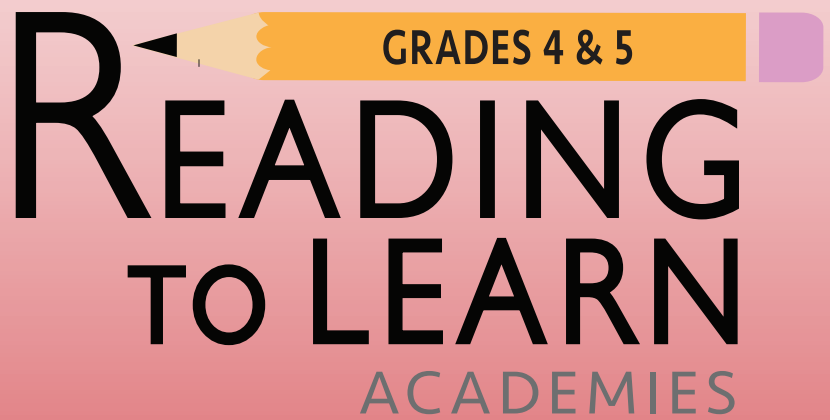


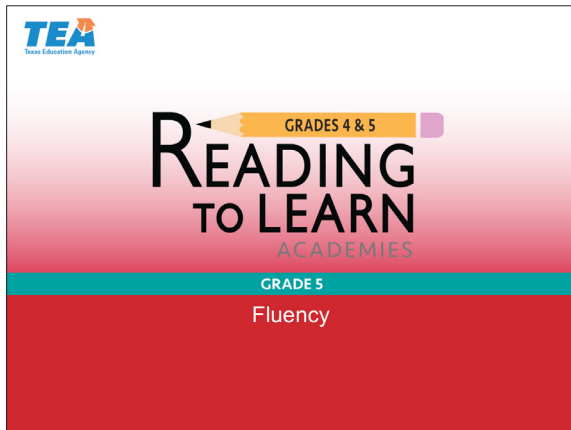


Fluency

Participant Notes




GRADE 5



Section Objectives

This section will enhance your knowledge of the following:


- The components of fluency and the factors that affect fluency
- How to assess and monitor a student's oral reading fluency
- Effective instructional practices for teaching fluency

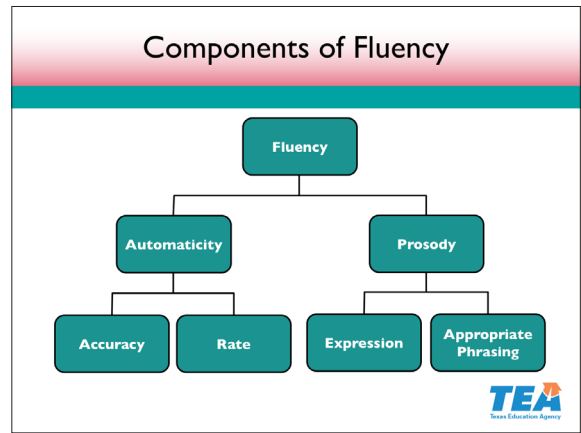
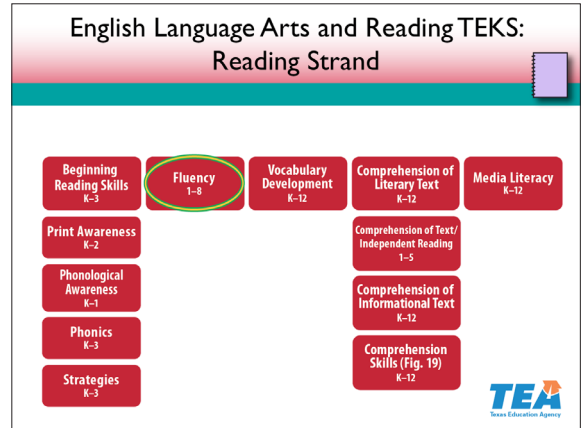


Reading Fluency Defined

Reading fluency is “reasonably accurate reading at an appropriate rate with suitable prosody that leads to accurate and deep comprehension and motivation to read.”

— Hasbrouck & Glaser, 2012





Accuracy, Rate, and Prosody

Fluency Component	Description	Prerequisite
Accuracy	Ability to recognize or decode words correctly	<ul style="list-style-type: none"> Understanding of the alphabetic principle Ability to blend sounds and syllables into words Knowledge of high-frequency words
Rate	The speed at which one accurately reads connected text	Ability to read words with automaticity
Prosody	Reading orally with expression, including proper intonation, pausing, and phrasing	Understanding of meaningful phrasing and syntax

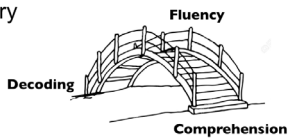
How Fluency Connects to Comprehension

- **Accuracy:** If words are not read correctly, the reader may misinterpret the author's intended meaning.
- **Rate:** Slow, laborious reading makes it difficult for the reader to construct an ongoing interpretation of the text.
- **Prosody:** Poor prosody can lead to confusion if words are inappropriately grouped or if inappropriate expression is used.



Factors That Affect Fluency

- Reading comprehension
- Words recognized automatically
- Automaticity and accuracy of decoding
- Metacognition and purpose for reading
- Motivation and engagement
- Vocabulary



Why Teach Fluency?

When students must put more effort into recognizing words, they have less attention to devote to comprehension.


“At its heart, fluency instruction is focused on ensuring that word reading becomes automatic so that readers have sufficient cognitive resources to understand what they read.”

— Honig et al., 2008, p. 321



Fluency Assessment

- Listen to students read aloud and collect information about their accuracy, rate, and prosody.
- Use the information collected to make instructional decisions about how to help students improve reading fluency with the overall goal of improving reading achievement.



Measuring Students' Reading Accuracy


- To determine a student's reading accuracy for a specific text, use the following formula:

$$\frac{\text{number of words read correctly}}{\text{total number of words read}} = \text{percent accuracy}$$
- Use the percent accuracy to determine whether the text is at the student's independent level, instructional level, or frustration level.

Activity

In September, a fifth-grade student reads 112 words correctly out of 122 total words read. What are the percent accuracy and reading level?

___ ÷ ___ = .___ = ___ percent (_____ level)




Measuring Students' Reading Rate

In a one-minute reading, subtract the errors from the total words read to determine the number of words read correctly per minute (WCPM).

Example

If a student reads 112 words and makes eight errors in one minute, the student reads 104 WCPM.

112 words – 8 errors = 104 WCPM



Oral Reading Fluency Norms

- Compare your students' fluency scores to those of fifth-graders at the beginning, middle, and end of the year.
- Determine each student's fluency progress.
- Reflect on the type and intensity of fluency instruction needed to improve fluency outcomes.

There is significant evidence that supports all students reading at or near the 50th percentile to increase motivation, comprehension, and achievement.

(Hasbrouck, 2006)



Setting Oral Reading Fluency Goals

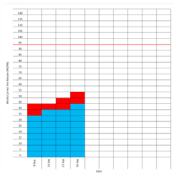
- Baseline fluency scores can be used to determine students' fluency goals.
- The recommended weekly improvement for fifth-grade students is 0.5 to 0.8 WCPM.



Monitoring Fluency Progress

One way to monitor students' fluency progress is to have students do the following:

- Individually read unpracticed text (cold read) to you and graph the WCPM
- Practice rereading the same text several times
- Individually read the same text again to you
- Graph the WCPM in a different color




Find customized fluency graphs at www.fluentreader.org




Marking Fluency Errors

- Mark with a slash (/) substitutions, mispronunciations, omissions, hesitations greater than three seconds (when providing the student with the correct word), and reversals.
- Note that in some measures, mispronunciations of proper nouns are not counted as errors.
- Do not mark insertions, repetitions, and self-corrections.




Measuring Students' Prosody

- Listen to a student orally read an independent-level text.
- Compare the characteristics of the student's prosody to a prosody rating scale, or rubric.
- Determine instruction in one or more areas of prosody—stress, phrasing, intonation, expression, or pausing.




Features of Effective Instruction and Reading Fluency

- **Explicit instruction with modeling**
Modeling of fluent and nonfluent reading
- **Systematic instruction with scaffolding**
Consistent routines and highly structured scaffolds that are reduced over time
- **Multiple opportunities for students to practice and respond**
Carefully orchestrated oral reading practice
- **Immediate and corrective feedback**
Monitoring of oral reading accuracy, rate, and prosody and adaptations of instruction as needed




Effective Fluency Instructional Practices

Teacher Support	Practice
Structured	Modeled reading Choral reading, teacher-led reading, echo reading, audio-recorded reading
Scaffolded	Phrase-cued reading Repeated reading
Facilitated	Partner reading Reading performances Readers theater, radio reading, TV performances Student-recorded reading Whisper reading




Structured Fluency Instruction

- Demonstrate examples and nonexamples of fluent reading.
- Have students listen to recordings of different levels of fluent reading.
- Review fluency keywords and definitions.
- Help students chunk words into manageable phrases or statements.




Structured Fluency Instruction: Modeling Fluent Reading

- Choral reading:** Students read aloud with you.
- Teacher-led reading:** Students follow along as you read. Adjust your volume to highlight difficult parts of the text.
- Echo reading:** Students read after you have read a section of the text.
- Audio-recorded reading:** Students listen to, follow along, and read recorded texts at their independent level.



Scaffolded Fluency Instruction


- Remind students of the goals during fluency instruction.
- Provide immediate feedback.
- Ask follow-up fluency questions.
- Scaffold self-regulation of fluency components.
- Implement teacher-supported reading activities in small groups.



