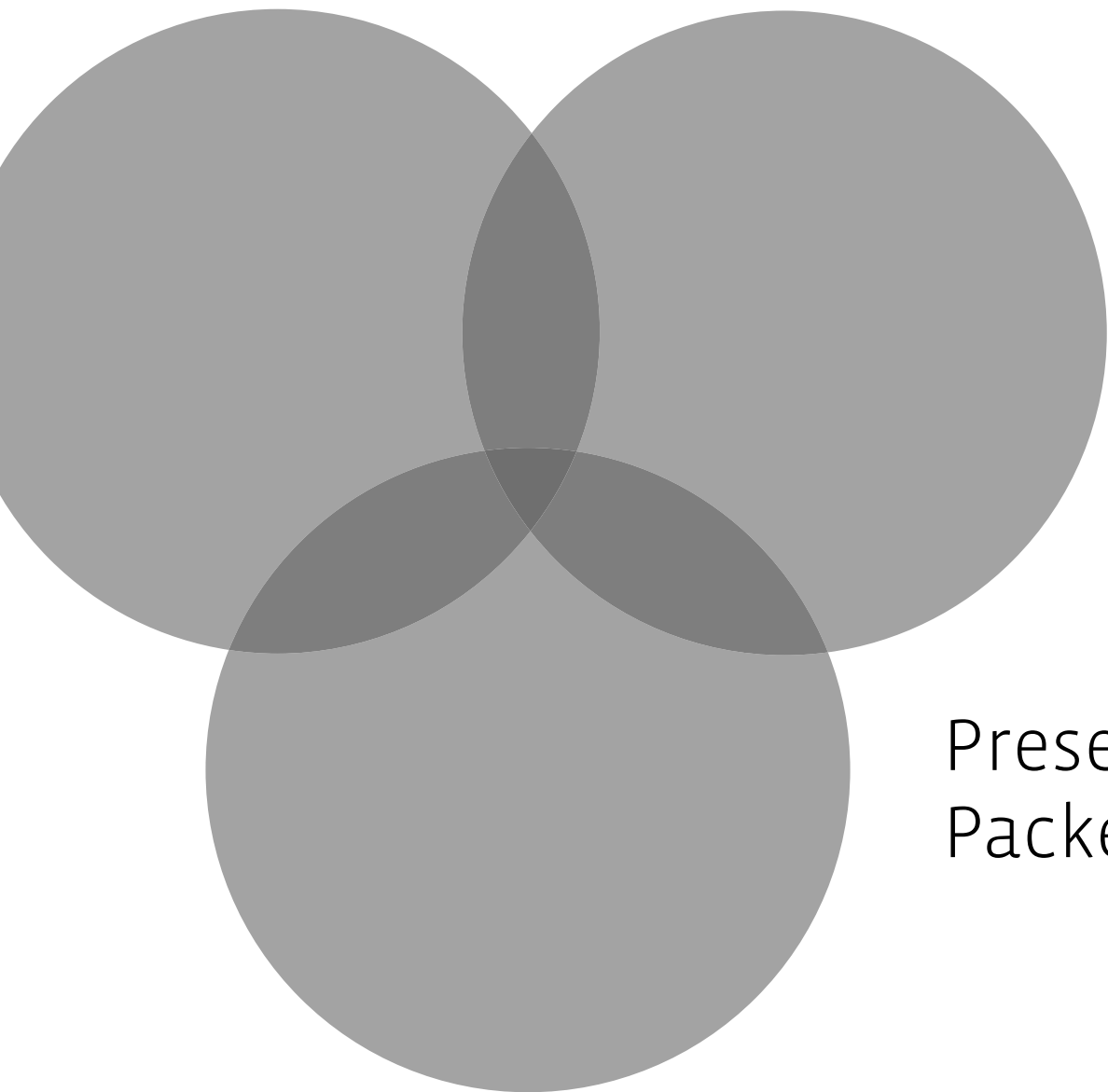


Reading for Meaning— *Fluently*



Presentation
Packet



Read Naturally, Inc.
Saint Paul, Minnesota

Phone: 800.788.4085/651.452.4085

Website: www.readnaturally.com

Email: info@readnaturally.com

Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



A Non-Fluent Reader



What is fluency?



