reading; checking for comprehension</p>

VII. Reflections on Your Differentiated Literacy Lesson Plans

The one-on-one reading instruction I provided Caylee with seemed to make a meaningful contribution to her overall reading progress, although if I were to meet with Caylee in the future, I would have done some things differently. Because this was the first time I had focused explicitly on fluency instruction in a one-on-one teacher-learner setting with Caylee, even though she was a student in my classroom this past school year, I feel that it greatly helped her to receive concrete feedback on her reading fluency. Using data from our last meeting together, I found that Caylee's oral reading fluency rate with the list of 5th grade Dolch words increased from 67 words per minute to 85 words per minute. Likewise, when I assessed her progress with her book *Meet Cecile*, mentioned above, she moved from 105 words per minute to 119 words per minute. Another indication that my instruction was meaningful was the fact that Caylee and her mother had begun practicing reading and spelling the Dolch word lists that I had sent home early on in this project. Caylee began to internalize our goals for fluency into her time at home.

To support Caylee's learning in the best way possible, I focused part of our time together on modeling fluent, automatic reading. According to the MAPPS acronym (Modeling Fluent Reading; Assisted Reading for Support; Practice Reading, Wide and Deep; and Phrasing of Words in Meaningful Groups, Synergy to Make the Whole Greater Than the Sum of its Parts) found in Samuels and Farstrup's text (2011), Rasinski and Samuels suggest that modeling fluent reading for students and then discussing with them how your voice was used to reflect and add meaning to the passage is useful so that the student knows what is meant by the term "fluency" (p.101). This was also useful for Caylee so that she knew that fluent reading did not mean only fast reading. We spent time discussing meaningful phrasing of words, pausing with punctuation, and also discussed the meaning behind what we read together. I also modeled fluent reading by explicitly teaching and demonstrating these strategies. Research on best practices in teaching

literacy has shown that direct, explicit teaching benefits students greatly, according to Morrow and Gambrell (2011). According to the gradual-release-of-responsibility model, when the teacher assumes most of the responsibility for the student's learning by modeling and describing a skill, it enables the student to grasp what it is he or she needs to work on, thus helping them become more independent as time moves on (p.23). Eventually, Caylee began to read aloud more as our time together moved forward, practicing the concepts I modeled for her, taking on more of the responsibility for her learning.

Times arose where Caylee needed feedback on her reading in order to move forward. I made sure to pause her, then asked her to go back to a problematic area. For example, during our last meeting, Caylee did not read the word "parasol" correctly. I had her go back and reread the sentence aloud. When asked what the definition was, Caylee was able to state that it was "a type of umbrella." Still unable to pronounce the word correctly, I guided her in chunking the word out and modeled how to pronounce it. These moments were ultimately what helped me realize that if Caylee could tackle more difficult, multisyllabic words, her fluency in words read correctly per minute would increase. I made clear to Caylee that focusing on accuracy and being automatic was important, thus we began to practice the Dolch words.

As stated above, I know that Caylee achieved my instructional goals because her overall fluency in words read correctly per minute increased, while usually maintaining expressive reading in meaningful phrases. However, if I had a chance to redo my lessons with Caylee, I would find better activities to help her with her automaticity with words. I noticed that if I were to stop her to have her go back to a word she made a mistake with pronouncing, it seemed to negatively affect her attitude toward her reading. When researching and trying to find other activities to teach this aspect of fluency, I was unable to find anything that would work for the short time period I was working with Caylee this summer. Many things I came across were for younger students, as

well. I would have liked to find something that would be beneficial for Caylee while also keeping her positively engaged in becoming a better reader. I also had difficulty narrowing down what exactly I wanted to work on in terms of fluent reading. Caylee is normally an expressive reader, especially with narrative dialogue, but when she is stuck on a word, her expressiveness quickly diminishes. Ultimately, I focused on words per minute and automaticity because those were the most glaring problems with her reading aloud.

To make Caylee's reading instruction more responsive to her needs, I think I would have used more of the MAPPS acronym for teaching fluency. Part of this system for teaching accuracy includes assisting the student for support while they read along with the teacher (p.102).

Rasinski and Samuels (2011) suggest reading the text aloud together, with the student tracking the text visually as the teacher leads her through. This would have helped Caylee spot the areas that she made mistakes on immediately, rather than me stopping her after the sentence has ended to go back and work through her mistake. Perhaps she would have remained more positive about these mistakes and persevered through them. Another idea that I should have tried would be to record her reading and then play it back to her during our lessons, while she tracked the text with her finger. This would be a way for Caylee to spot her problem areas, while also hearing good expression and accuracy when it arose during our meetings.