Scaffolded Fluency Instruction: Phrased-Cued Text


One of the chief characteristics / of the disfluent reader / is staccato, / word-by-word / oral reading. // Decoding tends to be so difficult for these readers / that they stumble / over nearly every word. // They do not easily grasp / the meaning of phrases / because they don't process text / in phrasal units. //

— Rasinski, 2003, p. 140



Scaffolded Fluency Instruction: Repeated Reading

- Has been shown to improve reading fluency
- Should be practiced with previously read text
- Can be implemented after most fluency instructional activities
- Works best when students are told that the goal is to improve fluency



Facilitated Fluency Instruction



- Provide explicit reminders of fluency goals.
- Continue to review fluency components and keywords.
- Integrate the keywords into your feedback.
- Have students engage in activities such as reading performances, audio-recordings of their own reading, whisper phones, and partner reading.



Facilitated Fluency Instruction: Partner Reading—The Basics



- An advanced reader is paired with a less advanced reader.
- Partners practice rereading text at the independent or instructional level of the less advanced reader.
- Each pair reads and receives feedback from each other or the teacher.



Partner Reading: A Teacher’s Step-by-Step Outline




1. Prepare student folders, including two copies of the text and two graphs for students to use when recording their WCPM.
2. Have students move to their partner reading locations.
3. Distribute the folders.



**Partner Reading:
A Teacher's Step-by-Step Outline (cont.)**

4. Time students for one minute while they complete each of the following reads.


- **Unrehearsed, or "cold," read:** The less advanced reader reads first while the advanced reader provides error-correction support, then the advanced reader reads, and then both readers graph their WCPM.
- **Practice read:** The advanced reader reads first, the less advanced reader practices the passage next, and then both students discuss differences in fluency from the cold read to the practice read.
- **Final read:** The less advanced reader reads first; the advanced reader follows; and then both readers graph their WCPM, compare it to the cold read, and discuss goals.



**Partner Reading:
A Teacher's Step-by-Step Outline (cont.)**


5. Collect the folders.

6. Confer with student pairs about their fluency achievements and goal setting for their next partner reading.



Partner Reading Resources

- Handout 11: Repeated-Reading Record
- Handout 12: Partner Reading With Error Correction
- Handout 13: Partner Reading With Retell
- Handout 14: Partner Reading With Comprehension Check
- Handout 15: Instructional Feedback



Fluency in the Classroom



- Examine the instructional checklist for fluency.
- Note that the third row contains the fluency activities and lessons that we have discussed.
- Use the checklist to examine grouping formats, explicit instruction elements, activities and lessons, and materials in a fluency lesson.
- After the video, work with your tablemates to compare notes.



More Ways to Support Students' Fluency

- Identify and teach challenging words before students read a text.
- Remind students that the purpose for reading is to understand the meaning of the text.
- If students begin to guess how to read challenging words instead of using the strategies they have been taught, temporarily reduce fluency practice and increase activities to support word-reading accuracy.




Elements Related to Fluency

- Regular, irregular, and multisyllabic word-reading automaticity
- Sight-word development
- Literary and informational text reading
- Handwriting fluency
- Writing fluency



English Language Learners


- English oral language development and comprehension are critical factors in ELLs' development of reading fluency.
- Strong English skills can help ELLs with their reading fluency.
- Ensure that all texts used for fluency instruction are accessible to ELLs.
- Provide an overview of the story and explain unknown words and topics before ELLs read texts.



Students With Special Needs

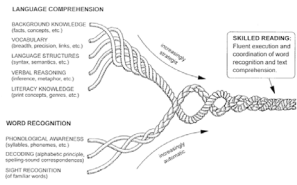
Use assessment to determine at which level of intervention to begin.

- Letter-sound correspondence
- Single-syllable word decoding
- Two-syllable or compound word decoding
- Fluency with phrases
- Fluency with decodable text
- Fluency with a variety of instructional-level text




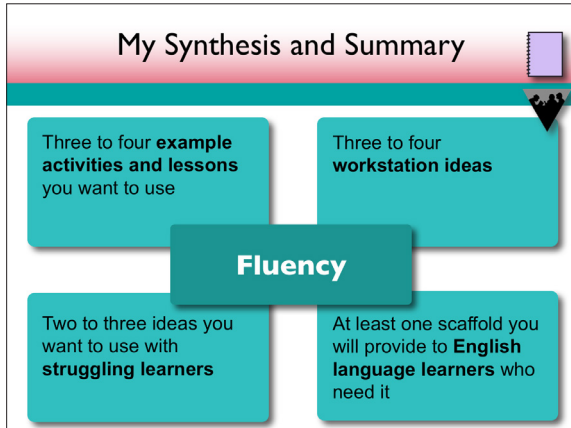
The Reading Rope

How could you use these instructional practices to improve the fluency of English language learners, struggling students, and gifted students?



Scarborough, 2001








Fluency

Handouts

A graphic of a yellow pencil with a purple eraser and a sharp lead tip. The pencil is positioned horizontally, with the tip pointing to the left. The words "GRADES 4 & 5" are written in black, sans-serif font on the yellow body of the pencil.

RGRADES 4 & 5READING TO LEARN ACADEMIES

GRADE 5

Measuring Reading Accuracy and Reading Fluency Levels

1. Calculate the percent accuracy.

Divide the number of words read correctly by the total number of words read to calculate the percent accuracy level.

number of words read correctly ÷ total words read = percent accuracy

Example: If a student reads 48 words correctly out of 50 total words read, the percent accuracy is 96 percent.

$$48 \div 50 = .96 = 96 \text{ percent}$$

2. Determine the reading level of the text.

A 96 percent accuracy means that the text is at the student's independent reading level. See below.

Reading Level	Description	Accuracy Level*	Setting
Independent level	This text is relatively easy for the student to read accurately without support. No more than approximately one in 20 words is difficult for the student.	95 percent to 100 percent	The student reads independently with little or no instructional support.
Instructional level	This text is challenging but manageable for the student to read accurately with support. No more than approximately one in 10 words is difficult for the student.	90 percent to 94 percent	The teacher provides small-group instruction to allow for modeling, scaffolding, and feedback to support all components of fluency (accuracy, rate, prosody).
Frustration level	This text is difficult for the student to read accurately. More than one in 10 words are difficult for the student.	Less than 90 percent	The teacher models reading the text and facilitates discussion about the text.

*Reading accuracy levels vary from text to text.

Adapted from Gunning, 2006.

Oral Reading Fluency Norms

One way to determine whether a student may be struggling with reading grade-level materials is to compare the student's average score for words read correctly per minute (WCPM) to the following norms for the student's grade level at the closest time period: fall, winter, or spring. These norms were developed in a large-scale, multiyear study. It is recommended that a score falling within 10 words above or below the 50th percentile should be interpreted as being within the normal, expected, and appropriate range.

Grade	Percentile	WCPM Fall	WCPM Winter	WCPM Spring
1	90th	(Not reported in study)	81	111
	75th		47	82
	50th		23	53
	25th		12	28
	10th		6	15
2	90th	106	125	142
	75th	79	100	117
	50th	51	72	89
	25th	25	42	61
	10th	11	18	31
3	90th	128	146	162
	75th	99	120	137
	50th	71	92	107
	25th	44	62	78
	10th	21	36	48
4	90th	145	166	180
	75th	119	139	152
	50th	94	112	123
	25th	68	87	98
	10th	45	61	72
5	90th	166	182	194
	75th	139	156	168
	50th	110	127	139
	25th	85	99	109
	10th	61	74	83

Adapted from Hasbrouck & Tindal, 2006.

Setting Fluency Goals

You can use oral reading fluency assessment scores to set short-term goals for students. Short-term goals help students see weekly progress. The following is an example of this process.

Step 1: Calculate Total Improvement Needed

At the beginning of the school year, a fifth-grade student's fluency score is 115 words correct per minute (WCPM). Calculate the total improvement needed to meet the end-of-year benchmark of 139 WCPM.

$$139 \text{ WCPM} - 115 \text{ WCPM} = 24 \text{ WCPM}$$

This student needs a minimum improvement of 24 WCPM to meet the benchmark.

Step 2: Determine Weekly or Biweekly Improvement Goal

This assessment was administered in September. Determine the number of weeks remaining in the semester and/or school year.

There are 30 weeks of instruction remaining in the school year.

Determine a weekly (or biweekly) improvement goal for the student to meet the end-of-year benchmark.

$$24 \text{ WCPM} \div 30 \text{ weeks} = 0.8 \text{ (1) WCPM gain per week}$$

The following findings from a research study (Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993) can help teachers establish appropriate goals for weekly fluency improvement.

Grade	Recommended Weekly WCPM Gain
1	2 to 3
2	1.5 to 2
3	1 to 1.5
4	0.85 to 1.1
5	0.5 to 0.8

If appropriate, compare the student's scores to oral reading fluency norms to help determine the intensity and type of instruction needed to help the student meet benchmarks.

After two weeks of fluency instruction, the same fifth-grade student has gained seven WCPM. He has surpassed the weekly goal of 0.8 (1) WCPM. His fluency rate is now 122 WCPM. Based on the oral reading fluency norms in Handout 2, this student is in the bottom half of the fifth grade. Although improving, the student continues to need intervention to meet the benchmark.

If not already established, set a midyear benchmark to monitor the student's progress toward the end-of-year benchmark.

