


## AGENDA

- What is Fluency? How does fluency develop? How can fluency be demonstrated?
- How is Fluency Assessed?
  - Fluency Assessment Routine
- What instructional interventions help build fluency?
  - Repeated Reading Routine
  - Repeated Reading Practices
    - Repeated Reading Formats
    - Repeated Reading Extensions
  - Fluency Games (i.e., instructional games, centers, independent review activities)

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## COMMON CORE STANDARDS

<http://www.pdesas.org/Standard/CommonCore>



- Foundational Standards (K-5)
  - Fluency: Read with sufficient accuracy and fluency to support comprehension,
- Reading Standards for Literature and Informational Text (K-5, 6-12)
  - Range of Reading and Level of Text Complexity: Read and comprehend complex literacy and informational texts independently and proficiently.
  - \*All Reading Standards for Literature and Informational Text (K-5, 6-12) require reading fluency.


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## WHAT IS FLUENCY?



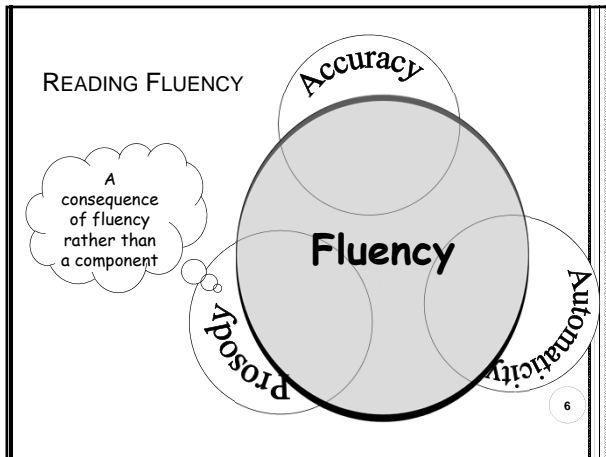
- Accurate, rapid, and efficient word recognition skills that permit a reader to construct the meaning of text [printed English].
- Demonstrated and developed in the use of accurate, rapid, and *expressive* [oral] reading fluency (ORF)
- Applied during, and is a *gateway* to, silent reading comprehension.

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EXAMPLES OF FLUENCY 


<p><b>Fluent readers:</b></p> <ul style="list-style-type: none"> <li>✓ Focus their attention on understanding the text</li> <li>✓ Synchronize skills of decoding, vocabulary, and comprehension</li> <li>✓ Read with speed and accuracy</li> <li>✓ Interpret text and make connections between the ideas in the text</li> </ul>	<p><b>Nonfluent readers:</b></p> <ul style="list-style-type: none"> <li>• Focus attention on decoding</li> <li>• Alter attention to accessing the meaning of individual words</li> <li>• Make frequent word reading errors</li> <li>• Have few cognitive resources left to comprehend</li> </ul>
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WHAT IS ACCURACY?

o Accurate identification and expression of words in printed English.



Correct



Incorrect

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WHAT IS AUTOMATICITY?

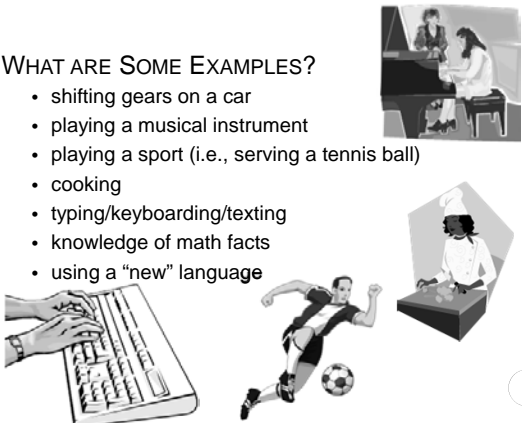
- o Automaticity is reading words with no noticeable effort. It is having mastered word recognition skills to the point of "overlearning." Fundamental skills are so "automatic" that they do not require conscious attention.

- Reading print as soon as your eyes encounter it.
- The ability to translate letters-to-sounds-to-words fluently and effortlessly.
- Decoding with ease so no conscious attention is required allowing the reader to attend to comprehension and meaning of the text.

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WHAT ARE SOME EXAMPLES?

- shifting gears on a car
- playing a musical instrument
- playing a sport (i.e., serving a tennis ball)
- cooking
- typing/keyboarding/texting
- knowledge of math facts
- using a "new" language



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What happens if students do not read with automaticity????



