

TAT2 Task 3

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August 10, 2017

A Written Project Presented to the Faculty of the Teachers College of

Western Governors University

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Overview of Instructional Unit

The instructional unit which follows is created to employ multiple research based approaches together to improve the fourth and fifth grade student's reading fluency. With the use of these strategies and approaches we strive to positively impact ELA and cross-curricular student performance using short, frequent and authentic episodes of practice on a regular basis (Felton, n.d.). The unit takes place over the course of seven, one hour lessons which are intended to be completed one lesson per day. The fluency practice and self-evaluation can be extended throughout the year as the teacher deems appropriate.

Instructional Audience

According to the Tennessee's State English Language Arts Standards, students must "*read with sufficient accuracy and fluency to support comprehension.*" (Tennessee State Board of Education, 2010a, 2010b). However, many fourth and fifth-grade students at Hickerson Elementary School (HES), where I teach as an Interventionist, do not demonstrate sufficient reading fluency. Scholars Pikulski & Chard (2005) state that "*Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct meaning of text. Fluency is manifested in accurate, rapid, expressive oral reading and is applied during and makes possible, silent reading comprehension*". The difficulty with fluency inhibits the student's ability to process and synthesize standard grade-level texts. The ultimate result is a negative impact in all subject areas where the effective processing of written language and construction of meaning is necessary (National Institute of Child Health and Human Development, 2000).

Ultimately, the interaction with the text and construction of meaning is a prerequisite required for students to convey the necessary skills or standards mastery in formalized written

assessments and constructed response tasks. This is required under the guidelines for the new TNReady testing format, which students will take for the first time this year (Tennessee Department of Education, 2015a, 2015b).

Students need further instruction to improve their reading fluency. As Appendix A summarizes, the most recent benchmark, the winter AIMSweb Reading Curriculum Based Measure (R-CBM) (Appendix C), indicates that one in five students lack sufficient reading fluency (Reinholtz, 2016).

Reading fluency is a primary skill necessary for student success in comprehension. Consisting of three main parts, fluency is the ability to read accurately, at a sufficient speed, and with appropriate prosody relevant to the text. In order to interact with written text and construct meaning, a learner must be able to efficiently consume and process the text first. According to Rasinki, *“If students are using too much of their cognitive energy to decode words in text, they have little remaining for the important task in reading – comprehension (2012).* Ultimately, students need to export their knowledge and mastery of the content, yet this end result hinges on the student’s ability to read fluently so that their available mental resources can be focused on constructing meaning.

According to the HES teachers, who are my colleagues, they indicate common concerns about the student’s reading fluency and performance which they indicated on the Teacher Fluency Survey (see Appendix B). They agree that the impact of this reading fluency deficit spans the curriculum. Teachers indicate they show optimism in their ability to positively impact the student’s reading ability through their instructional practices. However, teachers unanimously agree that they do not have enough time to work with students one-on-one (Reinholtz, 2016).

The data shows that students need further instruction to increase their reading fluency. Teachers feel that they are capable to increase this deficit through their teaching practices and instruction. Students are expected to perform across multiple subject areas and on the TNReady examination. A primary foundation necessary for success is the ability to interact with written text in order to construct meaning. Ultimately students need to prove knowledge of the content, yet this end result hinges on the student's ability to read fluently. Students need meaningful and relevant instructional activities to assist gains in their reading fluency.

Students attend HES which is a rural, Title I, school in Coffee County, Tennessee. It has 220 students whereas 78% are economically disadvantaged. The student body has a very homogenous composition consisting of 94% Caucasian. Students are heterogeneously grouped and departmentalized by grade level where one teacher per grade level is responsible for ELA instruction.

The teachers of these students also indicate from the Teacher Fluency Survey have consensus that students become frustrated when reading and that they prefer the passages read to them. The teachers are also neutral in their opinions that students enjoy reading for pleasure. Teachers strongly agree that students do not have sufficient fluency for the state mandated testing.

In my experience with this student population I agree with the teacher's perceptions of the student's view of reading. Many students' motivation and enjoyment of reading is directly linked to their reading fluency. I observe the top performing students often with a book reading for pleasure while, generally, the lower performing students are rarely reading on their own or for mere enjoyment. The lower performing students often perceive reading as a burdensome task.

The group of focus is the fourth and fifth grades. There are 36 grade 4 students and 45 grade 5 students. There is an equivalent distribution of male and female students within grade levels. The fourth grade class is 100% Caucasian. The fifth grade class is mostly homogenous, being 93% Caucasian. One native English speaking Latino student and one African-American student are members of the fifth grade class. The population for this learning analysis and instructional unit in total is 98% Caucasian. All students in the population are native language English learners. 80% of the students come from homes which are economically disadvantaged.

There are six students receiving inclusive special education services. In the fifth grade there are five students and in the fourth grade there is one. The special education students receive paraprofessional support during regular curricular time. They are later pulled out of core instruction to receive additional services from the Special Education teacher (Reinholtz, 2016).

Instructional Strategies

The instructional unit is comprised of several instructional strategies. Together, they comprise a multifaceted approach to help improve reading fluency. Lessons begin with tying back to previous learning or experiences. As lessons evolve, students are building upon the development of small skillsets which, when used together, can foster the emergence of fluency. This is an example of a cognitivist model. There are instances where repeated readings and memorization of sight words and sight phrases which is indicative of the behaviorist model of learning. As students practice the fluency skills and activities they are also called upon to give constructive criticism and evaluations to their peers. Furthermore, they are called upon to share a best practice example of fluency to their peers whereas they are acting as an expert of the content. This is an example of a constructivist learning approach.

