



# Professional Development Guide

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## Reading Fluency: Principles for Instruction and Progress Monitoring

**Texas Center for Reading and Language Arts**  
College of Education, University of Texas at Austin •  
Texas Education Agency • Region XIII Education Service Center

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# Professional Development Guide

## Reading Fluency: Principles for Instruction & Progress Monitoring

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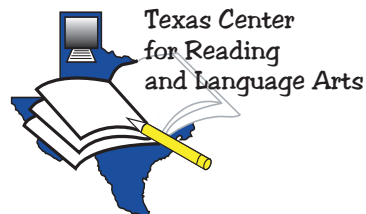


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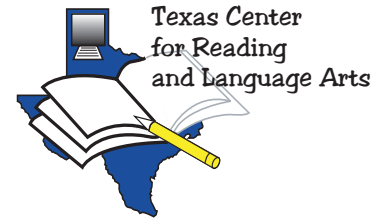
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## What is the Texas Center for Reading and Language Arts ?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).



### How are the Center's Activities Accomplished?

**Goal 1:** To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

**Goal 2:** To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

**Goal 3:** To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

**Goal 4:** To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

**Goal 5:** To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

**Goal 6:** To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

### Literacy Labs

Both school-based and university-based labs served as models for universities and school districts.

### Professional Development Guides and Videos

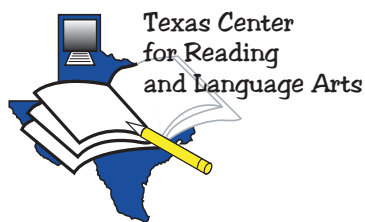
These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

### Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

### School Partnerships

Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.




## Organization & Content of the Guide

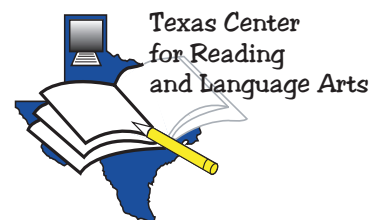
The guide *Fluency: Principles for Instruction and Progress Monitoring* contains four sections of materials and a video for presenters to teach fluency. Section 2 (Professional Development), includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 (Overheads), contains transparencies containing key points and activities to accompany your speaker's notes; Section 4 (Handouts) includes "Workshop Notes" for participants to take notes from the presentation, and "Activity Handouts" for group activities; Section 5 (Appendices) provides a list of references and resources on fluency. Lastly, the video "Fluency: Principles for Instruction and Progress Monitoring" provides an understanding of fluency research.

## Considerations for Struggling Readers and Writers

Included in this guide is a set of overheads that focus on making adaptations for struggling readers and writers so that they have greater access to the general education curriculum. These may include students with:

- learning disabilities
- behavioral and emotional disabilities
- mild to moderate cognitive disabilities
- physical disabilities
- attention problems and the spectrum of autistic behaviors
- sensory impairments
  - deaf/hard of hearing
  - visual impairments

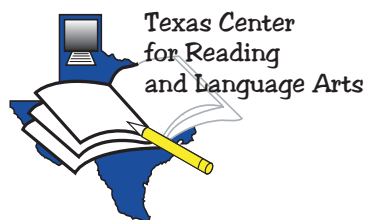
The adaptations overheads are identified by the symbol . The set of overheads has been designed to assist the participants in identifying general adaptations that will benefit not only students with disabilities but many other learners.



### **Considerations for Struggling Readers and Writers (cont.)**

- Overheads that introduce general adaptations are presented early in the workshop (Overheads #5a to #5e).
- Overheads that further explain these general adaptations are presented later in the workshop (Overheads #19a to #19k).
- Specific overheads have been included to demonstrate how a concept, activity, or lesson presented in the guide can be adapted to meet the needs of special learners and struggling readers.

As a presenter, you may want to use chart paper and self-sticking notes so that the participants can record and display the adaptations they generate during the workshop. Participants may write their adaptations on the self-sticking notes and put the notes on chart paper. This can be an on-going activity throughout the workshop.



## Preparing for the Workshop

This workshop is designed to introduce elementary grade teachers to oral reading fluency principles for instruction and progress monitoring. Classroom teachers, reading coordinators, special education teachers and related service personnel, media specialists, curriculum directors, and principals who work at the elementary level are appropriate participants. The key components of fluency instruction are presented and group discussion and activities are provided.

### Materials

- Distribute copies of the handouts (Section 4) to each participant prior to the beginning of the workshop.

### Equipment

- Overhead projector/markers
- VCR and monitor
- Chart paper and self-sticking notes

### Room Arrangement

- Activities are designed for small group participation and cooperative work. Seating needs to be arranged to facilitate interaction in small groups. All participants will need to be able to see the screen.

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## Acknowledgments

We gratefully acknowledge the support of the following individuals and agencies for their contributions to the professional development guide, *Reading Fluency: Principles for Instruction and Progress Monitoring*.

### **Texas Education Agency**

|   |  |
|---|--|
| Jim Nelson<br>Commissioner                                    | Carol V. Francois<br>Associate Commissioner<br>for the Education of<br>Special Populations |
| Robin Gilchrist<br>Assistant Commissioner                     |  |
| Gene Lenz<br>Senior Director<br>Division of Special Education |  |

### **Texas Center for Reading & Language Arts Adaptations Workgroup**

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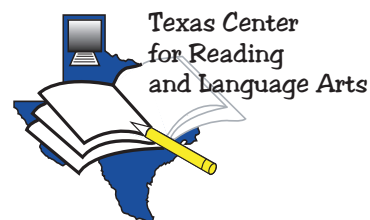
### **The University of Texas at Austin, College of Education**

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### **Region XIII Education Service Center**

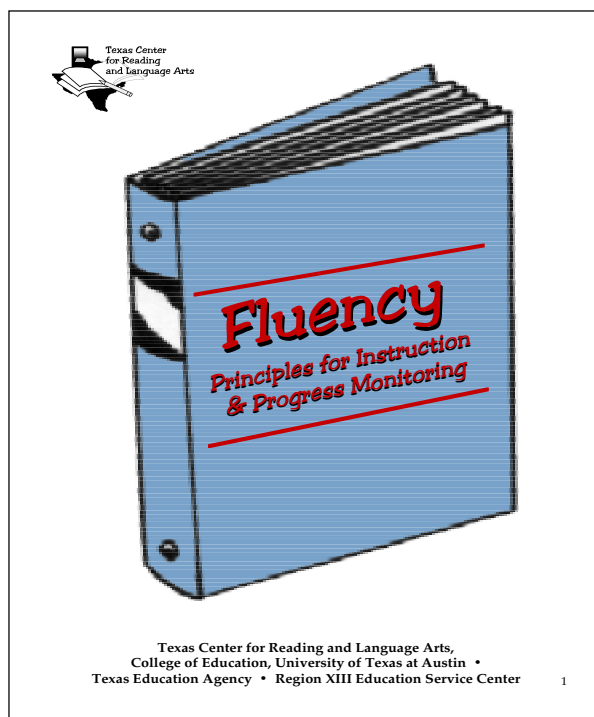
Statewide Initiatives

Special thanks to all our reviewers and contributors, including the Reading Initiative and Special Education (RISE) Task Force, whose assistance and support made a valuable contribution to this product.





## Overhead #1



## Introduction

- Use Overhead #1 to communicate the topic of your presentation.

## Overhead #2

The image shows a white overhead slide. In the top left corner, there is a small logo for the Texas Center for Reading and Language Arts, featuring a book and a magnifying glass. The title 'Reading Fluency' is written in large, bold, red letters. Below the title, there is a list of three bullet points in green text: '• WHAT is it and WHY is it important?', '• HOW do you develop fluency?', and '• HOW do you monitor fluency progress?'. A small number '2' is in the bottom right corner of the slide.

## Reading Fluency

- Use Overhead #2 to show an overview of the Fluency workshop.

## Activity 1

- Guide participants in Group Activity 1.

## Overhead #3

**Activity 1 Fluency**

Brainstorm what you know about oral reading fluency.

What does it mean?

What does it "look like?"

What does it "sound like?"

**Share with the group !!!**

3

## What is Oral Reading Fluency?

- Use Overhead #4 to define oral reading fluency.
- Point out that once children begin to automatically and rapidly decode and access the meaning of individual words, they are on their way to becoming fluent readers.
- Remind participants that fluent readers read fairly effortlessly, group words into meaningful phrases, and use expression appropriately (prosody).

## Overhead #4

Texas Center for Reading and Language Arts

**Reading Fluency**


**WHAT is it?**

Fluency is a combination of...

reading speed & accuracy

4

## Overhead #5



### Oral Reading Fluency

**Why is it Important?**

**Fluent readers are able to:**  
focus their attention on **understanding** the text (and therefore are better able to interpret the text, make connections among the ideas in the text)

**Nonfluent readers must:**  
focus their attention on **decoding** and accessing the meaning of individual words (thus leaving little attention free for comprehension)

5

## The Importance of Fluency

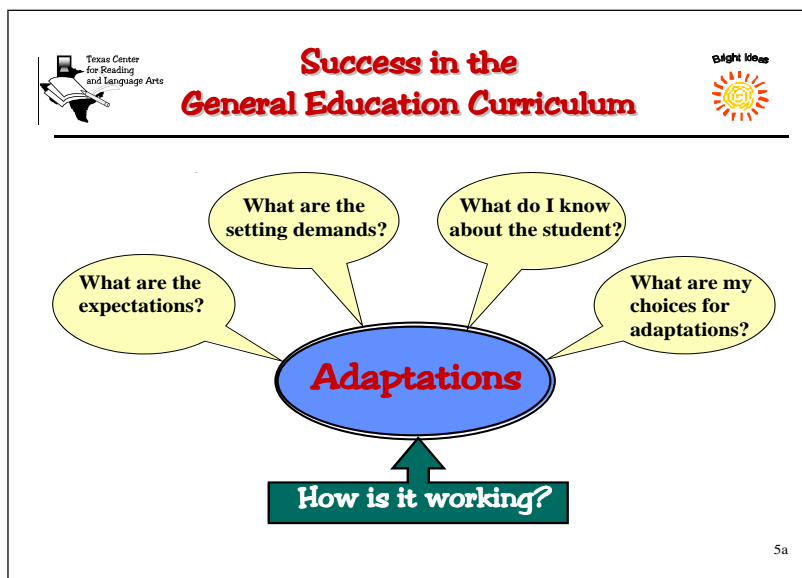
- Use Overhead #5 to review the importance of comprehension.
- Point out that fluent readers are better able to comprehend what they read because of their ability to process information quickly.

*(LaBerge & Samuels, 1974; NAEP, 1995; National Reading Panel, 2000.)*



## Success in the General Education Curriculum

### Overhead #5a



**Note:** This overhead is the first in a series of overheads that focus on adaptations for struggling readers and writers. These may include students with learning disabilities, emotional/behavioral disorders, mild to moderate cognitive disabilities, physical disabilities, attention problems, the spectrum of autistic behaviors, and sensory impairment (both deaf/hard of hearing and visual impairment).

After Overhead #5, present Overheads #5a to #5e to provide an overview of the process for making adaptations and for introducing various types of adaptations.

After Overhead #19, present Overheads #19a to 19k to provide the participants with more specific examples of the three kinds of adaptations.

- Use Overhead #5a to explain that adaptations are key to the successful participation of struggling readers and writers in the general education curriculum.
- Provide an overview of the process for making adaptations for struggling readers and writers. Explain that in making adaptations four key questions are asked.
  - **What are the expectations for learning** (e.g., what are the student outcomes that you expect which may vary for individual students)? For example, student outcomes may include reading on grade level by the end of the year.
  - **What are the setting demands** (e.g., what are the specific tasks the student is expected to perform and what does the student have to do to successfully complete the task)? For example, the student has to read, summarize, and answer a variety of questions about grade level reading material.

## Overhead #5a (cont.)

- **What do I know about the student** in the general education classroom in relation to his/her learning strengths and needs? For example, what are the student's specific strengths and needs in reading?
- **What are my choices for adaptations** (i.e., for students with disabilities think about what the IEP requires and what resources you might need to make these adaptations)? For example, will the student need high interest/controlled vocabulary text to be able to access subject matter on a topic?
- Explain that answering these four questions assists teachers in selecting adaptations. Remind the participants to collaborate with other specialists, such as vision, auditory, speech/language, and technology.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. This is an important key to the student's success in the general education curriculum. For example, is the student able to answer inferential comprehension questions successfully?

**Note to Presenter:** *With the reauthorization of the Individuals with Disabilities Education Act (IDEA 97), students' with disabilities participation in the general education curriculum and state/district assessments, such as TAAS, has increased as has general education teachers' participation in the IEP process. You may want to highlight these recent changes using the information provided below as one resource.*

- Explain to the participants that the law (IDEA 97) requires that accommodations or adaptations, modifications, supports, and supplementary aids and services be provided to ensure the success of students with disabilities in the general education curriculum (refer to IEP.)
- Tell participants that IDEA 97 has also increased the participation of student's with disabilities in district/state assessments. Explain that under IDEA special education students are expected to : (1) take the standard assessments, (2) take them with accommodations, or (3) take alternative assessments. The IEP specifies if accommodations and modifications in the administration of these assessments or alternative assessments are to be used.
- Mention that IDEA 97 has also increased the general education teacher's role in the development, implementation, review, and revision of the student's Individualized Education Program. For example, goals and objectives may be targeted to be met in the general education classroom and monitoring is the responsibility of the general and special education teacher.

Bright Ideas



## Success in the General Education Curriculum (cont.)

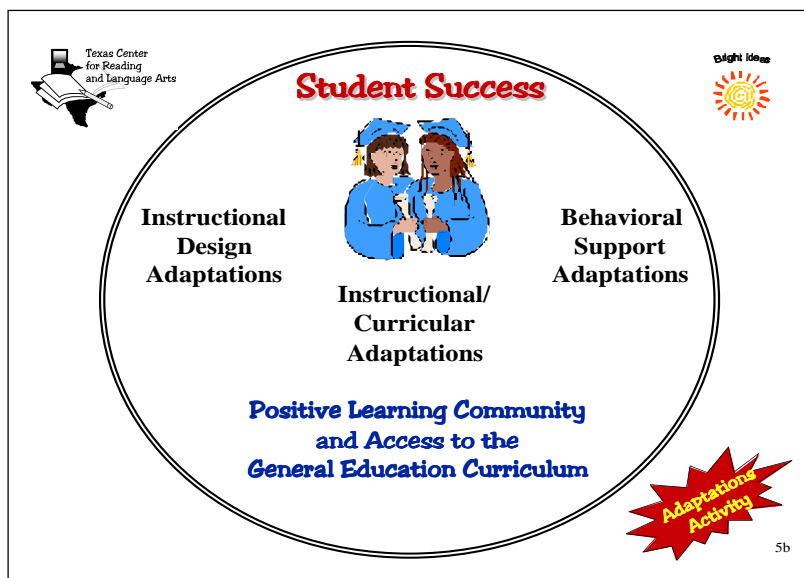
## Individual with Disabilities Education Act (IDEA 97)



## Student Success

## Adaptations Activity

### Overhead #5b




- Use Overhead #5b to introduce this Activity and to explain that adaptations for students can be organized into three categories: designing instruction, adapting instruction or curriculum, and providing behavioral support. For example, an adaptation for “designing instruction” might be including fewer problems per page, for “adapting instruction or curriculum,” an example might be enlarging print for a child with poor vision, and for “behavioral support adaptations,” an example might be having a behavior plan in place to alter “out-of-seat behavior.”
- Ask the participants to work in pairs and discuss one student with whom they have worked successfully. Have them list and explain three adaptations they used to support that student in each of these three areas.
- Explain that each category will now be discussed.

**Note:** You may use chart paper and self-sticking notes so that participants can display their ideas. Hang one piece of chart paper for each of the three types of adaptations. Ask participants to write their adaptations on the notes and put the notes on the appropriate chart paper. This can be an on-going activity throughout the workshop.


