



READING LINKS

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# **Fluency Manual**

## **Participants and Facilitators**

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# READING LINKS

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# The LINKS Project

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The mission of the LINKS project is to develop educational multi-media products that can support school improvement and educational reform. The project has focused on the development of a website and the development of web assisted professional development programs.

Reading LINKS is a multi-media program that provides information and models ways that scientific reading research may be incorporated in classroom instruction. Reading LINKS began with the filming of teachers demonstrating the five components of reading instruction included in the Report of the National Reading Panel (NRP). These include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Reading LINKS was expanded to include early oral language development, English language learners, turning a school around, and strategic change. A total of 18 lessons are provided on the LINKS website ([www.linkslearning.org](http://www.linkslearning.org)) as well as on CDs.

Reading LINKS also includes eight training modules and participant materials that can be used in three to six hour workshops at schools, districts, regional or state conferences or meetings. The information provided in the lessons endeavors to provide teachers, administrators, parents, and citizens with information about ways reading research can be used to increase children's reading skills.

The LINKS project partnered with teachers and staff from Washington Alliance of Schools to highlight the importance, complexity, and elegance of effective teaching and learning.

These teachers along with a reading consultant and a Scottsdale, Arizona teacher are featured in the videos. They demonstrate a wealth of reading knowledge, skills in curriculum design, instruction and assessment, as well as an obvious concern and caring for the children they teach.

The LINKS project wishes to express its appreciation to the Washington Alliance that played a major role in the Reading LINKS project, the teachers who were filmed, and the teachers who participated in field-testing and evaluation.

In addition staff from the Longview, Washington School District and teachers from Washington Alliance districts have provided valuable feedback and suggestions.

It is our hope that the electronic and print Reading LINKS materials will provide information and models for new teachers, will stimulate discussion and experimentation with experienced teachers, and be useful in ensuring that all children learn to read and read well by the end of third grade and to continue their reading skills development throughout their school experience.

Shirley McCune  
Links Project Director

## Reading LINKS

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The LINKS project wishes to thank the many persons who contributed to the training materials that support and extend 18 Reading LINKS videos. ([www.linkslearning.org](http://www.linkslearning.org))

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## NOTES TO THE FACILITATOR

Before beginning a Reading Links training session, please read the “Tips to Facilitating the Reading Links Modules”. It is found in the back of this manual under tab 10, “Tips to Facilitating”. It outlines the essentials for conducting a successful training session. The sections “Equipment and Materials,” “Introducing Yourself and Participants,” and “Workshop Expectations” are particularly useful, because they describe how to begin a session. “Room Arrangement” may also be helpful.

The Agenda opposite this page is written as a generic guide to a Reading Links training session. Before you begin, personalize the top portion by adding the date, times, location, and module to the training you will be delivering. This can also be adapted to serve as an advertisement or flyer.

Materials to gather before beginning Fluency:

1. *The Report of the National Reading Panel* – find this downloadable document at [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org).
2. *Put Reading First: The Research Building Blocks for Teaching Children to Read* – also downloadable at [www.nifl.gov](http://www.nifl.gov).
3. 6 copies of *Good-Bye Round Robin: 25 Effective Oral Reading Strategies* by Opitz and Rasinski (or 1 for each group of participants),
4. A video or audio of a student orally reading, and
5. Several different published samples of informal reading inventories.

## SUPPORT MATERIALS

OH/PPT #1: Fluency

OH/PPT #2: Agenda

## SESSION ACTIVITIES

### Introductions

1. Display OH/PPT #1 and welcome the participants to your training.
2. Introduce yourself and describe your background and experience in education.
3. Have participants do a nametag or tent according to your preference.
4. Introductory activities for participants are outlined in the “Tips” document. Choose one according to how well the participants know each other, how much time is allotted for the training, and how many people are present.
5. Walk through the Agenda, connecting the information to the times and particular module you are delivering.

# READING LINKS AGENDA

<b>10 minutes</b>	<b>Introduction and Expectations</b>
<b>10 - 15 minutes</b>	<b>Overview</b> Reading Links Project ROPES Guiding Structure Participant Manual Layout
<b>25 - 30 minutes</b>	<b>Section 1: Review Participant Background Knowledge and Understanding</b>
<b>15 minutes</b>	<b>Section 2: Overview</b> Key Learning Goals Building Blocks
<b>15 minutes</b>	<b>Section 3: Presentation</b> Research-based Information and Content
<b>10 minutes</b>	<b>BREAK</b>
<b>75 - 85 minutes</b>	<b>Section 4: Engagement and Practice</b> Classroom Strategies and Applications Assessment Video Modeling Action Planning
<b>10 - 15 minutes</b>	<b>Section 5: Summarizing Key Learnings</b>
<b>10 - 15 minutes</b>	<b>Evaluation and Feedback</b>

**NOTES TO THE FACILITATOR**

The opposite page provides the participants with an overall understanding of the Reading Links project and how it fits into the Links Learning Web site. Be sure to read it carefully before beginning your training session in order to answer questions as they arise. There is no need to have your participants read it. Your overview of the contents will be sufficient.

A FAQ about these materials is, "How can a school or district use them?" Along with the Reading Links overview, tell the participants why the materials were developed and guide them to finding the best use for their school or district if needed. This is often decided by the Director of Curriculum or Building Principal. Here is a list of suggested purposes:

1. To explain the scientific basis of teaching children to read using teacher-friendly materials.
2. To connect the evidence to classroom practice.
3. To explain assessment choices that match instruction of the module.
4. To provide additional support to schools/districts so they can critically evaluate their curriculum.
5. To provide leaders with a resource for further observation and study.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

1. Continuing with the Overview of the training, explain the Reading Links project to the participants, highlighting how it began and what it is being used for in our state.
2. Suggest the above list as a tool to help school or district personnel focus their use of the materials.



## Reading LINKS Lessons

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Parent: Early Oral Language Development	Joan Moser: Comprehension II
Marti MacPhee: Oral Language/ Pre-Reading Development	Robin Totten: Upper Elementary Comprehension Strategies (Non-Fiction)
Kessler School: Phonemic Awareness	Robin Totten: Upper Elementary Comprehension Strategies (Fiction)
Kessler School: Phonics Instruction	Judy Rex: Comprehension and Vocabulary
Anita Archer: Primary Grades Reading	Judy Rex: Vocabulary and Pre-writing
Gail Boushey: Early Guided Writing	Kathy Garcia: ESL Instruction I
Gail Boushey: Early Comprehension/Fluency	Kathy Garcia: ESL Instruction II
Anita Archer: Intermediate Grades Reading	Kessler School: Turning a School around
Joan Moser: Comprehension I	Mark Jewell/Tom Murphy: Strategic Change

Also available at: [www.linkslearning.com](http://www.linkslearning.com)

**NOTES TO THE FACILITATOR**

The manuals are written using an advanced organizer known as ROPES. It stands for Review, Overview, Presentation, Engagement and Practice, and Summary. Each section has a purpose to the overall training session and content of the manual. Go over the ROPES structure with the participants, pointing out the purpose each section serves in helping them learn new material. Note the acronym and connect it to the manual's tabs. For example, the purpose of "R" or Review is to activate the participant's prior knowledge, provide entry learnings, and focus the session. Continue to go through each ROPES acronym, purpose, and connection to the manual. The pages that hold the information are then found under the Presentation tab. Be sure to credit Dr. Robert Carkhuff for its development. You may wish to use this power point slide as you introduce each new section during your training. Put this OH/PPT up on the overhead projector as an advanced organizer.

**SUPPORT MATERIALS**

OH/PPT #3: ROPES: A  
Guiding Structure

**SESSION ACTIVITIES**

1. Explain the ROPES structure to the participants, outlining what each section's purpose is to the training session.
2. Highlight the acronym.
3. Connect each section of ROPES to the tabs on the participant's manual. Have them locate each one.
4. The footer indicates the current section of ROPES with the use of capitals.

## ROPES: A GUIDING STRUCTURE FOR LEARNING

R	<b>Review</b> – entry learning designed to activate and assess prior knowledge and to focus the session
O	<b>Overview</b> – explicit statement of the goals and objectives of the session
P	<b>Presentation</b> – presentation and discussion of research-based concepts that are needed to build background knowledge
E	<b>Engagement and Practice</b> – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	<b>Summary</b> – summarizing key learnings

(adapted from a model designed by R. Carkhuff)



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# REVIEW NOTES

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# FLUENCY

## SECTION 1: REVIEW

**NOTES TO THE FACILITATOR**

The activities on this page serve two purposes. For the participants, it activates their background knowledge of Fluency. For you, these activities help you assess your participants' previous knowledge. Use it to gain information in order to alter your session accordingly. For example, after the participants have marked the continuum, note where most of their X's fell. If your participants have answered '1', monitor the following 4 Square activity closely. How well can the participants define fluency? Do they have valid ideas for classroom instruction? If their answers are vague, incorrect, or absent, go through "Presentation" carefully and stop more frequently in order to provide time to share new understandings with each other and ask questions.

**SUPPORT MATERIALS**

Blank Overheads  
OH projector markers

OH/PPT #4: Think-Ink-Pair-Share

**SESSION ACTIVITIES**

1. Ask the participants to rate their familiarity with Fluency on their own by marking an "x" on the continuum.
2. Think - Ink: Next, the participants answer each of the 4 questions.
3. Pair-Share: Participants talk in small groups or partners about their answers.
4. On blank overheads, have the participants summarize the group's answers and share on the front projector.

## What Do I Already Know About Fluency?

### Think – Ink – Pair - Share

**Think:** Rate your familiarity with the research on fluency by placing an X on the continuum and then completing the Guiding Questions below.

1	2	3	4	5
<b>Unfamiliar</b>				<b>Very familiar</b>

**Ink:** Respond to the Guiding Questions below.

1. What is fluency?	2. Why is fluency important?
3. How do you assess fluency in your classroom?	4. How do you help your students improve their reading fluency?

**NOTES TO THE FACILITATOR**

This page builds on the discussion from the initial 4 Square activity. Be sure to tie in the participants' previous answers with the additional information on the page.

This page is important because it helps participants understand the characteristics of fluent reading. Discuss each bullet and provide examples.

**SUPPORT MATERIALS**

OH/PPT #5: What is Fluency?

**SESSION ACTIVITIES**

1. Summarize the information on the overhead.
2. Emphasize that fluency includes speed, accuracy, and proper expression and that it can be performed without conscious attention.
3. Review the characteristics of fluent readers. They recognize words automatically and group words quickly to help them gain meaning from what they read.

## What Is Fluency?

### Fluency is

- reading with speed, accuracy and proper expression
  - without conscious attention
  - while simultaneously constructing meaning

### Children who are fluent readers can

- recognize words automatically
- group words quickly to help them gain meaning from what they read, and
- read aloud effortlessly and with expression

(Armbruster, Lehr, & Osborn, 2001; NRP, 2000)

**NOTES TO THE FACILITATOR**

The purpose of this information is to create the “D” or dissatisfaction in the formula  $DxVxFxS>RC$  found in the “Tips for Facilitating” module. Review the sections “Dealing with Change” and “Formula for Helping Teachers Change”; if you haven’t already, for a full explanation.

**SUPPORT MATERIALS**

OH/PPT #6: Why Has Fluency Been Neglected, Underemphasized, and Ignored?

**SESSION ACTIVITIES**

1. Read these statements out loud.
2. Ask participants if they agree and have them give other reasons why fluency has not been given more attention.

## Why Has Fluency Been Neglected, Underemphasized, and Ignored?

Fluency has been labeled the *most*

- neglected reading skill
- under-emphasized aspect of reading instruction

**because** both researchers and practitioners assumed that fluency was the immediate result of word recognition proficiency.

(Allington, 1983; Burns, Roe, & Ross, 1999; NRP, 2000; Snow et al., 1998)

**NOTES TO THE FACILITATOR**

The important element to emphasize is the connection between fluency and comprehension. While fluency doesn't ensure comprehension, comprehension is difficult without fluency.

**SUPPORT MATERIALS**

OH/PPT #7: Why Is It  
Important for Students to  
Be Fluent Readers?

**SESSION ACTIVITIES**

1. Read through the overhead.
2. Emphasize the connection between fluency and comprehension. Ask questions such as the following:
  - What connections are you making?
  - Do these connections make sense to you?
  - How do these facts relate to what you have experienced as a classroom teacher?

## **Why Is It Important for Students to Be Fluent Readers?**

**The NAEP assessment results for fourth graders** indicated a high correlation between accuracy, rate, fluency, and scores on comprehension. Low scores in fluency may mean difficulty in comprehension.

**The National Reading Panel (2000) concluded that** there is a close relationship between fluency and comprehension.

# **OVERVIEW NOTES**

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# FLUENCY

## SECTION 2: OVERVIEW

**NOTES TO THE FACILITATOR**

This begins Section 2: Overview in the manual.

**SUPPORT MATERIALS**

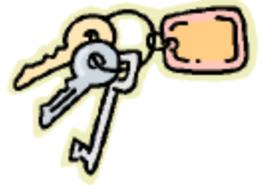
OH/PPT #8: Key Learning Goals

**SESSION ACTIVITIES**

Key Learning Goals

1. Read through each of the goals, emphasizing the main idea of each one such as 'connect,' 'learn, model, and teach,' 'learn to assess,' and 'create an action plan.' Be sure to note that the third bullet is the classroom application portion that provides the practical instruction piece to the training.
2. Explain that the goals pertain to the session as well as the manual.