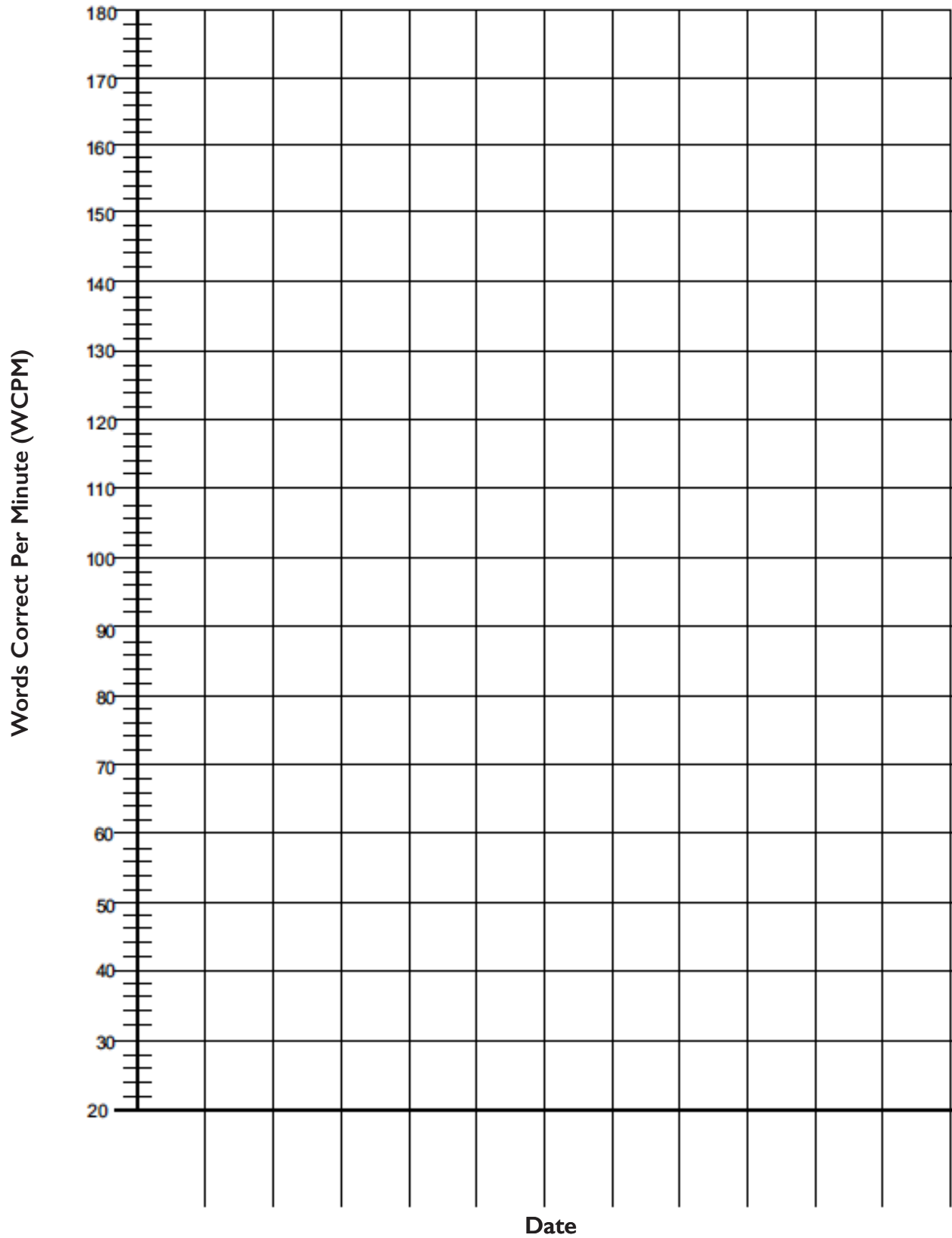
15 weeks remaining until midyear \times 0.8 WCPM gain per week = 12 WCPM

115 WCPM + 12 WCPM = 127 WCPM

This fifth-grade student's midyear fluency goal would be approximately 127 WCPM.

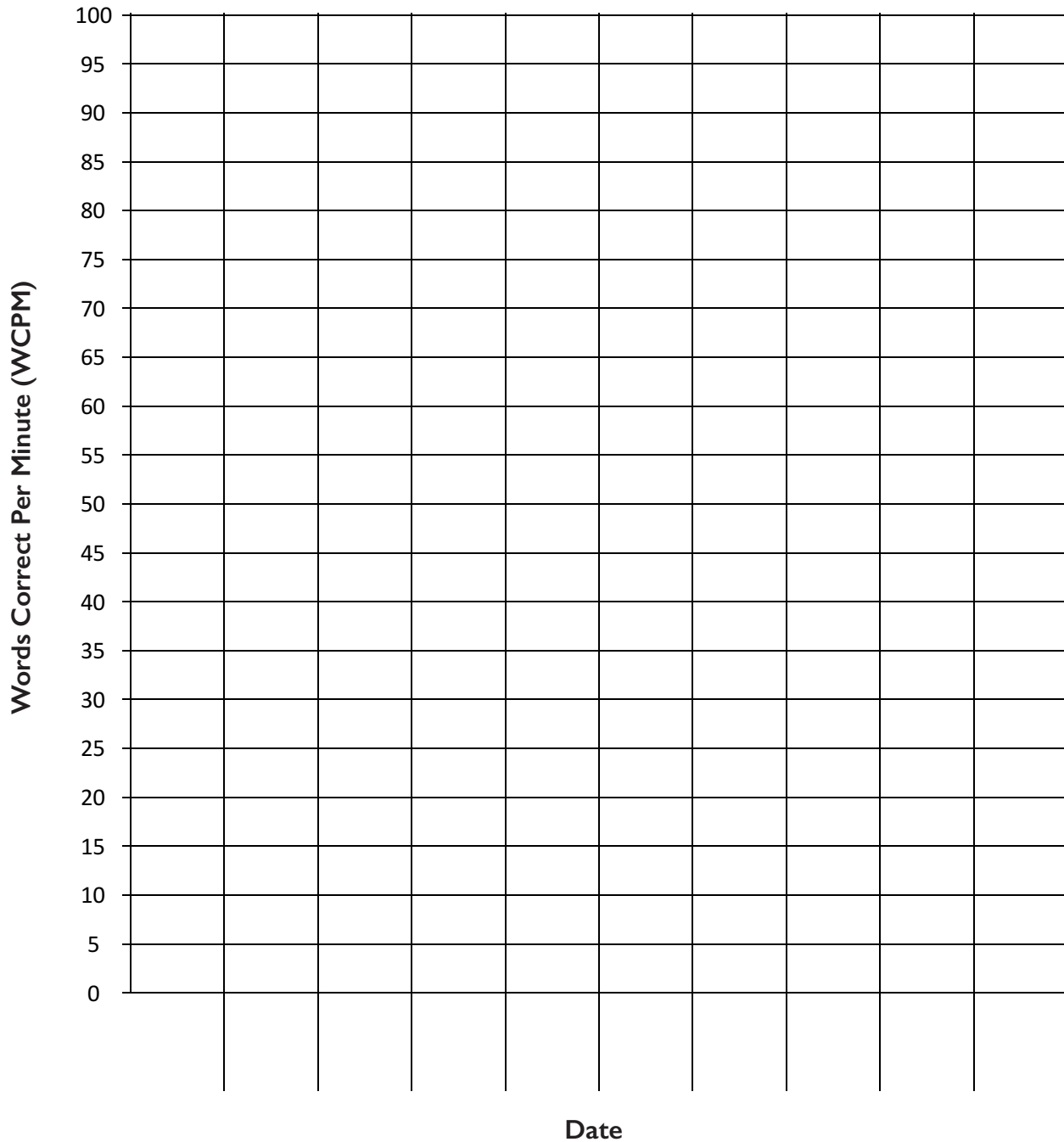
Fluency Monitoring Over Time

Name _____



Fluency Monitoring Over Time

Name _____



Monitoring Reading Fluency

Materials

- Two copies of text (one for recording errors and one for the student to read)
- Optional: Stopwatch and tape recorder

Procedure

“When I say to begin, start reading at the top of the page. Read across the page.”

Demonstrate by pointing.

“Try to read each word. If you come to a word you don’t know, I will tell it to you. Do your best reading.

“Are there any questions?”

Answer any questions.

“Begin.”

Start timing when the student begins reading aloud. If students “speed read,” stop and remind them to do their best reading, not their fastest reading.

Follow along on your copy. Put a slash (/) through words to reflect the following errors:

- *Substitutions*
- *Mispronunciations*
- *Omissions*
- *Hesitations of more than three seconds (say the word for the student)*
- *Reversals*

Do not count the following as errors:

- *Insertions*
- *Repetitions*
- *Self-corrections*

Stop timing at the end of one minute.

Mark the last word read. You may allow the student to finish reading to the end of the passage.

Adapted from Bos & Vaughn, 2002; Hasbrouck, & Tindal, 1992; Reutzel & Cooter, 1999.

Monitoreando la fluidez lectora

Materiales

- Dos copias de un texto (una para señalar los errores y otra para que el estudiante lea).
- Opcional: Cronómetro y grabadora

Procedimiento

“Cuando yo diga *empieza*, comienza a leer en voz alta al principio del texto.

“Lee de izquierda a la derecha.”

Demuestre con el dedo la dirección de la lectura.

“Trata de leer cada palabra. Si no puedes leer una palabra, yo te la diré. Lee lo mejor que puedas.

“¿Tienes alguna pregunta?”

Responde a alguna pregunta.

“Empieza.”

Empiece a contar el tiempo cuando el estudiante comience a leer en voz alta. Si el estudiante empieza a leer con mucha velocidad, deténgalo y diga, “Recuerda, lee lo mejor que puedas. No leas lo más rápido que puedas.”

Siga la lectura en su copia. Escriba una barra diagonal (/) sobre las palabras que sean leídas incorrectamente:

- *Substituciones*
- *Pronunciaciones incorrectas*
- *Omisiones*
- *Palabras que no sean leídas en 3 segundos o menos. Cuando el estudiante se tarde en leer una palabra más de 3 segundos, diga la palabra al estudiante y márkela como error.*
- *Cambio de orden de las letras*

No cuente como errores:

- *Palabras extras añadidas a la lectura*
- *Repeticiones*
- *Autocorrecciones*

Detenga el cronómetro al final de un minuto.

