

FIVE-DAY FLUENCY PLAN FOR MIDDLE SCHOOL



The Five-Day Fluency Plan:

All children are expected to be able to read the grade-level text fluently with at least 90% accuracy. Use this five-day plan each week to scaffold support for children as they learn to read the grade-level text each week.

Materials

The teacher determines the length of the passage (approximately 100 – 300 words) to be practiced throughout the week. In middle school, the text may be lengthy. The best way to start out using the Five Day Fluency Plan is by using poetry. Overall, nonfiction text works the best. This can be used as a great prereading activity as well as introduce students to new vocabulary and get their background knowledge started.

Note: In order for the plan to work, students must be given extended amounts of time to practice reading a combination of grade level and instructional texts.

The teacher sets the purpose for practicing the text daily by explaining that this is a challenging text that they will be able to read by the end of the week because they are going to practice and help each other. (Note: Students should take home the passage twice during the week to practice.)

Directions for Day One

During a mini lesson (approximately 10 -20 minutes), the teacher introduces the text with a variety of pre-teaching activities (e.g. vocabulary introduction, building background knowledge, etc.)

The teacher uses the **Guided Comprehension** model to read the grade-level text with students. Guided Comprehension consists of the teacher modeling reading the text aloud and periodically stopping to think aloud. The teacher provides a model of fluent reading while students follow along with their own copy of the text. (This provides students with the opportunity to see the words as they were pronounced.) The teacher stops periodically to engage the students in a meaningful conversation about the text, keeping in mind that comprehension is the primary focus of the Five Day Fluency Plan. The students should read the remainder of the text with the teacher, with a partner or independently.

Directions for Day Two

You may need to continue the guided comprehension lesson on day two during the mini lesson (approximately 10 – 15 minutes) in order to finish the selection. During the mini lesson, students reread all or a large portion of the text using **echo reading**. During echo reading, the teacher reads two or three sentences aloud to the students. The students then echo back the same sentences. This encourages the students to pay attention to the words rather than simply memorizing the text. As soon as possible, the teacher will read longer sections, such as a whole paragraph, to be echoed.

Note: You may find that some students need less support than others do. In this case, you might vary the support by having some students (who are reading close to grade level) partner read while you echo read with a group of students needing more support so all students will be successful.

The teacher continues to build comprehension of the text as they echo read, stopping periodically to discuss the text more in depth.

The teacher includes the study of challenging words taken from the five-day fluency text during vocabulary time. For example, students might need instruction on how to take larger words apart (e.g., a...part...ment) or how to use their knowledge of structural analysis to decode and understand words (e.g., pretest). Some students might need extra practice with high frequency words or applying the knowledge of word patterns to reading. Students needing extra practice need to take the text home to read with a family member or a friend. Requiring a number of signatures on the back of who the text has been read to, is one way of keeping students accountable.



Directions for Day Three

During the mini lesson (approximately 10 -15 minutes), students reread the same text or portion of the text using **choral reading**. During choral reading, the teacher and class practice reading the text until they can read it as "one voice". The teacher monitors the students to ensure they are actively engaged in the reading of the text. Since the primary focus is comprehension, the teacher stops periodically to engage students in a discussion of the text. Choral reading is to encourage faster reading (for those slow readers). The teacher should be walking around to make sure everyone is participating, even stopping occasionally to listen to the class by itself. Students need to be individually praised. This "talk" is a direct correlation to comprehension.

Note: You might find that some students need less support than others do. In this case, you might vary the support by having some students (who are reading close to grade level) partner read while you choral read with a group of students needing more support.

Keep in mind, the purpose is to provide the appropriate amount of support so all students will be successful.

While you are teaching/reviewing vocabulary, the teacher continues to focus on the study of challenging words and skills that will help children read the five-day fluency text successfully. For example, the teacher might teach students how to decode several multi-syllable words from the text and then several multi-syllable words not found in the text to show students how to show students how to use the strategy on all words. (If vocabulary is not connected to the Five Day Fluency Plan, it is less likely for students to improve on the reading of new texts.) Students needing extra practice need to take the text home to read with a family member or a friend.

Directions for Day Four

During the mini lesson (approximately 10 – 15 minutes), students reread the same text or portion of the text, using **partner reading**. Partner A reads a section/page. Then, partner B reads the next section/page and so on.

The teacher listens in on partners and provides support as needed. Partners can be mixed abilities or selected by students. The first option gives the student a more able reader to help them if they are stuck. The second option increases student motivation and possibly even more student engagement. An original study found allowing students to choose their own partners to be more effective.

The teacher will need to make this decision based on the knowledge of his/her students.

Note: This is a critical component since it gives the student the opportunity to read half of the text independently. If time allows, have students read the text a second time, with Partner B reading the first section/page.

The teacher continues to build comprehension of the text by engaging students in discussion. This can be done by giving students a high-level question to discuss after reading the text. Or, the teacher can have the students partner read a portion of the text and then stop and discuss that part as a class. At this time, the teacher will assign another portion and so on.

While you are teaching/reviewing vocabulary, the teacher continues to include the study of challenging words and skills in that will help students read the five-day fluency text successfully.

Directions for Day Five

During individual work time in class, students complete an extension activity, such as writing a response to the selection.

The teacher checks to see that all students are able to read the text. This might be done using a one-minute fluency check. The teacher might already have a good idea as to those who are able to read the text. Be sure to check the students in question.

Celebrate!

Think about a way to celebrate the students' accomplishments. Perhaps there is someone in the building (literacy coach, administrators, librarian, etc.) that could listen to the students read the text and brag on them. The sky is the limit. Be creative, but find some way to celebrate the learning.

DIBELS 6th Grade

Beginning of the Year Month 1-3

Scores	Status
0 - 82	At risk
83 – 108	Some risk
109 and above	Low risk

Middle of the Year Month 4 – 6

Scores	Status
0 - 98	At risk
99 – 119	Some risk
120 and above	Low risk

End of the Year Month 7 – 10

Scores	Status
0 - 103	At risk
104 – 124	Some risk
125 and above	Low risk