The instructional unit was created via the framework of the Dick and Carey (2009) Five Step Instructional Component Model. The Dick and Carey model's foundation embodies Gagne's (1988) Nine Events of Instruction which has the following sequential elements:

- 1) Gain attention
- 2) Inform learners of objectives
- 3) Stimulate recall of prior learning
- 4) Present the content
- 5) Provide learning guidance
- 6) Elicit performance or practice
- 7) Provide feedback
- 8) Assess performance
- 9) Enhance retention

Following the model posed by Dick and Carey, the unit of instruction and lessons have been structured into the following successive format:

- 1) Pre-instructional activities elicit activation of prior knowledge, gains learner attention, and stimulates interest.
- 2) Content presentation occurs in a scaffolded manner which connects to and builds upon the student's prior knowledge and previous instruction.
- 3) Learner participation occurs as students practice the new skills, strategies or approaches while receiving feedback and support from the teacher.
- 4) Assessment occurs when students have an opportunity to show their growth and knowledge about the new instruction. The format of assessment considers the unique learner needs in meaningful and genuine ways.

- 5) Follow-through activities support content retention and application to future learning or situations.

Performance Objectives

Performance Objective 1: *Given oral passages, students will identify examples of proper and improper reading accuracy using a T-chart format with 80% accuracy.*

Performance Objective 2: *Given oral passages, students will identify examples of proper and improper reading rate using a T-chart format with 80% accuracy.*

Performance Objective 3: *Given oral passages, students will identify examples of proper and improper reading prosody using a T-chart format with 80% accuracy.*

Performance Objective 4: *Given a writing prompt, students will identify the three elements of reading fluency and explain the relationship to reading fluency in a written essay with 10 out of 12 on a 12-point scale rubric.*

Performance Objective 5: *Given a recording of their own oral reading, students will evaluate their reading accuracy and rate in accordance to the AIMSweb R-CBM protocols with 80% accuracy as compared to the teacher's evaluation.*

Performance Objective 6: *Given a recording of their own oral reading, students will evaluate their reading fluency in accordance to the fluency rubric (Rasinski, n.d.) with 80% accuracy as compared to the teacher's evaluation.*

Performance Objective 7: *Given an instructional level set of Fry Words, students will read 100 words with 95% accuracy in one minute.*

Performance Objective 8: *Given an instructional level set of Fry Phrases, students will read 100 words (as part of the Fry Phrases) with 95% accuracy in one minute.*

Performance Objective 9: *Given written passages, students will employ repeated reading strategies to increase their reading accuracy and rate to at least the 50th percentile as based on national norms.*

Performance Objective 10: *Given a Reader's Theater script, students will practice and perform it whereas each student will exhibit 20% growth on the fluency rubric as compared to their initial performance.*

Performance Objective 11: *Given a prosody mood card, students will read with proper accuracy, rate, and prosody with 80% accuracy based on the fluency rubric*

Performance Objective 12: *Given an instructional level passage, students will demonstrate an increased reading fluency of at least 10% in accuracy and rate.*

Performance Objective 13: *Given an instructional level passage, students will demonstrate an increased proficiency in prosody according to the fluency rubric.*

Materials and Resources

- Selected reading passages / scripts / [R-CBM](#) / YouTube videos (Appendix C)
- Fry Words & Phrases
- Chrome Browser with the Fluency Tutor installed
- Internet enabled computing device
- Headphones
- Microphone
- PC with Read Naturally Software Edition
- Projector
- Rubrics
- Fluency Graphs

- Writing utensils
- Chart paper
- Sticky Notes
- Recorded digital audio passages
- Digital audio playback device
- Google Classroom and Site

Instructional Sequence

Lesson 1: Identifying One of the Three Major Traits of Reading Fluency: Rate

Lesson Overview: This lesson will introduce the essential elements of successful reading fluency by using an example/non-example format.

Resources or Materials Needed:

Selected reading passages

Chart paper

Writing utensils

T-chart assessment rubric (see Appendix D)

Recorded audio passages

Projector

Digital audio playback device

Performance Objective:

1. Given oral passages, students will identify examples of proper and improper reading rate using a T-chart format with 80% accuracy.

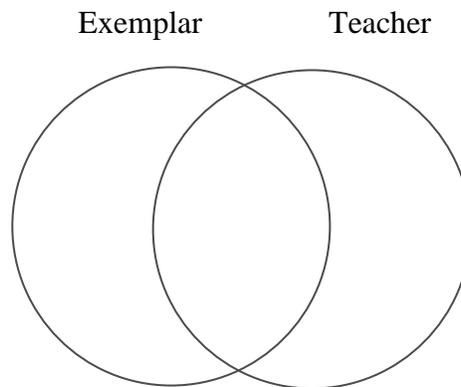
Time: 60 Minutes

Step 1: Pre-Instructional Activities:

- Students will be seated in their standard whole group formation
- The teacher will read several different short passages exhibiting their reading fluency.
- The teacher will ask the class if the passage was read well and will follow up with an even more fluent reader as an example, Jim Dale.
- The teacher will play an exemplar, Jim Dale's reading of the first few minutes of the first Harry Potter audio book (Rowling, J. K., & Dale, J.,1999).

Step 2: Content Presentation:

- From the above lesson introduction, using whole class discussion, students will be asked to compare both readings for approximately two minutes of silent think time.
- A large Venn diagram will be created on chart paper



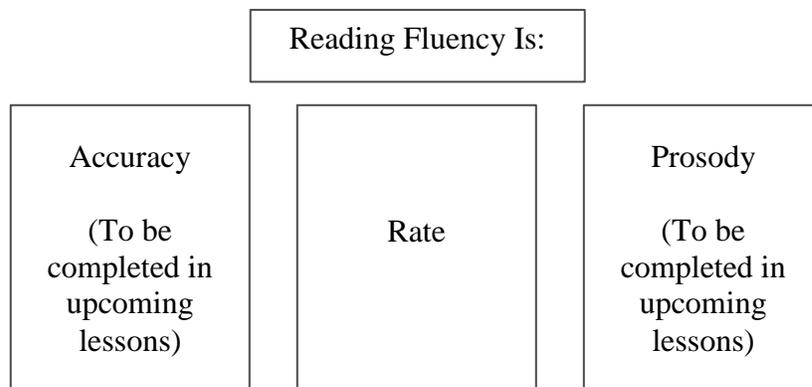
- Students will turn to their assigned group partners to discuss for an additional five minutes. They will compile their top two or three thought comparisons on sticky notes.
- Students will place their sticky notes on the correct portion of the Venn diagram.
- Teacher will think out loud describing how similar sticky notes will be grouped together
- The teacher will lead class discussions about the similarities and differences that have been compiled. A summary of the sticky notes will be scribed onto the chart to serve as an anchor poster.

