

*Effective*  
**Fluency Instruction**  
*and*  
**Progress Monitoring**

---



[www.texasreading.org](http://www.texasreading.org)

**©2004, 2002 University of Texas System/Texas Education Agency**

These materials are copyrighted © by and are the property of the Texas Education Agency and the University of Texas System and may not be reproduced or distributed without their written permission. To obtain a license to reprint large quantities, contact [info@texasreading.org](mailto:info@texasreading.org).

This publication is based on the work *Reading Fluency: Principles for Instruction and Progress Monitoring*, ©2000 Texas Center for Reading and Language Arts and the Texas Education Agency.

## **ACKNOWLEDGEMENTS**

This professional development guide, *Effective Fluency Instruction and Progress Monitoring*, is a revision of the ©2000 *Reading Fluency: Principles for Instruction and Progress Monitoring*. The original guide was designed with the support and talent of many individuals whose names do not appear here.

This revision includes information from several professional development efforts, including the *Texas Teacher Reading Academies* for Kindergarten, First, and Second Grade; *Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program (Expanded Edition)*; and *Effective Instruction of the Struggling Reader: Research-based Practices, Part I*. Individuals who contributed to the development of these products include nationally recognized reading experts and researchers, those who work for The University of Texas Center for Reading and Language Arts, the Texas Education Agency, Education Service Centers, and school districts throughout Texas.

**The University of Texas Center for Reading and Language Arts**  
College of Education, The University of Texas at Austin

Manuel J. Justiz, *Dean*  
Sharon Vaughn, *Director*

**Revision Team**

Pam Bell Morris, *Project Director*  
Alejandra Rodríguez-Galinda  
Dauna Howerton  
Jean Osborn  
Jessica Ross  
Elana Wakeman

**Texas Education Agency**

Felipe Alanis, *Commissioner*  
Paul Cruz, *Deputy Commissioner*  
Ann Smisko, *Associate Commissioner*  
David Anderson, *Director of Curriculum and Professional Development*

## CONTENTS

### Presentation Slides and Notes

Slide 1:	Reading Fluency .....	2
Slide 2:	Fluency .....	4
Slide 3:	Automaticity .....	6
Slide 4:	Fluent Reading .....	8
Slide 5:	Why is Reading Fluency Important? .....	10
Slide 6:	What Students Need to Learn and How We Teach It.....	12
Slide 7:	Research Evidence .....	14
Slide 8:	Fluency and the TEKS .....	16
Slide 9:	Steps to Providing Fluency Instruction.....	18
Slide 10:	Measuring Students' Fluency .....	20
Slide 11:	Calculating Reading Fluency .....	22
Slide 12:	Practice.....	26
Slide 13:	Setting Fluency Goals .....	28
Slide 14:	Guidelines for Developing Fluency.....	30
Slide 15:	Fluency-Related Instructional Decisions .....	32
Slide 16:	A Closer Look at Reading Levels .....	34
Slide 17:	Repeated Reading .....	36
Slide 18:	Providing Feedback.....	38
Slide 19:	Partner Reading.....	40
Slide 20:	Partner Reading Adaptations .....	44
Slide 21:	Repeated-Reading Practices .....	46
Slide 22:	More Fluency-Building Practices .....	48
Slide 23:	Consider Diversity: English Language Learners .....	50
Slide 24:	Students With Special Needs .....	52
Slide 25:	Monitoring Fluency Progress .....	54
Slide 26:	When Students Need Fluency Interventions .....	56
Slide 27:	Remember .....	58

### Handouts

Handout 1:	Calculating Reading Fluency
Handout 2:	Marking Fluency Errors
Handout 3a:	Fluency Scoring Practice: Student's Version
Handout 3b:	Fluency Scoring Practice: Teacher's Version
Handout 3c:	Fluency Scoring Practice: Presenter's Version
Handout 4:	Survey of Knowledge: Guidelines for Developing Fluency
Handout 5:	Guidelines for Developing Fluency
Handout 6:	Suggested Fluency Guidelines for English Language Learners
Handout 7:	A Closer Look at Reading Levels
Handout 8:	Providing Instructional Feedback

---



Handout 9:	Partner Reading
Handout 10:	Adapted Partner Reading
Handout 11:	Chunking Passage
Handout 12:	Instructional Activity: Chunking
Handout 13:	Adapted Chunking
Handout 14:	Fluency Progress Record
Handout 15:	Fluency Monitoring Over Time
Handout 16:	Repeated-Reading Record
Handout 17:	Strategies for Fluency Interventions

## **References**



# INTRODUCTION

## Effective Fluency Instruction and Progress Monitoring

### Audience

K–3rd-grade teachers

### Notes to the Presenter

This professional development session will help teachers to expand their knowledge base and ability to provide instruction in reading fluency to all students, especially struggling readers. The session includes information about instructional adaptations that are appropriate for students who are struggling with reading, including students with special needs.

The accompanying CD-ROM contains presentation slides and participant handouts. The slides can be presented either as an electronic “slide show,” by using the ElectronicPresentation.pdf Acrobat Reader file, or as color transparencies, by printing out the ColorTransparencies.pdf file onto transparency film.

### To do in advance

Write fluency-related words: *accuracy, automaticity, prosody, grade-level text, instructional-level text, independent level, rate, WCPM, WPM* on large sticky notes or display cards. These note cards will be displayed on a wall or poster.

Using the CD-ROM, print out handouts to distribute to participants (ParticipantHOs.pdf).

If displaying presentation slides as an electronic slide show, prepare an LCD projector and a computer with Acrobat Reader loaded on it. If displaying slides on transparency stock, print out color transparencies from CD-ROM (ColorTransparencies.pdf) and procure an overhead projector.

### Optional

Prepare an audiotape (and player) of a person speaking a foreign language to show how difficult it is for someone who does not know the language to identify word boundaries. Spanish is not recommended because many participants know Spanish.

### Optional videotape

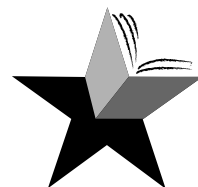
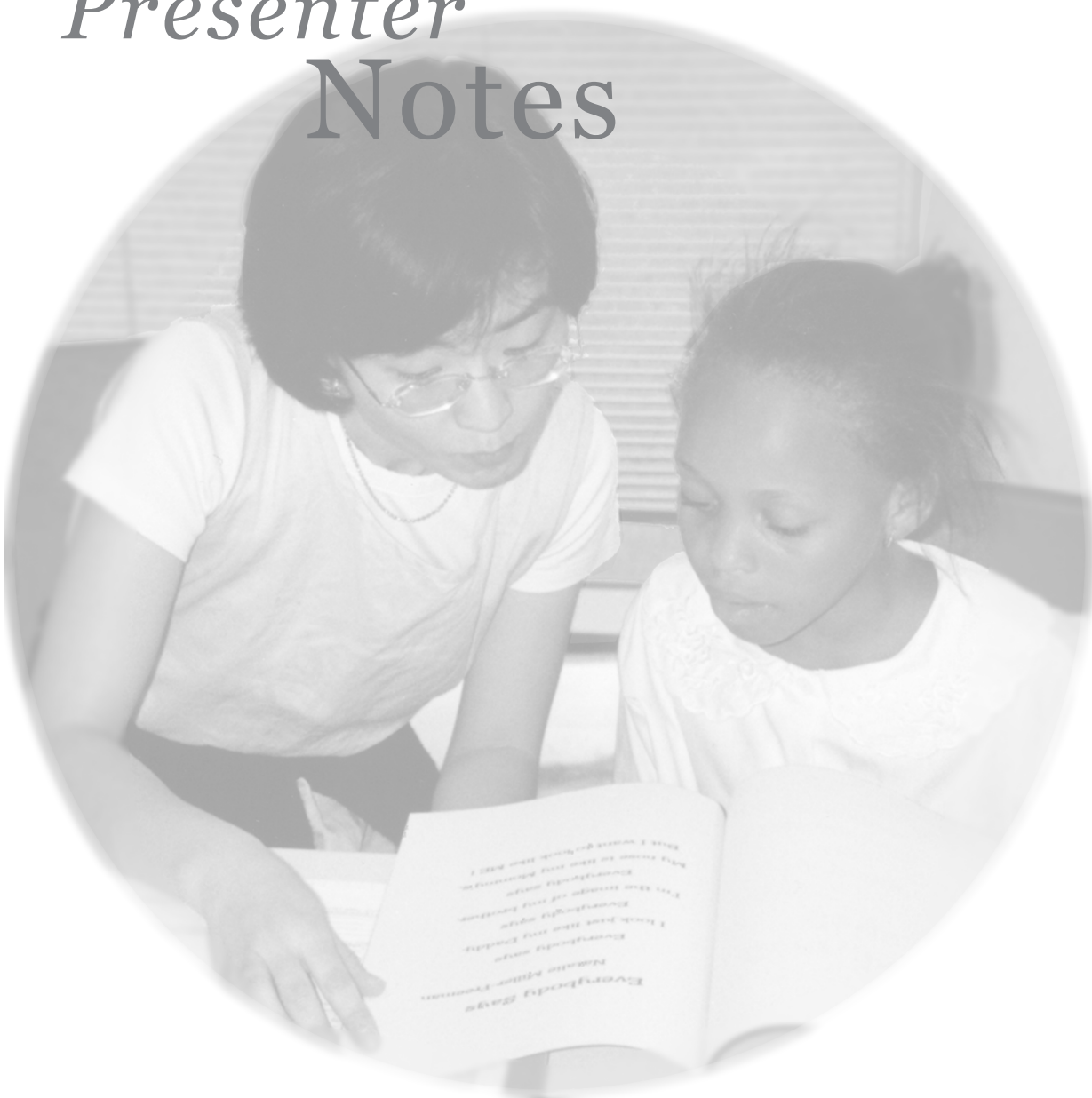
Use the Texas Second Grade Teacher Reading Academy (2TRA) video segment: “Fluency-building activities.”

### Optional practice

For sessions with a majority of participants who need practice measuring fluency (i.e., have not attended a Teacher Reading Academy (TRA), provide the videotape of a passage being read with many fluency errors (for example, use the videotape “Shipwreck Saturday” from 2TRA or another passage that has been printed for participants to mark errors).



# *Presenter* Notes



## **Reading Fluency**

- **What is reading fluency?**
- **Why is fluency important?**
- **What instruction helps students develop fluency?**
- **How can we adapt instruction for students with special needs?**
- **How can we monitor students' progress in fluency?**

---

## **Additional Information**

The presentation will also cover topics related to adapting instruction for struggling readers and students with special needs.

This session will cover the following topics:

- What is reading fluency?
- Why is fluency important?
- What instruction helps students develop fluency?
- How can we adapt instruction for students with special needs?
- How can we monitor students' progress in fluency?

## **Activity**

### **Materials:**

- Handout 1: "Calculating Reading Fluency"
- Sticky notes/cards with fluency-related concepts written on them

What are some concepts associated with reading fluency?

Use a piece of paper to list any words, phrases, or ideas that come to mind when you respond to the questions on the handout. You have 3 minutes.

*After 1 minute, have participants discuss some of their responses.*

*When the following fluency concepts are mentioned, post the cards on the wall or on the poster.*

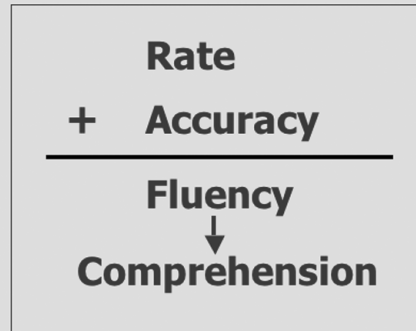
- Accuracy
- Automaticity
- Grade-level text
- Independent level
- Instructional level
- Prosody
- Rate
- WPM or WCPM

*Write additional fluency-related concepts on sticky notes/cards and post them.*

# Fluency

**Fluency:** reading quickly, accurately,  
and with expression

- Combines rate and accuracy
- Requires automaticity
- Includes reading with prosody



## References

Adams & Bruck, 1995; Bos & Vaughn, 2002; Carreker, 1999; Chard, Vaughn, & Tyler, 2002; Dowhower, 1991; Kuhn & Stahl, 2000; Meyer & Felton, 1999; National Reading Panel (NRP), 2000; Samuels, 1997; Texas Center for Reading and Language Arts (TCRLA), 2002a, 2002b, 2002c



---

## **Discussion**

What are key elements of reading fluency?

*Refer to the following concepts that are posted on the wall: Rate, Accuracy, and Prosody.*

## **Additional Information**

Fluency combines rate and accuracy. Fluent readers read text quickly and make few or no errors.

Fluency requires automaticity. Familiarity and ease of associating letters with their sounds and recognizing sight words and spelling patterns help students read words automatically. This is called automaticity.

Rapid reading of high-frequency words and decodable words are critical for comprehension.

Fluency includes reading with prosody, or expression; using appropriate phrasing; and paying attention to punctuation. Students' use of prosody provides clues to their comprehension of a passage:

- For example, beginning readers may read the words with speed and accuracy, but their limited prosody indicates they do not understand the meaning of the text.

# **Automaticity**

## **Automaticity:**

- **Is quick, accurate recognition of letters and words**
- **Frees cognitive resources to process meaning**
- **Is achieved through corrected practice**

---

## **References**

Adams, 1990; Badian, 1998; Bigge, Stump, Spagna, & Silberman, 1999; Chard et al., 2002; Ehri, 1998; Meyer & Felton, 1999; National Institute for Literacy (NIFL), 2001; NRP, 2000; Samuels, 1997; TCRLA, 2002b, 2002c

---

### **Additional Information**

Automaticity is a precursor to fluency.

Automaticity implies a quick and accurate level of word recognition that occurs with little conscious attention.

*Point to card on wall or poster.*

Students who must focus a lot of attention on decoding are not able to focus sufficient attention on understanding a text's meaning.

Automaticity and fluency are not the same thing. "Automaticity refers only to accurate, speedy word recognition, not to reading with expression" (NIFL, 2001, p. 24).

Automaticity is achieved through many regular opportunities for practice on a regular basis.

Providing students with feedback and correction reinforces their accurate reading of words. The texts they read should be at a somewhat challenging level—not too hard, but not too easy.

## **Fluent Reading . . .**

***What does fluent reading  
sound like?***

**Fluent reading flows. It  
sounds smooth, with  
natural pauses.**

---

### ***References***

Meyer & Felton, 1999; Nathan & Stanovich, 1991; TCRLA, 2002b

---

**Additional Information**

When you hear someone speaking a foreign language, all the words seem to flow together. It is difficult to know the word boundaries, or where one word ends and another begins.

*Note: This can be illustrated by playing a tape of someone speaking a foreign language.*

Text that is read aloud fluently sounds like connected speech. It has few or no vocal breaks between words, other than for punctuation.

Many non-fluent readers read haltingly, ignore punctuation, and combine phrases into meaningless statements. They read with little or no prosody or expression.

## **Why Is Reading Fluency Important?**

- **“Fluency provides a bridge between word recognition and comprehension.”**  
—National Institute for Literacy (NIFL), 2001, p. 22
- **Fluent readers are able to focus their attention on understanding text.**
- **Because non-fluent readers focus much of their attention on figuring out words, they have less attention to devote to comprehension.**

---

### ***References***

Beck & Juel, 1995; Chard et al., 2002; Juel, 1991; Kame'enui, 1998; LaBerge & Samuels, 1974; Meyer & Felton, 1999; Nathan & Stanovich, 1991; NIFL, 2001; NRP, 2000; Samuels, Schermer, & Reinking, 1992; Snow, Burns, & Griffin, 1998; TCRLA, 2002a, 2002b

---

***Additional Information***

Fluency is related to listening and reading comprehension, vocabulary development, and motivation to read.

Fluent readers can focus their attention on understanding the text and therefore are better able to comprehend what they read. They are better able to interpret the text and make connections among the ideas presented in the text.

When students read fluently, they are more likely to be motivated to read. When students find reading enjoyable, they read more. Thus they increase their word recognition skills.

Students who labor with reading tend to pause frequently. The result is slow and disconnected oral reading. Poor word-reading fluency inhibits working memory and interferes with the reader's ability to process information at the content level. Non-fluent readers must decode words, access their meanings separately, and then struggle to connect the words to what they already know.

Decoding and trying to figure out the meaning of text on a word-by-word basis can be mentally exhausting. Students who are not fluent readers often lose interest in reading, which results in their reduced exposure to new vocabulary, negatively impacting their ability to comprehend text.

<p><b>What Students Need to Learn</b></p>	<ul style="list-style-type: none"> <li>▪ How to decode words (in isolation and in connected text)</li> <li>▪ How to automatically recognize words (accurately and quickly with little attention or effort)</li> <li>▪ How to increase speed (or rate) of reading while maintaining accuracy</li> </ul>
<p><b>How We Teach It</b></p>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents</li> <li>▪ Match reading texts and instruction to individual students</li> <li>▪ Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy</li> </ul>

©2002 UT System/TEA

*Effective Fluency Instruction and Progress Monitoring* 6

## ***References***

Hasbrouck, Ihnot, & Rogers, 1999; Kuhn & Stahl, 2000; Lyon & Kame'enui, 2001; Mastropieri, Leinart, & Scruggs, 1999; NIFL, 2001; NRP, 2000; Rasinski & Padak, 1996; Samuels, 1997, 2002; Share & Stanovich, 1995; Snow et al., 1998; TCRLA, 2002b, 2002c



---

***Additional Information***

Skilled readers process the letters of each word accurately and rapidly with little attention or effort.

“Children need to have some entering knowledge about words” to benefit from fluency instruction (Kuhn & Stahl, 2000, p. 23).

Fluency instruction begins when students can read connected text with 90% or better accuracy, usually by mid-year of first grade.

Before beginning fluency instruction, struggling readers may need additional phonics and word-study instruction.

## **Research Evidence**

***Repeated reading procedures that offer guidance and feedback are effective for improving word recognition, fluency, comprehension, and overall reading achievement through Grade 5.***

*—National Reading Panel, 2000*

**Students with low fluency benefit from repeated reading with a model and reading text that is “chunked” in words or phrases.**

---

## **References**

Chard et al., 2002; NRP, 2000

---

***Additional Information***

Repeated reading procedures are effective in a wide variety of conditions and require only minimal special training or materials to administer (National Reading Panel, 2000).

When students' word identification is fast and accurate or automatic, their cognitive resources are free to process meaning.

Students with low fluency appear to benefit when a comprehension component is added to the instructional intervention they receive.

Reading text that is "chunked" in words or phrases promotes comprehension.

Students with low fluency benefit from repeated reading with a model. This promotes comprehension, perhaps because the students can focus on the content of the passage before they read it themselves.

## Fluency and the TEKS

(TEKS 1.9,  
2.6, 3.6)

"Typical" first graders read 60 wpm.  
"Typical" second graders read 70 wpm.  
"Typical" third graders read 80 wpm.

### INDEPENDENT-LEVEL

≤1 in 20 words is  
difficult

**95%–100%**  
**accuracy**

### INSTRUCTIONAL-LEVEL

≤1 in 10 words is  
difficult

**90%–94%**  
**accuracy**

### FRUSTRATIONAL-LEVEL

Difficulty with >1 in 10  
words

**< 90%**  
**accuracy**

## **References**

Adams, 1990; Hasbrouck & Tindal, 1992; TCRLA, 2002a, 2002b

---

### **Additional Information**

The Texas Essential Knowledge and Skills (TEKS) provide fluency goals for each grade's students to reach by the end of the year.

Fluency goals or benchmarks for each grade level can vary, depending on the source. In the Texas Primary Reading Inventory (TPRI), the fluency goal for second-grade students is 90 wpm by the year's end. In a nine-year research study, a fluency benchmark for second-grade students in the 50th percentile is 94 wpm.

Reading levels assigned to texts do not give information about whether students are reading fluently. For example, a student reading materials at a 2.3 reader level may not be reading these texts fluently.

The terms "independent-level" and "instructional-level" describe materials based on an individual student's ability to read the materials with speed and accuracy.

Independent-level materials are those in which the student makes no more than approximately 1 mistake in 20 words; these may not necessarily correspond to the grade level assigned to the material.

Instructional-level materials, or text in which not more than 1 in 10 words is misread, are challenging but manageable in fluency instruction.

The TEKS expect the student to read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation).

In addition, students are expected "to self-select independent-level reading by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty."

Self-selecting appropriate materials is difficult for many students. Some students tend to choose books that are too difficult for them to read successfully. Other students routinely choose books that present no challenge. Teachers should closely monitor the books that students self-select.

## **Steps to Providing Fluency Instruction**

- **Measure students' fluency**
- **Set fluency goals for individual students**
- **Select appropriate texts for fluency-building instruction**
- **Model fluent reading**
- **Provide repeated reading opportunities with corrected feedback**
- **Monitor student progress**

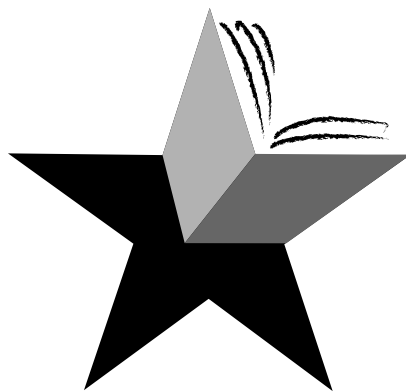
©2002 UT System/TEA

*Effective Fluency Instruction and Progress Monitoring* 9

---

### ***References***

NRP, 2000; TCRLA, 2002c



## **Measuring Students' Fluency**

- **Assess fluency regularly and systematically**
- **Use formal or informal measures**
- **Establish baseline data**
- **Monitor progress**

### ***References***

NIFL, 2001; NRP, 2000; TCRLA, 2002c



---

**Additional Information**

Fluency should be assessed regularly and systematically to ensure that students are making adequate progress.

Fluency can be assessed both formally and informally.

To establish baseline data, you can give students formal reading inventories or other assessments that measure fluency. These assessments are generally given first in the beginning of the year and then subsequently on a regular basis. When and how often varies from school to school (e.g., these assessments may be given three times a year or at the end of every grading period).

