A Fluency Solution

- Teacher Modeling
- Repeated Reading
- Progress Monitoring
Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

What is fluency?

The ability to read "like you speak" in terms of:
- Rate
- Accuracy
- Expression

A Non-Fluent Reader

Oral reading fluency correlates highly with reading comprehension.

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

<table>
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<tr>
<th>Measure</th>
<th>Validity Coefficients</th>
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<td>Question Answering</td>
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<td>Oral Reading Fluency</td>
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### Curriculum-Based Norms in Oral Reading Fluency

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<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall WCPM*</th>
<th>Winter WCPM*</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
Research-Proven Strategies

Teacher Modeling  Repeated Reading

Research-Proven Strategies

Teacher Modeling  Repeated Reading  Progress Monitoring

A Powerful Strategy

Teacher Modeling  Repeated Reading  Progress Monitoring

The Original Results

The table below shows the mean words read correctly per minute and average number of words gained per week.

<table>
<thead>
<tr>
<th></th>
<th>October Mean</th>
<th>November Mean</th>
<th>March Mean</th>
<th>Average Weekly Gain</th>
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<tr>
<td>Special Education</td>
<td>34.0</td>
<td>50.7</td>
<td></td>
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<tr>
<td>Title I</td>
<td>50.2</td>
<td>58.7</td>
<td>87.6</td>
<td>1.23 2.15</td>
</tr>
</tbody>
</table>
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 and subvocalizing 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 student times himself/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 along with the audio a predetermined number of times, tracking and subvocalizing with the narration.
____________________________________________________________________

Practice
The student practices reading the story, without audio support, several times until able to read at the predetermined goal rate. The student times each practice and records practice scores.
____________________________________________________________________
Steps of the Strategy, continued

Answer the Questions

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. Teachers can score the 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 able to read a predetermined number of words in one minute. ____________________________________________________

____________________________________________________________________

Notes

- After completing a story, the student immediately begins the process again by selecting a new story.
- At the end of a class period, each student makes note of the step on which s/he is working. The next day, the student resumes with the step where s/he 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 reading-rate 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

Answer the questions:
1. What is the main idea?
2. What is the theme?
3. What is the author's purpose?
4. What do you think the story is about?
5. What is the setting?
6. What do you think the characters are like?
7. What is the plot?
8. What is the moral of the story?
9. What is the conclusion?
10. What is the lesson?

Write a summary of 'Gorilla'
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.

<table>
<thead>
<tr>
<th>Placement testing level</th>
<th>Scores in this range indicate a potential fit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 to 3.0</td>
<td>30–60 wcpm</td>
</tr>
<tr>
<td>3.5 to 5.0</td>
<td>60–80 wcpm</td>
</tr>
<tr>
<td>5.6 to 7.0</td>
<td>80–100 wcpm</td>
</tr>
<tr>
<td>8.0</td>
<td>100–140 wcpm</td>
</tr>
</tbody>
</table>

**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. + or

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. Write a retell, or practice word lists.
Read Naturally® SE Steps

1. Select a Story
   Click a picture to select the story you want to read.

2. Key Words
   Click the words to hear them and to learn what they mean.

3. Prediction
   Use the picture, key words, and title to predict what the story is about.

4. Cold Timing
   Time yourself reading, and then view the graph.

5. Read Along
   Read along as the narrator reads the story to you.

6. Practice
   Practice reading without the narrator's voice.

7. Quiz
   Answer the quiz questions about the story.

8. Retell
   Write what you learned from the story. (Phonics levels skip this step.)

9. Pass
   Read the story to your teacher, and then view the results together.
Wld y t a pc f mt tht ws 10,000 yrs ld? Tht s wht a scntst dd. H t a pc f mt frm a wl mmmth. H wntd t knw wht cvmn t nd hw thr fd tstd. t hd bn frzn ll f ths yrs. Tht s wh t hd nt spld. Th scntst lkd th tst f wl mmmth mt. Th wl mmmth lkd a lttl bt lk n lphnt. t hd a bg trnk nd lng tsks. t

Note: Read Naturally has removed the vowels from this story for presentation purposes.
nswr th Qstns
1. Wht s th mn d f ths str?
   a. Cvmn t wl mmnth mt.
   b. Th wl mmnth lkd a lttl lk n lphnt.
   c. Th hg, plnt-tng wl mmnth lvd lng g.