Step 3: Learner Participation:

- Teacher will hang up three blank chart papers. Directing students to reflect on the Venn diagram, students will be asked to sort their ideas into what could be three main ideas. Hopefully they will determine it to be rate, accuracy, and prosody (which is a term they are not familiar with). If they don't come up with those three categories continue on with

very specific example/non-example text passages. After each reading give students time to work with their groups to discuss their thinking.

- Through guidance it will be distilled down to the correct terminologies and examples.
- Provide several more example/non-examples to solidify their understanding and record the appropriate big ideas on the three anchor charts.
- Summarize the findings, create working kid-friendly definitions, and elicit that these are three major components of reading fluency. Create a title for the 3 anchor charts.



Step 4: Assessment:

- Ongoing qualitative observation, probing questions to elicit thinking, etc will take place throughout the lesson.
- Students will be given a T-chart (see Appendix D). The teacher will display a copy of a selected passage on the projector for all students to read and follow along with. It will be read 6 times. Each time the teacher will focus on a proper example and an improper example of accuracy, rate and prosody. Students will record on their T-Chart whether the teacher is reading an example of proper or improper reading accuracy, rate and prosody. These will be collected and scored according to the rubric.

Step 5: Follow-Through Activities

- Students will be asked to find 3 exceptional examples of reading rate on YouTube. Each example must be from a different YouTube performer. Each link will be placed in the shared classroom Google Sheet.

Lesson 2: Identifying One of the Three Major Traits of Reading Fluency: Accuracy

Lesson Overview: This lesson will introduce the essential elements of successful reading fluency by using an example/non-example format.

Resources or Materials Needed:

Selected reading passages

Chart paper

Writing utensils

T-chart assessment rubric (see Appendix D)

Recorded audio passages

Projector

Digital audio playback device

Performance Objective:

2. Given oral passages, students will identify examples of proper and improper reading accuracy using a T-chart format with 80% accuracy.

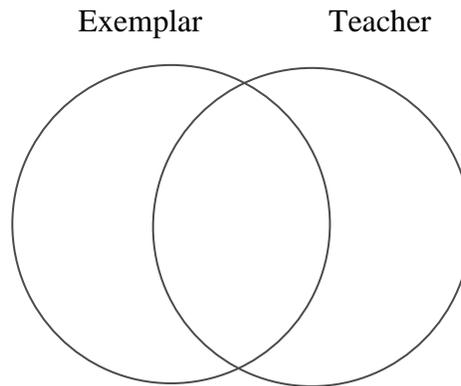
Time: 60 Minutes

Step 1: Pre-Instructional Activities:

- Students will be seated in their standard whole group formation
- The teacher will read several different short passages exhibiting their reading fluency.
- The teacher will ask the class if the passage was read well and will follow up with an even more fluent reader as an example, Jim Dale.
- The teacher will play Jim Dale's reading of the first few minutes of the first Harry Potter audio book (Rowling, J. K., & Dale, J., 1999).

Step 2: Content Presentation:

- From the above lesson introduction, using whole class discussion, students will be asked to compare both readings for approximately two minutes of silent think time.
- A large Venn diagram will be created on chart paper



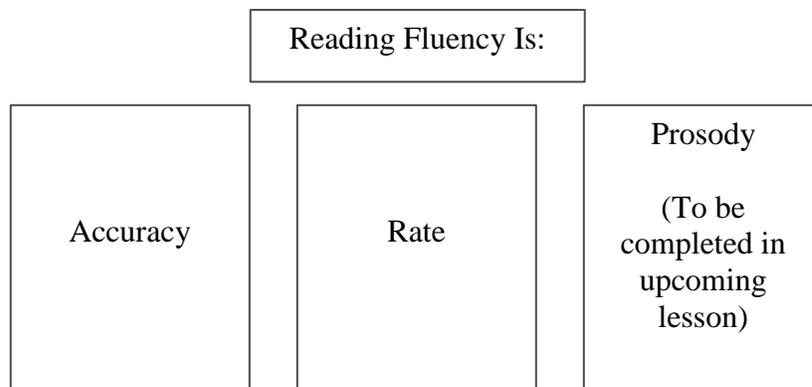
- Students will turn to their assigned group partners to discuss for an additional five minutes. They will compile their top two or three thought comparisons on sticky notes.
- Students will place their sticky notes on the correct portion of the Venn diagram.
- Teacher will think out loud describing how similar sticky notes will be grouped together
- The teacher will lead class discussions about the similarities and differences that have been compiled. A summary of the sticky notes will be scribed onto the chart to serve as an anchor poster.

Step 3: Learner Participation:

- Teacher will hang up three blank chart papers. Directing students to reflect on the Venn diagram, students will be asked to sort their ideas into what could be three main ideas. Hopefully they will determine it to be rate, accuracy, and prosody (which is a term they are not familiar with). If they don't come up with those three categories continue with

very specific example/non-example text passages. After each reading give students time to work with their groups to discuss their thinking.

- Through guidance it will be distilled down to the correct terminologies and examples.
- Provide several more example/non-examples to solidify their understanding and record the appropriate big ideas on the three anchor charts.
- Summarize the findings, create working kid-friendly definitions, and elicit that these are three major components of reading fluency. Create a title for the 3 anchor charts.