These types of fluency assessments use grade-appropriate texts (sometimes end-of-the-year text) to help you set instructional goals for each student, determine student progress toward end-of-the-year accomplishments, and determine the effectiveness of your instruction.

To monitor students' progress, you can also give fluency assessments on a more regular but informal basis. Informal measures assess fluency using the same texts that students are reading during fluency instruction and practice.

These informal measures help you determine if students are reading appropriate-level texts. Based on these assessments, you may need to adjust instruction or modify instructional goals.

## Calculating Reading Fluency

### One-Minute Reading

Total  
Number  
of  
Words  
Read

-

Number  
of  
Errors

=

Words  
Correct  
Per  
Minute  
(wpm)

#### *Example:*

If a student reads **66** words and has **8** errors, the student reads **58** words correct per minute.

Always encourage students to do their best reading.

## References

TCRLA, 2002a

---

## **Additional Information**

How do you calculate students' fluency scores?

Reading fluency is calculated by taking the total number of words read in one minute and subtracting the number of errors, or words read incorrectly. This gives the number of words correct per minute, or wpm.

The words correct per minute represents a student's fluency score.

In a one-minute reading, if a student reads 66 words and has 8 errors, the student's fluency score is 58 words correct per minute.

Always encourage students to do their best reading, not their fastest reading. This reminder helps students understand that the purpose is to read well even though you are timing them.

Handout 1: "Calculating Reading Fluency" presents easy-to-administer procedures for determining students' fluency levels.

To obtain more accurate fluency scores, use the mean or average of two or three fluency readings from different texts.

## **Optional discussion for participants who have not attended a TRA**

### **Materials:**

- Handout 2: "Marking Fluency Errors"

*Explain materials and procedures that are involved in monitoring reading fluency.*

*Discuss the types of errors depicted on the Handout 2 and provide an example for each error type. Note that errors of insertion, repetition, and self-correction are not counted because the student is already penalized—the extra time used in making these errors increases the total reading time.*

## Calculating Reading Fluency

### One-Minute Reading

Total  
Number  
of  
Words  
Read

-

Number  
of  
Errors

=

Words  
Correct  
Per  
Minute  
(wpm)

#### Example:

If a student reads **66** words and has **8** errors, the student reads **58** words correct per minute.

Always encourage students to do their best reading.

---

## ***Practice activity for all participants***

### **Materials:**

- Handout 2: “Marking Fluency Errors”

Let’s practice identifying the types of errors that students make while reading aloud, and determining the errors that count when we use the one-minute reading method of assessment. Remember, this fluency check is not an analysis of errors; rather, it is a determination of the number of errors made by the student.

Use Handout 2: “Marking Fluency Errors.” Identify the kinds of errors in the sentences, and decide if you would count them as errors. You have 5 minutes.

*Allow 5 minutes.*

Now check your answers using the answer key on the back.

*Discuss answers as needed.*

## Practice

Mrs. Mooney was a butcher's daughter. She was	8
a woman who was quite able to keep things to herself:	19
a determined woman. She had married her father's	27
foreman and opened a butcher's shop near Spring	35
Gardens. But as soon as his father-in-law was dead	44
Mr. Mooney began to go to the devil. He drank,	54
plundered the till, ran headlong into debt. It was no	64
use making him take the pledge: he was sure to	74
break out again a few days after. By fighting his	84
wife in the presence of customers and by buying	93
bad meat he ruined his business.	99
One night he went for his wife with the cleaver	109
and she had to sleep in a neighbor's house. After	119
that they lived apart. She went to the priest and	129
got a separation from him with care of the children.	139
She would give him neither money or food nor	148
house-room; and so he was obliged to enlist himself	157
as a sheriff's man.	161

—Joyce, J. (1996). The boarding house. In *Dubliners* (pp. 61-69). New York: Penguin Books.

## References

TCRLA, 2002a, 2002b

---

## Activity

### Materials:

- Handout 3a: "Fluency Scoring Practice: Student's Version"
- Handout 3b: "Fluency Scoring Practice: Teacher's Version"
- Handout 3c: "Fluency Scoring Practice: Presenter's Version"
- Stopwatch
- Blank transparency
- Marker

Let's practice calculating reading fluency. We'll use Handout 3: "Fluency Scoring Practice."

You will use the teacher's version of this passage (Handout 3b), from "The Boarding House" by James Joyce.

*Select one participant to time your reading for 1 minute. Instruct the participant to begin timing with the first word and to say "stop" after 1 minute. Say to the other participants,*

You will be the teacher and mark the teacher's version as I pretend to be a student who is reading. I will read from the student's version for 1 minute. Put a slash (/) through words I read as errors.

Note the numerals to the right of each line of the teacher's version. These numerals indicate a cumulative total for the number of words at the end of each line. These totals are helpful when tallying the number of words read in one minute. You may want to include these totals when you prepare materials for fluency assessments.

Now follow along and mark errors as I read.

*Slowly read the presenter's version (Handout 3c), making the errors as a struggling reader would.*

Now let's identify the errors you marked.

*Place a blank transparency over the passage on the screen. Ask participants to call out the errors, and mark them with slashes.*

Now calculate my reading fluency. What is the total number of words read in one minute?

How many errors did I make?

How many words were correct per minute (wpm or wcpm)?

*Calculations usually vary each time this activity is presented.*

## **Setting Fluency Goals**



**Establishing baseline fluency scores helps determine students' fluency goals.**

**Recommended weekly improvement = 1.5 to 2.0 wpm**

- **Determine the number of words the student needs to improve each week to reach an end-of-year goal.**
- **Set a goal for the student to reach by the middle of the year.**

### ***References***

Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993;  
Hasbrouck & Tindal, 1992; TCRLA, 2002c



---

### **Additional Information**

Once students' baseline fluency scores are determined, establish instructional goals for rate and accuracy. Set instructional goals that will help students become fluent readers.

A recommended weekly improvement goal is 1.5 words per minute, while a more ambitious goal is 2 words per minute.

Different sources suggest varying fluency goals. Consider the number of weeks remaining in the school year to help set realistic, attainable goals for students.

### **Activity**

You just conducted my beginning-of-the-year reading fluency assessment. What was my baseline reading fluency score?

There are 33 weeks remaining in the school year of 36 weeks. For second grade, the Texas Primary Reading Inventory (TPRI) recommends an end-of-year reading rate goal of 90 words per minute. For this example, let's use this goal.

How many words do I need to improve each week to reach an end-of-year goal of 90 wpm?

Now set a realistic mid-year goal and an ambitious mid-year goal.

*Allow 3 minutes. Ask two or three participants to share their recommendations. Answers should approximate baseline score plus a weekly increase of 1.5 wpm (x 16 weeks for a realistic goal) and 2.0 wpm (x 16 weeks for an ambitious goal).*

## **Guidelines for Developing Fluency**

- **Begin when students demonstrate requisite skills**
- **Select appropriate texts**
- **Model fluent reading**
- **Provide practice opportunities**

©2002 UT System/TEA

*Effective Fluency Instruction and Progress Monitoring* 14

### ***References***

Chard et al., 2002; Fuchs, Fuchs, Mathes, & Simmons, 1997; Kuhn & Stahl, 2000; Snow et al., 1998; TCRLA, 2002c; Vaughn et al., 2000

---

## **Activity**

### **Materials:**

- Handout 4: "Survey of Knowledge: Guidelines for Developing Fluency"
- Handout 5: "Guidelines for Developing Fluency"
- Handout 6: "Suggested Fluency Guidelines for English Language Learners"

*Review guidelines on slide.*

Find Handout 4: "Survey of Knowledge: Guidelines for Developing Fluency." You will use your experiences as a reading teacher to examine issues related to the guidelines for teaching reading fluency skills. I will give you 3 minutes to think about each section and complete the blanks. Then you will have 2 minutes to compare your responses with a partner.

*After 3 minutes, ask participants to discuss their responses with a partner. Allow 2 minutes.*

Now take a minute to compare your responses with those listed on Handout 5: "Guidelines for Developing Fluency" and on Handout 6: "Suggested Fluency Guidelines for English Language Learners."

*Allow 1 minute. Ask participants which of the guidelines did not appear on their lists. Call on a few participants.*

## **Additional Information**

"Fluency is a critical component of skilled reading...[that is] often neglected in classroom instruction" (NRP, 2000, p. 3–1).

Fluency practice needs to be an integral part of an overall reading program. Provide opportunities for students to practice fluent reading daily.

Teacher modeling of fluent reading assists with the development of prosody and comprehension and especially benefits students with low fluency.

Repeated oral reading involves having students read and reread texts three to five times with assistance and guidance from teachers, peers, or parents.

Research indicates that repeated and monitored oral reading improves fluency as well as word recognition and comprehension.

Repeated reading can benefit most students throughout elementary school, as well as struggling readers at higher grade levels.

## Fluency-Related Instructional Decisions

### Student Data Shows

### Instructional Decision

Makes steady progress  
but does not meet goals

Continue in same level of  
text

Meets goals on first  
reading

Move to higher level of text  
or raise the fluency goal

Has difficulty achieving  
goals

Move to lower or easier level  
of text or lower the fluency  
goal

### References

Hasbrouck et al., 1999; Kuhn & Stall, 2000; TCRLA, 2002c

---

**Discussion**

How do you know when it is time to move students to a different level of difficulty?

**Additional Information**

To build fluency, students need to practice fluent reading in more than one text at the appropriate level of difficulty.

Examine student fluency-progress data to determine when students need a different level of difficulty.

If students are making adequate and steady progress one on level of text but are not approaching their fluency goals (words correct per minute) on their first, unpracticed readings, have them continue reading at that level.

If students meet their fluency goals when they read texts for the first time, move them to texts at the next higher level of difficulty (e.g., from Grade 1.3 to 1.4) or have them continue in the current level and raise the fluency goal.

If students are having difficulty achieving their fluency goals, move them to texts at an easier level of difficulty (e.g., from Grade 1.4 to 1.3) or continue in the current level and lower the goal.

## A Closer Look at Reading Levels



To determine a student's reading level for a specific text, calculate:

$$\frac{\text{Correct number of words read}}{\text{Total number of words read}}$$

Percent accuracy

**Ex:  $48 \div 50 = (.96)$  96%  
(Independent level)**

---

## **Additional Information**

Determining students' reading levels helps match students to appropriate texts for fluency instruction.

Handout 7: "A Closer Look at Reading Levels" provides information about the three reading levels: independent, instructional, and frustrational.

Independent- and instructional-level texts are most often used to build fluency. Texts at a student's instructional level are used when the teacher or others provides assistance and support before, during, and after reading.

There is no consensus about what level of texts should be used for fluency building. But some of the most successful fluency practices have involved texts at a somewhat challenging level—not too hard but not too easy.

During one-on-one teacher-led fluency instruction, a student can be challenged with text that is difficult, or at the frustrational level (student misses more than 1 in 10 words). When the accuracy level is less than 90%, the student needs extensive, ongoing support from the teacher.

Determine a student's reading level by calculating the student's percent accuracy for a specific text.

## **Activity**

### **Materials:**

- Handout 7: "A Closer Look at Reading Levels"

Handout 7 summarizes the formula for calculating percent accuracy. The correct number of words read is divided by the total number of words read to calculate the percent accuracy.

*Review example on slide.*

Practice calculating the percent accuracy to determine the reading level of a passage. Use the example at the bottom of Handout 7.

*Allow 1 minute. Call on participants to answer the following questions.*

How many words were read correctly? (69)

How many words were read in all? (75)

What was the percent accuracy and reading level? (92%; this text would be at the instructional level since it was read with 92% accuracy.)

## **Repeated Reading**

### **Partner Reading**

**Pair students to practice rereading text**

### **Computer-Based/ Tape-Assisted Reading**

**Students listen, read along, or record their own reading, point to text, subvocalize words, and reread texts independently**

### **Readers Theatre**

**Small groups rehearse and read a play**

## **References**

Bos & Vaughn, 2002; Kuhn & Stahl, 2000; Mastropieri et al., 1999;  
Meyer & Felton, 1999; NIFL, 2001; NRP, 2000; Samuels, 1997, 2002;  
TCRLA, 2002c



---

***Additional Information***

Repeated reading of text is one of the most effective ways to improve reading fluency. Reading text a second or third time improves students' ability to read difficult words with confidence and to read with expression.

Partner reading, computer-based or tape-assisted reading, and readers theatre provide opportunities for students to reread texts several times.

---

## **Providing Feedback**

### **Teach ways to provide feedback:**

- **Model**
- **Provide guided practice**
- **Monitor students**

---

### ***References***

TCRLA, 2002a, 2002c

---

### **Additional Information**

Feedback is an important aspect of fluency instruction. Before implementing instruction that involves students working together, such as partner reading, teach students how to provide appropriate feedback to their partners.

Model the use of appropriate feedback.

Provide examples and guided practice in the use of feedback.

Monitor students while they are giving feedback—provide them with alternate ways to give peers information about fluency performance.

### **Activity**

#### **Materials:**

- Handout 8: “Providing Instructional Feedback”

Handout 8: “Providing Instructional Feedback” gives a variety of ways to provide appropriate feedback during partner reading.

On the handout, highlight the prompts that you plan to teach students to use during fluency practice. You have 1 minute.

*Allow 1 minute.*

At your table, discuss the prompts that you highlighted.

*Allow 2-3 minutes for discussion.*

## **Partner Reading . . .**



- **Involves pairing students to practice rereading text**
- **Increases the amount of time students are reading and can provide a model of fluent reading**

### ***References***

Fuchs et al., 1997; Kuhn & Stahl, 2000; Mastropieri et al., 1999; NIFL, 2001; TCRLA, 2002a, 2002c

---

## **Additional Information**

Partner reading allows small groups or an entire class to work in pairs. Each pair reads and receives feedback from each other and/or the teacher.

### **Activity:**

#### **Materials:**

- Handout 9: “Partner Reading”
- Timer

Handout 9: “Partner Reading” gives one example of how to pair students for effective partner reading. This process involves listing students in order based on their overall reading ability.

Let’s practice the Partner Reading activity.

For partner reading, you need two copies of a reading passage, one copy for each student in the pair. You also need a timer, graph paper, and pencils for marking the passage and charting.

Find a partner for our next activity. Decide who will be Partner 1, the more advanced partner, and who will be Partner 2, the less advanced partner.

For the purposes of this session, we selected the same reading passage for everyone. When you conduct this lesson with students, select reading material that is at an independent level for Partner 1 and at an instructional level for Partner 2. Reading passages may be different across student pairs.

Partner 1 needs to be able to read the passage comfortably so that he or she can help Partner 2 decode any unfamiliar words. Partner 1 models fluent reading so that Partner 2 has an opportunity to hear fluent reading before taking his or her turn.

Now, Partner 1, read the passage three times. Partner 2, follow along. Begin reading.

*When Partner 1 finishes reading the passage three times, say:*

Now switch partners. Partner 2 will read the same passage three times. Partner 1, you will help Partner 2 to decode any unfamiliar words. Begin reading.

*When Partner 2 finishes reading the passage three times, say:*

The next step is to chart your “best reading.” This time you will reread the passage for 1 minute doing your best reading. Your partner will time you and mark the last word read at the end of 1 minute.

## **Partner Reading . . .**



- Involves pairing students to practice rereading text
- Increases the amount of time students are reading and can provide a model of fluent reading

**DUPLICATE**

---

**Activity (cont.)**

Partner 1 reads first. Ready? Begin reading.

*After 1 minute, say:*

Stop reading.

*Then say:*

Calculate the number of words your partner read in the 1-minute reading and record the number of words at the bottom of the handout.

*Check to make sure everyone understands the process. Then say:*

Now switch roles.

*After partners have completed recording the scores, say:*

Students become more motivated to read as they follow their progress by charting their fluency rates.

Now, take 3 minutes to share ideas for using student charts of fluency progress in classroom instruction.

*Allow 3 minutes for discussion.*

## **Partner Reading Adaptations**

### **Adapt partner reading for struggling readers:**

- **Modify setting**
- **Adapt instructional content**
- **Modify delivery of instruction**
- **Consider requisite abilities**
- **Adapt material or use assistive technology**
- **Consider strategies or interventions**

### ***References***

Opitz & Rasinski, 1998; TCRLA, 2002a



---

## **Additional Information**

**Modify setting.** Partner reading strategies can vary. For example, you can implement partner reading with the whole class by having all student pairs read for one minute. Or, when you are working with a small reading group, other students can practice partner reading by taking turns reading one page at a time.

**Adapt instructional content.** Partner reading can be adapted for students who need additional support. Handout 10: “Adapted Partner Reading” describes two versions. One modifies the setting for small-group, teacher-led fluency instruction. The teacher can serve as the low-fluency students’ partner or direct a small group of students with scores significantly lower than their peers’. Another version limits the content to shorter passages.

**Modify delivery of instruction.** Determine which part of the instruction and/or assignment is too challenging and how the task can be modified so that struggling students can successfully complete the assignment.

Keep students’ strengths and needs in mind while planning for the lesson (e.g., refer to each student’s IEP modification page).

Identify the types of adaptations and resources the students need to benefit from instruction (e.g., extended time, direct support for reading, manipulative materials, materials in Braille, audiocassette tapes, token system for completing work).

## **Activity**

### **Materials”**

- Handout 10: “Adapted Partner Reading”

Select one of your group members to describe a struggling reader and one to serve as a recorder. Listen to a short description of the student. Then brainstorm suggestions for 3 minutes and record them.

*Allow about 3 minutes. Then ask one person from each group to share a brief description of the student and one adaptation suggestion.*

## **Alternate Activity**

*Ask participants to choose one or two disability categories and brainstorm examples of materials, equipment, and personnel resources that the teacher may need to teach a fluency-building lesson.*

## **Repeated- Reading Practices**



### **Computer-Based/Tape- Assisted Reading**

- Models the proper phrasing and speed of fluent reading

### **Readers Theatre**

- Involves small groups of students rehearsing and reading a play

## **References**

TCRLA, 2002c

---

***Optional Activity***

Presenter may show the video “Fluency-Building Activities” from the Second Grade Teacher Reading Academy (2TRA).

## **More Fluency- Building Practices**



### **Choral reading**

- Actively involves students as they read in unison

### **Chunking**

- Involves reading phrases, clauses, and sentences by parsing, or dividing text into chunks

## ***References***

TCRLA, 2002a, 2002c

---

## **Additional Information**

Choral reading is a fluency-building practice that can be used instead of traditional round-robin reading.

Choral reading actively involves students as they read in unison, as a whole class, in a small group, or in pairs.

Chunking is an approach that encourages students to move beyond word-by-word reading.

Chunking involves reading phrases, clauses, and sentences by parsing, or dividing text into chunks.

For practice with chunking, divide text into three- to four-word chunks or phrases by placing slash marks where students should pause.

Chunking can help students improve both their prosody and their comprehension.

## **Activity**

### **Materials:**

- Handout 11: “Chunking Passage”
- Handout 12: “Instructional Activity: Chunking”
- Handout 13: “Adapted Chunking”

Handouts 11, 12, and 13 provide a description of this fluency-building strategy, with a more intensive version for struggling readers. The original “Chunking” activity requires students to practice with two- to three-word phrases.

For students who find the three-word phrases too difficult, change the instructional content to shorter, two-word sentence segments.

## **Optional Video Activity**

Our next video reviews information about fluency instruction. Watch as these teachers provide opportunities for building fluency and think about how you can implement these practices in your classroom.

*Video: “Fluency-Building Activities”*

At your table, discuss which fluency-building activities you plan to include in your classroom.

*Allow 1-2 minutes.*

---

## **Consider Diversity: English Language Learners**

**Fluency practice for English language learners involves:**

- **Listening to models**
- **Repeated readings**
- **Choral reading**
- **Partner reading**

---

### ***References***

Koskinen et al, 1999; Peregoy & Boyle, 2001

---

### **Additional Information**

Fluency instruction is a necessary component of an effective reading program for English language learners.

When selecting text for English Language Learners, identify vocabulary and phrases that may be unfamiliar to them. Monitor their comprehension by listening to their use of prosody and asking them questions.

Fluency practice for English language learners involves the following:

- **Listening to models.** This includes listening to teachers read aloud, reading books with audiotapes, and working with computer programs.

Modeling provides examples of pronunciation, prosody, and fluent reading that students can emulate as they read.

- **Repeated readings.** Rereading stories improves students' prosody.
- **Choral reading.** By reading at the same time with other students, English language learners engage in a low-anxiety activity that scaffolds their fluency, pronunciation, and intonation.
- **Partner reading.** This provides English language learners with peer models of fluent English reading.

## **Students with Special Needs**

### **Students with disabilities usually benefit from:**

- **Repeated reading practice,  
especially in expository or  
informational texts**
- **More time on task**
- **Paired reading and rereading**
- **Additional feedback and  
progress monitoring**

## **References**

TCRLA, 2000a



---

***Additional Information***

Students with disabilities usually benefit from the following:

- repeated reading practice, especially in expository or informational texts;
- more time on task;
- paired reading and rereading; and
- additional feedback and more frequent progress monitoring.

Rereading provides one way for students to increase their exposure to text and their time on task. Some of the procedures, such as tape-assisted reading, allow students increased independence.

## **Monitoring Fluency Progress**

### **Students:**

- **Independently read unpracticed text to the teacher and graph their wpm**
- **Practice rereading the same text several times**
- **Independently read the text again to the teacher**
- **Graph score in a different color**

### **References**

NIFL, 2001

---

### **Additional Information**

To monitor students' fluency progress, regularly listen to timed samples of students' reading and compare their fluency scores to fluency norms and state standards.

When students regularly monitor their own fluency progress, their motivation to read can increase.

Here is one example of how students can monitor their own fluency.

First, students time themselves as they independently read unpracticed text to the teacher. Students graph their wpm or fluency scores.

Then, they practice rereading (e.g., using tape-assisted or partner reading) the same text several times. Usually the text is read three times.

Finally, students independently read the text again to the teacher. Their new fluency scores are graphed using a different color.

Because students are reading the same text several times, they usually improve, but fluctuations in scores may occur.

A variety of graphs can be used, such as bar or pie graphs, and the graphing process can be integrated into the math curriculum.

Handout 14: "Fluency Progress Record" and Handout 15: "Fluency Monitoring Over Time" are graphs that can be used for monitoring fluency progress.

