



Adolescent Literacy Series:

BUILDING FLUENCY IN STRUGGLING READERS:

ACHIEVING THE PACE, ACCURACY AND PROSODY THAT LEADS TO SUCCESSFUL COMPREHENSION OF TEXT

Esther Klein Friedman, Ph.D.
Exec. Director, Literacy and AIS
Division of Teaching and Learning

Goals and Agenda

Workshop Objectives

- To describe the role of fluency in proficient reading
- To review methods and tools for assessing fluency
- To explore a range of methods that build fluency in struggling readers

Agenda

- Defining Fluency
- Role of Fluency in Reading in the Secondary School
- Assessing Fluency and Establishing Benchmarks for Proficiency Grade by Grade
- Building Fluency in the Classroom and Intervention Program – a Few Methods That Bring Research to Practice

What is Fluency?

The ability to read a text. . .

> WITH **SPEED**

> WITH **ACCURACY**

> WITH **PROSODY**

What Does Fluency Involve?

- **‘High’-speed word recognition to free reader’s cognitive resources (especially working memory) to address meaning**
- **Ability to group words appropriately into meaningful grammatical units for interpretation**
- **Rapid use of punctuation and the determination of where to place emphasis or where to pause to make sense of a text**
- **Preliminary comprehension to allow unconscious attention to interpretation**

Jean Chall's Three Goals of a Reading Program

Automatic Rapid Decoding

Learning to Read Stage

Building a Lexicon of Concepts

Learning to Read Stage

Ability to Think While Reading

Reading to Learn Stage

Can you see these in the 5 pillars below?



Report of the National Reading Panel's Five Pillars to Reading:

Phonological Awareness | Phonics | Fluency | Vocabulary | Comprehension

Factors Influencing Academic Literacy

1. Reading accuracy and fluency
2. Vocabulary, or knowledge of word meanings
3. Conceptual knowledge and understanding
4. Thinking and reasoning skills
5. Effective use of reading comprehension strategies
6. Motivation to understand and learn

Just a Reminder: The Goals in Literacy Instruction Include Skills Plus Content

It's not just being able to read, it's also building fund of knowledge from reading over time.

(The more you know, the more you learn; the less you know, the fewer anchors for new information. It's about avoiding the accumulation of deficit Matthew Effects.)

Tatum's angle:





Here's Something Interesting

With the exception of instruction to increase reading accuracy and fluency, the content of effective literacy instruction for students reading below grade level is very similar to that recommended for students reading at grade level and above.

(as per Joseph Torgesen)

Why is Fluency Important?

NAEP 1995 studied reading fluency of a sample of 4th graders: 44% were dysfluent even with grade-level stories

Close relationship between fluency and reading comprehension (some say as high as .82 correlation)



What Dysfluency Looks Like

Individual has developed accurate word pronunciation, but **reads slowly**, probably because decoding is **not fully automatic**

Limited fluency may affect performance in the following ways:

- Reading less than peers, with less time to remember, review or comprehend text
- Expend more cognitive energy than peers trying to identify individual words
- Less able to retain text in memory and less likely to integrate segments of text with other parts of the text (i.e., inter-sentential comprehension)

(Mastropieri, Leinart, & Scruggs, 1999)

Example of Dysfluency: A Composite Case

Tamara is a sixth-grade student who had difficulty with beginning reading acquisition, particularly with decoding. She responded well to a multi-sensory phonics program that began in grade two and continued throughout her elementary-school years. Now, in grade six, she reads words at near-grade-level – well, but haltingly – in that typical robotic style with which so many teachers are familiar.

Tamara's comprehension is not at the level of her word recognition ability. She comprehends well when the readability level of the text is brought down by about two years from her untimed* reading level. Her listening comprehension is near grade level, but her oral and silent reading comprehension lag behind. She avoids reading except when it is required.

Tamara is a classic example of reader whose poor fluency appears to adversely affect her comprehension.

