Lesson in Action

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AT A GLANCE

Before Reading

- Explain the role of tracking data to improve performance.
- Set the learning goal for the session.
- Project the example of the completed log and analyze it.
- Demonstrate the digital version of the template as a slide in the My Fluency Log PowerPoint.

During Reading

- Assign students the task of reviewing their logs and self-assessing progress.
- Monitor student progress and provide individualized help.

After Reading

- Have small groups share graphs and reflections.
- Have students upload the fluency logs for review.
- Share highlights of learning across the three lessons.

Fluency: Formative Assessment

Context

Mr. Mepp's Grade 2 class includes many students who have reading and language problems. One important goal has been to help them with fluency. To meet that goal, he introduced repeated reading as a strategy. Then, going further, he introduced fluency logs. Both of these core strategies have made an impact on his students' reading. Now, continuing to build on past success, he will be working on formative assessment of repeated readings.

Common Core State Standards

▸ CCSS.ELA-Literacy.RF.4.4 (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) Read grade-level text with purpose and understanding.

▸ CCSS.ELA-Literacy.RF.4.4b (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) 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

Mr. Mepp's Class in Action

Before Reading

Mr. Mepp opens the third repeated reading session with a focus on formative assessment, using a chart to graph miscues and evaluate rate and expressiveness (the three aspects of reading fluently).

"Why do runners keep track of their times?" he asks.

"So they can get faster and win races," offers one student.

"And so they know how much more practicing they have to do," says another.

"I like that thinking," says Mr. Mepp. "Readers are like athletes—they work to become more successful. Sometimes it's helpful to track your miscues when you're doing repeated readings. If I get six miscues on my first read, I could set a goal for myself that I'll get only three miscues on my second read."

Mr. Mepp explains that today they are going to listen again to the audio recordings that the students put in their fluency logs and reflect on how they did.

He projects an example of a chart that has been filled out, along with a blank form for students to use. Although he is providing students with a hard copy of the form, he also has a PowerPoint slide with a form that can be added to each student's fluency log and completed in digital format.

Mr. Mepp passes out copies of the Oral Reading Tracker with Marna's example. The class analyzes Marna's log, noticing several things as follows:

▶ She had six miscues on her first read of Snow, but she got more accurate quite quickly, dropping to three miscues on read 2 and one on read 3.

▶ She put a star on read 3 to show she read the text accurately.

▶ She reflected that she read somewhat slowly, so she might need to work on her rate.

▶ She thought that sometimes she read with expression, and sometimes not.

▶ For her second book, she read it more times to become fluent with it. She didn't have as many miscues to begin with, but maybe they were really hard for her.

▶ She increased her rate on the second book.

▶ She used her voice about the same.

The class concludes that Marna is making progress and that she probably needs more practice before she tackles harder books. Maybe she could work with a partner to be more dramatic with her reading.

Before moving on to the practice section, Mr. Mepp briefly shows students the digital form that they can use to track their own progress. It is a slide within their My Fluency Log PowerPoint. He gives students the option of using either the print or digital version.

During Reading

Mr. Mepp asks each student to turn to their fluency logs and use the form to self-assess their progress while they work through their recordings and logs from the previous class sessions.

He follows his usual procedure of rotating around the room and checking in with students to see how they're doing. He provides "just-in-time" support to help each student move along. He also checks in on their understanding of the text.

"John," notes Mr. Mepp, "I see your miscues were cut in half on your second read. Good job! Tell me how you did that."

John answers, "I read through and put a mark next to the words I didn't know. I tried sounding them out and looking for parts I knew. One of them I looked up in my online dictionary and clicked on the pronunciation."

"I like that you're using different strategies," Mr. Mepp responds with a smile. "Another strategy that would help with some of these words is to look for the root word and then consider prefixes and suffixes. Let me know how it works with this word."

After Reading

Mr. Mepp has groups of four share their graphs and reflections. He then leads a whole class discussion, highlighting what students have learned about their progress and problem solving any issues.

He explains that he will also look at their fluency logs and charts so that he can give them more feedback (he has learned that investing in this kind of review when students are learning new strategies pays off in the end). Mr. Mepp reminds them to upload their logs to the class folder.

He ends the session by asking students to recount highlights from the three fluency-focused class sessions. Students talk about what they liked about reading aloud and recording, what they learned, and what they want to work on moving forward.

Reflection

Mr. Mepp reflected on the past month's work on fluency. As yet, he hasn't asked students to time their readings. Instead, students use an oral reading form to make a judgment about whether they are reading too slowly, too quickly, or at an appropriate rate. He plans to show them how to use the digital timer on the computer so that they can assess one-minute reads. This could help them with the benchmark assessments of oral reading that he is required to administer every quarter. He plans to develop a model and show the students how to time their reading.