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TE 846 Spring 2016
Final Literacy Case Study Project

Why is Fluency important?

Fluency is a vital part of reading. According to Reading Rockets, "Fluency is defined as the ability to read with speed, accuracy, and proper expression" (2016). If there is a lack in fluency, then students will be unable to comprehend what it is that they have read. Fluency is a skill that can be transferred through multiple subjects, such as, reading, math, and social studies. Other subjects that fluency impacts would be science, foreign language, and music, just to name a few. Since I am a Kindergarten teacher and most of my time is focused on the beginning stages of literacy, I decided to work on fluency with two of my students. The kindergartners enrolled at the school through out the years have consistently scored low in reading ever since I was hired back in December 2013. This year the school adopted the Success For All Reading Program (SFA) for grades K through 2, in hopes that the students would be able to read and write at grade level or above. It is now April and I have seen some gains in my students, but there is always room for improvement. The specific area of fluency that I am working on for this literacy case is phonemic awareness. Phonemic Awareness "is a subset of phonological awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest units of sound that can differentiate meaning" (Wikipedia, 2016). By teaching students to break down the sounds of unknown words by sounding out each individual letter, allow the student to blend the individual sounds together to say the word fluently. "Phonemic Awareness is one of the best predictors of success n learning to read" (Ehri & Nunes, 2002; National Reading Panel [NRP], 2000; Gambrell & Morrow, 2015, p. 170). Focusing on phonemic

awareness skills gives the students one more literacy tool that will aid them when reading difficult text. After the Kindergartners master phonemic awareness, then the Kindergarteners can focus on reading for accuracy and speed. The less time a student spends on reading the words, the more time the student has to comprehend what information the text has to offer. Phonemic awareness has been broken down into 5 targets that students must master in order to move on.

> "Phonemic awareness standards for kindergarten require that students demonstrate understanding of spoken words, syllables, and sounds including the ability to: (1) recognize and produce rhyming words, (2) count, pronounce, blend, segment syllables in spoken words, (3) blend and segment onsets and rimes of single-syllable spoken words, (4) isolate and pronounce the initial, medial vowel, and final sounds in three-phonemes words, (5) add or substitute individual sounds in simple, one-syllable words to make new words" (Gambrell & Morrow, 2015, p. 170).

The lesson I chose to complete with my two students involve blending the rime of single-syllable words in a fun game called the Speedy Rime Game. The directions of the game are to say as many words as you can correctly within a one-minute time limit. You repeat the rounds two additional times, recording the results as you go. Compare the results from all three rounds to see if the students were able to spend less time on the words they could now read, leaving more time to focus on new words further down the practice list.

The Students

I conducted the same lesson for two different students. First, we have Jazmen. Jazmen is a 5-year-old African American girl who previously went to Preschool before enrolling in Kindergarten. When Jazmen first came to the school, she had a hard time paying attention. She would look off around the room or would day dream a lot. She also had trouble focusing during

assessments. When she was paying attention during assessments, she would either freeze up, draw a blank, or shut down. She seemed to fear testing and didn't know how she should answer the questions I asked. I was worried. I did not know whether she was nervous for Kindergarten, if she needed one –on – one instruction with me, the teacher, or if she might need special services outside the classroom. After changing her seat closer to the board, making sure to celebrate her efforts, and also creating a comfortable and safe classroom culture, Jazmen ended up improving. I decided to give Jazmen a Student Interest Survey (Artifact 4) just to remind myself of the things Jazmen talked about with me at the beginning of the semester when we first met. Jazmen's favorite subject is Math. Her friends in the classroom are Skylar and Taylour. She likes to read books about My Little Pony and Monster High. Her favorite color is blue and her favorite food is spaghetti. Her favorite movie right now is The Good Dinosaur (I really like that movie myself). If she had $50 she would buy a doll house. In the future she would like to be a teacher. The person she admires the most is her mom because she always does stuff for her birthday. She likes to draw, as well as, play with her sister and baby brother. I chose Jazmen as case study for a few reasons. First, Jazmen has come a long way from the beginning of the school year. She was low in reading and math, she would freeze up when you ask questions, and she lacked the confidence in her ability to try to answer questions. Her participation in the class was low due to the fact that she was spacey, or did not know the answer. Fast forward to April 2016, Jazmen has made gains in reading and writing, but still has yet to meet state expectations for the NWEA Map Test (Northwest Evaluation Assessment). It is my hope to continue to aid Jazmen in a positive way in order for her to keep making gains and also continue to practice refining her skills in reading and writing.

The second student I conducted my lesson with is my 6-year-old, African American student, Alannah. Although Alannah attended Preschool, she does not like to come to school unless her big sister, mom, or dad walk her into the classroom. Even in April, she still cries most days when she's dropped off to school. You can tell she is a momma's girl since she never wants to be away from her. After Alannah calms down, she is attentive, yet quiet. On her really good feeling days, she will participate by answering teacher lead questions and talking to a friend during student discussions in class. I noticed that Alannah is pretty smart. She does well in math and reading. She also tests really well. Most of her reading and math assessments in the classroom are A's with a few B's here and there. Alannah also took the Student Interest Survey (Artifact 5). Alannah's favorite subject is Math just like Jazmen's. I'm glad to know that I make math a fun and favorite learning experience for them. Alannah's close friends in the classroom are Skylar and Jazmen. She likes to read books about Dora the Explorer. Her favorite colors are red and pink. Her favorite food is pizza (mine is too). She says her favorite movie is Alvin and the Chipmunks. Interesting enough, Alannah had the same response as Jazmen when I asked what she would buy with $50. She said a doll house. In the future she would like to become a doctor. The person she admires the most is her mom, (no surprise there), because her mom lets Alannah accompany her to the store all the time. Alannah likes to play with her toys during her spare time. I chose Alannah as a case study simply for the fact to see that if a student has already made gains in reading and writing, does those gains continue to increase or does the student reach their potential and level out over time? I was hoping to see that after Alannah and I were done with the lesson, if there was anything that she needed help with. I also wanted

to see if Alannah would make gains during the assessment by simply practicing more and more on blending the letter sounds of the words together.

