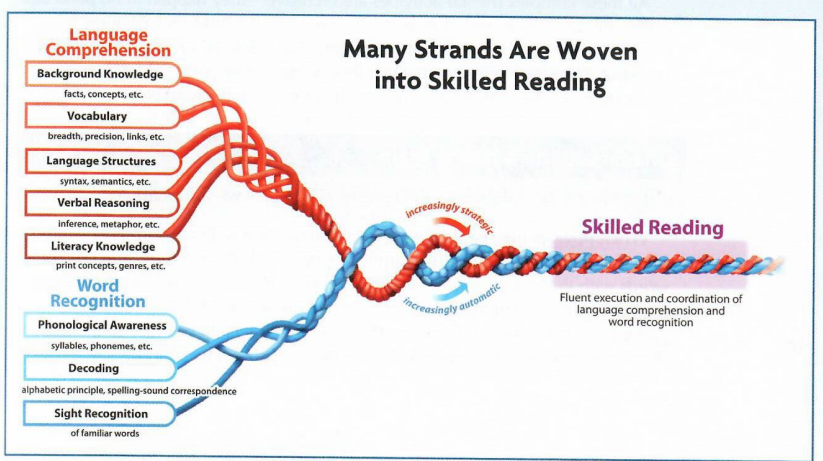


GUIDED NOTES: SESSION 3

Circle on Scarborough's Rope where fluency occurs.



What are the three dimensions of Reading Fluency? Define and explain each.

What is the ultimate goal of fluency?

Sample Test Question:

1. During a small-group literacy workshop, a teacher reads a classic fairy tale aloud to students. While reading, the teacher stops to discuss how good readers adjust the pitch and volume of their voice, use punctuation cues to attend to proper phrasing, and read with natural expression. The teacher's instruction primarily emphasizes which of the following components of reading fluency?
 - A. Accuracy
 - B. Prosody
 - C. Automaticity
 - D. Rate

What are the three parts of effective fluency instruction?

- 1.
- 2.
- 3.

What are some strategies a teacher can use for fluency instruction?

What are some strategies a teacher can use for fluency practice?

Sample Test Question:

2. To address the fluency difficulties faced by students in a guided reading group, the teacher decides to implement readers' theater lessons. Which of the following instructional steps will best support the students' improvement of reading fluency?
 - A. Permitting the students to work as a group to select a text based on their collaborative interests
 - B. Assigning each student a character part prior to reading the text as a group
 - C. Modeling the reading of three possible texts for students to decide on one
 - D. Asking students to read the text independently and orally before choosing character parts

What is the assessment a teacher could use to assess a student's accuracy and automaticity?

Sample Test Question:

3. A teacher selects both fiction and nonfiction texts that all students in a guided reading group can read independently with 95 percent accuracy. The teacher instructs the students to read the texts aloud together chorally four times over a period of time. Which of the following changes to the activity best facilitates reading fluency?
 - A. Including only texts that students can read with 100 percent accuracy
 - B. Choosing either all fiction or all nonfiction texts
 - C. Modeling how to read the selected texts before asking the students to read them
 - D. Introducing key vocabulary words before having students read the texts

What assessment could a teacher use to assess a student's prosody?

Why is prosody important?

Sample Test Questions:

4. The table shown represents data gathered by a classroom teacher after administering diagnostic reading assessments to a second-grade class over the course of the school year. Shown are the data for a specific student as well as the class averages.

AVERAGE NUMBER OF WORDS READ CORRECTLY PER MINUTE			
	Fall	Winter	Spring
Grade 2 class average	51	72	89
Daniel	48	67	80

Which of the following instructional supports is best justified by the data shown?

- A. Enhancing self-monitoring strategies
 - B. Strengthening vocabulary development
 - C. Developing greater reading fluency
 - D. Increasing text comprehension
5. When planning instruction to support students' reading development, a third-grade teacher includes the following activities.
- Engaging students in reader's theater
 - Requiring students to participate in repeated readings
 - Modeling fluent reading of various genres
 - Providing opportunities for independent reading
 - By engaging students in the activities listed, the teacher best demonstrates an understanding of which of the following principles related to growth in literacy?
 - A. A reader's ability to consistently process all genres of text at a rapid rate results in deeper comprehension of complex ideas.
 - B. A reader's participation in oral reading activities with peers promotes the reader's interest in wide reading of complex texts.
 - C. A reader who can fluently and automatically decode words can give full attention to comprehending a written text.
 - D. A reader's exposure to texts in various genres allows the reader to absorb linguistic differences in authors' writing styles.
6. A third-grade teacher notices that many students in class exhibit poor reading fluency when asked to read sentences or longer passages aloud and plans to incorporate activities to support fluent reading behaviors. Which THREE of the following activities best accomplish the teacher's objective?
- A. Encouraging students to record events from a story while they read
 - B. Engaging in choral reading as a class for a page of text
 - C. Asking questions during and after reading a familiar text
 - D. Modeling one sentence at a time aloud for students to imitate
 - E. Providing students with a script to practice and read orally in front of their peers

7. A first-grade teacher informally assesses students' reading skills by periodically conducting running records. The teacher measures individual student progress in reading rate, word-recognition accuracy, and comprehension of fictional text. Results from a running record are given in the following chart.

Date: February 15			
Student	Words Read Per Minute	Word Accuracy Rate	Comprehension Questions Answered Correctly
Dylan	61	44	10
Andrea	64	42	8
Janice	53	38	5
Scott	39	37	3
Tyler	25	29	2
Amy	60	43	9
David	54	33	6

Which of the following actions can the teacher take to best use the data to guide instruction?

- A. Holding a conference with each student to provide immediate feedback regarding performance in the assessed literacy areas
- B. Creating small groups of students with mixed abilities to engage in hands-on activities that reinforce recently introduced literacy skills
- C. Providing whole-class direct instruction in recognized areas of weakness by using alternate teaching strategies to improve student skill mastery
- D. Organizing flexible groups comprising students with similar strengths and weaknesses to reteach or enrich targeted skills

Constructed Response

Read the scenario below and then respond to the TWO tasks in the answer sheet booklet. The suggested time to spend on this question is 10 minutes.

Scenario

While Jenny, a first-grade student, reads a grade-level-appropriate passage that she has not previously read, the teacher makes the following observations.

- Pauses frequently as she attempts to recognize many of the words
- Often reads words incorrectly and doesn't apply strategies to self-correct errors
- Uses her finger to point to each word while reading orally and reads at a slow rate with poor natural expression

The teacher's observation notes also indicate that when a text is read to Jenny, she performs at a proficient level in comprehension and seems to enjoy having an adult or a peer read to her. Her scores on summative reading comprehension measures show below-average performance in recalling details and identifying story elements in a fictional text.

Tasks:

- I. Based on the information provided, identify and describe TWO difficulties in literacy that Jenny is experiencing. Support each identified difficulty with specific details about Jenny's observed reading performance.

- II. Describe ONE informal and ONE formal reading assessment tool Jenny's teacher can use to evaluate and monitor her future growth in EACH of the areas of need identified in Task 1. Explain in your response how the teacher can use the data collected from each evaluative measure to drive further instruction.