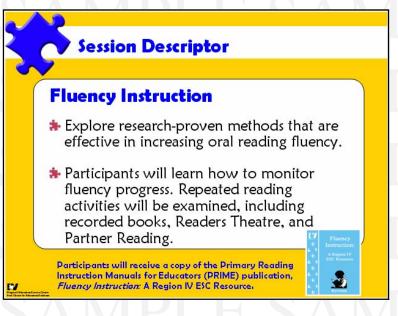# Primary Reading Instruction Manuals for Educators

Fluency Instruction

SAMPLE

region4
Educated Solutions

Examples of Slides from Professional Development Training Session on Fluency Instruction

Session Descriptor

Fluency Instruction

✱ Explore research-proven methods that are effective in increasing oral reading fluency.

✱ Participants will learn how to monitor fluency progress. Repeated reading activities will be examined, including recorded books, Readers Theatre, and Partner Reading.

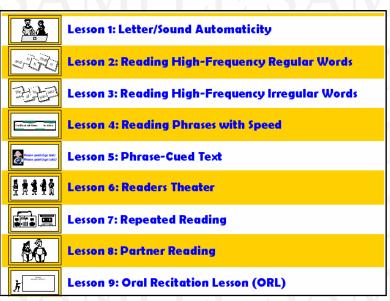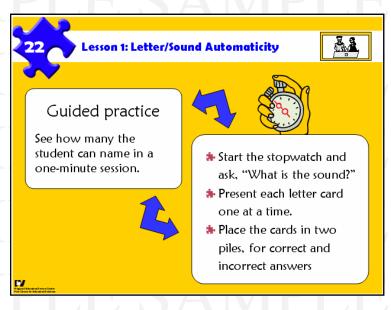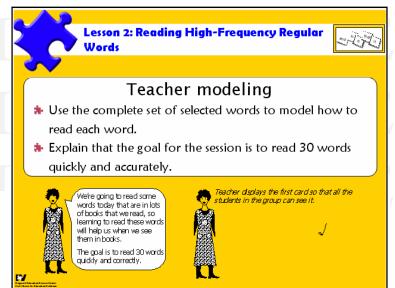**Participants will receive a copy of the Primary Reading Instruction Manuals for Educators (PRIME) publication, *Fluency Instruction: A Region IV ESC Resource.***

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14 Why is it important?

Reading fluency is important since comprehension can be hindered if fluency efforts require too much of the reader's cognitive resources.

✱ A reader must recognize words rapidly and then construct meaning from these words.

✱ The effort required when fluency is difficult diverts valuable concentration necessary for comprehension.

Lesson 1: Letter/Sound Automaticity

Lesson 2: Reading High-Frequency Regular Words

Lesson 3: Reading High-Frequency Irregular Words

Lesson 4: Reading Phrases with Speed

Lesson 5: Phrase-Cued Text

Lesson 6: Readers Theater

Lesson 7: Repeated Reading

Lesson 8: Partner Reading

Lesson 9: Oral Recitation Lesson (ORL)

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22 Lesson 1: Letter/Sound Automaticity

Guided practice

See how many the student can name in a one-minute session.

✱ Start the stopwatch and ask, "What is the sound?"

✱ Present each letter card one at a time.

✱ Place the cards in two piles, for correct and incorrect answers

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24 Lesson 2: Reading High-Frequency Regular Words

Description —The student will read high-frequency regular words rapidly and accurately.

Goal —The student will increase automaticity in word recognition skills.

Objectives — The student will
• read regular words automatically.
• read 30 words correctly and as quickly as possible.

Materials
• Index
• 3 copies of selected letter cards (Figure 3.1, Appendices A and B)
• Timer
• Letter/Sound Chart (Figure 3.1, Appendix C)
• Letter/Sound Assessment Record Sheet (Figure 3.1, Appendix D)
• Additional copies of letter cards for partner games

Lesson 2: Reading High-Frequency Regular Words

Teacher modeling

✱ Use the complete set of selected words to model how to read each word.

