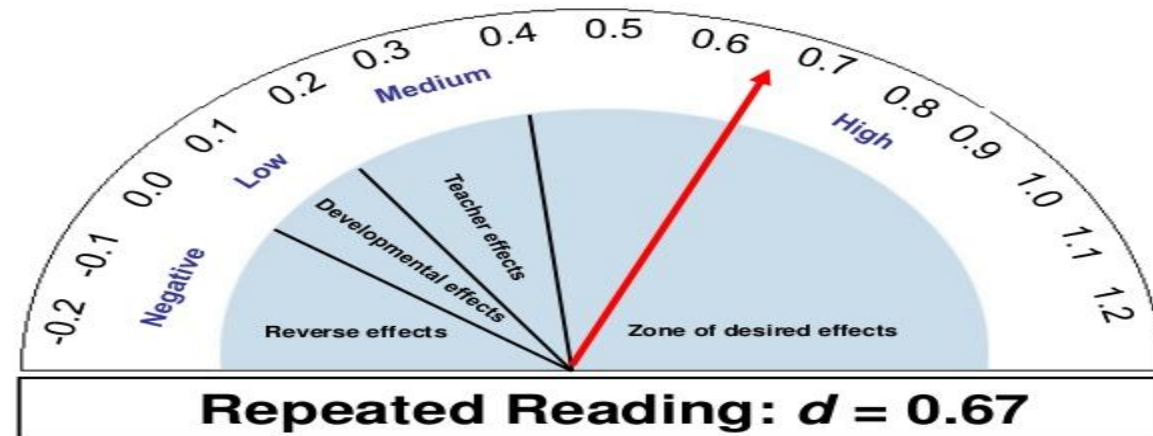


# Reading Foundations Fluency -Module 4

Preston

Macon Piatt Regional Office of Education

2023



# Welcome to: Fluency 3-5

- This module will contain Fluency information, facts, ideas, videos, tasks, slide notes, and assessments.
- **Some of the hyperlinks may have to be copied and pasted into your browser to view them.**
- Please include the number of the task when you send your responses to me. Please wait until the end of the module before sending them to me anytime you are through.
- TASKS WILL BE IN RED SO THEY WILL BE EASILY RECOGNIZED.
- Send all TASK ANSWERS AND ASSESSMENT ANSWERS TO:  
[prestonb@roe39.org](mailto:prestonb@roe39.org)

I AM GLAD YOU ARE HERE

# Send Tasks Back This Way

Your name

Title of the Training-Fluency 3-5

Use Power Point or Word to send these back through email when all the tasks are completed. I cannot open Google or One Drive here at work.

[prestonb@roe39.org](mailto:prestonb@roe39.org)

Task One -----

Task Two-----

Task Three-----etc.,

Then I will read them, give feedback to you, and an evaluation will come to submit through email and then your hours. Happy Training and if there are any questions, email me or text me at 217-855-8531

# Task One Pre/Post Test for Fluency ---Module 4 Phonics

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

**Copy the pre and post tests and send to me.**

Fluency Statements	Pre	Post
I understand what Fluency Instruction is and have classroom practices/resources in place to support my students to mastery.		
I use paired reading, choral reading, echo reading, and reader's theater to practice Fluency.		
I can identify students who are deficient in Fluency and can provide next steps for moving them towards mastery by using assessments, like running records or fluency folder graphs.		
I know what fluency level students should be at in my classroom and work toward that level.		
I can locate resources to assist students who need more support in the area of Fluency .		

# Fluency Definitions

The ability to read text with accuracy, expression, speed, prosody, and comprehension

- Reading with **inflection** (phrasing)
- Fluent readers do not have to concentrate on decoding words, but can focus on content.
- Fluent readers make the connection between the text and their own personal experiences.

***Fluency is the bridge between recognizing words and comprehension.***

“Fluency is the ability to read the words on the printed page accurately, effortlessly, or automatically so that readers can preserve their limited cognitive resources for the more important task in reading - comprehension - and with appropriate prosody or expression so as to give meaning to the words that is implied through emphasis, phrasing, and intonation.”