## Key Learning Goals



### The Participants will:

- Understand the connection between fluency and reading development – especially as it relates to comprehension.
- Learn the differences between fluency and automaticity.
- Learn, model, and teach research-based strategies for fluency instruction in the classroom.
- Learn to assess students' level of fluency, practice instructional strategies, and explore appropriate interventions.
- Create an action plan to apply key learnings from this module to their classroom practice.

**NOTES TO THE FACILITATOR**

The “Building Blocks for Teaching Children to Read” are the five major reading components included in the report of the National Reading Panel. The Reading Links project has highlighted the five essential components in teaching children to read as outlined in the Report of the National Reading Panel. However, Reading Links also acknowledges that the job is larger than that. Therefore, other components of a student’s reading growth such as Oral Language Development, Connecting Reading and Writing and ELL instruction are also included. There are manuals and training sessions to cover the other major reading components.

**SUPPORT MATERIALS**

Materials: *Put Reading First* document

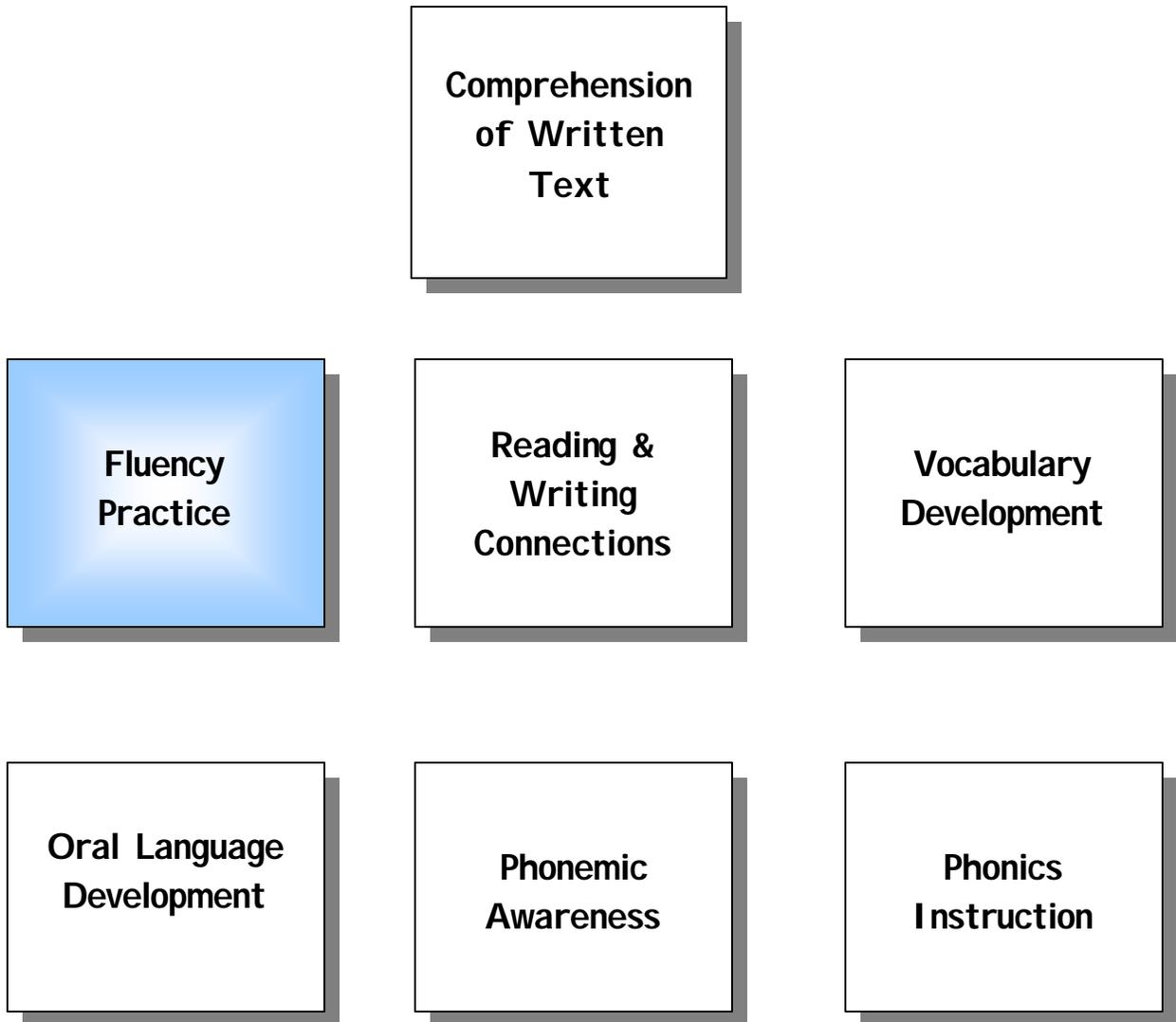
OH/PPT #9: Building Blocks for Teaching Children to Read

**SESSION ACTIVITIES**

Building Blocks

1. Show the *Put Reading First* document to the participants.
2. Discuss its link to The Report of the NRP as an instructional view of the evidence.
3. This graphic explains the “blocks” for teaching children to read as outlined in *Put Reading First*.
4. Explain that by participating in the Reading Links training sessions, participants are receiving the research-based and classroom applications for each of the PRF and NRP 5 major components as well as others.

# Building Blocks for Teaching Children to Read



**NOTES TO THE FACILITATOR**

Explain the 3 essential elements of fluency (e.g., accuracy, rate, and expression). A reader needs all three in order to be fluent. The multi-tasking element means that many things happen in a fluent reader's mind all at once. The four tasks are processing, automaticity, pacing, and phrasing. These are happening rapidly and without the reader giving conscious thought to them. Automaticity is an automatic level of word identification that means the reader processes a word with little effort or attention. A fluent reader must have the words from the text in short-term memory in order to understand their meaning. Cross-checking is when a reader confirms or "checks" that the words read make sense in the selection. This is happening continuously as the fluent reader reads.

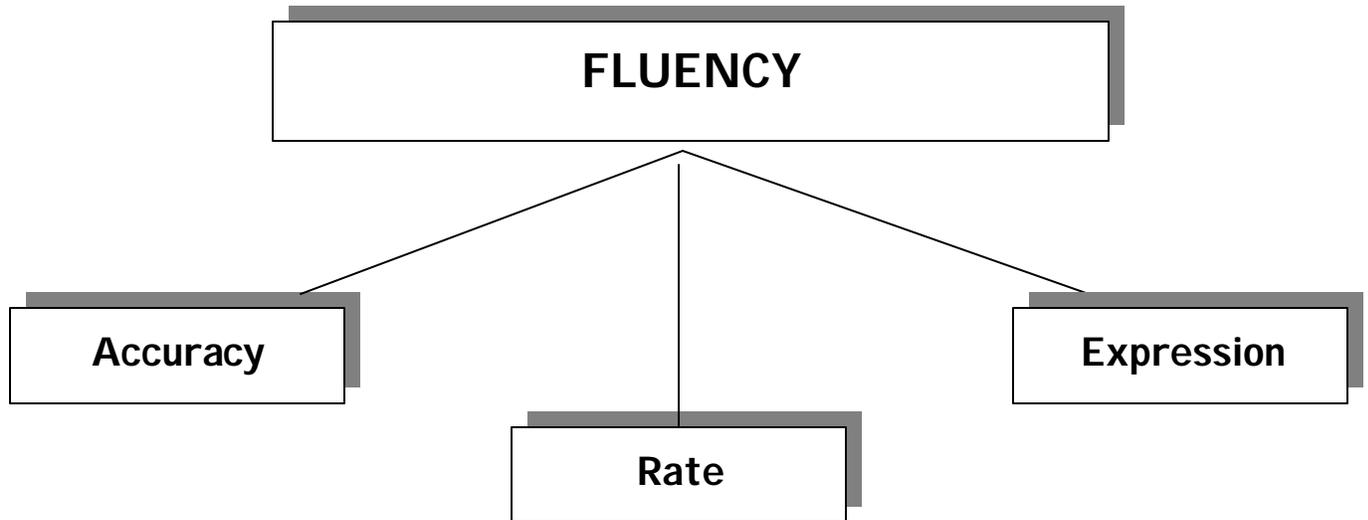
**SUPPORT MATERIALS**

OH/PPT#10: Fluency

**SESSION ACTIVITIES**

Fluency

1. Show the chart.
2. Explain that Fluency is composed of three essential elements (accuracy, rate, and expression). A fluent reader does all three. Another word for expression is appropriate phrasing or chunking of words.
3. Explain the reader's efforts to continually cross check while reading.
4. Refer to the glossary where the fluency terms on this page are explained in Section 8.



## MULTI-TASKING

Fast Processing

- Language systems
- Punctuation
- Voice qualities

Automaticity

Pacing

Phrasing or chunking

Confirming by continuous cross-checking for meaning

# PRESENTATION NOTES

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# FLUENCY

## SECTION 3: PRESENTATION

**NOTES TO THE FACILITATOR**

This begins Section 3: Presentation of the manual.

The eye and the ear symbols on this page are used in the Phonemic Awareness and Phonics manuals in helping participants recognize proficient reader characteristics. Some of these bullets were discussed in the fluency graphic. New to the participants at this time is the rapid use of punctuation and the determination of where to place emphasis or where to pause.

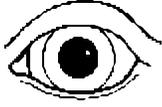
**SUPPORT MATERIALS**

OH/PPT #11: What Does Oral Reading Fluency Look and Sound Like?

**SESSION ACTIVITIES**

1. Review the first four bullets thoroughly.
2. Emphasize the last two as new learning in this training.

## What Does Oral Reading Fluency Look and



Sound Like?



### Oral reading fluency is characterized by

- Smooth, expressive production
- Appropriate phrasing or chunking
- Rapid use of punctuation
- Determination of where to place emphasis or where to pause to make sense of text

(McGee & Richgels, 2000; NRP, 2000)

**NOTES TO THE FACILITATOR**

This is a very important page. It reemphasizes this idea that to be fluent, students must be reading quickly, accurately and yet with appropriate grouping of words.

**SUPPORT MATERIALS**

OH/PPT #12: Why is Fluency Important?

**SESSION ACTIVITIES**

Explain

1. Discuss each bullet and paragraph.
2. The last paragraph explains what is possibly happening when a reader is not fluent.

## Why Is Fluency Important?

Fluency is important because it **provides a bridge between word recognition and comprehension.**

While fluency doesn't ensure comprehension, **comprehension is difficult without fluency.** To comprehend texts, students must be able to:

- decode fast enough and automatically enough
- keep the content in short term memory so that meaning can be constructed.

If a reader is stopping constantly to decode and figure out unknown words, the likelihood is that

- meaning will be disrupted or
- the process will become long and laborious

(Armbruster, Lehr, & Osborn, 2001; Burns, & Doll, 1999; Pinnell & Fountas, 1998; Routman, 2000)

**NOTES TO THE FACILITATOR**

Show the Report of the National Reading Panel again. Explain that in every module we have summarized the NRP's findings regarding that building block of reading. Usually, it is a long list of bullets. In fluency, however, there is one clear finding that can guide a teacher's instruction. Guided repeated oral reading is the classroom practice that most effectively increases a student's fluency while reading. Section 4, Engagement and Practice, gives examples of guided repeated oral reading in classroom applications.

**SUPPORT MATERIALS**

OH/PPT #13: What are the National Reading Panel's Findings about Fluency Instruction?

**SESSION ACTIVITIES**

Explain

1. Read the statement with confidence.
2. Yes, it is that simple!
3. Discuss the NRP as noted above.

## What Are the National Reading Panel's Findings about Fluency Instruction?

Fluency instruction is most effective when it includes **guided repeated oral reading**.

**NOTES TO THE FACILITATOR**

The first bullet refers to Sustained Silent Reading (SSR) or Drop Everything and Read (DEAR) time. This is saying that although silent reading may be beneficial to students in other areas, fluency building is not one of them. Minimal special training is key to a teacher's success because the classroom practices in section 4 are not complicated. A teacher can train a paraprofessionals or parent helpers to help with fluency applications. However, the more a student struggles with reading, the more they require the help of a skilled teacher.

**SUPPORT MATERIALS**

OH/PPT #14: What Did the National Reading Panel Report Say About Guided Repeated Oral Reading?

**SESSION ACTIVITIES**

Explain

1. Summarize each bullet.
2. Give the participants the opportunity to discuss these findings in small or whole groups.

## What Did the National Reading Panel Report Say About Guided Repeated Oral Reading?

The NRP concluded that guided repeated oral reading:

- Is more effective than silent reading
- Has a significant positive impact on word recognition/accuracy, reading fluency, and comprehension (with feedback)
- Clearly impacts the reading ability of non-impaired readers through at least grade 4, as well as students with various reading problems throughout high school
- Works well under a wide variety of conditions and with minimal special training
- Is effective (when used with guidance and feedback) in improving a variety of reading skills for good readers, as well as those who are experiencing difficulties
- Is equally effective with feedback from teachers, parents and/or peers; however, children who are struggling the most might benefit from more skilled guidance.