Marque la última palabra leída por el estudiante. Usted puede permitir que el estudiante acabe de leer el pasaje.

Adapted from Bos & Vaughn, 2002; Hasbrouck, & Tindal, 1992; Reutzel & Cooter, 1999.

Marking Fluency Errors Practice

In the table below, read each text excerpt and how the student read the text. Identify the kind of error the student made in the Kind of Error column (see the list below of types of student errors). Then decide whether the error is counted against the student. Write “yes” or “no” in the final column.

- Mispronunciation (mispronouncing a word)
- Substitution (saying a different word)
- Insertion (adding a word)
- Repetition (repeating a word or phrase)
- Reversal (reversing the order of the words)
- Hesitation (hesitating or struggling with a word for more than three seconds; provide the word for the student)
- Self-correction (self-correcting error within three seconds)
- Omission (leaving a word out)

Text	Student Reads	Kind of Error	Is Error Counted?
She saw the cat.	She saw a scary cat.		
I see the worm.	I see the word.		
He went to town.	He went to tent...town. (changed within three seconds)		
I see a bird.	I see the birb.		
He had a beach ball.	He had a beach ball, a beach ball.		
I was walking in a park.	I walking was in a park.		
I like his kindness.	I like his... (three-second pause)		
She went to school.	She went school.		

Measuring Prosody

Materials

- Two copies of text (one for recording observations and one for the student to read)
Select a text at the student's independent level that has approximately 200 words and a variety of dialogue, emotion, punctuation, and sentence structure.
- Prosody Assessment Summary Form (page 2 of this handout)

Procedure

1. Say: "I will listen to you read aloud. While you read, I will take some notes. The title of this text is _____. Please read the passage as if you are reading to someone who has never heard it before. If you come to a word you do not know, try to figure it out. Do your best reading. Any questions?"
2. As you listen, gauge the student's prosody. Consider the following elements:
 - **Stress:** Listen to how the student emphasizes various words. Do only the most important words receive stress? Underline words that the student stresses.
 - **Phrasing:** Listen to how the student chunks the words in phrases. For a short pause between word chunks, mark one slash (/). For a long pause between word chunks, mark two slashes (//).
 - **Intonation:** Note how punctuation is used to guide intonation. Does the student's pitch rise for questions marks, get louder for exclamation points, and dip for commas?
 - **Expression:** Is expression appropriate, including when reading dialogue?
 - **Pausing:** Does the student pause for punctuation (e.g., commas, periods)?
3. Use your notes to fill in the Prosody Assessment Summary Form. Circle the score that best characterizes the student's reading prosody. Add relevant comments.

Prosody Assessment Summary Form

Student: _____ **Grade:** _____ **Teacher:** _____

Text: _____ **Date:** _____ **Overall Score:** _____

Circle the score that best captures the characteristics of the student’s reading. A score of 1 or 2 indicates nonprosodic reading, or that the student has not yet achieved a minimum level of prosody for that grade or difficulty level of text. A score of 3 or 4 indicates prosodic reading.

Score	Typical Characteristics	Comments
4	Stresses all appropriate words in a sentence Reads primarily in larger, meaningful phrases Consistently pauses at the end of clauses and sentences Chunks words appropriately, preserving author’s syntax Consistently changes pitch to reflect end marks Consistently uses voice to reflect characters’ emotions or actions Consistently pauses appropriately for punctuation	
3	Stresses the most important words in a sentence Reads primarily in three- or four-word phrases Often pauses between phrases, but occasionally pauses within them Often chunks words appropriately, preserving author’s syntax Often changes pitch to reflect end marks Usually uses voice to reflect characters’ emotions or actions Usually pauses at commas and end marks	
2	Equally stresses each word in a sentence or stresses the unimportant words in a sentence Reads primarily in two-word phrases, but sometimes word by word Often pauses within phrases Chunks words with little attention to author’s syntax Occasionally changes pitch to reflect end marks Occasionally uses voice to reflect characters’ emotions or actions Pauses between sentences only when there is a period	
1	Equally stresses each word in a sentence Reads primarily word by word Often pauses after every word and within words Chunks words with no attention to author’s syntax or does not chunk them at all Does not change pitch to reflect end marks Reads in a monotone voice Reads from one sentence to the next without pausing for punctuation	



Instructional Options for Nonprosodic Readers

Questions for Interpretation	Instructional Options
Does the student's nonprosodic reading match the way he or she speaks?	A student cannot be expected to read at a different level of prosody than he or she speaks. Providing language instruction may be more appropriate than instruction in reading prosody.
Does the student equally stress each word in a sentence?	Have the student practice placing the stress, or emphasis, on different words in the same sentence. Example I am so happy . I am so happy. I am so happy.
Does the student read primarily word by word?	To group words into appropriate phrases, a student must first be able to automatically recognize the words. Providing instruction in decoding, word-reading accuracy, and automaticity may improve a student's prosody.
Does the student group words into appropriate phrases?	Provide instruction in recognizing phrase boundaries using phrase-cued text (text with phrases marked to help the student read in phrases).
Does the student use punctuation to guide intonation?	Provide contextualized instruction in the names and meaning of punctuation marks. Have the student read the same sentence with different end punctuation. Example Visiting the public library is fun! Visiting the public library is fun? Visiting the public library is fun.
Does the student read in a monotone voice?	Use reading performances to develop the student's expression.

Adapted from Honig et al., 2008.

Midiendo prosodia

Materiales

- Dos copias de un mismo texto (una para señalar las observaciones y otra para que el estudiante lea). El texto debe estar al nivel de lectura independiente del estudiante, tener alrededor de 200 palabras y tener una variedad de diálogo, emoción, puntuación y tipos de oraciones.
- Forma para la evaluación de prosodia (en la página siguiente)

Procedimiento

1. Diga: “Voy a escucharte leer en voz alta y tomar notas mientras lees. El título del texto es _____. Por favor lee el texto como si estuvieras leyéndoselo a alguien que nunca lo ha oído anteriormente. Si te atorras con una palabra desconocida, trata de leerla lo mejor posible. Lee de la mejor manera que puedas. ¿Tienes alguna pregunta?”
2. Al escuchar la lectura, circule las palabras que se pronuncian o se leen incorrectamente, subraye las palabras que se leen con mayor intensidad, indique el tiempo de cada pausa, y escriba cualquier nota adicional o comentarios en la forma.
 - **Intensidad:** Escuche cómo el estudiante hace hincapié en algunas palabras. ¿Puede el estudiante leer con más intensidad solo las palabras importantes? Subraye las palabras que se leen con mayor intensidad.
 - **Fraseo:** Escuche cómo el estudiante lee grupos de palabras como frases. Cuando el estudiante haga una pausa corta, marque con una barra diagonal (/). Cuando el estudiante haga una pausa más larga, marque con dos barras diagonales (/ /).
 - **Entonación:** Analice si el estudiante utiliza la puntuación para guiar la entonación de la lectura. ¿Lee el estudiante las preguntas con tono de pregunta y las exclamaciones con tono de asombro o sorpresa?
 - **Expresión:** ¿Utiliza el estudiante la expresión adecuada al leer diálogos?
 - **Pausas:** ¿Se detiene el estudiante apropiadamente después de puntos y comas?
3. Utilice las notas y señalizaciones de su copia del texto para llenar la forma. Circule la puntuación que mejor caracterize la prosodia lectora del estudiante. Añada comentarios relevantes. Una puntuación de 1 o 2 indica una lectura no prosódica o que el estudiante no ha logrado un nivel mínimo de prosodia de acuerdo a la dificultad de este texto. Una puntuación de 3 o 4 indica una lectura prosódica.

Forma para la evaluación de la prosodia

Estudiante:

Grado:


Docente:

Texto:

Fecha:

Puntuación general:

Circule la puntuación que mejor capture las características de la lectura del estudiante. Una puntuación de 1 o 2 indica una lectura no prosódica o que el estudiante no ha logrado un nivel mínimo de prosodia de acuerdo a la dificultad de este texto. Una puntuación de 3 o 4 indica una lectura prosódica.

	Puntuación	Criterios para la evaluación de la prosodia	Comentarios
	4	Lee con más intensidad las palabras más apropiadas en una oración Lee utilizando frases significativas Siempre hace pausa al final de oraciones Continuamente agrupa palabras apropiadamente y respetando la sintaxis del autor Continuamente utiliza la entonación adecuada para mostrar la puntuación final Continuamente utiliza la voz apropiada para reflejar las emociones y acciones de los personajes Continuamente hace pausas apropiadas y correspondientes a los signos de puntuación	
	3	Lee con más intensidad las palabras más apropiadas en una oración Lee principalmente en frases de tres o cuatro palabras. Hace pausas entre frases frecuentemente pero ocasionalmente hace pausas inadecuadas dentro de una frase. Agrupa palabras apropiadamente y respetando la sintaxis del autor usualmente. Utiliza la entonación adecuada para mostrar la puntuación final ocasionalmente. Utiliza la voz apropiada para reflejar las emociones y acciones de los personajes ocasionalmente. Hace pausas apropiadas a los signos de puntuación ocasionalmente.	
	2	Lee con la misma intensidad todas las palabras en una oración o lee con más intensidad las palabras no importantes en la oración. Lee primariamente en frases de dos palabras y solamente palabra por palabra. Hace pausas dentro de una frase Agrupa palabras sin respetar la sintaxis del autor Utiliza la entonación adecuada para mostrar la puntuación final ocasionalmente Utiliza la voz apropiada para reflejar las emociones y acciones de los personajes ocasionalmente Hace pausa al leer solamente al llegar a un punto final.	
	1	Lee con la misma intensidad todas las palabras en una oración Lee primariamente palabra por palabra Hace pausas dentro de una frase y a veces dentro de palabras Agrupa palabras sin respetar la sintaxis del autor o no las agrupa No cambia la entonación para mostrar la puntuación final Lee una oración después de otra sin respetar puntuación.	