Graphs show students evidence of their fluency progress and help motivate students to improve their fluency. This is critical for struggling readers who often get discouraged easily.

Graphing provides immediate feedback.

Without graphs, students often do not realize the progress they are making or the importance of rereading texts.

Students like to share their graphs with their families to show their progress.

Handout 16: "Repeated-Reading Record" provides a graphic organizer for students to use, along with their graphs, to monitor their fluency progress.

## **When Students Need Fluency Interventions**

- identify fluency-related skills to target in instruction
- set individual goals
- provide intensive instruction with lots of practice
- monitor progress

### ***References***

Vaughn et al, 2002; TCRLA, 2002d

---

## **Additional Information**

Some students need additional practice in developing decoding skills and automaticity.

When students do not make adequate progress even after additional practice, they need instructional intervention.

Effective intervention is explicit, systematic, sequential, and cumulative. It is intensive, highly concentrated instruction that maximizes student engagement.

Teachers can provide instructional intervention in fluency to individual students or small groups.

To design an instructional intervention,

- examine individual student assessment information to identify fluency-related skills to target
- set goals for fluency, and identify progress benchmarks
- assign students to instructional intervention groups
- design fluency intervention instruction that provides practice on specific skills
- provide instruction that maximizes opportunities for students to respond and receive feedback. Model fluent reading and when students can read passages, provide opportunities for re-reading.
- monitor students' progress and adjust instruction to meet their specific needs

## **Activity**

### **Materials:**

- Handout 17: "Strategies for Fluency Interventions"

Find Handout 17, a collection of strategies that you can use to provide fluency intervention instruction. These activities are from the TEA resource document, *Reading Strategies and Activities: A Resource Book for Students At-risk for Reading Difficulties, Including Dyslexia*.

These sample activities begin with basic fluency-building activities, such as letter-sound recognition, and progress to reading connected text. Each set includes a sample lesson to introduce the skill, a review strategy, and a strategy to expand the activity.

Take 7–8 minutes to skim through these activities. Identify a strategy set that you are likely to use in fluency intervention instruction. With a colleague, discuss how you can use the activities to design more lessons that build reading fluency in your students.

*Allow 15 minutes. Call on 2-3 participants to share their ideas with the group.*

## **Remember . . .**

### **Fluency is increased when students:**

- **Develop instant, efficient word recognition (automaticity)**
- **Practice repeated reading of texts**
- **Receive feedback and guidance from others**

### ***References***

Adams & Bruck, 1995; Carreker, 1999; Cunningham & Stanovich, 1998;  
NIFL, 2001; Snow et al., 1998

---

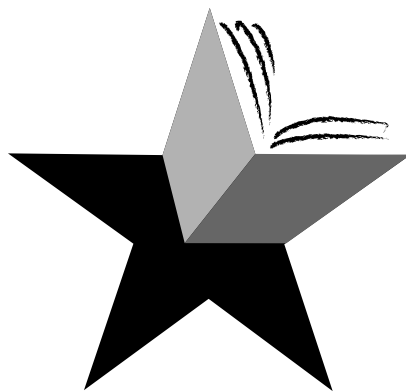
***Additional Information***

Fluency is increased when students: develop instant, efficient word recognition (automaticity).

Automatic word recognition is largely the result of familiarity with letter-sound correspondences and the spelling patterns within words.

Fluency also improves when students practice repeated reading of texts, and receive feedback and guidance from others.

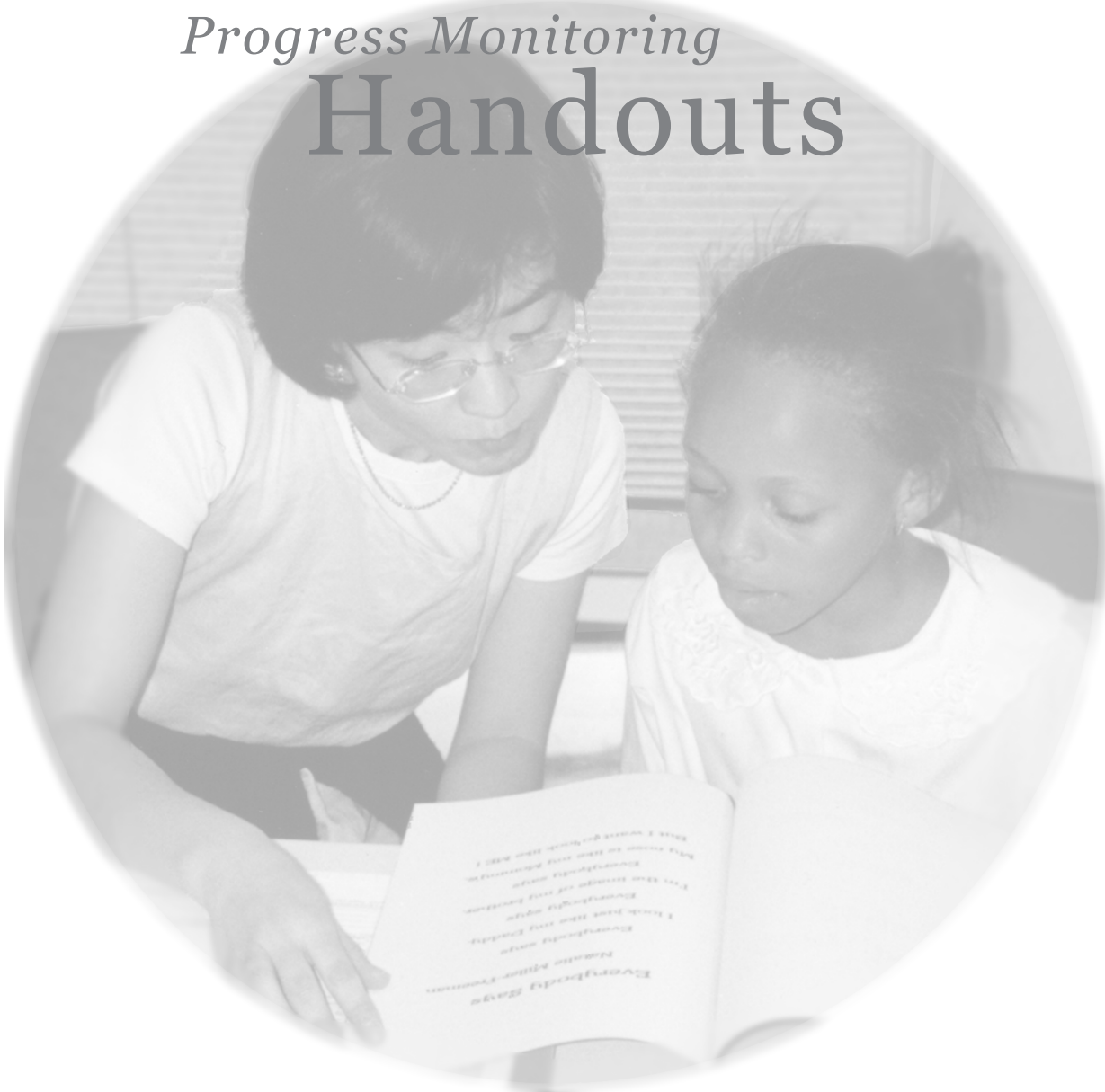
When students hear models of fluent reading and then read passages aloud several times with feedback from others, there is usually clear improvement in reading rate, accuracy, prosody, and comprehension.





*Effective Fluency Instruction and  
Progress Monitoring*

# Handouts





## CALCULATING READING FLUENCY

Reading fluency is calculated by taking the total number of words read in one minute and subtracting the number of errors. Only count one error per word.

This gives you the words correct per minute (wpm). The words correct per minute represent students' fluency scores.

### One-Minute Reading

Total Words Read - Errors = Words Correct Per Minute (wpm)

**Example:**

If a student reads 53 words and has 7 errors in one minute, the student has 46 words correct per minute (wpm).

Always encourage students to do their best reading, not their fastest reading.

This reminder helps students understand that the purpose is to read well even though you are timing them.

When students read the entire passage, fluency scores can be calculated following these steps:

Step 1: Calculate words read correctly:

Total # of words read \_\_\_\_\_ - errors \_\_\_\_\_ = \_\_\_\_\_ words read correctly.

Step 2: Calculate words per minute:

Total # of words read correctly \_\_\_\_\_ x (multiply by) 60 = \_\_\_\_\_;  
\_\_\_\_\_ (divide by) # of seconds to read passage \_\_\_\_\_ = \_\_\_\_\_ wpm.

## MARKING FLUENCY ERRORS

**Directions:**

Read the text below and how the student misread it. Write the letter for the error the student made. Then decide if the error is counted in the fluency measure.

- A. Mispronunciation
- B. Substitution
- C. Insertion
- D. Repetition
- E. Reversal
- F. Hesitation
- G. Self-correction
- H. Omission

<b>Text</b>	<b>How Misread</b>	<b>Kind of Error</b>	<b>Is Error Counted?</b>
She saw a cat.	She saw a scary cat.	___	___
I see the worm.	I see the word.	___	___
He went to town.	He went to tent. . . town. (changed within 3 seconds)	___	___
I see a bird.	I see a birb.	___	___
He had a beach ball.	He had a beach ball, a beach ball.	___	___
I was walking in a park.	I saw walking in a park.	___	___
I like his kindness.	I like his . . . (3-second pause)	___	___
She went to school.	She went school.	___	___

**MARKING FLUENCY ERRORS—Answer Key**

<b>Text</b>	<b>How Misread</b>	<b>Kind of Error</b>	<b>Is Error Counted?</b>
She saw a cat.	She saw a scary cat.	<u>C</u>	No
I see the worm.	I see the word.	<u>B</u>	Yes
He went to town.	He went to tent. . . town. (changed within 3 seconds)	<u>G</u>	No
I see a bird.	I see a birb.	<u>A</u>	Yes
He had a beach ball.	He had a beach ball, a beach ball.	<u>D</u>	No
I was walking in a park.	I saw walking in a park.	<u>E</u>	Yes
I like his kindness.	I like his . . . (3-second pause)	<u>F</u>	Yes
She went to school.	She went school.	<u>H</u>	Yes

## FLUENCY SCORING PRACTICE

### *Student's Version*

Mrs. Mooney was a butcher's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's foreman and opened a butcher's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the devil. He drank, plundered the till, ran headlong into debt. It was no use making him take the pledge: he was sure to break out again a few days after. By fighting his wife in the presence of customers and by buying bad meat he ruined his business.

One night he went for his wife with the cleaver and she had to sleep in a neighbor's house. After that they lived apart. She went to the priest and got a separation from him with care of the children. She would give him neither money or food nor house-room; and so he was obliged to enlist himself as a sheriff's man.

## FLUENCY SCORING PRACTICE

### *Teacher's Version*

Mrs. Mooney was a butcher's daughter. She was	8
a woman who was quite able to keep things to herself:	19
a determined woman. She had married her father's	27
foreman and opened a butcher's shop near Spring	35
Gardens. But as soon as his father-in-law was dead	44
Mr. Mooney began to go to the devil. He drank,	54
plundered the till, ran headlong into debt. It was no	64
use making him take the pledge: he was sure to	74
break out again a few days after. By fighting his	84
wife in the presence of customers and by buying	93
bad meat he ruined his business.	99
One night he went for his wife with the cleaver	109
and she had to sleep in a neighbor's house. After	119
that they lived apart. She went to the priest and	129
got a separation from him with care of the children.	139
She would give him neither money or food nor	148
house-room; and so he was obliged to enlist himself	157
as a sheriff's man.	161

## FLUENCY SCORING PRACTICE

### Presenter's Version

Mrs. Mooney was a <sup>bachelor's (sub)</sup> <del>butcher's</del> daughter. She was	8
a woman who was <sup>(omit)</sup> <del>quite</del> able to keep things to herself:	19
<sup>mispr.</sup> a determined woman. She had married her father's	27
<sup>fireman (sub)</sup> <del>foreman</del> and opened a <sup>big (insertion)</sup> butcher's shop near Spring	35
Gardens. <sup>(omit)</sup> <del>But</del> as soon as <sup>her (sub)</sup> <del>his</del> father-in-law was dead	44
Mr. Mooney began to go to the <sup>down (insertion)</sup> <del>the</del> devil. He drank, <sup>and (insertion)</sup>	54
plundered the <sup>tile (mispr)</sup> <del>tile</del> , ran headlong into <sup>bed (sub)</sup> <del>debt</del> . It was no	64
use making him take the <sup>(hesitate over 3 seconds)</sup> <del>pledge</del> : he was <sup>to sure (self-correct)</sup> <del>sure</del> to <sup>correct</sup> <del>sure</del> to	74
<sup>out break (reversal)</sup> <del>break out</del> again a few days after. By fighting his	84
wife in the <sup>present (self-correct)</sup> <del>presence</del> of customers <sup>(omit)</sup> <del>and</del> by buying	93
bad meat he <sup>royed (mispr)</sup> <del>ruined</del> his business.	99
One night he <sup>wild (insertion)</sup> <del>went</del> for his wife with the <sup>clever (mispr.)</sup> <del>cleaver</del>	109
and she had to sleep in a <sup>in a neighbor's (rep.)</sup> neighbor's house. After	119
that they lived apart. She went to the <sup>press (sub.)</sup> <del>priest</del> and	129
got a <sup>separate (self-correct)</sup> <del>separation</del> from him with care of <sup>her (sub.)</sup> <del>the</del> children.	139
She would give him <sup>(omit)</sup> <del>neither</del> money or food nor	148
<sup>room house (reversal)</sup> <del>house-room</del> ; and so he was <sup>(hesitate over 3 seconds)</sup> <del>obliged</del> to enlist himself	157
as a <sup>sheff's (mispr.)</sup> <del>sheriff's</del> man.	161



## **SURVEY OF KNOWLEDGE: GUIDELINES FOR DEVELOPING FLUENCY**

The purpose of this activity is to examine issues related to guidelines for developing fluency skills. Examine each section by yourself and fill in the blanks within each section. When finished, pair with a participant next to you. Discuss your suggestions.

1. Identify skills that, in your opinion, are prerequisites for developing fluency.

---

---

---

2. Identify characteristics of text that, in your opinion, should be considered when developing fluency.

---

---

---

3. Identify characteristics that, in your opinion, are indicative of effective modeling when developing fluency.

---

---

---

4. Identify what a student might do while engaging in practice opportunities for developing fluency.

---

---

---

## GUIDELINES FOR DEVELOPING FLUENCY

### **Begin when students demonstrate requisite skills.**

Before students can begin to read fluently, they should possess the ability to:

- Identify the names and sounds of previously learned letters
- Read phonetically regular consonant-vowel-consonant (CVC) words
- Recognize a few sight words

### **Select appropriate texts.**

When selecting texts for fluency building, include texts that:

- Are not too difficult for students
- Contain familiar sight words and meaningful vocabulary
- Provide materials that are not too difficult for students to read (at the independent or instructional reading levels)
- Are decodable to help students reinforce automatic word recognition while developing fluency
- Reflect students' cultures and interests

### **Model fluent reading.**

Model fluency by reading aloud:

- Daily
- In an expressive manner
- With correct phrasing and intonation
- At a rate similar to conversational speech

### **Provide practice opportunities.**

Provide opportunities for students to:

- Hear fluent reading by their teachers and their peers
- Practice reading text repeatedly
- Become aware of their own reading fluency

## **SUGGESTED FLUENCY GUIDELINES FOR ENGLISH LANGUAGE LEARNERS**

- Involve English language learners in fluent reading practice daily.
  - Engage students in activities such as tape-assisted reading (i.e., reading in synchronization with a tape while tracking print) and choral reading (i.e., students reading aloud together).
  - Familiarize students with appropriate reading rates and prosody.
  - Alert students to intonation patterns in English that may differ from those of their home language.
- Use judgment when correcting differences in production of speech sounds. Speech sounds in English may be different than those of the students' home languages and do not need to be corrected continuously.
- Practice words that allow English Language Learners to feel how these sounds are made in their mouths and throats.
- Have students “echo” the reading of a text after their teacher reads a short segment of the text.

**A CLOSER LOOK AT READING LEVELS**

<b>Reading Level</b>	<b>Description</b>	<b>*Accuracy Level</b>	<b>Purpose for Reading</b>
Independent level	Texts in which no more than approximately 1 in 20 words is difficult for the reader	95 – 100%	Students are reading independently with little or no instructional support
Instructional level	Texts in which no more than approximately 1 in 10 words is difficult for the reader	90 – 94%	Small-group instruction (including pairs) when teachers or others provide assistance before, during, and after reading
Frustrational level	Texts in which more than 1 in 10 words are difficult for the reader	less than 90%	Only when extensive support and instruction are provided by the teacher

\* Reading accuracy levels vary from source to source.

Reading levels can be determined by calculating the student's accuracy when reading text.

### 1. Calculate the Percent-Accuracy Level.

Divide the number of words read correctly by the total number of words read to calculate the percent-accuracy level.

$$\begin{array}{ccc} \text{Number of} & & \text{Total Words} \\ \text{Words Read} & & \text{Read} \\ \text{Correctly} & = & \text{Percent} \\ & & \text{Accuracy} \end{array}$$

For example, if a student reads 120 words correctly out of a passage of text that contains 125 words, the accuracy level is 96%.

$$\frac{120}{125} = (.96) 96\%$$

### 2. Determine the reading level of the text for the student.

96% accuracy means that the text is at the student's independent reading level.

### Practice

Calculate the percent accuracy to determine a second grader's reading level:

In September, a second-grade student reads 69 words correctly out of a passage of text that contains 75 words. What is the percent accuracy and reading level?

\_\_\_\_ = (.\_\_\_\_) \_\_\_\_% (\_\_\_\_\_ level)

## PROVIDING INSTRUCTIONAL FEEDBACK

Prompts to help students notice errors	Prompts to help students find errors
<p>Check to see if that looks/sounds right.          There is a tricky word on this line.          You're nearly right.          Try that again.          Try it another way.          You've almost got that. See if you can find what is wrong.</p>	<p>Find the part that's not right.          Look carefully to see what's wrong.          You noticed something was wrong.          Where is the part that's not right?          What made you stop?          Can you find the problem spot?</p>
Prompts to help students fix errors	Prompts to help students write words
<p>What do you hear first? Next? Last?          What word starts with those letters?          Do you think it looks/sounds like _____?          What does an <u>e</u> do at the end of a word?          What do you know that might help?          What could you try?          You said _____. Does that make sense?          Can you think of a better way to say _____? (Repeat what student said.)</p>	<p>You have only one letter to change.          That sounds right, but does it look right?          One more letter will make it right.          It starts like that. Now check the last part.          Did you write all the sounds you hear?          Did you write a vowel for each syllable?          What do you hear first? Next? Last?          It starts (ends) like _____.          There's a silent letter in that word.</p>
Prompts of Encouragement	
<p>I like the way you worked that out.          The results are worth all your hard work.          You've come a long way with this one.          That was some quick thinking.          That looks like an impressive piece of work.          You're right on target.          You're on the right track now.          That's an interesting way of looking at it.          Now you've figured it out.          That's quite an improvement.          That is quite an accomplishment.</p>	<p>That's a powerful argument.          That's coming along.          You're really settling down to work.          You've shown a lot of patience with this.          You've been paying close attention.          You've put in a full day today.          I knew you could finish it.          You make it look so easy.          You've really tackled that assignment.          This shows you've been thinking/working.          It looks like you've put a lot of work into this.</p>

Adapted from Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann; Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (1993). *The reading teacher's book of lists* (3rd ed.). Paramus, NJ: Prentice Hall; and Pinnell, G. S., & Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.

## PARTNER READING

Partner reading involves pairing students to practice rereading texts.

Partner reading increases the amount of time students are reading and enhances fluency.

Pair high-performing readers with lower-performing readers for fluency practice.

One example of pairing is to split the class in half.

The higher-performing (HP) half is paired with the lower-performing (LP) half. The top-ranked HP student is paired with the top-ranked LP student. The same pairing is done for the remaining students.

<b>Higher</b>	<b>Lower</b>	<b>Pairs</b>
Top-ranked HP	Top-ranked LP	Pair A
Second-ranked HP	Second-ranked LP	Pair B
Third-ranked HP	Third-ranked LP	Pair C

Provide reading material at the lower-performing student's instructional reading level.

One easy way to match books to students' reading levels is to give the students a list of words from the text. If students have difficulty with no more than approximately 1 in 10 words, the text is considered to be at their instructional level.

Independent-level text can also be used.

Model and explain partner reading procedures before students begin the process of reading together.

### An Example of Partner Reading

1. Assign roles to student pairs:
  - a. Partner A (stronger reader)
  - b. Partner B (lower-performing reader)(Do not explain to students why they are A or B.)
2. Give each student a copy of the reading text. The text matches the reading level of Partner B.
3. Students take turns reading.
  - a. Partner A reads the text aloud (modeling fluent reading) for 1 minute. Partner B follows along.
  - b. Partner B reads aloud the SAME text for 1 minute.

When using this procedure, the whole class can participate while you time the readings.

Variation: Students alternate reading pages, rather than reading for a specific time. This procedure is often used while the teacher is working with other students or teaching a small reading group.

4. After both students have read, they can take turns checking their comprehension. Cue cards can be developed for students to use.

### Sample After-Reading Comprehension Questions

What will happen next?	Did your prediction(s) come true?
Tell what happened first.	Tell what happened next.
Tell how the story ended.	Tell the most important thing about the main character in ten words or less (count words on fingers).



## Partner Reading Passage

Reading instruction looks very different today than it did years ago. Kindergarten is no longer for learning social skills and finger painting. Kindergarten teachers are charged with instilling in children early on the basic skills needed for children to begin reading. Many parents, teachers, and school districts are even expecting that children can read before they enter the first grade.

Texas's "read by the third grade" expectation has sparked a sense of urgency in today's schools that many would say is long overdue. We are realizing more and more that reading is not something that children stumble upon accidentally. Youngsters must be explicitly taught the requisite skills needed to read and understand what they are reading.

The ramifications are that all teachers who teach reading should consider themselves experts in reading. This is the kind of expertise that all struggling readers require of teachers if children are to be successful. This is especially true for those students who are still struggling to obtain their right to read in the third, fourth, and fifth grades, when the majority of their peers have mastered this essential skill much earlier.