*Timed vs. Power Tests



What Teachers Need to Know About Fluency Building

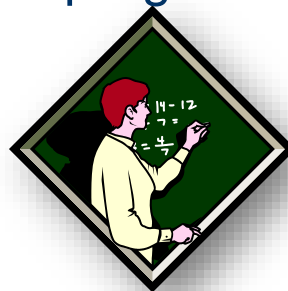
How to assess it

- Words Correct Per Minute (WCPM) – a 60-second timed test

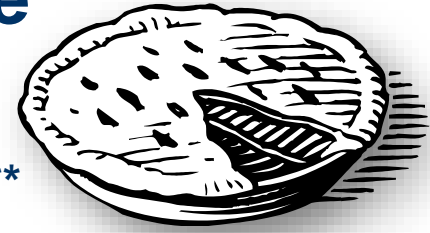


How to teach it

- Explicit instruction (especially role of modeling and immediate corrective feedback)
- Knowing a few strategies/programs well
 - Computer-based programs
 - Paper, pencil and timer programs



Assessment of Fluency: Easy as Pie



DIY:

- Select an independent-level* passage of at least 100 words**
- Tell student to read it as naturally as possible for 60 seconds
- Use a timer to start and stop the 60-second trial
- As student reads, note miscues
- When 60 seconds are up, total all words read in the 60 seconds and deduct the errors - this is your WCPM score

Note: Many programs have assessments embedded within them.

*Some protocols suggest use of an instructional-level passage

**You will have to select a longer passage for more proficient readers

WCPM Assessment Demo

Edison Invents the Phonograph

4

Thomas Edison created many inventions, but his favorite was the phonograph. While working on improvements to the telegraph and the telephone, Edison figured out a way to record sound on tinfoil-coated cylinders. In 1877, he created a machine with two needles: one for recording and one for playback. When Edison spoke into the mouthpiece, the sound vibrations of his voice would be indented onto the cylinder by the recording needle. What do you think were the first words that Edison spoke into the phonograph?

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"Mary had a little lamb" were the first words that Edison recorded on the phonograph and he was amazed when he heard the machine play them back to him. In 1878, Edison established the Edison Speaking Phonograph Company to sell the new machine.

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Edison suggested other uses for the phonograph, such as: letter writing and dictation, phonographic books for blind people, a family record (recording family members in their own voices), music boxes and toys, clocks that announce the time, and a connection with the telephone so communications could be recorded. How many of these uses have become a reality today?

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Many of the uses Edison suggested for the phonograph have become a reality, but there were others he hadn't imagined. For example, the phonograph allowed soldiers to take music off to war with them. In 1917, when the U.S. became involved in World War I, the Edison Company created a special model of the phonograph for the U.S. Army. This basic machine sold for \$60. Many Army units purchased these phonographs because it meant a lot to the soldiers to have music to cheer them and remind them of home.

200

245

278

1150|

Assessment: Determining A Student's Reading Rate -- Another Protocol of WCPM

A student's reading rate may be calculated by dividing the number of words read correctly by the total amount of reading time. You may count out 100 words in a passage and then time the student as he or she reads the passage.

Example: Tamara was given a passage to read with 100 words. She read 92 words correctly in 1.5 minutes, or 61 words per minute (wpm). The table on the next slide presents approximate reading rates for students in Grades 2-12.

N. Mather and Sam Goldstein (2001)

Assessment: Fluency (and Listening Comprehension)

The informal reading inventory (IRI) can be used to measure fluency (and listening comprehension):

- Using an independent/instructional-level of text, see how many **correct words per minute** the student can read
- Measure these against benchmarks such as the Hasbrouck-Tindal fluency or other norms (see next four slides)

Fluency Norms

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program. In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

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 the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

**Average words per week growth

Average Rates for Reading with Understanding for Students in Grades 1-6

Grade	Rasinski	Manzo	Harris & Sipay	Early Rate	End Rate
1	80	(1.8) 30-54	60-90	50	70
2	90	(2.8) 66-104	85-120	70	100
3	110	(3.8) 86-124	115-140	100	130
4	140	(4.8) 95-130	140-170	130	140
5	150	(5.8) 108-140	170-195	140	160
6	180	(6.8) 112-145	195-220	160	170