(Rasinkski, 2006)

# **Begin with Fluency in all Foundations**

- Letter-Sound fluency
- Initial Sound fluency
- Letter naming fluency
- Basic Print concepts
- Book Awareness
- WPM fluency assessment
- Word recognition assessment
- Word family/Onset Rime Practice
- The Names Test –Shown in Phonics (this is referenced later)

# Determine the Accuracy Level

<https://www.readingrockets.org/article/fluency-norms-chart-2017-update> shows the updated 2017 chart

Level	Accuracy	Appropriate Approach
Independent	95-100%	Independent reading or lit circles Fluency practice and Running Record Assessment
Instructional	90-94%	Guided Reading
Frustration	Below 90%	Read-aloud or shared reading

Words Correct Per Minute Grade Level and Time of Year

Grade Level	Fall	Winter	Spring
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
5	127	140	150

Hasbrouck & Tindal, 2006

# Fluency 3-5<sup>th</sup> Standards

**RF.3.4** Reading with sufficient accuracy and fluency to support comprehension.

**RF. 3.4a** Read on-level texts with purpose and understanding.

**RF.3.4b** Read on-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.

**RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading if necessary.

Reading on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup> - 5 <sup>th</sup>
a. Read emergent reader texts with purpose and understanding .	a. Read on-level text with purpose and understanding.	a. Read on-level text with purpose and understanding.	a. Read on-level text with purpose and understanding.
	<b>b. Read on level text orally with accurately, appropriate rate and expression on successive readings.</b>	<b>b. Read on level text orally with accurately, appropriate rate and expression on successive readings.</b>	<b>b. Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</b>
	c. Use context to confirm or self-correct word recognition and understanding, rereading.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



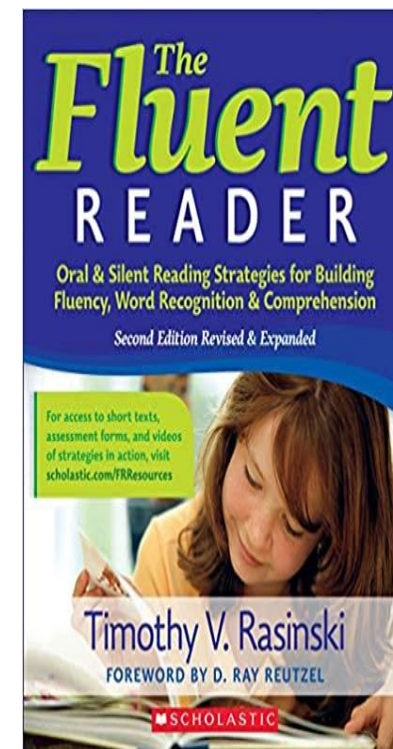
**TASK TWO-Watch this video and answer the questions below. Some websites will have to copy and pasted into your browser to view them.**

**<https://www.youtube.com/watch?v=ItTu88Afdco>**

**9.38 min. Meet Tim Rasinski the guru of Fluency-author of books on it.**

**Send answers to me.**

- 1. What research did he quote in his video?**
- 2. How important is fluency as a part of a reading instruction lesson?**
- 3. Give 3 ideas he said would be the best way to work fluency into lessons?**
- 4. How could these ideas be incorporated into your classroom?**



**TASK Three** –This is a second grade lesson, but could be adapted to a reading lesson for 3 or 4<sup>th</sup> grade maybe even fifth with the low level readers. You may have to copy and paste the site into your browser.

**Focus on Fluency Watch this video.**

<https://readingrecovery.clemson.edu/lesson/part-1-engage-lesson/> 4.38 min.

How did the activities in this segment engage students in thinking about fluency? Could this be adapted to your grade level? How?

## **TASK Four**

**Model and Practice** - [https://www.youtube.com/watch?v=11wuA\\_GbVqo](https://www.youtube.com/watch?v=11wuA_GbVqo) 2.38 min.

Fluency Stations with students competing against themselves with raising their fluency rates.

1. When in your school day would be good to infuse Pal Reading?
2. While watching, take notes on the types of strategies that are implemented in the video.
3. From your notes, what would it take to put together this type of fluency station in your classroom?
4. List the materials you would need.
5. How can you find fluency model students? How can you prepare students to perform peer teaching?
6. How do you get parents involved with classroom fluency support?
7. Can your fluency time parallel a time when Teacher Aides are in the building? Please put these questions into an answer form that will help you put together a fluency station inside your classroom?