## Overhead #5c

Texas Center  
for Reading  
and Language Arts

### Instructional Design Adaptations Know Your Student

Bright Ideas

- Plan for adaptations
- Access resources
- Collaborate
- Integrate technology
- Assess learning
- Monitor student progress



5c

- Use Overhead #5c to introduce the importance of instructional design adaptations.
- Explain that instructional design is critical for making adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

Bright Ideas



## Instructional Design Adaptations



## Instructional and Curricular Adaptations

### Overhead #5d



## Instructional and Curricular Adaptations



### Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

### Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning





5d

- Use Overhead #5d to introduce common examples of instructional and curricular adaptations.
- Mention that research supports these adaptations. (See Handout, "Suggestions for Adaptations" for typical adaptations.)



## Overhead #5e




### Behavioral Support Adaptations

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**Strategies that increase appropriate student behaviors:**

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



5e

- Use Overhead #5e to introduce behavioral support adaptations.
- Explain that a third type of adaptation focuses on behavioral support.
- Have participants give examples of how inappropriate classroom behaviors can interrupt the teaching and learning process and the type of strategies they use to promote positive behavior and a positive learning environment. Students learn better when behavioral supports are in place.
- See Handout, “Suggestion for Adaptations” for typical adaptations.
- Explain that later in the workshop participants will focus more intently on specific behavioral adaptations.
- Encourage the participants to think about adaptations as they continue the workshop. (Self-sticking notes and chart paper activity can be continued.)

Bright Ideas



## Behavioral Support Adaptations

## Reading TEKS

- Use Overhead #6 to review and discuss the fluency component of the TEKS for Grades 1–3.

**Note:** *Fluency is only one part of the reading curriculum or program. “Appropriate” refers to the reading level not grade level of a student.*

## Important Facts About Fluency Building

- Use Overhead #7 to address some key points about the context of fluency building.

(Samuels, 1979; 1997.)

## Overhead #6



### Texas Essential Knowledge and Skills

#### English Language Arts and Reading, Grades 1 - 3

*The student reads with fluency and understanding in texts at appropriate difficulty levels.*

The student is expected to:

- (a) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
- (b) read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader)
- (c) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)
- (d) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.

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## Overhead #7




### Fluency Building

**Important !!!**

- Students should have a strong foundation in word recognition skills before fluency instruction begins.
- Fluency instruction usually does not begin until at least the middle of the first grade.
- Not all children require fluency instruction.

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## Overhead #8



### Fluency Building

**HOW do you develop Fluency?**

**Step One: Screening**

- Screening (preparation and procedure)
- Calculating reading fluency
- Identifying appropriate reading levels

**Step Two: Implementation**


- Repeated Reading
  - Tape Assisted Reading
  - Readers Theater
  - Partner Reading

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## Steps of Fluency Development

- Use Overhead #8 to introduce the two steps in fluency building.

## Overhead #9



### Fluency Building

**Step One: Screening**

- Plan to assess every student individually to screen for fluency problems and to obtain baseline data
- Prepare and administer to each student a short (approximately 5 minutes) fluency screening
- Although many students may be involved in fluency activities, identify students who need fluency building

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## Step One: Screening

- Use Overhead #9 to explain the screening process.

## Preparation for Screening

- Use Overhead #10 and #11 to discuss the steps to prepare for fluency screening.

**Note:** Refer participants to Guidelines for Choosing Material for Fluency Screening handout.

## Overhead #10



### Fluency Building Preparation for Screening

1. Select 2 or 3 unread passages from students' grade level text (*look for passages of consistent difficulty and readability*)
2. Type up a teacher version (with words tallied) and a student version of the selected text; make copies of the numbered version so you have a record for each student.

#### Example of Teacher Version

|                                |    |
|--------------------------------|----|
| The teacher noticed that four  | 5  |
| students read very slowly. She | 10 |
| decided to screen everyone for | 15 |
| fluency problems. She was      | 19 |
| surprised by what she found.   | 24 |

10

## Preparation for Screening (cont.)

## Overhead #11



### Fluency Building Preparation for Screening (cont.)


#### Example of Student Version

The teacher noticed that four students read very slowly. She decided to screen everyone for fluency problems. She was surprised by what she found.

3. Review procedures for marking errors
4. Have a stopwatch handy to time readings (a tape recorder is optional)

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## Overhead #12



**Fluency Building  
Screening Procedures**

1. Screen students individually
2. Inform each student he/she will be timed reading 2 or 3 passages
3. Instruct each student to do his/her best reading and to begin reading when ready
4. Begin timing only when the student begins to read aloud, not before
5. Mark errors on your numbered passage

**Example of Errors:**


- mispronunciations
- substitutions
- hesitations > 3-5 sec.
- no attempt to read
- omissions
- reversals

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## Screening Procedures

- Use Overhead #12 and #13 to explain the screening procedure.
- Point out that a fluency check is not a deep analysis of errors, but a notation of the number of errors made by the student.
- Refer participants to the Directions for 1-Minute Administration of Reading Passages handout.

## Overhead #13



**Fluency Building  
Screening Procedures (con't.)**

**You may note, but do not count as errors:**

- insertions
- self-correction
- repetitions

6. Stop timing at the end of one minute, and be sure to mark in the text the last word read by the student (You may allow the student to read to the end of the passage)

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## Screening Procedures (con't.)

- Use Overhead #13 to emphasize that errors such as insertions, self-correction, and repetitions are not to be counted as errors.

## Group Activity 2

- Guide participants in Group Activity 2.

**Note:** Refer participants to Reading Passages handout.

**Note:** Be sure participants clearly understand the activity before groups begin.

## Overhead #14

### Activity 2

### Checking for Fluency



1. Find a partner.
2. One partner will read from Passage #1 and the other from Passage #2.
3. Carefully read the directions.
4. For Part A, the partner with Passage #1 will be the *Tester*, and the one with Passage #2 will be the *Student*.
5. For Part B, reverse the roles.
6. Discuss the activity with your partner.

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## Calculating Reading Fluency

- Use Overhead #15 to explain how to calculate the fluency rate.

## Overhead #15



### Fluency Building Calculating Reading Fluency

#### One-minute reading




$$\boxed{\text{Total Words Read}} - \boxed{\text{Errors}} = \boxed{\text{Words Correct Per Minute}}$$

#### Example:

$$62 \text{ words read} - 7 \text{ errors} = 55 \text{ wcpm}$$

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## Overhead #16



### Oral Reading Fluency Guidelines

The following range of fluency standards (Hasbrouck and Tindal, 1992) can help teachers evaluate scores for placing students in appropriate reading level materials and setting reasonable goals:

| Grade | Fall wcpm | Winter wcpm | Spring wcpm |
|-------|-----------|-------------|-------------|
| 2     | 53-82     | 78-106      | 94-124      |
| 3     | 79-107    | 93-123      | 114-142     |
| 4     | 99-125    | 112-133     | 118-143     |
| 5     | 105-126   | 118-143     | 128-151     |


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## Oral Reading Fluency Guidelines

- Use Overhead #16 to discuss how students' fluency scores can be compared to a range of fluency standards to help teachers evaluate scores.
- Point out that the scores range from the 50th to the 75th percentile for each grade level.

**Note:** Instructional goals for students should be based upon their reading levels (wcpm), not grade levels, on the chart.

## Overhead #17



### Fluency Building Calculating Percent Reading Accuracy

To determine the appropriate level of text for a student, calculate the following:

Number of Words Read Correctly

÷

Total Words Read

=

Percent Accuracy

**Example:**

145 (words correct) ÷ 156 (Total words read) = 92.9

93 %

Level of Challenge

| Independent  | Instructional  | Frustrational   |
|--|--|---|
| 97% - 100% accuracy (good/excellent comprehension) | 96% - 94% accuracy (good/satisfactory comprehension) | 93% accuracy & below (satisfactory/fair/poor comprehension) |

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## Calculating Percent Reading Accuracy

- Use Overhead #17 to calculate the percent accuracy and discuss how to determine the appropriate level of text for individual students.
- Point out that this information affects instruction.
- Point out that fluency building passages should be between a student's independent and instructional reading level (approximately 95% to 98%).


## Interpreting the Results

- Use Overhead #18 to point out how to interpret results.

## Overhead #18



Fluency Building  
**Identifying Appropriate Reading Levels**



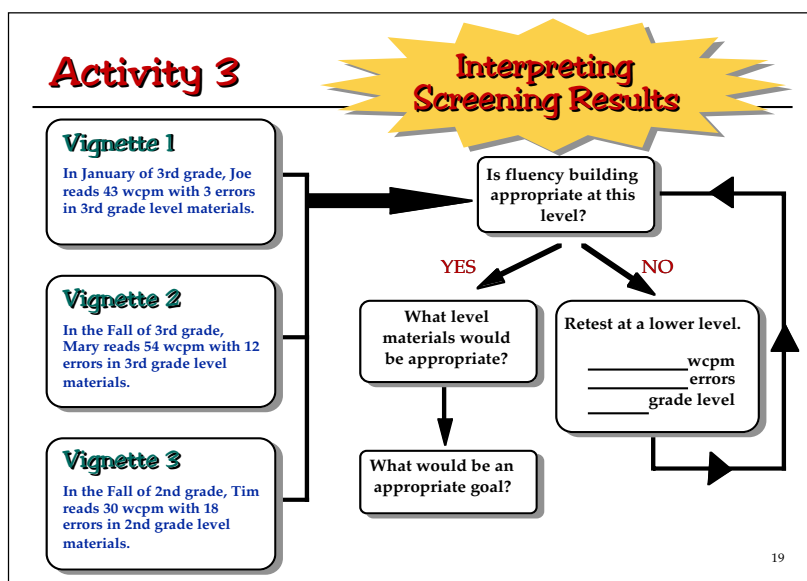
**Interpreting the Results**

- Take the mean or median of 2-3 fluency measurements
- Judge the appropriateness of the text by using the traditional categories (independent, instructional, or frustrational) or the general guideline for the primary grades of 50-60 wcpm with < 5 errors
- Compare each student's fluency rate to the [Oral Reading Fluency Guidelines](#)

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## Overhead #19



## Group Activity 3

- Guide participants in Group Activity 3.

**Note:** Explain the importance of considering the 3 questions when placing students in materials for fluency building.

- Remind them of the general guideline for primary grades of 50–60 wcpm with <5 errors.

### Vignette #1

Is fluency building appropriate? Yes  
What would be an appropriate placement? 3rd  
What would be an appropriate goal? 70 wcpm

### Vignette #2

Is fluency building appropriate? No (refer participants back to the guideline)  
Ask, “What would you do?” Retest in 2nd grade level materials.  
Give the new scores on overhead (write them in the box):  
Mary reads 62 wcpm with 4 errors in 2nd grade level materials.  
Answer the three questions again:  
Is fluency building appropriate? Yes  
What would be an appropriate placement? 2nd  
What would be an appropriate goal? 90 wcpm

### Vignette #3

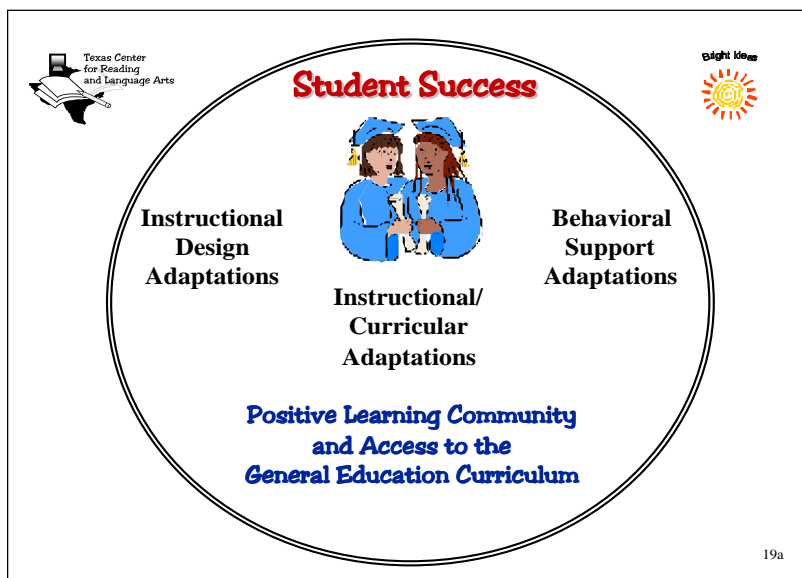
Is fluency building appropriate? Possibly (refer participants back to the guideline)  
Ask, “What would you do?” (Retest in 1st grade level materials)  
Give new scores on the overhead (Write them in the box):  
Tim reads 42 wcpm with 9 errors in 1st grade level materials.  
Ask the three questions again:  
Is fluency building appropriate? No, too low  
What would be an appropriate placement? Not necessary  
What would be an appropriate goal? Not necessary (refer back to the guideline)

## Answers to Vignettes of Group Activity 3



## Student Success



### Overhead #19a



**Note:** Use Overheads #19a through #19k to give more specific information about making adaptations.


- Use Overhead #19a to review with the participants the three types of adaptations. Remind participants to reflect on struggling readers and writers including students with disabilities and the adaptations required as they continue through this guide. (Have participants continue to add to the chart paper if this process is being used.)

## Overhead #19b



### Instructional Design Adaptations Know Your Student

- Plan for adaptations
- Access resources
- Collaborate
- Integrate technology
- Assess learning
- Monitor student progress



19b

- Use Overhead #19b to remind participants of the importance of instructional design adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

Bright Ideas

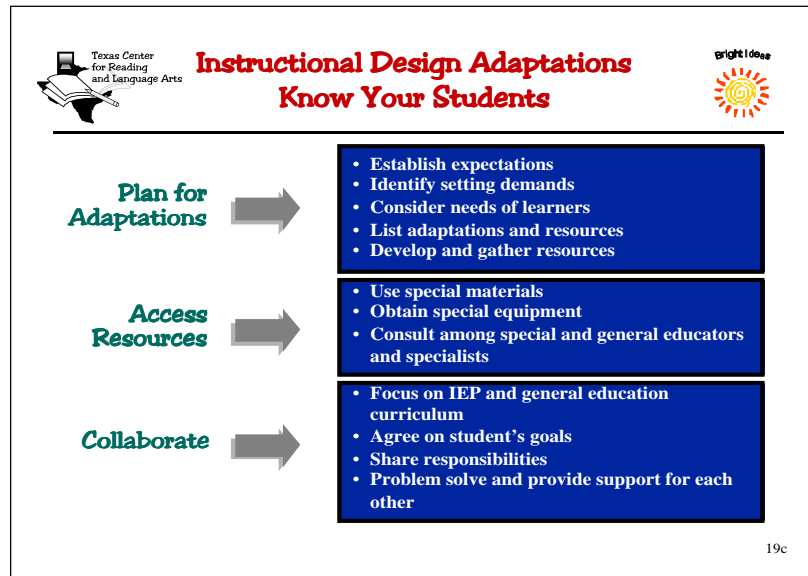


## Instructional Design Adaptations



## Instruction Design Adaptations

### Overhead #19c



- Use Overhead #19c to introduce instructional design adaptations.

#### Plan for Adaptations:

- Explain that the first step in planning adaptations for struggling readers and writers is to **establish expectations** for student outcomes. What goals and objectives are listed on the IEP and what skills are the students expected to master and demonstrate at the end of the lesson or unit?
- **Think about the demands** needed to complete the tasks associated with the expectations or outcomes (e.g., note taking, writing, group work). Identifying setting demands will help to determine which part of the instruction and/or assignment is too challenging and how to modify the task so that students with special needs can successfully complete the assignment.
- **Keep student's strengths and needs** in mind while planning for the lesson (e.g., refer to student's IEP modification page if necessary).
- **Identify the types of adaptations and resources** necessary for the student to benefit from instruction (e.g., extended time, support for reading, manipulatives for math, token system for completing work).
- **Develop and/or gather needed resources.** Collect resources in advance (e.g., getting Braille text completed for a student who is blind; getting books on tape).
- Ask participants to pair and in one minute generate suggestions for implementing plans for adaptations. Partners may share in large group and add to adaptation charts.