Step 4: Assessment:

- Ongoing qualitative observation, probing questions to elicit thinking, etc will take place throughout the lesson.
- Students will be given a T-chart (see Appendix D). The teacher will display a copy of a selected passage on the projector for all students to read and follow along with. It will be read 6 times. Each time the teacher will focus on a proper example and an improper example of accuracy, rate and prosody. Students will record on their T-Chart whether the teacher is reading an example of proper or improper reading accuracy, rate and prosody. These will be collected and scored according to the rubric.

Step 5: Follow-Through Activities

- Students will be asked to find 3 exceptional examples of reading accuracy on YouTube. Each example must be from a different YouTube performer. Each link will be placed in the shared classroom Google Sheet.

Lesson 3: Identifying One of the Three Major Traits of Reading Fluency: Prosody

Lesson Overview: This lesson will introduce the essential elements of successful reading fluency by using an example/non-example format.

Resources or Materials Needed:

Selected reading passages

Chart paper

Writing utensils

T-chart assessment rubric (see Appendix D)

Recorded audio passages

Projector

Digital audio playback device

Performance Objective:

3. Given oral passages, students will identify examples of proper and improper reading prosody using a T-chart format with 80% accuracy.

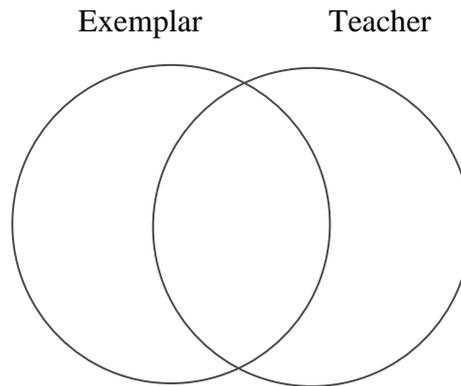
Time: 60 Minutes

Step 1: Pre-Instructional Activities:

- Students will be seated in their standard whole group formation
- The teacher will read several different short passages exhibiting their reading fluency.
- The teacher will ask the class if the passage was read well and will follow up with an even more fluent reader as an example, Jim Dale.
- The teacher will play Jim Dale's reading of the first few minutes of the first Harry Potter audio book (Rowling, J. K., & Dale, J., 1999).

Step 2: Content Presentation:

- From the above lesson introduction, using whole class discussion, students will be asked to compare both readings for approximately two minutes of silent think time.
- A large Venn diagram will be created on chart paper



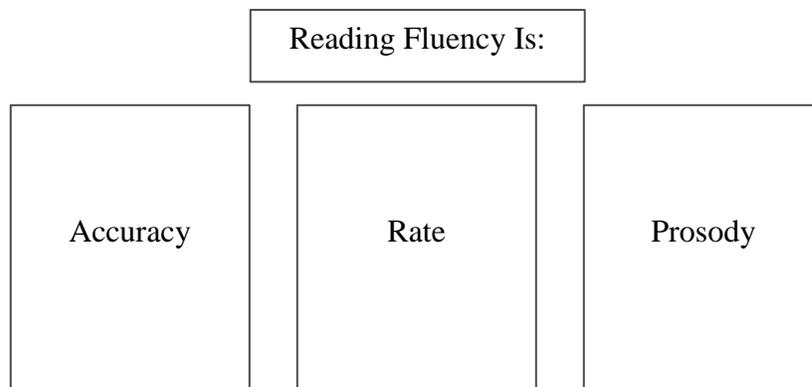
- Students will turn to their assigned group partners to discuss for an additional five minutes. They will compile their top two or three thought comparisons on sticky notes.
- Students will place their sticky notes on the correct portion of the Venn diagram.
- Teacher will think out loud describing how similar sticky notes will be grouped together
- The teacher will lead class discussions about the similarities and differences that have been compiled. A summary of the sticky notes will be scribed onto the chart to serve as an anchor poster.

Step 3: Learner Participation:

- Teacher will hang up three blank chart papers. Directing students to reflect on the Venn diagram, students will be asked to sort their ideas into what could be three main ideas. Hopefully they will determine it to be rate, accuracy, and prosody (which is a term they are not familiar with). If they don't come up with those three categories continue on with

very specific example/non-example text passages. After each reading give students time to work with their groups to discuss their thinking.

- Through guidance it will be distilled down to the correct terminologies and examples.
- Provide several more example/non-examples to solidify their understanding and record the appropriate big ideas on the three anchor charts.
- Summarize the findings, create working kid-friendly definitions, and elicit that these are three major components of reading fluency. Create a title for the 3 anchor charts.



Step 4: Assessment:

- Ongoing qualitative observation, probing questions to elicit thinking, etc will take place throughout the lesson.
- Students will be given a T-chart (see Appendix D). The teacher will display a copy of a selected passage on the projector for all students to read and follow along with. It will be read 6 times. Each time the teacher will focus on a proper example and an improper example of accuracy, rate and prosody. Students will record on their T-Chart whether the teacher is reading an example of proper or improper reading accuracy, rate and prosody. These will be collected and scored according to the rubric.

Step 5: Follow-Through Activities

- Students will be asked to find 3 exceptional examples of reading prosody on YouTube. Each example must be from a different YouTube performer. Each link will be placed in the shared classroom Google Sheet.

Lesson 4: Identifying the Role of Each Reading Fluency Trait – Bringing It All Together

Lesson Overview: This lesson will determine the function of the three traits of fluency and their contributions to successful reading.

Resources or Materials Needed:

Selected reading passages

Chart paper

Writing utensils

Writing paper

T-chart from the previous day

YouTube videos that students submitted previously

Assessment rubric (see Appendix E)

Performance Objective:

4. Given a writing prompt, students will identify the three elements of reading fluency and explain their relationship to reading fluency in a written essay with 10 out of 12 on a 12-point scale rubric.

Time: 60 Minutes

Step 1: Pre-Instructional Activities:

- Review the previous day's instruction
 - Venn diagram
 - Anchor charts for accuracy, rate and prosody

Step 2: Content Presentation:

- Read selected passages and review example and non-example effective traits.
- Share selected YouTube clips which students previously submitted.