Reading A-Z <http://www.readinga-z.com/fluency/fluency-standards-table/>

Average Rates for Reading with Understanding for Students in Grades 2-12

Grade equivalent	Standard words per minute
2.5	121
3.5	135
4.5	149
5.5	163
6.5	177
7.5	191
8.5	205
9.5	219
10.5	233
11.5	247
12.5	261

Source: Carver (1990). Table 8.1, a standard word is six letter spaces including punctuation and spacing

Target Speeds For Oral Reading Fluency – One Easy Way

Speaking Speed:

- Approximately 220 words per minute

Oral Reading Speed Formula:

- $\text{Age} \times 10 = \text{average number of words per minute student should be able to read orally}$
- Example: by end of 3rd grade student should read 90 wpm



NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many “rough spots.”	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – [Creating Fluent Readers](#)

Adjusting Reading Rate: Something Proficient Readers Do

Proficient readers have a constant rate when reading. This rate is the fastest pace at which a person can understand complete thoughts in successive sentences of relatively easy material. **As long as the material is relatively easy to read, a person's rate stays constant.**

For different types of tasks, however, **readers often alter their rate**. Students with slow reading rates are often not aware of the need to adjust their reading rate depending on the purpose of reading. They attempt to read information in an encyclopedia at the same pace that they read a novel. Making these types of adjustments is particularly important for studying or completing specific types of complex texts, especially lengthy ones.

To help develop increased reading speed, **encourage students to adjust their rate depending on the purpose of reading**. Provide practice in skimming through a chapter to get a sense of the information and then how to study that chapter for the weekly test. **Demonstrate to students how** you change your rate for different types of reading materials.

N. Mather and Sam Goldstein (2001)

Adjusting Reading Rate – A Metacognitive Task

Consider ways that you monitor your own reading pace and shift gears depending on your goals. Think of how differently you read when you are:

- Trying to memorize material for a test
- Reading a research article for work (a.k.a. ‘close reading’ example)
- Reading a complex legal document or tax table
- Reading an ‘airport’ book

When the text requires it, your pace is slow and reflective, characterized by stopping and reviewing and rereading as you progress. If you are reading a novel for pleasure, your pace is steady and fluent. If you are searching for information in a catalog, your pace is rapid. As a skilled reader, you know how to adjust the gears of your reading to match the demands of the text and your purpose in reading it.

What Makes This Text Complex? What Adjustments Did You Make to Read and Understand It?

Read this paragraph and explain it to your partner. If you find it challenging, talk about what might make it more understandable.

Improved vascular definition in radiographs of the arterial phase or of the venous phase can be procured by a process of subtraction whereby positive and negative images of the overlying skull are imposed on one another.

- From a neuroanatomy text (found in *Background Knowledge* by Fisher and Frey)

Fluency Building: The How-To

Methods for increasing reading rate have several common features:

- 1) students listen to text as they follow along with the book (repeatedly)
- 2) students follow the print using their finger or pointer as guide (or teacher tracks the print for them), and
- 3) reading materials are used that students would be unable to read independently (not too far out of reach, but challenging).

Note: These types of techniques are most useful with students who have acquired some proficiency in decoding skill but whose level of decoding skill is lower than their oral language abilities (i.e. they have not acquired an adequate level of automaticity).

Fluency Building in Rtl: The How-To

A reading program should provide opportunities for:

- shared reading;
- partner reading;
- practice reading of difficult words *prior* to reading the text;
- timings for accuracy and rate;
- hearing books read (modeling of prosody); and
- reading to others (practice).

Chard and Osborn (1999a)

The following slides describe typical methods that are easy to use and not difficult to embed into the literacy block or in some disciplinary literacy activities.