## Overhead #19c (cont.)

### Access Resources

- Mention to participants that these are examples of special materials: visual aids, pictures, flash cards, high-interest/controlled vocabulary reading materials, manipulatives, instructional games, spell checker, and software.
- Tell participants the following are examples of special equipment: magnifying glass, tape recorder, large print books, Braille, FM system, and computer with grammar and spellchecker. (See Handout for list of “Assistive Technology Devices.”)
- Say that the following is a list of personnel resources: behavior specialists, vision specialists, special education teachers, curriculum specialists, inclusion specialists, and technology specialists. (See Handout, “Related Service Personnel” of specialists.)
- Ask participants to choose one or two disability categories and give examples of materials, equipment, and personnel resources that the teacher may need in order to teach a lesson so that these students will benefit from instruction. Either small or large groups can participate in this activity.

### Collaborate

- Discuss the importance of collaboration among general and special education teachers and other related specialists and with parents in preparing instructional adaptations for students with special needs. (See Handout, “Related Service Personnel” for a list of specialists who serve students with disabilities.)
- Explain that there should be a consensus in decision making regarding the identification of a student’s educational goals and objectives using the IEP if the student has an identified disability. In considering these goals, discuss the importance of student participation in the general education curriculum. This may vary depending on the student’s learning levels and disabilities in relation to the goals of the lesson. For example, a struggling reader may use taped books and partner reading along with study guides to access the social studies textbook. In contrast, a student with moderate cognitive disabilities may be learning to recognize and demonstrate key concepts of the lesson.
- Tell participants that general and special education teachers and other specialists should share responsibilities and work together to identify, access, and gather resources necessary for adaptations. Have participants discuss how this can work.
- Mention that problems will naturally arise (e.g., special materials not available, student with autism disrupting class with occasional outbursts). Use formal (e.g., grade level/cohort planning meetings, student study teams, teacher assistance teams) and informal problem solving to resolve student problems. The key is to support each other to assist students in attaining their goals.

Bright Ideas

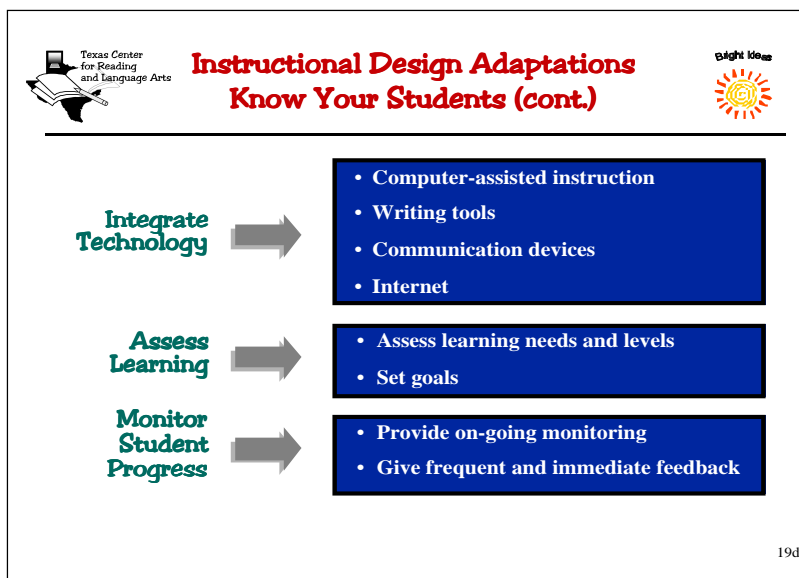


## Instructional Design Adaptations (cont.)



## Instructional Design Adaptations (cont.)

### Overhead #19d



- Use Overhead #19d to discuss integrating technology, assessing learning, and monitoring student progress.

#### Integrate Technology

- Explain that:
  - There are a number of areas where technology could assist struggling readers and writers. Examples include computer-based reading, writing assistance, augmentative communication, access to reference materials, adaptive switches, and materials modifications.
  - Computer-assisted instruction can be a powerful adaptation tool for struggling readers and writers. Teachers can use tools such as tutorial, practice, and simulation software to promote problem solving.
  - Writing tools can be used in creating outlines, graphic organizers, idea webs or maps, and assisting with word processing including spelling and grammar checkers.
  - Assistive devices such as auditory trainers and voice recognition programs may be needed by some struggling readers and writers in order to benefit from instruction. (See Handout, "Assistive Technology and Devices" for list of assistive devices.)
  - Reference materials for research papers and other class projects can be accessed via websites and the Internet. For students with visual impairments access to web sites and the internet can be accomplished with the assistance of the vision specialist who should know about software that promotes accessibility.

## Overhead #19d (cont.)

### Assess Learning

- Mention that assessment is an essential component of instruction for students with special learning needs. While planning for assessment, be sure to consider student needs and any adaptations necessary for the students during assessment. (Refer to student's IEP modification page if the student has an identified disability.) For example, students may need one-to-one test administration, small group setting, shortened tests, extended time for tests, or the use of a calculator or other special materials and equipment. Also, use curriculum-based assessment or alternative methods of assessment.

### Monitor Student Progress

- Tell participants that:
  - Monitoring struggling readers and writers' progress and providing feedback help the teacher determine when these students require extra assistance. Instruction should be adjusted accordingly. Both monitoring and feedback should be frequent and ongoing. Teach students how to monitor their own progress. For example, students can chart their reading rate or number of math facts completed.
  - Involving students in setting individual, academic, and behavioral goals is important, especially at the secondary level. Students are more likely to improve if they have ownership of their goals and objectives.

### Extended Workshop: Lesson Plan

- If time permits, have small groups plan a lesson for an inclusion class incorporating instructional adaptations. Groups should consist of general and special education teachers and other specialists. Have groups plan their lesson to focus on adaptations for a particular student with a disability in a subject matter they choose. Have groups then share their lesson with the other participants.

Bright Ideas



## Instructional Design Adaptations (cont.)



## Instructional and Curricular Adaptations

### Overhead #19e



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## Instructional and Curricular Adaptations



### Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

### Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning





5d

- Use Overhead #19e to remind participants of the examples of instructional and curricular adaptations. For example, struggling readers and writers generally require more explicit instruction including teacher modeling using "think alouds." (See Handout, "Suggestions for Adaptations").
- Explain that the next two overheads give examples for two of the adaptations, "Make Learning Visible and Explicit" and "Provide Multiple Ways to Demonstrate Learning."



## Overhead #19f



### Instructional and Curricular Adaptations

**Make Learning Visible and Explicit** →

- Use modeling and think alouds
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

19f

- Use Overhead #19f to discuss strategies for making learning visible and explicit.
- Remind the participants of common sayings:
  - “A picture is worth a thousand words.”
  - “Modeling isn’t the best way to teach, it is the only way to teach.” (Albert Schweitzer)
- Discuss that research demonstrates that struggling readers and writers including students with disabilities learn better when taught the steps in cognitive processes (e.g., steps for finding main idea and solving math word problems).
- Tell participants that these students need systematic, explicit instruction in how to complete complex, cognitive processes. This type of instruction consists of modeling the steps including the thinking that occurs (i.e., “think alouds”) and then having the students think aloud as they do the steps. It is also helpful to provide a written list of steps and have the students self-monitor as they complete each step.
- Suggest that participants provide examples that demonstrate steps and monitoring for a particular skill. For example, write the steps involved in solving a word problem or list the steps in editing a written work.
- Discuss how adding visual and tactile cues to auditory information help make the auditory information more visible and explicit.

Examples are:

- When sounding out a word, have students push markers into boxes for each sound.
- Have students clap the words in a sentence.
- When lecturing, write the key words for each point on an overhead.

Bright Ideas




## Instructional and Curricular Adaptations




## Instructional and Curricular Adaptations


### Overhead #19g



## Instructional and Curricular Adaptations



Provide Multiple Ways To Demonstrate Learning





Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

19g

- Use Overhead #19g to expand on multiple ways to demonstrate learning other than a book report.
- Explain that struggling readers and writers may know the information, but may not be able to demonstrate effectively this learning because of their learning needs.
- Ask participants to expand the list of alternatives to the traditional book report. Share the groups' ideas either orally or by placing them on chart paper.


## Overhead #19h



### Behavioral Support Adaptations

**Strategies that increase appropriate student behaviors are:**

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



19h

- Use Overhead #19h to remind participants of the three types of behavioral support adaptations.

Bright Ideas




## Behavioral Support Adaptations




## Behavioral Support Adaptations (cont.)

### Overhead #19i



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## Behavioral Support Adaptations



bright ideas

**Provide  
Structure  
and Be  
Consistent**

➔

- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

**Use  
Proactive  
Teaching**

➔

- Gain student's attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
  - Catch them when they're learning
  - Catch them being good
  - Identify reasons for problem behavior
  - Modify factors eliciting problem behavior

19i

- Use Overhead #19i to discuss two major types of behavioral support: consistent and proactive teaching.

#### Provide Structure and Be Consistent

- Explain that classroom management requires structure and consistency.
  - Plan and arrange the environment. Organization enhances student attention.
  - Establish rules and expectations. Rules should be stated positively, displayed, and limited (i.e., 3 to 5). Have the class generate the rules and expectations in order to promote "buy-in."
  - Use natural and logical consequences for positive and negative behaviors (e.g., call on students who raise their hand and redirect students who speak out of turn).
  - Prepare students for transitions and change by giving frequent cues. Establish time limits for transitions.

#### Use Proactive Teaching

- Explain that proactive teaching can prevent problem behaviors by getting students' attention and/or changing factors that elicit those behaviors.
- Use such techniques as gaining attention, using the student's name, greeting them at the door, and being in close proximity. Also, varying voice, providing interesting materials, and sitting at eye level to "hook" student's attention can be effective.

### Overhead #19i (cont.)

- Be proactive rather than reactive. Be alert to students' on-task behavior and encourage their efforts.
- Identify reasons for problem behavior. The factors which elicit problem behavior can be modified, thereby preventing the behavior. For example, if a student regularly engages in a number of avoidance behaviors (e.g., sharpening pencil, searching in desk, talking to neighbor) when a math problem solving assignment is given, it may be that the work is too difficult for the student to do independently. The teacher should determine if this assumption is correct and if so, modify the task accordingly.
- Consult with the special education teacher to determine the behavioral support plan that may be identified in the IEP.

Bright Ideas



### Behavioral Support Adaptations (cont.)



## Behavioral Support Adaptations

### Overhead #19j



#### Behavioral Support Adaptations



Teach  
Alternative  
Behavior



Teach and demonstrate to students:

- Appropriate social and communication skills
- Self-monitoring strategies

19j

- Use Overhead #19j to discuss the teaching of alternative behavior.
- Explain that effective behavioral support focuses on teaching students appropriate alternative behaviors. Modeling and then having the student practice the new behavior will help build alternative positive behaviors.
- Use the following example, your own, or elicit examples from participants.

Johnny may tantrum because he doesn't have the skills to communicate his frustration. Teachers can replace the tantrum behavior by teaching Johnny how to communicate this frustration (e.g., "I'm trying, but it's too hard." "Don't understand. Need help.").

- Tell participants that students may need to build social and communication skills (e.g., taking turns, cooperative strategies). Identify specific skills and teach them during routine activities. If students are taught using specific programs (e.g., Peacebuilders, Skillstreaming), it is important that the skills are practiced and generalized across settings. Work with the special education teacher to support the social and communication skills that are being targeted so that they generalize across classes.
- Mention that self-regulation helps students monitor their behavior (e.g., stop-look-listen; first I do. . . , then I . . .). Use self-report point cards and checklists that reflect the students' individual goals.

## Overhead #19j (cont.)

### Extended Workshop:

If time permits, have participants work in small groups. First, have each group identify a problem behavior. Have them state it so that it is observable and measurable. Second, have participants discuss potential and common factors that are associated with problem behavior in classroom settings (e.g., length or difficulty of task, too many problems per sheet, not able to get teacher's attention, nonpreferred task, no choice making). Third, have participants identify ways to modify these factors to prevent problem behavior from occurring.

**Or**

Have participants work in small groups. Have one of the group participants describe a student and the problem behavior(s). Then ask participants to identify (a) the factors that elicit problem behavior(s), and (b) ways to modify those factors to prevent problem behavior(s).

Bright Ideas

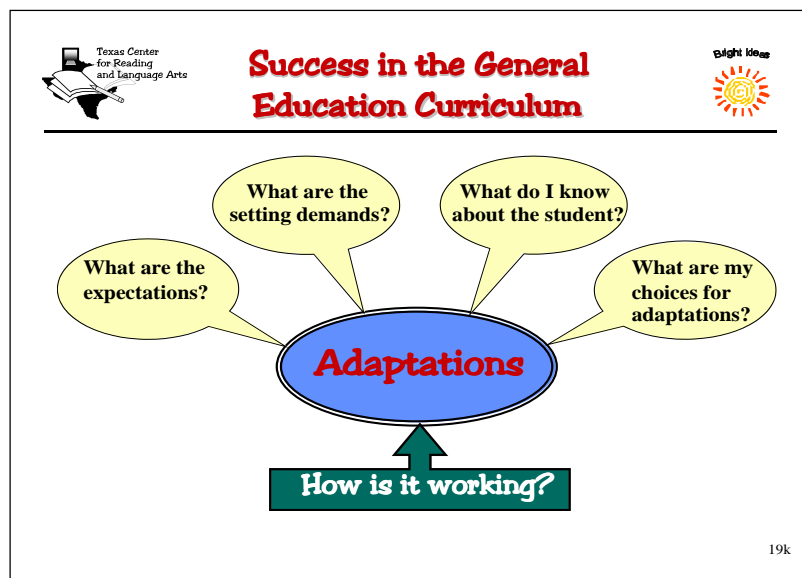


## Behavioral Support Adaptations



## Success in the General Education Curriculum

### Overhead #19k




- Use Overhead #19k to conclude this discussion on making adaptations for struggling readers and writers.
- Review the four adaptation questions with participants. Discuss how answering these four questions assists teachers in selecting adaptations. Recommend collaboration among specialists.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. Explain that this is an important key to student's success in the general education curriculum.
- Encourage participants to think about making adaptations as they continue to complete the workshop. (Putting self-sticking notes on chart paper activity can be continued.)

(Bryant & Bryant, 1998)



## Overhead #20



### Fluency Building

**Step Two:  
Strategies for  
Enhancing Fluency**

*Implement research-proven methods  
that are effective in increasing oral  
reading fluency.*

**Repeated Readings**

- Taped Assisted Reading
- Readers Theater
- Partner Reading

20

## Implementation of Fluency Building

- Use Overhead #20 to introduce methods for increasing oral reading fluency.

**Note:** Remind participants that fluency building is only one part of a reading program.

## Overhead #21



### Implementation Repeated Readings

#### **A repeated reading activity:**

- is not intended to constitute “the reading curriculum”
  - involves reading the same passage several times
  - is not a method for teaching beginning reading skills (students must be able to decode most of the words before they will derive benefit from a Repeated Reading activity)
- 21

## Repeated Readings

- Use Overhead #21 to introduce the purpose of repeated readings.

(Samuels, 1979; 1997.)

## What the Research Says

- Use Overhead #22 to point out that repeated readings is one of the most well-researched fluency building methods and has been utilized in classrooms for over 20 years.

(Anderson, 1980; Carver & Hoffman, 1981; Chard, Simmons, & Kameenui, 1998; Chomsky, 1976; Dowhower 1987/1989; Howe & Singer, 1975; Raschotte & Torgesen, 1985; Samuels 1979/1997; Sindelar, Monda, & O'Shea, 1990; and Weinstein & Cooke, 1992.)

## Repeated Readings Activities

- Use Overhead #23 to explain the characteristics of repeated readings activities.

(Bos & Vaughn, 1998; Dowhower, 1989.)