The Classroom Setting and Routine

Every day has the same routines and procedures for our Kindergarteners at ORA Elementary Schools. Students come inside the classroom, put away their belongings, turn in their homework folders, and grab breakfast. After breakfast, we complete a bell work sheet. We always complete the sheet as a whole group in order to review or practice previously learned math and literacy skills. After bell work is complete, the students go to special, then lunch, and also recess. The real work begins after recess. First, I start off with a brain game, then I'll ask a discussion question that would allow the students to talk to each other in order to answer the question. Afterwards, I read a book to them, making sure to model different reading techniques such as: (1) predicting, (2) summarizing, (3) making inferences, (4) sounding unknown words out, (5) changing my voice for different characters, (6) using intonation and pitch to bring attention to certain passages, and so on. We have a discussion about the book and then move on practicing our letters and letter sounds. We sing and act out our alphabet chant using the big version taped to the wall. Afterwards we proceed in our SFA block by teaching and interacting with each other using the daily power point provided by the SFA program. The students then break off into labs, or learning centers, of their choice in order to complete objective led activities and tasks. Each student has a chance to participate in the labs in order to meet the expectations of the task. After labs, we go into guided reading, then nap, snack, write away and dismissal. Write away is where students are given a topic and must write a sentence, or draw a picture to display their thoughts.

The Lesson

Before beginning each lesson with the girls, I made sure to give the Student Interest Survey first (Artifacts 4 and 5), just to make I had reminded myself of what the girls liked, what they were interested in, and to also ease the nervous feeling they had about one – on – one attention to do an assessment they have never done before. After the assessment, the girls were really relaxed. Jazmen wanted to keep talking about her interests, but for the sake of time, I told Jazmen that we could pick up on her interesting six-year-old life after we were through with the lesson. Alannah was her normal quiet and attentive self while waiting for the lesson to begin.

In order to ease the students into the lesson (Artifact 13), I first reminded them the skill of blending. For the lesson, I decided to play a fluency game with the girls. In this game, the girls were to read off as many rimes as they could within one minute for three one-minute time intervals. Using a list of seventy-two words that spanned across two pages, I asked the students to read of the three letter c-v-c words as fast as the could within one minute. The student could skip a word if she felt that she was too confused to blend. Allowing them to skip a difficult word, still gave the student a chance to read a higher number of words correctly. As the students were reading off the three-letter words, I would check off the words that were read correctly. After each round, I wrote the number of words read correctly and divided that by the number of words read total, then multiplied that by 100 in order to get the percentage score of words correct per minute. The percentage result would be the student's fluency score and can tell me whether or not more practice is needed or if other literacy skills should be focused on. It is my hope that at the end of this lesson, that both of my students would have improved the

number of words read correctly within each timed interval. I would also like to believe that my students can now move on to other literacy skills such as…

For the Pretest (Artifacts 1 and 2), I found a Kindergarten running record of a tale about a cat and rat playing tag on a rug. The running record consisted of forty words within the story, as well as, five comprehension questions at the end. I gave both students a one-minute time limit to read as many words of the story on her own to see how many words correct per minute she could manage. After reading the story, I asked the student comprehension questions about the text only up to the point that they stopped at. So if the student only read up to 4 out of 5 of the lines on the running record, then I would only ask them comprehension questions that they should have been able to answer, had they been able to comprehend the text.

Moving on to the actual lesson was exciting. I decided to play the Speedy Rime game (Artifacts 6 – 12) as a way for both Jazmen and Alannah to practice reading words fluently. The directions of the Speedy Rime game were for the students read as many words as they can from the list of seventy-two words within a one-minute time limit for a total of three rounds. The game calls for the student to play this activity with another student, but I decided to play this game with just myself and each individual student in a one-on-one setting outside of the classroom while everyone else was in labs while being monitored by my Paraprofessional.

I completed the Speedy Rime game with both children by first explaining the directions of the Speedy Rime game in explicit detail. For Round One, the student was to read through the list of words from the Speedy Rime Game List of Words provided on the practice sheets as fast as they can within one minute. While the student reads the words, I would check off the words that were read correctly. The student had the option to skip a word in order to keep going to

get as many words read correct per minute as possible. It was explained and understood that each skipped word would count against the student when calculating the correct words per minute read correctly. The activity is to be completed for two additional rounds. The results are then calculated on the visual word graph (Artifacts 8, 11, and 12), as well as, provided in a number score.

<p align="center">**The Speedy Rime Game, The Results, and Interpretation**</p>

The chart below shows both of the girls' scores in the form of a fraction, decimal, and percentage (Artifacts 6 – 12).

