

Fluency Toolkit

Professional Learning Community Guide

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Recommended Readings:	
<p>Luckner, J. L., Sebald, A. M., Cooney, J., Young, J., & Muir, S. G. (2005/2006). An examination of the evidence-based literacy research in deaf education. <i>American Annals of the Deaf</i>. 150(5), 443-455. https://www.uv.es/infabra/Luckner%202005%2006%20AN%20EXAMINATION%20OF%20THE%20EVIDENCE-BASED.pdf</p>	
<p>Luckner, J. L., & Urbach, J. (2012). Reading fluency and students who are deaf or hard of hearing: A synthesis of the research. <i>Communication Disorders Quarterly</i>, 33(4), 230-241.</p>	

PLC Agenda

Materials: Professional Learning Community Guide; Webinar Viewing Guide; Webinar PowerPoint and Resource Packet

(1) Review Application Assignment (10 minutes)

- **Share updates on your “Word Analysis” application.** How did things go? What worked well? What didn’t work as well? (Problem-solve and share suggestions for how to “tweak” and improve instruction and family outreach).

(2) Discuss Research and Webinar

What are Some “Lessons Learned” from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources; 10-15 minutes)

- Why is fluency important to reading?
- How can you assess student reading fluency?
- How does the use of repeated readings help build student fluency?
- What materials do you need to implement a repeated reading routine?
- What are some repeated reading practices that you can use to build student fluency?

(3) Collaboratively Plan Take-Away Application (See Planning Template; 10-15 minutes)

3a. Discuss how you can “take away” and implement an instructional idea presented in this webinar (or that you learned from the research-based reading). You may use the Collaborative Planning Template on the next page to collectively discuss/plan instructional content with your PLC.

3b. Discuss how you can develop a family outreach activity aligned with content presented in this webinar. For example, what family outreach activity can you create that aligns with the “take away” that you plan to implement in your classroom?

(4) Summarize Next Steps – Application Assignment (2-5 minutes) – Think about/discuss when and how you will implement the instruction and family outreach “take-aways” you discussed during collaborative planning.

Planning Template - Fluency

Word Lists or Text:

What word lists or text will you use?

Materials:

word lists or text; folders; graphs; colored pencils; stopwatch or countdown timer

Scheduling:

When will you implement repeated reading practice?

Repeated Reading Routine:

What repeated reading practice(s) will you implement? How will you implement the practice(s)?

Action Plan

Classroom Implementation

What instructional strategies or techniques will I implement for the Application Assignment?:

How will I use these strategies or techniques? (How? When? Where?. . .):

Family Outreach

What tools, resources, or instructional strategies will be included in my family outreach?:

How will I implement family outreach? (How? When? Where?. . .):

Implementation Checklist

Consider the following when supporting Fluency with repeated reading practices:

- Repeated readings are used to support fluency practice.
- Text for fluency practice is at the instructional level or above.
- Text selected has consistent readability (i.e., include an overlap in words, have a minimum of usual words) and is motivating for students.
- Practice is scheduled to ensure fixed-length or fixed time activities.
- Monitoring and feedback are supported through the use of graphing and goal setting.
- Materials for fluency practice are well-organized and include appropriate word lists or texts, folders, graphs, colored pencils, and stopwatch/countdown timer.
- A clear repeated reading routine is established (e.g., time for organization/moving/getting ready; repeated reading practice; text discussion; closing/graphic).
- Repeated reading practices are used to support fluency. Check those that are applied:

Formats:

- Choral Readings
- Tape-Recorded and Closed Caption Readings
- Echo Readings
- Partner Readings
- Spotlight Readings
- Readers' Theater
- Hello-Goodbye

Extensions:

- Home Outreach – Fluency Fun
- Community Outreach – Around the Clock

Games:

- Beat the Clock
- Concentration
- Shake! Spill! Read!
- What's in the Box?
- Road Race

- Family outreach activities are included and align with school-based, repeated reading practices.

Frequently Asked Questions

Q1: It may not a part of this session but, if fluency and comprehension are appropriate and retell is not, are there any materials to help with retells?