Instrucción para lectores no prosódicos

Preguntas	Opciones
¿Es la lectura no prosódica del estudiante similar a su habla?	No se puede esperar que la prosodia lectora de un estudiante sea diferente a su habla. Apoyo en el desarrollo del lenguaje podría ser más apropiado que más instrucción en la prosodia del lenguaje en este momento.
¿Lee el estudiante todas las palabras con la misma intensidad sin diferenciar las palabras más importantes?	Los estudiantes pueden practicar como leer con más intensidad diferentes palabras en una misma oración. Ejemplo Yo estoy muy feliz. Yo estoy muy feliz. Yo estoy muy feliz.
¿Lee el estudiante principalmente palabra por palabra?	Para agrupar palabras en frases apropiadas, los estudiantes deben primeramente reconocer y poder leer palabras automáticamente. Instrucción en decodificación y automaticidad en la lectura de palabras podrá mejorar la prosodia de los estudiantes.
¿Agrupa el estudiante las palabras en una frase apropiada?	Enseñe a los estudiantes a reconocer los límites de una frase utilizando textos que tenga las frases limitadas con algún tipo de marca. Estos textos podrán ayudar a los estudiantes a leer utilizando frases.
¿Utiliza el estudiante la puntuación para ayudarse a leer con la entonación apropiada?	Instrucción contextualizada en los nombres y significados de los signos de puntuación es esencial. Pida a los estudiantes que lean cada oración de diferente manera de acuerdo a los signos de puntuación. Por ejemplo: Ejemplo ¡Vamos a la biblioteca! ¿Vamos a la biblioteca? Vamos a la biblioteca.
¿Lee el estudiante con un tono monótono?	Utilice actividades como el Teatro del Lector para ayudar al estudiante a leer con la expresión adecuada.

Adaptado de Honig et al., 2008.

Instructional Recommendations to Enhance Fluency

Structured Fluency Instruction	Scaffolded Fluency Instruction	Facilitated Fluency Instruction
<p>Provide structured, explicit instruction in all fluency components.</p> <ul style="list-style-type: none"> • Demonstrate examples and nonexamples of fluent reading. • Have students listen to recordings of different levels of fluent reading. • Review fluency keywords and definitions. • Help students chunk words into manageable phrases or statements. <p>Use activities to model fluent reading.</p> <ul style="list-style-type: none"> • Choral reading: Students read with you as you read aloud. • Teacher-led reading: Students read along as you adjust your volume as needed. • Echo reading: Students repeat after you have read a section of text. • Audio-recorded reading: Students listen to, follow along with, and reread recorded texts at their independent level. 	<p>Provide explicit and scaffolded instruction in the fluency components.</p> <ul style="list-style-type: none"> • Remind students of the goals during fluency instruction. • Provide immediate feedback. • Ask follow-up fluency questions. • Scaffold self-regulation of fluency components. <p>Use teacher-supported reading activities in small groups.</p> <ul style="list-style-type: none"> • Phrase-cued reading: Use this activity to improve reading with natural syntactic phrasing and with expression for students who read accurately and at a good pace but need to improve prosody. • Repeated reading: Use previously read text. Inform students that the goal is to improve reading fluency. 	<p>For some activities, your role is to facilitate fluency instruction.</p> <ul style="list-style-type: none"> • Provide explicit reminders of fluency goals. • Continue to review fluency components and keywords. • Integrate the keywords into your feedback. <p>Use research-based facilitated fluency activities.</p> <ul style="list-style-type: none"> • Reading performances: Students act out a reading. • Self-recorded reading: Students audio-record their own reading, listen to the recording, and then reread the same text. • Partner reading: A more advanced reader is paired with a less advanced reader (see Handout 9 for more information) to practice rereading text at the independent or instructional level of the less advanced reader. Each pair reads and receives feedback from each other or the teacher. Partner reading benefits both partners; incorporates repeated reading with immediate, explicit feedback; improves oral reading fluency; and improves fluency-monitoring practices, including self-monitoring during reading.

Partner Reading

Partner reading increases the amount of time that students read text and enhances fluency. Partner reading involves pairing students to practice rereading text. Each pair reads and receives feedback from each other or the teacher. Model and explain partner reading procedures before students begin reading together.

Pairing Students

First, rank students according to their oral reading fluency data. Divide the list in half. Pair the top student in the upper half of the class with the top student in the lower half of the class.

For example, in the table below, Student 1, an advanced reader, is paired with Student 13, a less advanced reader. Student 2 is paired with Student 14. Continue this process until all students have a partner.

More Advanced	Less Advanced	Pairs
Student 1	Student 13	Pair A
Student 2	Student 14	Pair B
Student 3	Student 15	Pair C
Student 4	Student 16	Pair D
Student 5	Student 17	Pair E
Student 6	Student 18	Pair F
Student 7	Student 19	Pair G
Student 8	Student 20	Pair H
Student 9	Student 21	Pair I
Student 10	Student 22	Pair J
Student 11	Student 23	Pair K
Student 12	Student 24	Pair L

Selecting Text

Provide text at the less advanced reader's independent or instructional reading level. One easy way to match a text to a student's reading level is to give the student a list of words from the text. If the student has difficulty with no more than approximately one in 10 words, the text is considered to be at the student's independent or instructional level.

In some cases, you might have to find text that is at a lower grade level and that captures the students' interests. You can use text from various content areas to accomplish your fluency instruction goals.

Example Procedure

1. Assign roles to student pairs. (Do not explain to students why they are A or B.)
 - a. Partner A (more advanced reader)
 - b. Partner B (less advanced reader)
2. Give each student a copy of a text at Partner B's instructional or independent reading level.
3. Students take turns reading.
 - a. Partner A reads the text aloud (modeling fluent reading) for one minute. Partner B follows along.
 - b. Partner B reads aloud the same text for one minute.

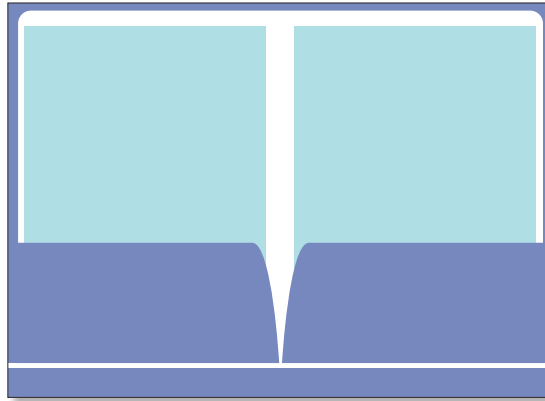
When using this procedure, the whole class can participate while you time the readings.

Variation: Students alternate reading a sentence, paragraph, or page, rather than reading for a specific amount of time. This procedure is often used while the teacher is working one-on-one with a student or teaching a small reading group.

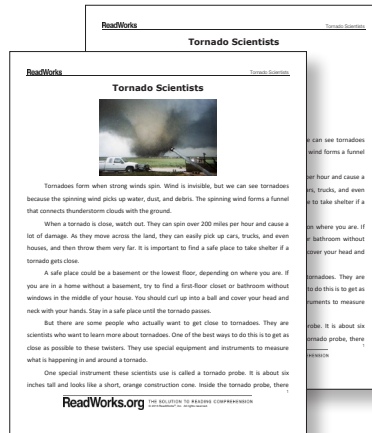
Adapted from Bos & Vaughn, 2002; Fuchs, Fuchs, Mathes, & Simmons, 1997; Mastropieri, Leinart, & Scruggs, 1999.

Fluency Folders

Prepare folders for fluency partners. Include the following.



Two copies of a text at the independent or instructional level of the lower-performing reader



Two copies of a form for students to record their words correct per minute for each practice

See Handout 11: Repeated-Reading Record.

5: Fluency Handout 10 | 1 of 2

Repeated-Reading Record

Name: _____ Date: _____
 Title: _____ Page #: _____

First Read

Number of words read: _____
 Subtract the number of errors: _____
 Words correct per minute: _____
 Graph the results.
 Practice making the rest three to four times.

Second Read

Number of words read: _____
 Subtract the number of errors: _____
 Words correct per minute: _____
 Practice more if, if you improved your words correct per minute, check with the teacher.

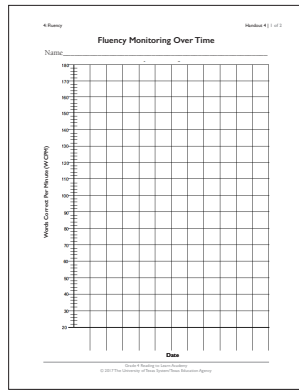
Third Read

Number of words read: _____
 Subtract the number of errors: _____
 Words correct per minute: _____
 Check with the teacher and then graph your results.

© 2017 The University of Texas System/Texas Education Agency

Two copies of a fluency-monitoring graph

See Handout 4: Fluency Monitoring Over Time.



Laminated cards for comprehension questions

See Handout 14: Partner Reading With Comprehension Check.

Comprehension Questions	
1	WHO are the characters in the story?
2	WHEN did the story take place?
3	WHERE did the story take place?
4	WHAT was the problem in the story?
5	HOW did the problem get solved?
6	WHY might others want to read this story?

Laminated cards for retell questions

See Handout 13: Partner Reading With Retell.

Retell Cue Card	
1	What did you learn first?
2	What did you learn next?

Laminated cards for error-correction script

See Handout 12: Partner Reading With Error Correction.