## **TASK Five - Remember you may have to copy and paste these sites into your browser.**

**“Pal Reading: Developing Fluency and Comprehension with Paired Reading”**

[https://www.youtube.com/watch?v= dUrS\\_4GHa4&list=PLC05DE60B3540C412](https://www.youtube.com/watch?v=dUrS_4GHa4&list=PLC05DE60B3540C412) 1.39 min.

- 1. What did this teacher have in place before she even started Pal Reading?**
- 2. What supplies and materials did the teacher have ready for students so they could Pal Read and Question?**
- 3. How could you incorporate this reading activity in your classroom next year. (Remember, Social Studies, Health, Math, and Science could be Pal Reading subjects with articles, quotes, cartoons, experiments, lists, brochures, graphs, etc.,.**

## **TASK Six Look at these and tell me what you can use from them.**

[www.fcrr.org](http://www.fcrr.org) Click on Educational Resources and then look at the left hand side and pick one of the areas to look at. This site can help any interventionist with Tier Two, Three Students.

[https://www.youtube.com/watch?v=8D\\_91zHDpvl](https://www.youtube.com/watch?v=8D_91zHDpvl) 3.21 min. **This is a High School Class using fluency strategies that could be used in your room. What could you learn from this video?**

**Task Seven -Please look at each of these resources to help with the Assessment Task at the end.**

## **Reading Fluency Strategies**

<https://www.scholastic.com/teachers/articles/teaching-content/5-surefire-strategies-developing-reading-fluency/>

### **Promote Phrased Reading in Class – 1. What are the seven strategies in this article?**

Fluency involves reading phrases seamlessly, as opposed to word by word. To help students read phrases better, begin with a terrific poem. Two of my students' favorites are "Something Told the Wild Geese" by Rachel Field, and "Noodles" by Janet Wong. (See resources below.)

After selecting a poem, write its lines onto sentence strips, which serve as cue cards, to show students how good readers cluster portions of text rather than saying each word separately. Hold up strips one at a time and have students read the phrases together. Reinforce phrased reading by using the same poem in guided reading and pointing to passages you read as a class.

### **Reader's Theater**

Reader's Theater helps students become fluent readers! The repeated readings necessary to prepare for play, both silent and oral, help students gain confidence with the selected play text. Choral readings, rehearsals, and readings at home with family members all create great reading opportunities. (Carson-Dellosa's "Act It Out with Reader's Theater" Series are great because the speaking parts in each play can be acted with students at different reading levels).

<https://www.readingresource.net/readingfluency.html> 2. Pick one of the strategies on this site and tell me why you chose it.

## 5 Day Reader Theater Plan

Day 1-Script is read to the students aloud. Teacher models the way it should be read. Mini-lesson on fluency and its importance to overall comprehension. Discuss story. Students begin to practice the story themselves, reading all the parts independently.

Day 2-Students are put into groups and specific parts are assigned to each group. Students read the script taking a different part with each reading. Teacher circulates, coaching and providing feedback.

Day 3-Repeat day 2. During the final 5 minutes, groups assign roles to the reading. Students take these home to practice just their part.

Day 4-Students read and reread their parts. During the final 10 minutes, students make character labels and discuss how they will stand and perform the reading.

Day 5-Group performs the reading.

**SCRIPTS CAN BE WRITTEN BY STUDENTS ABOUT A CERTAIN CONTENT THAT THEY HAVE LEARNED TO SHOW MASTERY OF THE CONTENT.**

### Reader's Theater

- Reader's Theater helps students become fluent readers! The repeated readings necessary to prepare for play, both silent and oral, help students gain confidence with the selected play text.
- Choral readings, rehearsals, and readings at home with family members all create great reading opportunities.
- [https://www.readingrockets.org/strategies/readers\\_theater](https://www.readingrockets.org/strategies/readers_theater)
- <http://www.thebestclass.org/rtscripts.html>
- [https://jappleyard.weebly.com/uploads/5/2/3/2/5232362/readers\\_theatre.pdf](https://jappleyard.weebly.com/uploads/5/2/3/2/5232362/readers_theatre.pdf) These are all free.

# Ideas to use

## Poster

Does it SOUND  
right?

Does it LOOK  
right?

Does it MAKE  
SENSE?

## WORDS I CAN READ ACTIVITY

Need One Crayon or Marker

Directions:

Print, laminate, and cut out the cards below. Select one student to be the listener and one student to be the reader.