- Discuss how the specific traits of fluency are exemplified.
- Pose the question: If someone was reading us a story and they were only “good” at one of the three fluency traits, would that make for an enjoyable story telling?
- Give students two minutes of think time.
- For five minutes allow students to discuss with their assigned group partners.
- The assigned spokesperson for each group will report back to the teacher with their thoughts and findings.
- Scribe the findings onto chart paper.
- After all groups have presented, distill and merge the shared thoughts onto chart paper for reference.

Step 3: Learner Participation:

- Read selected passages where the teacher omits each of the necessary traits in turn
- For each short passage read students will write down their reaction and thoughts on how the passage was read.
- Using accountable talk (Fisher, Rothenberg, & Frey, 2008) students will discuss the originally posed question and how it could relate to the passage just read.
- Selected students will share out to the rest of the class
- Stimulate probing questions to come to a summary idea that all elements are necessary to have true fluency.

Step 4: Assessment:

Given a writing prompt, students will identify the three elements of reading fluency and explain their relationship to reading fluency in a written essay with 10 out of 12 on a 12-point scale rubric (See Appendix E).

Step 5: Follow-Through Activities:

Students will write a blog entry, to be shared with the teacher only, where they self-evaluate and critique their own reading fluency as they presently perceive it. What are their reading strengths and areas for improvement?

Lesson 5: A Deeper Look Into Our Reading Fluency – Self Evaluation

Lesson Overview: This lesson will raise the self-awareness of the student’s reading fluency.

Resources or Materials Needed:

Audio recording tools

Headphones

Fluency Tutor or Vocaroo

Writing utensils

Chrome Browser with the Fluency Tutor installed

R-CBM Passages (Appendix C)

Fluency rubric (Appendix F)

Fluency graphs (Appendix G)

Performance Objective:

5. Given a recording of their own oral reading, students will evaluate their reading accuracy and rate in accordance to the AIMSweb R-CBM protocols with 80% accuracy as compared to the teacher’s evaluation.
6. Given a recording of their own oral reading, students will evaluate their reading fluency in accordance to the fluency rubric with 80% accuracy as compared to the teacher’s evaluation.

Time: 60 Minutes

Step 1: Pre-Instructional Activities:

- Review our working definition of reading fluency and it’s three main traits
- Taking selected, anonymized quotes from last night’s blog entry, share the more poignant thoughts and discuss.

Step 2: Content Presentation:

- Instruct students on how to use Fluency Tutor or Vocaroo
- Instruct students on how the R-CBM passages are scored: rate, accuracy, median scores.
- Instruct students on how the fluency rubric is used and why it is beneficial.

Step 3: Learner Participation:

- Using the R-CBM passages students will record their readings using Fluency Tutor or Vocaroo.
- Students will listen to their recorded passages and score them for accuracy, rate, and prosody.
- Students will listen to their recorded passages and score them according to the fluency rubric.
- The teacher will also complete the same scorings as the students.
- Compare the results from the self-evaluation and the teacher evaluation. Evaluate any discrepancies and create an action plan for improvement.
- Plot the results of the lowest performing R-CBM passage on a graph.
- Working with a partner, use repeated reading strategies and paired reading to orally read the passage to each other.
- The partner will assess the passage for rate and accuracy.
- Plot each passage for each reading on the fluency graph.

Step 4: Assessment:

- Record the passage a final time using Fluency Tutor or Vocaroo. Given a recording of their own oral reading, students will evaluate their reading accuracy and rate in

accordance to the AIMSweb R-CBM protocols with 80% accuracy as compared to the teacher's evaluation.

- Given a recording of their own oral reading, students will evaluate their reading fluency in accordance to the fluency rubric with 80% accuracy as compared to the teacher's evaluation.

Step 5: Follow-Through Activities:

- Students will choose a passage from their self-selected books and record their oral rate for one minute. They will employ three repeated readings of the passage. They will then read it a final time and compare their final reading to their first. They will write a summary reaction to the differences between the readings on their blog as well as a comparison to their original perceptions from previous day.

Lesson 6: Focus: Reading Rate via Repeated Reading Strategies

Lesson Overview: This lesson will raise the self-awareness of the student's reading fluency.

Resources or Materials Needed:

Audio recording tools

Headphones

Fluency Tutor or Vocaroo

Writing utensils

Chrome Browser with the Fluency Tutor installed

R-CBM Passages (Appendix C)

Fluency rubric (Appendix F)

Fluency graphs (Appendix G)

Performance Objective:

7. Given a recording of their own oral reading, students will evaluate their reading accuracy and rate in accordance to the AIMSweb R-CBM protocols with 80% accuracy as compared to the teacher's evaluation.
8. Given a recording of their own oral reading, students will evaluate their reading fluency in accordance to the fluency rubric with 80% accuracy as compared to the teacher's evaluation.

Time: 60 Minutes

Step 1: Pre-Instructional Activities:

- Review our working definition of reading fluency and its three main traits
- Taking selected, anonymized quotes from last night's blog entry, share the more poignant thoughts and discuss.

Step 2: Content Presentation:

- Instruct students on how to use Fluency Tutor or Vocaroo
- Instruct students on how the R-CBM passages are scored: rate, accuracy, median scores.
- Instruct students on how the fluency rubric is used and why it is beneficial.

Step 3: Learner Participation:

- Using the R-CBM passages students will record their readings using Fluency Tutor or Vocaroo.
- Students will listen to their recorded passages and score them for accuracy, rate, and prosody.
- Students will listen to their recorded passages and score them according to the fluency rubric.
- The teacher will also complete the same scorings as the students.
- Compare the results from the self-evaluation and the teacher evaluation. Evaluate any discrepancies and create an action plan for improvement.
- Plot the results of the lowest performing R-CBM passage on a graph.
- Working with a partner, use repeated reading strategies and paired reading to orally read the passage to each other.
- The partner will assess the passage for rate and accuracy.
- Plot each passage for each reading on the fluency graph.