Error Correction 2	
1	Point to a missed word and say: "You missed that word. Can you figure it out?"

Error Correction 1	
1	Point to a missed word and say: "You missed that word. Can you figure it out?"
2	Wait four seconds.
3	If the reader figures out the word, say: "Good. Start the sentence again."

Repeated-Reading Record

Name:

Date:

Title:

Pages Read:

First Read

Number of words read: _____

Subtract the number of errors: _____

Words correct per minute: _____

Graph the results.

Practice reading the text three to four times.

Second Read

Number of words read: _____

Subtract the number of errors: _____

Words correct per minute: _____

Practice more or, if you improved your words correct per minute, check with the teacher.

Third Read

Number of words read: _____

Subtract the number of errors: _____

Words correct per minute: _____

Check with the teacher and then graph your results.

Registro de lectura repetidas

Nombre:

Fecha :

Título:

Páginas leídas:

1era lectura

Número de palabras leídas: _____

Resta el número de errores: _____

Palabras leídas correctas por minuto: _____

Grafica los resultados.

Practica la lectura 3 o 4 veces más.

2da lectura

Número de palabras leídas: _____

Resta el número de errores: _____

Palabras leídas correctas por minuto: _____

Practica la lectura más o avísale a tu maestra si el número de palabras correctas aumentó en esta segunda lectura.

3era lectura

Número de palabras leídas: _____

Resta el número de errores: _____

Palabras leídas correctas por minuto: _____

Grafica los resultados después de que tu maestra los haya verificado.

Partner Reading With Error Correction

Objective

Students read text using cue cards that prompt the reader to self-monitor and self-correct errors.

Materials

- Reading material at the lower-performing student's instructional reading level
- Error-correction cue cards

Procedure

The higher-performing reader, Reader 1, reads a section orally while the lower-performing reader, Reader 2, follows along. Reader 2 listens and requests that errors be corrected while Reader 1 reads. Error correction cue cards help the listener prompt the reader when an error has been made. Then readers change roles.

Error Correction 1

1. Point to a missed word and say: "You missed that word. Can you figure it out?"
2. Wait four seconds.
3. If the reader figures out the word, say: "Good. Start the sentence again."

Error Correction 2

1. Point to a missed word and say: "You missed that word. Can you figure it out?"
2. Wait four seconds.
3. If the reader doesn't figure out the word, say: "That word is _____. What word?"
4. Wait for the reader to respond and then say: "Good. Start the sentence again."

Adaptations

- For English language learners, preview any unfamiliar vocabulary.
- To reinforce comprehension, stop students at intervals throughout the text to review what has happened up to that point.

Error-Correction Cue Cards

Error Correction 1	
1	Point to a missed word and say: “You missed that word. Can you figure it out?”
2	Wait four seconds.
3	If the reader figures out the word, say: “Good. Start the sentence again.”

Error Correction 2	
1	Point to a missed word and say: “You missed that word. Can you figure it out?”
2	Wait four seconds.
3	If the reader doesn't figure out the word, say: “That word is _____. What word?”
4	Wait for the reader to respond and then say: “Good. Start the sentence again.”

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Fuchs, Fuchs, Kasdan, & Allen, 1999; Fuchs, Fuchs, Mathes, & Simmons, 1997.

Lectura en parejas con corrección de errores

Objetivo

Los estudiantes leerán el texto correctamente usando las tarjetas de apoyo que ayudan al lector a monitorear su lectura y corregir sus errores.

Materiales

- Material de lectura que esté al nivel de lectura de instrucción del lector menos avanzado
- Tarjetas de apoyo para corregir errores (inglés y español)

Procedimiento

Los dos estudiantes leen el texto tomando turnos. El lector más avanzado, Lector 1, lee una sección oralmente mientras que el lector menos avanzado, Lector 2, sigue la lectura en silencio. El Lector 2 escucha y pide que los errores sean corregidos durante la lectura del Lector 1. Las tarjetas de apoyo para corregir errores ayudan al estudiante oyente a pedirle al lector que corrija el error cuando se ha cometido uno. Los lectores se intercambian los roles.

Corrección de errores 1

1. Señala la palabra que se leyó equivocadamente y di: “Te falló esa palabra. ¿Puedes tratar de leerla?”
2. Espera cuatro segundos.
3. Si el lector lee la palabra correctamente, di: “Bien. Empieza la oración otra vez.”

Corrección de errores 2

1. Señala la palabra que se leyó equivocadamente o que se saltó y di: “Te falló esa palabra. ¿Puedes tratar de leerla?”
2. Espera cuatro segundos.
3. Si el lector no puede leer la palabra correctamente, di: “Esa palabra es _____. ¿Qué palabra es?”
4. Espera hasta que el lector lea la palabra correctamente y di: “Bien. Empieza la oración otra vez.”

Adaptaciones

Repase el vocabulario que sea desconocido para los estudiantes que aprenden inglés como segunda lengua. Para reforzar la comprensión, deténgase a menudo durante la lectura para repasar lo que ha sucedido hasta ese punto en la historia.

Tarjetas para corregir los errores

Corrección de errores 1	
1	Apunte la palabra leída incorrectamente y diga: “No leíste bien esa palabra. ¿La puedes descifrar?”
2	Espera cuatro segundos.
3	Si el lector la lee correctamente, di, “Bien. Empieza la oración otra vez.”

Corrección de errores 2	
1	Apunte la palabra leída incorrectamente y diga: “No leíste bien esa palabra. ¿La puedes descifrar?”
2	Espera cuatro segundos.
3	Si el lector no puede leer la palabra correctamente, di: “Esa palabra es _____. ¿Qué palabra es?”
4	Espera hasta que el lector lea la palabra correctamente y di: “Bien. Empieza la oración otra vez.”

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Fuchs, Fuchs, Kasdan, & Allen, 1999; Fuchs, Fuchs, Mathes, & Simmons, 1997.

Partner Reading With Retell

Objective

Students focus on the sequence of the text.

Materials

- Instructional-level text
- Retell cue card (English and Spanish)

Procedure

1. Give each partner a copy of the same text.
2. The lower-performing reader reads a section of the text.
3. The higher-performing reader asks the following questions:
 - “What did you learn first?” This question is asked only once at the beginning of each section.
 - “What did you learn next?” This question is asked as many times as needed to cover all the information that the student learned while reading that section.
4. The lower-performing reader retells each section after he or she finishes reading it.
5. As each pair reads, the teacher circulates, listens to each pair, provides error correction, and conducts comprehension checks.

Retell Cue Cards

Retell Cue Card	
1	What did you learn first?
2	What did you learn next?

Retell Cue Card	
1	What did you learn first?
2	What did you learn next?

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Mathes, Howard, Allen, & Fuchs, 1998; Fuchs, Fuchs, Mathes, & Simmons, 1997.

Lectura en pares y recuento

Objetivo

Los estudiantes se enfocaran en la secuencia de la historia.

Materiales

- Copia del mismo libro para cada estudiante
- Tarjeta de estímulo para recontar la historia

Procedimiento

1. Darles a los estudiantes el mismo libro.
2. El lector con bajo nivel de lectura lee una sección del texto.
3. El lector con alto nivel de lectura o entrenador hace las siguientes preguntas:
 - ¿Que fue lo que aprendistes primero? Esta pregunta se hace solo al principio de cada sección.
 - ¿Que aprendistes después? Esta pregunta se hace tantas veces se necesite para cubrir toda la información que el estudiante aprendió mientras leía la sección.
4. El estudiante de bajo nivel de lectura recuenta cada sección después de terminar al leerla.
5. Esta práctica da la oportunidad de ir alrededor del salón y escuchar cada pareja mientras leen, para revisar la comprensión.

Tarjetas claves de relatar

Tarjeta clave de relatar	
1	¿Qué aprendíste primero?
2	¿Qué aprendíste despues?

Tarjeta clave de relatar	
1	¿Qué aprendíste primero?
2	¿Qué aprendíste despues?

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Mathes, Howard, Allen, & Fuchs, 1998; Fuchs, Fuchs, Mathes, & Simmons, 1997.

Partner Reading With Comprehension Check

Objective

Students develop a thorough understanding of the text that they read during partner reading.

Materials

Text at the lower-performing student's instructional reading level

Procedure

1. Partners read the story using the partner reading procedure.
2. Partners take turns asking questions about the story. The following sample questions are provided on cue cards.
 - WHO are the characters in the story?
 - WHEN did the story take place?
 - WHERE did the story take place?
 - WHAT was the problem in the story?
 - HOW did the problem get solved?
 - WHY might others want to read this story?

Adaptations

For expository text, students ask questions about the main idea and supporting details, such as the following sample questions.

- Who or what is the text mainly about?
- What is the most important thing you learned?

For English language learners, preview unfamiliar vocabulary.

To reinforce comprehension, stop at intervals throughout the text to review what happened up to that point.

Sample Comprehension Question Cards

Comprehension Questions

WHO are the characters in the story?

WHEN did the story take place?

WHERE did the story take place?

WHAT was the problem in the story?

HOW did the problem get solved?

WHY might others want to read this story?

Comprehension Questions

WHO are the characters in the story?

WHEN did the story take place?

WHERE did the story take place?

WHAT was the problem in the story?

HOW did the problem get solved?

WHY might others want to read this story?

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Fuchs, Fuchs, Kazdan, & Allen, 1999; Fuchs, Fuchs, Mathes, & Simmons, 1997.

Lectura en parejas con revisión de la comprensión

Objetivo

Los estudiantes entenderán completamente el texto que han leído durante la lectura en parejas.

Materiales

Material de lectura al nivel de instrucción de los estudiantes.

Procedimiento

Primero los estudiantes leen la historia. Después los estudiantes se turnan para hacer preguntas acerca de la historia.