Using a selected set of the “Reading Fluency Flash Cards” have the reader place all of the cards they are able to read in a pile on the “Words I Can Read” and all of the words they are not able to read in a pile on the “Words I Need to Practice”.

The listener is responsible for timing and helping the reader. At the end of the minute, count the cards and graph the number of “Words I Can Read” on the Words Per Minute Graph. Repeat this 2-4 times. Reverse the roles of the students.

# Read with punctuation    Practice with students

- abc. defghi. jklm. nopqrs. tu. vwxyz.
- abc? def? ghijkl? mnop? qrstuvwxyz?    Mix them up
- abc, def, ghijklm, nopq, rstuvw, yz
- abc! def! ghijklmn! o! pqrstu! vwxyz! ab?
- cdef. ghijklm, nopqr? stuv, w? xyz! A.
- BCDEF. GHIJK. L. MNOPQ. RST. UVWXYZ. ABC? D? EFGHI?  
JKL? MNOPQR? STUV? WXYZ? A, BCD, EFGHI, JKLM,  
NOPQRS,
- TUVW, XY, Z AB! CDEF! GHIJKL! MNOP! QRST! UVW! X! YZ! A?  
BCD! EFGHIJKLM. NOP, QRSTU? VW! XYZ

# TASK Eight

1. <https://www.edweek.org/ew/articles/2016/04/13/can-latin-help-younger-students-build-vocabulary.html> might have to make a log in but it is free- 3-5<sup>th</sup> grade morphology study increases fluency
2. [http://timrasinski.com/presentations/article\\_readingtoday305aprilmay2013\\_poetry.pdf](http://timrasinski.com/presentations/article_readingtoday305aprilmay2013_poetry.pdf) –How to use Poetry in Fluency
3. [http://www.timrasinski.com/presentations/delivering\\_supportive\\_fluency\\_instruction\\_article.pdf](http://www.timrasinski.com/presentations/delivering_supportive_fluency_instruction_article.pdf) Clearly identifies Fluency and gives a lesson in it.

**Choose two articles to read. Tell me which ones you chose. After reading them, what can you take back to your toolbox for fluency in your classroom?**

<https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf> **This has the roots and affixes leveled by grade.**



# WORD WALLS can aid to Fluency

- At its most basic, the function of a word wall is **to give students constant access to the important content vocabulary for the class.**
- Pointing out to students that key words are always available to them helps promote independence and reinforces the importance of these words in the classroom.
- Word Walls can have many functions and uses.
  - Phonics wall
  - Vocabulary wall
  - Sight word wall
  - Name wall
  - Academic vocabulary wall

Word Wall Uses as a Center or Station-How fast can you automatically say these words.

- Finding syllables
- Parts of speech
- ABC order
- Tier Three Words
- High Frequency words with a picture
- Name Wall (take names down and work with syllables and ABC order)

# Pattern Word Wall





Not enough space? Use a door.

# Four Principles of Effective Intervention

1. Begin instruction at the level students need it most.
2. Assess, assess, assess.
3. Select the appropriate literature for instructional and independent uses.
4. Maintain consistency.

Blevins, 2017

## Intervention Tips:

- Begin your intervention right away.
- Teach only one skill at a time and teach it until it is over-learned.
- Adjust the pace at which you introduce skills.
- Allow students time to master each skill before moving on.
- Continually review and reinforce learning.
- Continually apply the learning to real reading and writing.

Reading in context is critical. Using interventions that have content pertinent to their lives.

**Start now. There is  
not enough darkness  
in the world to put  
out the light of a  
single candle.**

veganposters.com

**Philip Wollen**



# TASK Nine

**What would you do for Andrew? Send your answer to me.**

Andrew (a pseudonym), is an eighth-grader who recently moved to a different town where he entered a new school in March. It soon became evident to his teachers that Andrew was having difficulty with his academic work. At a weekly meeting during which teachers discuss any concerns about their students, several teachers brought samples of Andrew's work to share. The teachers agreed that the school's reading specialist should determine if reading problems were contributing to Andrew's struggle with his assignments in several classes.

The reading specialist conducted an IRI (informal reading inventory) and planned to follow up with additional assessments if Andrew's performance on the IRI indicated possible deficits in phonemic awareness, phonics and decoding, vocabulary, and/or comprehension. The specialist built a fluency assessment into the initial IRI by using a stopwatch to determine how many words Andrew could read in the first 60 seconds of each IRI passage.