Student	Round 1	Round 2	Round 3
Jazmen	15/18 = .83 x 100 = 83%	21/24 = .87 x100 = 87%	30/31 = .96 x 100 = 96%
Alannah	26/26 = 1 x 100 = 100%	36/36 = 1 x 100 = 100%	37/37 = 1 x 100 = 100%

Jazmen completed her three rounds of the Speedy Rime Game first (Artifacts 6 – 8). In the first round, Jazmen scored a 15 out of 18 words with an accuracy of 83%. In Round Two, Jazmen scored a 21 out of 24 with an accuracy of 87%. Jazmen scored a 30 out of 31 in the last and final round with an accuracy of 96%. As each round ends, the number of words Jazmen reads increases each time. The difference between the number of words read accurately from the first and second round was 6 words or a difference of 4%. The difference between the second and third round for the correct number of words read was 9 words or 9%. The data shows that Jazmen was able to increase the number of words read each round. After being exposed to the previous words in the rounds before, Jazmen was able to focus on reading new words which caused her to read faster and farther down the practice list.

Alannah scored 26 words read correctly out of 26 in the first round with an accuracy of 100% (Artifacts 9-12). In the second round Alannah scored a 36 out of 36 and in the final round, she scored a 37 out of 37 words read correctly, both rounds with a 100% accuracy. Alannah's accuracy was consistent at 100% during all three rounds. Her accuracy did not improve since it was already at its highest, but the number of words read did increase each round. Alannah was also able to read more words farther down the list after being exposed most of the words read during the previous rounds.

When viewing Jazmen's scores only, you will notice that she makes gains each round. In the first round the total number of words attempted was 18, with 3 words skipped or incorrect. Round two shows a jump in the total number of words read from 18 to 24, which means she read 6 more words this time around. In the last and final round, Jazmen attempted 31 words, which would be 7 more words than round two and 13 more words than round one.

When viewing Alannah's scores only, Alannah has already reached the peak accuracy of 100%. The only room for growth in this lesson is to increase the number of words read correctly in a minute. In the first round, Alannah read 26 words a minute and in round two Alannah read 36 words a minute. The difference in the words between rounds one and two was 10 words. In the third round, Alannah read 37 words a minute, with only a one-word difference between rounds three and two. It seems that Alannah is somewhere in the range of her max potential in words read correctly per minute.

The Post Test

For the post-test (Artifacts 2 and 4), I had the girls read the same cat and rat story as they did before during the pre-test. I wanted to see if the girls were able to read more words

per minute and be able to answer some comprehension questions about the test. As you can see in Artifacts 2 and 4, both students were able to read more words in the story for the post-test than they were for the pre-test. In the pretest (Artifact 1), Jazmen read only 17 out of 20 words and was only able to answer questions 1 and 2, with both correct responses. During the post-test (Artifact 2), Jazmen was able to read 29 out of 30 words correctly, as well as answer 3 out of 3 answers correctly. When it comes to Alannah, she was able to read 9 out of 11 words correctly during the pre-test (Artifact 3) and was unable to answer question 1. During the post-test (Artifact 4) Alannah was able to read 30 out of 30 words correctly, as well as, answer 3 out of 3 questions correct.

Therefore, after practicing the literacy skill of blending rime words for three one-minute intervals, Jazmen and Alannah was able to increase their speed and accuracy when reading the selected passage for the pre– and post– test. I have succeeded in aiding the girls refine their reading skills by focusing on fluency in terms of phonemic awareness.

My Hopes, Thoughts, and Conclusion

Now that both students completed the lesson, it is my job to conclude any advice for further instruction in improving speed and accuracy for both girls. Jazmen had improved in each round, reaching a final accuracy or 30 words read correctly per minute which is 96%. Jazmen could use further instruction on blending letter sounds together to read words more fluently. Some strategies for Jazmen could be to engage in different literacy centers where reading books, making words, writing a short story using one – and two – syllable words, and letter sound match would be great ways for Jazmen to focus on reading, saying, and writing words in order to increase her accuracy and speed in literacy. As for Alannah, she was already at her max

potential in having 100% accuracy for all three rounds. Her number of words correct per minute start to taper off and stay around the same range in rounds two and three. Therefore, Alannah can now move on to focusing on reading for comprehension. I would suggest that Alannah read leveled text where there are comprehension questions about the text that she could answer. Fluency makes reading less strenuous, leaving room for understanding the information provided in the text. Alannah is ready to move on from phonemic awareness at this point.

Here are more fluency strategies that teachers can use to increase accuracy and speed provided by Dr. Dongbo Zhang's Fluency Powerpoint (Zhang, Fluency Powerpoint, 2016):

- Direct methods of fluency instruction include repeated choral reading, choral reading, reader's theatre, and taped reading.
- Indirect methods include DEAR time and closed captioning.
- Lastly, partner reading include shared readings and paired repeated readings.

In the end, there is no one way to teach fluency. There are, however, different skills that teachers can instruct their students to use that will aid them in reading words accurately and quickly. Rather than focusing on sounding words out in a text, students can spend more time on the comprehension aspect that allows them to gain information. Effective instruction is the most important when creating a classroom culture where learning to read is highly valued and encouraged. "The classrooms of the most effective teachers were characterized by high academic engagement, excellent and positive classroom management, explicit teaching of skills, large amounts of reading and writing, and integration across the curriculum" (Gambrell & Morrow, 2015, p. 193). Effective teachers create lessons where the opportunity to learn useful

strategies can be transferred across multiple subjects and can also be useful in areas outside of

school. Teaching fluency creates a life skill used beyond the classroom and in a world that is

dominated by multiple literacies, with the biggest one of the 21st Century being digital literacy.