Teaching Fluency: Variations on the Method of Repeated Readings

The Method of Repeated Readings (the mother of them all)

- 3, 6, 9 paragraph Repeated Reading

Shared Reading

Choral Reading

Speed Drills

Readers Theater

Partner Reading

Echo Reading (Radio Reading) – a.k.a. Neurological Impress

Shared Reading (repeated repeatedly)

- Connected text
- Rhymes and Chants (rhyme, rhythm and repetition)

Chunking

Great Leaps; Six Minute Solution, Q-Reads

Computer-Based Options

- Focus on Fluency
- Read Naturally
- Soliloquy Reading Assistant

Repeated Readings - Research

Research on repeated reading suggests that fluency can be improved as long as students are provided with specific instructions and procedures are used to monitor their progress (Mastropieri et al., 1999). To control for a similar readability level, select the passages to read from the same level. As performance improves, the time it takes to read the text should decrease.

Repeated reading has also been used as a component of class-wide peer tutoring (Mathes & Fuchs, 1993).



The Method of Repeated Readings

The repeated readings technique is designed for children who read slowly despite adequate word recognition (Samuels, 1979). For this procedure, the child reads the same passage over and over again.

- Select a passage of 50-100 words from text slightly above the student's independent reading level.
- Have the student read selection orally while you time the reading; count the number of words that are read incorrectly.
- Record the reading time and the number of words pronounced incorrectly.
- Set a realistic goal for speed and number of errors. Create a recording form or system.
- Between timings, ask the student to look over the selection, reread it, and practice words that caused difficulty in the initial reading.
- When the student is ready, have him or her reread the same passage. Once again, time the reading, and record the time and number of errors.
- Have the student repeatedly practice the selection as you chart progress after each trial until a predetermined goal is reached or until the student is able to read the passage fluently with few mistakes.

3, 6, 9 Paragraphs – A Method of Repeated Readings

- Pick a text and select out a 9 paragraph segment
- Day One: Orally read the first three paragraphs (with/to teacher or peer)
- Day Two: Orally read the first three and add the next three “
- Day Three: Orally read the first three, the second three, add the third three “
- Day Four: Reread the entire selection orally “
- Repeat as needed

One possible scaffold: Prior to day one, the teacher or audio support reads the entire selection to the student.

For an important passage, this can be reread until student can read it fluently (even if it takes many tries).

Silent or oral practice by student is allowed between oral reads to teacher or peer.

Shared Reading – In the Classic Sense

- Entire class views the same enlarged text (e.g. big book, Smart Board, chart, enlarged text segment)
- Teacher tracks the print word by word as he or she reads
- Teacher returns to the text repeatedly during the course of the week (with a slightly different purpose each day)*
- In a gradual release of responsibility model employed over the course of the week (or longer):

- ***I do***
- ***We do***
- ***You do***

*We are not talking about simply sharing a piece of text together - we are talking about a minimum of a week-long protocol with this piece of text.

Choral Reading



- Shared piece of text that everyone is viewing at the same time (projected or on a chart)
- Read chorally
- Over and over (daily or spiraling)
- Think of the *Pledge of Allegiance* or *America the Beautiful* or American standards/rap/hip hop/pop song/poetry suitable for adolescents (and for the school setting)
- Try it with text that has rhyme, rhythm, repetition (a.k.a. rap/hip hop/pop/poetry, etc.)

Let's Do Some Choral Reading

People, people, have you heard?
Papa's going to buy me a mocking bird.
If that mocking bird won't sing,
He's going to buy me a diamond ring.
If that diamond ring turns brass,
He's going to buy me a looking glass.
If that looking glass gets broke,
He's going to buy me a billy goat.
If that billy goat gets funny,
He's going to buy me a little pony.
If that pony runs away—
Ta, ra, ra, ra boom de-ay!

Neurological Impress Method (a.k.a. Echo Reading) – a Type of Choral Reading

The neurological impress method (Heckelman, 1969, 1986) is a method for choral or concert reading. In this method, you read aloud together with a student for 10 -15 minutes daily.

