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Lesson in Action

AT A GLANCE

Before Reading

- Display the PowerPoint of the repeated reading strategy.
- Have students reflect on fluency progress to set the stage for repeated reading.
- Take note of the different ways that students feel they are improving.
- Introduce the repeated reading strategy.
- Model the repeated reading strategy.
- Self-assess the first reading of text.
- Model it a second time, showing improvement in reading.
- Evaluate progress with the students.

During Reading

- Provide directions for student practice.
- Have students repeat read with a partner or on their own.
- Monitor students' performance and provide individualized assistance.

After Reading

- Guide a discussion on fluency progress, prompting for rate, accuracy, and expression comments.
- Project document to take notes on student reflection on performance.
- Ask for connections to comprehension.

Fluency: Repeated Reading

Context

Mr. Lam is addressing fluency on multiple levels: modeling and demonstration, repeated readings and paired readings, teaching strategies for word recognition in context, and the embedding of formative assessment throughout the learning process. He will draw on a range of technology tools and materials that are universally designed to provide his diverse students with multiple means of representation, expression, and engagement. Today's lesson focuses on repeated reading.

Common Core State Standards

- ▶ [CCSS.ELA-Literacy.RF.4.4](http://www.corestandards.org/ELA-Literacy/RF/4/4Read) (<http://www.corestandards.org/ELA-Literacy/RF/4/4Read>) 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 understand what fluency is and how it will help them understand what they read. Students will read a text three times and discuss how their reading of the text improved.

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

- ▶ Listen to students' oral reading and take notes on strengths and weaknesses to highlight in the group discussion.
- ▶ Students compare first and third reads of the same text and identify at least one way that they are improving (accuracy, rate, and/or expression).

Mr. Lam's Class in Action

Before Reading

Mr. Lam reminds students of the good work they've been doing in partner reading to help one another become fluent readers.

Mr. Lam opens the PowerPoint file "Repeated Reading Strategy" on the interactive whiteboard and displays the slide "Class Check."

He shares his own progress: "You all know I have fun reading aloud to you, especially when the stories are funny or scary. I tend to read fast," he admits, making a few students laugh and nod, "so I've been practicing slowing it down a bit where I need it. That is one way I'm becoming more fluent." He then asks students to reflect on their progress and tell their neighbor one way they have improved.

While students discuss, Mr. Lam circulates, listening and noting the ways students say they are improving. As he listens in, he occasionally asks a question.

He introduces the new strategy for repeated reading, explaining what it is and how it will help them become more fluent and successful readers.

"How many of you have seen an animated movie like *Shrek* or *Brave*?" he asks. Many hands go up. Mr. Lam explains that the characters in animated movies are voiced by actors who read their script aloud many times to practice how to read it accurately and with the right expression. "Often, voice actors will record their read-alouds and listen to them so they can make improvements. Do you think they are fluent readers?"

The class responds with an enthusiastic "Yes!"

Class check: How are we doing?

- We've been working on reading aloud accurately, at the right speed, and with understanding.
- Each of you is becoming more fluent. What are some signs of your progress?
 - Turn to your partner and describe one way that you can tell that you are improving:
 - Reading words accurately
 - Reading at the appropriate rate
 - Reading with expression
 - Always trying to make sense of what you're reading.

Mr. Lam continues to explain the strategy and how it works, using the PowerPoint slides as a reference for students.

Fluency strategy: Repeated reading

- What is repeated reading?
- Reading a text more than once so that each time you get better at reading
 - Accurately
 - At the right speed
 - And with expression
- Monitoring your performance so that you can see your progress

Why is repeated reading helpful?

- Each time you read a section of the text, your brain is learning how to recognize the words automatically.
- This helps you to understand the text better and read it with more expression.

Mr. Lam introduces the fable of the *Ant and the Grasshopper*, explaining that he is going to model repeated reading. “I want you to watch and listen closely to see what changes between my first reading and my second reading,” he says.

Model repeated reading

Watch and listen for how my reading improves from the first to the second reading of the first part of this Aesop's fable.
The Ant and the Grasshopper, retold by Bridget Dalton



One summer's day, a merry Grasshopper was singing and playing his violin. He saw an Ant passing by, dragging heavy wheat grain.
 “Come sing with me,” said the Grasshopper. “It's fun!”
 “I have to gather food for winter”, said the Ant. “You should save food, too.”
 The Grasshopper laughed. “Why worry about winter? Can't you see that it is a beautiful summer day?!”
 The Ant shook his head and continued his work.

Mr. Lam reads aloud at a slow pace and with little expression. He stops to sound out a few words, asking students for help at one point: “Veel, vol, in, volin, that doesn't sound right. Can anyone help me out?” he asks.

“It's violin,” says one student. “See, the grasshopper has a violin.”

“Oh yes, I see, it says vi-o-lin, violin. ‘...a merry Grasshopper was singing and playing his violin.’ I like the way you used the illustration to check whether the word made sense in the story.”

Mr. Lam models self-assessment, pointing out the things he did well (learning how to read “violin”) and things that he could improve on (reading too fast, causing errors) and asking students for input. He sets a goal for the second reading—he will slow down and read with more expression.

Mr. Lam reads the text aloud again, this time reading all of the words correctly. He also reads with more expression and at a better rate.

“Wow, that was easier the second time!” he says. “I remembered how to read all of the words this time, and I think my voice showed how happy Grasshopper was. Was it easier to understand this time?”

“Yeah, because you made the grasshopper’s voice go with his character and you made the ant sound tired, so that made the story more interesting,” says one student.

“It was more fun to read it that way, too. It just took some practice. What could I do to make it better for read number 3?”

“You still read the last part really fast,” suggests another student.

“Hmm, I did, didn’t I? Okay, I will try to work on my rate on my next read.”

During Reading

“Now it’s your turn to try out repeat reading with one of your guided reading books,” Mr. Lam says. He allows students to select a page of their choice and asks them to practice reading it aloud three or four times, quietly. He lets students move around the room to find a good spot to read in and suggests that they try reading to a partner on their third or fourth pass.

After about 15 minutes of independent practice, the class discusses how the practice went.

As Mr. Lam circles through the room, he stops to help some students decode a word in context and listens to them reread a section. Occasionally, he models how to read a sentence with appropriate phrasing and expression. He notices one child is sailing through her text and suggests that the next time she try a book that is a bit more challenging. He points out how they’re improving and asks them how it’s going and what they want to try to do better on the next repeat read.

After Reading

Mr. Lam gathers students with their learning logs and clipboards. He projects a document on the interactive whiteboard with three headers: accuracy, expression, and rate.

He begins by asking students to jot down two things they noticed about how their reading changed from their first read to their last repeat read. A discussion follows, with Mr. Lam noting students’ comments.

Mr. Lam asks whether they understood better what they were reading the second or third time. Most agreed that this was the case. A couple of students say it was easy and they got it the first time. Mr. Lam suggests that next time they try a book with a bit more challenge.

He closes the discussion with the promise that in the next sessions he will show them how they can use an audio recorder to listen to how they are reading and keep a progress record.

Reflection

Mr. Lam reflects on his first repeated reading lesson. He thinks it went well as an introduction to the practice of repeated reading. It's a flexible strategy and will allow students to focus on different aspects of fluency. For example, some will need to focus more on expression, while others need to work on rate, and still others need to work on all three skills. Most students worked well with a partner. However, he makes a note that he will need to check in with them each session on their collaboration processes.