

**Lesson #1:** Oral Reading Fluency Speed Drills

**Subject:** Language Arts

**Grade Level:** 6<sup>th</sup> Grade

**Date:** November 9, 10, 11, 12 (2010)

**Duration:** 10 minutes per list (one-one-one)

**Lesson Objectives:**

- In this lesson, students will build fluency by rapidly recognizing common syllables and spelling patterns in multisyllabic words.

**Grade Level Content Expectations:**

- R.WS.06.03: students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.06: students will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

**Materials:**

- A speed drill list of words (lists should be 50 or 100 words). Word lists should focus on a specific target syllable or spelling pattern.
- Speed-Drill Chart (attached)
- \*This lesson – a list of 100 syllable chunk words (attached)
- \*This lesson – a list of 100 consonant +le words (attached)
- Pencil

**Resources:**

- *Building Fluency*, Scholastic Professional Books

**Rational/Background:** Speed drills build fluency because they help students rapidly recognize common syllables and spelling patterns in multisyllabic words. When students read words automatically, they have good accuracy and speed is not interrupted by frequent attempts to decode words. Those who have good oral reading fluency are also able to group the words together and read with expression. If individuals are fluent in reading it allows them to focus on comprehension. By improving this area of reading, students will become stronger readers.

**Opening:**

1. The teacher and the students have a discussion about recognizing words and word parts. Questions for discussion might include:
  - a. What makes it easy to recognize a word?
  - b. Are there certain parts at the beginning or end of a word that help you recognize that word?
  - c. What makes it difficult to identify a word?

- d. What makes it difficult to identify a word part?
- e. Why is it important to be able to identify words and word parts in a fluent way?
- f. How does this help your comprehension?
2. Following this discussion, in most speed-drill lessons, the first step is to distribute a copy of the speed drill to the student and allow the student time to underline the target syllable or spelling pattern as well as high-frequency words. For example, if the skill words ending in consonant +le, have the students underline ble, cle, and ple in any words containing these common patterns prior to reading the list. If the skill is to recognize vowel teams, have them underline those letters.
  - a. In this lesson, the student will be completing the High-Frequency Syllable Speed Drill. In this drill, no underlining is required. The student is asked to practice reading the syllables until they are ready to be timed.
  - b. The second speed-drill will focus on Consonant +le Words. This drill asks students to underline the consonant +le in each word. Then, it asks the students to practice reading the words until they are ready to be timed.

**Middle:**

3. After the student finishes practicing the syllables, the teacher times the student to see how many syllable parts he can correctly identify in one minute. During the sixty seconds, the teacher helps the student with any syllable chunks they are struggling with.
4. After the timing has taken place, the teacher reviews the missed syllable chunks a final time and discusses each with the student.

**Conclusion:**

5. The student records the number of words correctly read on a Speed-Drill Chart (attached).
6. Following the first reading, the teacher and student discuss a reading goal for the next session. A new goal is made after every session.
  - a. My student will read the syllable parts sheet during four sessions.

**Adaptations:**

- Adaptations are not needed. There is always room for improvement in this drill.

**Extensions: Speed drills should cover six common syllable spelling patterns:**

1. **Closed:** These syllables end in a consonant. The vowel sound is generally short (examples: rabbit, napkin).
2. **Open:** These syllables end in a vowel. The vowel sound is generally long (examples: tiger, pilot).
3. **Vowel-silent e:** These syllables generally represent long-vowel sounds (examples: compete, decide).
4. **Vowel team:** many vowel sounds are spelled with vowel diagraphs such as ai, ay, ae, ee, oa, ow, oo, oi, oy, ou, ie, and ei. The vowel diagraphs, or teams, appear in the same syllable (examples: boat, explain).
5. **R-controlled:** When a vowel is followed by r, the letter r affects the sound of the vowel. The vowel and the r appear in the same syllable (examples: bird, turtle).
6. **Consonant +le:** Usually when le appears at the end of a word and it is preceded by a consonant, the consonant +le form the final syllable (examples: table, little).

**Assessment:**

After each session, the student records the number of words they correctly identify on a chart. If the student improves the number of syllable chunks and consonant +le words they can identify at each session, the fluency practice is a success.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**High-Frequency Syllable Speed Drill**

Practice reading the syllables until you are ready to be timed.

ing	er	ter	tion	re
ver	ex	bout	com	ple
un	der	nun	ble	ment
ture	st	dis	im	fi
ture	ing	ment	er	bout
un	er	com	est	der
ex	dis	ver	ple	re
ble	im	tion	num	fi
dis	un	ing	ple	ble
er	num	est	ter	ture
com	ver	bout	re	der
em	ex	tion	ment	fi
un	er	der	dis	ing
bout	ter	ture	ment	est
im	ble	ex	num	com
tion	re	ver	fi	ple
ter	ble	er	re	un
ing	fi	dis	der	num
ment	tion	ple	est	ver
ture	com	ex	bout	im

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Consonant +le Syllable Speed Drill**