Step 4: Assessment:

- Record the passage a final time using Fluency Tutor or Vocaroo. Given a recording of their own oral reading, students will evaluate their reading accuracy and rate in

accordance to the AIMSweb R-CBM protocols with 80% accuracy as compared to the teacher's evaluation.

- Given a recording of their own oral reading, students will evaluate their reading fluency in accordance to the fluency rubric with 80% accuracy as compared to the teacher's evaluation.

Step 5: Follow-Through Activities:

- Students will choose a passage from their self-selected books and record their oral rate for one minute. They will employ three repeated readings of the passage. They will then read it a final time and compare their final reading to their first. They will write a summary reaction to the differences between the readings on their blog as well as a comparison to their original perceptions from previous day.

Lesson 7: Focus: Reading Accuracy via Repeated Reading Strategies

Lesson Overview: This lesson will raise the self-awareness of the student's reading fluency.

Resources or Materials Needed:

Audio recording tools

Headphones

Fluency Tutor or Vocaroo

Writing utensils

Chrome Browser with the Fluency Tutor installed

R-CBM Passages (Appendix C)

Fluency rubric (Appendix F)

Fluency graphs (Appendix G)

Performance Objective:

9. Given a recording of their own oral reading, students will evaluate their reading accuracy and rate in accordance to the AIMSweb R-CBM protocols with 80% accuracy as compared to the teacher's evaluation.
10. Given a recording of their own oral reading, students will evaluate their reading fluency in accordance to the fluency rubric with 80% accuracy as compared to the teacher's evaluation.

Time: 60 Minutes

Step 1: Pre-Instructional Activities:

- Review our working definition of reading fluency and its three main traits
- Taking selected, anonymized quotes from last night's blog entry, share the more poignant thoughts and discuss.

Step 2: Content Presentation:

- Instruct students on how to use Fluency Tutor or Vocaroo
- Instruct students on how the R-CBM passages are scored: rate, accuracy, median scores.
- Instruct students on how the fluency rubric is used and why it is beneficial.

Step 3: Learner Participation:

- Using the R-CBM passages students will record their readings using Fluency Tutor or Vocaroo.
- Students will listen to their recorded passages and score them for accuracy, rate, and prosody.
- Students will listen to their recorded passages and score them according to the fluency rubric.
- The teacher will also complete the same scorings as the students.
- Compare the results from the self-evaluation and the teacher evaluation. Evaluate any discrepancies and create an action plan for improvement.
- Plot the results of the lowest performing R-CBM passage on a graph.
- Working with a partner, use repeated reading strategies and paired reading to orally read the passage to each other.
- The partner will assess the passage for rate and accuracy.
- Plot each passage for each reading on the fluency graph.

Step 4: Assessment:

- Record the passage a final time using Fluency Tutor or Vocaroo. Given a recording of their own oral reading, students will evaluate their reading accuracy and rate in

accordance to the AIMSweb R-CBM protocols with 80% accuracy as compared to the teacher's evaluation.

- Given a recording of their own oral reading, students will evaluate their reading fluency in accordance to the fluency rubric with 80% accuracy as compared to the teacher's evaluation.

Step 5: Follow-Through Activities:

- Students will choose a passage from their self-selected books and record their oral rate for one minute. They will employ three repeated readings of the passage. They will then read it a final time and compare their final reading to their first. They will write a summary reaction to the differences between the readings on their blog as well as a comparison to their original perceptions from previous day.

Appendices

Appendix A: R-CBM (Winter) Results

Grade	No. Students	Fluent		Not Fluent	
		No.	%	No.	%
4	36	32	89%	4	11%
5	45	32	71%	13	29%
Total	81	64	79%	17	21%

Note: Fluency is 25th percentile or greater.

Appendix B: Teacher Fluency Survey

Question	Respondents				
	A	B	C	D	Mean
1: 4th and 5th grade students struggle with reading fluency.	5	5	5	3	4.5
2: Reading fluency impacts subjects beyond ELA.	5	5	5	4	4.8
3: Teaching strategies can influence a student's reading fluency.	5	5	5	4	4.8
4: Grade level text or passages cannot be read by students with ease.	4	4	4	2	3.5
5: Reading fluency can be changed through instruction.	5	5	5	4	4.8
6: In general, students prefer to have text read to them instead of reading it to themselves.	2	3	5	2	3.0
7: Teachers do not have sufficient time to read with students one-on-one to help their fluency.	5	5	5	5	5.0
8: Students enjoy reading texts for pleasure.	4	4	2	4	3.5
9: Students do not have sufficient fluency necessary for TNReady testing.	3	4	5	4	4.0
10: Students exhibit frustration when reading.	2	4	5	3	3.5

Appendix C: R-CBM Passages

As soon as the temperature drops, people start getting excited up in Nome, Alaska. They never go to bed at night without peeking out their windows first. They want to see what the weather is doing. If a light snow is falling, they know that by morning the roads will be dangerous. That's where the sled dogs come into play.

Sled dogs are fun, peppy, medium-sized dogs. Their colors are different, but they all have thick, downy coats of fur. The dogs' tails curl up when they are excited.

There's nothing a sled dog loves more than the cold, fierce winds of winter. Even though most owners build shelters for their sled dogs, the dogs prefer to sleep outside. They tuck their noses into their tails. They snuggle their bodies deep in the snow.

Sled dogs are playful, intelligent, and very vocal. They do not bark. Instead, they howl like wolves. It's not uncommon for a pack of sled dogs to have a group howl at sunset and sunrise.

A person who owns sled dogs can be sure that their sleep will be disturbed on the mornings after a deep snow has fallen. The dogs will be up on the roofs of their doghouses, welcoming the snow with their long yowls of anticipation. "Wake up, wake up, WAKE UP!" They seem to be howling. "We want to play in the snow!"

The two most important things in a sled dog's life are running and pulling. Quite simply, that is what they are born to do.