## Overhead #22



### Implementation Repeated Readings (con't.)

#### What the Research Says

##### Repeated Readings

- Significantly increases reading rate, accuracy, and comprehension
- Works with older students as well as elementary children
- Fosters fluent word recognition through multiple exposures to words
- Encourages rapid decoding and permits greater attention to understanding the text
- Is effective for many learners

22

## Overhead #23



### Repeated Readings Activities

- Direct students to reread a relatively short passage (50–200 words) until a predetermined level of fluency is attained or to reread the text 3-5 times
- Incorporate a variety of reading materials that integrates students' culture and interests
- Utilize a variety of reading activities (read along/assisted reading, independent/unassisted reading, and partner or group reading)

23

## Overhead #24



### Repeated Readings Tape Assisted Reading

*The purpose is to give children support and a sense of the proper phrasing and speed of fluent reading.*

#### The student...

- listens to text read at 80-100 wpm by a fluent reader and follows along by pointing to the text
- reads aloud in sync with tape subvocalizing the words
- reads same text independently following Repeated Reading procedures

#### Important

*The taped reading should not have distracting sound effects or music !*

24

## Tape Assisted Reading


- Use Overhead #24 to discuss the purpose of tape-assisted reading.
- Explain the steps students follow during tape-assisted reading.

**Note:** Computer-based reading is another example of how children can repeatedly read books by listening to books being read by a computer, reading along with a computer, or recording their own reading of a book into a computer.




## Creating Recorded Books

### Overhead #24a



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**Fluency for  
Struggling Readers:  
Creating Recorded Books**




540M K12

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**The recording process:**

- Allow ten seconds of blank tape before beginning to record.
- Announce page number before reading each page.
- Direct student to place their finger underneath the specific word at the top of the page.
- Begin reading.
- Have students monitor their reading.



24a

- Use Overhead # 24a to introduce “creating recorded books” for struggling readers.
- Select text that is at the student’s instructional reading level or slightly more challenging (word recognition 85% to 95%). With more challenging text, record at a slower reading rate, but use appropriate phrasing and expression.
- Explain that recording three to four minutes of material per side is also desirable for young students or struggling readers. With older students, record eight to ten minutes of text per tape side. This makes it easier to find a specific place on a tape and to maintain student concentration.
- Tell the participants that it is helpful to cue the students to follow along with a finger as they listen. This can assist the student in focusing and connecting speech to print. It may also be a good idea to reward the student for appropriate listening behavior.
- After the student has read the book several times and is proficient, have the student read the book to the teacher. Use Handout, “Individual Record of Book Reading” for students to record books read. Results of comprehension checks and words to study should be kept to monitor student progress.

## Overhead #25



### Repeated Readings Readers Theatre

*The rehearsing and performing of a dialogue-rich play (with scripts in hand) for peers or others*

#### Readers Theatre...

- provides readers with a legitimate reason to reread text
- promotes cooperative interaction with peers
- makes the reading task appealing
- makes scripts appear less daunting than whole books
- provides a variety of roles to suit a diverse group of students
- involves practicing Repeated Reading outside of the classroom (at home) in preparation for presentation

25

## Readers Theatre



- Use Overhead #25 to explain Readers Theatre.
- Point out that students do not memorize lines like in a traditional play, but read from scripts with the emphasis on interpreting and sharing their understanding of a character through appropriate intonation and oral expression.

**Note:** Students may write their own plays (original or adapt a story or book).



## Creating Readers Theatre For Repeated Reading

### Overhead #25a


**Fluency for Struggling Readers:  
Creating Readers Theatre  
For Repeated Reading**


| Story  | Adaptation   |
|--|--|
| <p>One day Mrs. Duck went to the pond. It was hot and she wanted a cool drink. Mr. Fox was sitting by the side of the pond. He told Mrs. Duck that she could not get a drink because he was in a bad mood and did not want anyone near his pond. Mrs. Bird heard Mr. Fox say this and she called down sweetly from her branch...</p> | <p><b>Mrs. Duck:</b> I have been working so hard and now I am so thirsty. I need to go to the pond for a nice, cool drink.</p> <p><b>Mr. Fox:</b> Hello, Mrs. Duck. I am in a very bad mood and no one can drink from my pond today.</p> |

25a

- Use Overhead #25a to explain that Readers Theatre can be an excellent tool for improving fluency. Finding plays written in simple text can be difficult.
- Point out that many simple stories can be transformed into a play so that struggling readers have the opportunity to use this activity with text at their instructional level.
- Explain to participants that the point of Readers Theatre is not to memorize the lines of the play, but rather to read repeatedly the lines of the play until they are read in a fluent manor.
- Explain that the play needs to accommodate the number of students who are receiving instruction. When adapting the format, it is possible to create new characters, if needed, to serve the correct number of students, or to have students take turns reading the same part.
- Remind participants to have students highlight their particular parts so that they are easier to find and follow.
- Suggest that Readers Theatre can be timed to demonstrate how students are becoming more fluent and to monitor student progress in fluency. This can be done individually or as a group, and the results can be graphed as with any timed reading.

## Overhead #26



### Repeated Readings Partner Reading

- Pairing reading partners
- Selecting reading materials
- Assembling materials
- Implementing Partner Reading

26

## Partner Reading

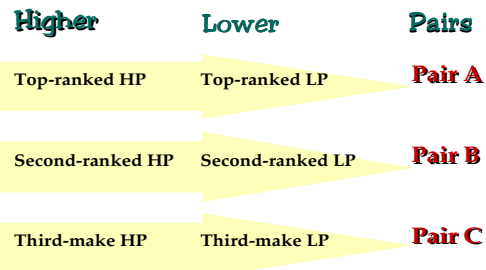
- Use Overhead #26 to introduce the steps in Partner Reading.

## Overhead #27



### Partner Reading Pairing Reading Partners

1. Rank order students according to reading fluency.
2. Split the list in half to form pairs.
3. Pair the top-ranked student in the higher-performing half (HP) with the top-ranked student in the lower-performing half (LP); do the same for the two students who are second from the top in each half; continue this process until all have partners.



27

## Pairing Reading Partners


- Use Overhead #27 to explain how to pair students for Partner Reading.

*(Mathes, Fuchs, Fuchs, Henley, Sanders, 1994.)*

## Selecting Reading Materials

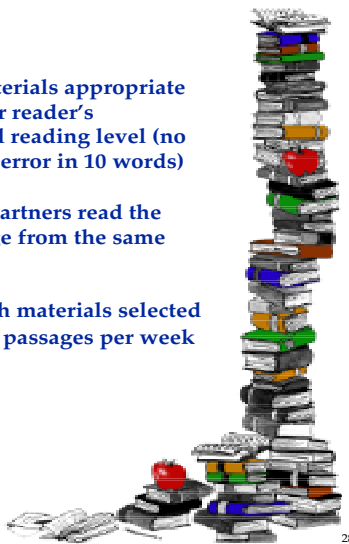
- Use Overhead #28 to discuss how to select materials that are appropriate for partner reading.

## Overhead #28



Partner Reading  
**Selecting Reading Materials**

- Identify materials appropriate for the lower reader's instructional reading level (no more than 1 error in 10 words)
- Have both partners read the same passage from the same material
- Have enough materials selected for two new passages per week




28

## Assembling Reading Materials

- Use Overhead #29 to explain the necessary materials teachers and students need for partner reading.

**Note:** Folder may contain partner reading directions and/or comprehension cue cards.

## Overhead #29




Partner Reading  
**Assembling Reading Materials**

**What Teachers Need:**

- timing device
- partner pairings
- partner roles

**What Students Need:**

- partner
- reading material
- folder



29



## Overhead #30



### Partner Reading Implementing Partner Reading

1. The stronger reader reads aloud for several minutes; this models fluent reading
2. The less fluent reader reads aloud the SAME text for the same time
3. After both partners have read, one partner asks the other to:
  - identify the sequence of the key ideas; and
  - tell the main idea

30

## Implementing Partner Reading


- Use Overhead #30 to discuss the steps for implementing partner reading.

**Note:** Keep the reading level between independent and instructional so that the task is not too easy or too difficult. Partners can be encouraged to take turns responding to the comprehension questions. Implement partner reading approximately 2 times a week for 20-25 minutes.




## Repeated Choral Reading

### Overhead #30a




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**Fluency for  
Struggling Readers:  
Repeated Choral Reading**




Bright Ideas


Introduce the three-step process:



**Teacher reads**



**Students and teacher read**



**Students read**

30a

- Use Overhead #30a to introduce “Repeated Choral Reading” for struggling readers.
- Remind participants that a major reason for using “Repeated Choral Reading” is to provide a more intense and supported process for struggling readers (Bos, 1982).
- Tell participants that two of the main goals of “Repeated Choral Reading” are increased fluency and the ability to read longer portions of text.
- Select a passage or book that is challenging for the students (word recognition 85% to 90%).
- Tell participants that new and difficult words can be pretaught before beginning “Repeated Choral Reading.”
- Mention that before reading, the purpose for reading should be established because it assists students in reading more fluently. The book or passage should be introduced and predictions about the story should be made.
- Explain that in “Repeated Choral Reading” the teacher selects a portion of text which the students should be comfortable reading. At first this may be one to two sentences. The portion should be increased as the students become more fluent. Use this three-stage process for reading:

## Overhead #30a (cont.)

- Teacher reads: Read the passage, modeling good fluency and expression and running your finger underneath the words. The students follow along as the teacher reads.
- Students and teacher read: After hearing the teacher read, the students read the passage with the teacher running finger smoothly under the words being read.
- Students read: The students read the passage without the teacher.
- Explain that each stage may be repeated if the students are not comfortable when reading. A stage in the process can be dropped if it is no longer necessary.
- Tell participants to discuss and make predictions with students at the end of each portion of text.
- Suggest that words the students consistently have difficulty with can be put on word cards and/or sentence strips and reviewed.

**Note:** “Repeated Choral Reading” works best in small groups or can be used one-to-one with a student.

Bright Ideas





## Repeated Choral Reading (cont.)




## Management Considerations

## Adaptations Activity

### Overhead #30b


**Fluency for Struggling Readers:**  
**Management Considerations**



| Considerations  | Possible Solutions  |
|---|---|
| <ul style="list-style-type: none"> <li>Readers with extremely low skills</li> <li>Lack of interest in participation</li> <li>Time constraints/scheduling</li> </ul> | <div style="height: 150px; border: 1px solid black;"></div> |




30b

- Use Overhead #30b to introduce participants to the Adaptations Activity, “Management Considerations” for teaching fluency to struggling readers.
- Have participants work in groups and discuss ideas for each of the topics and share them with the large group. An example of each is as follows:
  - Extremely low reader: may not be ready for fluency training and should continue in supported reading with the classroom teacher and/or repeated choral reading.
  - Lack of interest in participation: assess reasons for lack of interest (e.g., student may not understand the purpose of fluency building; student may find reading materials too difficult and/or not of interest ). Problem solve (e.g., explain fluency building and have student set goals and monitor progress; use high-interest/controlled-vocabulary materials on topics of interest).
  - Time constraint/scheduling: in a science class use science materials and work on fluency twice per week.

## Overhead #31



### Fluency Building



**How do you Monitor Fluency Progress?**

**Procedures:**


- Graphing progress
- Interpreting fluency data
- Teacher monitoring

31

## Feedback

- Use Overhead #31 to introduce fluency monitoring procedures.

## Overhead #32



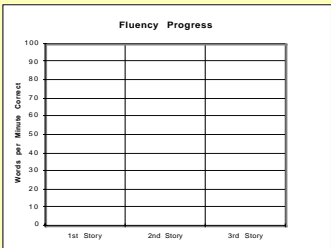
### Graphing Fluency Progress

**Student Self-Monitoring**

- As part of a repeated readings program, the student records the wcpm of the first “cold” reading on a graph.
- On each subsequent reading, the student records the increase in fluency.

**Example:**

Fluency Progress



32

## Graphing Fluency Progress

- Use Overhead #32 to explain the graphing procedure.
- Point out that as students graph their scores (wcpm) they are given immediate feedback and concrete evidence of their progress.

**Note:** *Fluctuations in scores (wcpm) may occur from time to time.*

**Option:** Use the graph to demonstrate graphing procedure.

## Interpreting the Data

- Use Overhead #33 to explain how teachers use the fluency data on the graphs to set goals and evaluate student progress.
- Point out that teachers work collaboratively with students when looking at fluency data and setting goals.

**Note:** Practice passages should be kept at the same level of difficulty until acceptable fluency is reached. Tracking progress (graphing) can be integrated within the curriculum (i.e., math).

## Teacher Monitoring

- Use Overhead #34 to explain the ways teachers should monitor progress of younger and lower-performing students who need fluency building.

## Overhead #33



### Interpreting the Fluency Data

#### Setting Goals

- Together, teacher and student, set an individual goal for the school year using the current unpracticed wcpm + 20 to 30 words.
- Periodically (2-3 weeks), the student and teacher should determine if the student needs to:
  - (1) Continue at the same level towards the same goal
  - (2) Adjust the goal up or down
  - (3) Change the reading level

33

## Overhead #34





### Teacher Monitoring

#### For younger and lower-performing students needing fluency building:

- Teacher should monitor progress frequently
- Every 6 to 9 weeks should read in end-of-year goal-level materials
- The results can be used to guide instruction and for reporting purposes


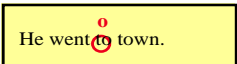
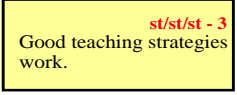
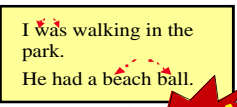
34

## Overhead #34a



### Fluency for Struggling Readers: Error Analysis

**Objective:** Learn about the student's reading level through evaluation.

- Substitutions 
- Omissions 
- Hesitation (3 Second Rule, a pause or false start without attempting the whole word) 
- Reversals (letters or words) 

**Adaptations Activity**

34a

- Use Overhead #34a to introduce participants to error analysis for struggling readers.
- Explain the marking process.
  - **Substitution:** the word is read incorrectly, a line is drawn through the word, and the miscalled word is written above the correct word.
  - **Omission:** a word or word part is omitted and the word or word part is circled. An 'O' is placed above the omission.
  - **Hesitation:** a student takes more than three-seconds attempting to decode a word, the correct word is provided by the teacher and a 3 is written above the word.
  - **Reversals:** phonemes and words are transposed. Mark with an arrow delineating the reversal.
- Explain that self-corrections and repetitions are not counted as errors. Repetitions may be double underlined to supply information for the teacher. Self-corrections can be coded as "sc."
- Mention that participants may have a different method of marking reading errors. This is acceptable as long as the markings are used consistently.
- Tell the participants to place Handout, "Fluency for Struggling Readers: Error Analysis" in front of them.

Bright Ideas




Error Analysis

Adaptations  
Activity




## Error Analysis

## Overhead #34b



Texas Center  
for Reading  
and Language Arts

**Fluency for  
Struggling Readers:  
Error Analysis**




Bright Ideas

---

**Objective:** Learn about the student through evaluation.

Mr. 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.

"The Boarding House" by James Joyce





34b

**Note: DO NOT put this overhead on the projector until the passage has been read. The presenter should practice reading this passage with errors.**

- Ask a participant to time the presenter reading the passage. Read for one-minute. The volunteer participant will tell the presenter to begin and will tell the presenter to stop after 60 seconds. The passage is best illustrated when read at about 45 words per minute.
- Tell participants to mark their copy of Handout, "The Boarding House by James Joyce, to show any errors made.
- Display Overhead #34b and review the errors and markings.



## Overhead #34c




### Fluency for Struggling Readers: Error Analysis

What do you know about this student's reading?

- 1.
- 2.
- 3.
- 4.
- 5.

What instruction should take place to improve the student's reading?

- 1.
- 2.
- 3.
- 4.
- 5.