Underline the consonant +le in each word. (The consonant +le appears in the same syllable.) Then practice reading the words until you are ready to be timed.

bubble	battle	angle	bridle	apple
ankle	double	bottle	cattle	crinkle
circle	crinkle	fable	sample	steeple
fiddle	maple	dazzle	wrinkle	fable
giggle	handle	purple	circle	stubble
kettle	jungle	kindle	kettle	vehicle
peddle	little	pickle	title	gentle
puzzle	rumble	purple	rattle	noble
steeple	sparkle	puddle	single	muzzle
puddle	temple	shingle	saddle	simple
wiggle	puddle	stubble	fumble	needle
saddle	vehicle	mantle	tumble	struggle
fable	bottle	sprinkle	double	settle
eagle	circle	fiddle	purple	title
middle	steeple	marble	pickle	handle
rumble	giggle	tumble	maple	kettle
sample	rattle	needle	uncle	peddle
vehicle	purple	jungle	little	bridle
simple	settle	saddle	single	struggle
ankle	stumble	puzzle	wrinkle	wiggle

Name: \_\_\_\_\_  
Beginning Date: \_\_\_\_\_  
Ending Date: \_\_\_\_\_

**Number of Words  
Correctly Read  
In One Minute:** \_\_\_\_\_

200	
190	
180	
170	
160	
150	
140	
130	
120	
110	
100	
90	
80	
70	
60	
50	
40	
30	
20	
10	

1

2

3

4

5

**Number or Trials**

**Lesson #2:** Oral Reading Fluency and Tone of Voice

**Subject:** Language Arts

**Grade Level:** 6<sup>th</sup> Grade

**Date:** November 16, 17, 18 (2010)

**Duration:** 20-30 minutes (one-one-one)

**Lesson Objectives:**

- In this lesson, students will recognize the importance of punctuation marks and what they are used for.
- Identifying this will also improve fluency and expression in oral reading.

**Grade Level Content Expectations:**

- R.WS.06.03: students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.06: students will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

**Materials:**

- Any grade level reading text or book. Each student will need a copy if you are not doing the activity one-on-one.
- A story that contains a lot of dialogue and a variety of sentences and paragraph types is ideal

**Resources:**

- <http://www.lessonplanspage.com/printables/PLAPunctuationMarksAndOralReading36.htm>

**Rational/Background:** When students read words automatically they have good accuracy, and speed is not interrupted by frequent attempts to decode words. When students have good oral reading fluency they are also able to group the words together and read with expression. When students are fluent in reading it allows them to focus on comprehension. By improving this area of reading, students will become stronger readers.

**Opening:**

1. The teacher explains the importance of punctuation marks and tone of voice when reading. This can be a discussion that goes back and forth between the teacher and the student. Topics for discussion might include:
  - a. Discussion about monotone reading.
  - b. The different types of voice inflection used when reading.
  - c. How to properly read a sentence that asks a question.
  - d. How to read with voice.

2. Following this discussion, refer to the passage you and the student will be focusing on. Use small sections of stories to do this exercise.
  - a. The teacher reads the passage one time with proper expression.
3. Have the student identify all the types of punctuation in the passage by name.
  - a. ( . ) – period
  - b. ( ? ) – question mark
  - c. ( ! ) – exclamation mark
4. Discuss how each punctuation mark should be read out loud. Discuss how the reader's tone should change based on the type of sentence being read.

**Middle:**

5. Read the passage again, and after each sentence, have the student say the type of punctuation mark it is. For example, if the teacher reads: "Where are you going?" The student would say, "question mark," after the teacher reads the sentence from the text. Do this for the entire passage.
  - a. When you are finished with the passage, discuss how the reader's tone changed throughout the passage.
6. Switch roles and have the student read the sentences while the teacher identifies the punctuation mark.
  - a. This forces the reader to pay closer attention to where the marks are and wait for the partner (teacher) to identify them.
7. Choral read the passage together. This gives the students extra practice and gives the student a model reader to follow.

**Conclusion:**

8. When this activity is finished have the student do one last reading of the text. The last reading should be completed using proper expression, without having punctuation identified. The student may have to reread the passage more than once to end the session reading with proper expression.
9. Continue with your regular oral reading to evaluate how well the student is learning to attend to punctuation.
  - a. This step gives the teacher an idea of how much of the lesson the student has comprehended and what type of passage to select for the next session.
10. This procedure will be repeated in three separate sessions with the student. Different passages are selected each time. The fourth session is used as an assessment session.

**Adaptations and Extensions:**

- If a student is struggling with the "words" in the text, the teacher may have to select an easier passage. It is important to choose a text that is not too difficult for the reader from the start.
- If the student successfully reads the text with good expression, an extension would be to continue reading the passage to have additional practice or select a different type of passage that incorporates more dialogue and a wider variety of expression.

**Assessment:**

Following two sessions of practice with the teacher, the instructor decides on a final passage to evaluate whether the student is able to correctly express the punctuation marks while reading. The passage is typed out, and data will be kept as the student reads.