

Comprehension through fluency

Lesson Type: Language Arts – Improving comprehension through working on fluency.

It is a well established fact that readers who can read fluently have good, even superior comprehension of the material they read.

Grade Range: 2 – 5 and for older students struggling with low reading levels.

Time required: One period for initial instruction, and ongoing time two or three times a week for 15 to 20 minutes depending on age to read without interruption.

Resources needed: A variety of books at the students' independent reading levels.

Objectives:

1. To increase reading comprehension through building fluency
2. To promote a love for reading

Procedures:

Tell your students that the faster they can read without making mistakes, the better they will understand what they read, and that you will give them 15 to 20 minutes at least three times a week to read a book you will help them select at first.

Tell your students that it will be really important that they will read the entire time and that you will monitor them closely to make sure they do. Having each student use a chart, like the one right below, to keep track of number of pages read might be helpful.

My Reading Chart		My Name:	
Name of the Book:		My goal for number of pages a day:	
Day:	Date:	Minutes read:	Number of pages read:
Monday	Jan. 14	19 of 20	1 to 22 = 22 pages
Wednesday	Jan. 16	15 of 15	23 to 39 = 17 pages
And so on			

Instructions to students:

1. Show students a book you want to read and select a page about 1/3 into the book. Count out about 100 words and read those words. Count the number of mistakes made reading those words.
2. Repeat with a page about 2/3 into the book
3. Making two or fewer mistakes means the book is right to use for fluency, (independent level)
4. Let student select a book and read two passages of about 100 words as instructed. This can be done individually or with a partner who listens and counts the mistakes, or only get one group reading at a similar level get started at one time with your help.

5. You have to tell students what will count as a mistake. You might not want to count a mistake a student makes if it is immediately corrected by the student.
6. Instruct your students and reinforce it regularly that it is very important to use all the time given to read to actually read, and make sure you monitor this closely, at least at the beginning.

Comprehension through fluency

Lesson Type: Language Arts – Improving comprehension through working on fluency.

It is a well established fact that readers who can read fluently have good, even superior comprehension of the material they read. We also know that reading word by word slows the reader down and hinders fluency.

Grade Range: 2 – 5 and for older students struggling with low reading levels.

Time required: One or two periods for initial instruction, and ongoing review of ten minutes three or more times per week for at least one month and expanding the set of phrases occasionally.

Resources needed: Flash card material, computers, if possible a smart board.

Objectives:

1. To increase reading comprehension through building fluency
2. To promote a love for reading
3. To recognize common phrases instantly. (able to read them as if they are one word)

Procedures:

Make a set of prepositional and other phrases that students encounter often. It's a good idea to take these from stories students are reading at this time. To begin at the early levels sets of phrases should be two or three words in length, and later they should include longer, three and four word phrases at least.

Examples of phrases: to town, to school, to me, to you, in spring, in summer, in fall, by day, by night, on the table, on the floor, on the chair, by the door, by the car, by the house, over the rainbow, into the cold water, around the red car, at the little lake, etc.

Make flashcard, and if possible other presentations like slide shows or power point presentations. Before we had all that electronic equipment in our schools I used blank filmstrips, typed phrases on it and flashed them for a split second on a screen for students to read. It took a bit of work, but the improvement in students' reading ability/ increased comprehension made it more than worthwhile.

Instructions to students:

1. Write several phrases on the blackboard. Tell students such sets of words are called phrases.

2. Model reading these phrases and stress that they should be read quickly, as if they were one word. Ask several students to read these phrases and encourage quick reading.
3. Next use flashcards with one phrase on each one and show the phrase for a second or a little longer, depending on the students' level. Slowly decrease the time you show the phrase. Use two or three pair of students and instruct them to show the class how they can work with a partner to practice reading phrases.
4. Review the instructions in a second lesson, if necessary. Then students should know what you want them to do when you tell them the class or a groups they will practice reading phrases, or work they are to work with a buddy to practice reading phrases.

With regular and consistent practice you will notice a marked improvement in your students' ability to read, and you will note a marked improvement in comprehension.