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AUTOMATICITY SIMULATION

30 CWPM (Correct words per min.)

Deprived of their usual car-washing and lawn-mowing...

60 CWPM

the inhabitants of Privet Drive had retreated...

90 CWPM

into the shade of their cool houses, windows thrown...

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WHAT IS PROSODY?

- Reads with *expression*.
- Inflection (pauses, voice goes up and down, signs with expression/uses facial expressions with signing).
- Pays attention to and uses punctuation (commas, exclamation points, etc).
- Predicts level of expression according to syntax.
- Translates the author's voice into expressive reading when reading aloud.

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#### WHAT DOES THE RESEARCH SAY ABOUT FLUENCY?

- o There is a strong relation between reading fluency and reading comprehension.
- o Fluency, however, is only one piece of the comprehension puzzle.
- o Silent reading is NOT effective in fluency improvement (NRP, 2000).
- o Requires frequent, **long-term practice.**

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#### Point to Remember



Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees resources to process meaning.

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#### HOW DOES FLUENCY WORK WITH STUDENTS WHO ARE DEAF AND HARD OF HEARING ?

- o Students who are deaf and hard of hearing can learn to be fluent readers (Easterbrooks & Huston, 2007).
- o Fluency is a language issue.
  - Fluent readers map spoken language onto print rapidly and easily.
  - The same holds true when the language is sign language, but in addition, the reader must *code switch between the two languages.*
- o Repeated reading is an effective practice for promoting the fluency of students who are deaf and hard of hearing (Emerson, 2010; Schirmer et al., 2005).

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#### HOW DOES FLUENCY WORK WITH STUDENTS WHO ARE DEAF AND HARD OF HEARING ?

- o **Individualized** demonstration of fluency
  - Auditory pathway (i.e., use of voice and speech)
  - Visual pathway (i.e., accuracy, "fluency envelope," visual grammar) (Easterbrooks & Huston, 2007)
- o **Individually referenced** assessment of fluency
  - Evaluate a student's performance by comparing it to previous levels of *that* individual student's performance (i.e., compare the student to themselves).

**HOW?: Consistent use of clearly specified assessment and instructional routines over time.**

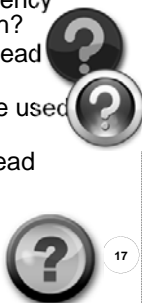
Easterbrooks, S. R., & Huston, S. (2007). Signed reading fluency of students who are deaf and hard of hearing. *Journal of Deaf Studies and Deaf Education*.

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#### TOOLKIT APPLICATION



- How can students who are deaf and hard of hearing demonstrate reading fluency when reading aloud printed English?
- How do students communicate? Read aloud?
- What supports and prompts can be used to help students read aloud?
- How will you determine if a word read aloud is accurate?
- What are students' educational objectives?



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#### ASSESSMENT ROUTINES

- Reading Fluency  
(See Toolkit Packet pp. 3-16)

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#### WHY DO WE ASSESS FLUENCY?

- Provides formative assessment of student performance –an important *outcome* and *indicator*!
- Provides formative miscue analysis.
- Allows for assessment of accuracy and automaticity.
- Allows teachers to assess qualitative features of good reading.
- Includes predictive validity (e.g., first grade reading outcomes are strongly related to third grade outcomes).

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#### WHEN SHOULD READING FLUENCY BE ASSESSED?

- Fluency is assessed when students start reading connected text and have emerging to established regular word reading skills.
  - If using the DIBELS data system, fluency is first administered in the winter of first grade.
- Continue using fluency as an *indicator* of student comprehension and the alphabetic principle (Grades 2+).

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### HOW DO WE ASSESS FLUENCY?

It was a pretty good composition. I felt proud knowing  
 it was the best one at my school. After I'd read it five times,  
 I was impatient to start reading it out loud.  
 I followed the book's directions again. First I read the  
 composition out loud without trying to sound impressive, just  
 times. Then I moved over to my full-length mirror and read the  
 composition out loud in front of it a few times. At first I just  
 read it. Then I practiced looking up and making eye contact.

Total Words Read: \_\_\_\_\_  
 Errors: \_\_\_\_\_  
 Words Read Correctly: \_\_\_\_\_

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### HOW DO WE ASSESS FLUENCY?