- To begin, select a high-interest book or a content-area textbook from the classroom.
- Sit next to the student and read aloud as you point to the words with your index finger.
- Read at a slightly faster pace than the student and encourage him or her to try to keep up with you.
- When necessary, remind the student to keep his or her eyes on the words.
- Successful decoding requires the reader to connect the flow of spoken language with the flow of text (Carreker, 1999). Reading aloud with students can help them to practice phrasing and intonation.

Taped Books – A Type of Neurological Impress When Students Read Along (Not Just Listen)

- Have the student listen to the reading while he or she follows along with an copy of the book. Most public libraries provide a wide selection of recorded books for loan.
- Remember that your computers typically have text reading features and there are programs you can purchase that will read Internet content aloud on the computer.
- Audio books are also available for loan from Heiskell Library (part of the NY Public Library System).
 - Selections include bestsellers, classics, history, biographies, science fiction (and even textbooks!). Books may be rented for one month and returned by mail.
 - If a book is unavailable, an individual may request that it be recorded. If it fits within the scope of the collection, the book will be recorded.
- Some commercial recordings, such as those obtained at the public library, go too fast for individuals with reading disabilities. In addition, because younger and struggling readers lose their place frequently, it is important to have a procedure for relocating the place at the top of each page.



Creating Your Own Taped Books – The Carbo Method

Many teachers prefer to make their own recordings of books so that they can select materials and control rate of speech. The Carbo Method (1989) is a procedure for recording books to achieve maximum gains in fluency:

- Decide which text you will record.
- Speak into the microphone from a distance of approximately 6-8 inches.
- Convey your interest in the book through your voice.
- Begin by reading the story title, providing a brief introduction, pausing, and telling the student to which page to turn. Pause long enough so that the reader has enough time to turn pages and look at pictures.
- Tell the student when to turn the page. In order not to distract from the content, soften your voice slightly when stating a page number.
- Read the story in logical phrases, slowly enough so that most students can follow along but not so slowly that they become bored.
- End each tape with, “The selection is now over.” That signals the end of the recording, and prevents students from continuing to listen to the blank tape.

As general guidelines, record 5-15 minutes at a typical pace for instructional level material and have the student listen to the tape once. For difficult material, record no more than 2 minutes at a slow pace with good expression and have the student listen to the passage two or three times. After listening, have the student read the passage aloud.

Speed Drills

Develop lists of words to use in 60-second speed drills.

The following general guidelines for these are suggested:

- **30 correct wpm for first- and second-grade children**
- **40 correct wpm for third- grade children**
- **60 correct wpm for mid-third-grade**
- **80 correct wpm for students in fourth grade and higher**

To conduct a speed drill, have the student read a list of words for one minute as you record the number of errors. You may use a high-frequency word list or the sample speed drills you produce from your phonics or reading or vocabulary work. These drills are designed to develop automatic sight recognition of words.

A Type of Speed Drill: Rapid Word Recognition Chart

A way to improve speed of recognition for words with an irregular element is the use of a rapid word recognition chart (Carreker, 1999).

- The chart is similar to a rapid serial-naming task. It is a matrix that contains five rows of six exception words (e.g., who and said), with each row containing the same six words in a different order.
- After a brief review of the words, students are timed for one minute as they read the words in the squares aloud.
- Students can then count and record the number of words read correctly.

This type of procedure can help students who struggle to memorize words with irregular orthographic patterns.

Useful for speed drills:

- Dolch words, target reading words, spelling demons, outlaws (a.k.a. red words)

Sample Rapid Word Recognition Chart

Who	What	When	Where	Why	How
What	When	Where	Why	How	Who
When	Where	Why	How	Who	What
Where	Why	How	Who	What	When
Why	How	Who	What	When	Where

Readers Theater

The original protocol:

- Read a story with class
- Students write a script based on the story they have read or heard
- Students are assigned roles and read the script over and over
- Students present the 'play'



Readers Theater – Another Way

Use a prepared script. Many (more than these) are available free on line:

- <http://www.timelessteacherstuff.com>
- <http://www.teachingheart.net/readerstheater.htm>
- www.aaronshp.com/rt/RTE.html
- <http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html>

Some of these have created **different readability levels for each character** in the play so that you can differentiate by matching stronger readers and weaker readers with parts they can handle.