2. Hw ws a wl mmnth dffrnt frm n lphnt?
   a. t hd fr.
   b. t hd a bg trnk.
   c. t ws vr lrg.

3. Wht ds spld mn n ths str?
   a. rttd
   b. frzn
   c. thwd

4. Wh ddn't th scntst gt sck whn h t th wl mmnth mt?
   a. H lkd th w t tstd.
   b. Cvmn lws t t.
   c. t hd bn frzn.

5. Hw r lphnts f td lk th wl mmnthsf lng g?

_____________________________________________________________________

_____________________________________________________________________

Nmbr Crrct: _______

Wrt a Rtll f "WL Mmmth"

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Nmbr f Wrds Wrttn: _______
**Read Naturally® Curricula**

**Read Naturally Masters Edition (ME)**
Read Naturally ME implements teacher modeling, repeated reading, and progress monitoring to accelerate reading achievement. Students build fluency using printed stories and audio recordings.

**Read Naturally Software Edition (SE)**
Read Naturally SE implements teacher modeling, repeated reading, and progress monitoring to accelerate reading achievement. Students build fluency using computer software with stories and audio included.

**Group and Tutoring Edition (GATE)**
GATE combines direct instruction for phonemic awareness, phonics, and fluency while supporting comprehension for small groups. Each lesson includes a teacher script and nonfiction story.

**One Minute Reader®**
One Minute Reader is a home reading program based on the Read Naturally strategy. One Minute Reader is a motivating system that improves fluency and comprehension.

**Word Warm-ups®**
Word Warm-ups is a quick, timed, independent program for developing mastery and automaticity in decoding words with common phonics patterns, two-syllable word patterns, prefixes and suffixes, and multisyllabic words with Latin and Greek roots.

**Take Aim! at Vocabulary™**
Take Aim is a vocabulary program that teaches students sophisticated, high-quality words in a set of audio-supported lessons. Target words are taught in the context of high-interest, nonfiction stories.

**Read Naturally® Assessment Tools**

**Reading Fluency Benchmark Assessor (RFBA)**
RFBA is used to quickly assess the reading fluency of students. RFBA includes field-tested passages and software reports with information that helps educators plan instructional or intervention programs.

**Reading Fluency Progress Monitor (RFPM)**
RFPM enables educators to closely monitor the development of students receiving targeted fluency instruction. Each level includes field-tested passages, instructions, and graphs for recording results.

**Quick Phonics Screener (QPS)**
QPS is an informal, individually administered diagnostic assessment. Educators can use the results to plan instructional or intervention programs in basic word-reading and decoding skills.

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[www.readnaturally.com](http://www.readnaturally.com) • [www.oneminutereader.com](http://www.oneminutereader.com)
Bibliography


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A Fluency Solution Evaluation

Position (check all that apply)

☐ Classroom Teacher  ☐ Reading Specialist  ☐ Title I Teacher  ☐ ELL/ESL Teacher
☐ RTI Specialist  ☐ Technology Specialist  ☐ District Administrator  ☐ Curriculum Coordinator
☐ Spec. Ed. Teacher  ☐ Principal  ☐ Other

Students (check all that apply)

☐ K–3  ☐ 4–6  ☐ 7–9  ☐ 10–12  ☐ Adult

Reactions to the Read Naturally Presentation

1. How would you rate the presentation? (Poor) 1 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? _______________________________________________________
   _________________________________________________________________________________________
   _________________________________________________________________________________________

4. What did you hope to gain from this presentation?_______________________________________________
   _________________________________________________________________________________________

Provide name and address if you are interested in the following:  ● No P.O. boxes please ●

☐ E-newsletter/Future Workshops  ☐ RTI White Paper  ☐ Reading First White Paper  ☐ Rationale and Research
☐ Read Naturally Trial Basis (after a 45-day trial you can decide to purchase the level or return it at your expense)

Circle Format for Trial Basis:
Audio CDs & Blackline Masters  Cassettes & Blackline Masters  Stand-alone Software

Circle Level for Trial Basis:
Sequenced:  1.0  1.5  2.0  2.5  3.0  3.5  4.0  4.5  5.0  5.6  5.8/6.0  7.0  8.0  Spanish:  1.0  1.5  2.0  2.5  3.5  4.5
Phonics: .8 (Short Vowels)  1.3 (Long Vowels)  1.8 (Blends/Digraphs)  2.3 (R-Controlled)  2.6 (Short Vowels)  2.7 (Long Vowels)
American Manners and Customs:  3.0  3.5  4.0  4.5  Idioms:  3.0  3.5  4.0  4.5
African-American (available only in cassette format):  3.0/4.0  Mexican-American (available only in cassette format):  3.0/4.0

Name

School Name

School Address

City       State       Zip

School Phone (_______) ____________________  Home Phone (_______)_______________________

Home Address

City       State       Zip

Email