- o **STEP 1:** Determine the student's **instructional reading level** (for progress monitoring).
  - o Median score (middle) across three passages represents baseline performance at that grade level material.
  - o Use accuracy as the primary metric.
  - o Calculate accuracy: Compare performance against established reading level criteria (i.e., % correct)

$$\frac{\text{number of words read correctly}}{\text{total words read}} = \text{percent accuracy}$$

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### HOW DO WE DETERMINE READING LEVEL?

- o Independent Level o At or above 95% correct (fewer than 5 mistakes in every 100 words)
- o Instructional Level o 90%-95% correct
- o Frustrational Level o Below 89% correct (more than 10 errors in every 100 words)

For *progress monitoring*, text should be at the instructional level. For *fluency building*, text should be at the instructional level or above.

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### HOW DO WE ASSESS FLUENCY? (SEE TOOLKIT PACKET – NORMS & GROWTH RATE, PP. 13-14)


- o **STEP 2:** Once an instructional reading level is determined, administer oral reading fluency probes at the instructional level for progress monitoring 2x/month (minimum).
  - o Median score (middle) across three passages represents baseline performance at that grade level material.
  - o Use words correct per minute as the primary metric.
  - o Calculate fluency: Compare fluency with guidelines determined from local norms, if available, or research-based fluency criteria (wcpm).

$$\frac{\text{total words read} - \text{errors}}{\text{1 minute read}} = \text{words correct per minute}$$

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**MATERIALS CHECKLIST** (SEE TOOLKIT PACKET – RESOURCE LIST, P. 16)

- Unnumbered copy of passage (student copy)
- Numbered copy of passage (examiner copy)
- Stopwatch (1-minuted timed reading)
- Pencil
- Colored Pencil (for indicating aimline on graphs)
- Video/Tape Recorder (optional)



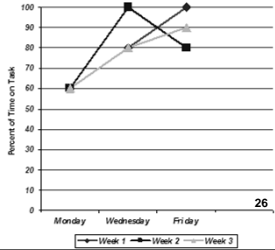
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**GRAPH THE DATA!** (SEE TOOLKIT PACKET – ASSESSMENT GRAPHS, PP. 11-12)

◆ Can you determine any patterns or trends by the way the data are represented?

	M	W	F
Wk.1	6/10	8/10	10/10
Wk.2	6/10	10/10	8/10
Wk.3	6/10	8/10	9/10

◆ Can you determine any patterns or trends by the way the data are represented?



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**GRAPH THE DATA!**

**Baseline**  
32, 40, 27

**Progress Monitoring**

1. 33
2. 32
3. 36
4. 38
5. 35
6. 39
7. 38
8. 39

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**GRAPH THE DATA!**

1. **Establish baseline:** Median of three passages administered on the same day
  - Passage 1: 32 wcpm
  - Passage 2: 40 wcpm
  - Passage 3: 27 wcpm
2. **Set up graph:**
  - Write student name on the graph;
  - Mark vertical axis with NUMBER OF WORDS READ CORRECTLY;
  - Mark horizontal axis with TESTING SESSIONS/DATE;
  - Mark baseline score on vertical axis in pencil

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GRAPH THE DATA!

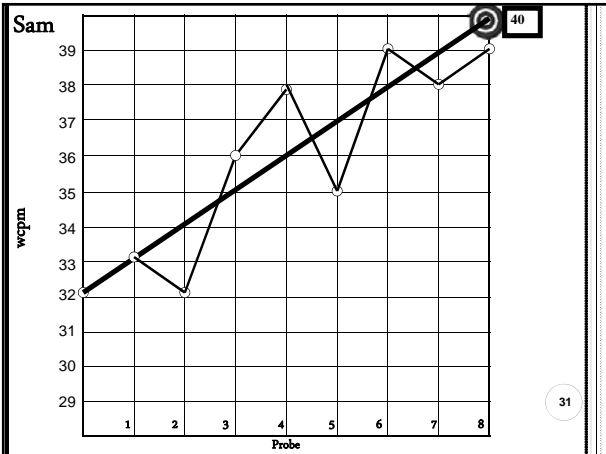
3. **Set Goal:** 1 to 2 word per week improvement over baseline (K-3) and .5 to 1 word per week improvement over baseline (K-6).
4. **Draw Aimline:** In colored pencil, draw line from baseline to goal
5. **Measure Student Performance:** Twice per month
6. **Plot Student Performance:** On graph in pencil

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GRAPH THE DATA!