Readers Theater Example – Savitri

Story copyright © 1992 Aaron Shepard. Script copyright © 1993, 2002, 2003 Aaron Shepard. Scripts in this series are free and may be copied, shared, and performed for any noncommercial purpose, except they may not be posted online without permission.

PREVIEW: The princess Savitri must use all her wit and will to save her husband from the god of death.

ROLES: Narrators 1–3, Savitri, Satyavan, Kings 1 & 2, Teacher, Narada, Yama, Goddess

NOTES: This story is probably around 3000 years old. It was first written down about 2000 years ago as part of the *Mahabharata*, India's great national epic.

Savitri is pronounced “SAH-vit-ree.” *Satyavan* is pronounced “SOT-ya-von.” *Narada* is pronounced “NAR-a-da.” *Yama* is pronounced “YAH-ma,” rhyming with “lama.”

Mahabharata is pronounced “MAH-hah-BAR-a-ta.”

GENRE: Myths, folktales, legends

CULTURE: Asian Indian (ancient), Hindu

THEME: Heroines, determination

READERS: 11

READER AGES: 9–15

LENGTH: 10 minutes

NARRATOR 1: In India, in the time of legend, there lived a king with many wives but not one child.

NARRATOR 2: Morning and evening for eighteen years, he faced the fire on the sacred altar and prayed for the gift of children.

NARRATOR 3: Finally, a shining goddess rose from the flames.

GODDESS: I am Savitri, child of the Sun. By your prayers, you have won a daughter.

NARRATOR 1: Within a year, a daughter came to the king and his favorite wife. He named her Savitri, after the goddess.

NARRATOR 2: Beauty and intelligence were the princess Savitri's, and eyes that shone like the sun. So splendid was she, people thought she herself was a goddess.

NARRATOR 3: Yet when the time came for her to marry, no man asked for her. Her father told her,

KING 1: Weak men turn away from radiance like yours. Go out and find a man worthy of you. Then I will arrange the marriage.

Purchased Programs or Make Your Own?

- **Great Leaps** (strong focus on immediate corrective feedback and teacher modeling of the story **AFTER** the cold read)
 - Phonics
 - Phrases
 - Stories
- **Six Minute Solution**
 - Phonics
 - Structural analysis
 - Prefixes, suffixes
 - Phrases
 - Stories
- **Q-Reads**
 - Strategically selected words for academic language
- **Read Naturally**
 - Stories (English & Spanish)

The Delivery Guy Issue in Fluency

The challenge:

The teacher cannot deliver *Great Leaps* or any one-to-one fluency building protocol while teaching a lesson to the class or to another group. Thus, it has to be done during the independent reading segment (but then it takes away from conferencing time). Or, it must be delivered by a co-teacher, paraprofessional, peer tutor, volunteer, computer, etc.



Resources and References

SHARED READING RESOURCES

Jazz Chants for Children by Carolyn Graham

Example with call and response format:

Personal Questions

Where were you born?

I'd rather not say.

Where are you from?

I'd rather not say.

How tall are you?

How old are you?

How much do you weigh?

I'd rather not say.

How much rent do you pay?

I'd rather not say.

How much do you make?

I'd rather not say.

Why aren't you married?

I'd rather not say.

Why don't you have children?

I'd rather not say.

Where were you last night?

Why weren't you home?

Did you stay out late?

Did you come home alone?

Did you have a good time?

Did you see a good play?

Did you go to a concert?

I'd rather not say.

SHARED READING RESOURCES

Jazz Chants for Children by Carolyn Graham

Call and response format:

Listen To Me

Listen to me. I'm listening.