The ability to read "like you speak" in terms of:

- Accuracy
- Rate
- Expression

Oral reading fluency correlates highly with reading comprehension.

Results from a study of special education students by Fuchs, Fuchs, Hosp, & Jenkins, 2001

| Measure | Validity Coefficients |
|---------------------------|-----------------------|
| Oral Recall/Retelling | .70 |
| Cloze (fill in the blank) | .72 |
| Question Answering | .82 |
| Oral Reading Fluency | .91 |

Curriculum-Based Norms in Oral Reading Fluency

| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* |
|----------|------------|------------|--------------|--------------|
| 1 | 90 | | 81 | 111 |
| | 75 | | 47 | 82 |
| | 50 | | 23 | 53 |
| | 25 | | 12 | 28 |
| | 10 | | 6 | 15 |
| 2 | 90 | 106 | 125 | 142 |
| | 75 | 79 | 100 | 117 |
| | 50 | 51 | 72 | 89 |
| | 25 | 25 | 42 | 61 |
| | 10 | 11 | 18 | 31 |
| 3 | 90 | 128 | 146 | 162 |
| | 75 | 99 | 120 | 137 |
| | 50 | 71 | 92 | 107 |
| | 25 | 44 | 62 | 78 |
| | 10 | 21 | 36 | 48 |
| 4 | 90 | 145 | 166 | 180 |
| | 75 | 119 | 139 | 152 |
| | 50 | 94 | 112 | 123 |
| | 25 | 68 | 87 | 98 |
| | 10 | 45 | 61 | 72 |

| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* |
|----------|------------|------------|--------------|--------------|
| 5 | 90 | 166 | 182 | 194 |
| | 75 | 139 | 156 | 168 |
| | 50 | 110 | 127 | 139 |
| | 25 | 85 | 99 | 109 |
| | 10 | 61 | 74 | 83 |
| 6 | 90 | 177 | 195 | 204 |
| | 75 | 153 | 167 | 177 |
| | 50 | 127 | 140 | 150 |
| | 25 | 98 | 111 | 122 |
| | 10 | 68 | 82 | 93 |
| 7 | 90 | 180 | 192 | 202 |
| | 75 | 156 | 165 | 177 |
| | 50 | 128 | 136 | 150 |
| | 25 | 102 | 109 | 123 |
| | 10 | 79 | 88 | 98 |
| 8 | 90 | 185 | 199 | 199 |
| | 75 | 161 | 173 | 177 |
| | 50 | 133 | 146 | 151 |
| | 25 | 106 | 115 | 124 |
| | 10 | 77 | 84 | 97 |

***WCPM** = words correct per minute

Hasbrouck, J., & Tindal, G. A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7), 636-644.

Students become fluent by reading.



Just setting aside time for independent silent reading is not sufficient.

National Reading Panel Report, 2000
Free: www.nationalreadingpanel.org

In 10 minutes of independent reading...

A fluent reader might read 2,000 words.

A struggling reader might read only 500 words.



Equal practice time, unequal practice

Research-Proven Strategies



Research-Proven Strategies



Research-Proven Strategies



A Powerful Strategy



The Original Results

The table below shows the mean number of words read correctly per minute and average number of words gained per week for third-grade students.

| | October Mean | November Mean | March Mean | Average Weekly Gain | |
|-------------------|--------------|---------------|------------|---------------------|---------|
| | | | | Phase 1 | Phase 2 |
| Special Education | 34.0 | 50.7 | | 2.35 | |
| Title I | 50.2 | 58.7 | 87.6 | 1.23 | 2.15 |