**NOTES TO THE FACILITATOR**

Round Robin Reading refers to a common reading method where a teacher has students take turns reading out loud. The students read their portion of the text 'cold,' sometimes knowing when their turn is coming, other times by surprise. This practice does not increase fluency, nor is it an effective oral reading method. This page outlines the negative impact Round Robin reading has on students. An "inaccurate view of reading" means that it gives students the impression that reading is a performance that cannot be rehearsed. The psychological impact that embarrassment and anxiety have around reading is strong. Some adults remember Round Robin Reading as a dreaded time of the day. You may want to ask your participants if they remember this practice. And if so, what their reactions were.

**SUPPORT MATERIALS**

OH/PPT #15: Why I sn't  
Round Robin Reading  
Effective to Use to Develop  
Fluent Readers?

**SESSION ACTIVITIES**

- Explain
1. Read the question in the title.
  2. Explain the Round Robin practice.
  3. Emphasize its negative impact on learning by reading the bullets.
  4. Tell the participants that there are many effective methods for helping students build their fluency besides the Round Robin method.
  5. Classroom applications that replace Round Robin Reading will be discussed in Section 4: Engagement and Practice.

## Why Isn't Round Robin Reading an Effective Fluency Strategy?

### Round Robin Reading

- Provides limited engagement
- Gives an inaccurate view of reading
- Promotes faulty reading habits
- Invites inattention and disruption
- Gets in the way of effective strategies
- Consumes valuable classroom time that could be spent in more meaningful ways
- Causes anxiety and embarrassment
- Hampers listening comprehension

(Opitz & Rasinski, 1998)

**NOTES TO THE FACILITATOR**

Some participants may be confused at this time. It may seem that the National Reading Panel Report says that oral reading is important, and yet you just refuted the most common oral reading practice. Explain that it is still vital that students read orally in order to build fluency. This page gives nine reasons for this.

**SUPPORT MATERIALS**

OH/PPT #16: But, Why is Oral Reading Important?

**SESSION ACTIVITIES**

Explain

1. Call attention to each bullet.
2. Explain that these reasons explain why oral reading practice (not Round Robin Reading) is important.

## But Why Is Oral Reading Important?

Oral reading is important because it:

- whets students' appetites for reading
- encourages students to share and perform
- demonstrates how speaking, reading and writing connect with one another and impact our lives
- develops listening, comprehension and vocabulary
- assists students in developing a range of reading skills (e.g., fluency, expression and correct phrasing)
- promotes language learning
- builds confidence
- provides children with the additional reading time necessary for ongoing reading development

(Opitz & Rasinski, 1998)

**NOTES TO THE FACILITATOR**

These are the four essential elements of effective fluency instruction.

**SUPPORT MATERIALS**

OH/PPT #17: What Does  
Effective Fluency  
Instruction Include?

**SESSION ACTIVITIES**

Explain

1. Summarize each bullet.
2. Explain the last bullet by rephrasing the ideas next to the circles.

## What Does Effective Fluency Instruction Include?

- Ongoing assessment
- Modeling and explicit instruction
- Focus on automaticity and comprehension as goals
  - Guided repeated reading experiences
  - Word study
- Meaningful texts connected to students' instructional needs and interests
  - Encouraging students to read more (using approaches such as SSR, DEAR, Accelerated Reader) might be beneficial; however, existing research has not yet demonstrated this in a clear and convincing manner.
  - Although independent, recreational, sustained, silent reading, and programs such as AR are not empirically supported to increase fluency, they may have instructional value in other areas.

**NOTES TO THE FACILITATOR**

This final list of instructional considerations is described as 'challenges' to the teacher. This is a way of emphasizing their importance in the classroom.

**SUPPORT MATERIALS**

OH/PPT #18: What Are The Challenges for Teachers?

**SESSION ACTIVITIES**

Explain

1. Discuss each bullet briefly.
2. Emphasize the 4<sup>th</sup> and 5<sup>th</sup> bullets. These will be addressed in Section 4: Engagement and Practice.

## What Are the Challenges for Teachers?

### Teachers need to:



- Understand, choose, model, and use varied teaching and learning strategies that show fluent reading is more than fast reading
- Design lessons requiring active participation
- Motivate students with energy, support, and positive reinforcement
- Match reading materials to students' instructional needs and interests
- Provide multiple opportunities for authentic repeated reading experiences
- Use classroom management strategies (e.g., small groups, partner reading,) that increase each student's time on task.

**NOTES TO THE FACILITATOR**

The purpose of this activity is to give participants time to process the information they have just learned. Because the "Presentation" section of the manuals provides the capacity building for the component, you can decide to use this at any appropriate time. Be aware of when the participants have 'had enough' new information and need time to digest it. It is not necessary to have an OH of the opposite page. Tell the participants which steps to follow. Be sure to watch a clock and explain when to switch turns.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Partner Review

1. Have each participant choose a partner.
2. Each pair designates a '1' and a '2.'
3. Everyone reviews his/her notes.
4. Proceed with the directions on the page.
5. Provide time for open discussion and questions at the end.

# Checking for Understanding Partner Review

## What Have You Learned So Far?

- Review your notes.
- Partner 1 reviews new learning for 90 seconds.
- Partner 2 for 45 seconds.
- Partner 1 again for 30 seconds.
- Partner 2 finishes by reviewing for 15 seconds.
- Write any remaining questions.



**Remember:** You cannot repeat what your partner shares!

# ENGAGEMENT & PRACTICE NOTES

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# FLUENCY

## SECTION 4: ENGAGEMENT AND PRACTICE

**NOTES TO THE FACILITATOR****SUPPORT MATERIALS**

OH/PPT #19: Section 4:  
Engagement and Practice

**SESSION ACTIVITIES**

Introduce

1. Explain Section 4 as a very large portion of the manual because it provides the classroom applications.

Explain

1. Section 4 has been divided up into 4 subsections in this manual because it is large.
2. Describe each of the subsections and their content. For example, "The Classroom Strategies and Applications section contains numerous strategies for teaching fluency that you can use in your room tomorrow. We will be practicing some of those as a whole group. We will then discuss 4 tools for assessing fluency and practice them on a recording of a student reading. The next subsection - CD/Video Modeling - is where you will see those applications and others being taught in a teacher's actual classroom with real students. Finally, Action Planning provides the time for you to apply some of what you have learned to your own classroom and students."
3. Select one or two of the fluency activities in each category for the group to participants to review these in more depth.

## SECTION 4: ENGAGEMENT AND PRACTICE

[Subsection 1: Classroom Strategies and Applications](#)

[Subsection 2: Assessment](#)

[Subsection 3: CD/Video Modeling](#)

[Subsection 4: Action Planning](#)

## NOTES TO THE FACILITATOR

In this section of the manual (Classroom Strategies and Applications), there are many considerations for the facilitator. Not all of the Applications in the manual can be covered in your training session. Instead, you must choose which classroom strategies to model. Keep in mind that there are three opportunities for the participants to experience the strategies and applications – once in a whole group setting with your facilitation, again in small groups during Jigsaw Teaching, and individually during Action Planning.

In order to decide how to train the whole group portion of the session, first review all the strategies in this section. Choose which ones best fit your training by considering the following:

- **Background knowledge level of the participants** - It may be best to plan 1 or 2 activities under each category and adjust accordingly.
- **Audience** – Consider the grade range/levels when selecting which strategies and application to model.
- **Staff development needs** – The principal or contact person who hired you to do the training may have a particular need that he/she wants emphasized.
- **Time allotment** – How much time is remaining? Have I followed the timeframe laid out on the Agenda closely? Or has discussion and questioning been heavy for this session? How much time does the activity take as a whole group? Can I describe some of the activities just as well as model them?
- **Flexibility and adaptability** – Most of the activities are highly adaptable to many tasks. If you choose one of these adaptable activities, explain to the participants how it can be molded to many purposes.
- **Engagement level for adults** – Sometimes what is engaging for children may not be engaging for adults. Choose applications you feel adults would like to do.
- **Room set up and space available** – Is there a space for all of the participants to participate comfortably and actively? Can you demonstrate a lesson using a small group when space doesn't allow for more?
- **Materials and Supplies** – Be sure to review each application you plan on modeling. The materials needed to teach it may require addition supplies beyond the generic list in the “Tips for Training a Reading Links Module.”

Use the subsequent blank pages to make your own notes about which applications you chose to model, require materials, time frames, or other helpful information.

Subsection 1  
Classroom Strategies and Applications

**NOTES TO THE FACILITATOR**

Now pick your whole group demonstration classroom applications using the criteria bulleted at the beginning of Section 4. Use this space to record your training notes if you chose to demonstrate the application on the opposite page. All the applications are written using step-by-step directions.

If you have a copy of the book *Good-Bye Round Robin Reading* (Opitz, M.F., & Rasinski, T.V. Good-bye Round Robin: 25 effective oral reading strategies. Portsmouth, NH: Heinemann, 1998), show and pass it around. Examples of many of the applications in this section and other resources are found in that book.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## **Classroom Strategies and Applications for Improving Fluency**

### **Guided Repeated Reading Experiences**

[Application 1](#): Repeated Reading

[Application 2](#): Neurological Impress Method (NIM)

[Application 3](#): Echo Reading

[Application 4](#): Radio Reading

[Application 5](#): Reader's Theater

[Application 6](#): Screen Readings of Captioned Programs

[Application 7](#): Building Reading Rate

### **Modeling and Explicit Instruction**

[Application 1](#): Oral Recitation Lesson

[Application 2](#): Fluency Development Lesson

[Application 3](#): Look for the Signals

[Application 4](#): Teacher Prompts for Supporting Fluency

### **Incorporating Meaningful Texts**

[Application 1](#): Predictable Language

**NOTES TO THE FACILITATOR**

Use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Guided Repeated Reading Experiences

### Application 1: Repeated Reading

This procedure involves rereading text (often self-selected) until it can be read accurately and fluently. It encourages the use of contextual meaning and sentence structure to predict upcoming words and to correct miscues.

#### Suggested Procedure:

The student chooses the text to be read (selection can be based on "leveled books"), or the teacher assigns a passage.

1. The teacher takes anecdotal notes or keeps a running record of miscues as well as rate of reading during the first reading of the text.
2. Progress is tracked on a chart or graph.
3. The student practices rereading the text orally or silently several times.
4. The student rereads the text for the teacher a second time, and the teacher once again takes anecdotal notes and/or running records (Using a different colored pen helps to indicate the student's growth between readings).

**NOTE:** To support a cooperative learning approach, have students complete their repeated readings with partners.

(Koskinen & Blum, 1984; Samuel, 1972; Topping, 1987)

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Application 1: Repeated Reading (continued)

### Variation:

#### Oral Previewing

### Suggested Procedures:

1. Begin by having the student preview the text by first listening to an expert reader.
2. After listening to the expert fluent reader several times, the student reads the passage independently.

**NOTE:** Rasinski (1990) found that oral previewing and repeated readings are equally effective in improving fluency.

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Guided Repeated Reading Experiences

### Application 2: Neurological Impress Method (NIM)

In this approach, the teacher and the student read orally in unison. It might be helpful to initiate this approach using short, rhythmic, and repetitive texts, such as poems or song lyrics.

#### Suggested Procedure:

1. Sit on the side of your student, so that you will be able to read into the student's ear.
2. Begin reading along with your student. Your voice may be a second or two ahead of the student's, especially if the student has a limited sight vocabulary.
3. Model fluent, expressive reading. Do not stop if the student falters.
4. Instruct the student to continue to read along – or slightly behind you—as much as possible.
5. Move your finger along the line of print so that the student can follow along more easily.

(Heckelman, 1969)

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Guided Repeated Reading Experiences

### Application 3: Echo Reading

This approach is similar to both the neurological impress method and repeated reading procedures; it, too, involves teacher modeling and the student “approximating” or imitating the reading. It is recommended for students who focus too much on the words in a passage rather than on the meaning, or for those students who read without expression or attention to punctuation/other cues.

#### Suggested Procedure:

1. The teacher reads one sentence of text aloud with appropriate intonation and phrasing.
2. The student tries to imitate or repeat the text—and the reading of the text--as modeled.
3. The text reading continues in this manner until the teacher feels the student can imitate more than one sentence at a time.

(Anderson, 1981)

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Guided Repeated Reading Experiences

### Application 4: Radio Reading

This procedure is for developing oral reading fluency in a group setting with students “acting” or reading texts (e.g., print media, newspapers, magazines or any print source that can be converted into a news story).

#### Suggested Procedures:

1. Only the reader and the teacher have copies of the script; the other students act as listeners.
2. Students rehearse until they have gained confidence in their reading.
3. Unlike round robin reading where all mistakes are visible to anyone following along, this approach allows students to deviate from the text –and paraphrase--without embarrassment by stressing the idea that their reading should make sense.

(Searfoss, 1975)

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Guided Repeated Reading Experiences

### Application 5: Reader's Theater

This approach (like other approaches that involve performances or dramatic readings for others, e.g., strategy use performances, chamber theater, Wolf, 1994) provides a realistic opportunity for students to read orally and practice their use of intonation, inflection, and fluency. It is helpful not only for fluency, but also for comprehension, because the students must decide how to convey their interpretation of the text (through their oral reading/performance) to an audience.