Works Cited

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Name: Jazmen C. _____   Date ___4/11/16___

Ask your child to read the following passage. Record how many words your child
was able to read correctly and independently.
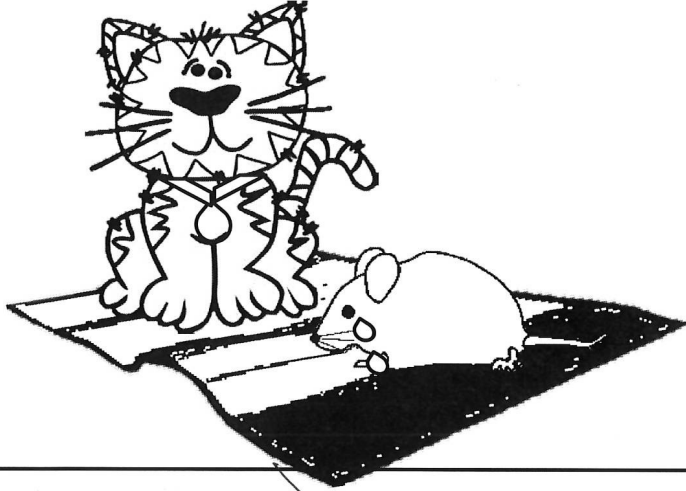
The cat sat on the mat. The cat sat with
his pal, rat. Cat and rat play tag. They play
tag on the mat. Cat can tag rat. Cat can
win. The rat is sad. The rat did not win.

_9_/10

_8_/10

___/10

___/10

Ask each question to your child. Record your child's responses. (2 pts. each)

1. Who sat on a mat?   Cat and rat   17/20

2. What did the cat and rat play?   tag

3. Where did they play tag?   4/4 : comprehension

4. Who won the game?
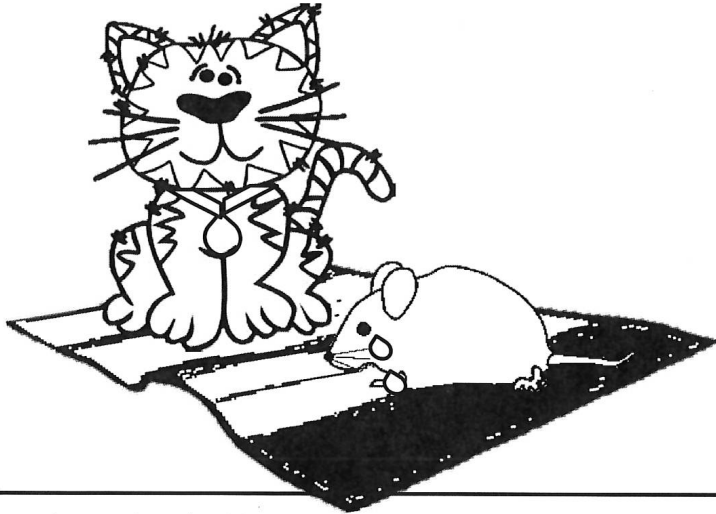
5. Why was the rat sad?

____/10

Pre-Test

Artifact 1

Name Jazmen C.   Date 4/15/16

Ask your child to read the following passage. Record how many words your child
was able to read correctly and independently.

The cat sat on the mat. The cat sat with   10/10
his pal, rat. Cat and rat play tag. They play   9/10
tag on the mat. Cat can tag rat. Cat can   10/10
win. The rat is sad. The rat did not win.   X/10

Ask each question to your child. Record your child's responses. (2 pts. each)

1. Who sat on a mat?   Cat and rat
2. What did the cat and rat play?   tag   29/30
3. Where did they play tag?   on the mat   We did not
4. Who won the game?   get to the last
5. Why was the rat sad?   line.

                              6/6 = comprehension
                                                 X/10

                              Post Test

Artifact 2

Name Alannah W.   Date 4/11/16

Ask your child to read the following passage. Record how many words your child
was able to read correctly and independently.
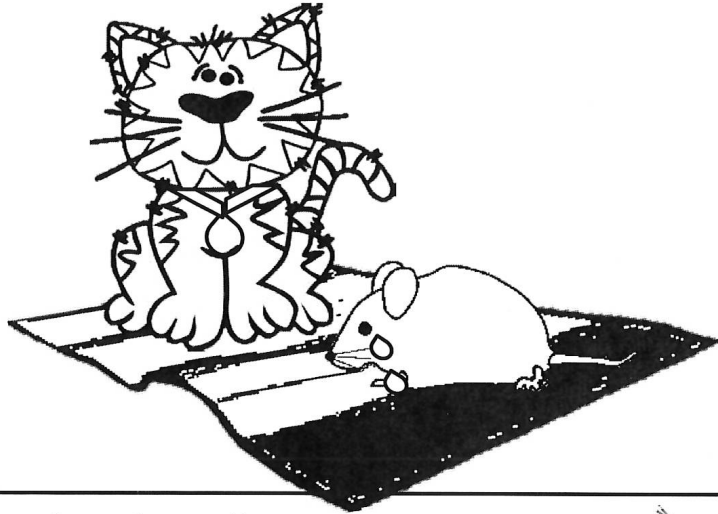
9/11

The cat sat on the mat. The cat sat with   ___/10
his pal, rat. Cat and rat play tag. They play   ___/10
tag on the mat. Cat can tag rat. Cat can   ___/10
win. The rat is sad. The rat did not win.   ___/10

Ask each question to your child. Record your child's responses. (2 pts. each)

1. Who sat on a mat?   does not know   We did not
2. What did the cat and rat play?   get to the
3. Where did they play tag?   Comprehension = 0/2   last two
4. Who won the game?   lines.
5. Why was the rat sad?