Struggling readers need specialized instruction designed to meet their unique needs, as well as highly prepared teachers to teach them how to read. Parent volunteers, mentors, or teaching assistants can provide some of the reading practice students need if they are prepared to do so, but teachers should be the primary source of reading instruction for late-developing readers. This momentous task should be reserved for highly-skilled, well-prepared reading teachers.

## ADAPTED PARTNER READING

### Grouping Adaptation:

*Small homogeneous group of struggling readers with the teacher*

1. Select a reading passage that is at the students' instructional or independent level. Give each student a copy of the reading passage and keep several copies for use in progress monitoring.
2. Model by reading aloud the passage for 3 minutes while the students follow along.
3. Have the students chorally read the passage for 3 minutes. As the students read, help them decode any unfamiliar words.
4. Read the passage for 1 minute, modeling reading quickly and accurately ("best reading").
5. Have each student reread the passage for 1 minute, doing his or her "best reading." The other students follow along.
6. Mark errors and mark the word that was read at the 1-minute mark.

### Materials Adaptation:

*Mini passages*

1. Select a short passage at the instructional reading level of the less fluent reader in a pair. Use decodable books for students with low reading fluency. The shorter passage can be used in partner reading, or in an independent repeated -reading activity
2. Make an audiotape of the teacher or a student fluently reading aloud the passage. Allow 10 seconds of blank tape before recording so that the student is ready when the recording begins. Then, record the text three times on tape without pausing between readings, as if they were one long continuous text.
3. Give the student a copy of the passage and the audiotape. Tell the student to go to an area designated for tape-assisted reading.
4. Instruct the student to listen at first to the tape while he or she follows along, and then to read aloud with the tape.

### Progress Monitoring:

After the lesson, calculate the number of words read correctly in 1 minute. Have the student graph the number of words read correctly in 1 minute.

Using different end-of-year passages, periodically conduct a 1-minute reading using a passage that corresponds with the student's end-of-year goal (e.g., "The student will read a fourth-grade level passage with appropriate rate and accuracy") and calculate each student's fluency.

## CHUNKING PASSAGE

We drove / to the lake / one weekend/. We went / to a beach/. We looked / at some people/ on their boats/. Some water / splashed us/ from the boats/. I wanted / to ride/. My sister / did not/. She wanted / to swim / in the lake/. My parents / sat down / on the sand/. They had / a picnic / on the blanket/. We had / good times / at the lake /.

## INSTRUCTIONAL ACTIVITY: CHUNKING

### Materials:

Instructional- or independent-level reading passages  
Graph paper and pencil for each student  
Timer

### Delivery of Instruction:

**Grouping:** Whole class divided into small groups

1. Select a reading passage at an instructional level for the less advanced students and one at an independent level for the more advanced students in each group.
2. Place slash marks between chunks (i.e., phrases) to mark two- to five-word sentence segments and prepositional phrases in each passage.
3. Explain to students that connected text is divided into meaningful phrases and that paying attention to these phrases while reading will enhance fluency and comprehension.
4. Model fluent reading from a passage while students follow along. Pause to emphasize chunking words into phrases that can be put together for meaning. For example, read the sentence, **The big bear chased the bobcat through the woods**, like this: **The big bear/chased the bobcat/through the woods**. (Slash indicates a pause.)
5. Give each student a copy of his or her passage, and ask him or her to practice reading aloud the chunks.
6. Instruct groups to take turns reading aloud their passage. Tell them to pause briefly between phrases, exactly as it has been marked. No pauses should be made except at slash marks. As one student reads, the other group members help decode any unfamiliar words.

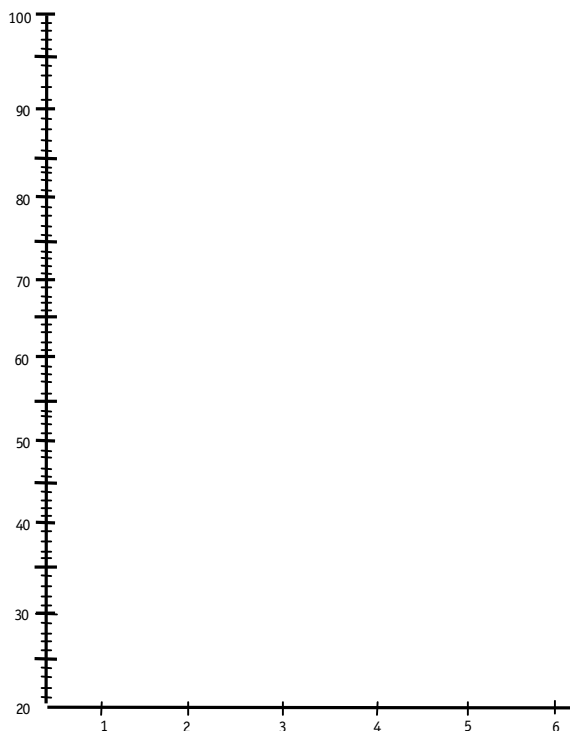
## ADAPTED CHUNKING

**Grouping:** Student pairs

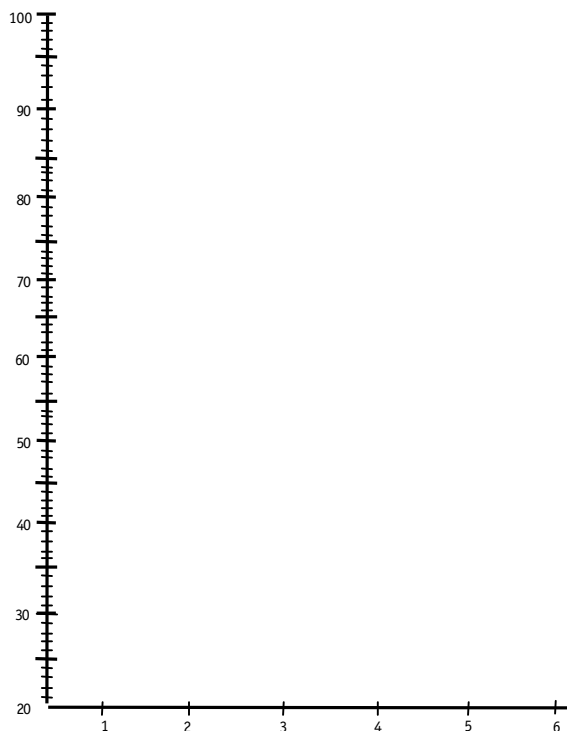
**Materials adaptation:** Limit “chunks” to two words, or use short sentences.

1. Select reading material at an instructional level for the less advanced partner and at an independent level for the more advanced partner.
2. Place slash marks between chunks (i.e., phrases) to mark *two-word* sentence segments in each passage.
3. Explain to students that connected text is divided into meaningful phrases and that paying attention to these phrases while reading will enhance fluency and comprehension.
4. Model fluent reading from a passage while students follow along. Pause to emphasize chunking words into phrases that can be blended together for meaning. For example, read the sentence, ***The mouse ate cheese***, like this: ***The mouse/ate cheese***. (A slash indicates a pause.)
5. Give each student a copy of his or her reading passage. Ask the students to practice reading aloud, using the chunking strategy.
6. Instruct student pairs to take turns reading aloud their passage. Tell them to pause briefly between phrases, exactly as it has been marked. No pauses should be made except at slash marks. As the student reads, the partner helps decode any unfamiliar words.

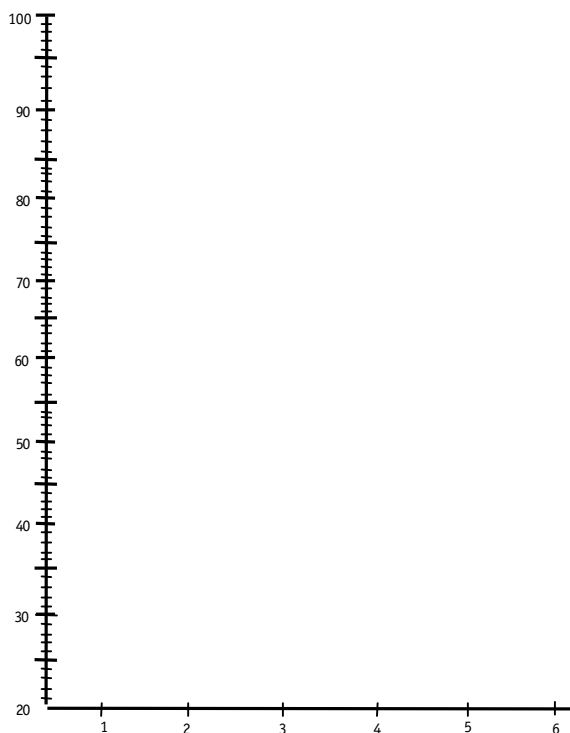
# FLUENCY PROGRESS RECORD



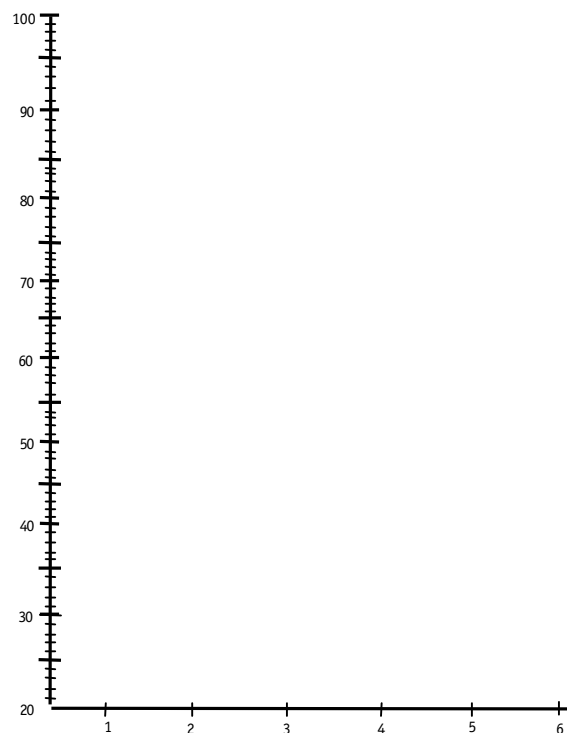
Title: \_\_\_\_\_  
 Level: \_\_\_\_\_  
 Date: \_\_\_\_\_



Title: \_\_\_\_\_  
 Level: \_\_\_\_\_  
 Date: \_\_\_\_\_



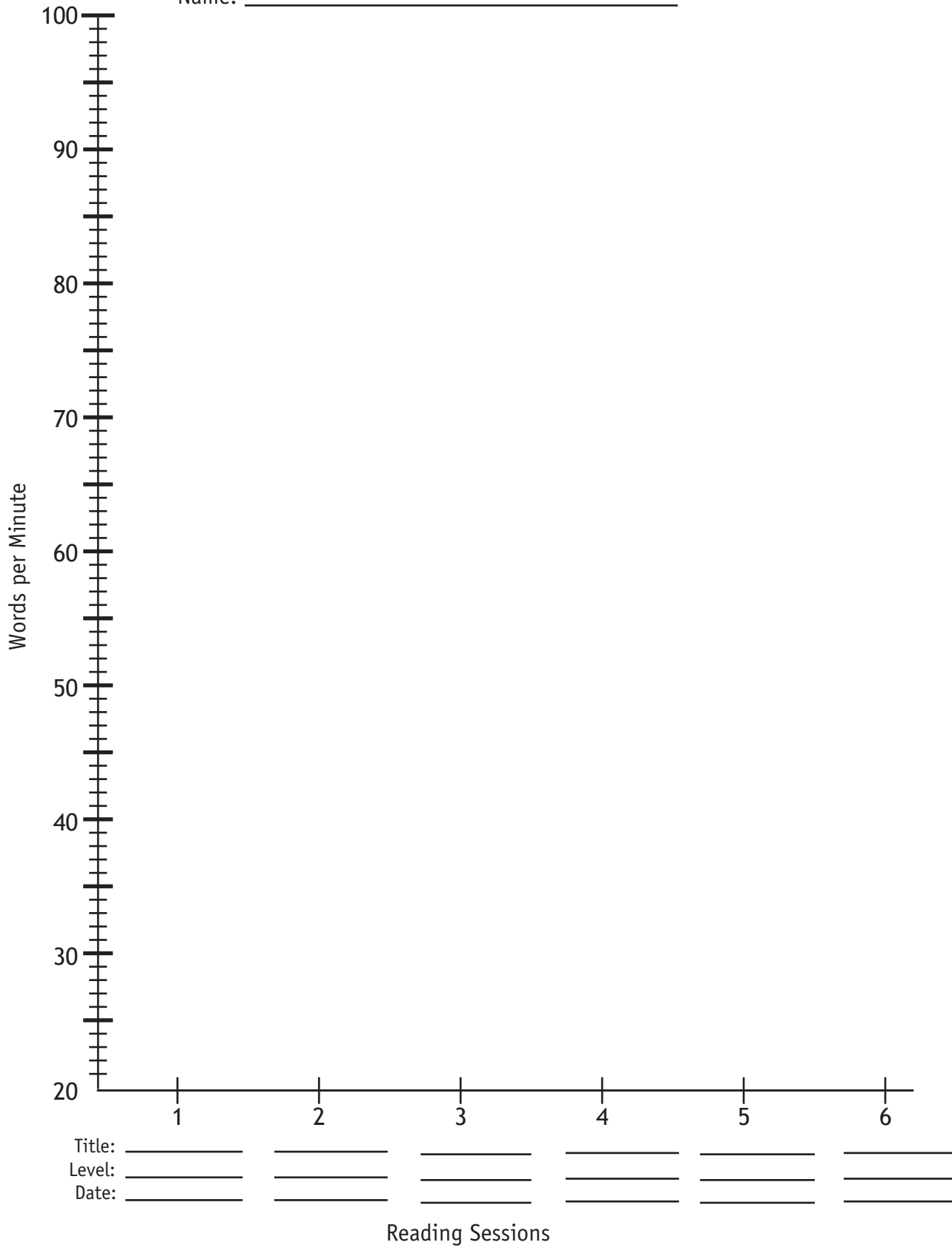
Title: \_\_\_\_\_  
 Level: \_\_\_\_\_  
 Date: \_\_\_\_\_



Title: \_\_\_\_\_  
 Level: \_\_\_\_\_  
 Date: \_\_\_\_\_

# □ **FLUENCY MONITORING OVER TIME**

Name: \_\_\_\_\_



**REPEATED-READING RECORD**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Pages read: \_\_\_\_\_

1<sup>st</sup> Reading: # of words read: \_\_\_\_\_

Subtract # of errors: \_\_\_\_\_

Words correct per minute: \_\_\_\_\_

Graph results  
Practice reading 3 times

---

2<sup>nd</sup> Reading: # of words read: \_\_\_\_\_

Subtract # of errors: \_\_\_\_\_

Words correct per minute: \_\_\_\_\_

Practice more or, if improved wpm, check out with teacher

---

3<sup>rd</sup> Reading: # of words read: \_\_\_\_\_

Subtract # of errors: \_\_\_\_\_

Words correct per minute: \_\_\_\_\_

Graph results after teacher checkout



## **STRATEGIES FOR FLUENCY INTERVENTIONS**

The following pages have been reprinted from Texas Center for Reading and Language Arts. (2002). *Reading strategies and activities: A resource book for students at risk for reading difficulties, including dyslexia*. Austin, TX: Texas Education Agency.

# FLUENCY

## *Strategy Set Outline*



### **I.) Letter Sounds**

Lesson 1: Initial Instructional Strategy—*Identifying Letter Sounds*

Lesson 2: Review Strategy—*Increasing Accuracy and Rate*

Lesson 3: Expansion Strategy—*Introducing New Letter Sounds*

### **II.) Regular Word Reading**

Lesson 1: Initial Instructional Strategy—*Identifying Regular Words*

Lesson 2: Review Strategy—*Increasing Accuracy and Rate*

Lesson 3: Expansion Strategy—*Rapid Word Identification*

### **III.) Irregular Word Reading**

Lesson 1: Initial Instructional Strategy—*Identifying Irregular Words*

Lesson 2: Review Strategy—*Increasing Accuracy and Rate*

Lesson 3: Expansion Strategy—*Rapid Word Identification*

### **IV.) Fluency in Connected Text**

Lesson 1: Initial Instructional Strategy—*Partner Reading with Graphing*

Lesson 2: Review Strategy—*Repeated Reading (Tape Assisted) with Graphing*

Lesson 3: Expansion Strategy—*Repeated Reading with Hot Timing and Graphing*

# FLUENCY



## I. Letter Sounds -Lesson 1:

### *Initial Instructional Strategy—Identifying Letter Sounds*

#### **Introduction**

In this three-lesson strategy set, a procedure for teaching students to fluently read letter sounds is introduced. The first lesson involves establishing achievable letter-sound fluency goals for students, and providing them structured practice with teacher guidance to meet these goals. The second lesson provides continued letter-sound fluency practice working with peers, using a game format and increasing fluency goals. The final lesson assesses students' progress toward the fluency goals established in the first lesson and introduces a new sound.

#### **Lesson Objective**

Increase student accuracy and rate in identifying letter sounds.

#### **Corresponding TEKS Objectives**

K.7 & 1.7: The student uses letter-sound knowledge to decode written language.

K.7.C & 1.7.C: The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

#### **Rationale and Purpose**

- This strategy is designed to increase students' accuracy and rate in identifying letter sounds. Accuracy and fluency in letter sound recognition are important precursors to blending, word reading, and passage reading.
- The strategy may be used with students in kindergarten and first grade.
- This fluency-building strategy can be used after students are able to identify accurately some or all letter sounds. Expected student response time may vary depending on the number of letter sounds presented, student familiarity with the letter-sounds, and variation in ability in the instructional group.
- In this activity, the teacher presents letter-sound cards to the students in random order. Students identify as many letter sounds as possible in one minute.

#### **Necessary Preskills**

For students to be successful, they need to be able to:

- Accurately identify the following letter sounds: /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.

## Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach letter sounds include:

- Select letter sounds students are able to identify accurately.
- Separate highly similar examples: auditory (b, d) and visual (v, w).
- Begin fluency instruction with lower case letters and move to upper case letters as students demonstrate fluency.
- Include multiple examples of each letter sound in the practice set.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency, decreasing the amount of time per response. Students should be able to respond to each letter sound within one second.

## Materials and Examples

- One stopwatch or one-minute timer.
- Letter-sound cards (see samples below – not actual size). Provide a minimum of three copies of each of the letter sounds below.



- Sample letter-sound cards (see attached blackline master).

## Instructional Sequence

Instructional Feature	What To Do	What To Say
Planning	<p>Lesson Preparation</p> <ul style="list-style-type: none"> <li>• Set a goal for the lesson based on students' abilities. The goal for this lesson is 30 correct letter sounds per minute.</li> <li>• For the purpose of this lesson, the letter sounds will include: /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.</li> <li>• /f/ is the new letter sound in this lesson.</li> <li>• Three cards with each letter sound are included in the set, for a total of 30 letter-sound cards.</li> </ul>	

Continued on next page

Instructional Feature	What To Do	What To Say
Introduction	Lesson Procedure Complete a one-minute small-group practice: <ul style="list-style-type: none"> <li>• Model the letter sounds once.</li> <li>• Have students practice naming the letter sounds in one minute.</li> </ul>	
		<p><b>“We are going to play a game called the One-Minute Dash. In this game we practice saying the letter sounds as fast as we can. Saying the letter sounds as quickly as we can will help us learn to read words. What will saying the letter sounds quickly help us to do?”</b>  <i>Learn to read words.</i></p> <p><b>“Yes. The goal for today is to read 30 or more letter sounds correctly in one minute. Let’s see if we can do it.”</b></p> <p><b>“First let’s practice.”</b></p>
Model Explicit Examples  <div data-bbox="456 1161 537 1241" style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"><b>f</b></div>  <div data-bbox="456 1276 537 1356" style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"><b>a</b></div>	Position the cards so that all students can see. Show one card at a time modeling each letter sound once. /f/ is the new sound introduced for fluency building. This sound and any previous error sounds would be previewed multiple times during the teacher model.	<p><b>“This sound is our new sound /fff/, what is the sound? /fff/. Yes /fff/.”</b></p> <p><b>“This sound is /aaa/, what is the sound? /aaa/. Yes /aaa/.”</b></p> <p>Repeat wording for remaining examples.</p>
Provide Students Opportunities to Practice  <div data-bbox="456 1472 537 1551" style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"><b>a</b></div>  <div data-bbox="456 1577 537 1656" style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"><b>m</b></div>	<p>Present all of the cards to the students without a model.</p> <p>Present letter sound cards for the remaining examples.</p>	<p><b>“What is the sound? /aaa/.”</b></p> <p><b>“What is the sound? /mmm/.”</b></p> <p><i>Repeat wording for remaining examples.</i></p>

Continued on next page

Instructional Feature	What To Do	What To Say
<p>Assess Understanding</p> <div data-bbox="456 464 537 543">a</div> <div data-bbox="456 632 537 711">m</div>	<p>Present each card to the students for one minute. Continue to present the cards multiple times, until one minute is up.</p> <p>Present the first letter-sound card. Start the stopwatch and prompt students, <b>"What is the sound?"</b></p> <p>For the remaining examples, present the letter-sound cards</p> <p>Provide rapid feedback on student errors.</p> <p>Continue presenting letters for one minute. Correctly identified letter sounds are placed in one stack. Errors are placed in a second stack. At the end of one minute, tally the number of correctly identified letter sounds.</p>	<p><b>"What is the sound? /a/"</b></p> <p><b>"What is the sound? /mmm/"</b></p> <p><i>Repeat wording for remaining examples.</i></p> <p><i>Feedback: "This sound is _____. What is the sound? _____"</i></p>
<p>Provide Feedback</p>	<p>Review students' errors.</p>	<p><i>Feedback: "This letter sound is _____. What is the sound?"</i></p> <p><i>Students respond. "Yes _____."</i></p> <p><b>"Let's try that one again."</b></p> <p>Repeat presentation of the letter sound immediately and interspersed in subsequent examples.</p>
<p>Review</p>	<p>Repeat the previously timed procedure for one additional minute.</p>	

## How To Evaluate Learning

Evaluate student performance in terms of accuracy and rate.