34c

- Use Overhead #34c to ask participants for suggestions about the reading and what should be done to improve it.
- Ask the participants to supply information about the student's reading, based on the rate (slow reading) and errors in the preceding passage, and record these on a blank overhead transparency placed on top of Overhead #34c.
- Discuss participants' instructional suggestions to improve the student's reading. List these ideas.
- Point out how much knowledge about the student and the necessary instruction can be learned from a one-minute reading.
- Tell participants that although many errors can occur, the teacher should choose one or two areas to work on at a time. Review the list of instructional suggestions and discuss a logical plan for instruction.

**Note:** *Student's Reading* - Based on the errors of the preceding passage, this student demonstrates substitutions and omissions of words and word endings, has difficulty decoding long words, reverses letters, has a slow reading rate, and is reading in a passage that is too difficult.

**Instruction** - Instruct on sound/symbol correspondence. Teach word identification strategies. In addressing the reversals, point out to the student the correct word and the reversal the student read. Tell the student to read the whole word, not just the beginning part of the word.

Bright Ideas




Error Analysis

Adaptations  
Activity

## Summary

- Use Overhead #35 to summarize the major points of today's workshop.

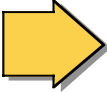
## Overhead #35



### Summing Up

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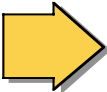
**Fluency is important because:**



- It frees students to understand what they read

---

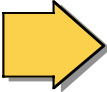
**Reading Fluency can be developed:**



- By engaging students in repeated reading activities

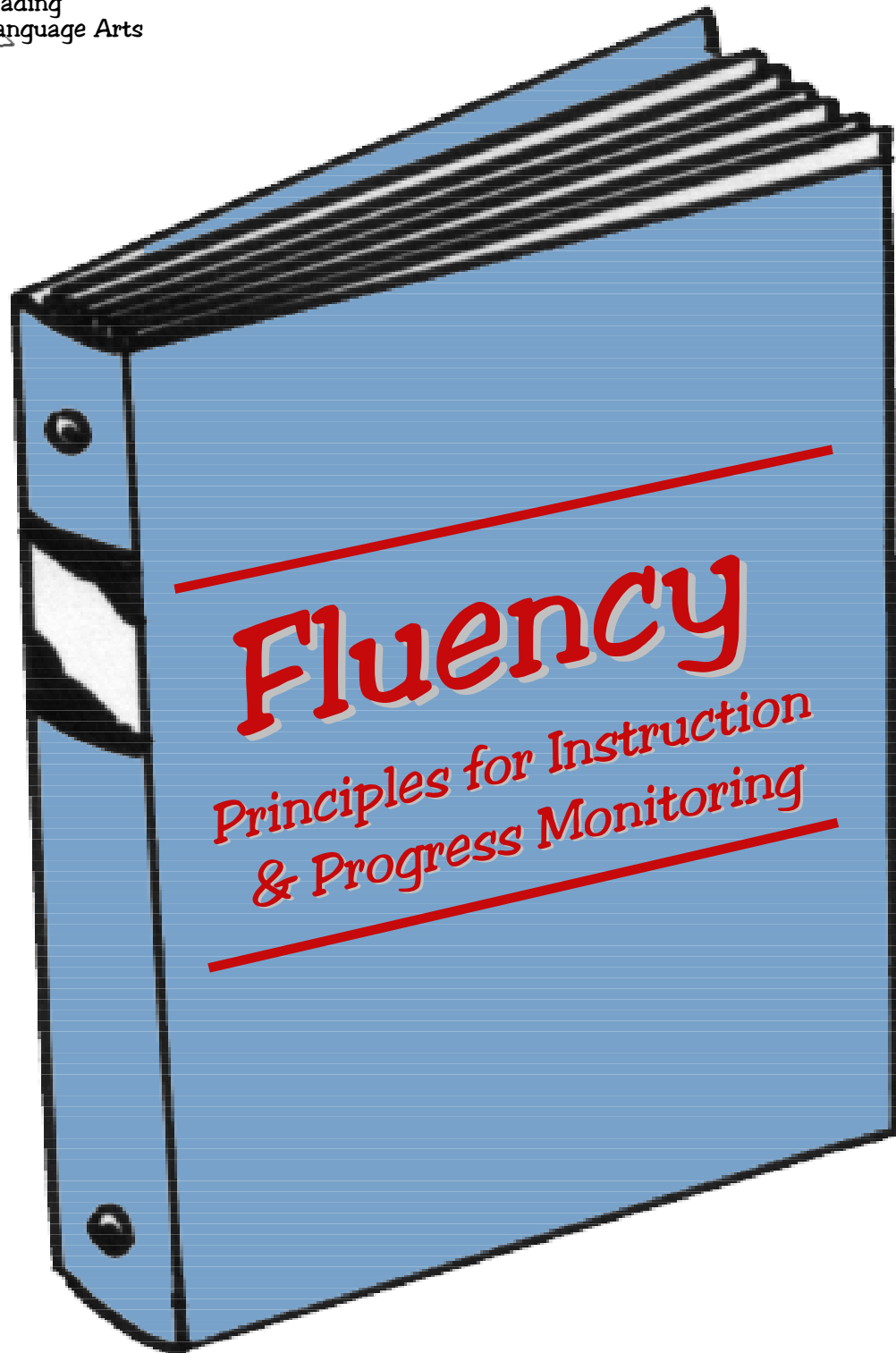
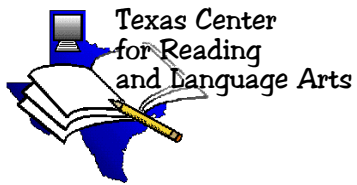
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**Monitoring student progress in reading fluency**



- Can be motivating to students
- Is useful in setting instructional goals

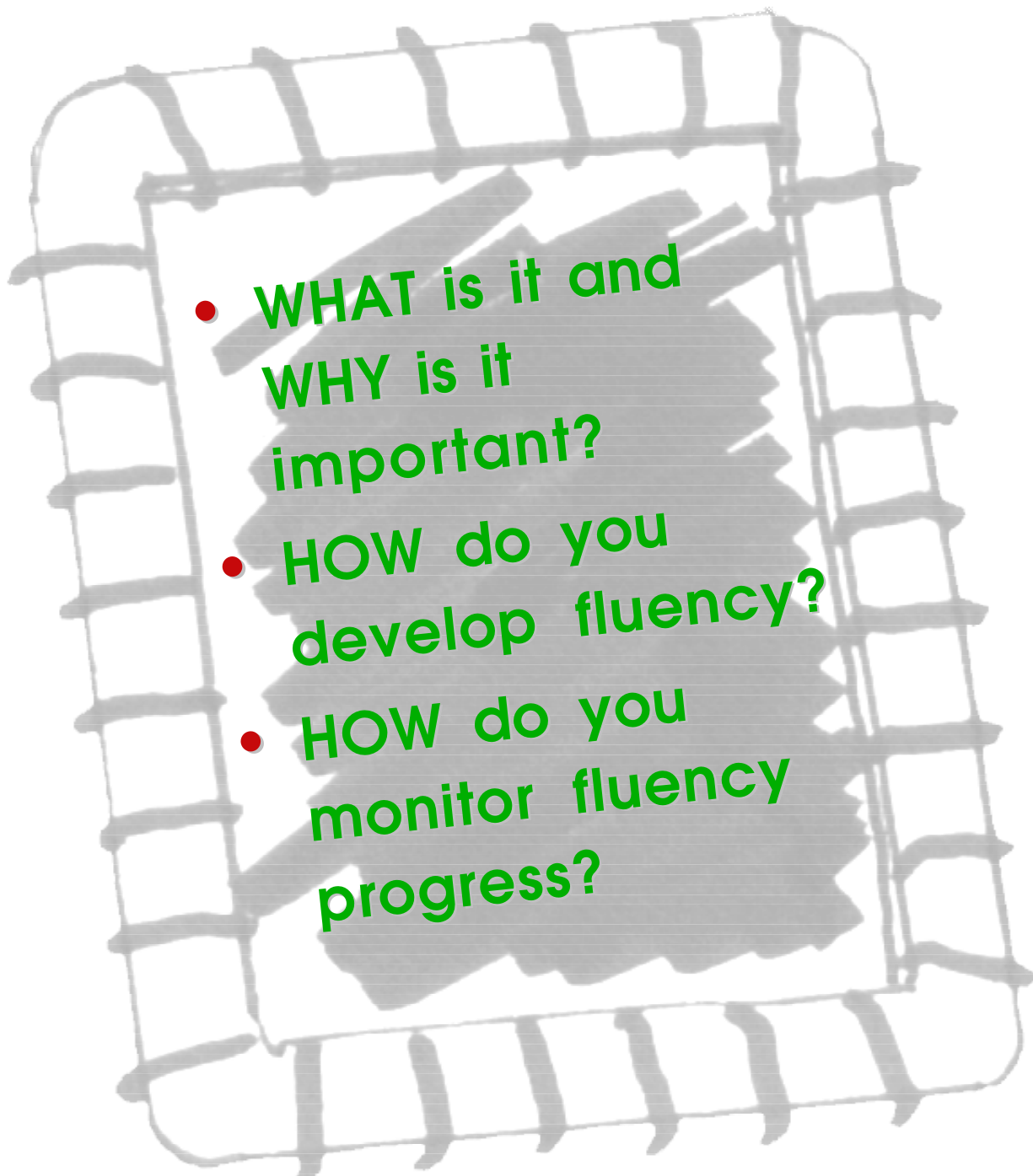
35



Texas Center for Reading and Language Arts,  
College of Education, University of Texas at Austin •  
Texas Education Agency • Region XIII Education Service Center

# Reading Fluency

---

- 
- WHAT is it and WHY is it important?
  - HOW do you develop fluency?
  - HOW do you monitor fluency progress?

# Activity 1

## Fluency

A large, empty thought bubble with horizontal lines for writing.

What does it mean?

What does it "look like?"

What does it "sound like?"

Share with the group !!!

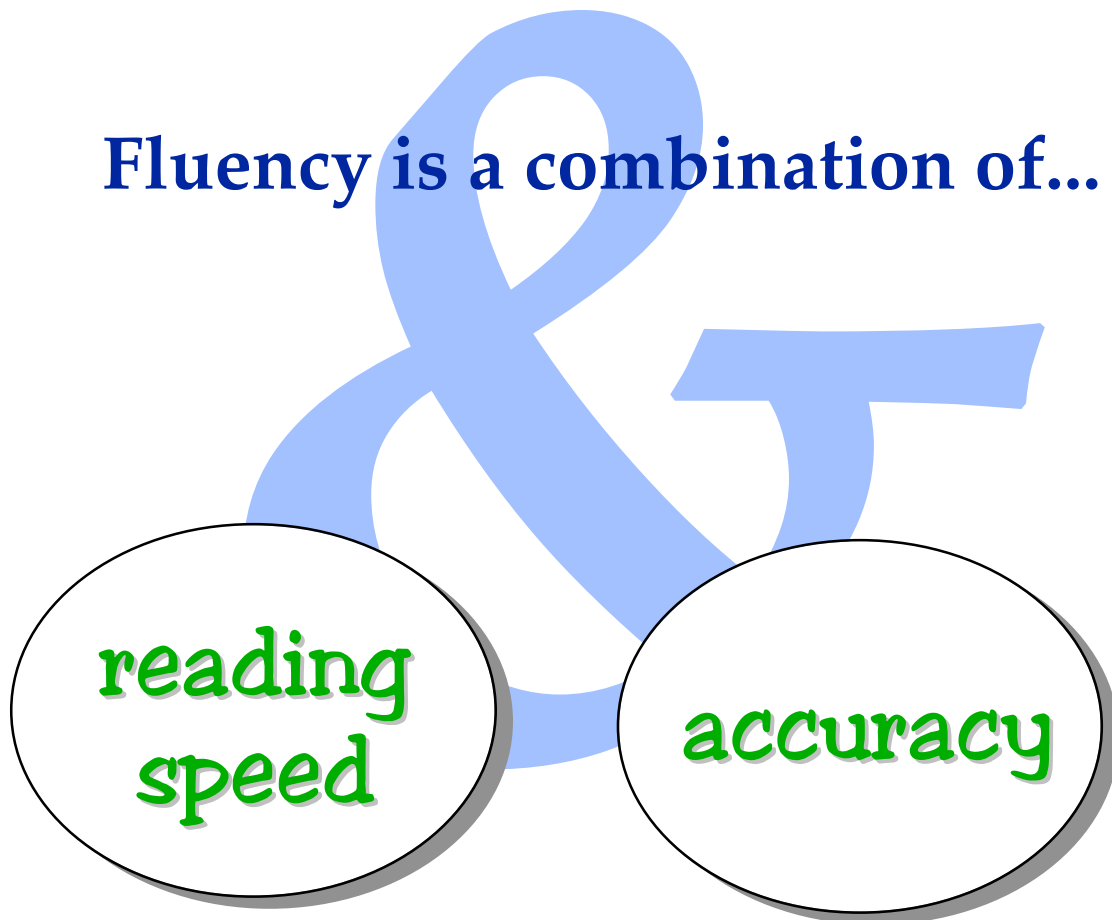


# Reading Fluency

---

**WHAT is it?**

Fluency is a combination of...



# Oral Reading Fluency

---

Why is it  
Important?

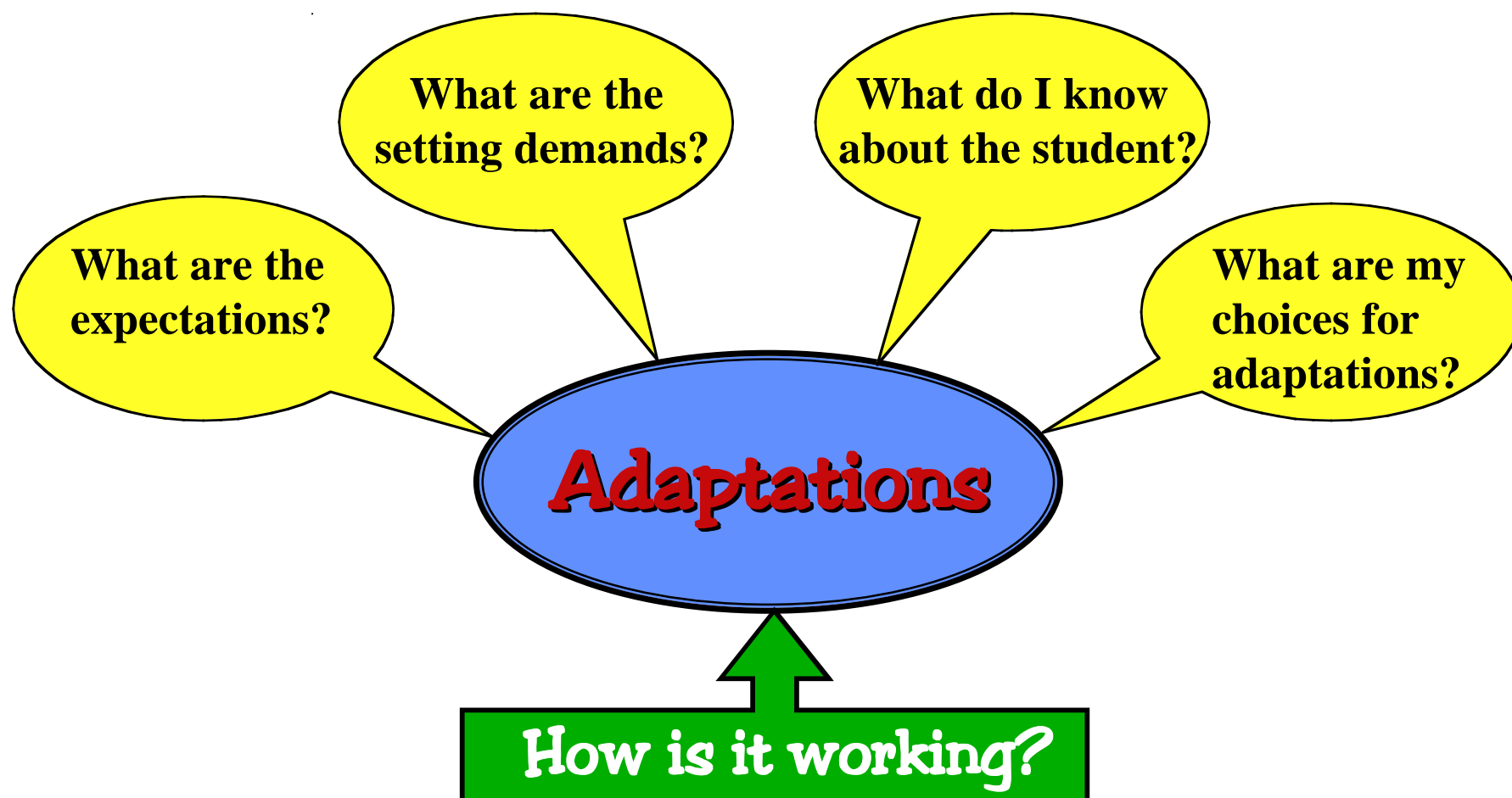
**Fluent readers are able to:**

focus their attention on **understanding**  
the text (and therefore are better able to  
interpret the text, make connections  
among the ideas in the text)