#### Suggested Procedures:

1. Students select texts/tasks, or they are assigned parts/roles for a "performance."
2. Students practice reading the text and/or completing the task, getting help from others before the performance with unfamiliar words, phrasing, intonation, and expression.
3. Students read their scripts/texts or perform their tasks orally for an audience.

(Sloyer, 1982)

The following websites offer ideas for reader's theater:

<http://www.acs.ucalgary.ca/~dkbrown/readers.html>

[www.aaronshep.com](http://www.aaronshep.com) (Stories on stage. Scripts for readers theater performances, how-to tips for scripting, staging, and performing, and links to related sites)

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Guided Repeated Reading Experiences

### Application 6: Screen Readings of Captioned Programs

Captions were first developed for hearing-impaired viewers, but they can also be used for fluency instruction. Rereading captioned programs provides opportunities for students to practice reading that is entertaining and self-correcting.

Koskinen and her colleagues found that less fluent readers and bilingual students become more motivated readers when they use captioned television and video, perhaps because of the multisensory processing involved.

#### Suggested Guidelines:

1. Choose programs related to literature and content-area instruction as a pre-reading activity.
2. Introduce the program, reviewing vocabulary as needed.
3. Plan related activities to use after viewing the program.
4. Allow English language learners to view the program several times.
5. Create a text set of books and other related materials to use with the program.
6. Provide opportunities for students to review the program and read related texts.

(Koskinen, Wilson, Gambrell, & Neuman, 1993; Tompkins, 2001)

**For more information about captioned television programs and videos, contact The National Captioning Institute at 1-800-533-WORD.**

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Guided Repeated Reading Experiences

### Application 7: Building Reading Rate

Some students read accurately, but slowly. One technique for building fluency rate is suggested by Carnine and Silbert (1979).

1. Select a passage on which the student is at least 90% accurate.
2. Establish a base rate on a one-minute timing (words read per minute).
3. Set a target for the passage that is 20%-40% above the initial rate (e.g., if the student read 60 wpm x .30, the new target would be  $60 + 18 = 78$  wpm).
4. Graph the target in the student's folder and have him or her reread the passage as many times as necessary to reach the target on a one-minute timing.
5. Continue to increase the student's target by 20%-40% (on passages of similar difficulty) until the student's average rate reaches the established criterion for his or her grade level (with accuracy maintained).
6. Once the criterion rate has been reached, the level of difficulty of the passage may be increased.

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Modeling and Explicit Instruction

### Application 1: Oral Recitation Lesson

This approach has been recommended as a solid alternative to the traditional but ineffective practice of round robin reading (Reutzel & Cooter, 2000; Reutzel & Hollingsworth, 1993). It consists of two basic components (direct instruction and indirect instruction) with a series of subroutines.

#### Suggested Procedures:

##### I. Direct Instruction

###### A. Comprehension

1. Introduce a new selection (e.g., activating prior knowledge, predicting, making connections).
2. Read the selection aloud and lead the students in an analysis of the content (e.g., questions/answers, story features, connections, etc.)
3. Record student responses (e.g., chart, board, overhead, etc.).

###### B. Practice

1. Work with students to improve their oral reading expression by modeling fluent reading with sections of the text.
2. Have students "approximate" your reading (e.g., use choral reading, unison reading, echo reading, etc.).

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Application 1: Oral Recitation Lesson (continued)

### C. Performance

1. Have students select a text segment to perform for others in the group/class.
2. Encourage the listeners to comment positively on the performance.

## II. Indirect Instruction

### A. Fluency practice

1. Have students select a story or other text that they will practice reading until they become fluent or "expert."
2. Observe their reading (e.g., take anecdotal notes, running records, etc.).
3. Help them to decide (self-assess) when they are ready to demonstrate or perform their fluent reading.

### B. Demonstrating fluent (expert) reading

1. Have students perform their fluent reading in front of peer or parent audience.
2. Encourage the listeners to give positive feedback.

(Hoffman, 1987)

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Modeling and Explicit Instruction

### Application 2: Fluency Development Lesson

The Fluency Development Lesson (FDL) is a combination of read aloud, choral reading, listening to children read, and reading performance. It is meant to supplement other reading experiences and to promote meaningful reading, fluency, and word recognition. During the lesson, students listen to the teacher read a short text (e.g., a poem, a patterned story, or a portion of a text), read the text chorally, pair up and practice, and then perform the reading for an audience.

#### Procedures:

1. Prepare two copies of text per child and teacher as well as an overhead transparency or big chart of the text.
2. Read the text several times while the students follow along on their copies.
3. Discuss the meaning of the text. Point out how reading with expression can enhance the meaning as well as entice others to listen.
4. Read the text chorally several times.
5. Pair the students with a partner or buddy. Each student reads the text orally to his/her partner at least three times with the listener giving positive feedback and help when needed. Circulate/observe their reading, noting which pairs appear to be ready to perform.

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Application 2: Fluency Development Lesson (continued)

6. Call the class together as a whole group. Invite some pairs to perform their text for the rest of the class.
7. Have students choose three words from the text that they would like to include in their word banks for future word study.
8. Have students place the copy of the text in a folder or text box for future readings (e.g., to parents at home, with a different partner).
9. To prepare students for another interactive reading experience, begin the next FDL with a quick choral rereading of a previously read text.

(Rasinski, Padak, Linek, & Sturtevant, 1994)

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

### Application 3: Look for the Signals

Look for the Signals is a strategy that helps students to see how punctuation and other typographical signals (e.g., punctuation marks, large and bold print, underlining, italics) affect meaning and help readers better understand an author's intended message.

Signal	What It Conveys	Example
Comma	Need to pause  Placement affects meaning	Mary, my daughter is as tall as you. Mary, my daughter, is as tall as you.
Period	Need a longer pause	The clouds looked strange.
Question mark	Need to raise intonation at the end of the sentence	Did you sleep well last night?
Exclamation point	Need to read with a certain emotion	It was a wonderful party!
Underlined, enlarged, bold or italicized print	Need for special stress	<u>This</u> is what I said. This <u>is</u> what I said. This is what I <u>said</u> .
Combination	Used to show meaningful units	The coach said, "I am <u>SO</u> proud of how all of you played this game!"

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Application 3: Look for the Signals (continued)

### Procedures:

1. Select specific text excerpts that students have already read or will be reading that correspond to the specific signals you will be teaching or emphasizing.
2. Enlarge the text excerpt on an overhead transparency or chart paper or use big books that show the specific text.
3. Tell students that you will read the text twice and that you want them to listen to see which reading gives them the best idea about the character or event. Use a monotone voice for the first reading. Reread the text using expression and all typographical signals. Discuss the differences in the readings with the students (e.g., Which reading interested you more? Did emphasizing different words and pausing at different times give you a better understanding of the author's message?). Point out the different typographical signals you used and how these helped you to better convey the author's intended meaning.
4. Provide students with meaningful practice, reminding them to look for the signals when reading to themselves.
5. After the practice session, have students read aloud one or more sentences in which they used a typographical signal and explain what the signal indicated they needed to do.

(Opitz & Rasinski, 1998)

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Application 4: Prompts for Supporting Fluency

### Teacher Prompts for Supporting Fluency While Reading

- ▶ How do you think your reading sounds?
- ▶ Read the punctuation.
- ▶ Make your voice go down when you see the period.
- ▶ Make your voice go up when you see the question mark.
- ▶ Take a short breath when you see the comma [or the dash].
- ▶ Use emphasis when you see the exclamation point.
- ▶ Make it sound like the characters are talking.
- ▶ Read it like this [model phrasing or chunking].
- ▶ Read this much all together [cover part of print to show only the phrase or chunk].
- ▶ Put your words together so it sounds like the way you talk.
- ▶ Make your voice show what you think the author meant.

(Fountas & Pinnell, 2001, p. 352)

**NOTES TO THE FACILITATOR**

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Incorporating Meaningful Texts

### Application 1: Predictable Language

This method takes advantage of the rhythmic, repetitive language structures in children's literature and nursery rhymes (Walker, 1992). The assumption is that word identification is facilitated by the predictive nature of the text.

#### Suggested Procedures:

1. Select text that contains a predictable pattern.
2. Read the text aloud to students completely through, so they can hear the whole story. Emphasize the predictable parts using an enthusiastic voice.
3. Read the text again, but this time ask the students to join in whenever they know the pattern.
4. During additional readings, you could use an oral cloze procedure to give students practice in predicting upcoming words.
5. Students can read the text on their own, using the predictable language patterns and picture clues to aid them.
6. An extension could be to ask students to write their own predictable pattern story using the pattern from the text read.

**NOTES TO THE FACILITATOR**

Subsection 2: Assessment includes tips for administering oral reading fluency measures (e.g., materials, suggested procedures, marking, scoring, fluency probe development and a sample probe) and 4 different assessment tools. You could also have available several different published informal reading inventories for participants to review if they are unfamiliar with these assessment tools.

When presenting this subsection, do not show any bias toward or against any assessment procedure or tool. Instead, allow the participants to become familiar with each instrument, and to decide which procedure/tool fits their unique situation.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Subsection 2 Assessment

**NOTES TO THE FACILITATOR**

Pages 37-43 include “Administering Oral Reading Fluency Measures” and “Fluency Probe Development.” Ask your participants if they have given an IRI , running record or miscue analysis. For participants who have used any of these measures, the directions for the Oral Fluency Measure will be a review. Of interest to them, in any case, are the Assessment Rate Goals. These numbers represent student targets for grades 2 - 5 for oral reading and accuracy.

**SUPPORT MATERIALS**

Materials: Samples of different informal reading inventories

**SESSION ACTIVITIES**

Reviewing Administration and Assessment Procedures

1. Ask the participants if they have administered an IRI , running record, or miscue analysis.
2. Based on the background knowledge/ needs of the participants, talk through, review, or explain in detail how to administer, mark, and score oral reading fluency measures.

# Administering Oral Reading Fluency Measures

## Materials

- **Passage for the student to read** (sometimes called a “probe”) If the student is reading for practice, the probe may be used more than once. If the student is reading for assessment purposes, the probe must be secure and unpracticed.
- **Administrator’s Scoring Sheets** You will need one for each student. You will be recording the rate and accuracy for each student on a separate sheet.
- **Stopwatch or other timing device to determine one minute**

**Note:** It is a good idea to administer fluency assessments at a desk or table, rather than having the student just sit and hold the probe. Students are able to do better if their hands are free for guiding or pointing.

## Suggested Procedures:

1. Introduce yourself (if you are not the student’s teacher).
2. Say: “Hi, (name). I would like you to read a story out loud to me. Read it as quickly and as carefully as you can. Just skip any words you do not know or cannot read. If you get to a word you do not know and you are stuck, I’ll say, ‘Go on’ and you should go on to the next word. At the end of one minute, I’ll ask you to stop. I am going to take some notes while you are reading, so I can remember what you say. Do you understand what I want you to do?”

**NOTES TO THE FACILITATOR**

Administering Oral Reading Fluency Measures (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Administering Oral Reading Fluency Measures (continued)

3. Then say: "The title of this story is \_\_\_\_\_.  
When you say your first word, I will start my stopwatch. You can start whenever you're ready."
4. Start the stopwatch when the student says the first word of the passage. If a student does not know a word, wait three seconds and say, "Go on." Do not give the student the word.
5. As the student reads, record any errors using a marking system.
6. At the end of one minute, make double slash marks and tell the student he or she may stop reading. (Another option is to make the double slash marks at the end of one minute and let the student continue to the end of the passage, noting time used.)

**Note:** Depending on the purpose of the fluency timing (practice or assessment), you may want to discuss the student's errors with him or her when the reading is completed.

**NOTES TO THE FACILITATOR**

Administering Oral Reading Fluency Measures (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Administering Oral Reading Fluency Measures (continued)

### Marking

Using a uniform marking system is important because you want to be able to examine the probes over time and be able to quickly determine the kinds of errors the students are making. Knowing the kinds of errors will inform your instruction.

- **Count as Errors:** Omissions, mispronunciations, substitutions, insertions

**Circle** any words the student omitted or those you told him or her to "skip."

**Single slash** any words the student read incorrectly (either a mispronunciation or a substitution). Above the error, **write** what the student actually said. (Note: If a student mispronounces the same word in the same way more than one time; the errors are noted, but they count together as only one error.)

**Record** any inserted words above a caret ( ^ ).

- **Do Not Count as Errors:** Self-corrections, repeated words

Write **SC** above a word that was mispronounced, but then self-corrected.

Make a **double underline** beneath repeated words or phrases.

**NOTES TO THE FACILITATOR**

Administering Oral Reading Fluency Measures (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## **Administering Oral Reading Fluency Measures** (continued)

### **Scoring**

Determine the total number of words read.

Count the number of errors and subtract from the total.

The difference between the number of words read and the number of errors is the Words Correct per Minute (WCPM). This is the score that is recorded and graphed.

**NOTES TO THE FACILITATOR**

Although there are many different informal reading inventories available on the market, teachers need to know how to develop fluency probes from basals or other texts being used in the classroom.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Reviewing Fluency Probe Development

1. Talk through, review, or explain in detail how to develop fluency probes.
2. Refer to the selection on the next page as a sample probe taken from *Open Court Collections for Young Scholars, 2 - 1* (used with permission from the publisher).

