Reading for Meaning—Fluently

Teacher Modeling

Repeated Reading

Progress Monitoring

Presentation Packet
Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Common Core State Standards

The strategy and curriculum support:

- Foundational Skills
- Reading Standards for Informational Text
- Language Standards

A Non-Fluent Reader

What is fluency?

The ability to read "like you speak" in terms of:
- Accuracy
- Rate
- Expression
Oral reading fluency correlates highly with reading comprehension.

Results from a study of special education students by Fuchs, Fuchs, Hosp, & Jenkins, 2001

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Curriculum-Based Norms in Oral Reading Fluency

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<th>Grade</th>
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*WCPM = words correct per minute

Students become fluent by reading.

Just setting aside time for independent silent reading is not sufficient.

National Reading Panel Report, 2000
Free: www.nationalreadingpanel.org

In 10 minutes of independent reading...
A fluent reader might read 2,000 words.
A struggling reader might read only 500 words.

Equal practice time, unequal practice

Research-Proven Strategies

Teacher Modeling
The Original Results

The table below shows the mean number of words read correctly per minute and average number of words gained per week for third-grade students.

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<tr>
<th>Grade</th>
<th>October Mean</th>
<th>November Mean</th>
<th>March Mean</th>
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<th>Average Weekly Gain Phase 2</th>
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Curriculum-Based Norms in Oral Reading Fluency

Hasbrouck & Tindal 2006

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**WCPM** = words correct per minute

**AWI** = average weekly improvement (Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between fall and spring assessments.)
Steps of the Strategy

Select a Story
The student selects a story.

Key Words
The student reads the key words and their definitions along with the audio, tracking with the narration.

Prediction
The student uses the title, picture, and key words to write a sentence that predicts what the story will say about the topic.

Cold Timing
The teacher monitors as the student times himself or herself for one minute, orally reading the selected story for the first time and marking unknown words.

Graph Cold-Timing Score
The student/computer graphs the number of words read correctly in the one-minute cold timing.

Read Along
The student reads the story aloud quietly with the audio a predetermined number of times, tracking with the narration.

Practice
The student practices reading the story, without audio support, several times until he or she can read at the predetermined goal rate. The student/computer times each practice and records practice scores.
Steps of the Strategy, continued

Answer the Questions/Quiz
The student answers the comprehension questions.

Pass
The teacher times the student for one minute and counts the student’s errors while the student reads the story aloud. To pass, the student must reach the goal, make three or fewer errors, read with good expression, and answer the questions correctly.

Graph Hot-Timing Score
The student/computer graphs the number of words read correctly in the hot timing.

Retell/Summary
The student retells the story or writes a summary. The teacher/computer scores the retelling/summary by counting the number of words or ideas learned from the story written in a specific amount of time.

Word List
In the Phonics series, the student practices the word list until he or she is able to read a predetermined number of words in one minute.

Notes
- After completing a story, the student immediately starts the process over again by selecting a new story.
- At the end of a class period, each student working in the print/CD format makes note of the step on which he or she is working. In the software version, the computer bookmarks the step on which the student is working. The next day, the student resumes with the step where he or she left off.
- Teachers should continually monitor student performance. After the student completes 12 stories in a level, the teacher and student decide whether the student should continue in the same level with the same goal, adjust the student’s goal, or move to more difficult reading material.
Teacher Responsibilities

- Planning and Setting Up
- Placing Students
- Implementing the Steps
- Monitoring Student Performance

Planning and Setting Up

Think like an efficiency expert.
- Increase time spent reading.
- Increase the number of words read.

A Sample Story

Comprehension Activities
Determining Initial Placement

**Determining Level**
1. Estimate reading level.
2. Conduct timing, counting errors.
3. Calculate score.
4. Determine whether tested level is appropriate.
5. Continue to test if needed.