Curriculum-Based Norms in Oral Reading Fluency Hasbrouck & Tindal 2006

| Grade | Percentile | Fall WCPM | Winter WCPM | Spring WCPM | AWI | Grade | Percentile | Fall WCPM | Winter WCPM | Spring WCPM | AWI |
|----------|------------|-----------|-------------|-------------|-----|----------|------------|-----------|-------------|-------------|-----|
| 1 | 90 | | 81 | 111 | 1.9 | 5 | 90 | 166 | 182 | 194 | 0.9 |
| | 75 | | 47 | 82 | 2.2 | | 75 | 139 | 156 | 168 | 0.9 |
| | 50 | | 23 | 53 | 1.9 | | 50 | 110 | 127 | 139 | 0.9 |
| | 25 | | 12 | 28 | 1.0 | | 25 | 85 | 99 | 109 | 0.8 |
| | 10 | | 6 | 15 | 0.6 | | 10 | 61 | 74 | 83 | 0.7 |
| 2 | 90 | 106 | 125 | 142 | 1.1 | 6 | 90 | 177 | 195 | 204 | 0.8 |
| | 75 | 79 | 100 | 117 | 1.2 | | 75 | 153 | 167 | 177 | 0.8 |
| | 50 | 51 | 72 | 89 | 1.2 | | 50 | 127 | 140 | 150 | 0.7 |
| | 25 | 25 | 42 | 61 | 1.1 | | 25 | 98 | 111 | 122 | 0.8 |
| | 10 | 11 | 18 | 31 | 0.6 | | 10 | 68 | 82 | 93 | 0.8 |
| 3 | 90 | 128 | 146 | 162 | 1.1 | 7 | 90 | 180 | 192 | 202 | 0.7 |
| | 75 | 99 | 120 | 137 | 1.2 | | 75 | 156 | 165 | 177 | 0.7 |
| | 50 | 71 | 92 | 107 | 1.1 | | 50 | 128 | 136 | 150 | 0.7 |
| | 25 | 44 | 62 | 78 | 1.1 | | 25 | 102 | 109 | 123 | 0.7 |
| | 10 | 21 | 36 | 48 | 0.8 | | 10 | 79 | 88 | 98 | 0.6 |
| 4 | 90 | 145 | 166 | 180 | 1.1 | 8 | 90 | 185 | 199 | 199 | 0.4 |
| | 75 | 119 | 139 | 152 | 1.0 | | 75 | 161 | 173 | 177 | 0.5 |
| | 50 | 94 | 112 | 123 | 0.9 | | 50 | 133 | 146 | 151 | 0.6 |
| | 25 | 68 | 87 | 98 | 0.9 | | 25 | 106 | 115 | 124 | 0.6 |
| | 10 | 45 | 61 | 72 | 0.8 | | 10 | 77 | 84 | 97 | 0.6 |

WCPM = words correct per minute

AWI = average weekly improvement (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 fall and spring assessments.)

Steps of the Strategy

Select a Story

The student selects a story. _____

Key Words

The student reads the key words and their definitions along with the audio, tracking with the narration. _____

Prediction

The student uses the title, picture, and key words to write a sentence that predicts what the story will say about the topic. _____

Cold Timing

The student times himself or herself for one minute, orally reading the selected story for the first time and marking unknown words. _____

Graph Cold-Timing Score

The student/computer graphs the number of words read correctly in the one-minute cold timing.

Read Along

The student reads the story aloud quietly with the audio a predetermined number of times, tracking with the narration. _____

Practice

The student practices reading the story, without audio support, several times until he or she can read at the predetermined goal rate. The student times each practice and records practice scores.

Steps of the Strategy, continued

Answer the Questions

The student answers the comprehension questions. _____

Pass

The teacher times the student for one minute and counts the student's errors while the student reads the story aloud. To pass, the student must reach the goal, make three or fewer errors, read with good expression, and answer the questions correctly. _____

Graph Hot-Timing Score

The student/computer graphs the number of words read correctly in the hot timing.

Retell/Summary

The student retells the story or writes a summary. Teachers can score the summary by counting the number of words or ideas learned from the story written in a specific amount of time. _____

Word List

In the Phonics series, the student practices the word list until he or she is able to read a predetermined number of words in one minute. _____

Notes

- After completing a story, the student immediately starts the process over again by selecting a new story.
- At the end of a class period, each student makes note of the step on which he or she is working. The next day, the student resumes with the step where he or she left off.
- Teachers should continually monitor student performance. After the student completes 12 stories in a level, the teacher and student decide whether the student should continue in the same level with the same goal, adjust the student's goal, or move to more difficult reading material.