Ejemplo de las preguntas:

- ¿QUIÉNES fueron los personajes?
- ¿CUÁNDO ocurrió el cuento?
- ¿DÓNDE ocurrió el cuento?
- ¿CUÁL era el problema?
- ¿CÓMO se resolvió el problema?
- ¿POR QUÉ otros quieran leer esta historia?

Adaptaciones

Si el pasaje de lectura es un texto expositivo, invite a los estudiantes a hacer preguntas sobre la idea principal y detalles que complementan la idea principal.

- ¿De quién o de qué se trató el texto?
- ¿Qué fue lo más importante que leíste?

Asegúrese de repasar el vocabulario desconocido con los estudiantes que aprenden inglés como segunda lengua.

Para reforzar la comprensión, deténgase varias veces durante la lectura de la selección para repasar lo que ha sucedido hasta ese momento y verificar que los estudiantes han comprendido los eventos.

Tarjetas de ejemplos de preguntas

Ejemplos de preguntas

¿QUIÉNES fueron los personajes?

¿CUÁNDO ocurrió el cuento?

¿DÓNDE ocurrió el cuento?

¿CUÁL era el problema?

¿CÓMO se resolvió el problema?

¿POR QUÉ otros quieran leer esta historia?

Ejemplos de preguntas

¿QUIÉNES fueron los personajes?

¿CUÁNDO ocurrió el cuento?

¿DÓNDE ocurrió el cuento?

¿CUÁL era el problema?

¿CÓMO se resolvió el problema?

¿POR QUÉ otros quieran leer esta historia?

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Fuchs, Fuchs, Kazdan, & Allen, 1999; Fuchs, Fuchs, Mathes, & Simmons, 1997.

Instructional Feedback

Prompts to Help Students Notice Errors	Prompts to Help Students Find Errors
<p>There is a tricky word on this line. Does it [look or sound] right?</p> <p>You're nearly right. Try that again.</p> <p>Try it another way.</p> <p>You've almost got that.</p>	<p>Find the part that's not right.</p> <p>Look carefully to see what's wrong.</p> <p>You noticed that something was wrong. Where is the part that's not right? What made you stop?</p> <p>Can you find the problem spot?</p>
Prompts to Help Students Fix Errors	Prompts to Help Students Write Words
<p>What do you hear first? Next? Last? What word starts with those letters?</p> <p>Do you think it [looks or sounds] like ____? What does an <i>e</i> do at the end of a word? What do you know that might help?</p> <p>What could you try?</p> <p>You said _____. Does that make sense? Can you think of a better way to say _____?</p>	<p>That sounds right, but does it look right? One more letter will make it right.</p> <p>It starts like _____. Now check the last part.</p> <p>Did you write all the sounds you hear? Did you write a vowel for each syllable? What do you hear first? Next? Last?</p> <p>It [starts or ends] like _____.</p> <p>There's a silent letter in that word.</p>
Prompts of Encouragement	
<p>The results are worth all your hard work.</p> <p>You've come a long way with this one.</p> <p>That was some quick thinking.</p> <p>That looks like an impressive piece of work.</p> <p>You've put in a full day today.</p> <p>I knew you could finish it.</p> <p>You make it look so easy.</p> <p>You really tackled that assignment.</p> <p>This shows you've been [thinking or working.]</p> <p>It looks like you've put a lot of work into this.</p>	<p>That's a powerful argument.</p> <p>That's coming along.</p> <p>You're really settling down to work.</p> <p>You've shown a lot of patience with this.</p> <p>You've been paying close attention.</p> <p>You're right on target.</p> <p>You're on the right track now.</p> <p>That's an interesting way of looking at it.</p> <p>Now you've figured it out.</p> <p>That's quite an improvement.</p> <p>That's quite an accomplishment.</p>

Adapted from Fry, Kress, & Fountoukidis, 1993; Pinnell & Fountas, 1998.

Retroalimentación para el aprendizaje

Para ayudar a los estudiantes a notar los errores	Para ayudar a los estudiantes a encontrar los errores
<p>Revisa para ver si eso se oye o se ve bien.</p> <p>Hay una palabra difícil en este renglón.</p> <p>Casi es correcto.</p> <p>Trata otra vez.</p> <p>Trata de otra manera.</p>	<p>Encuentra la parte de o la palabra que se leyó incorrectamente.</p> <p>Ve con cuidado para ver lo que leíste incorrectamente.</p> <p>Te diste cuenta de que leíste algo incorrectamente. ¿Qué parte leíste incorrectamente? ¿Qué te hizo detenerte?</p> <p>¿Puedes encontrar la parte más problemática?</p>
Para ayudar a los estudiantes a corregir los errores	Para ayudar a los estudiantes a escribir palabras
<p>¿Qué sonido oyes primero? ¿Después? ¿Qué palabra empieza con esas letras?</p> <p>¿En qué te equivocaste al leer esta palabra? ¿Cómo puedes leerla correctamente?</p> <p>Leíste _____. ¿Tiene sentido con esa palabra?</p> <p>¿Puedes tratar de leer la palabra correctamente fijándote con cuidado en las letras?</p>	<p>Eso se oye bien pero, ¿se ve bien? ¿Qué letra o letras faltan?</p> <p>La palabra empieza con _____. Ahora escribe la parte final de la palabra.</p> <p>¿Escribiste todos los sonidos que escuchaste? ¿Qué sonido escribiste al principio? ¿Después?</p> <p>La palabra empieza con _____.</p> <p>Hay una letra que no suena en esa palabra.</p>
Para alentar a los estudiantes	
<p>Has aprendido mucho.</p> <p>Pensaste muy bien cómo hacer eso.</p> <p>Eso parece un trabajo excelente.</p> <p>Trabajaste muy duro el día de hoy.</p> <p>Yo sabía que terminarías.</p> <p>Lo haces que se vea muy fácil.</p> <p>Trabajaste muy bien en este proyecto.</p> <p>Esto me indica que has trabajado mucho.</p> <p>Parece que has puesto mucho empeño en esto.</p>	<p>Eso es un argumento muy bueno.</p> <p>Vas muy bien.</p> <p>Has demostrado mucha paciencia con este trabajo.</p> <p>Has puesto atención.</p> <p>Vas por muy buen camino.</p> <p>Esa es una manera muy interesante de verlo.</p> <p>Ya pudiste lograrlo.</p> <p>Has mejorado mucho.</p> <p>Has logrado mucho.</p>

Adapted from Fry, Kress, & Fountoukidis, 1993; Pinnell & Fountas, 1998.

Systematic Instruction: Fluency Checklist

Teacher: _____ Observer: _____ Content Area: _____ Date: _____

Category	Instructional Methods and Strategies (Check All Observed)		Observed Time(s)	Comments
Grouping Formats	<input type="checkbox"/> Whole group <input type="checkbox"/> Teacher-led small groups <input type="checkbox"/> Independent work	<input type="checkbox"/> Mixed-ability small groups (e.g., workstations) <input type="checkbox"/> Partners		
Explicit Instruction Components	<input type="checkbox"/> Identifies objective <input type="checkbox"/> Activates background knowledge <input type="checkbox"/> Models (e.g., thinks aloud) <input type="checkbox"/> Uses consistent language <input type="checkbox"/> Scaffolds when needed <input type="checkbox"/> Uses examples and nonexamples (as appropriate) <input type="checkbox"/> Paces instruction appropriately <input type="checkbox"/> Provides guided practice	<input type="checkbox"/> Checks for understanding <input type="checkbox"/> Provides multiple response opportunities <input type="checkbox"/> Provides extended practice opportunities <input type="checkbox"/> Provides immediate feedback (corrective when needed) <input type="checkbox"/> Uses established routines and procedures		
Fluency Activities and Lessons	<input type="checkbox"/> Choral reading <input type="checkbox"/> Echo reading <input type="checkbox"/> Teacher-led reading <input type="checkbox"/> Audio-recorded reading <input type="checkbox"/> Phrased-cued reading	<input type="checkbox"/> Repeated reading <input type="checkbox"/> Reading performance <input type="checkbox"/> Self-recorded reading <input type="checkbox"/> Partner reading		
Materials Used	<input type="checkbox"/> Fluency graphs <input type="checkbox"/> Whisper phones <input type="checkbox"/> Independent-level text <input type="checkbox"/> Instructional-level text <input type="checkbox"/> Audio recordings of text <input type="checkbox"/> Fluency folders <input type="checkbox"/> Phrased-cued text	<input type="checkbox"/> Anticipation-reaction guide <input type="checkbox"/> Audio recorders <input type="checkbox"/> Timers <input type="checkbox"/> Error-correction cards <input type="checkbox"/> Retell cue cards <input type="checkbox"/> Comprehension question cards <input type="checkbox"/> Other material:		

Fluency Instruction Considerations for English Language Learners

Like monolingual English-speaking students, English language learners (ELLs) benefit from sound fluency instruction. Research has shown that ELLs' oral language development and English comprehension are critical factors in the development of reading fluency. Students with strong English language skills can capitalize on these skills to read fluently. Effective fluency instruction for ELLs takes into consideration their language needs and is linguistically accommodated to support their language learning.

Carefully select and modify texts used for fluency instruction to make sure they are accessible and comprehensible to ELLs. Begin fluency work with an overview of the story and explain unknown words and topics through quick drawings or pictures. When ELLs understand the story, they can focus more on their reading rate and accuracy.

ELLs benefit from **structured**, **scaffolded**, and **facilitated** fluency instruction. Examples of and considerations for each type of instruction for ELLs are provided below.