7. **Connect Indicators of Student Performance:** to show trend line
8. **Analyze Student Performance:** Show progress, by checking last six data points: if four of the last six points are below aimline, student is not making adequate progress (Note: 3 data points allow calculation of a slope)
9. **Make Instructional Changes:** If indicated by student performance
10. **Continue to Measure and Monitor Student Performance**

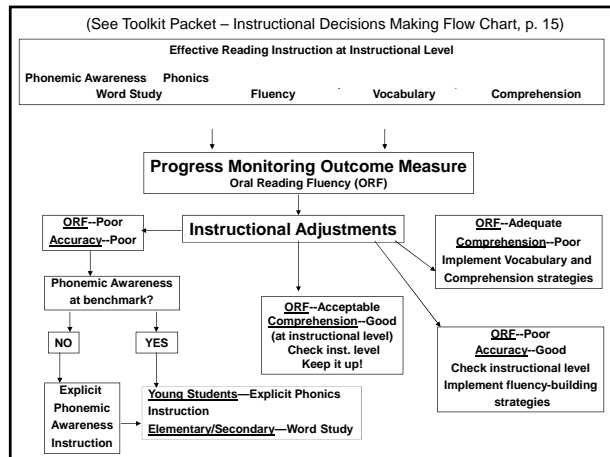
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THINGS TO THINK ABOUT WHEN MAKING INSTRUCTIONAL DECISIONS

- o Is the student being monitored at the appropriate instructional level (e.g., is the text too easy or too hard)?
- o Is the student a fluent reader, but a "word caller"?
- o Does the student have specific decoding difficulties?
- o Does the student have proficient decoding skills, but require additional fluency practice?
- o Does the student pause at appropriate punctuation?
- o Is more assessment needed to determine the skill areas for intervention?

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**GENERAL GUIDELINES FOR FLUENCY INTERVENTION**

- o Average readers read  $\geq 140$  wcpm by Grade 4
- o Worry about students who read  $< 100$  wcpm
- o CONCENTRATE on reading fluency with students who read  $< 75$  wcpm

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**TOOLKIT APPLICATION**



- o What will you need to implement or enhance your reading fluency assessment routines?
  - What materials will you need?
  - When will you assess reading fluency?
  - Where will you assess reading fluency?
  - How will you assess reading fluency (i.e., What will other students in the class be doing when you assess an individual student?)
  - How will you organize assessment materials?
  - How will you graph student assessment data?

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**INTERVENTION ROUTINES**

- o Repeated Reading

(See Toolkit Packet pp. 17-24)


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HOW DO WE BUILD FLUENCY?

(1) PRACTICE!

- Approximately 20 minutes each day of *integrated* instructional routines and intervention activities.

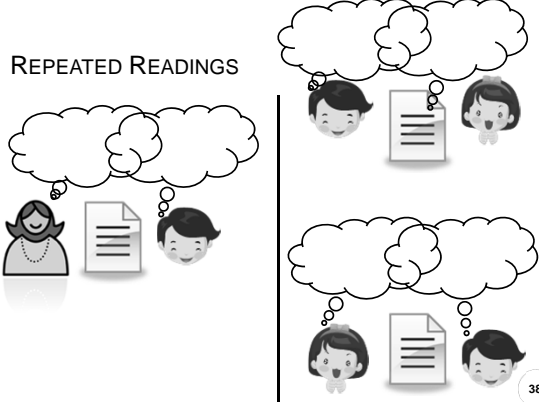
(2) Use repeated readings.



X 3. . .


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REPEATED READINGS



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REPEATED READINGS



- o Select appropriate instructional tasks (i.e., letter sounds, irregular words, passages students can perform accurately but not fluently).
- o Scheduling sufficient practice and ensuring fixed-length or fixed time activities (approximately 20-minutes per day).
- o Monitoring and providing feedback.
  - Graphing progress.
  - Goal setting (systematically increasing the rate of response).

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WHAT TEXT FEATURES ARE REQUIRED FOR FLUENCY BUILDING PRACTICE? (SEE TOOLKIT PACKET – HIGH INTEREST TEXT, P. 23)



Text should:

- o Be at the students' instructional-independent reading level (90 to 95% accuracy).
- o Include an overlap in words (i.e., words show up multiple times in different text).
- o Typically be text (poetry or plays okay –i.e., "home outreach-fluency fun" or "readers' theater").
- o Contain a minimum of unusual words.
- o Have consistent readability and be equivalent within a specific grade.
- o Be motivating!