## Fluency Probe Development

It is very useful and easy to develop fluency probes from basals or texts that are being used by the student in a grade level. Make sure the passage selected is at the correct level of difficulty for the student.

1. Select a passage of 110-120 words in length at the student's independent level. This passage should not have been read recently. (See sample on next page.)
2. Type the probe, leaving room on the right side to place word count numbers. Comic Sans and Century Gothic are both clear fonts that are easy for students to read. Make sure you record the basal or text you used, with the page number at the bottom of the page, along with the student name and date. This helps when documenting growth and/or recording student data.
3. Don't forget that you will need to run off two copies per session: one for the student to read from and one for recording the students' responses onto.
4. To start the teacher says:  
"I am going to have you read a passage aloud to me. Read it as best you can. I will not be able to help you, so if you come to a word or words you don't know, try your best and go on. After one minute I will stop you." Start the timer "as" the student reads the first word.
5. Have the student read the passage. As the student reads, record mistakes and words read correctly. Stop the student after one minute.
6. One way to calculate a student's fluency is to take the total number of words read in one minute and to subtract the errors.

Total words read in one minute \_\_\_\_\_  
Subtract errors                    -    \_\_\_\_\_  
= Words Correct Per Minute    \_\_\_\_\_ (WCPM)

**NOTES TO THE FACILITATOR**

Reviewing Fluency Probe Development (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Fluency Probe Development (continued)

### Sample Fluency Probe

Student Name \_\_\_\_\_ Date \_\_\_\_\_

#### *Animal Homes* by I Ila Podendorf

Some animal homes are under the ground.	9
Ground squirrels build homes under the ground.	16
Their home is a long hall. This hall is called a tunnel.	28
Sometimes the ground squirrels leave a pile of dirt at the door to their home.	38
	43
Badgers live underground, too. If you look for them, it is easy to see where they dig their tunnels.	52
	62
Skunks often make their homes in holes in the ground.	72
They sometimes dig new holes. But they may use a hole that some other animal has made. Sometimes skunks crawl under buildings and make their homes there.	82
	90
	98
	99
Some kinds of ants build their homes underground.	107
They dig on and on until they have a long tunnel underground.	118
	119

Total words read in one minute - errors = \_\_\_\_\_ WCPM

(*Open Court Collections for Young Scholars, 2-1*, pp. 147-148, Open Court Publishing, 1995)

**NOTES TO THE FACILITATOR**

The rate goals listed on the chart on the opposite page were derived from data collected since 1981 from 7000 – 9000 students in Grades 2 – 5 enrolled in general, remedial/ compensatory, and special education programs. These rates are for grade level (goal) materials and reflect words read correctly per minute (WCPM). The norms listed on the chart, which are for “cold” or unpracticed readings, may be low compared to those based on practiced readings.

**SUPPORT MATERIALS**

OH/PPT #20: Assessment:  
Rate Goals

**SESSION ACTIVITIES**

Review

1. Display the overhead and review the rates.
2. Point out that the rates reflect:
  - grade level (goal) materials
  - WCPM (words correctly read per minute)
  - cold or unpracticed readings

## Assessment: Rate Goals

Grade	Percent	Fall WCPM	Winter WCPM	Spring WCPM
2	75	82	106	124
	50	53	78	94
	25	23	46	65
3	75	107	123	142
	50	79	93	114
	25	65	70	87
4	75	125	133	143
	50	99	112	118
	25	72	89	92
5	75	126	143	151
	50	105	118	128
	25	77	93	100

**NOTE:** Rates are reported for grade level (goal) materials and reflect words read correctly per minute (WCPM). Norms listed above are not for practiced materials; therefore, they may be low compared to practiced readings. (Data for these norms was collected since 1981 from 7000-9000 Grades 2 - 5 students in general, remedial/compensatory, and special education programs.)

(Hasbrouck & Tindal, 1992)

## NOTES TO THE FACILITATOR

Assessment Tools #1 - #4 reflect a variety of different approaches to assessing reading fluency (e.g., levels 1 – 4; accuracy, rate, phrasing with/without retelling; nonfluent – fluent levels; phrasing, smoothness, and pacing).

Review Jigsaw under “Cooperative Group Procedures” in the “Tips for Facilitating a Reading Links Module” before beginning this subsection. It explains how to carry out this activity.

### SUPPORT MATERIALS

Optional Activity:

If Jigsaw is not used identify the fluency assessment tools provided and encourage further study and use of assessments.

Video or audio tape of a student orally reading

### SESSION ACTIVITIES

Jigsaw Viewing and Assessing

1. I identify the 4 assessment tools in this section.
2. Explain that the OSPI tool (#2) has many pieces to it but that in this session, we will be looking at only the “Phrasing” portion on the first page. Participants who wished to use it in their classroom, however, would be using this tool in its entirety.
3. Divide the whole group into 4 smaller groups. Assign each a different assessment tool.
4. Play the video or tape of a student orally reading.
5. Have each group use their assessment tool to mark the student’s reading score.
6. As a whole group, have each tool group share how they assessed this student.
7. Compare the scores, and discuss the pros and cons of these tools.

# ASSESSMENT TOOL #1

## NAEP's Oral Reading Fluency Scale

- 
- Level 4** Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
- Level 3** Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
- Level 2** Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
- Level 1** Reads primarily word-by-word. Occasional two-word or three-word phrases may occur but these are infrequent and/or they do not preserve meaningful syntax.

(U.S. Department of Education, National Center for Education Statistics. (1995) *Listening to Children Read Aloud*, 15. Washington, DC)

**NOTES TO THE FACILITATOR**

Assessment Tool jigsaw (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## ASSESSMENT TOOL #2: OSPI 2<sup>nd</sup> Grade Oral Reading Rubric

	Accuracy	Rate	Phrasing*
1	85% or fewer words read correctly	30 or fewer words per minute	ALL WORD BY WORD -- no phrasing, awkward word groupings, no use of punctuation
2	86-89% words read correctly	31-49 words per minute	MOSTLY WORD BY WORD -- some 2-3 word phrasing, appropriately grouped, occasional use of punctuation
3	90-95% words read correctly	50-89 words per minute	MOSTLY PHRASING --some word-by-word, but mostly meaningful phrases; uses punctuation most of the time
4	96-100% words read correctly	90 or more words per minute	LARGE MEANINGFUL PHRASES -- very few word-by word slowdowns, expressive interpretation guided by punctuation and meaning

\* Adapted from Fountas & Pinnell (1996)

### RETELLING RUBRIC

1	Retelling is unfocused and/or sketchy; misinformation or little information is provided; little or no content is included in the retelling; may include some points from the passage, mostly details, but misses the main idea or problem and significant ideas.
2	Retelling has some information from the passage but misses the main idea or problem; may have a few key events, information, or details, but they are not integrated into the larger story; has little organization or sequence.
3	Retelling includes main idea or problem, most significant events, and some details; retelling is generally organized and sequenced.
4	Retelling includes main idea or problem, all significant events or information, many supporting details; retelling is organized in proper sequence, and is coherent.

**NOTES TO THE FACILITATOR**

Assessment Tool jigsaw (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Accuracy, Rate, and Phrasing (OSPI 2<sup>nd</sup> Grade continued)

**Accuracy** is based on the total number of words read (which varies depending on the passage) and the number of errors.

In order to convert the raw score into a percentage, divide the number of words read correctly by the total number of words in the passage.

$$\frac{\text{correct words}}{\text{total words}} = \text{accuracy}$$

Example:  $\frac{135}{150} = 90\%$

**Rate:** Words per minute is computed based on the amount of time it takes the student to read the entire selection.

$$\frac{\# \text{ words}}{\# \text{ minutes}} = \text{words per minute}$$

Example:  $\frac{165 \text{ words}}{3 \text{ minutes}} = 55 \text{ words per minute}$

$$\frac{153 \text{ words}}{2.5 \text{ minutes}} = 61 \text{ words per minute}$$

**Phrasing:** the ability to read a passage accurately with the awareness of syntax and expression.

**NOTES TO THE FACILITATOR**

Assessment Tool jigsaw (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Combining Scores (OSPI 2<sup>nd</sup> Grade continued)

Use the Oral Reading Rubric for scoring. For each of the three main categories in the matrix (i.e., accuracy, rate, and phrasing), choose the criterion that most closely matches the child's performance, and mark that box. For instance, if the child's accuracy is 85 percent, mark the box with "85% or less" in it; if the child's rate is 35 words per minute, mark the box with "31-39"; and if the child's phrasing most closely matches the description for phrasing for "1", mark the box with "1" in it.

Then add the three scores together. In the above example, the teacher adds  $1 + 2 + 1 = 4$ . A score of **6 or below** indicates a child is "**substantially below grade level.**"

**NOTES TO THE FACILITATOR**

Assessment Tool jigsaw (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Oral Reading Rubric (OSPI 2<sup>nd</sup> Grade continued)

	Accuracy	Rate	Phrasing
1	85% or fewer	30 or fewer	ALL WORD BY WORD
2	86-89%	31-49 words	MOSTLY WORD BY WORD
3	90-95%	50-89 words	MOSTLY PHRASING
4	96-100%	90 or more	LARGE MEANINGFUL PHRASES

**Determine** the child's performance by combining the 3 scores. When using the **retelling category**, follow the same procedure, except add all four scores together to get the total score. When retelling is included, a score of **8 or below** places the student "substantially below grade level."

<b>Total Scores for Accuracy, Rate and Phrasing</b>	
Score of 6 and below	= "Substantially Below Grade Level"
Score of 7 or 8	= "Borderline range"
Score of 9 or above	= "Satisfactory Progress"
<b>Total Scores for Accuracy, Rate, Phrasing and Retelling</b>	
Score of 8 and below	= "Substantially Below Grade Level"
Score of 9 -11	= "Borderline range"
Score of 12 or above	= "Satisfactory Progress"

***Retesting at a later date is required for "Substantially Below" students after appropriate classroom adaptations have been applied.***

**NOTES TO THE FACILITATOR**

Assessment Tool jigsaw (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## **ASSESSMENT TOOL #3**

### **Rubric for Fluency Evaluation**

#### **Nonfluent Reading**

- Word-by-word reading
- Frequent pauses between words (poor phrasing)
- Little recognition of syntax
- Little response to punctuation
- Some awkward word groupings

#### **Beginning Fluency**

- Frequent word-by-word reading
- Some two- and three-word phrasing
- May reread for problem solving or to clarify (strategic reading)
- Shows some awareness of syntax and punctuation

#### **Transitional Fluency**

- Combination of word-by-word reading and fluent phrase reading
- Some expressive phrasing
- Shows attention to punctuation and syntax

#### **Fluent Reading**

- Fluent reading with very few word-by-word interruptions
- Reads mostly in larger meaningful phrases
- Reads with expression
- Attends consistently to punctuation
- Rereads as necessary to clarify or problem solve

(adapted by Reutzel & Cooter, 2000, from Fountas & Pinnell, 1996)

**NOTES TO THE FACILITATOR**

Assessment Tool jigsaw (continued)

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## ASSESSMENT TOOL #4

### Multidimensional Fluency Scale

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

**Directions:** Use the scale in all three areas to rate reader fluency. Circle the number in each category that best corresponds to your observations.

#### Phrasing

- 1 Monotone with little sense of phrase boundaries; frequent word-by-word reading
- 2 Frequent two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation that fails to mark ends of sentences and clauses
- 3 Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation
- 4 Generally well phrased, most in clause and sentence units with adequate attention to expression

#### Smoothness

- 1 Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts
- 2 Several "rough spots" in text where extended pauses, hesitations, and so on, are more frequent and disruptive
- 3 Occasional breaks in smoothness caused by difficulties with specific words and/or text structures
- 4 Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-corrections

#### Pacing

- 1 Slow and laborious
- 2 Moderately slow
- 3 Uneven mixture of fast and slow reading
- 4 Consistently conversational

(Zutell & Rasinski, 1991 as cited in Opitz & Rasinski, 1998)

**NOTES TO THE FACILITATOR**

The CD/video modeling subsection is the time for participants to view a “real teacher” (not a simulated classroom or actor) demonstrating classroom application strategies from this module. Some of the CD/videos are explicit teaching of strategies; some are models of a strategy integrated into many lessons. In either case, preview the entire video. You will need to make decisions on how to use it most effectively for your training. You can:

- Highlight a portion(s) of the CD/video rather than showing it in its entirety
- Use the Pre/Post teaching interviews during this session or save them for another time
- Reserve the CD/video to be shown again at a future time
- Use the CD/Video Modeling Observation Chart for the first viewing and the Checklist in the Helpful Resources for additional viewings.

Subsection 3  
CD/Video Modeling

**NOTES TO THE FACILITATOR**

This section contains two classroom examples which effectively model fluency instruction to view. The Joan Moser lesson was filmed in a third grade classroom. She is working with a small group of students to increase their fluency and comprehension.

The other video presents Gail Boushey, a first grade teacher. In this lesson, her students present a reading performance that they have practiced many times. During the lesson, the students ask their classmates 'checking for understanding' questions as they perform.