Teacher Responsibilities

- Planning and Setting Up
- Placing Students
- Implementing the Steps
- Monitoring Student Performance



Planning and Setting Up

- Think like an efficiency expert.
- Increase time spent reading.
 - Increase the number of words read.



A Sample Story

Gorilla

Review Key Words

avoid keep away or stay away from.
avoid keep away from a bad situation.
avoid keep away from a bad situation or a bad person.
avoid keep away from a bad situation or a bad person.

Write a Prediction

Read the Story

1. Read the story and write a prediction.
 2. Read the story and write a prediction.
 3. Read the story and write a prediction.
 4. Read the story and write a prediction.
 5. Read the story and write a prediction.
 6. Read the story and write a prediction.
 7. Read the story and write a prediction.
 8. Read the story and write a prediction.
 9. Read the story and write a prediction.
 10. Read the story and write a prediction.

Name _____

Read Naturally! Encore

Comprehension

1. What is the main idea of the story?
 2. What do you think the author wants you to know?
 3. How do you think the author feels about the story?
 4. How do you think the author feels about the story?

Reading of the Story

1. Read the story and write a prediction.
 2. Read the story and write a prediction.
 3. Read the story and write a prediction.
 4. Read the story and write a prediction.
 5. Read the story and write a prediction.
 6. Read the story and write a prediction.
 7. Read the story and write a prediction.
 8. Read the story and write a prediction.
 9. Read the story and write a prediction.
 10. Read the story and write a prediction.

Comprehension Activities

Gorilla

Answer the Questions

1. What is the main idea of the story?
 2. What do you think the author wants you to know?
 3. How do you think the author feels about the story?
 4. How do you think the author feels about the story?

5. What do you think the author wants you to know?
 6. How do you think the author feels about the story?
 7. How do you think the author feels about the story?
 8. How do you think the author feels about the story?

Summarize the Story

1. Read the story and write a prediction.
 2. Read the story and write a prediction.
 3. Read the story and write a prediction.
 4. Read the story and write a prediction.
 5. Read the story and write a prediction.
 6. Read the story and write a prediction.
 7. Read the story and write a prediction.
 8. Read the story and write a prediction.
 9. Read the story and write a prediction.
 10. Read the story and write a prediction.

Determining Initial Placement

Determining Level

1. Estimate reading level.
2. Conduct timing, counting errors.
3. Calculate score.
4. Determine whether tested level is appropriate.
5. Continue to test if needed.

Placement Table

| Placement testing level | Scores in this range indicate a potential fit |
|-------------------------|---|
| 1.0 to 3.0 | 30 to 60 wcpm |
| 3.5 to 5.0 | 60 to 80 wcpm |
| 5.6 to 7.0 | 80 to 100 wcpm |
| 8.0 | 100 to 140 wcpm |

Setting Goal

- Grades 1–4: placement score + 30, rounded to nearest 5
- Grades 5+: placement score + 40, rounded to nearest 5



Read Naturally® Steps

1. Pick a story.



+



2. Read along to learn key words.



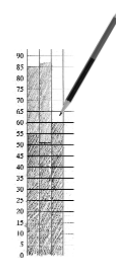
3. Write a prediction.



4. Do your cold timing.



5. Graph your score in blue.



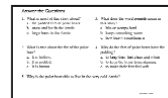
6. Read along to learn the story.



7. Practice reading on your own.



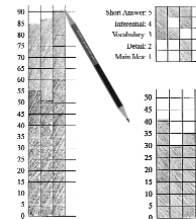
8. Answer the questions.



