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Jen Bengel

Rationale:

Many people believe that to read fluently means, to 'read fast.' But, in fact, there is much more to reading with fluency than being able to read fast.

Having students read a passage for speed is not teaching them to read with fluency. Students need direct instruction on the 6 characteristics of what makes a fluent reader.

THE 6 CHARACTERISTICS OF FLUENT READING ARE...

1. Pausing- noticing punctuation for *meaning*.
2. Phrases- grouping words for *meaning*.
3. Stress- Stressing words to convey *meaning*.
4. Intonation- Rise/fall, loud/quiet to reflect *meaning*.
5. Rate- Reading to help the listener *understand* the text: not too fast, not too slow.
6. Integration- Putting it all together for *meaning*.

The BIG Idea...

When students are struggling to read with FLUENCY it means they are *really* struggling with COMPREHENSION!!!

How can We Help!?

We can create fluency lessons that offer direct instruction to practicing fluency skills, with the understanding that students are really struggling with comprehending the text.

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Included in this Resource:

1. 5 whole group fluency lessons that focus on the key characteristic: RATE
    1. Mini lesson statement
    2. Details complete with teacher language
    3. Sample anchor charts

2. Student note-taking pages for every lesson (perfect to glue into a reader's notebook and ensure everyone is an active learner during the lesson!)

3. 'I Can' statement cards for each lesson with teacher questions on the back. These work great for re-teaching and practicing skills in small group settings.

4. A graphic organizer for every lesson for students to practice showing their ability to master each skill.

5. Assessments on reading for fluency.

6. Brag Tags to celebrate mastering fluency skills.

Everything you need to teach rate is included!

With these five lessons you can help students master how to read with appropriate rate and fluently for MEANING!!

Thank you so much to these amazing artists, whose work is found in this resource!!

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Readers identify what rate means in reading with fluency so they can list all the reasons that reading with a good rate is important to the meaning of the text.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining why it's important for readers to know what rate means when reading with fluency and for understanding. Use this language to help:
   "Today we are going to talk about one key idea from reading with fluency that you probably have already done, and just didn't realize it. It is reading with a good rate. Reading with rate means that, as you read, you change the speed in which you read a text either out loud or silently. You may read some words faster in one part of the text, and slow way down in other parts. Readers read with a different rate so they can keep the reading interesting and think more deeply about the meaning of the text. Let's think some more about rate today and practice!"
4. Show the class anchor chart with the first question. Invite students to help you complete that part of the chart. Use the language provided in red on the chart if needed. As you fill in the class chart, have students do the same on their student note-taking pages.
5. Hold up a mentor text you have already read to the class. SAY:
   "Let's practice finding parts from this text that we would read either faster or slower. Let's think about how reading with a different rate impacts the meaning of that part in the text."
6. Model the first example by reading aloud, marking whether it was a fast or slow part, then sharing how the rate impacted the meaning.
7. Ask students to help you think about a second example. Write their thinking on the class chart as they fill in their notes.
8. Ask students to turn and talk with a partner with a 3rd example. After a few minutes call on students to share and write their answers on the anchor chart.
9. Tell students that they will be working on identifying parts of the text they are reading independently that they read fast and slow. They'll be sharing how each rate impacts the meaning. Pass out the student page (graphic organizer). Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers identify what rate means in reading with fluency so they can list all the reasons that reading with a good rate is important to the meaning of the text.

What does it mean to read with a good rate?

*Making some words or phrases sound faster.
*Making some words and phrases sound slower.
*Not reading as fast as you can.
*Not reading with the same speed the entire time.

Part of the Text:	Fast or Slow?	How it Affected the Meaning:
*** Complete the anchor chart by writing parts from a mentor text, deciding if it should be read fast or slow, then sharing how the rate impacts the meaning.		

Lesson 1: Rate

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5 DETAILED MINI LESSONS

I can read some words fast and some words slow in a text to think more about the meaning

Readers identify what rate means in reading with fluency so they can list all the reasons that reading with a good rate is important to the meaning of the text.

What does it mean to read with a good rate?

Part of the Text:	Fast or Slow?	How it Affected the Meaning:

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RATE

EGRATI

NOTE-TAKING

INTONATI

5 STUDENT NOTE-TAKING PAGES

Reading with a Good Rate

I can read some words fast and some words slow in a text to think more about the meaning

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Copy 3 parts of the text you are reading today. Tell if you read each part fast or slow. Then describe how the rate you read the text affected the meaning.

Part of the Text:	*(circle one)*	How it Affected the Meaning:
_____	Fast	_____
_____	Slow	_____
_____		_____
_____		_____



Part of the Text:	*(circle one)*	How it Affected the Meaning:
_____	Fast	_____
_____	Slow	_____
_____		_____
_____		_____



Part of the Text:	*(circle one)*	How it Affected the Meaning:
_____	Fast	_____
_____	Slow	_____
_____		_____
_____		_____



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STUDENT PRACTICE
ASSESSMENTS
RAG TAGS
INTONATION

5 GRAPHIC ORGANIZERS