**SUPPORT MATERIALS**

CD/video of Joan Moser's 3<sup>rd</sup>  
grade lesson - Comprehension  
I I

CD/Video of Gail Boushey's  
1<sup>st</sup> grade lesson - Fluency I

**SESSION ACTIVITIES**

CD/Video Viewing

Cue up the CD/videos and discuss as determined by the needs of your participants.

## Contexts for CD/Video Viewing

### CD/Video Viewing

**Context #1:** Joan Moser, 3<sup>rd</sup> Grade, Comprehension II  
Sherwood Forest Elementary School  
Federal Way, WA

**Focus:** Explicit modeling of fluency

**Context #2:** Gail Boushey, 1<sup>st</sup> Grade  
Sunrise Elementary School  
Kent, WA

**Focus:** First graders performing their fluency while using reciprocal teaching

**NOTES TO THE FACILITATOR**

This Observation Chart is a recording device to be used by the participants as they watch the videos.

**SUPPORT MATERIALS**

CD/Video of Joan Moser

CD/Video of Gail Boushey

**SESSION ACTIVITIES**

CD/Video Viewing

1. Have the participants read the 4 guiding questions on the Observation Chart?
2. Introduce the CD/video the participants are about to see by describing the lesson(s) you previewed and chose for this session.
3. Explain that the CD/video was filmed in the teacher's real classroom with his/her students present.
4. View the CD/video or sections of you have chosen to be seen.
5. Have the participants record their observations to the guiding questions on the observation chart as they view the CD/video.
6. Discuss each question and the observations at the end of the viewing.

## CD/Video Modeling Observation Chart

<p>What activities for teaching fluency did the teacher use?</p>	<p>What classroom management strategies did the teacher use to support instruction?</p>
<p>How did the teacher assess, engage, or reinforce student success?</p>	<p>What else did you observe? (e.g. other literacy enrichment, physical environment, and/or accommodations)</p>

**NOTES TO THE FACILITATOR**

Action Planning is designed to give participants time to apply what they have learned to their classrooms. See “Key Learning Goals” #5 in Overview that states “The participants will create an action plan to apply key learning from this module.” Encourage them to plan small and start soon.

Subsection 4  
Action Planning

**NOTES TO THE FACILITATOR****SUPPORT MATERIALS****SESSION ACTIVITIES**

## Action Planning

1. Encourage the participants to follow the 3-step process to begin teaching fluency in their classrooms tomorrow.
2. Read the 3 steps – Review, Revise, and Plan.
3. Give time for each participant to follow the plan.
4. Ask for questions.

## Action Planning: How Can I Put My New Learnings into Practice?

1. **Review:** Look over the notes you made during the Think-Link-Pair-Share activities completed at the beginning of this session.
2. **Revise:** What additions or revisions can you make to your notes?
3. **Plan:** What are your next steps to incorporate fluency purposefully into your lesson plans tomorrow?

How will those plans meet the instructional needs of your students?

Using the form on the next page, **construct an action plan** that will help you address the instructional needs of your students.

**NOTES TO THE FACILITATOR**

As the participants are planning, roam around the room, providing assistance where needed. For example, give guidance to those who are having difficulty and provide feedback to those who finish quickly.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Action Planning Recording Page

1. Instruct the participants to record their plans on this page.
2. Share plans in small or whole group(s).

## Constructing an Action Plan to Meet the Instructional Needs of Students

What plans can I try tomorrow?	How will the plans address the instructional needs of my students?

# SUMMARY NOTES

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# FLUENCY

## SECTION 5: SUMMARY

**NOTES TO THE FACILITATOR**

This is the time for participants to summarize what they have learned from these training sessions.

The participants will not do an exercise called a Synectics Search or a Simile. This process involves constructing, comparing, and/or associating a mental image or picture of teaching fluency with other words, pictures, or experiences in their background knowledge.

**SUPPORT MATERIALS****SESSION ACTIVITIES**

## Synectics Search

1. Have the participants think about what teaching fluency is like.
2. Have them think about why it is like that.
3. The participants write their idea in the blanks provided on the opposite page.
4. Share their ideas as a whole group.

## SECTION 5: SUMMARY

### Synecotics Search (Simile)

Summarize and document your key learnings about fluency by completing the following statement:

Teaching fluency is like \_\_\_\_\_

because \_\_\_\_\_.

This synectics process involves constructing, comparing, and/or associating a mental image or picture of teaching fluency with other words, pictures, or experiences in your background knowledge.

**NOTES TO THE FACILITATOR**

After the summarizing activity, conclude your training session. Acknowledge the commitment that the participants have made to their students, classrooms, and themselves by taking the time beyond their already busy jobs to learn more. Celebrate with them that their learning is also important and that by putting aside the time to grow as educators, they are creating a healthy balance in their lives as they learn strategies that will benefit their students.

Finally, have the participants fill out an evaluation of the training before they leave. In the "Tips to Facilitating", there are suggested forms.







# FLUENCY

## SECTION 6: HELPFUL RESOURCES

## NOTES TO THE FACILITATOR

**Section 6: Helpful Resources** section is similar to an appendix. It consists of 2 sections – Checklist for Evaluating Instructional Materials and CD/Video Modeling Checklist. The Checklist for Evaluating Instructional Materials is a guide to assessing the content and uses of instructional aides. The CD/Video Modeling Checklist is a guide to watching the videos for effective teaching behaviors. The Material and CD/Video Modeling Checklists are designed to be used at a later date. If a staff member wanted to reconvene, for example, and peruse its curriculum, it could use the Materials Checklist as a guide to the strengths and weaknesses of the classroom materials. In addition, as suggested in the Video Modeling subsection, a staff member may want to view the videos for this module over two or three separate occasions. The CD/Video Modeling Checklist offers additional observational categories and content.

This would be a good time to share *Goodbye Round Robin Reading* by Optiz and Rasinski, which has a variety of suggested texts to use for guided repeated reading activities.

### **Section 7: References**

This section lists the resources cited within the manual. It can be used for additional searches or pursuing deeper research information.

### **Section 8: Glossary**

The glossary included in this model speaks to the particular module that you are training.

### **Section 9: PowerPoint and Overheads**

This section exists only in the Facilitator's Manual of any module. It will help you organize overhead transparencies and/or PowerPoint slides for this training session.

### **Section 10: Tips to Facilitating**

Like section 9, this section exists only in the Facilitator's Manual. It is a module in and of itself that contains the general guidelines for facilitating a Reading Links training session.

## SECTION 6: HELPFUL RESOURCES

- Suggested Texts to Use with Strategy Applications
- Checklist for CD/Video Modeling
- Checklist for Evaluating Instructional Materials

## NOTES TO THE FACILITATOR

Suggested Texts notes

## Suggested Texts to Use with Strategy Applications

### Choral Reading

Verna Aardema, *Bringing the Rain to Kapiti Plain* (grades 2 – 3)

Betty Birney, *Pie's in the Oven* (grades 1 – 2)

Margaret Dunphy, *Here Is the Wetland* (grades 2- 3)

Paul Fleischman, *Joyful Noise* (grades 4 – 5)

Emily Rodda, *Yay!* (Grades 1 – 3)

Maurice Sendak, *Chicken Soup with Rice* (grades 1 –2)

Judith Viorst, *If I Were in Charge of the World and Other Worries* (grades 1 – 3)

### Fluency Development Lesson

Hames Barry, Christine McClymont, and Glen Huser, *Mystery Mazes* (grades 4 - 7)

Margaret Wise Brown, *The Important Book* (grades 1 – 3)

Ann Cameron, *The Stories Julian Tells* (grades 2 – 4)

Margaret Dunphy, *Here Is the Wetland* (grades 3 – 4)

Irene Watts, *Just a Minute* (grades 5 – 8)

## NOTES TO THE FACILITATOR

Suggested texts notes cont.

### Look for the Signals

David Adler, *Chanukah in Chelm* (grades 2 – 3)

Kathi Appelt, *Watermelon Day* (grades 1 – 3)

Judith Bentley, *“Dear Friend”: Thomas Garrett and William Still*  
(grades 4 – 5)

Lady Borton, *Junk Pile!* (Grades 2 – 4)

J. Patrick Lewis, *The La-Di-Da Hare* (grades 2 – 3)

Collin McNaughton, *Oops!* (Grades 1 – 2)

Angela Medearis, *The Ghost of Sifty Sifty Sam* (grades 2 – 4)

### Poems of Two Voices

Paul Fleischman, *I Am Phoenix*

Paul Fleischman, *Joyful Noise*

### Radio Reading

Beverly Cleary, *Ramona Quimby, Age 8* (grades 2 – 5)

Arnold Lobel, *Days with Frog and Toad* (grades 1 – 2)

Ann Martin, *The Baby Sitters Club Chain Letter* (grades 2 – 5)

Cynthia Rylant, *Henry and Mudge Take the Big Test* (grades 1 – 3)

## NOTES TO THE FACILITATOR

Suggested text notes cont.

## Read Around

Rosalinda Barrera, Verlinda Thompson, and Mark Dressman,  
*Kaleidoscope: A Multicultural Booklist for Grades K – 8*

Children's Choices, *More Kids' Favorite Books* (K – 6)

Beverly Kobrin, *Eyeopeners II: Children's Books to Answer  
Children's Questions about the World around Them* (K – 12)

Michael Opitz, *Getting the Most from Predictable Books* (K – 3)

## Readers Theater

Suzanne Barchers, *Readers Theater for Beginning Readers*

Win Braun and Carl Braun, *A Readers Theater Treasury of  
Stories*

Neill Dixon, Anne Davies, and Colleen Politano, *Learning with  
Readers Theater*

Anthony Fredericks, *Frantic Frogs and Other Frankly Fractured  
Folktales for Readers Theater*

(Opitz & Rasinski, 1998)

**NOTES TO THE FACILITATOR**

CD/VI DEO Modeling Checklist

## CD/VIDEO MODELING CHECKLIST

<b>EFFECTIVE TEACHING CHARACTERISTICS</b>	<b>If observed, make notes as to how the teacher handled this characteristic</b>
<b>LEARNING ENVIRONMENT</b>	
1. Communicates a warm interest in and respect for the students.	
2. Provides a literacy-rich learning environment.	
<b>MANAGEMENT</b>	
1. States objectives, expectations, and routines.	
2. Takes actions to keep all students engaged.	
<b>INSTRUCTION</b>	
1. Uses a variety of teaching/learning methods.	
2. Paces instruction to keep the class involved.	
3. Uses a variety of grouping strategies to increase student engagement and interaction.	
4. Models the designed behaviors and provides think-alouds.	
5. Asks open-ended questions and provides adequate wait time for thinking.	

**NOTES TO THE FACILITATOR**

CD/VI DEO Modeling checklist cont.

**CD/VIDEO MODELING CHECKLIST (continued)**

<b>INSTRUCTION (cont)</b>	
6. Ensures extensive reading/writing time for students on a daily basis (e.g. instructional as well as independent)	
<b>STRATEGIC TEACHING</b>	
1. Explicitly explains how strategies can help reader/writers.	
2. Makes connections between new strategies/information and what students already know.	
3. Provides opportunities for guided practice in strategy application.	
<b>ASSESSMENT</b>	
1. Uses a variety of ongoing assessment techniques to improve instruction (observations, checklists, anecdotal records, informal inventories, etc.)	
2. Evaluates the lesson and diagnoses what was learned and what needs to be covered?	

## NOTES TO THE FACILITATOR

Checklist for evaluating instructional materials

## Checklist for Evaluating Instructional Materials

Use the checklist below to guide your decision-making processes when considering which instructional aids will best meet the needs of students.

### CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

TOPIC ADDRESSED	YES	NO	COMMENTS
<b>Content</b>			
1. Is the instructional material aligned with state/school standards?			
2. Is the information and approach research-based?			
3. Is the focus aligned with the scope and sequence of your school/district's reading program?			
4. Are the materials and strategies appropriate for your students' needs?			
<b>Instruction</b>			
1. Will the materials cover the range your students need?			

## NOTES TO THE FACILITATOR

Checklist for evaluating instructional materials cont.

**CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS**  
**(continued)**

<b>TOPIC ADDRESSED</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>Instruction (cont)</b>			
2. Are the materials student and teacher - friendly and clearly presented?			
3. Does the instructional design provide for a balanced approach to reading?			
4. Is there a coherent instructional progression of skills and strategies?			
5. Do the lessons include a variety of engaging student activities?			
6. Are there teaching options offered to accommodate for a variety of teaching and learning styles?			
7. Are opportunities provided for skills development and strategies?			
<b>Support</b>			
1. Are supplemental materials provided?			
2. Is teacher support available?			
3. Is teacher in-service offered?			

## NOTES TO THE FACILITATOR

Checklist for evaluating instructional materials cont.

**CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS**  
 (continued)

<b>TOPIC ADDRESSED</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>Support (cont)</b>			
4. Are there opportunities for ongoing professional development?			
<b>Assessment</b>			
1. Is there an appropriate assessment component that is aligned with the standards/objectives?			
2. Does the assessment program include a variety of formal and informal evaluation activities?			
3. Are the performance skills and strategies identified in the lessons?			