Listen to me. I'm listening.

Listen to me. I am, I am.

Answer me. I will, I will.

Answer me. I will, I will.

Tell me the truth. I will, I will.

Tell me the truth. I will, I will.

Don't tell a lie. I won't, I won't.

Don't tell a lie. I won't, I won't.

Tell me the truth. I will.

Answer me. I will.

Listen to me. I am.

SHARED/CHORAL READING RESOURCES

**Miss Mary Mack, Mack, Mack,
All dressed in black, black, black,
With silver buttons, buttons, buttons,
All down her back, back, back.
She went upstairs to make her bed,
She made a mistake and bumped her head;
She went downstairs to wash the dishes,
She made a mistake and washed her wishes;
She went outside to hang her clothes,
She made a mistake and hung her nose.**

An American Standard



SHARED READING RESOURCES

Goops

The Goops they lick their fingers,
And the Goops they lick their knives;
They spill their broth on the tablecloth—
Oh, they lead disgusting lives!
The Goops they talk while eating,
And loud and fast they chew;
And that is why I'm glad that I
Am not a Goop— are you?



SHARED READING RESOURCES

Cats

BY ELEANOR FARJEON

Where do cats sleep? Anywhere! On top of things, in the middle—anywhere. This poem can serve as a good introduction to positional terms.



Cats sleep
Anywhere,
Any table,
Any chair,
Top of piano,
Window-ledge,
In the middle,
On the edge,
Open drawer,
Empty shoe,
Anybody's
Lap will do,
Fitted in a
Cardboard box,
In the cupboard
With your frocks—
Anywhere!
They don't care!
Cats sleep
Anywhere.



SHARED READING RESOURCES

An American Standard



I had a nickel and I walked around the block.
I walked right into a baker shop.
I took two doughnuts right out of the grease;
I handed the lady my five-cent piece.
She looked at the nickel and she looked at me,
And said, "This money's no good to me.
There's a hole in the nickel, and it goes right through."
Says I, "There's a hole in the doughnut, too."

SHARED READING RESOURCES

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven't any
Chins at all.

Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.

But I think mice
Are nice.



