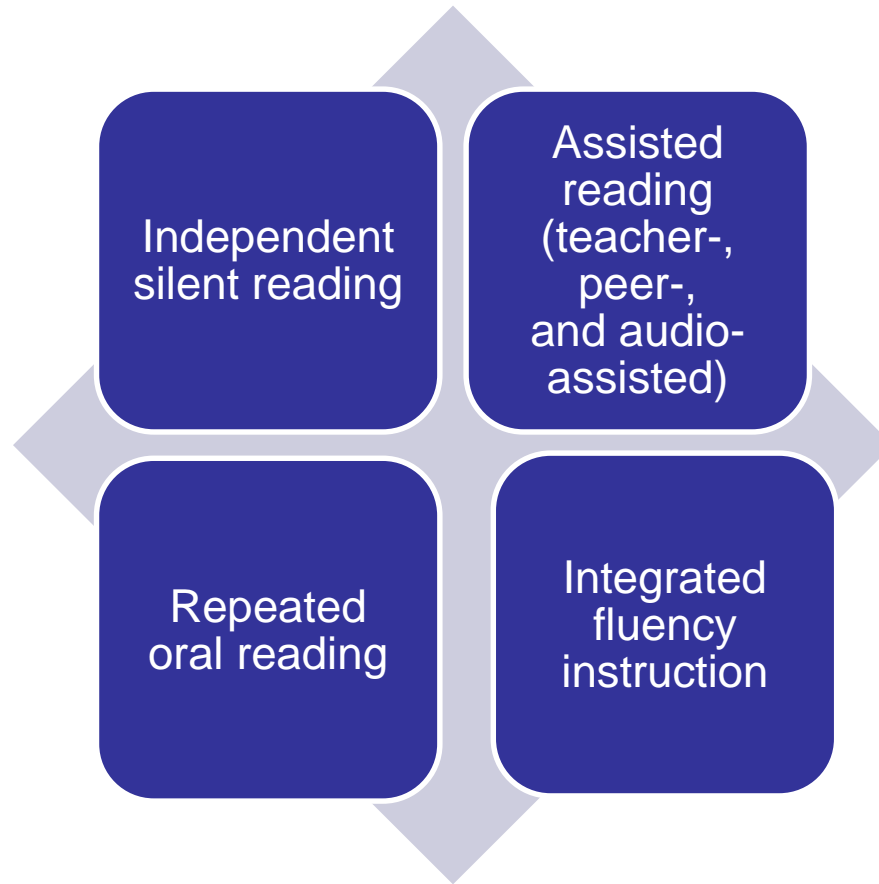


# Methods for Building Fluency

Sourcebook pages 361-366

Take out your highlighter



# Choosing the Right Text For Fluency Practice

Sourcebook page 367

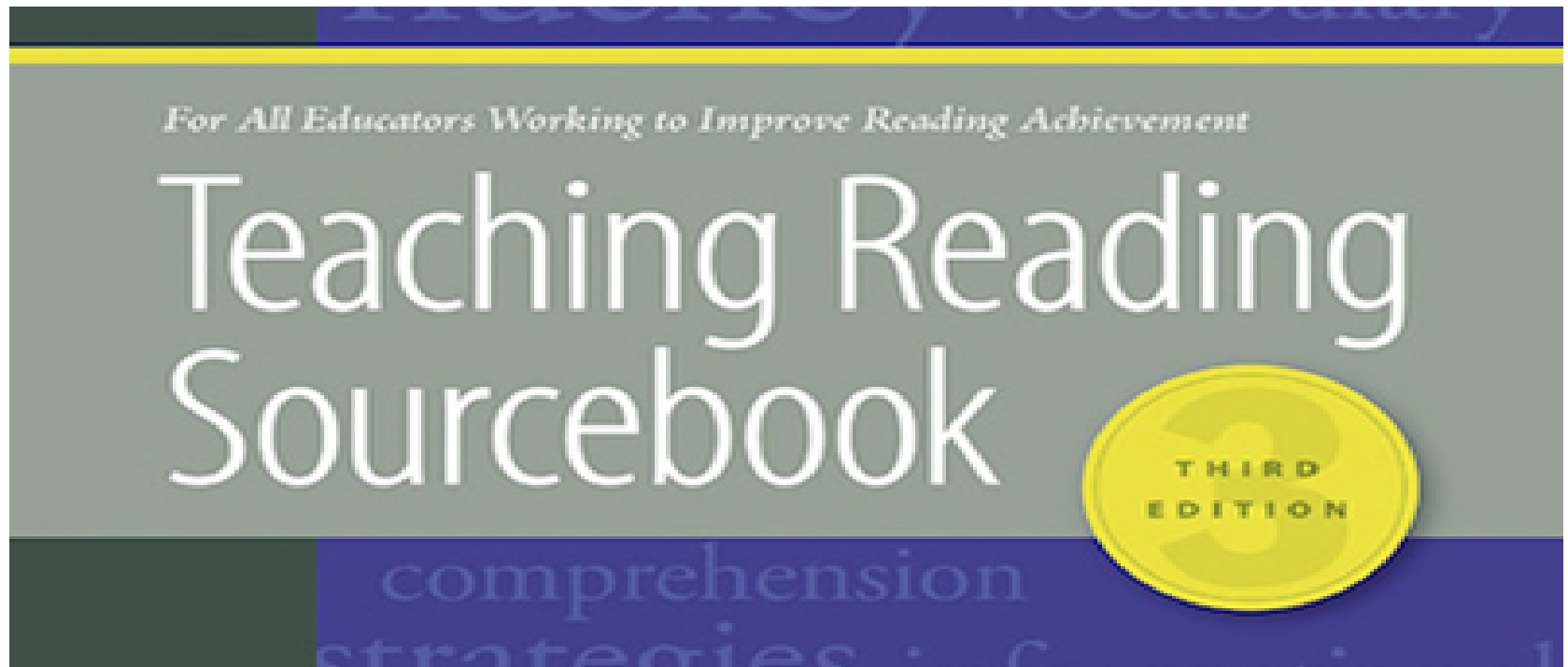
Variables:

- Text length should be between 50 and 200 words.
- Genre should be varied.
- Text content should hold student interest.
- Series of passages should share a theme.
- Level of difficulty is the most important consideration.

# Fluency Instruction

## Chapter 10

Sourcebook page 360



# Independent Silent Reading

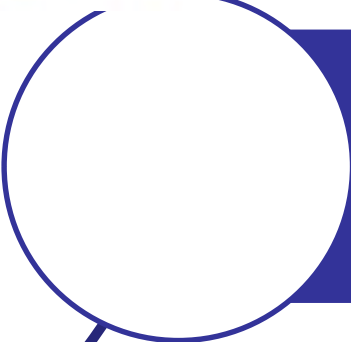
## Before We Begin

Sourcebook page 361



Building reading fluency depends on more than just independent reading, especially for poor readers.

**THINK  
ABOUT it!**



Do you agree with this statement? Why or why not? Share your thoughts with your elbow partner

# Independent Silent Reading

Sourcebook page 361

Correlational studies found best readers read the most and poor readers read the least.

- The more students read the better they become

## **Issue:**

During independent reading time, teachers have no way to evaluate accuracy, rate or prosody

- Independent reading time should not be used in place of instructional time.



# Active Reading Strategies that Provide Practice to Build Fluency

Sourcebook page 365

Round-robin reading is **ineffective**.

**More effective** methods **include**:

- Choral reading
- Echo reading
- Duet reading
- Cloze reading
- Structured partner reading
- Structured silent reading



# Assisted Reading

Sourcebook page 361



Teacher Assisted Reading

Teacher reads aloud.

Peer Assisted Reading

More fluent reader paired with less-fluent reader

Audio Assisted Reading

Student listen to read audio free from sound effect  
and slow enough for a student to follow the text

In all assisted reading models **students must follow along**. Students need to see the words as they hear the words being read aloud.

# Repeated Oral Reading

Sourcebook page 363

Students read the same passage orally multiple times:

- Individually
- With a teacher or other adult
- Peer pairs
- Small differentiated groups
- Whole class





# Methods for Repeated Oral Reading

**Form a groups of 3:**

Look at the chart on handout page 23

With your group:

1. Note which methods you have used.
2. Identify two methods you have not used, but would like to know about.
3. Answer the questions on handout page 24
4. Share with your table group



# FORI: Classroom Connection

Sourcebook page 366

## With your group of 3

- Read the paragraph at the top handout page 25
- Examine the chart at the bottom of the page.
- Consider: How can the FORI method be adapted and implemented with your content area text?



# Levels of Difficulty

Sourcebook pages 368-369

## Elbow Partners:

- Reference the Chart: handout page 26
- Study: How to Determine Level of Text Difficulty: pages 26-27
- Complete the Connect to Theory: bottom Handout p.27
  - Determine passages most appropriate for Melvin
  - Identify passages most appropriate for Monica



# Debrief: Levels of Difficulty

Independent level text

Students read alone or with peer

Instructional level text

Students read with teacher and/or tutor

Frustration level

Is never appropriate for fluency practice



Notes:

- Participant Resource Guide pages 23-24. List of high interest, low readability books.
- Also available is an updated handout related to intervention programs, assessment, cost and web-site.
- .

# When? Fluency Instruction

Sourcebook pages 372-373

## All students

- Need ample amounts of reading practice in a wide range of texts to ensure that they don't fall behind

## Struggling adolescent readers

- Need instruction in how to read fluently and ample, structured, fluency-focused practice in a wide range of text



# How?

We will review four methods of Fluency Instruction

- Timed Repeated Oral Reading:
- Partner Reading:
- Phrase-Cued Reading:
- Readers Theatre:



# Phrase-Cued Text

Phrased Cued is a reading strategy designed to help dysfluent, slow readers develop the skills needed to read smoothly with prosody.