# FLUENCY

## SECTION 7: REFERENCES

## NOTES TO THE FACILITATOR

### Section 7: References

## SECTION 7: REFERENCES

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## NOTES TO THE FACILITATOR

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# GLOSSARY NOTES

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# FLUENCY

## SECTION 8: GLOSSARY

## NOTES TO THE FACILITATOR

Section 8: Glossary

## SECTION 8: GLOSSARY

- Fluency Terms

**NOTES TO THE FACILITATOR**

Fluency Terms notes

## FLUENCY TERMS

Term	Definition
Accuracy	The percentage of words read without a deviation or miscue from the text; determined by counting the number of errors/miscues, subtracting that number from the total number of words in the text passage, and then dividing the number of words read correctly by the number of words in the text
Automaticity	The ability to identify or spell words rapidly so that the literacy user's resources can be directed to comprehending and composing; quality of fluency; implies automatic level or response with various tasks, such as the speed of retrieving the sound of a specific letter; fluent processing of information that requires little effort or attention
Buddy reading	Same as partner reading
Choral reading	Unison reading
Chunking	Grouping or phrasing thought units instead of focusing on single word-by-word reading
Decodable text	Text that follows typical phonics rules
Expression	A meaningful manner of reading/speaking
Frustration level text	Text that is difficult or "too hard" for the reader; less than 90% success or more than 1 in 10 words miscued (Assessment should be based on accuracy and comprehension.)
Independent level text	Text that is relatively easy or "just right" for the reader; a minimum of 95% success or no more than approximately 1 in 20 words miscued (Assessment should be based on accuracy and comprehension.)
Inflection	Any change in tone or pitch of the voice (e.g., we signal a question with rising inflection.)

**NOTES TO THE FACILITATOR**

Fluency Terms notes cont.

FLUENCY  
 READING LINKS PARTICIPANT'S MANUAL

Instructional level text	Text that is challenging but manageable for the reader; a minimum of 90% success or no more than approximately 1 in 10 words too difficult (Assessment should be based on accuracy and comprehension.)
Intonation	The system of significant levels and variations in pitch sequences within speech
Juncture	The transition from one speech sound to the next, either within a word or making the boundary between words
Mentor reading	A more fluent reader reads aloud to or supports a less fluent reader by providing scaffolding
Paired reading	A fluent reader and a less fluent reader sit side by side and simultaneously read one text aloud
Partner reading	Paired students take turns reading aloud to each other, often with a more fluent partner who provides a model of fluent reading, helps with word recognition, and provides feedback
Phrase boundaries	The place where a natural oral reading break should occur in text
Predictable or patterned text	Rhythmic, repetitive language structures in children's literature and nursery rhymes
Prosody	The ability to read a text orally using appropriate pitch, stress, and juncture; to project the natural intonation and phrasing of speech upon the written text
Radio reading	Students "act out" or read texts as though it were a news story on the radio
Rate	The pace at which a reader reads a passage; the speed at which oral or silent reading takes place; the number of words in a passage multiplied by 60 and then divided by the number of seconds it takes a specific reader to read a specific passage
Read around	Students read aloud to convey character's feelings and experiences, share favorite scenes, make connections, and prompt discussion
Readers Theater	The rehearsing and performing before an audience of a dialogue-rich script derived from a book

**NOTES TO THE FACILITATOR**

Fluency Terms notes cont.

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Return sweep	The diagonal eye-movement from the end of one line of text to the start of the next
Shared reading	The teacher, tutor, or parent introduces the student or small group of students to a text and reads it to them. Then the students read the text with the teacher, tutor or parent. This is followed by the students reading the text to the teacher. Over the course of several days the students and teacher return to and reread the text, examine words and other features of the text, and engage in other extension activities based on the text.
Stress	A major marker in meaning; the emphasis from increased force of breath that makes a syllable, word, or group of words stand out
Tape-assisted reading	Students read along in their books as they hear a fluent reader read the book on an audiotape; reading aloud simultaneously or as an echo with an audio-taped model
Target rate	Rate or range of rates set as a goal or target for individual students
Timed reading	A process by which individual students read orally for a designated amount of time, often in one-minute increments
Typographical signals	Punctuation marks, large and bold print, underlining, and italics or any combination of these which help readers better understand an author's message
Word-by-word reading	Word calling; a halting, labored type of oral reading with a very slow rate of word identification, poor phrasing and comprehension
WPM	Words per minute; rate of reading or speaking in terms of the average number of words covered in one minute

# POWERPOINT/OVERHEADS NOTES

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# FLUENCY

## SECTION 9: POWERPOINT/OVERHEADS



# Fluency

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FLUENCY  
READING LINKS PARTICIPANT'S MANUAL

FLUENCY OH#1

# READING LINKS AGENDA

<b>10 minutes</b>	<b>Introduction and Expectations</b>
	<b>Overview</b>
<b>10- 15 minutes</b>	Reading Links Project ROPES Guiding Structure Participant Manual Layout
<b>25 - 30 minutes</b>	<b>Section 1: Review Participant Background Knowledge and Understanding</b>
	<b>Section 2: Overview</b>
<b>15 minutes</b>	Key Learning Goals Building Blocks
	<b>Section 3 Presentation</b>
<b>15 minutes</b>	Research-based Information and Content
<b>10 minutes</b>	<b>Break</b>
	<b>Section 4: Engagement and Practice</b>
<b>75 - 85 minutes</b>	Classroom Strategies and Applications Assessment Video Modeling Action Planning
<b>10- 15 minutes</b>	<b>Section 5: Summarizing Key Learnings</b>
<b>10- 15 minutes</b>	<b>Evaluation and Feedback</b>

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AGENDA OH #2

# ROPES: A GUIDING STRUCTURE

R	<b><u>Review</u></b> - entry learning design to activate and assess prior knowledge and focus the session
O	<b><u>Overview</u></b> - explicit statement of the goals and objectives of the session
P	<b><u>Presentation</u></b> - and discussion of research-based concepts are needed to build background knowledge.
E	<b><u>Engagement</u></b> - and practice - modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	<b><u>Summary</u></b> - summarizing key learnings

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ROPES OH #3



FLUENCY  
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WHAT DO I ALREADY KNOW ABOUT FLUENCY OH#4

# What is Fluency?

## Fluency is:

- Reading with speed, accuracy and proper expression
- Without conscious attention
- While simultaneously constructing meaning

## Children who are fluent readers can:

- Recognize words automatically
- Group words quickly to help them gain meaning from what they read, and
- Read aloud effortlessly and with expression



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WHAT IS FLUENCY OH #5

# Why Has Fluency Been Neglected, Underemphasized, and Ignored?

Fluency has been labeled the *most*

- Neglected reading skill
- Under-emphasized aspect of reading instruction

**Because** both researchers and practitioners assumed that fluency was the immediate result of word recognition proficiency.

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WHY HAS FLUENCY BEEN NEGLECTED OH #6

# Why Is It Important for Students to Be Fluent Readers?

**The NAEP assessment results for fourth graders** indicated a high correlation between accuracy, rate, fluency, and scores on comprehension. Low scores in fluency may mean difficulty in comprehension.

**The National Reading Panel (2000) concluded that** there is a close relationship between fluency and comprehension.



WHY IS IT IMPORTANT FOR STUDENTS TO BE FLUENT READERS OH #7

# Key Learning Goals



## Participants will:

- Understand the connection between fluency and reading development – especially as it relates to comprehension.
- Learn the differences between fluency and automaticity.
- Learn, model, and teach research-based strategies for fluency instruction in the classroom.
- Learn which phonemic awareness skills have the greatest transfer to reading.
- Learn to assess students' level of fluency, practice instructional strategies, and explore appropriate interventions.
- Create an action plan to apply key learnings from this module to their classroom practice.

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KEY LEARNING GOALS OH #8

# Building Blocks for Teaching Children to Read

Comprehension  
of Written  
Text

Fluency  
Practice

Reading &  
Writing  
Connections

Vocabulary  
Development

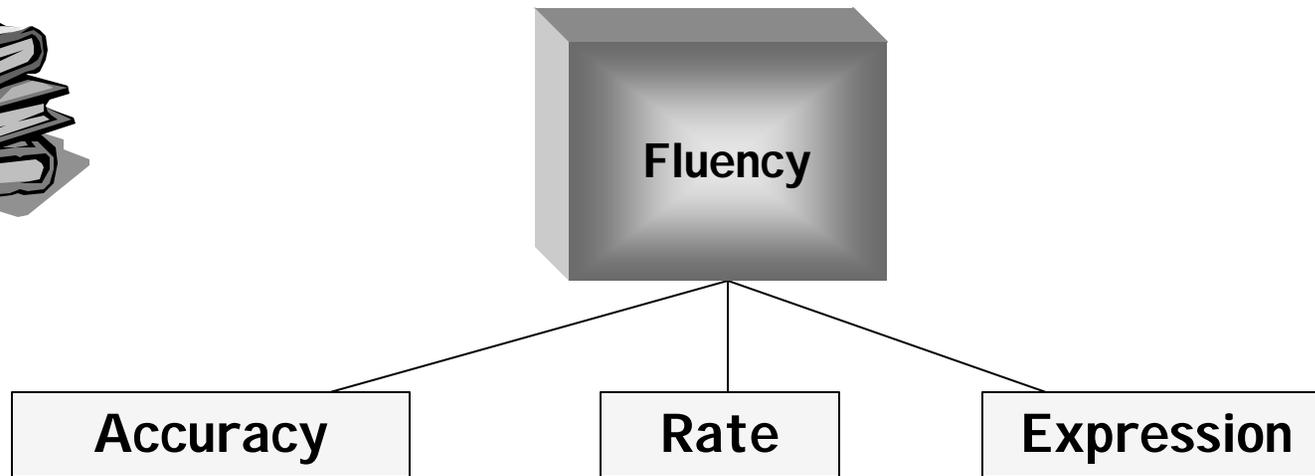
Oral  
Language  
Development

Phonemic  
Awareness

Phonics  
Instruction

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BUILDING BLOCKS OH #9



## MULTI-TASKING

Fast Processing

- Language systems
- Punctuation
- Voice qualities

Automaticity

Pacing

Phrasing or chunking

Confirming by continuous cross-checking for meaning



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FLUENCY OH #10

# What Does Oral Reading Fluency Look and Sound Like?

Oral reading fluency is characterized by

- Smooth, expressive production
- Appropriate phrasing or chunking
- Rapid use of punctuation
- Determination of where to place emphasis or where to pause to make sense of text

(McGee & Richgels, 2000; NRP, 2000)

WHAT DOES ORAL READING FLUENCY LOOK AND SOUND LIKE? OH #11

# Why is Fluency Important?

Fluency is important because it **provides a bridge between word recognition and comprehension.**

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While Fluency doesn't ensure comprehension, **comprehension is difficult without fluency.** To comprehend texts, students must be able to:

- To decode fast enough and automatically enough
  - To keep the content in short term memory so that meaning can be constructed
- 

If a reader is stopping constantly to decode and figure out unknown words, the likelihood is that:

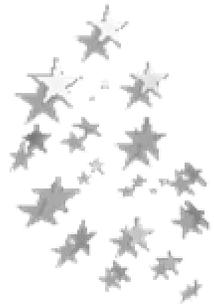
- **meaning will be disrupted or**
- **the process will become long and laborious**

(Armbruster, Lehr, & Osborn, 2001; Burns, & Doll, 1999; Pinnell & Fountas, 1998; Routman, 2000)

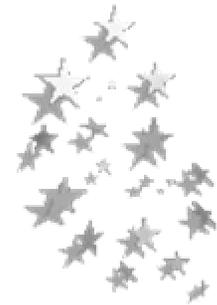
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WHY IS FLUENCY IMPORTANT? OH #12

# What Are the National Reading Panel's Findings about Fluency Instruction?



Fluency instruction is most effective when it **includes guided repeated oral reading.**



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WHAT ARE THE NATIONAL READING PANELS FINDINGS ABOUT FLUENCY  
INSTRUCTION #13

# What Did the National Reading Panel Report Say About Guided Repeated Oral Reading?

The NRP concluded that guided repeated oral reading:

- Is more effective than silent reading
- Has a significant positive impact on word recognition/accuracy, reading fluency, and comprehension (with feedback)
- Clearly impacts the reading ability of non-impaired readers through at least grade 4, as well as students with various reading problems throughout high school
- Works well under a wide variety of conditions and with minimal special training
- Is effective (when used with guidance and feedback) in improving a variety of reading skills for good readers, as well as those who are experiencing difficulties
- Is equally effective with feedback from teachers, parents and/or peers; however, children who are struggling the most might benefit from more skilled guidance



WHAT DID THE NATIONAL READING PANEL REPORT SAY ABOUT GUIDED  
REPEATED ORAL READING? OH#14

# Why Isn't Round Robin Reading an Effective Fluency Strategy?



## Round Robin Reading:

- Provides limited engagement
- Gives an inaccurate view of reading
- Promotes faulty reading habits
- Invites inattention and disruption
- Gets in the way of effective strategies
- Consumes valuable classroom time that could be spent in more meaningful ways
- Causes anxiety and embarrassment
- Hampers listening comprehension

(Opitz & Rasinski, 1998)

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WHY ISN'T ROUND ROBIN READING AN EFFECTIVE FLUENCY STRATEGY?  
OH#15

# But Why Is Oral Reading Important?

## Oral reading is important because it:

- whets students' appetites for reading
- encourages students to share and perform
- demonstrates how speaking, reading and writing connect with one another and impact our lives
- develops listening comprehension and vocabulary
- assists students in developing a range of reading skills (e.g., fluency, expression and correct phrasing)
- promotes language learning
- builds confidence
- provides children with the additional reading time necessary for ongoing reading development



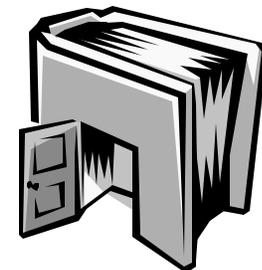
(Opitz & Rasinski, 1998)

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BUT WHY IS ORAL READING IMPORTANT OH #16

# What Does Effective Fluency Instruction Include?

- Ongoing assessment
- Modeling and explicit instruction
- Focus on automaticity and comprehension as goals
  - Guided repeated reading experiences
  - Word study
- Meaningful texts connected to the students' instructional needs and interests
  - Encouraging students to read more (using approaches such as SSR, DEAR, Accelerated Reader) might be beneficial; however, existing research has not yet demonstrated this in a clear and convincing manner.
  - Although independent, recreation, sustained, silent reading and programs such as AR are not empirically supported to increase fluency, they may have instructional value in other areas.