**Placement Table**

<table>
<thead>
<tr>
<th>Placement testing level</th>
<th>Scores in this range indicate a potential fit</th>
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<td>5.6 to 7.0</td>
<td>80 to 100 wcpm</td>
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<td>8.0</td>
<td>100 to 140 wcpm</td>
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**Setting Goal**
- Grades 1–4: placement score + 30, rounded to nearest 5
- Grades 5+: placement score + 40, rounded to nearest 5
Read Naturally® Steps

1. Pick a story. +
2. Read along to learn key words.
3. Write a prediction.
4. Do your cold timing.
5. Graph your score in blue.
6. Read along to learn the story.
7. Practice reading on your own.
8. Answer the questions.
10. Graph your scores in red.
11. Retell the story, or practice the word list.
A single driver isn't much of a threat. But as a group, drivers are some of the most feared creatures in nature. They work together as a clan of millions. When they attack, a single instance is thousands of times more dangerous than a single instance on its own. The clan has焰rplied a nc srvc. Th gt rd f Il th rdnts, nscts, nd thr psts tht lv n ppl's hms. Thr s jst n ctch. Ppl nd t lv thr hms whl th nts r fstng—r rsk bcmng vctms thmslvs!

- mrs = old scr

Note: Read Naturally has removed the vowels from this story for presentation purposes.
**Strength n Nmbrs**

**nswr th Qstns**

1. Wht s th mn d f ths str?
   a. Drvr nts cn d mzng thngs b wrkng tgthr s a cln.
   b. Whn drvr nts swrm vr a vctm, th lv nthng bhnd bt bns.
   c. Drvr nts s thr wn bds t bld tmprr nsts fr th qn.

2. Wht d drvr nts s t mk thr nsts?
   a. pcs f wd
   b. thr bds
   c. bns f vctms

3. Wht ds th wrd etch mn n ths str?
   a. a hddn prblm
   b. a lrg rdnt
   c. a nc srvc

4. Wh dn't drvr nts bld prmnnt nsts?
   a. bcs th nt wnt t b dscvrd b lrgr nmls
   b. bcs th qn nt prfrs a lvng, brthng shltr
   c. bcs th mv frm plc t plc n srch f fd

5. Hw r drvr nts bl t cnsm n nml tht s hndrds f tms bggr thn a sngl nt?

   1. nstd a. ___ tng a lt
   2. fstng b. ___ n r f grnd
   3. prmnnt c. ___ a cvr r prctn
   4. trrn d. ___ n plc f smthng
   5. shltr e. ___ lstng fr a lng tm

7. Fll n ch blnk wth a bld-fcd wrd frm th str.
   Drvr nts wrk tgthr s a hg ______ .
   Th cn ______ vr n nml tht s mch bggr. Bcs drvr nts r ______ , th d nt bld prmnnt nsts. Th bld ______ nsts nstd. Whn trvlng vr dffclt ______ , drvr nts smtms mk brdgs b clngng tgthr.

**Smrmrz th Str**

Nmbr Crct: ______

Nmbr f Wrds Wrtn: ______

Presentation Packet 12


Reading for Meaning—Fluently Evaluation

Position (check all that apply)
- Classroom Teacher
- Reading Specialist
- Title I Teacher
- ELL/ESL Teacher
- RTI Coordinator
- Technology Specialist
- District Administrator
- Curriculum Director
- Speech Pathologist
- Professor
- Parent
- Library/Media Specialist
- Student
- Psychologist
- Administrator
- Tutor
- Spec. Ed. Teacher
- Principal
- Other ____________________________

Students (check all that apply)
- K–3
- 4–6
- 7–9
- 10–12
- Adult

Reactions to the Presentation
1. How would you rate the presentation? 1 (Poor) 2 3 4 5 (Excellent)
   Comments ________________________________________________________

2. How much information did you gain that you can use in your work? (None) 1 2 3 4 5 (Very Much)
   Comments ________________________________________________________

3. How can we improve this presentation? ______________________________
   ________________________________________________________________
   ________________________________________________________________

Provide your contact information if you would like more information.

Name __________________________________________________________

Email (Required) ____________________________________________

School Name ____________________________________________

School Address (Mailing) __________________________________________

City _____________________________ State/Province ______________ Zip/Postal Code ______________

School Phone (________) __________________________________________

☐ (check if this is your home address)