The reading specialist began the IRI using a sixth-grade passage, two years below Andrew's grade. The passage was at a frustration level for him: He had difficulty with decoding, phrasing, and expression, and was only able to correctly answer four of the eight comprehension questions. Because the passage was at Andrew's frustration level, the WCPM score was not calculated. The specialist then repeated the assessment using a fifth-grade passage; Andrew was able to read it with 94 percent accuracy and correctly answer six of the eight comprehension questions.

The specialist calculated Andrew's WCPM score for this passage and compared his score, 131 WCPM, to the norms for fifth-graders in the spring (Hasbrouck and Tindal, 2006). The 50th percentile in the spring of fifth grade is 139 WCPM. Because Andrew's score fell less than 10 words below it, his fluency is within the expected range for fifth grade readers in the spring.

# Task 10 ASSESSMENT-ASSESSMENT-ASSESSMENT

- **TASK 10** Read these two articles. Your task is to: Come up with a plan for your classroom at the beginning of the year that will be able to screen, diagnose and set up interventions for the poorest readers.
- This will take time, but if you are setting up a Reader's Workshop or Guided Reading, use that time in the beginning of the year to **ASSESS, ASSESS, AND ASSESS** your students so you know them as readers and quickly help them get on grade level.
- <https://www.readingrockets.org/article/understanding-and-assessing-fluency>
- <https://www.readingrockets.org/article/screening-diagnosing-and-progress-monitoring-fluency-details>

Keep in mind the article “For Students Who Are Not Yet Fluent, Silent Reading Is Not the Best Use of Classroom Time” by Jan Hasbrouck

<https://www.readingrockets.org/article/students-who-are-not-yet-fluent-silent-reading-not-best-use-classroom-time> This article shows research about silent reading and how feedback is so important when asking students to read silently.

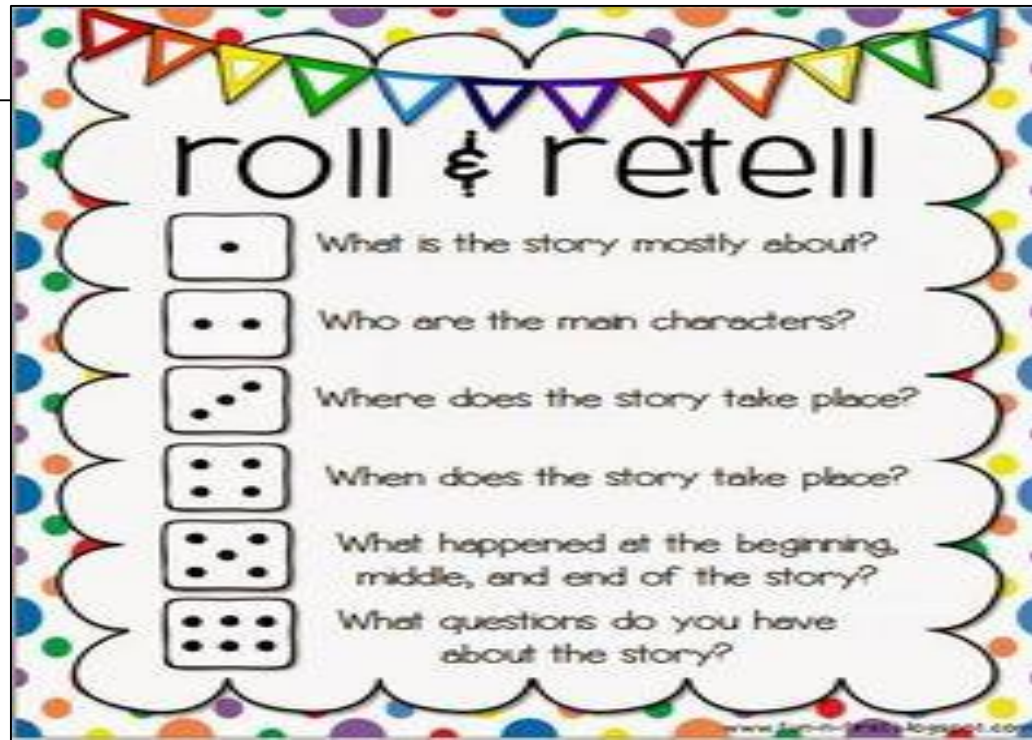
- help students develop silent reading skills to read more efficiently,
- teach students how to guess the meanings of unfamiliar words from the context,
- help students understand the relation between reading speed and reading efficiency, and
- help students improve their reading efficiency through understanding how to interpret information given in graphical form.

