

USD 475 Framework for Teaching Fluency

6 T's (common features of effective elementary literacy instruction)	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Time	<ul style="list-style-type: none"> ▪ Teacher spends time each day modeling fluent reading ▪ Fluency instruction should be integrated throughout the day across all curricular areas 					
Texts	<p>Teachers are expected to use the following types of resources:</p> <ul style="list-style-type: none"> ▪ Variety of reading materials: such as poetry, stories, and expository texts along with other genres that have a range of reading levels available to students ▪ District adopted materials (Harcourt Brace and <i>Success For All</i> materials) <p>Additional resources that are recommended:</p> <ul style="list-style-type: none"> ▪ <i>The Fluent Reader</i> by Timothy Rasinski ▪ <i>Reading with Meaning</i> by Debbie Miller ▪ <i>4 Blocks</i> materials 					
Teaching	<ul style="list-style-type: none"> ▪ Interactive Read Alouds and Think Alouds should occur daily to build knowledge of concepts of print (K-2) and text structures (all levels) ▪ Explicit strategies should be taught for students to move from word lists to passages (gr.1) ▪ Model and compare different levels of fluency across all curricular areas ▪ Teacher should regularly monitor oral reading and offer guidance and feedback to guide the reader's performance ▪ Students and teachers should have knowledge of independent, instructional and frustration levels *A guide to these levels is provided in the fluency section of the Literacy Handbook. ▪ Students should be taught strategies for choosing appropriate books at their independent level ▪ Word Wall activities as introduced in Harcourt Brace, SFA and 4 Blocks and use of First Grade and Second Grade District Word Lists ▪ Round Robin reading – the practice of calling on students to read orally on after the other – is not an effective oral reading strategy for increasing fluency. 					
Talk	<ul style="list-style-type: none"> ▪ Understand what fluency is and talk about it's importance with students ▪ Understand what the prosodic features of fluency are and talk about the importance with students ▪ Common language related to fluency should be understood and used consistently 					
Tasks	<ul style="list-style-type: none"> ▪ Students should be actively engaged in reading at their independent level. (Word recognition accuracy (decoding) should be 99-100%) ▪ Daily schedule should allow students to practice rereading through repeated oral reading activities: <ol style="list-style-type: none"> 1. Student/adult reading 2. Choral Reading/Echo Reading 3. Tape-assisted reading 4. Partner Reading/Guided Partner Reading 5. Reader's Theater ▪ The text that students practice rereading should be relatively short 50-200 words depending on age ▪ At home reading/parent involvement/parent education (literacy nights/literacy events) 					

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Testing	<ul style="list-style-type: none"> DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 	<ul style="list-style-type: none"> Ongoing monitoring and feedback First Grade Word List-required DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Target oral reading rate in the spring is 30-90 words correct per minute (WCPM) 	<ul style="list-style-type: none"> Ongoing monitoring and feedback Second Grade Word List-required Formal Fluency Check-required 3-4 times per year per student (refer to the District Elementary Reading Assessment Plan for specifics) Target oral reading rate in the spring is 70-130 words correct per minute (WCPM) See Scholastic's <i>3-Minute Reading Assessments by Rasinski and Padak</i> for assessment passages and protocol sheets 	<ul style="list-style-type: none"> Ongoing monitoring and feedback Formal Fluency Check-required 3-4 times per year per student (refer to the district Elementary Reading Assessment Plan for specifics) Target oral reading rate in the spring is 80-140 words correct per minute (WCPM) See Scholastic's <i>3-Minute Reading Assessments by Rasinski and Padak</i> for assessment passages and protocol sheets 	<ul style="list-style-type: none"> Ongoing monitoring and feedback Formal Fluency Check-required 3-4 times per year per student (refer to the district Elementary Reading Assessment Plan for specifics) Target oral reading rate in the spring is 90-140 words correct per minute (WCPM) See Scholastic's <i>3-Minute Reading Assessments by Rasinski and Padak</i> for assessment passages and protocol sheets 	<ul style="list-style-type: none"> Ongoing monitoring and feedback Formal Fluency Check-required 3-4 times per year per student (refer to the district Elementary Reading Assessment Plan for specifics) Target oral reading rate in the spring is 100-150 words correct per minute (WCPM) See Scholastic's <i>3-Minute Reading Assessments by Rasinski and Padak</i> for assessment passages and protocol sheets