**Nonfluent readers must:**

focus their attention on  
**decoding** and accessing the  
meaning of individual words  
(thus leaving little attention free  
for comprehension)

# Success in the General Education Curriculum







# Student Success



**Instructional  
Design  
Adaptations**

**Behavioral  
Support  
Adaptations**

**Instructional/  
Curricular  
Adaptations**

**Positive Learning Community  
and Access to the  
General Education Curriculum**



# Instructional Design Adaptations

## Know Your Student

---

- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**



# Instructional and Curricular Adaptations

## Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

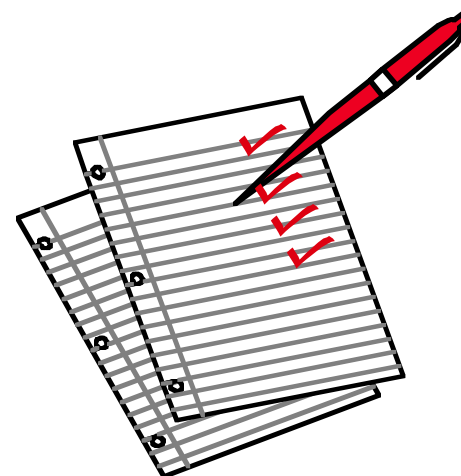
## Curricular:

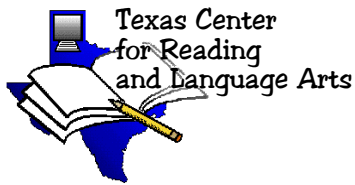
- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning



## Strategies that increase appropriate student behaviors:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors





# Texas Essential Knowledge and Skills

---

## English Language Arts and Reading, Grades 1 - 3

*The student reads with fluency and understanding in texts at appropriate difficulty levels.*

**The student is expected to:**

- (a) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)**
- (b) read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader)**
- (c) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)**
- (d) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.**

# Fluency Building

---

**Important !!!**

- Students should have a strong foundation in word recognition skills before fluency instruction begins.
- Fluency instruction usually does not begin until at least the middle of the first grade.
- Not all children require fluency instruction.

# Fluency Building

---

**HOW do you  
develop Fluency?**

## Step One: Screening

- Screening (preparation and procedure)
- Calculating reading fluency
- Identifying appropriate reading levels

## Step Two: Implementation

- Repeated Reading
  - Tape Assisted Reading
  - Readers Theater
  - Partner Reading

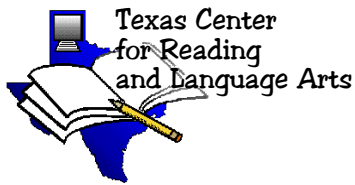
# Fluency Building

---

## Step One: Screening

- Plan to assess every student individually to screen for fluency problems and to obtain baseline data
- Prepare and administer to each student a short (approximately 5 minutes) fluency screening
- Although many students may be involved in fluency activities, identify students who need fluency building





# Fluency Building Preparation for Screening

---

1. Select 2 or 3 unread passages from students' grade level text (*look for passages of consistent difficulty and readability*)
2. Type up a teacher version (with words tallied) and a student version of the selected text; make copies of the numbered version so you have a record for each student.

## Example of Teacher Version

|                                |    |
|--------------------------------|----|
| The teacher noticed that four  | 5  |
| students read very slowly. She | 10 |
| decided to screen everyone for | 15 |
| fluency problems. She was      | 19 |
| surprised by what she found.   | 24 |

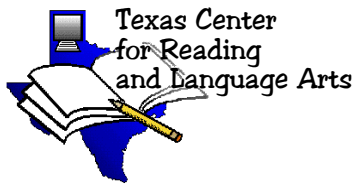
## Fluency Building Preparation for Screening (cont.)

---

### Example of Student Version

The teacher noticed that four students read very slowly. She decided to screen everyone for fluency problems. She was surprised by what she found.

3. Review procedures for marking errors
4. Have a stopwatch handy to time readings (a tape recorder is optional)



## Fluency Building Screening Procedures

---

1. Screen students individually
2. Inform each student he/she will be timed reading 2 or 3 passages
3. Instruct each student to do his/her best reading and to begin reading when ready
4. Begin timing only when the student begins to read aloud, not before
5. Mark errors on your numbered passage

### Example of Errors:

- mispronunciations
- substitutions
- hesitations > 3-5 sec.
- no attempt to read
- omissions
- reversals

# Fluency Building Screening Procedures (cont.)

---

You may note, but do not count as errors:

- insertions
- self-correction
- repetitions

6. Stop timing at the end of one minute, and be sure to mark in the text the last word read by the student (You may allow the student to read to the end of the passage)

# Activity 2

---

## Checking for Fluency

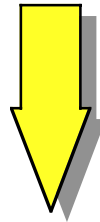


1. Find a partner.
2. One partner will read from Passage #1 and the other from Passage #2.
3. Carefully read the directions.
4. For Part A, the partner with Passage #1 will be the *Tester*, and the one with Passage #2 will be the *Student*.
5. For Part B, reverse the roles.
6. Discuss the activity with your partner.

# Fluency Building Calculating Reading Fluency

---

## One-minute reading



$$\text{Total Words Read} - \text{Errors} = \text{Words Correct Per Minute}$$

### Example:

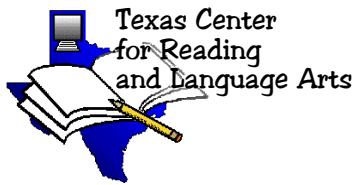
62 words read - 7 errors = **55**  
**wcpm**

# Oral Reading Fluency Guidelines

---

The following range of fluency standards (Hasbrouck and Tindal, 1992) can help teachers evaluate scores for placing students in appropriate reading level materials and setting reasonable goals:

| Grade | Fall wcpm | Winter wcpm | Spring wcpm |
|-------|-----------|-------------|-------------|
| 2     | 53-82     | 78-106      | 94-124      |
| 3     | 79-107    | 93-123      | 114-142     |
| 4     | 99-125    | 112-133     | 118-143     |
| 5     | 105-126   | 118-143     | 128-151     |



# Fluency Building Calculating Percent Reading Accuracy

To determine the appropriate level of text for a student, calculate the following:

$$\begin{array}{|c|} \hline \text{Number of} \\ \text{Words Read} \\ \text{Correctly} \\ \hline \end{array} \div \begin{array}{|c|} \hline \text{Total} \\ \text{Words} \\ \text{Read} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Percent} \\ \text{Accuracy} \\ \hline \end{array}$$

## Example:

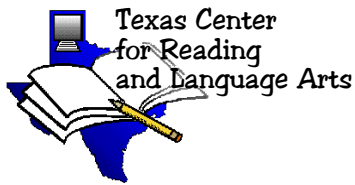
$$145 \text{ (words correct)} \div 156 \text{ (Total words read)} = 92.9$$

**93 %**

## Level of Challenge

| Independent  | Instructional  | Frustrational   |
|--|--|---|
| 97% - 100% accuracy<br>(good/excellent<br>comprehension) | 96% - 94% accuracy<br>(good/satisfactory<br>comprehension) | 93% accuracy & below<br>(satisfactory/fair/poor<br>comprehension) |





# Fluency Building Identifying Appropriate Reading Levels

---

## Interpreting the Results

- Take the mean or median of 2-3 fluency measurements
- Judge the appropriateness of the text by using the traditional categories (independent, instructional, or frustrational) or the general guideline for the primary grades of 50-60 wcpm with < 5 errors
- Compare each student's fluency rate to the Oral Reading Fluency Guidelines

# Activity 3

## Interpreting Screening Results

### Vignette 1

In January of 3rd grade, Joe reads 43 wcpm with 3 errors in 3rd grade level materials.

### Vignette 2

In the Fall of 3rd grade, Mary reads 54 wcpm with 12 errors in 3rd grade level materials.

### Vignette 3

In the Fall of 2nd grade, Tim reads 30 wcpm with 18 errors in 2nd grade level materials.

Is fluency building appropriate at this level?

YES

NO

What level materials would be appropriate?

What would be an appropriate goal?

Retest at a lower level.

\_\_\_\_\_ wcpm  
\_\_\_\_\_ errors  
\_\_\_\_\_ grade level

# Student Success



**Instructional  
Design  
Adaptations**

**Behavioral  
Support  
Adaptations**

**Instructional/  
Curricular  
Adaptations**

**Positive Learning Community  
and Access to the  
General Education Curriculum**

# Instructional Design Adaptations

## Know Your Student

---

- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**



# Instructional Design Adaptations

## Know Your Students

### Plan for Adaptations



- Establish expectations
- Identify setting demands
- Consider needs of learners
- List adaptations and resources
- Develop and gather resources

### Access Resources



- Use special materials
- Obtain special equipment
- Consult among special and general educators and specialists

### Collaborate



- Focus on IEP and general education curriculum
- Agree on student's goals
- Share responsibilities
- Problem solve and provide support for each other

# Instructional Design Adaptations

## Know Your Students (cont.)

### Integrate Technology



- Computer-assisted instruction
- Writing tools
- Communication devices
- Internet

### Assess Learning



- Assess learning needs and levels
- Set goals

### Monitor Student Progress



- Provide on-going monitoring
- Give frequent and immediate feedback

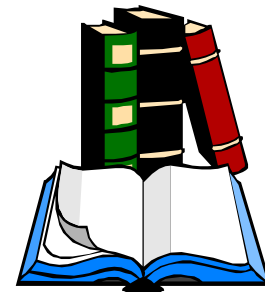
# Instructional and Curricular Adaptations

## Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

## Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning



# Instructional and Curricular Adaptations

**Make Learning  
Visible and  
Explicit**



- Use modeling and “think alouds”
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues



# Instructional and Curricular Adaptations

**Provide Multiple Ways  
To Demonstrate Learning**

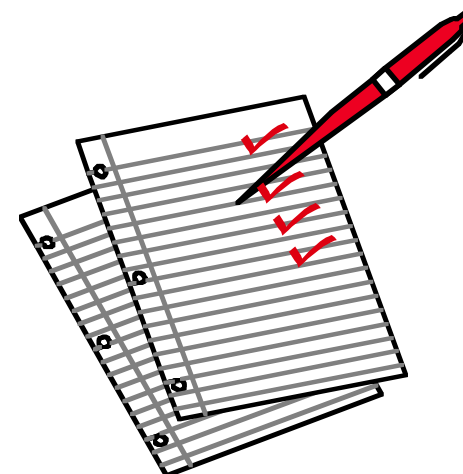


## Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

## Strategies that increase appropriate student behaviors are:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



# Behavioral Support Adaptations

**Provide  
Structure  
and Be  
Consistent**



- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

**Use  
Proactive  
Teaching**



- Gain student's attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
  - Catch them when they're learning
  - Catch them being good
  - Identify reasons for problem behavior
  - Modify factors eliciting problem behavior

# Behavioral Support Adaptations

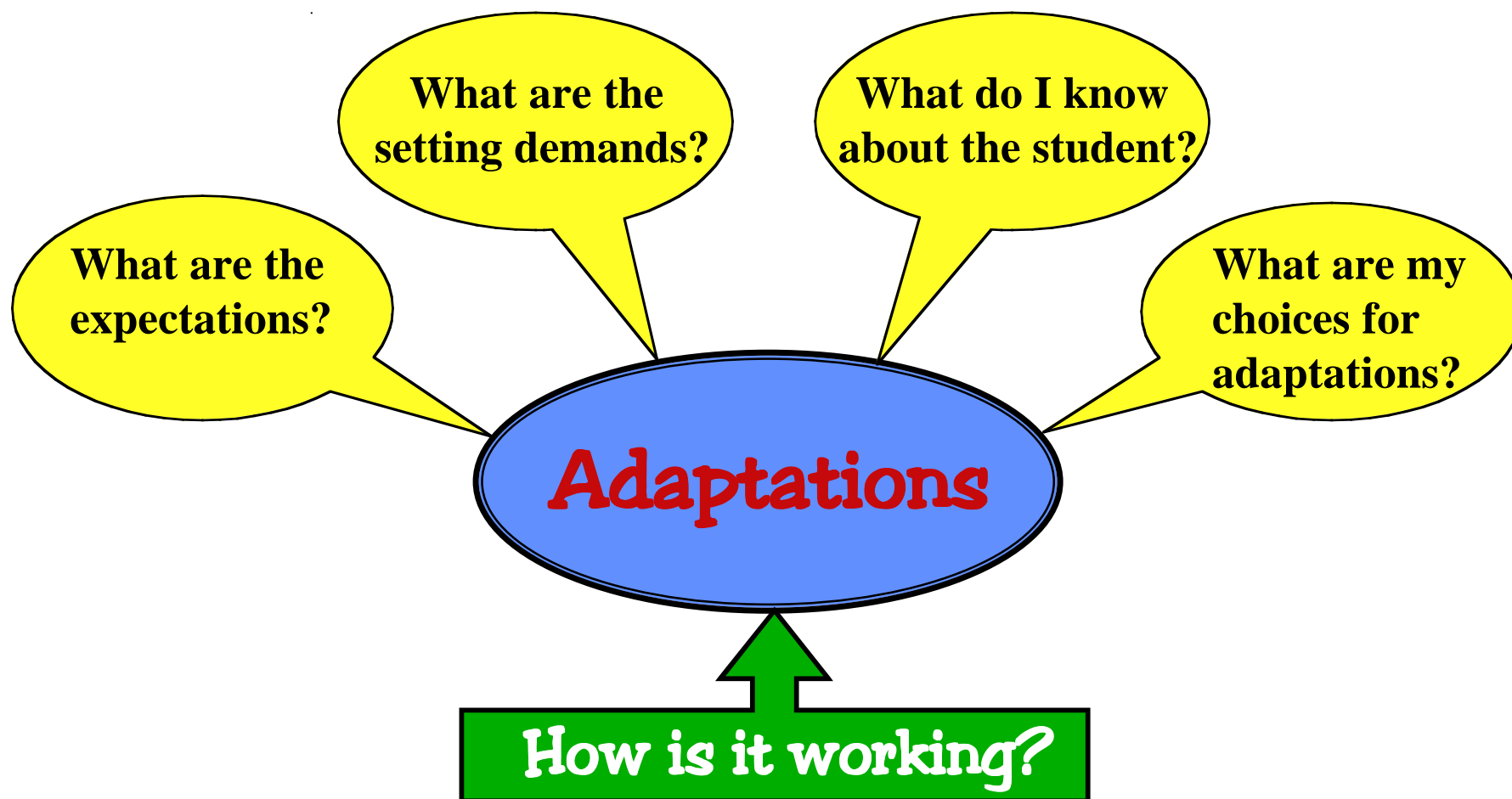
**Teach  
Alternative  
Behavior**



**Teach and demonstrate to students:**

- **Appropriate social and communication skills**
- **Self-monitoring strategies**

