

Module: Reading (ESOL)

Lesson Title: Reading Fluency for College and Career Readiness for ESOL Students

Objectives and Standards

Students will:

- Learn how to use the Marked Phrase Boundary strategy to aid in reading fluency.
- Learn how to read for fluency using texts at their appropriate ESOL level.

Standards

The lesson supports the following standard(s):

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Materials

- Newsprint or chart paper with markers
- Oral readings recorded for student use or audio clips (See *Resources for Teachers* for ideas)
- Sample informational texts at appropriate grade levels
- Copy of rubric (See Sample Rubrics)
- Recorders for recording voices and for listening to audio files
- Projector and screen (if not available, can use chart paper and markers)

Resources for Teachers

- Six-Way Paragraphs by: Jamestown Education. *High-interest/Low level*.
- Marshall Adult Education: Free, printable, leveled texts for adults.
http://resources.marshalladulthoodeducation.org/reading_skills_home.htm
- American Rhetoric: Famous speeches with audio files
<http://www.americanrhetoric.com/top100speechesall.html>
- For additional information on and the importance of fluency and other fluency strategies, please see:
<https://lincs.ed.gov/publications/pdf/applyingresearch.pdf> (See pg. 49-58)

Sample Rubrics

- See Timothy Rasinski's model for an example:
http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
- National Assessment of Educational Progress: Oral Reading Fluency scale
<http://nces.ed.gov/nationsreportcard/studies/ors/scale.asp>

Instructional Plan

Note: Steps in this lesson plan follow the explicit instruction model. Please see <https://lincs.ed.gov/publications/pdf/applyingresearch.pdf> for additional information about explicit instruction.

Overview

In this lesson, students will learn how to use the Marked Phrase Boundary strategy to aid in reading fluency. Fluency is a skill that enables text comprehension; it is a necessary academic and life skill. The initial lesson should be approximately 20-30 minutes, but guided practice sessions should only use 10-15 minutes of class time. Fluency instruction should be short and frequent; it should be practiced regularly. Once it is introduced, continue to work with students to practice it throughout the course. This is not intended to be a one-time classroom exercise.

The use of historical speeches, in a classroom context, provides some important opportunities for helping students to achieve fluency, while learning about important historical events. These same texts used for fluency practice can also be connected to other instructional focus areas in the class (e.g., understanding/analyzing text, compare and contrast texts from two opposing viewpoints, writing persuasive texts, etc.). Using the Marked Phrase Boundary strategy (Schreiber, 1980, 1991; Rasinski, 1990) for fluency is extremely helpful for language learners. This strategy helps improve fluency skills and pronunciation, as well as assisting students learn about the importance of intonation in English and become more comfortable with what it means. This strategy also supports self-efficacy for students.

As your students begin to use and master this strategy, you should see an improvement in their reading fluency, rate, and overall accuracy, as well as the accuracy in intonation they use to express emotion and meaning.

Process

Step 1: Activating Background Knowledge

Provide students with ample opportunities to reflect, early in the lesson, on what they already know.

Option A:

Tell students that they will be learning an important reading strategy today and that you want them to think about what it means to be a good reader.

- Ask students to think about a time when someone read something that that they enjoyed listening to and to think about *why* they enjoyed it. Remind students that this person could have been reading in English or their native language. This will help activate student background knowledge and will immediately encourage engagement.
- Ask students to work in groups of 3 or 4.
- Write the following question on the board: "What do good readers do?". If available, provide each team with large newsprint so it can be posted in the room for discussion and so students can collaborate. If necessary, provide students with prompts to help facilitate thinking.

Option B:

- Create or find 2 oral readings (a speech, clip from the news, etc.) – one of a fluent reader and one of a reader who is *not* fluent. Be sure that the clips are long enough so that students can differentiate between strong fluency and lack of fluency, and short enough so you can replay them at 2 or 3 times.
- Ask students to listen closely to each recording.
- Tell students that you are going to play the clips again, but this time you want them to take notes about the differences they hear in each reading.
- Play it again, asking students to cite examples in their notes. This can be completed using a Venn diagram if students are already familiar with that graphic organizer (if they are familiar, using it here will provide additional practice and reinforce its usefulness). If students are not familiar with the Venn diagram, you can create a simple handout to help students organize their notes.
- Once students have completed this, ask them to work in groups of 3 or 4 to discuss their thoughts and the specific instances in the clips to support their observations.
- Once groups discuss, ask them to share their ideas with the class. While students are sharing, take notes on the board. To wrap up this portion of the lesson, tell the students that the list they just created, is a definition of fluent reading and that being a fluent reader will help them understand the texts they read.

Step 2: Explanation

Provide explanations to students regarding the strategy they will be learning.

- Tell students they are going to learn a strategy to help them become strong and fluent readers. It is called Marked Phrase Boundary.
- Tell students that when we read, we chunk phrases together and pause slightly between those phrases.
- Pass out a short reading (preferably an informational text as this will support college and career readiness). The reading should have ample space between each line, so students can mark the text.

Step 3: Modeling

Model what you want students to be able to do. For this strategy, it is best if you have access to a projector screen so that you can show the text and the marks you use as you read. If you do not have access to a projector, prewriting the text on newsprint will work.

- Read a portion of the text once, and ask students to listen closely to any short pauses they hear.
- Read the text again, and “mark the boundaries” to demonstrate fluent reading.
- Have a short discussion to determine if students understand the concept and then have students read along with you and pay attention to when pausing occurs.
- Pass out the short reading (preferably an informational text as this will support college and career readiness). The reading should have ample space between each line, so students can mark the text.
- Read the next portion of the text and ask students to mark the phrases as you read. You may need to read it twice so students can check their own work.
- Have students work in pairs and have them compare boundary marks.
- Share when complete.
- Introduce rubric and teach related vocabulary words if needed.

Step 4: Practice Opportunities

Guided practice can take a variety of forms. The following is a suggested sequence to follow:

- Have students work in groups of 3 or 4, and provide them with a text.
- Ask them to listen to the matching recording.
- Have students mark their papers where the speaker used pauses (similar to the activity above).
- Have students work again in groups of 3 or 4, and provide them with a text to mark. Students should work together to negotiate meaning and appropriate phrasing. Once students agree on where the pauses should be, they should practice and then present to class.
- Use the rubric to provide feedback to students.
- Have students work in pairs and provide them with a text to work on.
- Have students work together and negotiate meaning related to appropriate phrasing
- Students can listen to their partner and provide feedback using the rubric.

Step 5: Student Independent Application, Reflection and Self-Assessment

Independently, students should select a speech or some text to “perform” for the class. The student should be asked to mark his/her paper and practice the fluency technique independently. Once the student feels confident in the reading, he/she should be asked to present to the class as a final review.

- If possible, record the student speaking – if he/she has a cell phone that has the capacity to voice record, this will provide the student with a perfect opportunity for thoughtful reflection on their voice recording.
- Have each student complete a rubric for his/her own final reading and evaluate the performance. Along with the simple rubric, the student should reflect on what they specifically did well and what they believe they need to improve upon. The ability to self-assess and express that assessment is a meaningful practice in language and skill.

Please note that reflection can and should come throughout all stages of learning. How you choose to complete this varies. Common reflection practices include reflection cards and journal writing. A reflection card is a controlled way to offer students a chance to reflect on the class’s lesson. Each student would complete two sentences: “One thing I learned today...” (Variation: “One thing I did well today...”) and “One thing I’m still struggling with...” (Variation: “One thing I need to work on...”).