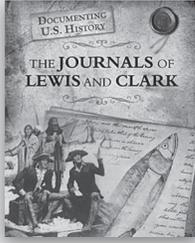




The Bald Eagle



The Journals of Lewis and Clark

Fluency: Purpose and Understanding

Introduce the Skill

Discuss fluency with students: *Fluency isn't just about reading quickly, it's about reading with purpose and understanding. If we want to read a text fluently, it often takes more than one try, and it requires that we set a purpose for reading. When we read a recipe, we also read with a specific purpose: to determine ingredients, cooking utensils, and mixing instructions. Strategic readers read with purpose and understanding.*

To determine the purpose, we have to ask ourselves what the book is about. Hold up the book Lakes and say: What is the topic? What is the text about? Read the first paragraph on the back of the book. After reading the cover, we know that this is a book that informs. I can ask myself, "What is the author's purpose?" The author's purpose is to inform. As I read, I need to check and make sure that I understand what information the author is trying to provide to me, the reader. I bet there are some pretty cool facts in this book that we don't already know. Also, I don't know a lot about lakes, so in order to read fluently, I want to review the headings and vocabulary, read at a slower rate and check my comprehension often. By thinking through all this before I read, I'll be able to read more fluently and comprehend more of the text.

Show pages 4 and 5. Read aloud the heading and preview the bold word. Then say: *This sounds interesting. My purpose for reading is to find out about lakes. This purpose will influence how I read. If I don't understand the text, I'll slow down and maybe even stop and reread.*

Read aloud page 5. Stop and reread sentences periodically to model reading fluently and for understanding. *My purpose for reading influences how I read, and how I read influences how much I understand. Because I'm reading to learn, I need to decide whether or not I understand the text, and if I do not, I need to reread.*

Practice and Apply

Say: *With fiction, or stories, we read for a different purpose than when we read informative books like this one. We read fiction for entertainment. But we still need to read for understanding. Some people read informative text for enjoyment. If my hobby is gardening, I will probably really enjoy informative gardening books, and I will also learn facts from them.*

We are going to read this book to learn facts, but I hope you will also enjoy it. It certainly has interesting informative text features that present the information in unusual ways.

Have students partner-read the second chapter together to learn about how lakes form. Then come together as a group and ask: *Did you read with purpose and understanding? How did it help you as strategic readers?* Allow a few students to share their insights and experience.

Ask: *What will be your purpose when reading the next chapter?* (To learn about lake plants.) Have students partner-read each chapter and continue discussing purpose and understanding as students move through the text.

Objectives

Students will be able to:

- determine the purpose of a text.
- read on-level text accurately and fluently to support comprehension.

Support Learners

If students need extra support reading on-level text accurately to support comprehension, **then**

- provide models with a variety of texts, including both fiction and nonfiction. Unlock your thinking as you show how to read with purpose and understanding.
- encourage students to practice reading fluently with familiar texts.
- allow students opportunities to read selections of their own choosing and have students discuss the purpose for reading a particular text. Encourage students to read parts of a text multiple times to increase fluency, develop understanding, and support comprehension.

Self-Assess

Have students assess their own writing. Provide these questions for students's self-assessment:

- Are my verbs in the correct form to show that an event was happening in the past, is happening now, or will happen in the future?
- How did I use verbs to convey that an event occurred, is occurring, or will occur over time?
- What can I say about my ability to use verbs to convey the progressive tenses correctly?