✱ Explain that the goal for the session is to read 30 words quickly and accurately.

We're going to read some words today that are in lots of books that we read, so learning to read these words will help us when we see them in books.

The goal is to read 30 words quickly and correctly.

Teacher displays the first card so that all the students in the group can see it.

TABLE OF CONTENTS

◇

"Reading fluency can be developed by having students engage in repeated oral reading"
(NIFL, 2001, P. 31).

IMPLICATION FOR PRACTICE

The good news is that many teachers have had success implementing programs designed to increase their students' reading fluency. Studies have shown that these programs can be manageable for teachers and that students enjoy the activities.

◇

"Repeated readings and other procedures that have students reading passages orally multiple times while receiving guidance and feedback from peers, parents, or teachers are effective in improving a variety of reading skills"
(NICHD, 2000, P. 3-20).

IMPLICATION FOR PRACTICE

Teachers can successfully implement these procedures with minimal training, and the impact is significant. Parents or guardians, classroom volunteers, and peer tutors can also be effective in providing supplementary instruction. Procedures are easy to use and require no special equipment or materials other than a tape recorder, independent level text, and a graph for recording students' progress.

◇

"Monitoring your students' progress in reading fluency will help you determine the effectiveness of your instruction and set instructional goals. Also, seeing their fluency growth reflected in the graphs you keep can motivate students"
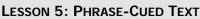(NIFL, 2001, P. 30).

IMPLICATION FOR PRACTICE

Teachers who listen to students read and who chart their students' progress can measure the effects of their instruction. Students also can learn to chart their own fluency progress, which in turn can affect motivation. Synthesizing research on effective interventions to build reading fluency for elementary students with learning disabilities, the authors conclude, "Fluency appears to develop more quickly if deliberate attention is given to setting criteria and adjusting the difficulty level of text as students progress" (CHARD, VAUGHN, & TYLER, 2002).
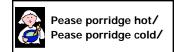
Lesson 5: Phrase-Cued Text

Description—To promote fluent reading, the student will read a short passage marked to indicate appropriate phrasing.
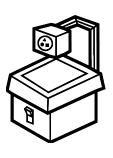
Goal—The student will increase oral reading fluency by grouping words together into meaningful units.

Objective—The student will
- read a passage using natural pauses within and between sentences.

Materials

- Overhead projector and transparency

- Marked nursery rhyme

- Marked passage

Pease porridge hot
Pease porridge cold
Pease porridge in the pot
Nine days old

Background Information for the Teacher

Fluent readers read words quickly and accurately (automaticity) and they read with appropriate expression and phrasing (prosody). These two characteristics of fluent reading, automaticity and prosody, seem to play complementary roles in fluency development (RASINSKI & HOFFMAN, 2003).

Timothy Rasinski has written extensively on instructional practices designed to increase oral reading fluency. In an article titled "Speed Does Matter In Reading," he discusses the importance of finding appropriate text for the reader. "It is important that we find texts that are well within the reader's independent-instructional range in order to promote fluency. Short, highly predictable selections that are meant to be read aloud and with expression, such as rhyming poetry, are ideal for reading fluency instruction" (RASINSKI, 2000, P. 148).

"Students with good word-recognition skills may have poor fluency because they have difficulty grouping words that go together. As a result, their oral reading is slow, word by word, and expressionless….By physically marking boundaries, teachers can help students recognize the syntactic chunks that are formed by prepositional phrases, verbal phrases, and other clauses" (HONIG ET AL., 2000, PP. 11.6-11.7).

Guided Practice

Students read aloud the phrase-cued passage two times with the teacher.

Ask students to compare their first reading with their second reading. What was different? What did they do better?

To help students understand why their reading improves with practice, draw on their background knowledge about how they have improved when learning other new skills (tying shoelaces, playing baseball, riding a bike, or folding clothes, for example). Talk about how reading improves with practice, too, especially when a familiar passage is read.