Structured Fluency Instruction for ELLs

- Model fluent reading and examples of appropriate English pronunciation, accuracy, rate, and prosody.
- Explicitly discuss and model English stress patterns in words and the stress and intonation patterns in sentences. For example, the word *elephant* is stressed in the first syllable, and the Spanish cognate *elefante* is stressed in the third syllable. Spoken English has a specific sentence stress and cadence that might be different from ELLs' native language.
- Choral reading, teacher-led reading, echo reading, and audio-based reading activities are especially beneficial for ELLs. By reading at the same time as others, ELLs engage in a low-anxiety activity that scaffolds their fluency, pronunciation, and prosody.

Scaffolded Fluency Instruction for ELLs

- Model unique English sounds and focus on the fluency components. ELLs often have fewer opportunities for corrective feedback when reading aloud in English. Keep in mind their different levels of English proficiency and expect pronunciation errors.
- Offer multiple practice opportunities by implementing repeated reading in all content areas.

Facilitated Fluency Instruction for ELLs

- Provide a substantial amount of reading practice that allows ELLs to develop confidence when reading aloud in English.
- Have ELLs participate in reading performances, but be sure to use texts at their independent fluency level that are familiar to them.
- Remember not to confuse fluency with accent. ELLs can read fluently in English with a native language accent.

Adapted from Geva & Farnia, 2012; Geva & Zadeh, 2006; Jimerson, Hong, Stage, & Gerber, 2013; Koskinen et al., 1999; Linan-Thompson & Vaughn, 2007; Peregoy & Boyle, 2005; Quirk & Beem, 2012; Ramírez & Shapiro, 2007; Saenz, Fuchs, & Fuchs, 2005; Zadeh, Farnia & Geva, 2012.

References

- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: National Institute for Literacy.
- Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York, NY: Guilford Press.
- Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston, MA: Allyn & Bacon.
- Briggs, D. (1980). A study of the influence of handwriting upon grades using examination scripts. *Educational Review*, 32, 185–193.
- Cosby, W. H. Jr. (2000). Shipwreck Saturday. In C. Block et al. (Eds.), *Literacy place: Snapshots* (Texas ed., p. 103). New York, NY: Scholastic.
- Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J., & Hall, R. V. (1986). Classwide peer tutoring. *Exceptional Children*, 52, 535–542.
- Foorman, B., Beyer, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., . . . Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from <http://whatworks.ed.gov>
- Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (1993). *The reading teacher's book of lists* (3rd ed.) West Nyack, NY: The Center for Applied Research in Education.
- Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174–206.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22, 27–48.
- Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving. *The Elementary School Journal*, 99(3), 201–219.
- Geva, E., & Farnia, F. (2012). Developmental changes in the nature of language proficiency and reading fluency paint a more complex view of reading comprehension in ELL and EL1. *Reading and Writing*, 25(8), 1819–1845.
- Geva, E., & Zadeh, Z. Y. (2006). Reading efficiency in native English-speaking and English-as-a-second-language children: The role of oral proficiency and underlying cognitive-linguistic processes. *Scientific Studies of Reading*, 10, 31–57.
- Gunning, T. G. (1998). *Assessing and correcting reading and writing difficulties*. Des Moines, IA: Allyn and Bacon.

- Gunning, T. G. (2006). *Closing the literacy gap*. Boston, MA: Pearson Education.
- Hasbrouck, J. (2016, February). *Teaching fluency, NOT speed reading*. Presentation presented at the Plain Talk About Literacy and Learning Conference, New Orleans, LA.
- Hasbrouck, J., & Glaser, D. A. (2012). *Reading fluency: Understanding and teaching this complex skill*. Wellesley, MA: Gibson Hasbrouck & Associates.
- Hasbrouck, J., & Hougen, M. (2012). Fluency instruction. In M. Hougen & S. Smart (Eds.), *Fundamentals of literacy instruction & assessment* (pp. 121–137). Baltimore, MA: Paul H. Brookes.
- Hasbrouck, J. E., Ihnot, C., & Rogers, G. H. (1999). “Read Naturally”: A strategy to increase oral reading fluency. *Reading Research and Instruction*, 39, 27–37.
- Hasbrouck, J. E., & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students in grades two through five. *Teaching Exceptional Children*, 24(3), 41–44.
- Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59(7), 636–644.
- Honig, B., Diamond, L., & Gutlohn, L. (2013). *Teaching reading sourcebook* (Updated 2nd ed.). Novato, CA: Arena Press.
- Hougen, M. C., & Smartt, S. M. (Eds.). (2012). *Fundamentals of literacy instruction and assessment, Pre-K–6*. Baltimore, MD: Paul H. Brookes.
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58(8), 702–714.
- Hudson, R. F., Pullen, P. C., Lane, H. B., & Torgesen, J. K. (2008). The complex nature of reading fluency: A multidimensional view. *Reading & Writing Quarterly*, 25(1), 4–32.
- Jimerson, S. R., Hong, S., Stage, S., & Gerber, M. (2013). Examining oral reading fluency trajectories among English language learners and English speaking students. *Journal of New Approaches in Educational Research*, 2(1), 3–11.
- Jones, D., & Christensen, C. A. (1999). Relationship between automaticity in handwriting and students’ ability to generate written text. *Journal of Educational Psychology*, 91, 44–49.
- Koskinen, P. S., Blum, I. H., Bisson, S. A., Phillips, S. M., Creamer, T. S., & Baker, T. K. (1999). Shared reading, books, and audiotapes: Supporting diverse students in school and at home. *The Reading Teacher*, 52(5), 430–444.
- Kuhn, M. R., & Schwanenflugel, P. J. (2006). Fluency-oriented reading instruction: A merging of theory and practice. In K. Stahl & M. McKenna (Eds.), *Reading research at work: Foundations of effective practice* (pp. 205–213). New York, NY: Guilford Press.
- Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 45(2), 230–251.

- Kuhn, M. R., & Stahl, S. A. (2000). *Fluency: A review of developmental and remedial practices* (CIERA reprint No. 2-008). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.
- Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology, 95*(1), 3–21.
- Linan-Thompson, S., & Vaughn, S. (2007). *Research-based methods of reading instruction for English language learners, Grades K–4*. Alexandria, VA: ASCD.
- Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). Strategies to increase reading fluency. *Intervention in School and Clinic, 34*(5), 278–283.
- Mathes, P., Howard, J., Allen, S., & Fuchs, D. (1998). Peer-assisted learning strategies for first grade readers: Making early reading instruction more responsive to the needs of diverse learners. *Reading Research Quarterly, 33*, 62–95.
- Moats, L., & Sedita, J. (2004). *LETRS: Language essentials for teachers of reading and spelling*. Dallas, TX: Sopris West Educational Services.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- O'Connor, R. E., White, A., & Swanson, H. L. (2007). Repeated reading versus continuous reading: Influences on reading fluency and comprehension. *Exceptional Children, 74*(1), 31–46.
- Oddo, M., Barnett, D. W., Hawkins, R. O., & Musti Rao, S. (2010). Reciprocal peer tutoring and repeated reading: Increasing practicality using student groups. *Psychology in the Schools, 47*(8), 842–858.
- Peregoy, S. F., & Boyle, O. F. (2005). *Reading, writing, and learning in ESL: A resource book for K–12 teachers* (4th ed.) Boston, MA: Pearson Education.
- Perfetti, C. (1985). *Reading ability*. New York, NY: Oxford Press.
- Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher, 58*, 510–519.
- Pinnell, G. S., & Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.
- Quirk, M., & Beem, S. (2012). Examining the relations between reading fluency and reading comprehension for English language learners. *Psychology in the Schools, 49*(6), 539–553.
- Ramírez, R. D., & Shapiro, E. S. (2007). Cross-language relationship between Spanish and English oral reading fluency among Spanish speaking English language learners in bilingual education classrooms. *Psychology in the Schools, 44*(8), 795–806.
- Rasinski, T. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York, NY: Scholastic.

- Rasinski, T. V. (2004). *Assessing reading fluency*. Honolulu, HI: Pacific Resources for Education and Learning.
- Rasinski, T. V., Reutzel, D. R., Chard, D., & Linan-Thompson, S. (2011). Reading fluency. *Handbook of Reading Research*, 4, 286–319.
- ReadWorks. (2013). *Tornado scientist*. Retrieved from <http://www.readworks.org/passages/tornado-scientists>
- Reutzel, D. R., & Cooter, R. B. (1999). *Balanced reading strategies and practices: Assessing and assisting readers with special needs*. Upper Saddle River, NJ: Prentice Hall.
- Sáenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children*, 71(3), 231–247.
- Samuels, S. J. (2002). Reading fluency: Its development and assessment. In A. Farstrup & S. Samuels (Eds.), *What research has to say about reading instruction* (pp. 166–183). Newark, DE: International Reading Association.
- Samuels, S. J., & Farstrup, A. (2006). *What research has to say about fluency instruction*. Newark, DE: International Reading Association.
- Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Newman & D. Dickenson (Eds.), *Handbook of early literacy research* (pp. 97–110). New York, NY: Guilford Press.
- Shanahan on Literacy. (2016, October 28). Oral reading fluency is more than speed [Web log message]. Retrieved from <http://www.shanahanonliteracy.com/2016/10/oral-reading-fluency-is-more-than-speed.html>
- Texas Education Agency. (2009). *Texas essential knowledge and skills (TEKS)*. Retrieved from <http://tea.texas.gov/curriculum/teks/>
- Torgesen, J. K., & Hudson, R. F. (2006). Reading fluency: Critical issues for struggling readers. In S. Samuels & A. Farstrup (Eds.), *What research has to say about fluency instruction* (pp. 130–158). Newark, DE: International Reading Association.
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction*. Alexandria, VA: ASCD.
- Worthy, J. (2005). *Readers theater for building fluency*. New York, NY: Scholastic.
- Zadeh, Z. Y., Farnia, F., & Geva, E. (2012). Toward modeling reading comprehension and reading fluency in English language learners. *Reading and Writing*, 25(1), 163–187.