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WHAT TEXT FEATURES ARE REQUIRED FOR FLUENCY BUILDING PRACTICE?



Text should *not*:

- o Include a lot of dialogue (unless selected for "readers' theater").
- o Be selected from the text used for fluency assessment.

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How to Determine Appropriate Text Level

Select text that students read with 90-95% accuracy.

$$\frac{\text{\# of words read correctly}}{\text{total words read}} = \% \text{ accuracy}$$

100 words correct/125 words read = 80% accuracy

80% accuracy text would *not* be appropriate for fluency building.

(modified from Hasbrouck, 1998)

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Fern \_\_\_\_\_ more than \_\_\_\_\_. She \_\_\_\_\_ to \_\_\_\_\_ him, to \_\_\_\_\_ him, to put him to \_\_\_\_\_. Every \_\_\_\_\_, as soon as she got up, she \_\_\_\_\_ his \_\_\_\_\_, \_\_\_\_\_ his \_\_\_\_\_ on, and held the \_\_\_\_\_ for him. Every \_\_\_\_\_, when the \_\_\_\_\_ stopped in \_\_\_\_\_ of her house, she \_\_\_\_\_ out and ran to the \_\_\_\_\_ to \_\_\_\_\_ another \_\_\_\_\_ for him. She \_\_\_\_\_ him again at \_\_\_\_\_, and again just \_\_\_\_\_ going to \_\_\_\_\_. Mrs. \_\_\_\_\_ gave him a \_\_\_\_\_ around \_\_\_\_\_ each day, \_\_\_\_\_ Fern was \_\_\_\_\_ in \_\_\_\_\_.

(E. B. White, 1952)

70%

Fern \_\_\_\_\_ Wilbur more than \_\_\_\_\_. She \_\_\_\_\_ to \_\_\_\_\_ him, to \_\_\_\_\_ him, to put him to bed. Every \_\_\_\_\_, as soon as she got up, she \_\_\_\_\_ his \_\_\_\_\_, tied his \_\_\_\_\_ on, and held the \_\_\_\_\_ for him. Every \_\_\_\_\_, when the \_\_\_\_\_ stopped in front of her house, she jumped out and ran to the \_\_\_\_\_ to fix another \_\_\_\_\_ for him. She \_\_\_\_\_ him again at \_\_\_\_\_, and again just before going to bed. Mrs. Arable gave him a \_\_\_\_\_ around \_\_\_\_\_ each day, when Fern was \_\_\_\_\_ in \_\_\_\_\_.

(E. B. White, 1952)

80%

Fern \_\_\_\_\_ Wilbur more than anything. She loved to stroke him, to \_\_\_\_\_ him, to put him to bed. Every \_\_\_\_\_, as soon as she got up, she \_\_\_\_\_ his milk, tied his \_\_\_\_\_ on, and held the bottle for him. Every afternoon, when the school \_\_\_\_\_ stopped in front of her house, she jumped out and ran to the \_\_\_\_\_ to fix another \_\_\_\_\_ for him. She fed him again at \_\_\_\_\_, and again just before going to bed. Mrs. Arable gave him a \_\_\_\_\_ around noontime each day, when Fern was away in \_\_\_\_\_.



(E. B. White, 1952)

90%

Fern \_\_\_\_\_ Wilbur more than anything. She loved to stroke him, to feed him, to put him to bed. Every morning, as soon as she got up, she \_\_\_\_\_ his milk, tied his bib on, and held the bottle for him. Every afternoon, when the school \_\_\_\_\_ stopped in front of her house, she jumped out and ran to the \_\_\_\_\_ to fix another bottle for him. She fed him again at \_\_\_\_\_, and again just before going to bed. Mrs. Arable gave him a feeding around noontime each day, when Fern was away in school.
