Incorporate many opportunities to draw on students' background knowledge and experiences with phrasing in speech and music by writing and reading poetry, songs, and familiar text. These experiences will "help students develop and maintain a mature sense of phrasing" (RASINSKI, 1998).

Independent Practice

Pair students and give them a second short passage.

Student pairs decide where the natural pauses between the phrases occur, and mark the pauses with a slash.

Have students work together to assess each other's phrasing and oral expression.

"Come in!" cried the King with a boom, boom, boom.

Nice phrasing, partner!

Monitoring Progress

Teachers may take anecdotal notes on the students' oral reading of independent-level text. The teacher should look at students' smoothness and pace. Are there frequent extended pauses or hesitations that are disruptive? Is the pace consistently conversational? Does the student read at an automatic level with expression, intonation, and rhythm?

Encourage students to evaluate themselves on how fluently they read a prepared passage.

When students read and interpret texts regularly and evaluate others' performances, they make progress in all aspects of reading (NICHD, 2000).

Letter	Sound	Key Word	Letter	Sound	Key Word
i	/ĭ/	igloo	r	/r/	rabbit
t	/t/	table	b	/b/	bat
p	/p/	pig	e	/ĕ/	elephant
n	/n/	nest	y	/y/	yarn
s	/s/	sock	j	/j/	jam
a	/ă/	apple	u	/ŭ/	umbrella
l	/l/	leaf	w	/w/	wagon
d	/d/	dog	ir	/er/	bird
f	/f/	fish	ur	/er/	turtle
h	/h/	house	sh	/sh/	ship
g	/g/	goat	v	/v/	valentine
ng	/ng/	king	x	/ks/	box
o	/ŏ/	octopus	ai	/ā/	sail
k	/k/	kite	ay	/ā/	tray
c	/k/	cup	z	/z/	zipper
ck	/k/	truck	qu	/kw/	queen
m	/m/	mitten			

Use the letter sets from Appendices A and B to assess students individually. Ask the student to name the letter and the sound the letter represents. Then ask the student to name a word that begins with that letter or sound. Record student responses on this form.

Student Name: **Date:**

Teacher:

Uppercase Letters	C	L	R	U	S	E	Q	X	A	K	P	W	M	F	Y	O	J	H	I	Z	N	V	B	G	T	D
Identified letter name																										
Identified letter Sound																										
Said word that begins with the letter-sound																										
Incorrect Response																										

Lowercase Letters	c	l	r	u	s	e	q	x	a	k	p	w	m	f	y	o	j	h	i	z	n	v	b	g	t	d
Identified letter name																										
Identified letter sound																										
Said word that begins with the letter-sound																										
Incorrect Response																										

Total number of uppercase letters student identified correctly	Number of letter-sounds named in 1 minute	Intervention Strategies
Total number of lowercase letters student identified correctly		

Adapted from Clay, M. M. (1993). *An observation survey of literacy achievement.* Hong Kong: Heinemann.

1. One student reads the script aloud to the group while the others follow along.

2. All students read the script aloud together.

3. Students pair up and read the script aloud together, supporting each other by providing feedback.

4. Students each select a part or are assigned a part by the teacher.

5. Students practice their parts independently.

6. Students practice their parts by reading the script together.

7. The group reads the script to the entire class.

This table shows a comparison of different fluency standards.

	GRADE	PERCENTILE	FALL	WINTER	SPRING
Hasbrouck & Tindal (1992)	2	75th 50th 25th	82 53 23	106 78 46	124 94 65
	3	75th 50th 25th	107 79 65	123 93 70	142 114 87
QRI III	PrePrimer	13-35			
	Primer	28-68			
	1	31-87			
	2	75-100			

Independent-level reading can be defined as a text in which no more than 1 in 20 words is difficult for the reader and the accuracy level is 95% or above.

Instructional-level reading can be defined as a text in which no more than 1 in 10 words is difficult and the accuracy level is 90-94%.

Frustrational-level reading is defined as a text in which more than 1 in 10 words is difficult and the accuracy level is below 90%.