After studying various best practices for reading instruction, particularly fluency instruction, I would have gone back and only worked on accuracy with Caylee, using oral reading fluency assessments as formative assessments and not the main goal for each lesson. Rasinski and Samuels write in the Samuels and Farstrup text (2011) that "Rate is an outcome of good fluency instruction; it is not the aim of such instruction" (p.106). I fear that by focusing on words per minute and letting Caylee know her progress throughout our lessons together, she began to try to read more quickly and not more accurately, even though we discussed prior to beginning each

practice session that reading fluently does not equate reading quickly. By introducing the

MAPPS system into my teaching in the coming school year, I feel that my students will be better scaffolded in fluency instruction and have a more concrete understanding of the goals of fluent reading.

VIII. Recommendations to Teachers and Parents/Caregivers

To Teachers:

Caylee is a motivated student with a bright personality, always eager to take the next step in her learning to be successful. She takes feedback to heart and will often work twice as hard at home as she does in school, and has been known to ask her teachers if she can stay in at recess in order to make further gains in her schoolwork. That being said, one of Caylee's main struggles in reading this past school year is her fluency and accuracy in reading aloud. This also affects her silent reading, and thus may reflect her reading comprehension.

Caylee's oral reading can be characterized as expressive at first listen. She excels at reading aloud dialogue from narrative stories, and loves to give animation to exciting dialogue with her voice. This is no doubt due to her love of acting and dancing on stage for an audience. Some of Caylee's favorite genres to read are historical fiction, especially the *American Girl* series, and realistic fiction, having recently discovered *The Babysitter's Club* series. She is excellent with making personal connections to the literature, stopping to make predictions without teacher direction, while also picking out books that are a good fit for her level, purpose, and interest.

Although Caylee is an on-level reader, she needs some explicit teaching and coaching when it comes to reading accurately. She has excellent comprehension and vocabulary skills most of the time when coming across a word that she is unfamiliar with how to pronounce. However, when Caylee stumbles over a word, it often affects the words to follow, slowing down her reading and

ultimately changing her perception of what is happening in the text. This has been noted at home and at school. When Caylee stumbles over these multisyllabic words that she is unfamiliar with, her rate of oral reading decreases.

Some things that would benefit Caylee in fifth grade would be for her to have a more fluent reading buddy read with her in a partner reading exercise. Her partner could read with her chorally, and Caylee could take over when she feels ready to tackle the text fluently on her own. Having a more advanced fluent reader present is also helpful so that Caylee can have immediate feedback from a peer regarding her reading. Caylee is the type of student who will take feedback very seriously and will implement the advice she is given as immediately as she can. I also recommend Caylee spending time reading multisyllabic, challenging words aloud as a practice exercise; the fifth grade Dolch word list would be an excellent example of a list she could practice with. Whenever possible and appropriate, give Caylee positive feedback so that she remains motivated and excited to continue working on her reading fluency.

To Parents:

Caylee is a wonderful, bright, and eager student whom I have enjoyed spending some extra time with this summer. It is always exciting to continue a relationship between teacher and student, past the constraints of the normal school year! I believe that with some support at home and in school, Caylee's goal to become a more fluent reader will be realized, sooner rather than later.

Caylee and I spent time thinking about what would help her become a better reader.

Immediately, Caylee told me she wanted to be a more fluent reader, something that you have told me as well through narratives of her past reading experiences. We began our work in reading fluency together by reading aloud several different poems. It has been found that poetry is a great way to practice phrasing reading, while also reading expressively. In our first meeting

together, I spent time modeling fluent reading for Caylee, as well as stopping to discuss why we pause when we read over punctuation, italicized words, and when beginning new paragraphs. We also practiced something called “echo reading.” In echo reading, I would read a paragraph aloud, and then Caylee would read the same paragraph aloud, mimicking the way I read it. Caylee excels in reading with expression and giving attention to pausing in the appropriate places. Luckily, I had also printed off the Dolch word lists from www.dolchword.com, so that we could practice words that are frequently found in fourth and fifth grade books.

After our first meeting, I realized that what holds Caylee up in her oral reading is when she comes to a word she is not familiar with. When reading over the word again, Caylee was able to tell me the meaning of the mispronounced word most of the time. However, this would negatively affect the smoothness in which she continued to read aloud. If I were able to meet with her one-on-one in the future, I would focus our meetings on reading more automatically.