A sled dog will like nothing better than to trot in front of a person on skis or a sled filled with supplies. They've been known to race with their owners on bikes or rollerblades. Pulling is a good way for them to get exercise and stay in shape all summer long. It's also great for the dogs' owners.

Together the dog and person team can romp and play in many ways during the snowless months. Nothing beats the thrill, however, of winter's return and a dog sled run through the snow.

Charlie Clark had been a mailman for thirty years. He was used to delivering mail in all types of weather. He'd delivered letters on delightful days, and he'd delivered letters on dreadful days.

Charlie was proud of his work and happy with his job. Never, in all his years as a mailman, had Charlie ever had a problem with a mailbox. Other mailmen complained about mailboxes on their routes, but not Charlie.

He didn't have any worries until one day when he noticed there was a new box on his route. The mailbox was nailed to a branch of a dead tree. It was battered, dented, and badly rusted. The flag at its side was crooked and bent.

Charlie felt bad about it. "People should treat their mailboxes with more respect," he muttered as he dug through his bag.

He had letters addressed to the box, so he pulled it open and set them inside. He was about to pull his hand out when the box bit him. It had a grip on his hand and wouldn't let go.

Charlie looked up and down the street for someone to help him, but there was no one in sight. He wrestled with the box for an hour, until the box spit out his hand.

The next day he had more letters addressed to that box. With the letters in his hand, he stopped in front of it. He waited for something to happen, but the box was quiet today.

Charlie quickly slipped the letters inside and almost got his hand out before the box latched onto him again.

This time Charlie and the mailbox had a fierce battle. Charlie hit and kicked the box, but still the box wouldn't let go. Finally, Charlie was out of breath, and he had to stop. He rested his head on the mailbox.

Suddenly, he had an idea. "There, there," he told the mailbox, patting it gently. "Why don't you let me go so I can deliver the rest of my mail?"

The mailbox began to purr and let him go nicely.

It was difficult moving to a new house. When I was eight, we left our old neighborhood and moved to a new one. We packed my dresser, my bunk bed, my computer, and my scooter. In every room of the house, boxes were piled high like building blocks.

The house felt still. I walked from room to room trying to remember what each one used to be like. As I walked through the living room, I noticed orange scribble marks on the wallpaper. My younger brother made those marks when we used to play art museum. Entering my bedroom, I noticed a large scratch on the hardwood floor. That was where my puppy, Clyde, and I used to play fetch with his toy kitten. Wandering down the hallway, I noticed pencil marks near the bathroom door. That was where my father used to measure me to see how tall I had grown each birthday. I already began to miss the wallpaper on the walls and the light fixtures on the ceilings.

"This has always been my house," I thought. "I don't want to leave." There had to be some way I could keep my house.

Looking out my bedroom window, I noticed the tree house Dad and I constructed years before. I hurried to the backyard, climbed up to my tree house, and decided not to go unless my tree house went too. I would keep the tree house to myself, and then I would be happy.

Just then my neighbor Logan arrived to say goodbye. "I wish you could stay, but I know you'll have even more fun at your new house," he said sadly.

Suddenly, I began to think of someone beside myself. I thought about my house, my yard, and my neighbors. I would miss everything, but I was going to get a new house, a new yard, and new neighbors. Logan, though, was just losing a friend. I realized then that Logan needed the tree house more than I did.

"Goodbye, Logan. Take care of the tree house," I said. "It's all yours."

The smile on Logan's face made me feel much better.

The fox wasn't wise like the owl, thrifty like the squirrel, hard working like the beaver, or determined like the robin. The fox was sly and secretive.

She slept most of the days away in her den with her kits curled around her. She went out to hunt only on nights when the moon was hidden by clouds. Not many of the other animals saw her during the day or met up with her at night.

"I know that nasty fox is stealing hens from the henhouse," the squirrel told the owl one afternoon as they sat on a branch and gossiped.

"That's why she doesn't show her red nose around here during the day. That thieving fox makes me angry."

The owl didn't say anything. She thought about the rabbit she'd caught that morning and held her tongue. What would the squirrel have to say about her after she'd heard that she ate rabbits for breakfast?

That evening at sunset as the fox slipped out of her den, her fur was a fiery red in the light of the setting sun and her eyes were black and clever. She was just about to slip under the farmer's fence when she heard someone snicker at her from a tree branch above.

It was the robin. "Good evening, fox," she said. "Where are you off to this fine night? There was a ruckus at the farm yesterday morning. I heard it when I flew over in search of worms. It seems some creature has been sneaking into the henhouse and stealing hens. You wouldn't know anything about that, would you?"

The fox ignored the rude robin and slipped under the fence, but instead of heading toward the farm as she did most nights, she cut down to the river.

Beaver was working on his dam, and he watched with awe as the fox caught three fish in a row and tossed them on the shore. He'd always known the fox was as smart as she was sly.

Leo went to the forest every day to gather firewood. He would collect the wood, tie it into small bundles, and carry the bundles home each day. He would pack his lunch and stay in the forest until sunset. At noon he would have his lunch, and at noon a bird would visit him. It was white with ash-colored wings and was larger than a dove but smaller than an eagle. Leo always shared a morsel of his food with the bird. Leo called it Jayto and would talk to it from time to time.

One very hot summer day, Leo began to eat his lunch and Jayto arrived right on time. Leo gave him some of his lunch, and the bird eagerly pecked at it. It was so hot, Leo decided to take a nap. As he lay down, the bird began to peck and caw at him. The bird was able to convince Leo to follow him. Jayto kept flying small distances waiting for Leo to catch up. Finally they came upon a broken stone wall.

Leo had once heard that a rich businessman used to live here long ago. One day he left for a foreign country and never returned. His wife lived alone for a long time, and it was said that she buried her jewelry box and that a strange bird stood guard over it attacking anyone that got near.

Was it possible that Jayto was this bird? Suddenly the bird flew from the wall to the ground and started pecking. Leo helped the bird, and sure enough, they uncovered a jewelry box. It was filled with gold, diamonds, rubies, and other precious stones.

