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## 1. Class Data -

All Tier III AIS students in class are performing two to three grade levels below standard, per their instructional reading level. The class has a variety of learning needs, including three students following an individualized education plan, two students learning English as a second language, and two students currently under discussion/in the process of a 7th grade team IST. Drawing from data collected via a student survey at the start of the school year in Reading 7 , I have found our students respond well to a variety of learning strategies in order to be successful (i.e. hands-on learning, auditory opportunities, movement built into their routine, chunking of material, positive reinforcement, visual goal-setting, etc.). Students identified their need to monitor their progress; "Reading Success Charts" were therefore developed so that students can see their specific growth throughout the year and benchmark their progress towards designated grade level standards. It is also important to note that this class is co-taught with my reading colleague.

## 2. Common Core Standards Applicable -

See attached Guided Reading lessons for Common Core Standards applicable per each group's lesson. Our fluency station addresses L.7.1-Demonstrate command of the conventions of standard English grammar \& usage when writing or speaking; L.7.3- Use knowledge of language \& its conventions when writing, speaking, reading, or listening. Our Independent Reading station supports \& addresses our students as they strive towards RL.7.10 \& RI.7.10, respectively- By the end of the year, read \& comprehend literature \& informational texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## 3. Lesson Objectives (Students will...) -

Guided Reading: Students will learn to strategize and better comprehend text (chosen by their teacher) at their instructional reading level, with their teacher's guidance, as we work together to read at the standard for a 7th grade student.
Repeated Rhyming Readings Fluency: Students will demonstrate the many components of fluency (intonation, expression, automaticity, and pacing) as they continue to work towards their 7th grade level benchmark for oral reading/fluency.
Independent Reading: Students will read self-selected text at their independent reading level, while strategizing as good readers do, and practice their reading stamina, as they continually work towards reading at grade level standard.

## 4. Prior/Subsequent Learning Connections -

Students have been learning the routines of working in a station-based model. Students have learned to read a grid, remain aware of their time limits, and transition to the correct literacy station when the timer designates. They have also learned each station's material requirements and the learning target for each. Students are aware that their "Reading Success Charts" inform them of their learning/progress per each station. We have further explained the connections among each station to further our prescriptive teaching. For example, their daily performance in RAZKids informs our instruction in Guided Reading; their cold and warm Audacity recordings inform our fluency stations as well as the method of reading they will do during Guided Reading. Prior learning of our students is reviewed, reiterated, connected to new learning, and then scaffolded for a higher standard for greater success in more critical analysis and synthesis.

## 5. Lesson Activities (As Applicable)

A. Introduction -

I will begin class by connecting to our 7th grade fluency goals: asking our students why today's "Check Up" is important, reviewing the grid for stations, and remind them of their learning targets for each.

## B. Individual Work -

Students will then begin working in three 15-minutes stations: Guided Reading led by the teacher(s) and two independent stations: Repeated Rhyming Fluency and Independent Reading (IR). Our Teaching Assistant will pull students aside during their IR station, one at a time, to assess their fluency "Check Up" progress. We have mindfully chosen the sequence of students pulled aside for assessment, drawing from our most recent fluency rate charted in students' Success Charts. Students will be working individually towards their Independent Reading goals (selecting and finishing at least 15 books this school year) and fluency goals (100-150 words correct per minute -WCPM- in the fall of 7th grade). They will practice and improve their fluency by selecting a poem to perform in the Repeated Rhyming Readings station (see attached task card). See attached grid for station work and student groupings, Guided Reading lesson plans, and plans for fluency assessment.
C. Group Work -

Students will work together in homogenous Guided Reading groups towards a common comprehension and reading strategy goal, supporting each other's learning through conversation, text interaction, and paying attention to one another's ideas/details. In addition, students will support each other's learning during their fluency station, if needed. Students engaged in their fluency work will self-manage their learning and record their progress as they work to better their oral reading during this station. Data will be housed in their student folders for later reflection.
D. Closure -

Closure will occur per the following: Guided Reading- upon conclusion of our time, students will bookmark their end point of reading and rephrase their reading purpose/strategy; Fluency-students will complete their Repeated Rhyming Reading Self-Reflection sheet in order to compare and contrast their cold vs. warm poetry reading. Our fluency assessment will close with students' knowing their fall benchmark WCPM. Independent Reading will naturally be a work in progress- as the timer goes off, students will bookmark their pages for later continuation and log their work today on their Independent Reading Log.
6. Materials -

Student folders, Netbooks, headphones, graphic organizers, sticky notes, leveled text, task cards, markers, poetry books, stopwatches, "Fast Track Fluency" cards, fluency self-reflection sheets, and fluency graphs.

## 7. Assessments (As Applicable)

## A. Formative -

Reflection from previous classes (success and areas needing improvement), Raz-Kids.com student data (task-analysis of quizzes), students' background knowledge in Guided Reading (including recognition of BrainPop Jr. learning, Tricky Word strategy, word analysis from prior GR lessons), teacher observations during Guided Reading and Fluency stations, including Running Reading Record reflection, feedback and planning with my co-teaching colleague, feedback from Teacher Assistant, data collected from fluency self-reflection sheets, reflection of Audacity cold \& warm reading recordings, reflection of student engagement and attention to task during recent class periods, collaboration with 7th grade Guidance Counselor and ELA 7 teachers, and Word Work Journal reflection.
B. Summative -

## End-of-fall Fluency Assessment ("Fast Track Reading Fluency").

## 8. Possible Adjustments to Lesson -

If our Teacher Assistant is absent, then the students will continue to read independently instead of being assessed in their fluency. Also, I will adjust the time allotted in stations if needed for both teachers to address GR goals. In Guided Reading, each student group lesson will be adjusted per flow and pacing of students' learning needs. K $\qquad$ and J $\qquad$ 's group, in particular, tends to run "hot or cold" depending on the girls' level of confidence, as well as their emotional frame of mind upon coming to Guided Reading. I will either need to remind them to share in their learning and take turns or have to prompt them with many questions so they are able to specifically articulate their learning aloud. T $\qquad$ and M may need the adjustment of more time to process the four pages intended for reading. This may move the closure of the chapter back a day, along with the rich discussion we will have regarding the content of their text.