9. Pass the story.



10. Graph your scores in red.

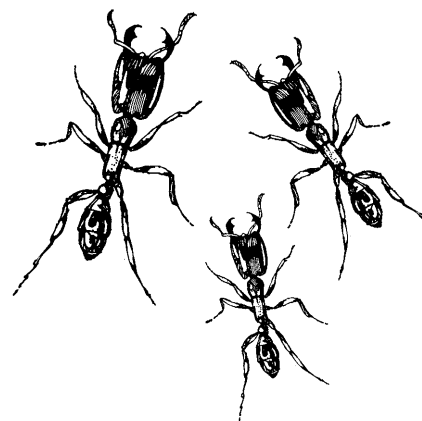


11. Retell the story, or practice the word list.

6

Rvw K Wrds

- nmdc** Nmdc mns mvng frm n plc t nthr nstd f stng stld n th sm r.
- frcs** Frcs mns wld, vlnt, r lkl t tck.
- swrm** Swrm mns t mv s a crwd rnd r twrd smthng.
- cln** A cln s a grp f th sm knd f crtrs lvng tgthr, spell n lrg nmbrs.



Wrt a Prdctn

7–9

Rd th Str

9 A **snlg** drvr nt s nt mch f a
18 thrt. Bt s a grp, drvr nts r sm
25 f th mst **frcs** crtrs n frc.
33 Ths nts wrk tgthr s a **cln** f
40 mllns. vn n nml tht s hndrds
49 f tms bggr thn a snlg nt s n
56 mtch fr th cln. Drvr nts **swrm**
63 vr thr vctm. Th dg thr strng
71 jws nt ts bd. Whn th r fnshd
77 **fstng**, nthng s lft bt bns.
83 Ths **nmdc** nts tck lmst n
90 nml th cm crss. Whn fd rns
99 t, th mv n. S, drvr nts d nt
105 bld **prmnt** nsts. **nstd**, th s
thr wn bds t bld **tmpr** nsts.

112 Th nts clng tgthr nd mk a lvng,
120 brthng **shltr** fr th qn.
125 Whn trvlng vr dffclt **trrn**,
130 drvr nts smtms mk brdgs. Bt
136 th d nt bld thm t f wd. gn,
145 th s thr bds. B clngng tgthr,
152 th nts mk hghws tht hlp th rst f
161 th cln trvl wth s.
166 Drvr nts m b ddl, bt th ls
174 prvd a nc srvc. Th gt rd f ll
183 th rdnts, nscts, nd thr psts tht
190 lv n ppl's hms. Thr s jst n
198 **ctch**. Ppl nd t lv thr hms
205 whl th nts r fstng—r rsk
212 bcmng vctms thmslvs!
215

wrds rd _____

- rrrs _____ = _____
old scr

wrds rd _____

- rrrs _____ = _____
ht scr xprsn dt pssd

gl _____

Note: Read Naturally has removed the vowels from this story for presentation purposes.

Strngth n Nmbrs

nswr th Qstns

1. Wht s th mn d f ths str?
 - a. Drvr nts cn d mzng thngs b wrkng tgthr s a cln.
 - b. Whn drvr nts swrm vr a vctm, th lv nthng bhnd bt bns.
 - c. Drvr nts s thr wn bds t bld tmpr nsts fr th qn.
2. Wht d drvr nts s t mk thr nsts?
 - a. pcs f wd
 - b. thr bds
 - c. bns f vctms
3. Wht ds th wrd **ctch** mn n ths str?
 - a. a hddn prblm
 - b. a lrg rdnt
 - c. a nc srvc
4. Wh dn't drvr nts bld prmnt nsts?
 - a. bcs th d nt wnt t b dscvrd b lgr nmbs
 - b. bcs th qn nt prfrs a lvng, brthng shltr
 - c. bcs th mv frm plc t plc n srch f fd
5. Hw r drvr nts bl t cnsm n nml tht s hndrds f tms bggr thn a sngl nt?

6. Mch ch wrd wth ts dfntn.
 1. nstd a. ___ tng a lt
 2. fstng b. ___ n r f grnd
 3. prmnt c. ___ a cvr r prtctn
 4. trn d. ___ n plc f smthng
 5. shltr e. ___ lstng fr a lng tm
7. Fill n ch blk wth a bld-fcd wrd frm th str.
Drvr nts wrk tgthr s a hg _____.
Th cn _____ vr n nml tht s mch bggr. Bcs drvr nts r _____, th d nt bld prmnt nsts. Th bld _____ nsts nstd. Whn trvlng vr dffelt _____, drvr nts smtms mk brdgs b clngng tgthr.

