

Service Project: Fluency Friends

- Students read aloud to 3rd graders in feeder school
- Both groups of students practice oral reading fluency



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Lesson Plan: Fluency Friends

“**The Fluency Friends Project**” expected outcomes correlate to the Florida Sunshine State Standards because students will demonstrate the ability to read grade level text orally with accuracy, appropriate rate, and expression. LA.6.1.1. The project is also interdisciplinary because students will realize the importance of participation in community service and civic improvement SS.C.2.3.6. Students will also utilize a variety of strategies to comprehend grade level text. LA.6.1.3

The first stage of “**Fluency Friends**” has three components: (1) Students will recognize the importance of engaging in activities to address their own literacy as demonstrated by gathering data, analyzing and interpreting their 2008 FCAT reading comprehension scores and the initial Florida Oral Reading Fluency Test scores. (2) They will also understand the role of acting as a philanthropist in their school community by experiencing a guest speaker discuss the role of a volunteer and the importance of volunteering to help children become eager readers and improve literacy. (3) Next, students will engage in a teacher read aloud of the book *Amber on the Mountain* to become familiar with the terms altruism (selfless concern for others); philanthropy (active effort to promote human welfare); and peer-tutoring. Students will also collaborate with each other to develop and respond to higher level thinking questions.

In the second stage of “**Fluency Friends**”, participants will be provided with direct instruction to enable them to read orally with speed, accuracy, and proper expression. Students will effectively demonstrate competencies in reading comprehension by identifying elements of fiction, and strategies to gain understanding from nonfiction texts. Activities to improve fluency will include: (1) providing students with models of fluent reading and (2) having students repeatedly read passages as the teacher offers guidance (3) improve their fluency by combining reading instruction with opportunities for them to read books that are at their independent level of reading ability (4) Tape-assisted reading--reading aloud simultaneously or as an echo with an audio-taped model (5) Partner reading--reading aloud with a more fluent partner (or with a partner of equal ability) who provides a model of fluent reading, helps with word recognition, and provides feedback (6) Readers' theatre--the rehearsing and performing before an audience of a dialogue-rich script derived from a book.

The third stage of “**Fluency Friends**” culminates with the participants creating their own tape-recorded book to be read aloud and given to their younger reading buddies from our feeder elementary school.

“**Fluency Friends**” has several assessment components: (1) Florida Oral Reading Fluency Test (2) weekly fluency drills using Six-Minute Solution: A Reading Fluency Program (3) Learning Logs, (4) Fluency Rubrics, (5) Student Reflection Logs.

Timeline (*Note: This service project is done yearly*):

September 2008

- Administer initial Oral Reading Fluency Test
- Gather, analyze, chart, and interpret 2008 Reading FCAT and Oral Reading Fluency Test Scores

October - November 2008

- Guest Speaker – Community volunteer
- Teacher Read- Aloud

Lesson Plan: Fluency Friends

- Weekly fluency and comprehension skills instruction and assessment

December 2008

- Analyze children's literature and choose a buddy reading book.
- Students use rubric to practice oral reading with buddy books
- Students record books on audiotape

January 2009

- Class trip to local elementary school for buddy reading