___/10

Pretest

Artifact 3

Name **Alannah W.**   Date **4/15/16**

Ask your child to read the following passage. Record how many words your child
was able to read correctly and independently.

The cat sat on the mat. The cat sat with   **10**/10
his pal, rat. Cat and rat play tag. They play   **10**/10
tag on the mat. Cat can tag rat. Cat can   **10**/10
win. The rat is sad. The rat did not win.   ~~/10~~

Ask each question to your child. Record your child's responses. (2 pts. each)

1. Who sat on a mat?   the cat and rat   **30/30**

2. What did the cat and rat play?   tag

3. Where did they play tag?   on the mat   We did not get
                                                to the last line.
4. Who won the game?

5. Why was the rat sad?   Comprehesion = **6/6**

                                                ~~/10~~
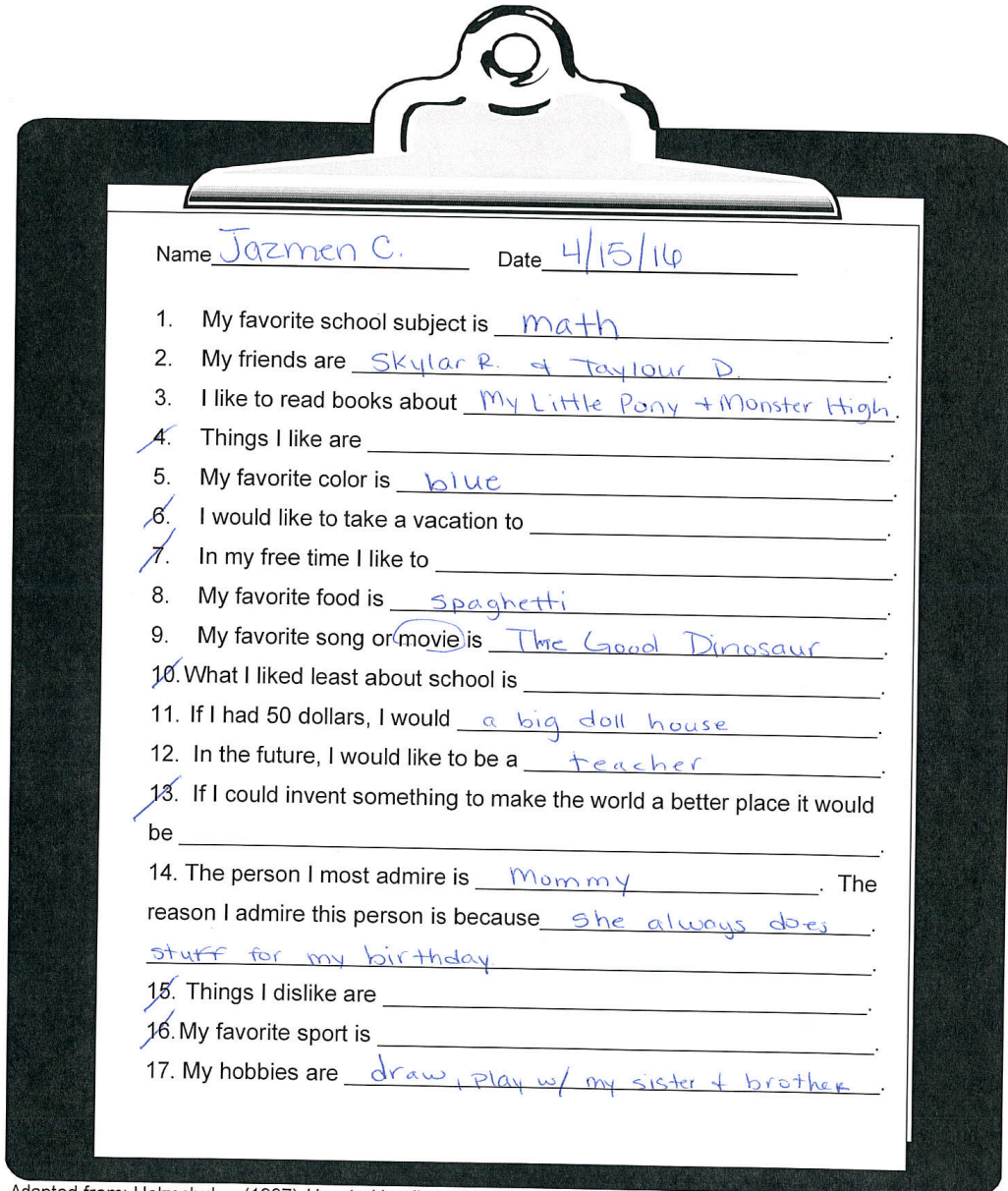
                         Post-Test