Retells *can* be an appropriate instructional intervention to help students build comprehension skills. Our next webinar, scheduled on Thursday, April 18, 2013 will focus on retelling. Materials related to retelling will be provided with that webinar's presentation.

Q2: There is a list of sites to find probes for progress monitoring, but where can practice reads be found for instruction?

Practice reading materials can be taken directly from a student's core reading or supplemental reading program. Passages used for progress monitoring can also be "re-purposed" or "recycled" *after* a particular passage has been used for fluency assessment. In addition, see the list provided in the Toolkit Packet (p.23) of some publishers that have high-interest texts with controlled reading levels.

Q3: So when doing fluency probes, do you ask the student what it was about after they finish to determine if he/she understood it? Or... do we just have the student read for accuracy and "fluency", and evaluate comprehension at a different time?

If you want to assess comprehension, it's certainly okay to include some questions after the fluency component of your assessment to check student comprehension. Combining fluency with some after reading questions can streamline the assessment process. When you add comprehension questions to your fluency assessment, remember that you will be assessing comprehension based on a timed reading. Overall, how you structure your fluency and comprehension assessment will depend on your assessment goals and how you what to structure your assessment schedule in terms of time.

Q4: Is appropriate to give the students a passage on Monday and score it, and then allow them to practice all week and assess again on Friday?

Yes, but it's important to record the data clearly by specifying the score obtained on the first assessment read (i.e. Monday) and the second assessment read (i.e., Friday). If you follow this schedule, note that you can also have the student score their practice reads during the week. The practice read scores obtained Tuesday-Thursday should also be differentiated from the Monday/Friday assessment scores.

Q5: Could I use a paragraph from a guided reading story as the fluency intervention for that week to bridge both comprehension and fluency?

Absolutely! This is a wonderful way to make instructional connections, build comprehension, and provide students with authentic practice opportunities (i.e., using a passage from their reading series).

Q6: In our prior research study, we worked with Word Identification Fluency (WIF) until the student reached 40 wcpm. If a student's ORF is poor and their accuracy is poor, would you return to this measure?

Yes. Begin monitoring a student's fluency with connected text (i.e., passage reading) when students are able to read *approximately* 40 wcpm. If students are not able to read at a rate of *approximately* 40 wcpm, then focus instructional time on word study and decoding, and monitor student progress with a Word Reading/Word Identification Fluency task until students are able to read connected text with more fluency.

Q7: I have reading text for Assessments (Aimsweb), but do you have suggestions for instructional material? Could I just use any instructional level short passage? I'm an itinerant teacher and might not always have classroom resources.

Yes, usually any instructional level short passage will work. Review the guidelines on text features on Slides #40-41 to help select text appropriate for use in fluency building practice. Also see the response to Q2 (above) for additional information on text selection.

Q8: When students read and sign we look to see if sign choices are correct (conceptually accurate) - picking the sign that matches the meaning fluently. Is this appropriate?

Yes. When evaluating accuracy, determine if a student's sign choices are conceptually accurate. Observe whether a student selects the sign that matches the meaning fluently.

Q9: My question is what reading programs are available for D-HH students?

There isn't any difference in materials for students who are D-HH. Students who are D-HH do not need a separate reading program since they should be accessing the general education curriculum; they may need a menu of SDIs and/or other supports such as pre-teaching/frontloading.

Q10: What are some resources that can be used for Reader's Theater?

Here are some web links to check out:

<http://www.literacyconnections.com/ReadersTheater.php>

http://www.busyteacherscafe.com/literacy/readers_theater.html

<http://www.teachingheart.net/readerstheater.htm>

<http://scriptsforschools.com/complete-list-of-scripts-2/#play-scripts>

<http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>

<http://www.fictionteachers.com/classroomtheater/theater.html>

http://www.readingonline.org/electronic/elec_index.asp?href=carrick/index.html

<http://www.aaronshep.com/rt/>

<http://www.aaronshep.com/rt/RTE.html>

<http://www.tips-for->

[teachers.com/readers_theater.htm#Where%20Can%20I%20Find%20Scripts](http://www.tips-for-teachers.com/readers_theater.htm#Where%20Can%20I%20Find%20Scripts)