

Study Guide

K-2 The Big 5 Trainings

Module 3—Fluency

PREFACE

This study guide is intended to help teachers get the maximum benefit from the five main modules (and three optional advanced modules) that make up the K-2 The Big Five PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slide 5: What is Fluent Reading



After listening to the two audio recordings of the Martin Luther King “I Have a Dream” speech, how would you define what “fluent reading is”?

Slide 6: Where Fluency Fits in Early Literacy Skills

DEFINITION: “Fluency combines accuracy, automaticity, and oral reading prosody, which, taken together, facilitate the reader’s construction of meaning. It is demonstrated during oral reading through ease of word recognition, appropriate pacing, phrasing, and intonation.” (Kuhn, 2010)

Look at the illustration on this slide. Explain what you think this illustration is saying about fluency.

Slide 7-8: Key Fluency Terms

Define the following terms in your own words:

ACCURACY

AUTOMATICITY

PROSODY

RATE

Slides 8: Fluency IS and IS NOT

Fill in the statements below with either **IS** or **IS NOT**.

Fluency _____ important.

Fluency _____ a goal.

Fluency _____ a gateway to comprehension (meaning).

Fluency _____ the end goal.

Slides 10-11: Fluency and Comprehension

Research shows a strong positive relationship between fluency and reading comprehension. This means that improvements in fluency tend to lead to improvements in comprehension.

Finish the statements below:

Reading **automaticity** is strongly related to comprehension mostly at the _____ level of school.

Reading with **appropriate expression** is also related to comprehension but its impact is sustained for a longer period of time, even at the _____ level of education.

Slide 12: Fluency and ELs

To support the development of reading fluency and comprehension among English Language Learners, it is important to build English ORAL LANGUAGE SKILLS.

This makes sense as ELs have less developed English oral language when compared to their English native speaking peers.

Slides 13-17: Activity

What factors do you think influenced the differences in the reading of the texts and your understanding of the texts?

Slides 19-22: Progress Monitoring

Consider the information on these slides. How does regular progress monitoring of fluency assist both your students and you as an educator?

Slides 23-35: Fluency Strategies

Briefly describe the proven fluency strategies below (Who does it and what does it look like?):

Modeling Fluent Reading—Teacher read-alouds that model what fluent reading is (examples) and is not (non-examples). Let students listen to both and ask them what differences they hear in the two readings.

Choral Reading—Multiple students read the same passage at the same time. To ensure all students read, regularly change of the specific group of students that are reading (e.g., Boys read, now girls read, now table one, etc.)

Echo Reading—The teacher models the reading of a portion of text. Then the students read that same section of text back to the teacher. Start with small passages and work up to longer ones.

Partner Reading—A stronger reader is paired up with a weaker reader. They read a selection at the lower reader's level. The stronger reader reads the selection first; then the weaker reader while the stronger reader provides corrective feedback.

Repeated Oral Reading—Teacher selects a passage of 100-250 words at appropriate level of difficulty. Student read text aloud for 1 minute and teacher records fluency, focusing on accuracy and expression. Student practices passage 2-3 more times. Then, there is a final timed read to determine final fluency level.

Rapid Automatic Reading (RAN)—Pairs of students are given a grid with letters, numbers, shapes or pictures. They take turns stating what they see as quickly as possible. RAN is a good predictor of word reading.

Reader's Theater—Students improve fluency and expression by reading (performing) parts in plays written for children.

Slide 36: Summing Things Up

A student who struggles with fluency in reading will also struggle with it across the curriculum. How can you teach students to apply the fluency strategies they learn during reading in other subjects?

KEY

Slide 6: Where Fluency Fits in Early Literacy Skills

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Fluency serves as the bridge between the foundational skills of reading (phonemic awareness and phonics) and comprehension. Readers use fluency skills to aid their comprehension (crossing the bridge). The bridge also allows readers to cross back to foundational skills when needed to assist their comprehension.

Slide 35: Summing Things Up

A student who struggles with fluency in reading will also struggle with it across the curriculum. How can you teach students to apply the fluency strategies they learn during reading in other subjects?

Remind students to apply their fluency strategies frequently, in any subject, when they are reading. Post visual reminders of these strategies. Encourage students to remind their neighbors to employ those strategies when they notice disfluent reading. Provide immediate corrective feedback on a fluency rubric similar to the one on slide 22.