To help her in this area, I recommend a few practices at home. First, please continue to have Caylee read aloud the Dolch word lists for fourth and fifth grade that I sent home after our first meeting together. By reading these words repeatedly, they will become more familiar to Caylee. Also, please stress to Caylee that reading fast is *not* the ultimate goal. That will come with time and practice! Secondly, if at all possible, please allow Caylee to use an iPad or iPhone to record herself reading. If she can play back her oral reading while following along in her book, she will be able to hear any mistakes she makes and give herself feedback. As always, please encourage reading at home, silently or aloud to a parent or sibling. Thank you for allowing me the chance to work with Caylee this summer. Enjoy the last few weeks of summer; see you in the fall!

Mrs. Skinner

IX. Additional Materials

Lesson Plan #1 of 2: Reading Fluency

Lesson Plan #2 of 2: Reading Fluency

Artifact #1 of 2: Reading Attitude Survey

Artifact #2 of 2: Thinking About Yourself as a Reader

Supplemental Material #1 of 3: Fluency Tip Sheet for Student/Parents

Supplemental Material #2 of 3: “In July” and “Something Told the Wild Geese” Poems

Supplemental Material #3 of 3: Things to do at Home for Practice

Outline for Lesson Plan #1 of 2: Reading Fluency

Dates: July 9, 2012

Objective(s) for today's lesson: Student will practice her reading fluency through listening to modeled reading by teacher, echo reading with teacher, and independently reading, using expressive voice, meaningful phrasing, and accurate pronunciation, all while checking for comprehension.

Rationale: Reading fluently is an important skill for students to foster in their literacy because research has shown that reading comprehension strongly correlates with the rate in which students read aloud. Rasinski & Samuels (2011) suggest that when students read fluently, they “use less of their finite cognitive energy for word recognition and more for constructing meaning” (Samuels & Farstrup, 97). The new Common Core State Standards also call for fluency in standard RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

Materials & supplies needed:

- Caylee's book choice: *Meet Cecile* by Denise Lewis Patrick (*American Girl* book)
- Copies of 4th and 5th grade Dolch word lists from <http://www.dolchword.com/dolch-word-print-outs>, one set for teacher, and one set for student to use and take home after meeting to practice
- Copies of poems: “In July” and “Something Told the Wild Geese” (only needed for 7-9-12 meeting)
- Reading fluency tip sheet

Procedures and approximate time allocated for each event:

- ***Introduction to the lesson*** (5 minutes)
 - Ask Caylee what she thinks fluent reading sounds like and record answers.
 - Read aloud the poem “In July” and ask Caylee to make observations on what I did that qualified as fluent reading; do the same with the poem “Something Told the Wild Geese.” Be sure to check for comprehension with the meaning behind each poem.
 - Read aloud “In July” in a manner that is not fluent and discuss the differences between fluent and not fluent reading.
- ***OUTLINE of key events during the lesson*** (35 minutes)
 - Caylee reads aloud “In July” and “Something Told the Wild Geese.” Discuss her fluency.
 - Read tips to become a more fluent reader aloud together and discuss.
 - Have Caylee choose a book to read for our meetings together from the selection in the library.
 - Practice strategies with Caylee while she reads from her book:
 - Modeling fluent reading and make

Academic, Social and Linguistic Support during each event:

Offer support to Caylee if she has trouble picking out a book that is a good fit for her level. Help her choose a book that fits her interest level, while also fits the criteria of not being too easy or too difficult.

<p>observations</p> <ul style="list-style-type: none"> ○ Echo read ○ Choral read ○ Stop and discuss punctuation, phrasing, pausing, and why we emphasize certain words ○ Discuss why reading fluently helps us understand what we read <p>• <i>Closing summary for the lesson</i> (15 minutes)</p> <ul style="list-style-type: none"> • Remind Caylee that knowing words quickly will help her read more fluently. Share 4th and 5th grade Dolch word lists with Caylee, and read through them together. Send home a copy of each with her to practice with her parents. • Read through tips for becoming a more fluent reader again. <p>• <i>Transition to next learning activity</i></p> <ul style="list-style-type: none"> • Greet Caylee’s mother and go over what we worked on today, being sure to show her the tip sheet, the poems, and the Dolch word lists. 	<p>Stop Caylee if she has difficulty with comprehension or accuracy with words she is reading. Go back and reread sections with her if necessary.</p> <p>Ask Caylee if she does not know the meaning of any words she reads from the Dolch word lists. Define any problematic words.</p>
<p><i>Assessment:</i></p> <p>For our first meeting, one of my main goals for assessment is to informally listen to Caylee read aloud from her book and from the Dolch word lists. I will then do an oral reading fluency assessment by timing her for one minute while she reads aloud from her book, and then from each of the fourth and fifth grade Dolch word lists. This will give me an idea of how many words per minute she can correctly read, which is an indicator of fluency.</p>	<p><i>Academic, Social, and Linguistic Support during assessment</i></p>

