

# Reading Enrichment Lesson Plan

Evans Middle School

## Day 1

- Distribute new readers theater script
- Introduce vocabulary
- Teacher **Read-Aloud** entire script
- Teacher led **Echo Read**
- **Vocabulary Lesson**
  - Sample strategies to use: **Rate your knowledge, Frayer, Concept circles, Feature analysis**

## Day 2

- **Echo Read** the passage (not entire script) (model fluency and ask for student feedback)
- Class **Choral Read** (mix up variations of the choral read)
- Place class in groups (no more than five to a group) to read script (each individual assigned one part to multiple parts depending on the script)
- Mix up groups or parts if time allows

## Day 3

- Distribute "Multidimensional fluency scale"
- **Partner** reading (use portion of script or other passage and have students give peer feedback to each other using the scale. Focus feedback on one dimension of fluency during each rotation.)
- Practicing the **Reader's Theater** script (various parts, partners, groups, etc...)

## Day 4

- Students or teacher decide assigned parts for performance
- Students practice parts within group and use the Rubric to **peer evaluate**

## Day 5

- Final presentation
- Use "Multidimensional fluency scale" to assess student fluency

All reading groups throughout the week should be limited to six or less students. If the script has more than six parts, students will be assigned multiple parts.


Daily lesson consists of minimum 30 minutes of fluency practice using the scientifically based strategies listed in the above lesson plan.

# Scientifically Based Reading Research Fluency Strategies

## **1. Choral Reading**

Groups of students read the same text aloud. (It is a great way to maximize the amount of reading done per child. Poems and text in the content areas work well.)


— Designed to improve sight vocabulary, develop effective read aloud skills and ability to sight read aloud.

For improved fidelity: 

- point to word as it is spoken
- read those words aloud that are known
- hear others read aloud at the same time to "fill in the blank"

## **2. Echo Reading**

Read one or phrase at a time and the student(s) echoes back the same sentence or phrase, following the words with a finger so that you can be sure he/she is actually reading and not simply mimicking.

For improved fidelity: 

- choose a passage
- read one phrase or sentence at a time, as students follow along in their books
- have students echo you reading
- point out changes in pitch, pauses, punctuation, pronunciation of words, and how you chunk
- when passage completed, have students choral read in pairs or small groups

## **3. Paired Reading**

Paired reading is a form of supported reading that involves two readers at opposite ends of the fluency spectrum.

For improved fidelity: 


- readers sit side by side
- any text (school assignment, pleasure...)
- top reader adjusts voice to match the reading fluency of the other student
- top reader quickly gives difficult words so fluency is not disrupted
- top reader permits the less able student to maintain control over the reading experience, that student can read on own without support

#### **4. Repeated Reading**

Read orally a short passage several times. With practice the reader reads with greater accuracy, speed, and comprehension. Repeated Reading will increase reading rate and accuracy.

#### **5. Phrased Text Reading**

For individual students or small groups, 100 word segments from texts, mark phrase boundaries with slash marks.

For improved fidelity: 


- practice 10 minutes using child's instructional reading level.
- students having trouble with comprehension may not be putting words together in meaningful phrases or chunks

#### **6. Reader's Theater**

Reader's Theater or script reading is a powerful way to use performance reading; useful in all curricula areas. Students read from scripts they hold in their hands.

Why Reader's Theater:

- concern about one's reading is lost as readers become involved in the script
- it takes written word and make them multidimensional
- increase student's skills as readers, writers, listeners, and speakers
- makes knowledge and information come alive
- creates confidence, poise, and power as children work together toward a shared goal
- it helps readers become better readers


For improved fidelity: 

- preparation
  - highlight script
  - mark only words you will be reading
  - read through your part silently
  - read your part out loud
  - even before handing out scripts, you may want to read the script entirely to students

#### **7. Partner Reading**

Partner reading involves two readers. This strategy emphasizes peer feedback. One reader will read

a passage and his/her partner will provide feedback using the fluency rubric. After providing feedback the same reader will re-read the passage and the partner will look for improvement and again give feedback. Then reverse roles using same passage.

For improved fidelity: 

- readers sit side by side
- any text (short passage) (school assignment, pleasure...)
- both readers have a copy of the rubric next to them and refer to the rubric when providing feedback

## **Multidimensional Fluency Scale**

Use the following subscales to rate reader fluency on the dimensions of fluency. Scores will range from 5 to 20. Scores 10 and above indicate that fluency has been achieved for the grade level of the passage read. Scores below 9 indicate that fluency may be a concern.