Nmbr Crct: _____

Smmrz th Str

Nmbr f Wrds Wrtn: _____

Fluency

| | | | | | | | | | | |
|-----|--|--|--|--|--|--|--|--|--|--|
| 200 | | | | | | | | | | |
| 195 | | | | | | | | | | |
| 190 | | | | | | | | | | |
| 185 | | | | | | | | | | |
| 180 | | | | | | | | | | |
| 175 | | | | | | | | | | |
| 170 | | | | | | | | | | |
| 165 | | | | | | | | | | |
| 160 | | | | | | | | | | |
| 155 | | | | | | | | | | |
| 150 | | | | | | | | | | |
| 145 | | | | | | | | | | |
| 140 | | | | | | | | | | |
| 135 | | | | | | | | | | |
| 130 | | | | | | | | | | |
| 125 | | | | | | | | | | |
| 120 | | | | | | | | | | |
| 115 | | | | | | | | | | |
| 110 | | | | | | | | | | |
| 105 | | | | | | | | | | |
| 100 | | | | | | | | | | |
| 95 | | | | | | | | | | |
| 90 | | | | | | | | | | |
| 85 | | | | | | | | | | |
| 80 | | | | | | | | | | |
| 75 | | | | | | | | | | |
| 70 | | | | | | | | | | |
| 65 | | | | | | | | | | |
| 60 | | | | | | | | | | |
| 55 | | | | | | | | | | |
| 50 | | | | | | | | | | |
| 45 | | | | | | | | | | |
| 40 | | | | | | | | | | |
| 35 | | | | | | | | | | |
| 30 | | | | | | | | | | |
| 25 | | | | | | | | | | |
| 20 | | | | | | | | | | |
| 15 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 0 | | | | | | | | | | |

| | | | | | | | | | | |
|------|---------------|--|--|--|--|--|--|--|--|--|
| | Story | | | | | | | | | |
| | Goal | | | | | | | | | |
| COLD | Words Read | | | | | | | | | |
| | Errors | | | | | | | | | |
| | Score | | | | | | | | | |
| HOT | Words Read | | | | | | | | | |
| | Errors | | | | | | | | | |
| | Score | | | | | | | | | |
| | Expression | | | | | | | | | |
| | Prac. to Goal | | | | | | | | | |
| | Date Passed | | | | | | | | | |

Read Naturally® Encore

Comprehension

| | | | | | | | | | | |
|-----------------|--|--|--|--|--|--|--|--|--|--|
| Literal: 7 | | | | | | | | | | |
| Vocabulary: 6 | | | | | | | | | | |
| Short Answer: 5 | | | | | | | | | | |
| Inferential: 4 | | | | | | | | | | |
| Vocabulary: 3 | | | | | | | | | | |
| Detail: 2 | | | | | | | | | | |
| Main Idea: 1 | | | | | | | | | | |

Story

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|

Summary of the Story

| | | | | | | | | | | |
|-----|--|--|--|--|--|--|--|--|--|--|
| 100 | | | | | | | | | | |
| 95 | | | | | | | | | | |
| 90 | | | | | | | | | | |
| 85 | | | | | | | | | | |
| 80 | | | | | | | | | | |
| 75 | | | | | | | | | | |
| 70 | | | | | | | | | | |
| 65 | | | | | | | | | | |
| 60 | | | | | | | | | | |
| 55 | | | | | | | | | | |
| 50 | | | | | | | | | | |
| 45 | | | | | | | | | | |
| 40 | | | | | | | | | | |
| 35 | | | | | | | | | | |
| 30 | | | | | | | | | | |
| 25 | | | | | | | | | | |
| 20 | | | | | | | | | | |
| 15 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 0 | | | | | | | | | | |

Story

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|

Word Count

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|

Name: _____

Level: _____ Set: odd / even (circle one)

Start Date: _____ Completion Date: _____

For Teacher Use Only

___ Continue in level (odd / even) with current goal.

___ Continue in level (odd / even) with new goal ____.

___ Advance to level ____ with current goal.

___ Dismiss from Read Naturally Encore.

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