Reading for Meaning—Fluently

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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<tr>
<td>Cloze (fill in the blank)</td>
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<tr>
<td>Question Answering</td>
<td>.82</td>
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<tr>
<td>Oral Reading Fluency</td>
<td>.91</td>
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</table>
## Curriculum-Based Norms in Oral Reading Fluency

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall WCPM*</th>
<th>Winter WCPM*</th>
<th>Spring 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
### 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>October Mean</th>
<th>November Mean</th>
<th>March Mean</th>
<th>Average Weekly Gain Phase 1</th>
<th>Phase 2</th>
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<td>87.6</td>
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### Curriculum-Based Norms in Oral Reading Fluency

Hasbrouck & Tindal 2006

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<th>Grade</th>
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<th>Fall WCPM</th>
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</table>

**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.

<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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<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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</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.
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.
Strength n Nmbrs

Rvw K Wrds

<table>
<thead>
<tr>
<th>nmdc</th>
<th>Nmdc mns mvng frm n plc t nthr nstd f stng stlld n th sm r.</th>
</tr>
</thead>
<tbody>
<tr>
<td>frcs</td>
<td>Frcs mns wld, vlnt, r lkl t ttck.</td>
</tr>
<tr>
<td>swrm</td>
<td>Swrm mns t mv s a crwd rnd r twrd smthng.</td>
</tr>
<tr>
<td>cln</td>
<td>A cln s a grp f th sm knf f crtrs lvng tgtlr, spell n lrg nmbrrs.</td>
</tr>
</tbody>
</table>

Wrt a Prdctn

Rd th Str

<table>
<thead>
<tr>
<th>Rd th Str</th>
<th>Wrds rd</th>
<th>gl</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sngl drvr nt s nt mch f a thrt. Bt s a grp, drvr nts r sm f th mst frcs crtrs n frc.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Ths nts wrk tgtlr s a cln f mllns. vn n nml th t hndrds f tms bggr thn th s thr bds. B clngng tgtlr, th nts mk hghws tht hlp th rst f th cln trvl wth s.</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>vr thr vctm. Th d g thr strng jws nt ts bd. Whn th r fnshd mng nt s s th clng th tld bts.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Ths nmdc nts tck lmnst n nm n th cm crss. Whn th r nms t, th mv n. S, drvr nts d nt th nts mk hghws tht hlp th rst f th cln trvl wth s.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Th nts clng tgtlr nd mk a lvng, brthng shltr fr th qn.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Whn trvlng vr dffclt trnn, drvr nts smtms mk brdgs. Bt th d nt bld thm t f wld. gn, th s thr bds. B clngng tgtlr, th nts mk hghws tht hlp th rst f th cln trvl wth s.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>vr thr vctm. Th d g thr strng jws nt ts bd. Whn th r fnshd mng nt s s th clng th tld bts.</td>
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<tr>
<td>Th nts clng tgtlr nd mk a lvng, brthng shltr fr th qn.</td>
<td>40</td>
<td></td>
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</tbody>
</table>

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 mznng thngs b wrkngtgthr 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 d nt wnt t b dscvrd b lgr 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 prctnt
   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 dfcLt _____ , drvr nts smtms mk brdgs b clngng tgthr.

Nmbr Crrct: _____

Smmrz th Str

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Nmbr f Wrds Wrttn: _____

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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

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

### Fluency

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**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.

**Name:** ______________________________________

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

**Start Date:** _________  **Completion Date:** ________
Bibliography