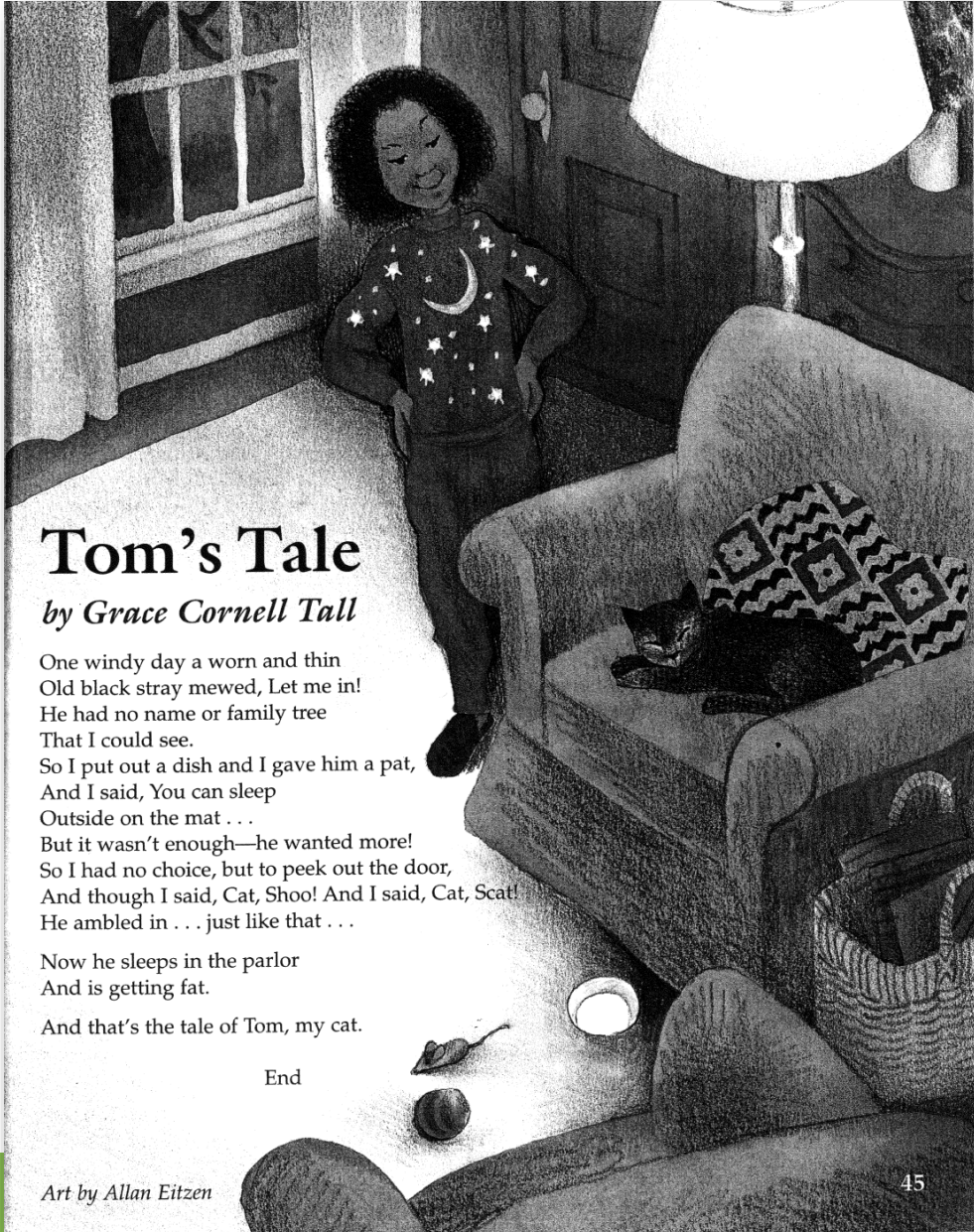
Rose Fyleman

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2

What shared reading purposes does this piece provide?

SHARED READING RESOURCES



Tom's Tale

by Grace Cornell Tall

One windy day a worn and thin
Old black stray mewed, Let me in!
He had no name or family tree
That I could see.
So I put out a dish and I gave him a pat,
And I said, You can sleep
Outside on the mat . . .
But it wasn't enough—he wanted more!
So I had no choice, but to peek out the door,
And though I said, Cat, Shoo! And I said, Cat, Scat!
He ambled in . . . just like that . . .

Now he sleeps in the parlor
And is getting fat.

And that's the tale of Tom, my cat.

End

Art by Allan Eitzen

SHARED READING RESOURCES

An American Standard

People, people, have you heard?
Papa's going to buy me a mocking bird.
If that mocking bird won't sing,
He's going to buy me a diamond ring.
If that diamond ring turns brass,
He's going to buy me a looking glass.
If that looking glass gets broke,
He's going to buy me a billy goat.
If that billy goat gets funny,
He's going to buy me a little pony.
If that pony runs away—
Ta, ra, ra, ra boom de-ay!

SHARED READING RESOURCES

Exhaust the little moment.

Soon it dies.

And be it gash or gold it will not

Come again in this identical disguise.

-- Gwendolyn Brooks

References and Resources

Academic Intervention Toolkit (Located on NYCDOE Rtl site on Intranet)

NYCDOE Rtl Reference Guide (Located on NYCDOE Rtl site on Intranet)

For central staff:

<http://intranet.nycboe.net/SchoolSupport/NetworksResources/achievement/AcadPolicyResources/RTI/>

For school staff: <http://intranet.nycboe.net/Accountability/APR/RTI/>

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Q and A

Ask now or later.



Dr. Esther Klein Friedman

Executive Director, Literacy and AIS

efriedm@schools.nyc.gov

RtI/AIS Events Registration: <http://bit.ly/AISevents>