Student Name: \_\_\_\_\_ Score: \_\_\_\_\_ Date: \_\_\_\_\_

### **Accuracy**

1. Word recognition accuracy is poor: generally below 85%. Reader clearly struggles in decoding words. Make multiple decoding attempts for many words, usually without success.
2. Word recognition accuracy is marginal: 86-90%. Reader struggles on many words. Many unsuccessful attempts at self-correction.
3. Word recognition accuracy is good: 91-95%. Self-corrects successfully.
4. Word recognition accuracy is excellent: 96%. Self-corrections are few, but successful as nearly all words are read on initial attempt.

### **Phrasing**

1. Monotonic, with little sense of phrase boundaries, frequent word-by-word reading; usually exhibits improper stress and intonation that fail to mark ends of sentences and clauses.
2. Frequent two- and three-word phrases giving the impression of choppy reading; lacks appropriate stress and intonation that mark ends of sentences and clauses.
3. Mixture of run-ons, mid-sentence pause for breath, and possibly some choppiness; reasonable stress and intonation.
4. Generally well phrased; mostly in phrase, clause, and sentence units; with adequate attention to expression.

### **Smoothness**

1. Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.
2. Several "rough spots" in text where extended pauses, hesitations, etc are more frequent and disruptive.
3. Occasional breaks in smoothness caused by difficulties with specific word and/or structures.
4. Generally smooth reading with minimal breaks, but word and structure difficulties are resolved quickly, usually through self-correction.

### **Pace**

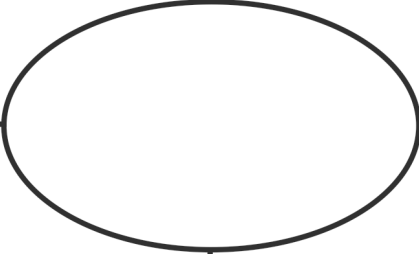
1. Slow and laborious.
2. Moderately slow (or overly and inappropriately fast).
3. Uneven mixture of fast and slow reading.
4. Consistently conversational and appropriate.

### **Expression**

1. Voice is monotone with no recognition of highlighted words or punctuation.
2. Moderate fluctuation in voice tone.
3. Moderate fluctuation in voice tone with some recognition of highlighted words and punctuation.
4. Voice tone fluctuates with the recognition of highlighted words, phrases and punctuation.

## Frayer Model

<b>Definition (in own words)</b>	<b>Characteristics</b>
<b>Examples (from own life)</b>	<b>Non-Examples (from own life)</b>



# Rate Your Knowledge

## Vocabulary Instruction

"Welcome to Ellis Island"

Directions: Below are some words that you will find in your lesson. Rate your knowledge for each of the words by placing an X under the category you have chosen. When you finish with RYK and are looking for definitions, use the context of the play to help you determine correct definitions.

Word	Know it Well	Think I Know It	Have Heard/Seen It	No Clue



## The Pony Express Reader's Theater

- R1:** In a little while all the interest was taken up in stretching our necks and watching for the "pony-rider"
- R2:** the fleet messenger who sped across the continent from St. Joe to Sacramento,
- R3:** carrying letters 1,900 miles in eight days!
- All:** **Think of that for perishable and human flesh and blood to do!**
- R4:** The pony-rider was usually a little bit of a man, brimful of spirit and endurance.
- R5:** No matter what time of the day or night his watch came on,
- R6:** and no matter whether it was winter or summer, raining, snowing, hailing, or sleeting, or whether his "beat" was level straight road or a crazy trail over mountain crags and precipices,
- R7:** or whether it led through peaceful regions or regions that swarmed with hostile Indians,
- All:** **he must be always ready to leap into the saddle and be off like the wind!**
- R8:** There was no idling-time for a pony-rider on duty.
- R9:** He rode 50 miles without stopping, by daylight, moonlight, starlight, or through the blackness of darkness - just as it happened.
- R10:** He rode a splendid horse that was born for a racer and fed and lodged like a gentleman; kept him at his utmost speed for 10 miles
- R1:** and then, as he came crashing up to the station where stood two men holding fast a fresh, impatient steed, the transfer of rider and mail-bag was made in the twinkling of an eye.