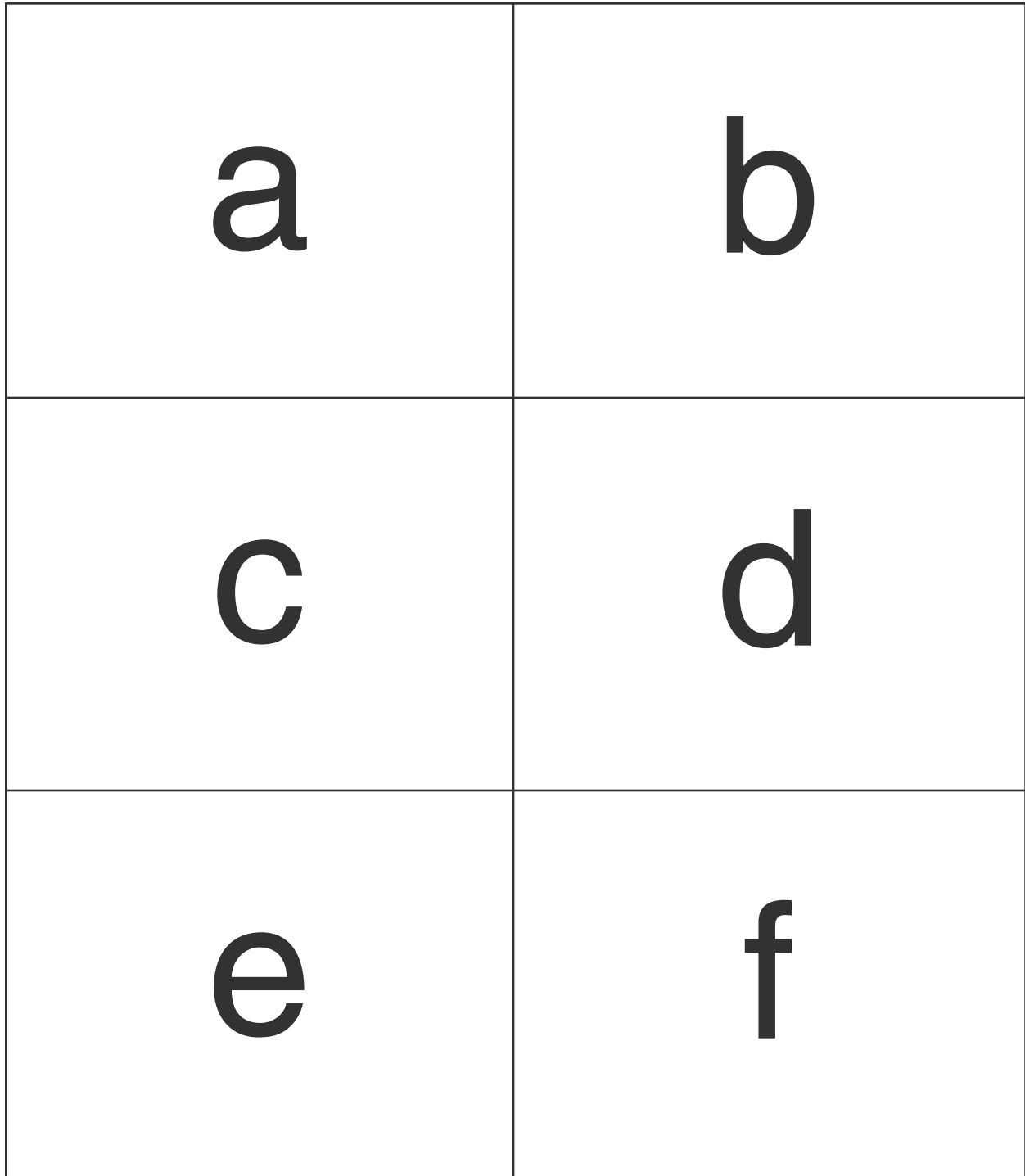
- How many letter sounds were identified correctly in one minute?
- Did students meet the goals specified at the beginning of the instructional session?
- Were there any letter sounds that the students experienced difficulty identifying? If yes, do the students require additional accuracy practice prior to fluency building? Do the students require additional response time to identify the letter sound?
- Will any specific letter sounds require more instructional time than was scheduled in this lesson? If yes, how could this be scheduled?

### Instructional Strategy modified from:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: <http://reading.uoregon.edu/>

**Blackline Master: LETTER-SOUND CARDS**

*Duplicate using cardstock. Cut along the solid black lines. Select the letter sounds that are the focus of instruction. Prepare several copies of each letter.*





g	h
i	j
k	l

m	n
o	p
q	r

**s****t****u****v****w****x**

<b>y</b>	<b>z</b>
----------	----------

# FLUENCY



## I. Letter Sounds -Lesson 2:

### *Review Strategy—Increasing Accuracy and Rate*

#### **Lesson Objective**

Increase student accuracy and rate in identifying letter sounds.

#### **Corresponding TEKS Objectives**

K.7 & 1.7: The student uses letter-sound knowledge to decode written language.

K.7.C & 1.7.C: The student is expected to learn and apply letter sound correspondences of a set of consonants and vowels to begin to read (K-1).

#### **Rationale and Purpose**

- This lesson is designed to increase students' accuracy and rate in identifying letter sounds. The lesson builds on the introductory lesson by providing additional practice in rapid letter identification.
- The strategies used in this lesson may be used with students in kindergarten and first grade. Both strategies can be used after students are able to accurately identify letter sounds and have had some fluency building practice with the sounds in previous lessons.
- The first activity, "Snap," provides a review of letter sounds covered in the previous lesson. The second activity is designed to increase student rate of letter-sound identification by increasing the fluency goals based on students' performance in the previous lesson.

#### **Necessary Preskills**

For students to be successful, they need to be able to:

- Accurately identify the letter sounds: /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.
- Achieve the fluency goals from the previous lesson (accurately identifying 30 letter sounds per minute).

#### **Instructional Design Criteria**

To ensure success, the instructional examples and sequence of instruction used to teach letter sounds include:

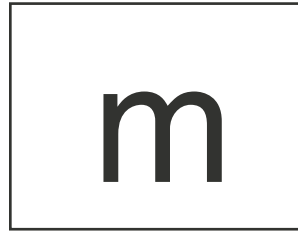
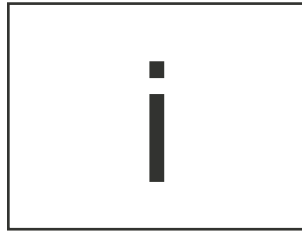
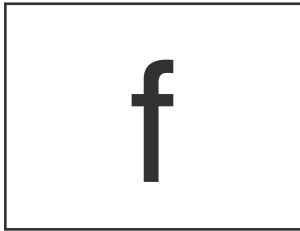
- Reviewing letter sounds that were incorrectly identified during the previous lesson.
- Include multiple examples of each letter sound in the practice set.
- Progress from accuracy to fluency by decreasing the amount of time between responses. Students should be expected to respond to each letter sound within one second.
- Provide two-three short practice opportunities per day—outside of the lesson.

## Materials and Examples

### Snap:

One set of “Snap” game cards per student (see sample cards below – approximate size). Select letter sounds that are the focus of instruction. Include three to four copies of the targeted snap sound (/f/) in each student’s set of cards. Select the “Snap” sound card based on students’ error patterns and the recently introduced letter sounds. Each student needs a minimum of 20 cards per player.

Sample “Snap” Cards (see attached blackline master).



### One Minute Dash:

- Stopwatch or one-minute timer
- One set of letter-sound cards that are the focus of instruction (see samples below – not actual size).
- Provide four copies of each of the letter sounds.

Sample Letter Sound Cards:




## Instructional Sequence

Instructional Feature	What To Do	What To Say
Planning	<p>The letter sounds to be reviewed include: /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.</p> <p>Multiple cards for each letter sound are included in the sets for both “Snap” and the “One-Minute Dash.” The Snap card will be /f/ because it is the most recently introduced sound.</p>	

Continued on next page

Instructional Feature	What To Do	What To Say
<b>Part 1: Snap</b>		
Introduction		<p><b>"Today we will review the letter sounds we have been learning. The letter sounds are: /aaa/, /mmm/, /t/, /sss/, /iii/, /d/, /rrr/, /o/, /g/, and /fff/."</b></p> <p><b>"We are going to practice saying the letter sounds as fast as we can, playing two games: Snap and the One-Minute Dash."</b></p> <p><b>"Who can remember why it was important to say the letter sounds as fast as you can?" To help us to read words. "Yes, that's right, to help you read words."</b></p> <p>Review letter sounds from previous lessons.</p>
Review <div data-bbox="433 1037 513 1115" style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px;">f</div> <div data-bbox="433 1184 513 1262" style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px;">a</div>	<p>Position cards so that all students can see. Flip through the stack of cards, saying <b>"What's the sound?"</b></p> <p>Most recent sound.</p>	<p><b>"What sound does this letter make? /fff/. Yes /fff/."</b></p> <p><b>"What is this sound? /aaa/. Yes /aaa/."</b></p> <p>Repeat wording for remaining examples.</p>
Model Explicit Examples	Pick up the "Snap" cards and divide them into two stacks.	<p><b>"Now we are going to play a game called Snap. In this game you will work with a partner to practice saying the sounds of the letters as quickly as you can."</b></p> <p>Assign partners.</p> <p><b>"This is what you will do."</b></p> <p><b>"Find a place to sit with your partner. Sit and face each other."</b></p> <p><b>"I will give each of you a stack of cards with all of the letter sounds we know."</b></p>

Continued on next page

Instructional Feature	What To Do	What To Say
	Demonstrate	<p>Hold the letter sounds face down in your hand.</p> <p><b>“When I say ‘begin’ you will turn over a card, say the sound of the letter quickly, and place the card face up on the card stack. Keep doing this with all of the cards in your stack.”</b></p>
	Hold up the /f/ Snap card so all students are able to see.	<p><b>“Move through your stack of cards until you find the Snap card. Today’s Snap card will be the /fff/ sound.”</b></p> <p><b>“When you see and hear the /fff/ sound, try to be the first to ‘snap’ the stack of cards by patting down on the cards in the center with your hand. The first person to ‘snap’ the cards will read the /fff/ sound again, and if he/she reads the sound correctly he/she can collect the stack of cards.”</b></p>
	Demonstrate	Keep playing until one person has most or all of the cards.
Provide Student Opportunities to Practice	<p>Direct students into their partner groupings.</p> <p>Students commence the game.</p> <p>Circulate between groups ensuring students are naming the letter sounds correctly.</p>	<b>“Your turn.”</b>
Provide Feedback		<p><i>Feedback: “Listen. This letter sound is _____. What is the sound?”</i></p> <p><i>Students respond. “Yes _____.”</i></p> <p><b>“Let’s try that one again.”</b></p>

Continued on next page



Instructional Feature	What To Do	What To Say
<b>Part 2: One-Minute Dash</b>		
Planning	<p>Lesson Preparation</p> <p>The goal for this lesson is for students to correctly identify 35 letter sounds per minute. This goal was established based on student performance during the previous lesson. The students successfully met the goal of identifying 30 letters sounds in a minute, so the teacher increases the number of responses required in one minute.</p> <p>For the purpose of this lesson the letter sounds will include: /a/, /m/, /t/, /s/, /i/, /f/, /d/, /r/, /o/, /g/. Four cards for each letter sound are included in the set, totaling 40 letter-sound cards.</p>	
Assess Understanding	<p>Lesson Procedure</p> <p>Students complete sound practice prior to and during the “Snap” activity. Commence instruction with the one-minute timing.</p> <p>Hold letter-sound cards in a position where all students can see. Present the cards to the students in random order for one minute.</p> <p>Present the first letter sound card. Start the stopwatch and prompt students, <b>“What is the sound?”</b></p> <p>Present letter-sound cards for the remaining examples.</p>	<p><b>“Now we will play the One-Minute Dash. In this game we practice saying the letter sounds as fast as we can for one minute.”</b></p> <p><b>“What is the sound? /aaa/.”</b></p> <p><b>“What is the sound? /fff/.”</b></p> <p>Repeat wording for remaining examples.</p>
Provide Feedback	<p>Provide quick corrective feedback on errors.</p> <p>Continue presenting letters for one minute.</p> <p>Letter sounds identified correctly are placed in one stack. Errors are placed in a second stack.</p> <p>At the end of one minute, tally the number of letter sounds identified correctly.</p> <p>Review student errors.</p> <p>Repeat the previously timed procedure for one additional minute.</p>	<p><i>Feedback:</i> <b>“This sound is _____. What is the sound? _____.”</b></p> <p><i>Feedback:</i> <b>“This letter sound is _____. What is the sound?”</b></p> <p><i>Students respond.</i> <b>“Yes, _____.”</b></p> <p><b>“Let’s try that one again.”</b></p> <p>Repeat presentation of the letter sound immediately and interspersed in subsequent examples.</p>

## How To Evaluate Learning

Evaluate student performance in terms of rate and accuracy.

- Did students correctly identify 35 letter sounds in one minute?
- Which letter sounds require additional review? How will this be scheduled?
- Were there any letter sounds that the students were highly accurate in identifying? If yes, what other letter sounds could be introduced for additional fluency building in the next lesson?
- Were there any letter sounds that the students experienced difficulty in identifying? If yes, do the students require additional accuracy practice prior to fluency building instruction? Should this sound be removed from the fluency building lessons or do the students require additional response time to identify this letter sound?

### Instructional Strategy modified from:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: <http://reading.uoregon.edu/>

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: [http://texasreading.org/tcrla/download/Essential\\_Reading\\_Stgy.pdf](http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf)

**Blackline Master: SNAP CARDS**

*Duplicate two copies of these pages onto cardstock for each student. Students cut out the letter sounds along the solid black lines. Select the letter sounds that are the focus of instruction. Include three to four copies of the targeted “snap” sound.*

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	x
y	z	

# FLUENCY



## I. Letter Sounds -Lesson 3:

### *Expansion Strategy—Introducing New Letter Sounds*

#### **Lesson Objective**

Increase student accuracy and rate in identifying letter sounds.

#### **Corresponding TEKS Objectives**

K.7 & 1.7: The student uses letter-sound knowledge to decode written language.

K.7.C & 1.7.C: The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

#### **Rationale and Purpose**

- This lesson is designed to increase students' accuracy and rate in identifying letter sounds. This lesson builds on previous lessons by providing additional practice in rapid letter identification, adjusting instructional goals based on student performance, and introducing a new letter sound for fluency building.
- Strategies used in this lesson may be used with students in kindergarten and first grade.
- The strategies can be used after students are able to accurately identify letter sounds and have had some fluency-building practice with the sounds in previous lessons.
- This activity is designed to gradually increase the rate of letter-sound identification by increasing the instructional goal based on students' performance in the previous lesson.

#### **Necessary Preskills**

For students to be successful, they need to be able to:

- Accurately identify the letter sounds: /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/.

#### **Instructional Design Criteria**

To ensure success, the instructional examples and sequence of instruction used to teach letter sounds include:

- The letter sound /a/ was the first letter introduced for fluency building. After two weeks of practice (with no errors over the previous four lessons) /a/ has been removed from the letter-sound fluency instruction and replaced with /l/, the next sound to be covered in the instructional sequence designed by the teacher (see below). This letter sound will be incorporated into daily fluency instruction over approximately two weeks.
- Review any errors during the previous lesson.
- The instructional goal is increased to 40 letter sounds per minute in this activity.

**General:**

- Instruction is sequenced as follows: /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/, /h/, /u/.
- Separate examples that are highly auditorially and visually similar.
- Begin fluency instruction with lower-case letters and move to upper-case letters as students demonstrate fluency.
- Include multiple examples of each letter sound in the practice set.
- Provide two to three short practice opportunities per day.
- Reduce the response time as fluency increases.

**Materials and Examples**

- One enlarged Beat the Clock activity sheet for the teacher model.
- One one-minute timer per group.
- One Beat the Clock activity sheet per student (see sample on the following page).
- Letter sound cards: /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/ (remove /a/ from previous lesson and add /l/).

**Sample “Beat-the-Clock” Activity Sheet: Beat-the-Clock****Letter sounds: /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/****Goal: 40 letter sounds per minute**

m  
 t  
 s  
 i  
 d  
 r  
 o  
 g  
 f  
 l  
 r  
 s  
 m  
 g  
 d  
 i  
 t  
 f  
 i  
 d  
 s  
 l  
 s  
 r  
 i  
 l  
 t  
 o  
 d  
 f  
 g  
 r  
 g  
 m  
 f  
 o  
 o  
 t  
 l

**Total Sounds per minute: \_\_\_\_\_**

l	m	t	s	i	f	d	r	o	g
---	---	---	---	---	---	---	---	---	---

1. Rank students according to letter-sound fluency performance.
2. Split the list in half (down the middle).
3. Pair the top-ranked student in the higher-performing half with the top-ranked student in the lower-performing half. Do the same for the two students who are second in each half. Continue this process until all students have partners.

Continued on next page

Instructional Feature	What To Do	What To Say
<p>Provide Students Opportunities to Practice/Assess Understanding</p> <div data-bbox="444 407 526 485" style="border: 1px solid black; text-align: center; width: 40px; height: 40px; line-height: 40px;">l</div> <div data-bbox="444 522 526 600" style="border: 1px solid black; text-align: center; width: 40px; height: 40px; line-height: 40px;">m</div>	<p>Present all of the cards to the students.</p> <p>Provide quick corrective feedback on errors.</p> <p>Present remaining letter-sound cards.</p>	<p><b>"Your turn. What is the sound?"</b> /lll/.</p> <p><b>"What is the sound?"</b> /mmm/.</p> <p>Repeat wording for remaining examples.</p>
<p>Provide Feedback</p>		<p><i>Feedback:</i> <b>"This sound is / ____/. What is the sound?"</b> / ____/</p>
<p>Model Explicit Example</p>	<p>Display Beat the Clock activity so all students can see.</p> <p>See directions for allocating partners under Materials and Examples</p> <p>Hold up game sheet and timer for students to see.</p> <p>Model reading through the letter sounds.</p>	<p><b>"Now we're ready to play Beat-the-Clock. Listen carefully, while I explain the rules."</b></p> <p><b>"In this game you will work with a partner to practice saying the letter sounds on the game sheet as quickly as you can."</b></p> <p>Assign partners.</p> <p><b>"First, find a place to sit with your partner."</b></p> <p><b>"I will give each of you a Beat the Clock game sheet and a timer. One person times the other person, who will be racing the clock. Then you will switch roles."</b></p> <p><b>"Practice reading through the letter sounds one time without the timer. Ask your partner for help with any sounds you don't remember."</b></p> <p><b>"When you are ready, start the timer and begin. The clock racer will start reading the letter sounds across the page. If you reach the bottom of the page, before the time is up, go back to the top of the page and start again."</b></p> <p><b>"Point to each letter sound as you read."</b></p> <p><b>"Watch while I demonstrate."</b></p>

Continued on next page



Instructional Feature	What To Do	What To Say
	<p>Model Process</p> <p>Model the whole process from beginning to end including feedback.</p> <p>Pair students and distribute materials.</p> <p>Students begin playing the game.</p>	<p><b>“If you make a mistake reading a letter sound, your partner will tell you the correct letter sound, then move on. Remember the timer is still on. Timers will record mistakes on the game sheet in pencil.”</b></p> <p><b>“Watch while I demonstrate the whole activity.”</b></p>
Assess Understanding	Circulate between groups ensuring students are completing the activity correctly.	
Provide Feedback	Partner feedback: Student tells partner the letter sound.	

## How To Evaluate Learning

Examine student performance data on the Beat-the-Clock activity sheet. Consider the following:

- Could students identify all of the letter sounds correctly?
- Could students accurately identify the letter sounds in the given time? If yes, consider reducing the response time. If no, is additional time or practice required?
- How many errors were made?
- Were there any repeated errors or patterns to students' errors?

### Instructional Strategy modified from:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: <http://reading.uoregon.edu/>

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: [http://texasreading.org/tcrla/download/Essential\\_Reading\\_Stgy.pdf](http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf)

Name: \_\_\_\_\_

**Beat-the-Clock****Letter sounds:** /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/**Goal:** 40 letter sounds per minute

m

t

s

i

d

r

o

g

f

l

r

s

m

g

d

i

t

f

i

d

s

l

s

r

i

l

t

o

d

f

m

g

r

g

m

f

o

o

t

l

**Total Sounds per minute:** \_\_\_\_\_

# FLUENCY



## II. Regular Word Reading-Lesson 1: *Initial Instructional Strategy—Identifying Regular Words*

### **Introduction**

In this three-lesson strategy set, procedures for building regular word-reading fluency skills through instructional games and timed practice are introduced. Students are instructed to work with partners and with the teacher.

### **Lesson Objective**

Increase student accuracy in identifying regular words.

### **Corresponding TEKS Objectives:**

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

### **Rationale and Purpose**

- This strategy is designed to increase students' accuracy in identifying regular words. Accuracy in regular word reading is an important precursor to reading texts.
- This strategy may be used with students in late kindergarten, first and second grades, or with older students who are still developing word-reading accuracy. This strategy can be used after students are able to identify some or all letter sounds and after students are able to accurately blend letter sounds.
- In this activity, students read randomly ordered word cards with a partner.

### **Necessary Preskills**

For students to be successful, they need to be able to:

- Blend together the most common sound/ spelling patterns learned to date.
- Accurately and fluently identify the letter-sound correspondences: /a/, /c/, /d/, /h/, /i/, /n/, /o/, /s/, /t/, /th/.
- Work with a partner.

## Instructional Design Criteria

To optimize success, the instructional examples and this sequence of instruction to teach word reading fluency include:

- Select words with letter sounds that students are able to accurately and fluently identify.
- Separate highly similar examples: p/b; e/i; m/n
- Include several examples of words with the same letter sounds and combinations in the practice set.
- Select words students will read in connected text.
- Begin instruction with words students will encounter frequently.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.
- Introduce approximately five new words per week, but no more than seven, depending on the students' levels of proficiency.
- When teaching regular word-reading fluency, previously taught irregular words may be included in the word lists.