Artifact 4

STUDENT INTEREST INVENTORY

Name **Jazmen C.**   Date **4/15/16**

1. My favorite school subject is **math**.
2. My friends are **Skylar R. & Taylour D.**
3. I like to read books about **My Little Pony + Monster High**.
4. Things I like are _____.
5. My favorite color is **blue**.
6. I would like to take a vacation to _____.
7. In my free time I like to _____.
8. My favorite food is **Spaghetti**.
9. My favorite song or (movie) is **The Good Dinosaur**.
10. What I liked least about school is _____.
11. If I had 50 dollars, I would **a big doll house**.
12. In the future, I would like to be a **teacher**.
13. If I could invent something to make the world a better place it would
be _____.
14. The person I most admire is **Mommy**. The
reason I admire this person is because **she always does**
stuff for my birthday.
15. Things I dislike are _____.
16. My favorite sport is _____.
17. My hobbies are **draw, play w/ my sister + brother**.
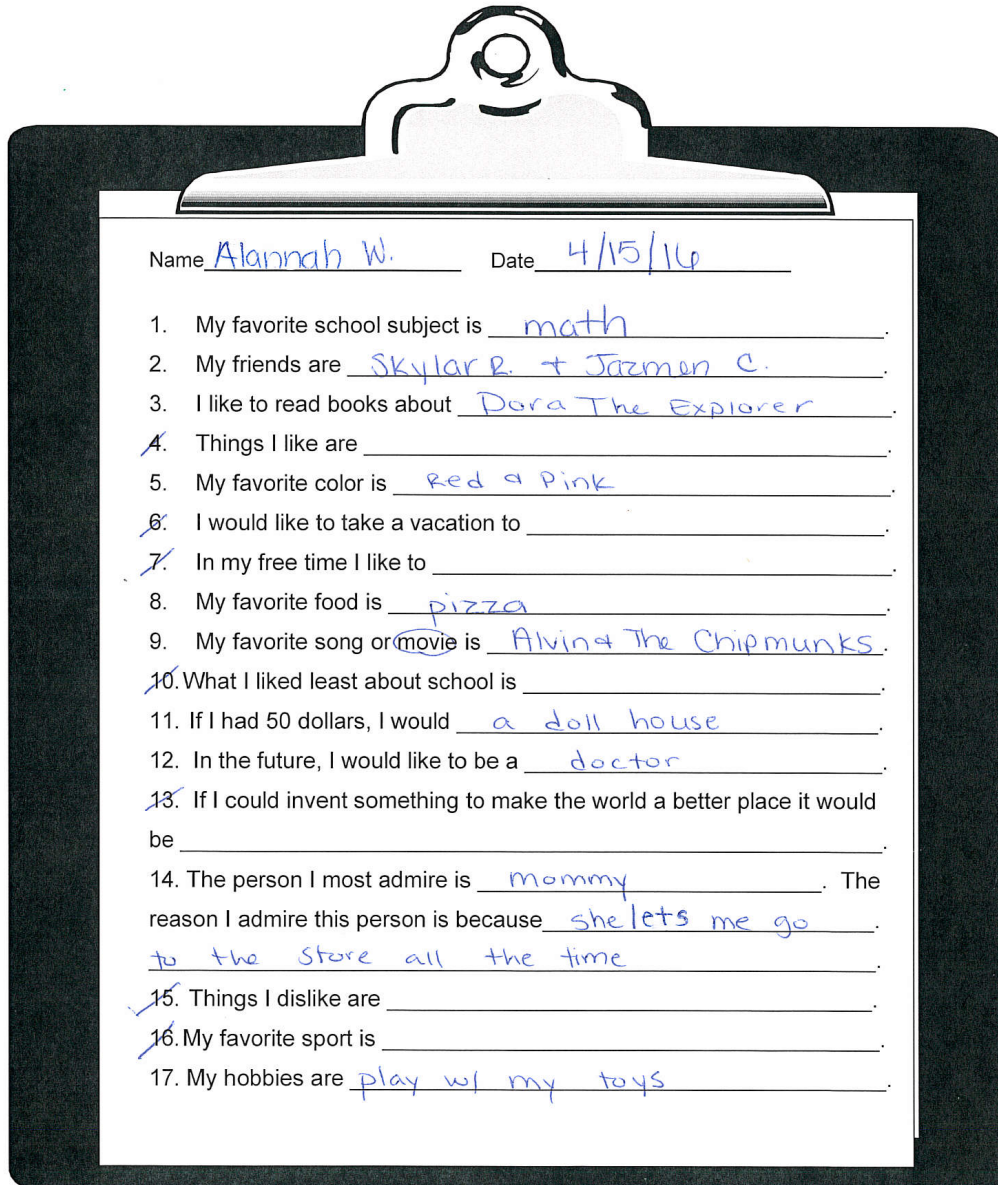
Adapted from: Holzschuher (1997).*How to Handle Your Classroom.*

**/ = I did not ask the student to
answer that question.**

Artifact 4

Age = 6

Preschool = (Yes) or No

STUDENT INTEREST INVENTORY

Name Alannah W.   Date 4/15/16

1. My favorite school subject is __math__.
2. My friends are __Skylar R. + Jazmen C.__.
3. I like to read books about __Dora The Explorer__.
4. Things I like are _____.
5. My favorite color is __Red & Pink__.
6. I would like to take a vacation to _____.
7. In my free time I like to _____.
8. My favorite food is __pizza__.
9. My favorite song or movie is __Alvin & The Chipmunks__.
10. What I liked least about school is _____.
11. If I had 50 dollars, I would __a doll house__.
12. In the future, I would like to be a __doctor__.
13. If I could invent something to make the world a better place it would be _____.
14. The person I most admire is __mommy__. The reason I admire this person is because __she lets me go to the store all the time__.
15. Things I dislike are _____.
16. My favorite sport is _____.
17. My hobbies are __play w/ my toys__.

Adapted from: Holzschuher (1997).*How to Handle Your Classroom.*

/ = I did not ask the student to answer that question.