# Success in the General Education Curriculum



# Fluency Building

---

## Step Two: Strategies for Enhancing Fluency

*Implement research-proven methods  
that are effective in increasing oral  
reading fluency.*

### Repeated Readings

- Taped Assisted Reading
- Readers Theater
- Partner Reading

## Implementation

# Repeated Readings

---



### A repeated reading activity:

- is not intended to constitute “the reading curriculum”
- involves reading the same passage several times
- is not a method for teaching beginning reading skills (students must be able to decode most of the words before they will derive benefit from a Repeated Reading activity)

# Repeated Readings (cont.)

---

## What the Research Says

### Repeated Readings

- Significantly increases reading rate, accuracy, and comprehension
- Works with older students as well as elementary children
- Fosters fluent word recognition through multiple exposures to words
- Encourages rapid decoding and permits greater attention to understanding the text
- Is effective for many learners



# Repeated Readings Activities

---



- Direct students to reread a relatively short passage (50–200 words) until a predetermined level of fluency is attained or to reread the text 3-5 times
- Incorporate a variety of reading materials that integrates students' culture and interests
- Utilize a variety of reading activities (read along/assisted reading, independent/unassisted reading, and partner or group reading)

# Repeated Readings Tape Assisted Reading

---

*The purpose is to give children support and a sense of the proper phrasing and speed of fluent reading.*

## The student...

- listens to text read at 80-100 wpm by a fluent reader and follows along by pointing to the text
- reads aloud in sync with tape subvocalizing the words
- reads same text independently following Repeated Reading procedures

**Important**

*The taped reading should not have distracting sound effects or music !*

# Fluency for Struggling Readers: Creating Recorded Books

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## The recording process:

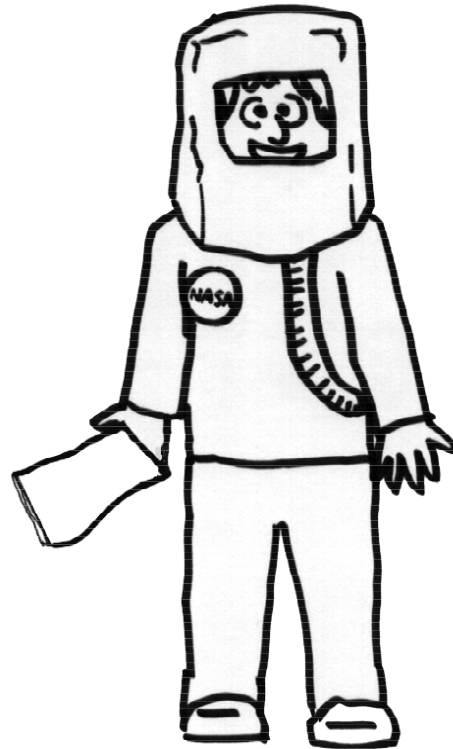
- Allow ten seconds of blank tape before beginning to record.
- Announce page number before reading each page.
- Direct student to place their finger underneath the specific word at the top of the page.
- Begin reading.
- Have students monitor their reading.



## Repeated Readings Readers Theatre

---

*The rehearsing and performing of a dialogue-rich play (with scripts in hand) for peers or others*



### Readers Theatre...

- provides readers with a legitimate reason to reread text
- promotes cooperative interaction with peers
- makes the reading task appealing
- makes scripts appear less daunting than whole books
- provides a variety of roles to suit a diverse group of students
- involves practicing Repeated Reading outside of the classroom (at home) in preparation for presentation

# Fluency for Struggling Readers: Creating Readers Theatre For Repeated Reading



## Story

One day Mrs. Duck went to the pond. It was hot and she wanted a cool drink. Mr. Fox was sitting by the side of the pond. He told Mrs. Duck that she could not get a drink because he was in a bad mood and did not want anyone near his pond. Mrs. Bird heard Mr. Fox say this and she called down sweetly from her branch...

## Adaptation

**Mrs. Duck:** I have been working so hard and now I am so thirsty. I need to go to the pond for a nice, cool drink.

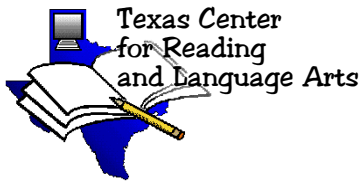
**Mr. Fox:** Hello, Mrs. Duck. I am in a very bad mood and no one can drink from my pond today.

## Repeated Readings Partner Reading

---



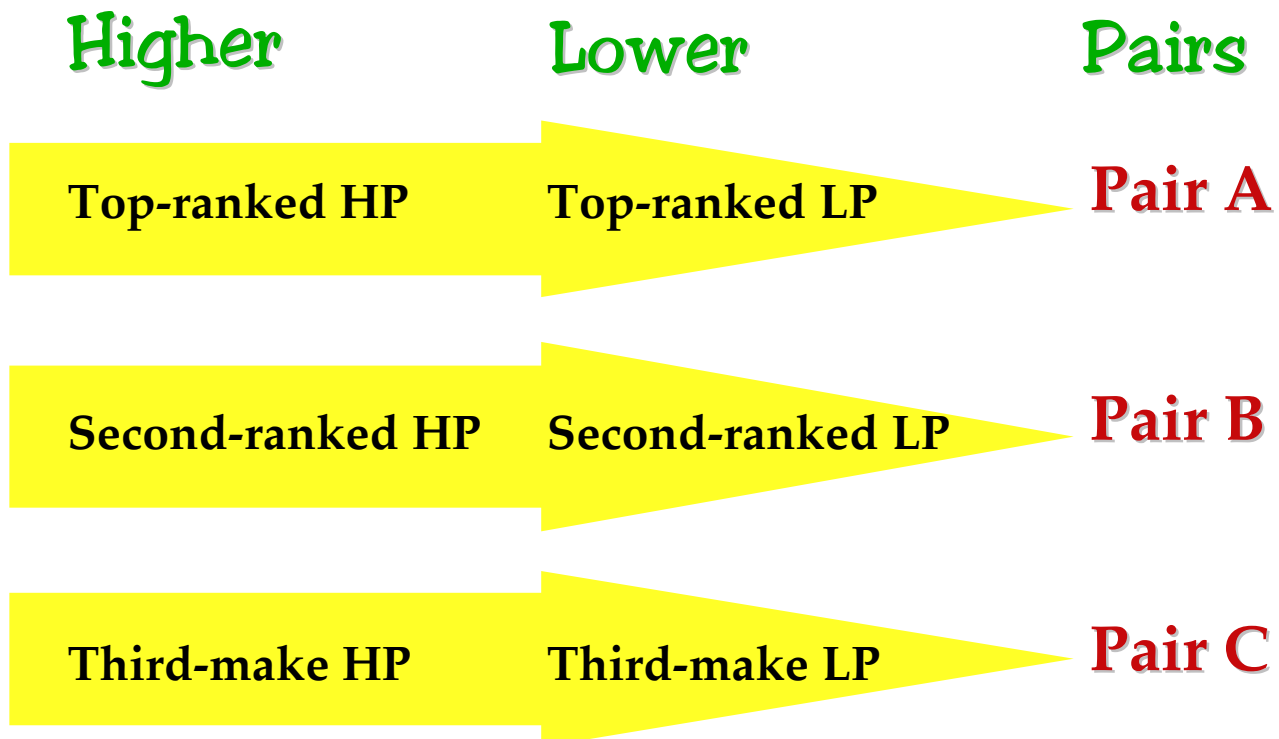
- Pairing reading partners
- Selecting reading materials
- Assembling materials
- Implementing Partner Reading



# Partner Reading Pairing Reading Partners

---

1. Rank order students according to reading fluency.
2. Split the list in half to form pairs.
3. Pair the top-ranked student in the higher-performing half (HP) with the top-ranked student in the lower-performing half (LP); do the same for the two students who are second from the top in each half; continue this process until all have partners.

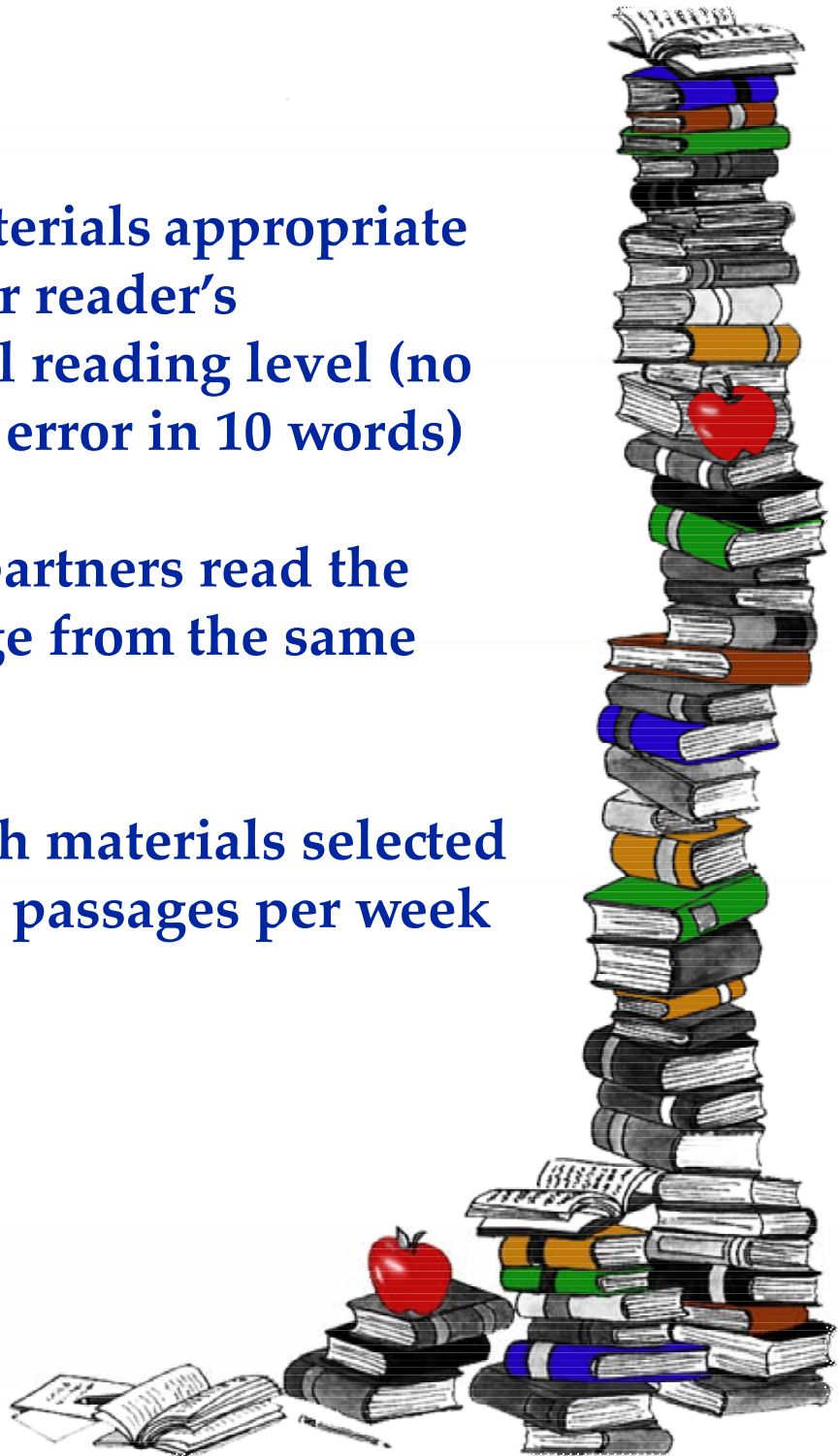


## Partner Reading

# Selecting Reading Materials

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- Identify materials appropriate for the lower reader's instructional reading level (no more than 1 error in 10 words)
- Have both partners read the same passage from the same material
- Have enough materials selected for two new passages per week





## Partner Reading

# Assembling Reading Materials

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### What Teachers Need:

- timing device
- partner pairings
- partner roles

### What Students Need:

- partner
- reading material
- folder



# Partner Reading Implementing Partner Reading

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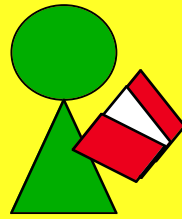


1. The stronger reader reads aloud for several minutes; this models fluent reading
2. The less fluent reader reads aloud the SAME text for the same time
3. After both partners have read, one partner asks the other to:
  - identify the sequence of the key ideas; and
  - tell the main idea

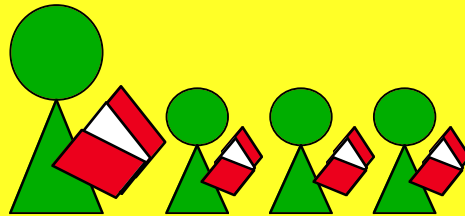
# Fluency for Struggling Readers: Repeated Choral Reading



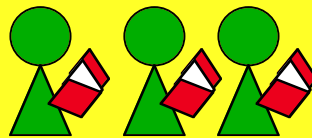
**Introduce the three-step process:**



**Teacher reads**



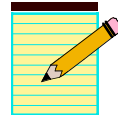
**Students and teacher read**



**Students read**

# Fluency for Struggling Readers: Management Considerations

## Considerations



## Possible Solutions

- Readers with extremely low skills
- Lack of interest in participation
- Time constraints/scheduling



# Fluency Building

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How do you  
Monitor Fluency  
Progress?

## Procedures:

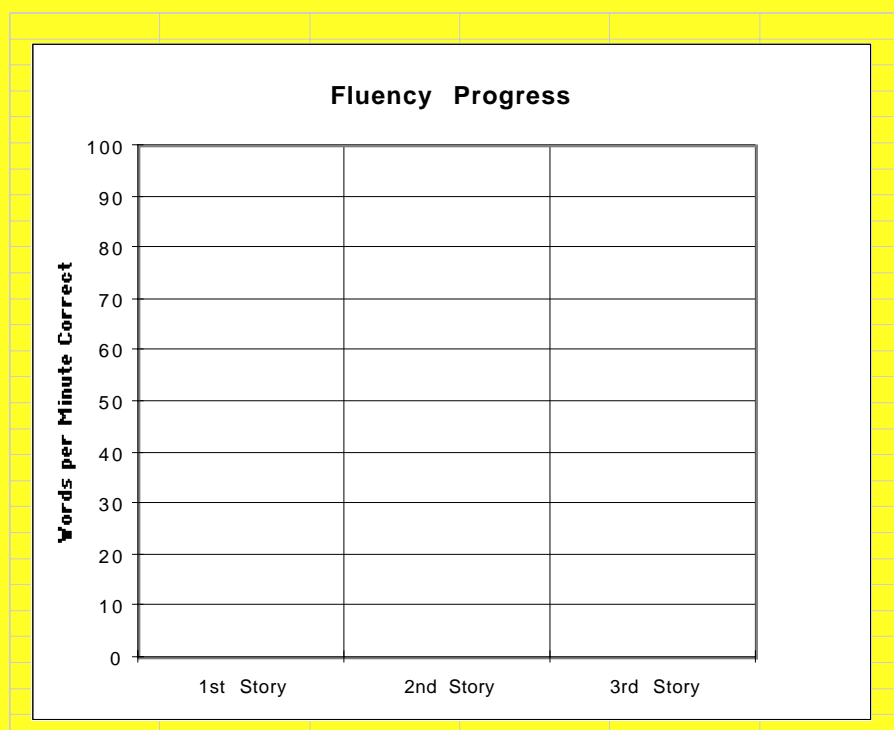
- Graphing progress
- Interpreting fluency data
- Teacher monitoring

# Graphing Fluency Progress

## Student Self-Monitoring

- As part of a repeated readings program, the student records the wcpm of the first “cold” reading on a graph.
- On each subsequent reading, the student records the increase in fluency.