## Materials and Examples

- Each pair of students will need three copies of each double-sided regular word card. (The same words appear on each side of the card).
- The teacher will also need copies of regular word cards separated into new words and review words.

Sample regular word cards:

and can in that it on at this had not

Instructional Sequence		
Instructional Feature	What To Do	What To Say
Planning	Determine the goal or the number of words students will read correctly. The goal for this lesson is to read 30 word cards correctly and as quickly as possible. Three double-sided cards with each of the ten words are included in the set for a total of 30 word cards.	

Continued on next page

Instructional Feature	What To Do	What To Say
Introduction and Word Preview through Explicit Examples	<p>Complete a small group practice by modeling the word pronunciations once. Students practice reading the word cards following the teacher model.</p> <p>Position the cards so that all students can see. Flip through the stack of cards modeling the pronunciation of each word once. New words and any previous error words would be previewed multiple times during the teacher model.</p> <div data-bbox="610 743 1011 814"> <div>it</div> <div>on</div> <div>at</div> <div>this</div> <div>not</div> </div>	<p><b>“We are going to play a game called Word Speed. In this game we practice reading words as fast as we can. Reading words quickly helps us read stories.”</b></p> <p><b>“The goal for today is to read 30 words quickly and correctly. Let’s see if we can do it. First, let’s practice.”</b></p> <p><b>“These are words you will need to know to be able to read your stories. This is our new word <i>it</i>, what is the word? <i>it</i>. Yes, <i>it</i>. Watch me sound out the word /i/ /t/. Now, I’ll read the word <i>it</i>. You read the word, <i>it</i>.”</b></p> <p><b>“This is our new word <i>on</i>, what is the word? <i>on</i>. Yes, <i>on</i>. Watch me sound out the word /o/ /n/. Now, I’ll read the word <i>on</i>. You read the word, <i>on</i>.”</b></p> <p>Repeat wording for remaining examples.</p>
Provide Students Opportunities to Practice (in a game format)	<p>Present all of the word cards, new and review, to the students without a model to provide practice. Expect choral responses.</p> <p>Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.</p>	<p><b>“Now we’ll read all the words again. Let’s make a stack for the words read correctly. What’s the word?” <i>can</i></b></p> <p><b>“What’s the word?” <i>it</i></b></p> <p>Repeat wording for remaining examples.</p>
Feedback	<p>Present immediate feedback on student errors.</p> <p>Review errors once the complete stack of cards is read.</p>	<p><b>“This word is _____. What is this word?” _____.</b></p> <p><b>“Listen. This word is _____. What is the word?” <i>Students respond.</i> “Yes, _____. Let’s try that one again.”</b></p> <p>Immediately repeat presentation of the word and intersperse it in subsequent examples.</p>

Continued on next page

Instructional Feature	What To Do	What To Say
Assess Understanding through Independent Practice	<p>Assign students a partner and provide each pair a set of word cards. One student reads the word cards, while the partner holds and flips the cards and checks for correct responses.</p> <div data-bbox="716 527 862 596" style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"> <b>and</b>   <b>not</b> </div> <p>The student should:</p> <ul style="list-style-type: none"> <li>• Present the whole stack of cards.</li> <li>• Place correct words in one stack and errors in a second stack.</li> <li>• Tally the number of words identified correctly.</li> <li>• Switch roles with partner.</li> </ul> <p>Teachers monitor partner interactions, providing assistance if necessary.</p>	<p><b>“What is the word?” and</b></p> <p><b>“What is the word?” not</b></p> <p>Repeat wording for remaining examples.</p>
Feedback	Partners present rapid feedback to the reader. Teachers monitor feedback, providing assistance if necessary.	<b>“This word is _____. What is the word?” _____.</b>

## How To Evaluate Learning

- Evaluate student performance in terms of accuracy. How many words were correctly identified?
- Did students meet the goal specified at the beginning of the instructional session?
- Were there any words that students experienced difficulty identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

## References

Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: For kindergarten through eighth grade*. Novato, CA: Arena Press.

# FLUENCY



## II. Regular Word Reading-Lesson 2: *Review Strategy—Increasing Accuracy and Rate*

### **Lesson Objective**

Increase student rate and accuracy in identifying regular words.

### **Corresponding TEKS Objectives:**

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

### **Rationale and Purpose**

- This strategy is designed to increase students' accuracy in identifying regular words. This lesson builds on an introductory accuracy lesson by providing additional practice in word identification and emphasizing the speed with which the words are read.
- This strategy may be used with students in late kindergarten, first and second grades, or with older students who are still developing word reading accuracy.
- This fluency-building strategy can be used after students have had word-reading practice from previous lessons.
- In this activity, students read randomly presented word cards with a partner. Students rapidly identify as many words as possible during a one-minute timing.

### **Necessary Preskills**

For students to be successful, they need to be able to:

- Blend together the most common sound/ spelling patterns learned to date.
- Accurately and fluently identify the letter-sound correspondences: /a/, /c/, /d/, /h/, /i/, /n/, /o/, /s/, /t/, /th/.
- Work with a partner.
- Achieve the fluency goal from the previous lesson (accurately identifying 30 regular words).
- Operate a timer.

## Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach word reading fluency include:

- Review any errors identified during the previous lesson.
- Separate examples that are auditorily and visually similar.
- Include several examples of words with the same letter sounds and combinations in the practice set.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.

## Materials and Examples

- Teacher copies of regular word cards.
- Student copies of regular word cards.
- Stopwatch or one-minute timer.

Sample regular word cards:



Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	Determine the number of words students will read correctly. The goal for this lesson is to read 30 previously practiced word cards in less than one minute. Include three double-sided cards with each of the 10 words in the set to total 30 word cards.	
Introduction	Complete a small group review by modeling the word pronunciations once. Students will practice reading the word cards following the teacher model.	<p><b>"We are going to play timed Speed Word Reading with partners. In this game we practice reading words with our partners in less than one minute. I will review the words with you."</b></p> <p><b>"The goal for today is to correctly read all 30 words in less than one minute."</b></p>

Continued on next page



Instructional Feature	What To Do	Explicit Instruction
<p>Model Explicit Examples and Provide Students Opportunities for Review and Practice</p>	<p>Position the cards so that all students can see. Flip through the stack of cards, modeling the pronunciation of each word once. Any previous error words would be previewed multiple times during the teacher model.</p> <div data-bbox="621 499 1008 617"> <div>and can in that it on</div> <div>at this had not</div> </div> <p>Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.</p>	<p><b>"This word is <i>can</i>. What's the word?"</b> <i>can</i></p> <p><b>"This word is <i>it</i>. What's the word?"</b> <i>it</i></p> <p>Repeat wording for remaining examples.</p> <p><b>"Now we will read the words fast. What's this word?"</b> <i>and</i></p> <p>Repeat wording for remaining examples.</p>
<p>Feedback</p>	<p>Provide rapid feedback on student errors.</p>	<p><b>"This word is _____. What's the word?"</b> _____</p>
<p>Review</p>	<p>Review student errors</p>	<p><b>"Listen. This word is _____. What is this word?"</b> <i>Students respond. "Yes, _____. Let's try that one again."</i></p> <p>Immediately repeat presentation of the word and intersperse in subsequent examples.</p>
<p>Assess Understanding through Independent Practice</p>	<p>Assign students to a partner and provide each pair a set of word cards. One student reads the word cards, while the partner flips the cards and checks for correct responses.</p> <p>One student in the pair presents the first word card. The teacher or student starts the stopwatch and prompts his or her partner.</p> <div data-bbox="748 1528 868 1575"> <div>and</div> <div>not</div> </div> <p>Student presents the cards for the full minute. Correct words are placed in one stack and errors are placed in a second stack. The student tallies the number of words correctly identified by the reader at the end of the minute.</p> <p>The teacher monitors the partner interactions and provides assistance.</p>	<p><b>"This time you will read the words with a partner. Your partner will time you while you read. What is this word?"</b> <i>and</i></p> <p><b>"What is this word?"</b> <i>not</i></p> <p>Repeat wording for remaining examples.</p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review	<p>Following the one-minute timing, the partner reviews the incorrectly read words with the reader.</p> <p>The teacher monitors review, providing assistance if necessary.</p> <p>Students switch tasks.</p>	<p><b>“Listen. This word is _____. What is this word?”</b> <i>Partner responds. “Yes, _____. Let’s try that one again.”</i></p> <p>Immediately repeat presentation of the word and intersperse it in subsequent examples.</p>

### How To Evaluate Learning

- Evaluate student performance in terms of rate and accuracy. How many words were correctly identified in one minute?
- Did students meet the specified goal?
- Were there any words that students experienced difficulty identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

# FLUENCY



## II. Regular Word Reading-Lesson 3: *Expansion Strategy—Rapid Word Identification*

### **Lesson Objective**

Increase student rate and accuracy in identifying regular words.

### **Corresponding TEKS Objectives:**

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

### **Rationale and Purpose**

- This strategy is designed to increase students' rate and accuracy in identifying regular words. This lesson builds on previous lessons by providing additional practice in rapid word identification.
- This strategy may be used with students in kindergarten, first and second grades.
- This fluency-building strategy would be used after students have had some practice with these words in previous lessons.
- In this activity, students chorally read word cards randomly presented by the teacher. Students rapidly identify as many words as possible in one minute.

### **Necessary Preskills**

For students to be successful, they need to be able to:

- Blend together the most common sound/ spelling patterns learned to date.
- Accurately and fluently identify the letter-sound correspondences: /a/, /c/, /d/, /h/, /i/, /n/, /o/, /s/, /t/, /th/.
- Work with a partner.
- Achieve the fluency goal from the previous lesson (accurately identifying 30 regular words).
- Operate a timer.

## Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach word reading fluency include:

- Review any errors identified during the previous lesson.
- Separate examples that are aurally and visually similar.
- Include several examples of words with the same letter sounds and combinations in the practice set.
- For the purposes of review, include words in the practice set that students have previously mastered.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.

## Materials and Examples

Teacher copies of each double-sided regular word card and a stopwatch or one-minute timer.

Sample regular word cards:



Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	Determine the number of words students will correctly read. The goal for this lesson is to read 40 previously practiced word cards correctly in less than one minute. Include four double-sided cards with each word in the set to total 40 word cards.	
Introduction	Complete a small-group review by modeling the word pronunciations once. Students practice reading the word cards following the teacher model.	<p><b>“You are going to play timed Rapid Word Reading with me. In this game we practice reading words in less than one minute. First, I will review the words with you.”</b></p> <p><b>“The goal for today is to correctly read all 30 words in less than one minute.”</b></p>

Continued on next page

Instructional Feature	What To Do	What To Say
Model Explicit Examples and Provide Students Opportunities for Review and Practice	<p>Position the cards so that all students can see. Flip through the stack of cards modeling the pronunciation of each word once. Any previous error words would be previewed multiple times during the teacher model.</p> <div data-bbox="618 520 1003 640"> <div>and</div><div>can</div><div>in</div><div>that</div><div>it</div><div>on</div> <div>at</div><div>this</div><div>had</div><div>not</div> </div> <p>Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.</p>	<p><b>"This word is <i>can</i>. What's the word?"</b> <i>can</i></p> <p><b>"This word is <i>it</i>. What's the word?"</b> <i>it</i></p> <p>Repeat wording for remaining examples.</p>
Feedback	Provide rapid feedback on student errors.	<b>"This word is _____. What is this word?"</b> _____.
Review	Review student errors	<b>"Listen. This word is _____. What is this word?"</b> <i>Students respond. "Yes, _____. Let's try that one again."</i> Immediately repeat presentation of the word and intersperse in subsequent examples.
Assess Understanding	<p>Present each card to students over the course of one minute. Continue to present the cards multiple times until one minute is complete.</p> <p>Present the first regular word card. Start the stopwatch and prompt students.</p> <div data-bbox="751 1423 865 1472"> <div>and</div><div>can</div> </div> <p>Present regular word cards for the remaining examples. Correct word cards are placed in one stack. Errors are placed in a second stack. At the end of one minute, tally the number of word cards correctly identified.</p>	<p><b>"What's the word?"</b> <i>and</i></p> <p><b>"What's the word?"</b> <i>can</i></p> <p>Repeat wording for remaining examples.</p>
Review	Review student errors made during timed reading	<b>"Listen. This word is _____. What's the word?"</b> <i>Students respond. "Yes, _____. Let's try that one again."</i> Immediately repeat presentation of the word and intersperse it in subsequent examples.

**How To Evaluate Learning**

- Evaluate student performance in terms of rate and accuracy. How many correct words were identified in one minute?
- Did students meet the specified goal?
- Were there any words that students experienced difficulty in identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

# FLUENCY



## III. Irregular Word Reading-Lesson 1: *Initial Instructional Strategy—Identifying Irregular Words*

### **Introduction**

In this three-lesson strategy set, a variety of procedures for teaching irregular word fluency and accuracy skills are introduced. Students will practice with taped word lists, engage in irregular word games, read irregular words under timed conditions, and graph their progress.

### **Lesson Objective**

Increase student rate and accuracy in identifying irregular words.

### **Corresponding TEKS Objectives**

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

1.8.E & 2.5.C: Recognize high frequency irregular words such as said, was, where and is (1-3).

### **Rationale and Purpose**

- This strategy is designed to increase students' fluency and accuracy in identifying irregular words. Fluency and accuracy with irregular word reading is an important precursor to passage reading.
- This strategy may be used with students in late kindergarten, first and second grades.
- This strategy can be used after students are able to accurately identify and blend letter sounds.
- In this activity, students are provided with a taped preview of irregular words in a word recognition grid.
- Students track and silently rehearse the irregular words on the student copy of the grid while they listen to the taped preview.

### **Necessary Preskills**

For students to be successful, they need to be able to:

- Accurately read irregular words that are the focus of instruction.
- Use a strategy for irregular word reading.
- Blend together the most common sound/ spelling patterns learned to date.

## **Instructional Design Criteria**

To ensure success, the instructional examples and sequence of instruction used to teach irregular word reading fluency include:

- Select words with letter sounds that students are able to fluently and accurately identify.
- Separate examples that are aurally and visually similar.
- Select high frequency words necessary for students to read connected text.
- Begin instruction with the most frequently occurring words.
- Begin with words that have the fewest number of uncommon sounds.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.
- Introduce approximately five new words per week, but no more than seven, depending on the students' levels of proficiency.

## **Materials and Examples**

Each student will need:

- Tape recording of the irregular words presented in the word-recognition grid.
- Tape player.
- Head phones.
- Student copies of the word recognition grid (see appendix for blackline master).
- Sample irregular-word recognition grid (see example on the next page).



**Sample irregular-word recognition grid:**

the

of

to

you

was

to

the

was

of

you

of

was

you

to

the

you

to

the

was

of

was

you

of

the

to

Instructional Sequence		
Instructional Feature	What To Do	What To Say
Planning	Determine irregular words for instruction. Construct a 5x5 grid of these words and provide a tape recording of the words as they appear on the grid. Make copies of the grid for students' use.	
Introduction	<p>Conduct a preview of irregular words by having students listen to a tape recording that corresponds to their irregular word grid.</p> <p>Students listen to the tape three times. The first time students will listen and point to the words. The second and third times, the student will practice silently rehearsing the irregular words while listening to the tape.</p>	<p><b>"Today you are going to read the words in the word grid going across the page while you listen to the tape. I want you to listen to the tape three times."</b></p> <p><b>"The first time you will listen and point to the words when they are read. The second and third time you listen, you will point and read the words quietly to yourself."</b></p>
Model Explicit Examples	Demonstrate how to use the tape player, head phones, how to point to the words, and how to read quietly.	
Provide Students Opportunities to Practice	While students listen to the tape player, the teacher watches to make sure that students are pointing and pronouncing the words. Teacher provides assistance if needed.	
Feedback	Ensure that students do not skip words or lines and words are pronounced correctly. Present rapid feedback on student errors. Students stop the tape player and go back to the beginning when an error is made.	<p>For skipped words or lines, have students go back to the beginning.</p> <p>For mispronunciations, point to the word and say <b>"This word is _____. What is this word?"</b> <i>Student responds.</i> Then, have the student go back to the beginning.</p>

### **How To Evaluate Learning**

- Evaluate student performance in terms of accuracy.
- Did students meet the specified goal?
- Were the students able to track the words as they were read? Were there any words that students experienced difficulty in identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

---

### **References**

Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: For kindergarten through eighth grade*. Novato, CA: Arena Press.

**Blackline Master: Irregular Word Grid**

<b>the</b>	<b>of</b>	<b>to</b>	<b>you</b>	<b>was</b>
<b>to</b>	<b>the</b>	<b>was</b>	<b>of</b>	<b>you</b>
<b>of</b>	<b>was</b>	<b>you</b>	<b>to</b>	<b>the</b>
<b>you</b>	<b>to</b>	<b>the</b>	<b>was</b>	<b>of</b>
<b>was</b>	<b>you</b>	<b>of</b>	<b>the</b>	<b>to</b>

# FLUENCY



## III. Irregular Word Reading-Lesson 2: *Review Strategy—Increasing Accuracy and Rate*

### **Lesson Objective**

Increase student rate and accuracy in identifying irregular words.

### **Corresponding TEKS Objectives**

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

1.8.E & 2.5.C: Recognize high frequency irregular words such as said, was, where and is (1-3).

### **Rationale and Purpose**

- This strategy is designed to increase students' fluency and accuracy in identifying irregular words. This lesson builds on the introductory lesson by providing additional practice in rapid word identification. Students are also able to track their irregular word reading progress.
- This strategy may be used with students in late kindergarten, first, and second grades.
- This strategy can be used after students are able to accurately identify and blend letter sounds, after students are taught a sound-out or spelling strategy for irregular word reading, and after previewing the irregular words.
- In this activity, students race against their partner to read to the end of the irregular word grid.

### **Necessary Preskills**

For students to be successful, they need to be able to:

- Use a strategy for irregular word reading.
- Blend together the most common sound/ spelling patterns learned to date.
- Work with a partner.

### **Instructional Design Criteria**

To ensure success, the instructional examples and sequence of instruction used to teach irregular word reading fluency include:

- Select review from a prior lesson that students can identify with 95% accuracy.
- Separate examples that are aurally and visually similar.
- Include words necessary for students to read connected text.
- Select the most frequently occurring words.
- Select words that have the fewest number of uncommon sounds (ex: introduce to before through).
- Provide two to three short practice opportunities per day.

**Materials and Examples**

Each student will need the following materials:

- Student copies of the word recognition grid.
- Irregular word cards.
- One game piece.
- Student progress records (graph).
- Sample irregular-word recognition grid:

the  
of  
to  
you  
was

to  
the  
was  
of  
you

of  
was  
you  
to  
the

you  
to  
the  
was  
of

was  
you  
of  
the  
to

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	Make copies of the grid for students' use. Make separate copies of the grid on tag paper (one copy per student). Cut the tag paper copies along the black lines. These cards will serve as the word cards during the game.	
Introduction	Complete a small group review by modeling the word pronunciations once before students begin the game. Students practice reading the word cards following the teacher model.	<b>"Today you are going to race against your partner to reach the end of your word grid. The goal for today is to read all 25 words correctly and rapidly. First I will review the words with you."</b>
Model Explicit Examples and Provide Students Opportunities for Review and Practice	<p>Position the cards so that all students can see. Flip through the stack of cards modeling the pronunciation of each word once. Previous error words would be previewed multiple times during the teacher model.</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">the</div> <div style="border: 1px solid black; padding: 2px 5px;">of</div> <div style="border: 1px solid black; padding: 2px 5px;">to</div> <div style="border: 1px solid black; padding: 2px 5px;">you</div> <div style="border: 1px solid black; padding: 2px 5px;">was</div> </div> <p>Practice once more, this time without the teacher model.</p> <p>Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.</p>	<p><b>"This word is <i>the</i>. What is the word?" <i>the</i></b></p> <p><b>"This word is <i>of</i>. What is the word?" <i>of</i></b></p> <p>Repeat wording for remaining examples.</p> <p><b>"What is this word?" <i>the</i></b></p> <p>Repeat wording for remaining examples.</p>
Feedback	Present rapid feedback on student errors.	<b>"This word is _____. What is the word?" _____</b>
Review	Review student errors.	<b>"Listen. This word is _____. What is the word? <i>Students respond.</i> Yes, _____. Let's try that one again."</b> Immediately repeat presentation of the word and intersperse it in subsequent examples.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Assess Understanding through Independent Practice	<p>Assign students a partner and provide each pair with two sets of word cards, two irregular word grids, and two game pieces.</p> <p>Students place their game piece at the top left corner of their grid. Students read words across the rows. The goal is to reach the bottom right corner quickly and accurately.</p> <p>Students draw from the stack of word cards until the first word is encountered. After the student reads the word correctly, s/he moves the game piece onto that word.</p> <p>Students separate word cards read correctly from error words. Tally the number of words read correctly.</p> <p>Teacher monitors students during this process and provides feedback.</p>	Explain to and model for students how to play the game.
Feedback	Present rapid feedback on student errors.	<b>"This word is _____. What is the word?"</b> _____
Review	At the end of the game, the teacher reviews any error words with the students.	<b>"Listen. This word is _____. What is the word?"</b> <i>Student responds.</i> <b>"Yes, _____. Let's try that one again."</b> Immediately repeat presentation of the word and intersperse it in subsequent examples.
Graphing Progress	Teacher assists students in recording the number of words read correctly during the game.	

### How To Evaluate Learning

- Evaluate student performance in terms of accuracy.
- How many words were correctly identified?
- Did students meet the specified goal for accuracy?
- Were there any words that students experienced difficulty in identifying?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled? Are students showing progress on their word reading progress graphs?



**References**

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: <http://reading.uoregon.edu/>

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: [http://texasreading.org/tcrla/download/Essential\\_Reading\\_Stgy.pdf](http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf)

# FLUENCY



## III. Irregular Word Reading-Lesson 3: *Expansion Strategy—Rapid Word Identification*

### **Lesson Objective**

Increase student rate and accuracy in identifying irregular words.