Outline for Lesson Plan #2 of 2: Reading Fluency

Dates: July 16 & 30, 2012

Objective(s) for today's lesson: Student will practice her automaticity and rate of reading through listening to modeled reading by teacher, doing repeated readings of a text with a timer to check for words per minute, as well as practice meaningful phrasing and using an expressive voice, all while checking for comprehension.

Rationale: Reading fluently is an important skill for students to foster in their literacy because research has shown that reading comprehension strongly correlates with the rate in which students read aloud. Although Caylee reads expressively for the most part, she needs to work on reading words automatically and not stumbling when she comes to more difficult words. As stated in the first lesson plan, the Common Core State Standards also call for fluency in standard RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

Materials & supplies needed:

- Caylee's book: *Meet Cecile* by Denise Lewis Patrick (*American Girl* book)
- Copies of 4th and 5th grade Dolch word lists from <http://www.dolchword.com/dolch-word-print-outs>
- Timer
- SuperSpeed reading game idea, adapted from <http://www.wholebrainteaching.com/Whole-Brain-Teaching/Whole-Brain-Teaching/SuperSpeed-the-Game-of-Champion-Readers.html>
- Strips of paper with alphabet and different punctuation for Caylee to practice reading aloud quickly with expression to foster reading rate and expression (example: a b c. d e. f. g h I j! k l m. n, o, p, q r s t?...)

Procedures and approximate time allocated for each event:

- ***Introduction to the lesson*** (5 minutes)
 - Review what reading fluency is and is not, using reading tip sheet if necessary.
 - Ask Caylee what she has been doing at home related to reading and fluency.
- ***OUTLINE of key events during the lesson*** (45 minutes)
 - Because Caylee has been reading her *Meet Cecile* book on her own when we do not meet, I will first have her give me a summary of what has been going on in the story.
 - Practice strategies with Caylee while she reads from her book:
 - Modeling fluent reading and make observations
 - Echo read
 - Choral read
 - Stop and discuss punctuation, phrasing, pausing, and why we emphasize certain words

Academic, Social and Linguistic Support during each event:

Stop Caylee if she has difficulty with comprehension or accuracy with words she is reading. Go back and reread sections with her if necessary.

<ul style="list-style-type: none"> • Discuss reading accurately with Caylee, and how stumbling over words can create difficulties in understanding what is happening in the story. Stop Caylee and have her go back if she stumbles. • Teach Caylee the “SuperSpeed” reading game. <ul style="list-style-type: none"> ○ Partners (Caylee and myself) alternate reading words off of the Dolch word lists for one minute. ○ At the end of a minute, we count how many words we read (accurately). ○ The goal is to beat the number of words the partners read in one minute. ○ As a twist, I will have Caylee read the words with drama and expression. She loves acting. We will try this after a few “normal” rounds.” • Teach Caylee how to make sentence strips with the alphabet and various punctuations in between letters, and then model reading them aloud. • Have Caylee create her own sentence strip with the alphabet and punctuation, then read it aloud with fluency. • Show Caylee how to time herself for a minute, and count how many words she read in a minute. • Have Caylee practice timing herself and counting the words she read on her own. <p>• <i>Closing summary for the lesson</i> (10 minutes)</p> <ul style="list-style-type: none"> • Together, read over the tip sheet for reading fluently. • Share a list of things that Caylee can do at home now that our meetings are over, to help her become a more fluent reader. <p>• <i>Transition to next learning activity</i></p> <ul style="list-style-type: none"> • Greet Caylee’s mother and go over what we worked on today. Give her the list of items to work on at home, as well as the tip sheet. Have Caylee share some of the highlights of our meeting with her mother. Thank Caylee’s mother and Caylee for allowing me to work with her. 	<p>Stop Caylee whenever she comes across a word that gives her difficulty in pronunciation. Have her try the word by chunking, slowing down, or another strategy of her choice. Be sure she understands the meaning.</p> <p>Because Caylee has an iPad that she can use for educational purposes at home, show her how to use the timer on my iPhone so that she can time herself.</p>
<p><i>Assessment:</i> For our last two meetings, again, one of my main goals for assessment is to informally listen to Caylee read aloud from her book and from the Dolch word lists. Once again, I will do an oral reading fluency assessment by timing her for one minute while she reads aloud from her book, and then from each of the fourth and fifth grade Dolch word lists. This will give me an idea of how many words per minute she can correctly read, which is an indicator of fluency.</p>	<p><i>Academic, Social, and Linguistic Support during assessment</i></p>

