



## “Fluency Builders”

### *Model Lesson Plan Summary: Fluency, Vocabulary and Comprehension*

**Step 1. Review of Vocabulary from the Previous Chapter (approximately 2 minutes).** The instructor reviews the 10 most difficult words from the previous chapter. See Step 7 of this Lesson Plan for more information. Any very difficult words should be added to the Step 7 list for further review.

**Step 2. Overview and Vocabulary Check for the Chapter (approximately 5 minutes).** Students read the chapter and prepare their own written list of words they cannot pronounce, decode, or understand. The instructor discusses and explains these words. Students demonstrate their understanding of difficult words by using the word in a sentence in another context. Building on the discussion of the vocabulary, the teacher asks questions to elicit the main ideas of the chapter and generate a summary of the actions, major characters, or concepts. This discussion should serve as a brief, introductory overview of the chapter.

**Step 3. Fluency Practice in Speed and Accuracy (approximately 10 to 15 minutes).** The instructor should model the appropriate fluency skills by reading the first paragraph at an appropriate pace. That is, approximately 120 words per minute and with appropriate expression. The instructor should “randomly” select students to read a paragraph aloud. To ensure active participation by all students, the instructor should occasionally stop the student reading in mid-paragraph and ask another student to finish the paragraph.

**Step 4. Comprehension Instruction (approximately 5 minutes).** Assign each student to prepare a comprehension question for the group. Students should be assigned to prepare either a “how,” “what,” “why,” “when,” or “where” question. Each student should then pose a comprehension question to the group; the answer should be discussed by the group.

**Step 5. Oral Comprehension Check (approximately 5 minutes).** This is a discussion session that explicitly applies comprehension concepts to the chapter. The teacher should generate questions to elicit such issues as “What is the main idea?” “What was the motive?” “What was the sequence?” “What happened first? Last?” “Summarize the chapter.” The instructor should ensure that students have practice with literal, inferential, and evaluative comprehension questions. The discussion for Step 5 should serve as a gentle, yet firm, reminder that students are accountable for reading with understanding.

**Step 6. Reading with Expression (approximately 5 minutes).** Students should practice reading individual paragraphs with expression. This should be a fun experience. Focus on expression, not on speed and accuracy. Students may practice using different voices for different characters, changing intonation to indicate a question, and reading with pauses to build interest and anticipation. Each student should be given an opportunity to read at least one paragraph to the group.

**Step 7. Prepare a Vocabulary Review List for the Chapter (approximately 3 minutes).** The teacher and group should prepare a list of the chapter’s most difficult words to decode and understand. This should be a 10-word list based on difficult words encountered in the lesson. Each student should be required to review this list of 10 words as a homework assignment and be prepared to read and use each word in a sentence to demonstrate understanding. This review will be done as Step 1 of the next lesson on the next chapter.

**Step 8. Individual Rate and Accuracy Assessment (approximately 5 minutes).** Using “Assessment Step Sample” for the chapter, assess students on rate and accuracy. Record data for each student for each chapter. Check to see that students continue to meet the assessment standards from chapter to chapter. Do the reteaching when needed for individuals or the group.