### **Corresponding TEKS Objectives**

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

1.8.E & 2.5.C: Recognize high frequency irregular words such as *said, was, where* and *is* (1-3).

### **Rationale and Purpose**

- This strategy is designed to increase students' fluency and accuracy in identifying irregular words. This lesson builds on previous lessons by providing practice with rapid irregular word identification.
- This strategy may be used with students in late kindergarten, first, and second grades.
- This strategy can be used after students are able to accurately identify and blend letter sounds, after students are taught a sound-out or spelling strategy for irregular word reading, and after previewing the irregular words.
- In this activity, students read irregular words from a word recognition grid, practice through timed recall, and graph their progress.

### **Necessary Preskills**

For students to be successful, they need to be able to:

- Accurately read irregular words that are the focus of instruction.
- Use a strategy for irregular word reading.
- Blend together the most common sound/ spelling patterns learned to date.

### **Instructional Design Criteria**

To ensure success, the instructional examples and sequence of instruction used to teach irregular word reading fluency attended to the following criteria:

- Select review words from a prior lesson that students can identify with 95% accuracy.
- Separate highly similar examples: auditory and visual.
- Select words necessary for students to read connected text.
- Provide two to three short duration practice opportunities per day.
- Progress from accuracy to fluency decreasing the amount of time per response.

**Materials and Examples**

- Teacher flashcards of words found in the word recognition grid.
- Two student copies of the word recognition grid.
- Stopwatch.
- Student progress record (graph).
- Sample irregular-word recognition grid:

the  
of  
to  
you  
was

to  
the  
was  
of  
you

of  
was  
you  
to  
the

you  
to  
the  
was  
of

was  
you  
of  
the  
to

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	Determine the number of words students will correctly read. The goal for this lesson is to correctly read 25 irregular words as quickly as possible.	
Introduction	Complete a review by modeling the spellings and pronunciations for each word. Students practice reading the irregular words following the teacher model.	<p><b>"Today you will read the words on my cards and the words from your list as fast as you can. Reading words helps us read stories. What will reading words help us to do?"</b> <i>Read stories.</i></p> <p><b>"The goal for today is to correctly read 25 words in less than a minute. Let's see if we can do it. First, let's practice. Everyone should be looking at my word cards."</b></p>
Model Explicit Examples	<p>Position the cards so that all students can see. Flip through the stack of cards modeling the spelling and pronunciation of each word once. New words and any previous error words would be previewed multiple times during the teacher model.</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">the</div> <div style="border: 1px solid black; padding: 2px 5px;">of</div> <div style="border: 1px solid black; padding: 2px 5px;">to</div> <div style="border: 1px solid black; padding: 2px 5px;">you</div> <div style="border: 1px solid black; padding: 2px 5px;">was</div> </div>	<p><b>"This word is <i>the</i>. Watch me spell the word, <i>t-h-e</i>. That's how we spell the word, but this is how we say the word <i>the</i>. What's the word?"</b></p> <p><b>"This word is <i>of</i>. Watch me spell the word, <i>o-f</i>. That's how we spell the word, but this is how we say the word <i>of</i>. What's the word?"</b></p> <p>Repeat wording for remaining examples.</p>
Provide Students Opportunities to Practice	Present all of the word cards to the students without a model to provide practice.	<p><b>"What's the word?"</b> <i>to</i></p> <p><b>"What's the word?"</b> <i>you</i></p> <p>Repeat wording for remaining examples.</p>
Feedback	Present rapid feedback on student errors.	<b>"This word is _____. What is the word?"</b> _____.
Review	Review student errors.	<p><b>"Listen. This word is _____. What is the word?"</b> <i>Students respond.</i></p> <p><b>"Yes, _____. Let's try that one again."</b> Immediately repeat presentation of the word and intersperse it in subsequent examples.</p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Assess Understanding through Independent Practice	<p>Teacher works with individual students to time and record their responses.</p> <p>Teacher says begin, starts the stopwatch and records student responses on a teacher copy of the irregular word grid. When the student completes the grid, stop the timer and record the amount of time. Record the number of words read correctly.</p>	<b>“Now you will practice reading the words on your word grid. When I say begin, read across the rows until you get to the last word. Ready?”</b>
Review	Review student errors.	<b>“Listen. This word is _____. What is the word?”</b> <i>Students respond.</i> <b>“Yes, _____. Let’s try that one again.”</b> Immediately repeat presentation of the word and intersperse it in subsequent examples.
Recording Progress	Teachers assist students in recording the number of words read correctly and the amount of time it took to read those words.	

## How To Evaluate Learning

- Evaluate student performance in terms of fluency and accuracy. How many words were correctly identified?
- How long did it take the students to identify these words?
- Did students meet the specified goal?
- Were there any words that students experienced difficulty in identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional times than was scheduled in this lesson? If yes, then how will this time be scheduled?
- Are students showing progress on their word reading progress records?

## References

Kame’enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: <http://reading.uoregon.edu/>

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: [http://texasreading.org/tcrla/download/Essential\\_Reading\\_Stgy.pdf](http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf)

# FLUENCY



## IV. Fluency in Connected Text-Lesson 1: *Initial Instructional Strategy—Partner Reading with Graphing*

### Introduction

In this three-lesson strategy set, a procedure for teaching first and second grade students to fluently read connected text is introduced. The first lesson provides a preview and guided practice of an unfamiliar passage. The second lesson provides continued practice consisting of independent repeated reading of the same passage from the previous day using an audiotaped model. The final lesson assesses student progress toward the performance criteria established in the first lesson. Students work independently, with peers, and with the teacher during these lessons.

### Lesson Objective

Increase accuracy and rate reading connected text.

### Corresponding TEKS Objectives

1.9.B & 2.6.B: Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

2.6.C: Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

1.9.D & 2.6.D: Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

### Rationale and Purpose

- This activity is designed to increase students' accuracy and rate in reading connected text.
- Fluency in reading connected text is an important prerequisite for successful reading comprehension.
- This lesson is the first in a series of three lessons designed to introduce and provide practice reading a passage, provide opportunities for independent practice of repeated passage reading, and allow students to reach a desired fluency goal based on their abilities.
- This strategy can be used with students in first and second grades who are able to accurately read connected text.
- This lesson requires students to work with a partner to preview reading materials, receive corrective feedback, and practice increasing speed while maintaining accuracy as they read text.

### Necessary Preskills

For students to be successful, they need to be able to:

- Rapidly identify letter sounds, regular words and irregular words, and read sentences.
- Accurately read instructional-level connected text.
- Correctly read 30-40 words in one minute.

## Instructional Design Criteria

When planning passage reading fluency instruction, consider the following:

- Select passages students can read with 90-95% accuracy.
- Ensure students can correctly read 30-40 words per minute.
- Schedule repeated opportunities for students to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Incorporate reading with expression once students reach 60 words correct per minute.
- Gradually move from oral to silent reading.

## Materials and Examples

### Partner groupings.

Student workbooks containing teacher developed:

- Instructional-level pre-counted passages selected based on students' individual reading levels (see attached sample).
- Individual student graphs (see attached sample).
- Lesson Steps Checklist (see attached sample).

*Workbooks are to be used across each of the sample lessons that follow.*

One-minute timer for each partner grouping.

For the purpose of fluency building, teachers are not required to develop their own passages. Teachers can use commercially available passages and adapt them in the following way:

- Identify an appropriate fluency goal for the student (see attached grade level norms).
- Count the number of words in the passage and place a bracket ( ] ) after the word that indicates the fluency goal.
- If desired, cumulatively count the number of words in each row and write a running total beside each line (see sample passage). This helps establish the students' present level of proficiency and allows students to efficiently graph content (without having to count the number of words that were read).

## Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Identify a series of short instructional-level passages for each student (100-200 words). Two copies of these passages will be placed in a workbook for each student. Set a predetermined fluency goal for each student based on prior student performance and passage difficulty. For the purpose of this lesson, the fluency goal will be 78 wcpm for Winter of Grade 2.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduction	<p>Explain to students that they will be working with a partner to increase their accuracy and speed when reading passages. Partners consist of a higher performing reader working with a lower performing reader.</p> <p>Introduce the fluency goal for the lesson (this will vary from student to student).</p> <p>Teacher walks students through each of the following steps:</p> <ol style="list-style-type: none"> <li>1. Students select a passage from their individual workbooks.</li> <li>2. The higher performing student reads the lower performing student's passage first to provide a model.</li> <li>3. The lower performing student practices reading through the passage three times with their partner. Partner marks student errors on a copy of the passage and provides feedback on student errors.</li> <li>4. Students read the passage a fourth time as quickly as possible. Partners time the student reading for one minute. This time is referred to as the "first timing."</li> <li>5. Students record progress on their individual graphs in their workbooks.</li> </ol>	<p><b>"Today you will be working with a partner to practice reading a short passage."</b></p> <p><b>"Practicing reading short passages will help you to learn to read faster and remember what you have read."</b></p> <p><b>"Your goal for today is to correctly read 78 words in one minute."</b></p> <p><b>"I will explain what you will do."</b></p>
Model Explicit Examples	<p>Walk the students through the process above, modeling each step:</p> <ul style="list-style-type: none"> <li>• Select a passage</li> <li>• Practice reading with a partner</li> <li>• Providing corrective feedback</li> <li>• First one-minute timing</li> <li>• Graphing progress</li> </ul>	

Continued on next page



Instructional Feature	What To Do	Explicit Instruction
Provide Students Opportunities to Practice	While students practice reading the passage, the teacher observes to make sure that students are modeling the passage reading, providing appropriate feedback, reading the passages the required number of times, and graphing their progress. Teacher provides assistance as needed.	
Feedback	<p>Teacher and partner may provide feedback to the reader.</p> <p>While observing, ensure that students do not skip words or lines and that they pronounce words correctly. Provide feedback.</p>	<p>If students make errors on individual words, point to the word and say, <b>"This word is _____. What is the word?"</b></p> <p>If students miss a sentence or whole line, redirect students back to the appropriate place by pointing and say, <b>"Read that again from here."</b></p>

## How To Evaluate Learning

- Student performance is graphed. Analyze trends and patterns of performance that occur over time.
- How many words could the students read in one minute?
- Did the student meet the fluency goal during the timing? If yes, has this occurred over multiple passages? Does the student require more difficult reading material?
- Were there any consistent error patterns? Was the reading material too difficult? Has this been a pattern across passages? Does the student require easier passages?

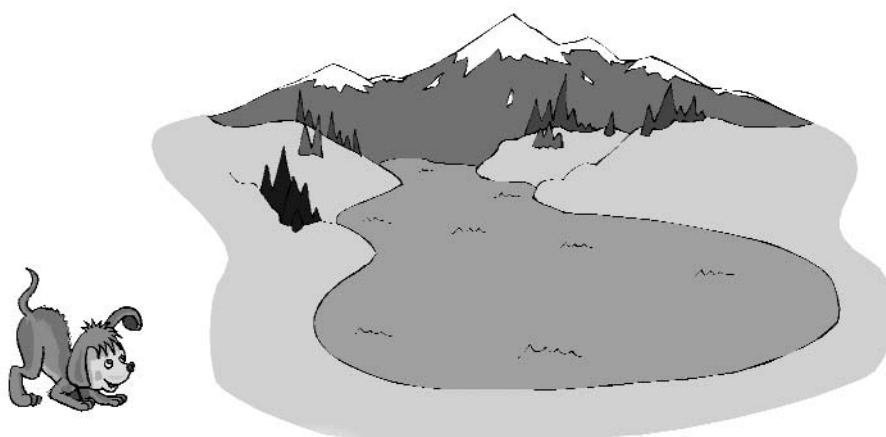
### Strategies adapted from:

Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). *Strategies to increase reading fluency. Intervention in School and Clinic*, 34(5), 278-283.

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: <http://reading.uoregon.edu/>

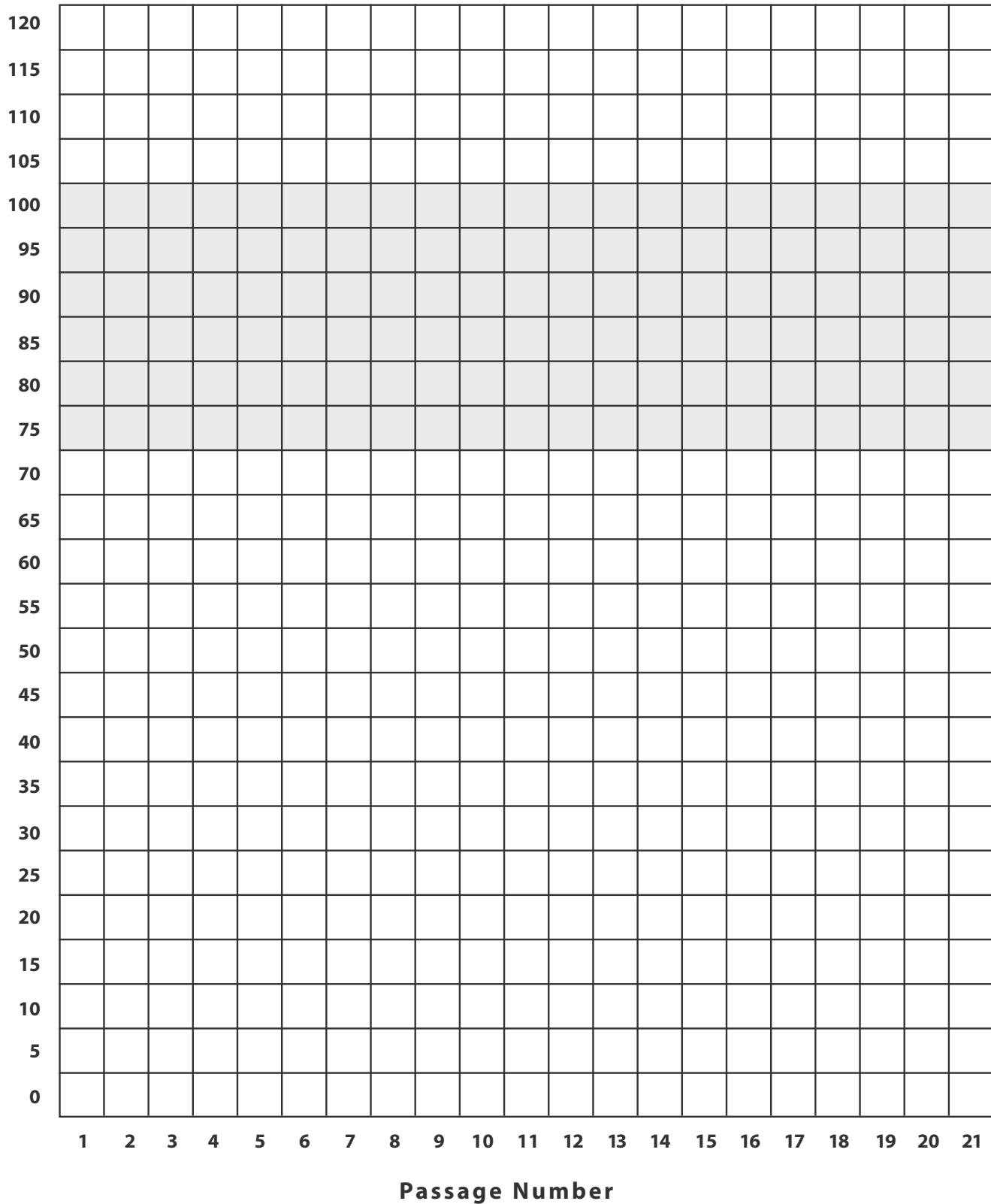
**SAMPLE PRE-COUNTED PASSAGE****The Dog and the Log**

<b>It was a warm summer day. The sun was hot on the</b>	<b>12</b>
<b>dog. So the dog went to the lake for a swim. The dog</b>	<b>25</b>
<b>went to the side of the lake. He looked at the lake. He</b>	<b>38</b>
<b>saw a big log on the lake. He said, "I will get that log."</b>	<b>52</b>
<b>The dog swam to the log. The log was big. The dog</b>	<b>64</b>
<b>said, "That log is too big. I can not get the log. I will get</b>	<b>79</b>
<b>on the log." So the dog got on the log.</b>	<b>89</b>




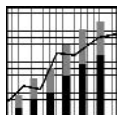



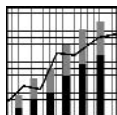




### Student Graph: First and Final Timings



## LESSON STEPS CHECKLIST

	Date													
Lesson Step														
Select a Passage 														
Practice Reading 3 Times 														
First Timing 														
Graph Progress 														
Reread the Passage 1 Time 														
Taped Readings (3 Times) 														
Final Timing 														
Graph Progress 														

**Curriculum-Based Norms in Oral Reading Fluency for Grades 2-5 (Medians)**  
(Hasbrouck & Tindal, 1992)

		Fall		Winter		Spring		
Grade	Percentile	n*	WCPM**	n	WCPM	n	WCPM	SD*** of raw scores
2	75	4	82	5	106	4	124	39
	50	6	53	8	78	6	94	
	25	4	23	5	46	4	65	
3	75	4	107	5	123	4	142	39
	50	6	79	8	93	6	114	
	25	4	65	5	70	4	87	
4	75	4	125	5	133	4	143	37
	50	6	99	8	112	6	118	
	25	4	72	5	89	4	92	
5	75	4	126	5	143	4	151	35
	50	6	105	8	118	6	128	
	25	4	77	5	93	4	100	
*n = number of median scores from percentile tables of districts (maximum possible=8). **WCPM = words correct per minute ***SD = average standard deviation of scores from Fall, Winter, Spring for each grade level.								

# FLUENCY



## IV. Fluency in Connected Text-Lesson 2: *Review Strategy—Repeated Reading (Tape Assisted) with Graphing*

### **Lesson Objective**

Increase accuracy and rate reading connected text.

### **Corresponding TEKS Objectives**

1.9.B & 2.6.B: Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

2.6.C: Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

1.9.D & 2.6.D: Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

2.6.E: Read silently for increasing periods of time (2-3).

### **Rationale and Purpose**

- This activity is designed to increase students' accuracy and rate in reading connected text. Fluency in reading connected text is an important prerequisite for successful reading comprehension. By repeatedly reading passages, students gain additional fluency and accuracy practice as they work toward their individual fluency goal.
- This lesson is the second in a series of three lessons designed to introduce and provide practice reading a passage, provide opportunities for repeated independent practice reading the passage, and allow the students to reach a desired fluency goal based on their abilities. This strategy can be used with students in first and second grades who are able to accurately read connected text.
- In this lesson, students reread the passage introduced in the previous lesson assisted by audiotape. Students track and silently read with the audiotape.

### **Necessary Preskills**

For students to be successful, they need to be able to:

- Rapidly identify letter sounds, regular words, irregular words and read sentences.
- Accurately read instructional-level connected text.
- Correctly read 30-40 words in one minute.

## Instructional Design Criteria

When planning passage-reading fluency instruction, consider the following:

- Select passages students can read with 90-95% accuracy.
- Ensure students can correctly read 30-40 words per minute.
- Schedule repeated opportunities for the reader to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Incorporate reading with expression once students reach 60 words correct per minute.
- Gradually move from oral to silent reading.

## Materials and Examples

- Student workbooks containing:
  - Instructional-level pre-counted passages selected based on students' reading levels (see attached sample).
  - Individual students' graphs (see attached sample).
  - Lesson Steps Checklist (see attached sample).
- Audiotapes of the stories.
- Cassette player.
- Headphones.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	<p>Students will continue to work with the instructional-level passage in their workbooks introduced during the previous lesson.</p> <p>Each instructional-level passage from the students' workbooks is recorded onto an audiotape for three consecutive readings.</p>	

Continued on next page

Continued on next page



Instructional Feature	What To Do	Explicit Instruction
Model Explicit Examples	<p>Teacher models the process by:</p> <ul style="list-style-type: none"> <li>• Selecting a student's workbook and identifying the words that the student missed by examining the notations made by their partner the previous day.</li> <li>• Model rereading any missed words three times.</li> <li>• Demonstrate how to insert cassettes into the tape recorder, how to press start, stop, and rewind.</li> <li>• Demonstrate how to insert the plug on the headphones into the socket if it becomes loose and how to wear and handle the headphones.</li> <li>• Demonstrate how to follow along on the passage, pointing to the words and reading silently.</li> </ul>	
Provide Students Opportunities to Practice	<p>While students practice reading the passage with the audiotape, the teacher observes to make sure that students are following along with their fingers and reading silently. Teacher provides individual assistance as required.</p>	
Feedback	<p><b>Partner Word Review:</b> Teacher or partner may provide feedback to the reader. Ensure that students accurately read the words missed in the previous lesson. Provide feedback on student errors.</p> <p><b>Audiotaped Reading</b> If students skip words or lines during reading, stop the audiocassette, rewind back to the beginning of the passage, and restart the cassette.</p> <p>If students make errors reading words in the passage during the taped reading, slash these errors with a pencil. Following three taped readings of the passage, practice reading these words accurately three times. Repeat the audiotaped reading process a fourth time without making errors.</p>	<p><b>Partner Word Review:</b> If students make errors on individual words, point to the word and say, <b>"This word is _____. What is the word?"</b></p> <p>Have the student repeat reading this word until they make three correct consecutive responses.</p>

### How To Evaluate Learning

- How many errors did the student make while reading the passage? Was the passage at an appropriate level for the student?
- Did the student make repeated errors during the repeated reading? Did these errors appear during the passage reading practice the previous day? For this word, does the student require additional word level fluency instruction?
- Did the student self-monitor during reading to accurately identify errors? If not, will this student require additional instruction on using self-monitoring and/or further teacher or partner monitoring?

