Reading for Meaning—Fluently

Teacher Modeling

Repeated Reading

Progress Monitoring

Presentation Packet
Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

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

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

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<thead>
<tr>
<th>Grade</th>
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<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.

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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<td>1.23 2.15</td>
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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 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 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 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 makes note of the step on which he or she 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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<tbody>
<tr>
<td>1.0 to 3.0</td>
<td>30 to 60 wcpm</td>
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<tr>
<td>3.5 to 5.0</td>
<td>60 to 80 wcpm</td>
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<tr>
<td>5.6 to 7.0</td>
<td>80 to 100 wcpm</td>
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<tr>
<td>8.0</td>
<td>100 to 140 wcpm</td>
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</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.

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.
Strngth n Nmbrs

Rvw K Wrds

<table>
<thead>
<tr>
<th>wrds rd</th>
<th>gl</th>
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<tr>
<td>nmde</td>
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<td>frcs</td>
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<td>swrm</td>
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<td>cln</td>
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</table>

nmde  Nmde mns mvng frm n plc t nthr nstd f stng stlld n th sm r.

frcs  Frcs mns wld, vlnt, r lkl t ttck.

swrm  Swrm mns t mv s a crwd rnd r twrd smthng.

cln   A cln s a grp f th sm knd f crtrs lvng tgthr, spell n lrg nmbrs.

Wrt a Prdctn

Rd th Str

A sgln drvr nt s nt mch f a thrt. Bt s a grp, drvr nts r sm f th mst frcs crtrs n frc.

Ths nts wrk tgthr s a cln f mllns. vn n nml th s hndrds f tms bggr thn th sm cln. Drvr nts swrm vr thr vctm. Th dg thr strng jws nt ts bd. Whn th r fnshd fstd, nthng s lft bt bns.

Ths nmde nts tckc lmrst n nml th cm crss. Whn th nts t, th mv n. S, drvr nts d nt bld prmnt nts. nstd, th s thr wn bds t bld tprr nts.

Th nts clng tgtlr nd mk a lvng, brthng shltfr fr th qn. Whn trvlng vr dffclt trnn, drvr nts smtms mk brdgts. Bt th d nt bld thm t f wd. gn, th s thr bds. B clngng tghthr, th nts mk hghwts tht hlp th rst f th cln trvl wth s. Drvr nts m b dddl, bt th ls prvd a nc srvc. Th gt rd f ll th rndnts, nscts, nd thr psts tht lv n ppl's hms. Thr s jst n clth. Ppl nd t lv thr hms whl th nts r fstdng—r rsk bcmng vctms thmslvvs!

wrds rd =

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 mzn thngs b wrkng tghr 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 tmplt 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 lrgr rdnt
   c. a nc srvc

4. Wh dn't drvr nts bld prmnnt nsts?
   a. bcs th d 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 hndrs 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. trnm 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 tghr 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 dfclt ______ , drvr nts smtms mk brdgs b clngng tghr.

**Smrrz th Str**

Nmbr Crrct: ______

Nmbr f Wrds Wrtn: ______

Presentation Packet 12
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Reading for Meaning—Fluently
# Read Naturally® Encore

## Comprehension
- **Literal:** 7
- **Vocabulary:** 6
- **Short Answer:** 5
- **Inferential:** 4
- **Vocabulary:** 3
- **Detail:** 2
- **Main Idea:** 1

## Summary of the Story

| 100 | 95 | 90 | 85 | 80 | 75 | 70 | 65 | 60 | 55 | 50 | 45 | 40 | 35 | 30 | 25 | 20 | 15 | 10 | 5 | 0 |
|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

**Story**

**Word Count**

Name: ____________________________

**Level:** ________  **Set:** odd / even  *(circle one)*

Start Date: _________  Completion Date: ________

**For Teacher Use Only**
- _Continue in level (odd / even) with current goal._
- _Continue in level (odd / even) with new goal ______ ._
- _Advance to level _____ with current goal._
- _Dismiss from Read Naturally Encore._
Bibliography


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? (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?____________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

Provide your contact information if you would like more information.

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☐ (check if this is your home address)