Name \_\_\_\_\_

## Tic Tac Toe

Check the boxes you plan to complete. They should form a tic-tac-toe pattern or shape.

<input type="checkbox"/> <b>Setting</b> Choose a passage that helped you to imagine the setting. Copy the passage (should be no more than 1-2 paragraphs). Use colored pencils to underline the most descriptive words.	<input type="checkbox"/> <b>Vocabulary</b> Are there any words in the book you don't understand? List at least 10 words. Write what you THINK they mean (use context clues to help). Then, look up the words in a dictionary and write their actual definitions.	<input type="checkbox"/> <b>Different Ending</b> What events might have changed how the story ended? Change at least one key event to write an alternate ending to the story.
<input type="checkbox"/> <b>New in Class</b> Think about one of the main characters in your book who may have difficulty making friends. Imagine if they were new to our class. Write about what you might do to help them feel comfortable.	<input type="checkbox"/> <b>Acrostic</b> Make an Acrostic poem out of the title of your book. Use words that are important in the story to complete the poem.	<input type="checkbox"/> <b>Test</b> Create a 5 to 10-question comprehension test for your novel. Include an answer key on a separate piece of paper. Ask one of your group members to take the test.
<input type="checkbox"/> <b>In the Future?</b> Do you think this story could take place one hundred years from now? List at least 10 reasons why or why not.	<input type="checkbox"/> <b>Struggles</b> A main character in your book struggles with something that they may not be able to change. Write about a struggle you or someone close to you has and how you (or they) deal with it.	<input type="checkbox"/> <b>Character Poster</b> Create a poster to show a main character in your book. On the poster, place the character in his or her setting, and surround the character with elements from the story.



A colorful game board titled "roll & retell" with a decorative border of colorful triangles and dots. The board features six dice icons on the left, each corresponding to a question on the right.

Roll	Question
1	What is the story mostly about?
2	Who are the main characters?
3	Where does the story take place?
4	When does the story take place?
5	What happened at the beginning, middle, and end of the story?
6	What questions do you have about the story?





<http://www.reading.ac.uk/internal/engageinfeedback/EFB-Home.aspx>

**Read at the same time as your students.** Reading with your students during SSR time models that reading is not simply an assignment for students but is an enjoyable choice for adults too.

**Use five minutes of each SSR time for student conferences.** Each day, meet with a new student and discuss the book they're reading or just finished. Keep track of their reading on a spreadsheet. Think of it more as a casual conversation, making sure they are reading, enjoying and being challenged by their books rather than a "test" they need to pass.

**Periodically recommend some awesome new reads-Give an exciting taste of the new reads.**

**Keep your students updated on what you're reading.** Some teachers I know devote a little section of their whiteboard or chalkboard to keep students informed on what they're reading.

**Demonstrate that reading is its own reward.** Once my students were more excited to read, I love to show them how rewarding it could be. Any time it was raining outside, students knew they'd get an extra five minutes (because curling up with a good book during a thunderstorm ... duh). I've also held the Finer Things Club (a tradition I borrowed from the TV show *The Office*) where students meet in small groups, bring their own fancy snacks/drink (that is, anything that does not coat the fingers in an orange or red film) and discuss what they've read recently using literature discussion question prompts.

**Use flexible seating**

**Dim the lights.** Even better: Turn off the lights completely and use lamp lighting (or strands of Christmas lights if you're not afraid of your fire marshal).