---

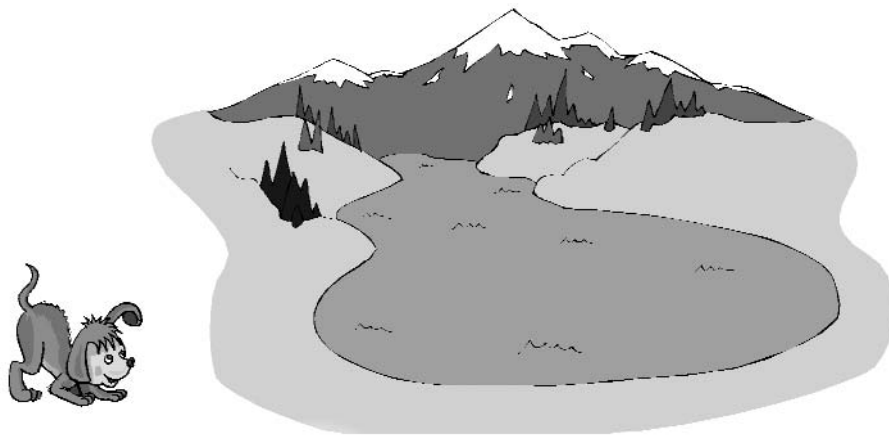
### References:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: <http://reading.uoregon.edu/>




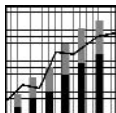




---

**SAMPLE PRE-COUNTED PASSAGE****The Dog and the Log**

<b>It was a warm summer day. The sun was hot on the</b>	<b>12</b>
<b>dog. So the dog went to the lake for a swim. The dog</b>	<b>25</b>
<b>went to the side of the lake. He looked at the lake. He</b>	<b>38</b>
<b>saw a big log on the lake. He said, "I will get that log."</b>	<b>52</b>
<b>The dog swam to the log. The log was big. The dog</b>	<b>64</b>
<b>said, "That log is too big. I can not get the log. I will get</b>	<b>79</b>
<b>on the log." So the dog got on the log.</b>	<b>89</b>



**LESSON STEPS CHECKLIST**

	Date													
Lesson Step														
Select a Passage 														
Practice Reading 3 Times 														
First Timing 														
Graph Progress 														
Reread the Passage 1 Time 														
Taped Readings (3 Times) 														
Final Timing 														
Graph Progress 														

# FLUENCY



## IV. Fluency in Connected Text-Lesson 3:

### *Expansion Strategy—Repeated Reading with Hot Timing and Graphing*

#### **Lesson Objective**

Increase accuracy and rate reading connected text.

#### **Corresponding TEKS Objectives**

1.9.B & 2.6.B: Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

2.6.C: Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

1.9.D & 2.6.D: Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

2.6.E: Read silently for increasing periods of time (2-3).

#### **Rationale and Purpose**

- This activity is designed to increase students' accuracy and rate in reading connected text. Fluency in reading connected text is an important prerequisite for successful reading comprehension.
- This lesson is the third in a series of three lessons designed to introduce and provide practice reading a passage, provide opportunities for repeated independent practice reading the passage, and allow the students to reach a desired fluency goal.
- This strategy can be used with students in first and second grades who are able to accurately read connected text. This lesson involves the students working independently to practice rereading a passage and working with a partner to determine whether fluency goals are achieved.

#### **Necessary Preskills**

For students to be successful, they need to be able to:

- Rapidly identify letter sounds, regular words and irregular words, and read sentences.
- Accurately read instructional-level connected text.
- Correctly read 30-40 words in one minute.

## Instruction Design Criteria

When planning passage reading fluency instruction, consider the following:

- Select passages students can read with 90-95% accuracy.
- Ensure students can correctly read 30-40 words per minute.
- Schedule repeated opportunities for students to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Incorporate reading with expression once students reach 60 words correct per minute.
- Gradually move from oral to silent reading.

## Materials and Examples

Partner groupings from Lesson 1.

Student workbooks containing:

- Instructional-level pre-counted passages selected based students' reading levels (see attached sample).
- Individual students' graphs (see attached sample).
- Lesson steps checklist (see attached sample).

One-minute timer for each partner grouping.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Planning	<p>Students will continue to work with the instructional-level passage in their workbooks introduced during the previous two lessons.</p> <p>Student progress toward the fluency goal of 78 wcpm (Winter of Grade 2) will be assessed.</p>	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduction	<p>Introduce partner timing and graphing process.</p> <p>Teacher walks students through each of the following steps:</p> <ul style="list-style-type: none"> <li>• Locate the passage the students have been using in their work books.</li> <li>• The student silently reads the passage independently two times without a model.</li> <li>• Student works with the same partner as in the last two lessons.</li> <li>• Student reads the passage to their partner a third time, as quickly as possible, for one minute.</li> <li>• Partners time the student using a one-minute timer. This time is referred to as the “final timing.”</li> <li>• Students work with their partner to record their progress. They graph the results on their individual graphs in their workbooks.</li> </ul>	<p><b>“You have been working hard over the last two lessons to increase both your accuracy and speed as you read short passages. Today we will find out how much you have improved.”</b></p> <p><b>“Who can tell me why it is helpful to practice reading short passages?”</b> <i>It helps us to read faster and helps us to remember what we have read.</i></p> <p><b>“Remember our goal for passage reading was to read 78 words correct per minute. Let’s see if you can reach your goal today.”</b></p> <p><b>“Listen as I explain what you will do.”</b></p>
Model Explicit Examples	<p>Walk the students through the process above modeling each step:</p> <ul style="list-style-type: none"> <li>• Locate passage</li> <li>• Practice reading independently 2 times</li> <li>• Locate partner</li> <li>• Final timing</li> <li>• Graphing progress</li> </ul>	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide Students Opportunities to Practice	<p>While students practice reading the passage independently, the teacher observes to make sure that students are following along with their fingers and reading silently.</p> <p>As the students complete the timing, the teacher observes to ensure students are reading fluently, partners are measuring time accurately, and performance data is graphed correctly. Teacher provides individual assistance as required.</p>	
Feedback	<p><b>Independent Reading</b></p> <p>For teachers...</p> <p>While observing, ensure that students do not skip words or lines and that words are pronounced correctly. Provide feedback on student errors.</p> <p><b>Final Timing</b></p> <p>Teachers and Partners...</p> <p>Do not correct student errors during the final timing. After the final timing, focus students' attention on any errors and provide feedback.</p>	<p><b>Independent Reading</b></p> <p>If students make errors on individual words, point to the word and say, <b>"This word is _____. What is the word?"</b></p> <p>If students miss a sentence or whole line, redirect students back to the appropriate spot and say, <b>"Read that again from here."</b></p> <p><b>Final Timing</b></p> <p>If students make errors on individual words, after the timing concludes, point to the word and say, <b>"This word is _____. What is the word?"</b></p>

## How To Evaluate Learning

- Student performance is graphed. Analyze trends and patterns of performance across daily data. Did student performance improve between the first and the second timing?
- How many words could the students read in one minute?
- Did the student meet the fluency goal during the timing? If yes, has this occurred over multiple passages? Does the student require more difficult reading material?
- Were there any consistent error patterns? Was the reading material too difficult? Has this been a pattern across passages? Does the student require easier reading materials?



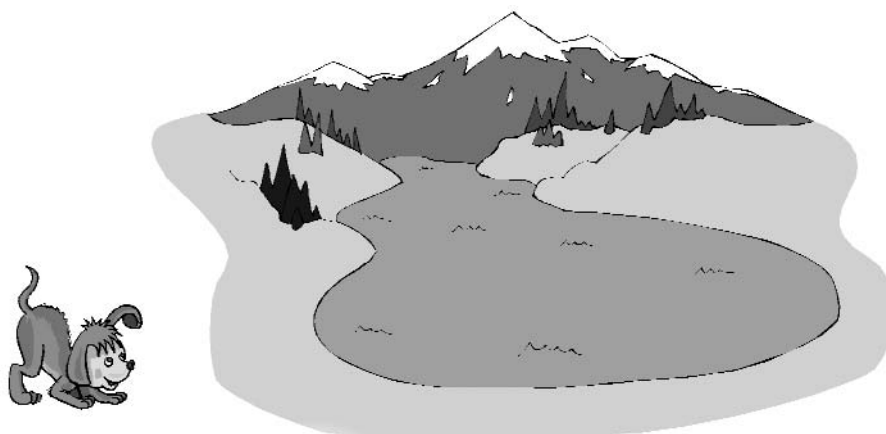
**References:**

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: <http://reading.uoregon.edu/>

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: [http://texasreading.org/tcrla/download/Essential\\_Reading\\_Stgy.pdf](http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf)

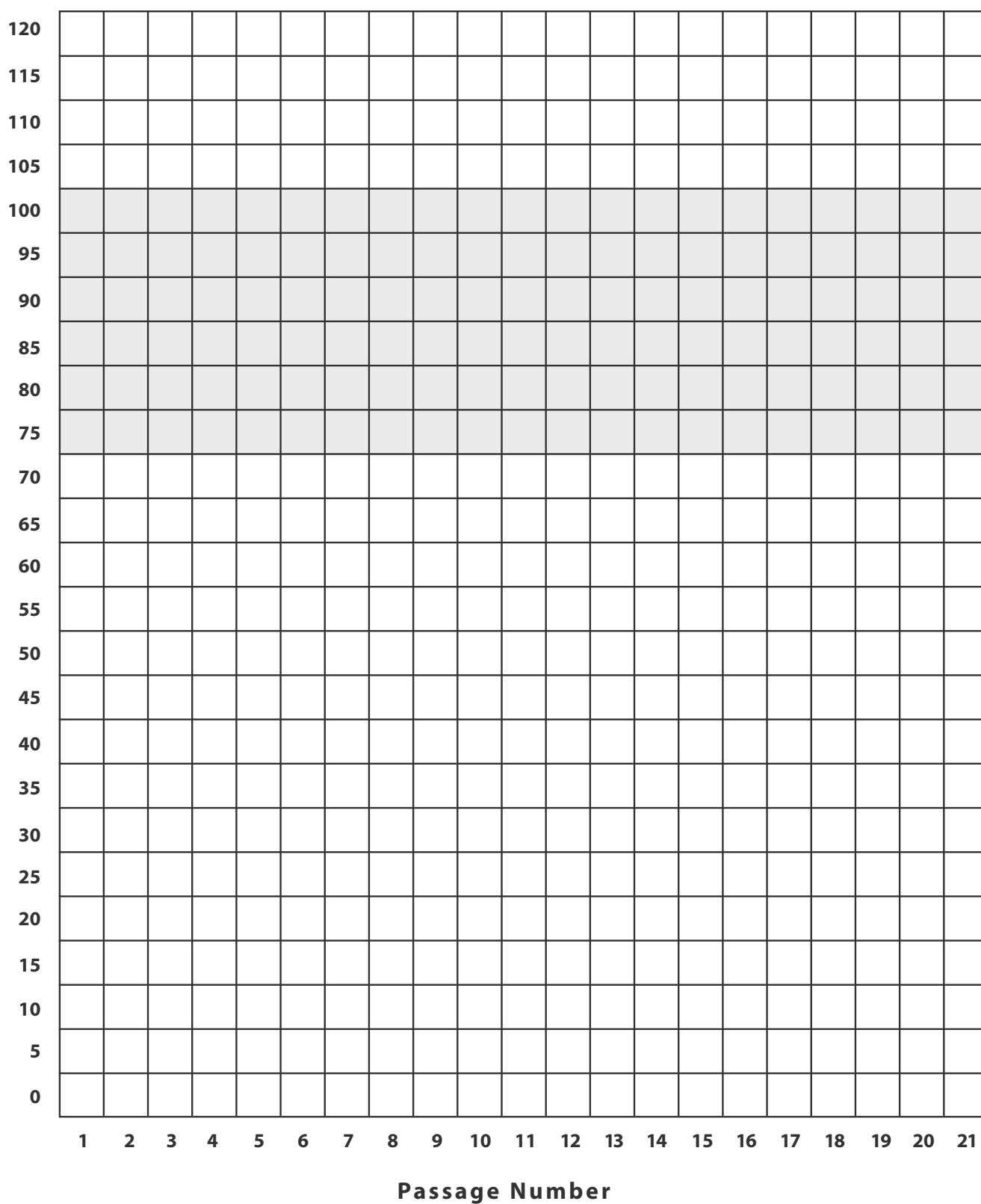
**SAMPLE PRE-COUNTED PASSAGE****The Dog and the Log**

<b>It was a warm summer day. The sun was hot on the</b>	<b>12</b>
<b>dog. So the dog went to the lake for a swim. The dog</b>	<b>25</b>
<b>went to the side of the lake. He looked at the lake. He</b>	<b>38</b>
<b>saw a big log on the lake. He said, "I will get that log."</b>	<b>52</b>
<b>The dog swam to the log. The log was big. The dog</b>	<b>64</b>
<b>said, "That log is too big. I can not get the log. I will get</b>	<b>79</b>
<b>on the log." So the dog got on the log.</b>	<b>89</b>




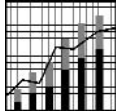








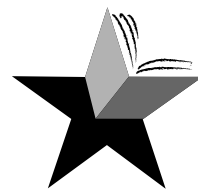
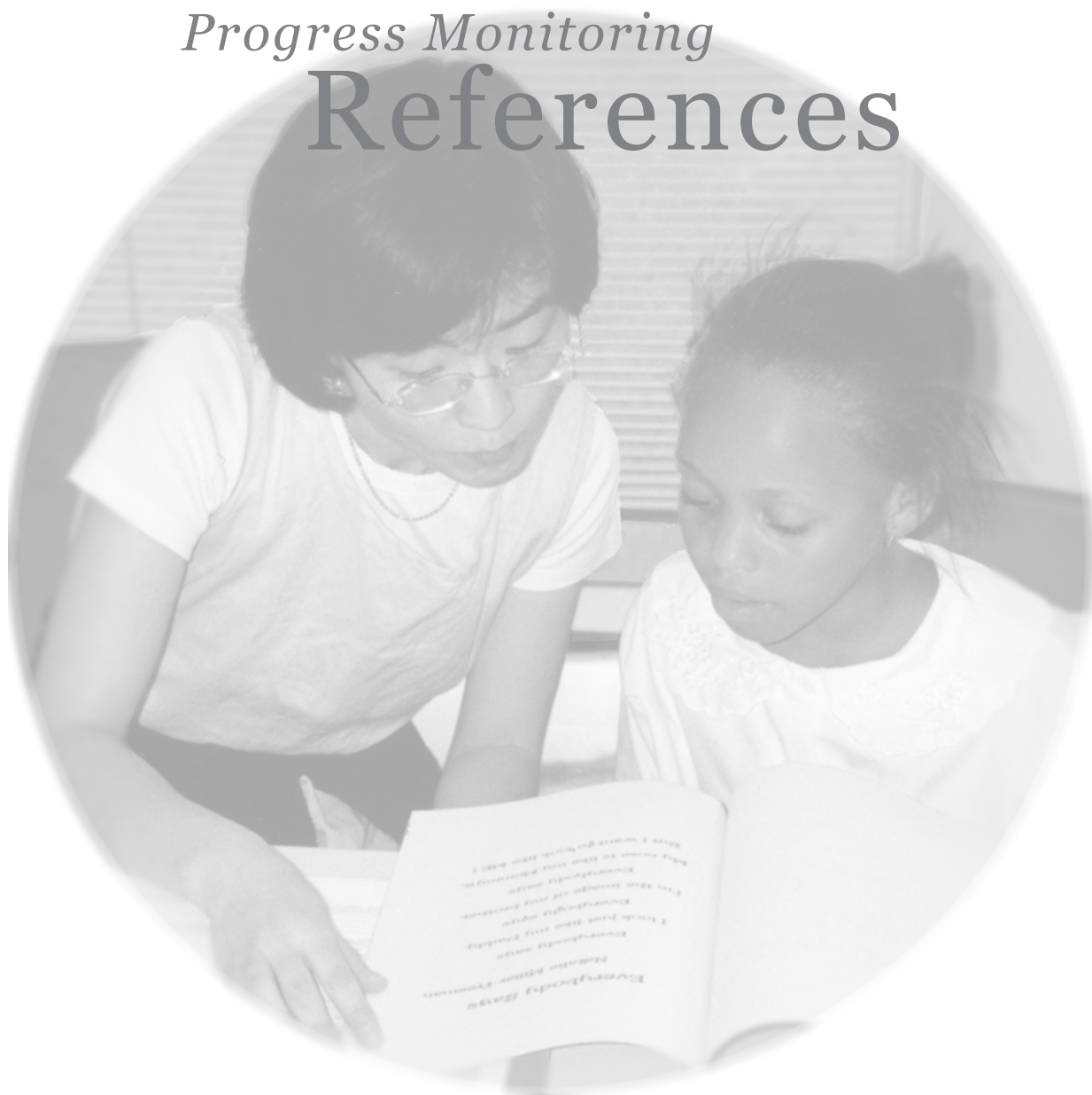
### Student Graph: First and Final Timings



**LESSON STEPS CHECKLIST**

	Date													
Lesson Step														
Select a Passage 														
Practice Reading 3 Times 														
First Timing 														
Graph Progress 														
Reread the Passage 1 Time 														
Taped Readings (3 Times) 														
Final Timing 														
Graph Progress 														

*Effective Fluency Instruction and  
Progress Monitoring*  
**References**





## REFERENCES

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Adams, M. J., & Bruck, M. (1995). Resolving the "great debate." *American Educator*, 19, 7–12.
- Badian, N. A. (1998). A validation of the role of preschool phonological and orthographic skills in the prediction of reading. *Journal of Learning Disabilities*, 31(5), 472–481.
- Beck, I. L., & Juel, C. (1995). The role of decoding in learning to read. *American Educator* 19(2), 8, 21–25, 39–42.
- Bigge, J. L., Stump, C. S., Spagna, M. E., & Silberman, R. K. (1999). *Curriculum, assessment, and instruction for students with disabilities*. Belmont, CA: Wadsworth.
- Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston: Allyn and Bacon.
- Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York: Guilford Press; Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston: Allyn and Bacon.
- Carreker, S. (1999). Teaching reading: Accurate decoding and fluency. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 141–182). Baltimore: Brookes.
- Chard, D. J., Vaughn, S., & Tyler, B. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35(5), 386–406.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, 22(1 & 2), 8–17.
- Dowhower, S. L. (1991). Speaking of prosody: Fluency's unattended bedfellow. *Theory Into Practice*, 30(3), 165–175.
- Ehri, L. C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 3–40). Mahwah, NJ: Erlbaum.
- Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann; Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (1993). *The reading teacher's book of lists* (3rd ed.). Paramus, NJ: Prentice Hall; and Pinnell, G. S., & Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22(1), 27–48.
- Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174–206.
- Gunning, T. G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Boston: Allyn and Bacon.
- Hasbrouck, J. E., Ihnot, C., & Rogers, G. H. (1999). "Read naturally": A strategy to increase oral reading fluency. *Reading Research and Instruction*, 39(1), 27–37.

- Hasbrouck, J. E., & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students in grades two through five. *Teaching Exceptional Children*, 24(3), 41-44.
- Joyce, J. (1996). The boarding house. In *Dubliners* (pp. 61-69). New York: Penguin Books.
- Juel, C. (1991). Cross-age tutoring between student athletes and at-risk children. *The Reading Teacher*, 45(3), 178-186.
- Kame'enui, E. J. (1998). The rhetoric of all, the reality of some, and the unmistakable smell of mortality. In J. Osborn & F. Lehr (Eds.), *Literacy for all: Issues in teaching and learning* (pp. 319-338). New York: Guilford.
- Koskinen, P. S., Blum, I. H., Bisson, S. A., Phillips, S. M., Creamer, T. S., & Baker, T. K. (1999). Shared reading, books, and audiotapes: Supporting diverse students in school and at home. *The Reading Teacher*, 52(5), 430-444.
- Kuhn, M. R., & Stahl, S. A. (2000). *Fluency: A review of developmental and remedial practices* (CIERA reprint No. 2-008). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6, 293-323.
- Lyon, G. R., & Kame'enui, E. J. (2001). *National Institute of Child Health and Human Development (NICHD) Research Support the America Reads Challenge*. Retrieved January 3, 2002, from the National Institute of Child Health and Human Development (NICHD) Web site: <http://www.ed.gov/inits/americanreads/nichd.html>
- Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). Strategies to increase reading fluency. *Intervention in School and Clinic*, 34(5), 278-283.
- Meyer, M. S., & Felton, R. H. (1999). Repeated reading to enhance fluency: Old approaches and new directions. *Annals of Dyslexia*, 49, 283-306.
- Nathan, R. G., & Stanovich, K. E. (1991). The causes and consequences of differences in reading fluency. *Theory Into Practice*, 30(3), 176-184.
- National Institute for Literacy. (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: Author.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- Opitz, M. F., & Rasinski, T. V. (1998). *Good-bye round robin: Twenty-five effective oral reading strategies*. Portsmouth, NH: Heinemann.
- Peregoy, S., & Boyle, O. (2001). *Reading, writing, and learning in ESL* (3rd ed.). New York: Addison-Wesley Longman.
- Rasinski, T., & Padak, N. (1996). Five lessons to increase reading fluency. In L. Putnam (Ed.), *How to become a better reading teacher: Strategies for assessment and intervention* (pp. 255-265). Englewood Cliffs, NJ: Merrill.
- Samuels, S. J. (1997). The method of repeated reading. *The Reading Teacher*, 50(5), 376-381.
- Samuels, S. J. (2002). Reading fluency: Its development and assessment. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 166-183). Newark, DE: International Reading Association.



- Samuels, S. J., Schermer, N., & Reinking, D. (1992). Reading fluency: Techniques for making decoding automatic. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (pp. 124-144). Newark, DE: International Reading Association.
- Share, D. & Stanovich, K. E. (1995). Cognitive processes in early reading development: Accommodating individual differences into a mode of acquisition. *Issues in Education: Contributions from Educational Psychology, 1*, 1-57.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Texas Center for Reading and Language Arts. (2002a). *Effective instruction for struggling readers: Research-based practices*. Austin, TX: Texas Education Agency.
- Texas Center for Reading and Language Arts. (2002b). *First grade teacher reading academy*. Austin, TX: Texas Education Agency.
- Texas Center for Reading and Language Arts. (2002c). *Second grade teacher reading academy*. Austin, TX: Texas Education Agency.
- Texas Center for Reading and Language Arts. (2002d). *Reading strategies and activities: A resource book for students at risk for reading difficulties, including dyslexia*. Austin, TX: Texas Education Agency.
- Vaughn, S., Chard, D., Bryant, D. P., Coleman, M., Tyler, B., Thompson, S., & Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students: Two paths to improved fluency. *RASE: Remedial and Special Education, 21*(5).