Leo decided not to go back to town for fear that his treasure would be taken from him. With Jayto on his shoulder, he traveled to a large city far away. He became a rich man and built a beautiful mansion. The mansion had a large garden filled with ponds and flowers. Jayto had all the mangoes that he could eat, and Leo lived a long and happy life.

It's like a jungle in my grandmother's house because she has so many plants. Even though she has enough plants out in her front yard, she still insists on having more. There are rows of tulips near her house, big clumps of ferns, and hedges of roses in the back. There are also pots of houseplants inside.

She brings as many of her outdoor plants inside as she can for the winter.

"I don't want the poor dears to freeze," she tells me, as I stare in awe at her rooms filled with greenery. "Besides," she likes to say, "a house full of plants is much cozier than a house without. And mark my words, there's more magic in a house filled with plants."

"Okay, Grandma," I say because I don't want to argue with her.

One night I slept in a sleeping bag on the floor of my grandma's front parlor. The front parlor by far has the most plants in the house. My two older brothers call it the jungle room because we can no longer see the wallpaper. All we see when we walk in the door are leaves and colorful flowers. It actually smells quite nice.

I was secretly excited to be camping out there because it would almost be like sleeping in a real forest minus the hard ground. Grandma made a fire in the fireplace that night so I could roast marshmallows and read books. I read until around midnight. At about that time, the fire went out and my aching eyes dropped shut. I closed my book and laid my head on the pillow.

It was then that I heard the rustling and the whispers.

"Hey," a tiny voice called out in the darkness, "do you think they're all asleep yet?"

"Be quiet," another one hissed. "We've got one right in the room with us."

I heard more rustling of leaves and whispers, more hissing and scolding, and then I saw them. Gnomes, I guess, is what they're called. They were short and skinny with pointed ears and glowing green eyes.

They thought I was asleep, so they didn't bother me much.

Appendix D: Lesson 1 Rubric

Name: _____

Traits of Reading Fluency					
	Select if the pass read was a good or poor example of reading fluency.		What specific trait do you think think the reader was displaying?		
1	Good	Poor	Accuracy	Rate	Prosody
2	Good	Poor	Accuracy	Rate	Prosody
3	Good	Poor	Accuracy	Rate	Prosody
4	Good	Poor	Accuracy	Rate	Prosody
5	Good	Poor	Accuracy	Rate	Prosody
6	Good	Poor	Accuracy	Rate	Prosody
7	Good	Poor	Accuracy	Rate	Prosody
8	Good	Poor	Accuracy	Rate	Prosody
9	Good	Poor	Accuracy	Rate	Prosody
10	Good	Poor	Accuracy	Rate	Prosody
11	Good	Poor	Accuracy	Rate	Prosody
12	Good	Poor	Accuracy	Rate	Prosody

Appendix E: Lesson 2 Rubric

Name: _____

Explain how each element helps to create a fluent reading experience. Complete a well-written and complete essay using proper grammar and writing conventions.				
0	1	2	3	4
Accuracy: Essay does not address this trait	Accuracy: Essay identifies this trait with discussion or description	Accuracy: Essay identifies this trait with minimal discussion or description	Accuracy: Essay identifies this trait with some discussion or description	Accuracy: Essay identifies this trait with full discussion or description
Rate: Essay does not address this trait	Rate: Essay identifies this trait with discussion or description	Rate: Essay identifies this trait with minimal discussion or description	Rate: Essay identifies this trait with some discussion or description	Rate: Essay identifies this trait with full discussion or description
Prosody: Essay does not address this trait	Prosody: Essay identifies this trait with discussion or description	Prosody: Essay identifies this trait with minimal discussion or description	Prosody: Essay identifies this trait with some discussion or description	Prosody: Essay identifies this trait with full discussion or description

Appendix F: Fluency Rubric

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 chopiness. 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 _____

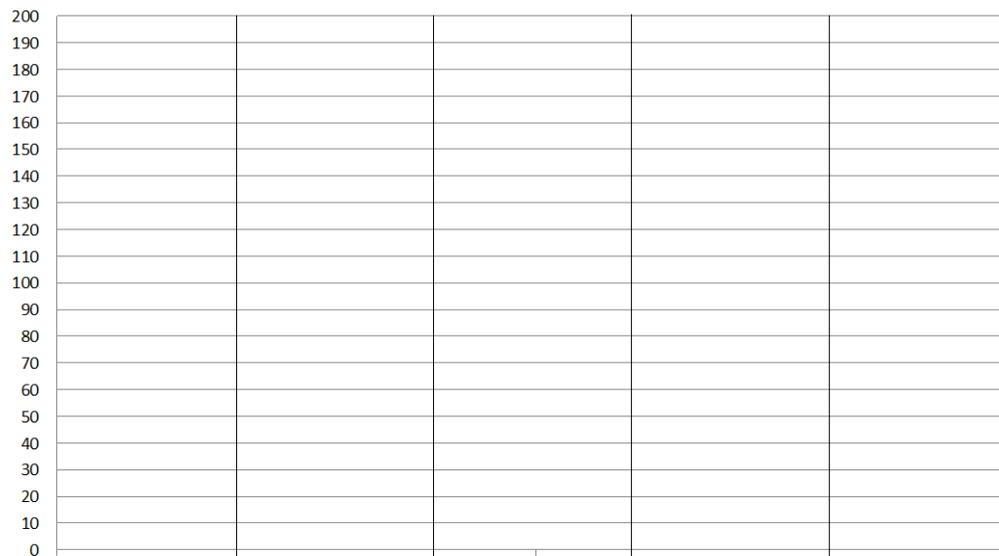
Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – Creating Fluent Readers

Appendix G: Fluency Graph

Name _____ Passage Title _____ Date _____

Fluency Data



	Cold Read	Practice #1	Practice #2	Practice #3	Hot Read
Words Read					
Errors					
Words Correct					

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