**Get organized.** Make sure there is a place for students to put their books. I would highly, highly recommend getting a mail sorter—it cuts down so much on students losing or misplacing books, and you can easily look in the slots to see who didn't put their book back

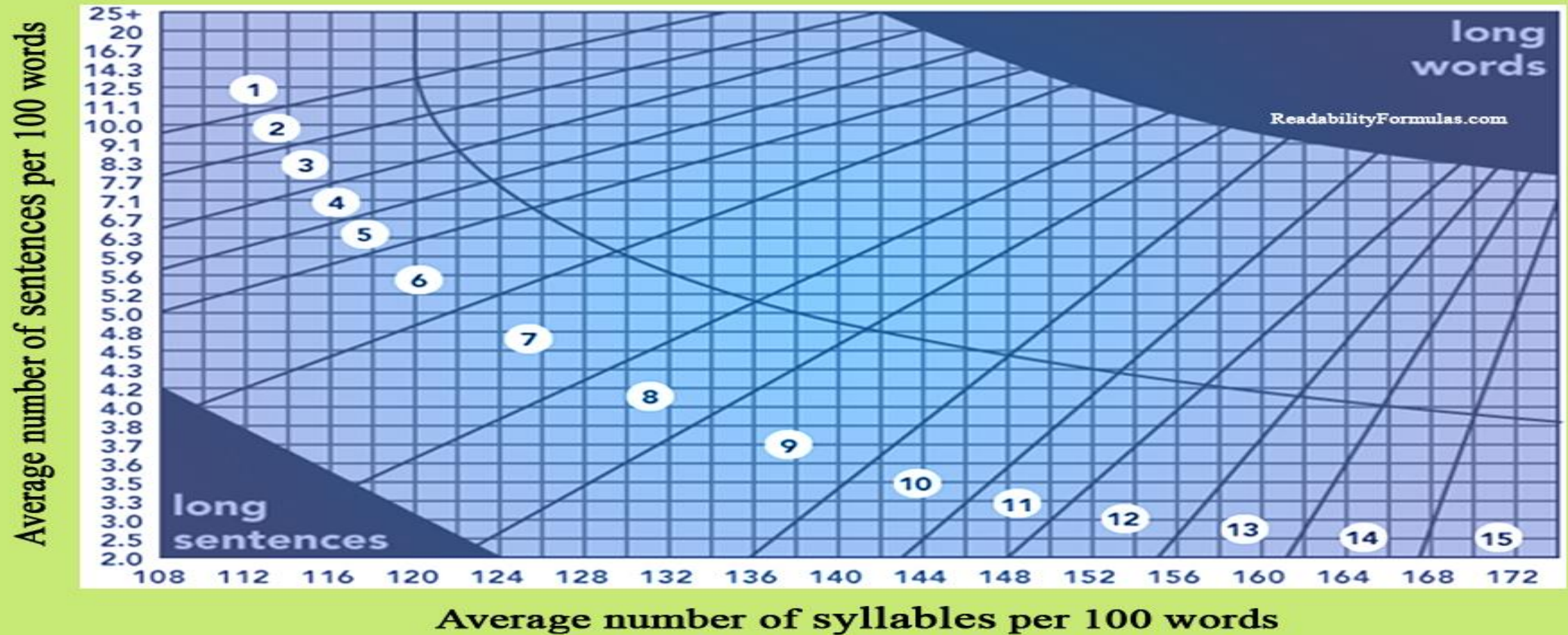
# Assessment

## National Assessment of Educational Progress Fluency Scale

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

# Fry Readability Chart

Fry Graph for estimating Reading Ages (grade level)





# Pulse Check

[https://achievethecore.org/category/411/ela-literacy-lessons?filter\\_cat=1153](https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=1153) Love this site.

[https://www.unbounded.org/content\\_guides/14/building-fluency-unbound-a-guide-to-grades-3-5-ela-standards](https://www.unbounded.org/content_guides/14/building-fluency-unbound-a-guide-to-grades-3-5-ela-standards) Great ideas

Louisiana Believes Units/Guidebooks () <https://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library>

**Task Eleven Take a look at one of these resources.  
How could you use it in your classroom?**





# Common Core Appendices A, B, and C Good source to have.

- <http://www.corestandards.org/ELA-Literacy/> Pull this up and go to the right side and scroll down to Appendices A-C
- Appendix A has everything about the Foundational Parts of Reading. Even the breakdown of teaching letters and words.
- **Appendix B has everything you need to know about Text Complexity, Quality, and Range. It has text exemplars that you can follow.**
- Appendix C has writing K-HS. They are all annotated and have specific vocabulary they use in annotating the student essays. This is very helpful so that common writing vocabulary can exist in all grade levels. This is the way AIR writing will be scored.

# THE END

- Thank you for taking this reading module.
- Hopefully it widened your knowledge of how you can support students in becoming more fluent readers.
- Send your tasks to me.

