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WHAT WORKS

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Lesson in Action

AT A GLANCE

Before Reading

- Project a My Fluency Log PowerPoint slide on the screen.
- Play the first reading and discuss the qualities of the oral reading.
- Play the second and third readings, continuing to critique.
- Project the audio-recording directions slide.
- Model how to audio record.
- Show students how to use the PowerPoint template.
- Have a volunteer record a reading and create an accompanying log entry on the interactive whiteboard with the class's assistance.

During Reading

- Have students create their own fluency logs, working in pairs.
- Circulate around the room to monitor student performance and provide assistance.

After Reading

- Lead a discussion about the fluency log creation process.
- Ask students to describe successes related to repeated reading and fluency.
- Ask students to describe successes for collaboration.
- Identify and problem-solve collaboration problems.

Fluency Create: Fluency Logs

Context

Ms. Talt's Grade 2 class has been engaged in repeated readings. Although all 25 students have been benefiting from this instruction, she has seen particular gains in her struggling students. She is now ready to go deeper, with a focus on creating fluency logs.

Common Core State Standards

- ▶ [CCSS.ELA-Literacy.RF.4.4](http://www.corestandards.org/ELA-Literacy/RF/4/4/Read) (<http://www.corestandards.org/ELA-Literacy/RF/4/4/Read>) with sufficient accuracy and fluency to support comprehension.
- ▶ [CCSS.ELA-Literacy.RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a) (<http://www.corestandards.org/ELA-Literacy/RF/4/4/a>) Read grade-level text with purpose and understanding.
- ▶ [CCSS.ELA-Literacy.RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b) (<http://www.corestandards.org/ELA-Literacy/RF/4/4/b>) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- ▶ [CCSS.ELA-Literacy.RF.4.4c](http://www.corestandards.org/ELA-Literacy/RF/4/4/c) (<http://www.corestandards.org/ELA-Literacy/RF/4/4/c>) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Lesson Objective

Students will create a My Fluency Log PowerPoint slide and audio record repeated readings of the same text. Students will formatively assess progress and share in group discussion.

Technology

- ▶ PowerPoint slide shows, to model and guide practice with preloaded guides and work logs
- ▶ Interactive whiteboard, to display digital resources and student work
- ▶ PowerPoint on student devices, to allow students to create a fluency log to audio record oral reading and self-assess progress
- ▶ Microphones and headsets, to allow students to record their reading and play back the recordings

Assessment

- ▶ Audio recordings of repeated readings of the same text
- ▶ Oral reading performance graph and reflection

Ms. Talt's Class in Action

Before Reading

"Yesterday, we got off to a great start using the repeated reading strategy to improve fluency," Ms. Talt says. On her interactive whiteboard, she projects the first slide of the day's PowerPoint presentation, showing a title page for a fluency log.

"Today, I'm going to show you how to make a fluency log with PowerPoint. We are going to be able to audio record our repeat reads. When we play back the recordings, we'll be able to record how we're getting stronger and what we want to work on some more."

Ms. Talt explains that she is sharing the fluency log of another teacher, Ms. Diap, who recorded her readings of *The Ant and the Grasshopper* fable from the previous lesson and kept a fluency log to track her progress. The class listens to Ms. Diap's first recording of the fable, and then briefly discusses it, noting what could be fixed in the next attempt. Then, they listen to read 2 and read 3, and highlight how it has improved. They also talk about the brief reflection that Ms. Diap wrote.

Ms. Talt projects the audio-recording slide and demonstrates how to use the audio-record feature in PowerPoint. Some students have used the recorder before, and she points them out as sound experts who can provide assistance.

Ms. Talt records herself reading the instructions to demonstrate how to use the functions. She finishes by showing students how to create their learning log, using the PowerPoint template.

In this log, students will insert their recordings and reflections, using a new slide for each day. The class tries one together, with a student volunteer reading a section from the previous day's text. Ms. Talt and the students prompt the volunteer through the steps of audio recording a short section and typing his reflection.

During Reading

Students are ready to try making their own fluency logs. Ms. Talt asks students to work with a partner today, so one person can start and stop the recording while the other reads aloud. She does this for two reasons: (1) the partners can help each other with the reading, as well as the technical task of audio recording in PowerPoint; and (2) there are just enough computers and tablets for 12 pairs of students.

As students work together on their repeated readings, Ms. Talt circulates from pair to pair, checking on how they're doing. She focuses on the fluent reading process, just as she did the previous day. When students need technical help, she prompts them to consult the PowerPoint directions slide first and ask a peer before raising their hand for her assistance.

Five minutes before the recording session ends, Ms. Talt prompts students to type or audio record their reflections and to save their PowerPoint.

After Reading

Ms. Talt holds a closing discussion to highlight successes and troubleshoot any problems. She asks a couple of students to play their first and last recordings, and share how their reading became more fluent. Ms. Talt elicits success stories about fluent reading and working with partners. She also discusses solutions for pairs that had difficulty working together.

Ms. Talt wraps up and praises her students for working well together. She tells them that they will learn how to use a graph to chart their miscues during the next session.

Reflection

Ms. Talt saw improvements in how closely students listened to themselves read, record, and rerecord. She liked that the fluency log PowerPoint would be a cumulative record of their oral reading progress that would help the students and could be shared with parents. Ms. Talt was concerned about the logistics of everyone using computers to audio record their repeated readings. For some students, recording motivated them to repeat read multiple times. Using computers, six students per day, working in pairs, could audio record in their fluency logs. Others could read aloud to themselves or a partner. That way, students would have one day per week working in their multimodal fluency log and have the benefit of listening to their own oral reading.