### Example:



# Interpreting the Fluency Data

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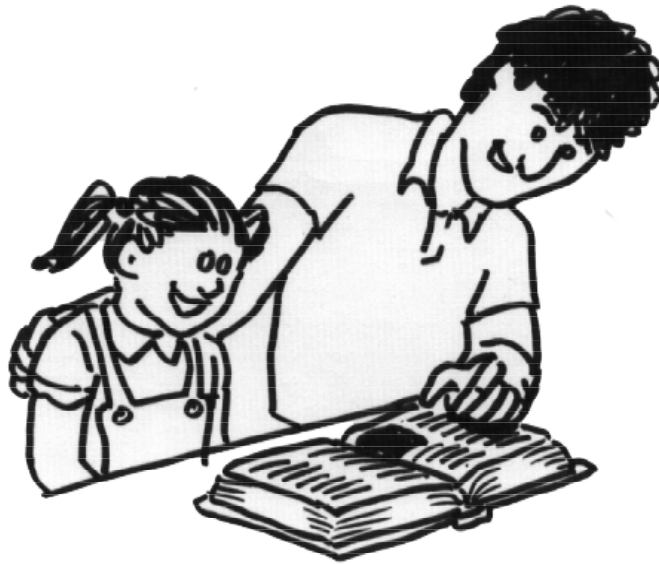
## Setting Goals



- Together, teacher and student, set an individual goal for the school year using the current unpracticed wcpm + 20 to 30 words.
- Periodically (2-3 weeks), the student and teacher should determine if the student needs to:
  - (1) Continue at the same level towards the same goal
  - (2) Adjust the goal up or down
  - (3) Change the reading level

# Teacher Monitoring

---



For younger and lower-performing students needing fluency building:

- Teacher should monitor progress frequently
- Every 6 to 9 weeks should read in end-of-year goal-level materials
- The results can be used to guide instruction and for reporting purposes



# Fluency for Struggling Readers: Error Analysis

**Objective:** Learn about the student's reading level through evaluation.

- Substitutions

I see the <sup>worm</sup>~~word~~.

- Omissions

He went <sup>o</sup>~~to~~ town.

- Hesitation (3 Second Rule, a pause or false start without attempting the whole word)

<sup>st/st/st - 3</sup>  
Good teaching strategies  
work.

- Reversals (letters or words)

I <sup>↔</sup>was walking in the  
park.  
He had a beach <sup>↔</sup>ball.



# Fluency for Struggling Readers: Error Analysis



**Objective:** Learn about the student through evaluation.

Mr. 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.

"The Boarding House" by James Joyce



# Fluency for Struggling Readers: Error Analysis

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**What do you know about this student's reading?**

- 1.
- 2.
- 3.
- 4.
- 5.

**What instruction should take place to improve the student's reading?**

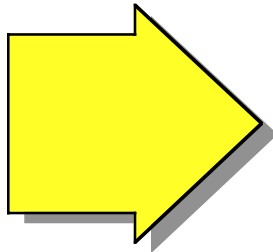
- 1.
- 2.
- 3.
- 4.
- 5.



# Summing Up

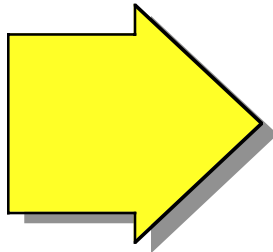
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Fluency is  
important  
because:



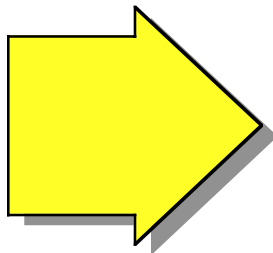
- It frees students to understand what they read
- 

Reading  
Fluency can  
be developed:



- By engaging students in repeated reading activities
- 

Monitoring  
student progress  
in reading  
fluency



- Can be motivating to students
- Is useful in setting instructional goals

# Fluency

## Activity 1



What does it mean?

What does it "look like?"

What does it "sound like?"

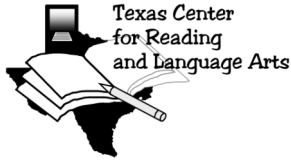
Share with the group !!!





## Suggestions for Adaptations

| Presentation Techniques  | Practice Techniques   | Assignments/Tests   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Make learning visible and explicit</li> <li>• Use modeling</li> <li>• Use clear, simple directions</li> <li>• Adjust pacing</li> <li>• Highlight key information</li> <li>• Reduce amount of information/skills taught</li> <li>• Check frequently for understanding</li> <li>• Use study guides, semantic maps, graphic organizers</li> <li>• Activate background knowledge</li> <li>• Allow alternative ways to demonstrate learning</li> </ul> | <ul style="list-style-type: none"> <li>• Use peer and cross-age tutoring</li> <li>• Use cooperative learning</li> <li>• Use games</li> <li>• Use manipulatives</li> <li>• Use more frequent practice on less information/skills</li> <li>• Use computer programs</li> <li>• Ensure mastery before moving onto next skill</li> <li>• Provide additional practice</li> <li>• Provide a variety of practice opportunities (e.g., manipulative, problem solving, explanations)</li> </ul> | <ul style="list-style-type: none"> <li>• Reduce assignment/test (only what is necessary to demonstrate mastery)</li> <li>• Allow alternative ways to demonstrate learning</li> <li>• Use cooperative projects</li> <li>• Provide extra time</li> <li>• Divide projects into steps with students submitting and receiving feedback for each step</li> <li>• Use individual contract</li> <li>• Break assignments into smaller chunks, students complete one chunk, get feedback, and complete next chunk</li> <li>• Use alternative exam formats (e.g., oral exam, objective rather than essay)</li> </ul> |
| Textbooks/Materials  | Content   | Behavior/Classroom Management   |
| <ul style="list-style-type: none"> <li>• Highlight key points/concepts</li> <li>• Provide books on tape with study guides</li> <li>• Reduce amount of reading</li> <li>• Use shared reading or peers to read to student</li> <li>• Provide study guides</li> <li>• Highlight directions</li> <li>• Use high interest/controlled vocabulary books</li> <li>• Use trade/textbooks written at various levels</li> </ul>   | <ul style="list-style-type: none"> <li>• Use task analysis to divide task into smaller steps</li> <li>• Identify and check to see if students have prerequisite skills</li> <li>• Teach the vocabulary of instruction (e.g., direction words)</li> <li>• Teach technical vocabulary</li> <li>• Relate concepts to each other using organizers such as semantic maps</li> </ul>  | <ul style="list-style-type: none"> <li>• Be consistent and provide structure</li> <li>• Establish clear rules, routines, and expectations</li> <li>• Inform students of consequences</li> <li>• Use logical consequences</li> <li>• Recognize and reinforce appropriate behavior and learning</li> <li>• Teach alternative behaviors for inappropriate behaviors</li> <li>• Check that work is at the students' instructional levels</li> </ul>   |



Handouts  
Use with  
OH #10 and #11

## **Guidelines for Choosing Materials for Fluency Screening**

- Passages may be taken from many different kinds of reading materials (i.e., basals, trade books, language experience texts, newspaper articles, and student writing)
- Readability formulas can be used on materials to determine difficulty level
- Literature-based anthologies often contain stories that vary in difficulty and do not consistently adhere to the grade-level readability identified on the cover
- Expository text is usually chosen; avoid selections that contain dialogue, many proper nouns, and variance in difficulty
- The goal is to select a passage that is long enough so that students cannot completely read the entire passage in a one-minute time frame:

Preprimer, primer, and 1st grades: Passages should contain 150 words  
2nd and 3rd grades: Passages should contain 150-200 words

- Monitor the difficulty level of the passage for each individual student; make sure it matches their reading level
- Be sure the passage has not been previously read--should be "a cold reading"
- May be added to an Informal Reading Inventory (IRI)



Handout  
Use with  
OH #12 and #13

## **Directions for 1-Minute Administration of Reading Passages**

### **Materials:**

1. Unnumbered copy of passage (student copy)
2. Numbered copy of passage (examiner copy)
3. Stopwatch
4. Tape recorder (optional)<sup>a</sup>

### **Directions:**

1. Place unnumbered copy in front of the student.
2. Place the numbered copy in front of you but shielded so the student cannot see what you record.
3. Say these specific directions to the student for each passage:

***When I say ‘begin,’ start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to do your best reading. Are there any questions?’*** (Pause)

4. Say “**Begin**” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.<sup>b</sup>
5. Follow along on your copy. Put a slash ( / ) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket ( ] ) after the last word and say, “**Stop.**”

<sup>a</sup> Tape recorders can facilitate error analysis.

<sup>b</sup> On rare occasions the student may “speed read” (i.e., read the passage very fast and without expression). If this occurs, tell the student, “*This is not a speed reading test. Begin again, and be sure to do your best reading.*”



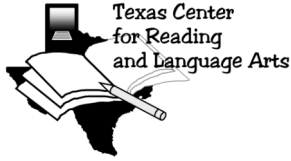
# Activity 2

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## Checking for Fluency



1. Find a partner.
2. One partner will read from Passage #1 and the other from Passage #2.
3. Carefully read the directions.
4. For Part A, the partner with Passage #1 will be the *Tester*, and the one with Passage #2 will be the *Student*.
5. For Part B, reverse the roles.
6. Discuss the activity with your partner.



Handouts  
Use with  
OH #14

## **Activity 2**

### **Reading Passages**

#### **Passage # 1**

The following passages are from “The Boarding House” by James Joyce. The student passage is designed to be read by a “student” to the “tester.” Use the tester copy to score. The tester writes in or circles all “student” errors but does not correct any student mistakes. The tester also times the passage with a stopwatch and notes the time that the student reads to the \*.

#### **Part A - Tester**

- \* 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.

#### **Part B - Student**

- \* One night he went with his wife with the clever and she had to sleep in a neighbor’s house. After that they lived apart. She went to the pest and got a separation for him with care of the children. She would give him neither money nor food nor room-house; and so he was obliged to enlist himself as a shirt man. He was a shabby stooped little drunkard with a white face and a white mouse and white eyebrows, pencilled above his little eyes, which were pink-nerved and raw; and all day long he sat in the \* balleaf room, waiting to be put on a job.

## Passage # 2

The following passages are from “The Boarding House” by James Joyce. The student passage is designed to be read by a “student” to the tester.” Use the tester copy to score. The tester writes in or circles all “student” errors but does not correct any student mistakes. The tester also times the passage with a stopwatch and notes the time that the student reads to the \*.

### Part A - Student

\* Mrs. Mooney was a bachelor’s daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father’s fireman and opened a bachelor’s shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the deeper. He drank, plundered the till, ran headlong into bed. It was no use making him take the plan: 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 royed \* his business.

### Part B - Tester

\* 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 for him with care of the children. She would give him neither money nor food nor house-room; and so he was obliged to enlist himself as a sheriff’s man. He was a shabby stooped little drunkard with a white face and a white moustache and white eyebrows, pencilled above his little eyes, which were pink-veined and raw; and all day long he sat in the \* bailiff’s room, waiting to be put on a job.

# Activity 3

## Interpreting Screening Results

### Vignette 1

In January of 3rd grade, Joe reads 43 wcpm with 3 errors in 3rd grade level materials.

### Vignette 2

In the Fall of 3rd grade, Mary reads 54 wcpm with 12 errors in 3rd grade level materials.

### Vignette 3

In the Fall of 2nd grade, Tim reads 30 wcpm with 18 errors in 2nd grade level materials.

Is fluency building appropriate at this level?

YES

NO

What level materials would be appropriate?

What would be an appropriate goal?

Retest at a lower level.

\_\_\_\_\_ wcpm  
\_\_\_\_\_ errors  
\_\_\_\_\_ grade level



## Related Service Personnel

| Specialist   | Possible duties  |
|--|--|
| Speech Language Pathologist  | Helps students with speech and language disorders; conducts speech and language evaluation.  |
| Vision Educator  | Assesses student's visual skills to determine eligibility; procures adaptive material; trains students in specific adaptive skills; provides teacher, agency, parent consultation/ coordination.   |
| Audiologist  | Assesses hearing loss and auditory problems; provides auditory training; supports assistive technology.  |
| Licensed Physical Therapist (LPT)<br>Licensed Physical Therapist Aides (LPT Aides) | Implements postural and gross motor interventions.   |
| Occupational Therapist   | Directs activities that improve fine motor muscular control and develop self-help skills.  |
| School Psychologist  | Evaluates individual student learning abilities; provides behavioral interventions.  |
| Rehabilitation Counselor   | Facilitates transition planning and evaluation of older students; specializes in the assessment of work potential and training needs of students.  |
| Nurse  | Coordinates medical screening; provides for medical needs (e.g., medication).  |
| Social Worker  | Collects information from the family; provides social and educational histories; conducts case studies.  |
| Behavior Specialist  | Designs behavior interventions; conducts functional assessments.   |
| Orientation and Mobility Specialist (O&M)  | Teaches students with visually impairments the skills needed to travel safely, efficiently, and independently.   |
| Deaf/ Hard-of-Hearing Educator   | Assesses impact of hearing loss on progress in the curriculum; procures and adapts materials to accommodate language level; provides direct instruction to hard-of-hearing students, and to other educators in strategies for communication and adapting curriculum. |
| Inclusion Teacher  | Provides instruction to and supports students with special needs in general education classrooms using co-teaching and/or consultation.  |
| Transition Specialist/Job Developer  | Facilitates transitioning students with special needs from school-to-work or post-secondary setting; provides job training.  |
| 504 Coordinator  | Coordinates and monitors 504 plans developed under Vocational Rehabilitation Act of 1974.  |



## Assistive Technology Devices

| LISTED ITEMS                                       |
|--|
| Cassette recorders                                 |
| Audio taped instructions or books                  |
| Pencil grips                                       |
| NCR paper/Copy machine                             |
| Adaptive switches                                  |
| Head pointers                                      |
| Picture boards                                     |
| Optical character recognition software/scanner     |
| Voice recognition software and peripherals         |
| Speech synthesizers                                |
| Word processors with spelling and grammar checking |
| Augmentative communication devices                 |
| Alternative keyboards                              |
| Instructional software                             |
| Word prediction programs                           |
| Calculator   |
| Spellcheckers                                      |
| FM systems and hearing aids                        |
| Magnifying devices                                 |



Handout  
use with  
OH #24a

## Individual Record of Book Reading

| DATE | BOOK | TAPE<br>SIDE | COMPREHENSION<br>COMMENTS | WORDS TO STUDY |
|------|------|--------------|---------------------------|----------------|
|      |      |              |                           |                |
|      |      |              |                           |                |
|      |      |              |                           |                |
|      |      |              |                           |                |
|      |      |              |                           |                |
|      |      |              |                           |                |
|      |      |              |                           |                |
|      |      |              |                           |                |
|      |      |              |                           |                |

Name \_\_\_\_\_



## **Adaptations Activity**

### **Fluency for Struggling Readers:**

### **Error Analysis**

**Objective:** Learn about the student through evaluation.

|   |    |
|---|----|
| Mrs. Mooney was a butcher's daughter. She             | 7  |
| was a woman who was quite able to keep things to      | 17 |
| herself: a determined woman. She had married her      | 24 |
| father's foreman and opened a butcher's shop near     | 31 |
| Spring Gardens. But as soon as his father-in-law      | 38 |
| was dead Mr. Mooney began to go to the devil. He      | 48 |
| drank, plundered the till, ran headlong into debt. It | 57 |
| was no use making him take the pledge: he was         | 67 |
| sure to break out again a few days after. By fighting | 76 |
| his wife in the presence of customers and by buying   | 86 |
| bad meat he ruined his business.                      |    |

"The Boarding House" by James Joyce



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## Resources

(Representative products (not necessarily recommended))

Peabody Classwide Peer Tutoring  
Contact: Dr. Douglas Fuchs or Dr. Lynn Fuchs  
Box 328  
George Peabody College  
Vanderbilt University  
Nashville, TN 37203

Read Naturally (Sets of tapes and printed materials)  
2329 Kressin Avenue  
Saint Paul, MN 55120