Artifact 5

Jazmen   1st = 15/18   2nd = 21/24   3rd = 30/35

Fluency

Speedy Rime Words   F.007.AM1a

-at	1	2	3	-in	1	2	3	-ot	1	2	3
cat	✓	✓	✓	bin	✓	✓	✓	dot	✓	✓	
bat	✓	✓	✓	fin	✓		✓	cot	✓	✓	
hat	✓	✓	✓	pin	✓	✓	✓	lot	✓		✓
fat	✓	✓	✓	tin	✓	✓	✓	not			✓
mat		✓	✓	win		✓	✓	pot	✓	✓	
rat	✓	✓	✓	chin	✓	✓	✓	hot	✓	✓	
-an				-it				-ap			
pan	✗	✓	✓	bit		✓		cap			✓
fan	✗	✓	✓	sit		✓		lap		✓	
can	✗	✓	✓	hit		✓		nap		✓	
man			✓	fit		✓		map		✓	
tan	✗	✓	✓	lit				tap	✓		
ran	✗	✓	✓	pit				gap	✓		

rime and words

Artifact 6

-ake	1	2	3	-et	1	2	3	-ock	1	2	3
cake				bet				sock			
rake				wet				rock			
bake				set				lock			
lake				get				dock			
make				met				clock			
take				let				block			
-op				-ug				-ip			
hop				bug				sip			
top				hug				rip			
mop				dug				tip			
pop				rug				hip			
shop				tug				lip			
stop				jug				dip			

rime and words

Artifact 7

Name _Jazmen_

Words Correct Per Minute

	1st try	2nd try	3rd try
30			cap
29			pit
28			lit
27			fit
26			hit
25			sit
24			bit
23			ran
22			tan
21		ran	man
20		tan	can
19		can	fan
18		fan	pan
17		pan	hot
16		hot	pot
15	hot	pot	lot
14	pot	cot	cot
13	lot	dot	dot
12	cot	Chin	chin
11	dot	wih	win
10	chin	tin	tin
9	tih	pih	pin
8	pin	fin	fin
7	fin	bin	bin
6	bih	rat	rat
5	rat	mat	mat
4	fat	fat	fat
3	hat	hat	hat
2	bat	bat	bat
1	cat	cat	cat

K-1 Student Center Activities: Fluency

Artifact 8

Alannah   1st = 26/26   2nd = 36/36   3rd: 37/37

Fluency

Speedy Rime Words   F.007.AM1a

-at	1	2	3	-in	1	2	3	-ot	1	2	3
cat	✓	✓	✓	bin	✓	✓	✓	dot	✓	✓	✓
bat	✓	✓	✓	fin	✓	✓	✓	cot	✓	✓	✓
hat	✓	✓	✓	pin	✓	✓	✓	lot	✓	✓	✓
fat	✓	✓	✓	tin	✓	✓	✓	not	✓	✓	✓
mat	✓	✓	✓	win	✓	✓	✓	pot	✓	✓	✓
rat		✓	✓	chin	✓	✓	✓	hot	✓	✓	✓
-an				-it				-ap			
pan	✓	✓	✓	bit	✓	✓	✓	cap		✓	✓
fan	✓	✓	✓	sit	✓	✓	✓	lap		✓	✓
can	✓	✓	✓	hit		✓	✓	nap		✓	✓
man	✓	✓	✓	fit		✓		map		✓	✓
tan	✓	✓	✓	lit		✓		tap		✓	✓
ran	✓	✓	✓	pit		✓	✓	gap		✓	✓

rime and words

Artifact 9

-ake	1	2	3	-et	1	2	3	-ock	1	2	3
cake			✓	bet				sock			
rake				wet				rock			
bake				set				lock			
lake				get				dock			
make				met				clock			
take				let				block			
-op				-ug				-ip			
hop				bug				sip			
top				hug				rip			
mop				dug				tip			
pop				rug				hip			
shop				tug				lip			
stop				jug				dip			

rime and words

Artifact 10

Name __Alannah__

Words Correct Per Minute

	1st try	2nd try	3rd try
30		pit	pit
29		lit	lit
28		fit	fit
27		hit	hit
26	sit	sit	sit
25	bit	bit	bit
24	ran	ran	ran
23	tan	tan	tan
22	man	man	man
21	can	can	can
20	fan	fan	fan
19	pan	pan	pan
18	hot	hot	hot
17	pot	pot	pot
16	not	not	not
15	lot	lot	lot
14	cot	cot	cot
13	dot	dot	dot
12	chin	chin	chin
11	win	win	win
10	tin	tin	tin
9	pin	pin	pin
8	fin	fin	fin
7	bin	bin	bin
6	rat	rat	rat
5	mat	mat	mat
4	fat	fat	fat
3	hat	hat	hat
2	bat	bat	bat
1	cat	cat	cat

K-1 Student Center Activities: Fluency

Artifact 11

Words Correct Per Minute

	1st try	2nd try	3rd try
60			
59			
58			
57			
56			
55			
54			
53			
52			
51			
50			
49			
48			
47			
46			
45			
44			
43			
42			
41			
40			
39			
38			
37			cake
36		gap	gap
35		tap	tap
34		map	map
33		nap	nap
32		lap	lap
31		cap	cap

Artifact 12

Lesson Plan

Date: April 15, 2016

Objective(s) for today's lesson: The objective of today's lesson is to increase students' ability to read words more fluently by reading rimes as quickly as possible in in 1-minute intervals. Students are to gain more speed and accuracy in reading words.