With your table partner review the Phrase-Cued Reading lesson on handout pages 28-34

- What are the most important steps and key details in this lesson?
- Which students would most benefit from this lesson?
- What issues, if any, in delivering this lesson do you foresee?

# Timed Repeated Oral Reading

Sourcebook pages 374 to 383

1. Prepare (select text, prepare student graph) OR use commercial program such as *Read Naturally*, *The Six-Minute Solution*, *Jamestown*, *High Noon*, etc.
2. Partners listen to each other read and provide feedback.
3. Partners (or computer) calculate the ORF score.
4. Use the progress graph and enter data:
  - Final goal and aimline
  - Passage goal and goal





# Case Study

## Work in Groups of 3

Turn to Handout pages 35 and 36: Connecting Assessment to Instruction.

- Read the student case study
- Member 1: Questions a & b
- Member 2: Questions c & d
- Member 3: Questions e & f
  - Share your answers with your group
- As a group briefly summarize the instruction and assessment you would provide this student.



# Reader's Theatre

## Prosody, Punctuation Practice

Sourcebook pages 400-401

- Practice attending to punctuation and intonation with student dialogues:
- ABC. DEF? G! H? IJK; LMN. O! PQ? R, S, T. UVW? X! YZ.
- Phone's dead? Phone's dead. Phone's dead!
- Practice changing emphasis or stress on specific words to see how meaning changes: **I** am mad. I **am** mad. I am **mad**.
- Student practice: Driving is hard.

- Go to Vocabulary.



# What Did I Learn



**Breakout Rooms: Partners: 10 Minutes**

Turn to Participant Resource Guide page 2-17

- Complete the True/False: Fluency Quiz
- Answer the two Short Answer Questions.
- Check you answers on page 2-18

# Classroom Fluency Materials

## Participant Resource Guide pages 2-20 to 2-22



There are many commercial programs available which combine research-based fluency-building methods such as timed, repeated oral reading, audio-assisted reading, and texts which are precisely matched to the students' independent reading level.

Some programs include all passages and graphing materials, while others provide blackline masters. Others may require computers/tablets, or use of CD players

Also available for your reference is a handout: Secondary Intervention Programs:

- Provides a short description, the assessment, cost, and website



# Objectives for Fluency

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Understand the importance of reading fluency

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Learn how to assess oral reading fluency

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Learn methods to build student reading fluency

---

Understand the relationship between reading fluency and lower-level skills

---

Understand the relationship between reading fluency and text comprehension



*Thank you. It is my pleasure to work with you. It is evident that you truly care about your students and that you are willing to devote the extra time and effort needed to ensure that all students have the fluency skills needed to be capable readers who are able to complete content area assignments in a timely manner.*

*Susan*

Please complete the CALI Reads Survey Monkey when it shows up in your e-mail.

# Sources for Fluency Materials

- A list of classroom Sources for Fluency Materials can be found on pages 2-20 and 2-22 in the Participant Resource Guide.
- A list of high interest/easy reading books can be found on pages 2-23 to 2-24.





# 2002 4<sup>th</sup> Grade NAEP Fluency Data

	FLUENCY LEVEL 1	FLUENCY LEVEL 2	FLUENCY LEVEL 3	FLUENCY LEVEL 4
% of All Students	8	32	51	10
% of Males	9	34	49	7
% of Females	6	29	52	12

Overall, 40% of students were not fluent readers.

Students were scaled on a four-level prosody rubric.

# When Text is Too Hard: Common, Less-Effective Options

Not included in the Sourcebook

- Teacher reads aloud
- Assigning texts that students cannot read
- Limiting text reading (finding substitutes for reading)
- Round-robin reading





# Adolescent Literacy Solutions Fluency

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Understand the **importance** of reading fluency

---

Learn how to **assess** oral reading fluency

---

Learn methods to **build student reading fluency**

---

Understand the relationship between **reading fluency and lower-level skills**

---

Understand the **relationship between reading fluency and text comprehension**

# Activity: Methods for Repeated Oral Reading

With your table partner

1. Look at the chart on handout page 23

- Which methods you have used
- Identify two methods you have not used but would like to know more about.

2. Answer the questions on handout page 24

Developing Fluency Current Practice.

3. With your table group exchange information related to your reply.

•





# Fluency Lesson Preparation Classroom Connection

## Breakout Rooms: Groups of 3: 15 Minutes

Each room member should select a lesson to study

- #1. Partner Reading: Sourcebook page **384**
- #2 Phrased-Cued Reading: Sourcebook page **391**
- #3 Readers Theatre: Sourcebook page **398**

With the group:

- Explain the nature of the lesson.
- Which of your students would best benefit from the lesson?
- Discuss any issues that could arise when delivering the lesson.

