

# Facilitation Guide



## Fluency in the Flow: Chanting the Path to Reading Success!

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### Why the Arts:

Students may begin to develop their own rhythmic interpretations of the quote text, composing simple beat patterns that reflect the tone or theme. This creative ownership fosters both musical interpretation and reading comprehension.

### Assessment:

#### Formative:

- Student self and peer reflections using the Class Fluency Checklist.
- Annotated quote analysis: What does this quote reveal about Ned?
- Choral reading observations (teacher notes and checklists)

#### Summative:

The summative fluency performance can be captured via a scored rubric (1–4) in three categories: Expression/Prosody, Accuracy/Rate, and Comprehension. Use this alongside student self-reflection checklists to promote metacognition.

#### [Class Fluency Checklist:](#)

- Expression/prosody rating
- Self-correction monitoring
- Comprehension check

### Lesson Connections: Grade 7, Module 2

Use this routine as a **Do Now** following a new chapter to:

- Reinforce content
- Support comprehension through repetition
- Launch writing with relevant evidence

#### Pair with:

- Wit & Wisdom Module Lessons: Use Module Map to target post-reading days.
- EOM Writing Tasks: Supports quote selection and textual reasoning.

### Student Prerequisites:

Foundational decoding and phrasing skills. Prior choral reading experience helpful but not required.

### Recommended Student Materials:

[Quotes for Fluency Practice](#)  
[Class Fluency Checklist](#)  
[Chant: American Indian Oral Tradition](#)  
[Assessment Text](#)

### Connection to Module Goals/EOM Task:

These activities will support students in selecting the evidence that will be needed for writing the EOM essay. It provides them the opportunity to practice their reading fluency, thus increasing comprehension, and also gives them opportunity and feedback on their reasoning.

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### Wit & Wisdom Instructional Routines:

Echo Reading / Fluency Practice / Shared Reading / Vocabulary Reinforcement through Context

### Teacher Background:

#### Facilitator Prep Checklist:

- Print/choose quotes aligned to content focus
- Post anchor chart with fluency rubric
- Prepare a sample read-aloud for modeling
- Decide percussion method: MP3, body percussion, clapping, desk taps
- Prepare space for movement (partner reading and choral formations)
- Review fluency research and key terms (expression, phrasing, rate) Build your background information on the importance of fluency on comprehension.

### Accessibility Notes:

Graphic organizers can be modified to meet the needs of students. Extend quotes, make them shorter, select different quotes, use the student model answer, give one quote at a time and not the whole packet, choose quotes for students or have them select for themselves.

Vary quote length and complexity.

Provide pre-highlighted phrasing.

Allow choice in quote selection.

Use visuals or sentence frames for ELLs.

### Standards Alignment:

ELA:

**RL.7.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**W.7.1** – Write arguments to support claims with clear reasons and relevant evidence.

**W.7.1.b** – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Arts:

**MU:Pr4.3.7a** – Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

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### **Brain Targeted Teaching Considerations:**

#### *BT1 – Emotional Climate:*

Teachers will need to create a culture of feedback within their classrooms.

Feedback needs to be clear, specific, and focused on fluency skills and NOT personality or identity.

Students must be taught the language of fluency so they can use the specific vocabulary with each other.

Normalize rereading and celebrate growth.

#### *BT2 – Physical Environment:*

Students need to be able to move their chairs to sit side by side, ear to ear.

Hang an anchor chart with the following so that students and the teachers can refer back to it while **giving feedback and reflecting** on their performance.

#### **Ask Yourself –**

Do I “fake read”?

Do I stumble over words or guess often?

Do I sound like I’m having a conversation or reading a list?

Do I read in meaningful phrases?

Can the people I am reading to, understand the text?

Do I understand what is happening in the text?

Do I notice and correct my own errors?

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### Steps for Implementation:

1. **Warm-up:** Echo read or chant quote together
2. **Model:** Teacher reads expressively, highlighting phrasing
3. **Practice:** Students rehearse in pairs or small groups
4. **Performance:** Volunteers or small groups perform
5. **Feedback:** Use [Class Fluency Checklist](#) (rubric) and reflection prompts
6. **Connect:** Discuss quote meaning and link to comprehension

### Purpose: What kind of thinking does this routine encourage?

**Embodied learning** is an educational approach that emphasizes the connection between the **body and mind** in the learning process.

- It involves actively engaging the learner's **physical body** and **sensory experiences** to enhance understanding and knowledge acquisition, rather than relying solely on cognitive processes.
- This approach recognizes that learning is not just a mental activity, but a **holistic experience involving the body, emotions, and environment**.

Students will have a [common text to learn](#) the elements of fluency.

The goal is to build **fluency** through **embodied learning** by combining choral and independent reading with rhythm and percussion. This joyful, multisensory routine engages students' bodies, voices, and emotions to improve decoding, phrasing, expression, and comprehension.

LISTEN: [Audio Track with Vocals](#)

LISTEN: [Audio Track without Vocals](#)

### Application: When and where can I use it?

**The basics:** Fluency is the ability to read a text accurately, smoothly, and with **EXPRESSION** so that it sounds like talking and helps you to comprehend what you are reading.

1. Accuracy - Reading words **CORRECTLY** (98% or higher)
2. Rate - Reading at a natural speed (not too fast or too slow), like a conversation (target: 150–160 words per minute).
3. Expression - Reading with feeling in your voice
4. Phrasing - Grouping words into meaningful chunks

By pairing fluency goals with embodied learning, this routine deepens comprehension through repeated, multisensory rehearsal. In this routine, students physically and vocally engage with text using repetition, rhythm, and movement, anchoring learning through sensory and emotional pathways.

### Launch: What are some tips for starting and using this routine?

Practice fluency each day, using the [quotations shared here](#). These quotations can also be used to support student essays.

Daily practice using high-impact quotations fosters repeated exposure, which builds confidence, fluency, and text familiarity, essential for deeper comprehension and writing.