WHAT DOES EFFECTIVE FLUENCY INSTRUCTION INCLUDE? OH #17

# What Are the Challenges for Teachers?

## Teachers need to:

- Understand, choose, model, and use varied teaching and learning strategies that show fluent reading is more than fast reading
- Design lessons requiring active participation
- Motivate students with energy, support, and positive reinforcement
- Match reading materials to students' instructional needs and interests
- Provide multiple opportunities for authentic repeated reading experiences
- Use classroom management strategies (e.g., small groups, partner reading) that increase each student's time on task.



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WHAT ARE THE CHALLENGES FOR THE TEACHERS? OH #18

## **Section 4: ENGAGEMENT & PRACTICE**

Subsection 1: Classroom Strategies and Applications

Subsection 2: Assessment

Subsection 3: CD/Video Modeling

Subsection 4: Action Planning



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READING LINKS PARTICIPANT'S MANUAL

SECTION 4: ENGAGEMENT AND PRACTICE OH #19



# FLUENCY

## SECTION 10: TIPS TO FACILITATING THE READING LINKS MODULES

## Tips to Facilitating the Reading Links Modules

This information may also be accessed as a separate LINKS facilitator's manual.

## Introduction

The LINKS training modules are designed to help teachers understand how reading research can be put into practice in today's classrooms. Recognizing that teachers are the true change agents in education, these modules are intended for current classroom teachers and/or students pursuing teaching credentials.

This LINKS facilitator's module includes: a list of equipment and materials needed for the training session, room arrangement suggestions, and cooperative group procedures with a chart for cross-referencing to other LINKS modules. It is important to study and understand this section before beginning the training.

## ROPES Lesson Design

The LINKS training modules use the ROPES model as a framework for instruction. The ROPES framework provides a lesson design known to promote the acquisition and retention of new learnings. The following lesson design will help guide you as well as your participants.

The following is a diagram of your training plan.

R	Review - or affective entry learning designed to activate prior knowledge and to focus the session.
O	Overview - explicit articulation of the goals and objectives of the training
P	Presentation - concepts and information that are needed to achieve the lesson objective are provided
E	Exercise or Practice - activities that demonstrate the understanding of the content are practiced
S	Summary - action planning into specific plans for classroom use

Dr. Robert Carkhuff designed the ROPES model.

## Equipment and Materials

The following equipment and materials should be gathered and in place prior to beginning the training:

### Equipment (make sure these are in working order before you begin)

- Overhead projector
- Laptop computer (or other computer) with compact disc player and means to project for large group viewing
- Overhead screen
- Extension cords (if needed)
- Timer (an overhead timer is desirable)
- Tape recorder (for Fluency Module)

### Materials

- Overhead transparencies (These are supplied in blackline form and you will need to make them into transparencies.)
- Training manuals (one for each participant and a few extras)
- Name tags
- Fine point pens for name tags
- Chart paper
- Chart pens
- Overhead pens
- Masking tape or other sticky medium for hanging chart paper on walls
- 3"x 5" lined cards or cut paper for making notes and submitting questions to trainer

### Optional (but appreciated)

- Coffee, water, snacks
- Signs in the building directing participants to the training room
- Attendance sign-in sheet (required by some districts)
- Copies of training compact discs (one for each participant)
- Large version of agenda with breaks noted

## Workshop Expectations

Trainers need to establish some simple group expectations at the beginning of the workshop. This should be done quickly and in an upbeat manner.

"We want your training to be meaningful and worthwhile. To ensure the success of this workshop for all participants, we'd like you to commit to the following."

Sample list of expectations:

- Everyone will participate; group tasks are followed and carried out
- Stay on task with the group; please refrain from correcting student work, doing needlework, or talking while others are talking
- If you need to communicate with your neighbor, pass notes instead of visiting
- Be respectful to each participant
- Keep on the main area of focus - don't take the group off track
- Disagree agreeably
- Turn off cell phones and pages or switch to text messaging

### Number of Participants

Although you may have no choice in this matter, 16-35 is the recommended number of participants for maximum efficacy.

### Time Allotments

The agenda for each LINKS module will include approximate times. "Housekeeping" items such as passing out materials, filling out registration and clock hour forms, and brief breaks may increase your time frame.

The size of your group may influence the length of time you need to complete each module. Larger groups may require more time for group processes.

### Room Arrangement

Many room arrangements are workable. The room arrangement should allow all participants to view the overhead and computer projection as well as process the new learnings in cooperative groupings.

When planning your classroom arrangement, make sure no participants have their backs to you or your visuals. Walk around the room to see what the participants will be able to see from various seats.

The best arrangements also allow for participants to interact easily with one another. Leave space for the trainer to circulate around the room and interact with each participant. This is especially important when the trainer monitors participants for understanding.

Groupings of 4-6 work best.

### Cooperative Group Procedures

Brain research states new learning is remembered if it is broken into small, meaningful units and actively processed in some manner.

Cooperative learning group procedures help participants take new learnings and process them.

“ When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially” (Slavin, 1982).

When group procedures are used, be sure to give clear, specific directions and the reason why the procedure is being used.

The following cooperative learning procedures will also be embedded in your facilitator’s script.

## LINKS Project Cooperative Learning Ideas

### LINKS Modules

Cooperative Learning Ideas	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Jigsaw	X	X		X	
Literature Circles					X
Partner or Paired Reading			X		X
Partner Review	X	X		X	
Reciprocal Teaching					X
Think/Ink/Pair/Share <ul style="list-style-type: none"> <li>• Filling the Head</li> <li>• Participant Engagement</li> <li>• Synectics Search</li> <li>• Word Sort (Categorization) <ul style="list-style-type: none"> <li>-- Comparative Thinking</li> </ul> </li> </ul>	X	X	X	X	X
Modeling and group/partner practice are <b>essential</b> in all modules.	X	X	X	X	X

### Jigsaw (modified for LINKS modules)

This procedure is used when there is a lot of material to cover and not much time. The participants each take one piece of the material, learn it, and then share the learning with the others in the group.

1. Each participant is given a specific task, reading selection, teaching strategy, or new learning to practice.
2. Each participant practices until he or she is able to teach the concept to the group.
3. The participants then teach each other the new learnings. Everyone in the group should know all the learnings at the end of the jigsaw.

### Literature Circles

This comprehension strategy is used to promote interest in reading and book discussion.

Participants read the same story or book. Group roles and responsibilities are assigned. Discussion rules are also outlined. Discussion is centered on the text and each participant's interpretation of the text. Leadership of the group may vary.

### Partner or Paired Reading

This fluency and comprehension strategy is used with two students or one student and one adult.

Partners sit next to each other. The first student reads orally as the other partner reads along silently giving support if a word is miscued. The first student stops at a predetermined spot, usually after a paragraph or two has been read, and retells/discussed the text.

A variation of this strategy is to have both partners read together. As soon as the first student is comfortable, a signal (such as a tap on the table) is given and the second partner drops out. The second partner gives support if the first student miscues on a word. Then the students read in tandem again until the first student gives the signal again for the second student to follow along silently.

### 3-Minute Partner Review

This is an ideal way to process new information with a partner.

1. Partners take turns sharing what they have learned so far by reviewing their notes.
2. The first partner starts by orally reviewing for 1½ minutes (use your timer here).
3. The second partner orally reviews for 45 seconds and cannot repeat anything the first partner said.
4. The first partner orally reviews for 30 seconds adding only new information.
5. The second partner finishes by orally reviewing for 15 seconds. Again, only adding new information and not repeating anything previously stated.
6. At the end have the pair write down any questions they still have on a 3"x 5" card. Cards are submitted to the facilitator.

### Reciprocal Teaching

This comprehension strategy is used for small groups or whole class discussions.

The facilitator takes turns with the participants being "teacher." Reading text is divided into sections, usually paragraphs. The "teacher" asks the group to respond to the text section. Participants are asked main idea questions, to summarize what has just been read, to make predictions, and to clarify any unclear sections of the text. The "teacher" and other participants give feedback. After each section of text has been discussed, another "teacher" is chosen to lead the discussion.

### Think - Ink - Pair - Share

Participants have a chance to think of their own answers, reflect with a partner, and then share with the group.

1. The trainer poses a question or topic to the group.
2. Each participant (working individually) takes a specified amount of time (usually 1-3 minutes) to "think" and write a response.
3. After the time has elapsed, participants "pair" with another person at the table and discuss the question or topic and their responses.
4. Pairs then "share" with the rest of the participants at their table.

## Variations of Think - Ink - Pair - Share

### Filling the Head

In this variation, two participants work together to think, share with another pair, then share with the group. This strategy involves a concept mapping strategy called the Frayer Model of Concept Attainment (Frayer, Frederick, & Klausmeier, 1969). Participants form pairs and complete a concept map together. After each pair has completed their concept map, they share their work with another pair. Individuals or pairs then share with the whole group.

### Participant Engagement

Participants are asked to extend the learning by completing a "think sheet" and then sharing responses with a partner, and/or with the small table group, and/or the whole group.

### Synectics Search (Simile)

For this activity, participants use a synectics process to summarize key learnings. This synectics process involves constructing, comparing, and/or associating a mental image or picture of a concept with other words, pictures, or experiences in their background knowledge. Participants complete a simile on their own and share with a partner or with the whole group.

Example:

\_\_\_\_\_ is like \_\_\_\_\_ because \_\_\_\_\_

### Word Sort (Categorization)

Participants are asked to look over a list of words critical to an area of study. Words are then sorted into categories. Participants are asked to share their lists with a partner. This activity can also be extended to sharing with the small table group and/or the whole group.

### Comparative Thinking

This activity is similar to “Word Sort.” It is used as a summarization of new learnings. With a partner, participants reflect on their new learnings and sort critical words into categories. Comparisons are made as to what was already known before the module and what was learned. Participants share with the small table group and/or the whole group.

### Dealing with Change

Sometimes when new information is presented to veteran teachers, misperceptions may develop (e.g., some people may think that if the new information is different from their past practices in teaching, they’ve been doing things “wrong”). Teachers deserve respect and support for what they have already contributed to education and what they will become as educators.

During a workshop, “treat the past with respect. Frame whatever is passing as useful to what you are moving toward. Remember that people may identify with past practices in a positive way. Never demean the old way of doing things” (Garmston, 1997).

Keeping this in mind, though, part of your job as a facilitator is to establish a *need* to make pedagogical changes among participants by providing specific, research-based information to effect and support that change.

### Formula for Helping Teachers Change

Training can be a tool for helping change instructional practice.

This formula for change has been built into the structure of this module.

$$D \times V \times F \times S > RC$$

D = DISSATISFACTION - Help teachers discover dissatisfaction with where they are today

V = VISION - Give teachers a good picture or vision of what researched- based Reading strategies look like

F = FIRST STEPS -Help teachers discover specific reading instructional strategies that will help move toward the vision

S = SUPPORT - Provide follow-on support and systems to help manage the journey in their classrooms

RC = RESISTANCE TO CHANGE - As a trainer you must work on building this side of the equation (D x V x F x S) in order for teachers to break through their inertia, fear of change, barriers etc. that would impede their progress toward the vision

### Less is More

The LINKS training should be “teacher friendly” and include the salient points of reading acquisition. Too much information in one session can be overwhelming.

DeFour and Eaker (1998) emphasize in *Professional Learning Communities at Work*, “While there is no single way to eliminate nonessential content, it is difficult to overstate the significance of the task” (p. 166).

As facilitators, we know the vastness of the knowledge base in reading. The LINKS modules emphasize only the most essential elements.

## Modeling

Many of the good teaching practices you incorporate into your training of teachers may be generalized for use by teachers with their own students.

Remember to model all new practices. "I do it, we do it, you do it" (Anita Archer) is a simple way to explain this idea. Always model for the students using exemplary practice and procedures. Continue by practicing together – teacher and students – before expecting students to perform independently. In the training sessions, the teachers are your students.

Theory, suggest Joyce and Showers (1980), provides increased conceptual control and rationale; however, it is with the addition of modeling and practice that mastery is acquired. Feedback and reflection regarding the new learning change behaviors over the long term.