Rationale CCSS.ELA-LITERACY.RF.K.2.C states that students should be able to "blend and segment onsets and rimes of single-syllable spoken words." An increase in fluency leads to better reading skills. The better a student reads, the more time they have to focus on comprehension. "A reader who often stops to sound out individual words may not have enough mental energy left over to think about the meaning of the text; he or she must focus on decoding the word instead. However, a fluent reader who automatically recognizes the words can give full attention to their meaning." (*Why Fluency*. Read Naturally, 2009).

Materials & supplies needed: Pencil, timer, rime words practice sheet, words correct per minute visual graph, student interest survey, Success For All (SFA) Alphabet Letter Strip

Procedures and approximate time allocated for each event	*Academic, Social and Linguistic Support during each event*
• <u>***Introduction to the lesson***</u> (*3 minutes*) We have been working on how to blend sounds together to make words. By blending sounds together and reading words, it makes reading easier over time. By reading our weekly unit stories, you have shown great progress in how well you are able to sound the words out. Today we will play a game where you will read as many words as you can in one minute intervals. It is my hope that with each time you play the game, that you will be able to read more words than the time before, after the 1-minute time limit is up. The more words you are able to read as each round ends, will show you how much better you have become at reading. At the end of each round we will celebrate your success by doing a cheer.	Students will be able to use the Alphabet Strip provided by the Success For All program that list each alphabet letter next to the picture associated with that letter sound and its sound. Everyday we practice with the alphabet strip, therefore, if a student gets stumped or confused on a sound, the student can use the alphabet strip to help him/her to remember the letter sound.
• <u>***OUTLINE of key events during the lesson***</u> (*15 minutes*) 1. First the teacher will demonstrate how to blend sounds together using 3- and 4-letter words. The teacher will read off the following words p-a-t, l-i-d, ch-i-p, m-u-d, and t-u-b off the board by sounding out each letter sound and	

then blending those sounds together to read the words fluently. The student will then practice the following list on their own: c-u-b, r-i-b, tr-i-p, p-e-g, and v-a-n.

2. After the teacher and student practice reading 3- and 4-letter words, the student will take a Pre-test using a running record format. The Pre-test will require the student to read a story about a cat and rat playing tag. The student is to read as many words of the running record as they can in a 1-minute time limit. After the student reads the story, ask the student a few of the comprehension questions displayed at the end of the text. Only ask the questions the student should be able to answer according to how far he/she read. The teacher will record the results of the number of words correct within a minute for later reference.

3. Next, the teacher will describe how the game will go by saying the following expectations. "You will sit with me at an isolated table from the rest of the class. When I start the timer, you will begin to say the sound of each letter within the word. Try to blend those sounds together as fast as you can to read the word fluently. After reading the word correctly, you are to move on to the next word. If you get stumped, or confused and would like to skip a word, you may do so. It is ok to keep going in order for you to read as many words as you can within that 1-minute time limit. Just so you know, that any word that you decide to skip on purpose will count against your final score of words correct per minute. While you are reading the words, I will put a check mark next to the words you read correctly. In between each round we will take a break by discussing some of your interests just so that you don't get overwhelmed at the back-to-back games. Are you ready to begin?"

4. The timer will start and the game will begin. The student will play the game 3 times, resulting in three 1-minute rounds. After each round, tell the student how many words they blended and read correctly and celebrate his/her success! Also, make sure to ask the student questions about his/her interests using a student interest survey in between rounds in order not to overwhelm him/her.

- ***Closing summary for the lesson*** *(5 minutes)*

1. At the end of all three rounds, share the results of the words read correctly per minute side by side in order to show the student his/her progress of reading through the list of words as they got better and better. Ask the student, "How do you think you did? Did reading the words become easier in any way? Why do you think you increased/decreased during each 1-minute interval? Do you think you could have done anything different to read the words? Are you happy with your results?" 2. After discussing the results and allowing the student to discuss any questions or comments, then administer the Post –test using the same running record at the beginning of the lesson. Once again, record the results of how many words the student read correctly on their own within a 1-minute time limit. After the student finishes, ask the student a few of the comprehension questions at the end of story to see if the student is able to comprehend what they read while they were focusing most of their energy sounding words out. Only ask the questions the student should be able to answer according to how far he/she read. Compare the results of the Pre- and Post-test with the student. Celebrate his/her successes. 3. After celebrating the student's successes, state that, "An increase in fluency leads to better reading skills. By being able to blend sounds together to read words correctly, you will be able to read more and more words as time goes on. The more words you can read fluently will now allow you to be able to focus and comprehend *what* it is you are reading". Restate how well the student has done by summarizing their results and effort, give one last cheer, and allow the student to return back to whole group or center activities with the rest of the class.	
Assessment 1. Start the timer. 2. While the students are reading off each word, place a check mark next to the words that were read correctly. If the student decides to skip the word in order to keep going, then leave the box next to that word blank.	**Academic, Social, and Linguistic Support during assessment** As I mentioned above, the student will have the Success For All alphabet strip

3. At the end of each round, count up the total number of words read/attempted and divide that by the total number of words read that were actually read correctly. 4. On the words correct per minute graph, list the words read correctly each round so that the students can visually see how well he/she performed. Look to see if there was any increase or decrease in the number of words read correctly. If the students increased, then the game is successful at helping students practice blending and reading words correctly. 5. Use the data for future instructional tips/goals/etc..	available to them in order to help him/her say each letter sound if the student gets confused or have forgotten the sound.

Artifact 13