Reading Attitude Survey

Name: _____

Date: 7-3-12

A fiction book is a fake book - it doesn't really have real value, it might, but everything is made up

A nonfiction book is has real stuff in it + it's not fake

When I have time to relax, I usually (Circle the letter of your choice.)

a. Take a nap

d. Go skateboarding

either b. Read a book

e. Play a video game

c. Watch TV

f. Other _____

I read because sometimes it's a good book + I just want to read!

The kind of book I would buy with my own money would be American Girl books

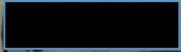
School reading assignments and what I read in my free time are different because

the book I pick is more cool + the book @ school could be boring (or opposite)

School reading assignments would be more interesting if we maybe got to (in our groups) pick the book, share it w/ group + decide what we want to read from those choices.

Student Response Sheet

Student's Name



Date

7-3-12

Grade

5th

Thinking About Yourself as a Reader

Prompt	Student Response
1. What kinds of reading have you done?	Realistic fiction - Babysitters Club American Girl magazine
2. What kinds of reading do you like to do most?	Historical reading (presidents, different people in history)
3. What kinds of reading do you least like to do?	Science fiction - don't like aliens
4. What do you think about as you choose what you will read?	read the back of the book, & it might be intriguing
5. After you have read a book, what do you talk about with others?	not really talk about w/others
6. What things do you think carefully about as a reader?	a part I don't understand, I reread it to understand
7. What have you learned about yourself as a reader?	sometimes I like to read the books I like, nobody has to force me to read.
8. What are your future goals as a reader?	want to read the Harry Potter series very interested in it.
9. Looking back over your answers in questions number 2 and 3, what do you notice?	

REVIEW OF THINGS TO WORK ON TO BECOME MORE FLUENT

- Read in meaningful phrases (reading several words together in one breath, in a way that makes sense).
- Pause in appropriate places.
- Pause at the ends of sentences and change your tone if it's a question, exclamation, or just a regular period at the end.
- Emphasize, or give more power to, certain words and change the tone you read in every so often.
- Remember that reading fluency is NOT about the rate in which you read. It is not a race to see how fast you can read something. It's reading smoothly, with expression.

Supplemental Material #2 of 3: “In July” and “Something Told the Wild Geese” Poems

“In July” by Evaleen Stein (taken from <http://www.apples4theteacher.com/holidays/summer/kids-poems-rhymes/in-july.html>)

Let us find a shady wady
Pretty little brook;
Let us have some candy handy,
And a picture book.

There all day we'll stay and play and
Never mind the heat,
While the water gleaming, streaming,
Ripples round our feet.

And we'll gather curly pearly
Mussel shells while bright
Frightened minnows darting, parting,
Scurry out of sight.

What if, what if, - heigho! my oh! -
All the "ifs" were true,
And the little fishes wishes,
Now, what would you do?

“Something Told the Wild Geese” by Rachel Lyman Field (taken from <http://www.poemhunter.com/poem/something-told-the-wild-geese/>)

Something told the wild geese
It was time to go;
Though the fields lay golden
Something whispered, - 'snow'.
Leaves were green and stirring,
Berries, luster-glossed,
But beneath warm feathers
Something cautioned, - 'frost'.

All the sagging orchards
Steamed with amber spice,
But each wild breast stiffened
At remembered ice.

Something told the wild geese
It was time to fly -
Summer sun was on their wings,
Winter in their cry.

Supplemental Material #3 of 3: Things to do at Home for Practice

THINGS TO DO AT HOME FOR PRACTICE

1. Get a timer and set it for one minute at a time. Read a book aloud (or in your head) and stop when the timer goes off. Count the number of words you read in that minute and make a note of it. You could even make a bar graph of your fluency to see how it looks over time!
2. Read aloud to a family member and practice using expression and meaningful phrasing.
3. When you come to a word you are not sure of, take your time looking at it and giving it a try. Break it into syllables and chunk it out.
4. Remember that the point of reading is not to speed through your reading, even though you want to have a good pace. Always stop and check for your understanding to make sure you actually understand what you've read!

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