(E. B. White, 1952)

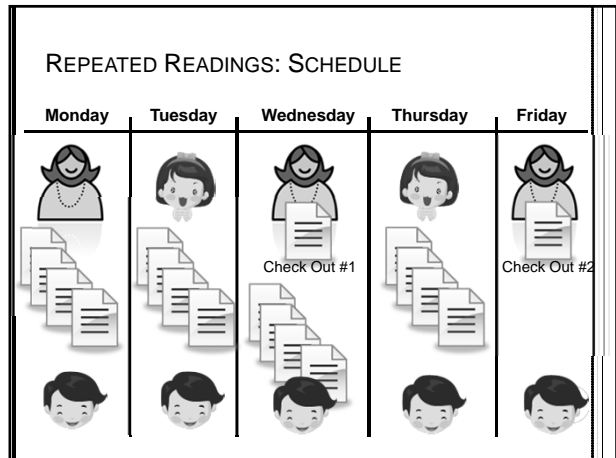
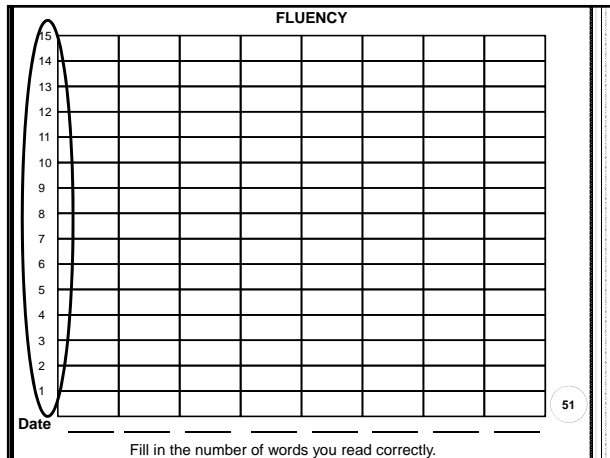
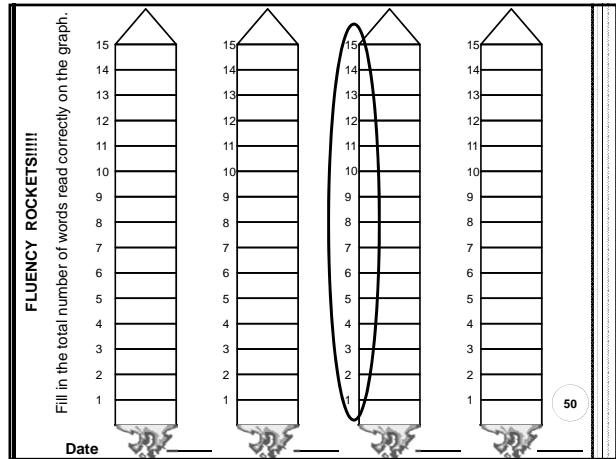
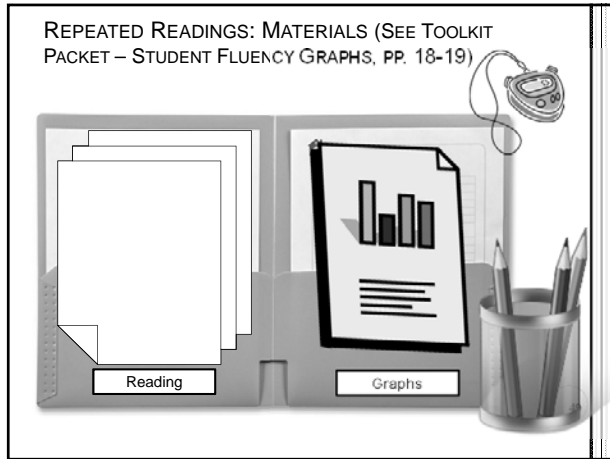
95%

<p><b>MATERIALS</b> </p> <ul style="list-style-type: none"> <li>□ Word Lists or Text for Repeated Readings</li> <li>□ Repeated Reading Folder or Notebook for each Student</li> <li>□ Graphs</li> <li>□ Colored Pencils (for noting errors, vocabulary, and graphing)</li> <li>□ Stopwatch or Countdown Timer (for 1-minute readings)</li> </ul>	<p><b>SAMPLE ROUTINE</b> </p> <ul style="list-style-type: none"> <li>□ Organization and Moving (1 minute)</li> <li>□ Repeated Reading (5 to 12 Minutes)</li> <li>□ Text Discussion (5 to 10 Minutes)</li> <li>□ Closing/Graphing (2 to 5 Minutes)</li> </ul> <p>Emphasis should be on fluency building practice.</p>
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**REPEATED READINGS: MATERIALS**

Monday	Tuesday	Wednesday	Thursday	Friday
"Camping"	"Clouds"	"A New Friend"	"Vacation"	"Pizza Party"
				
				
				
X 3	X 3	X 3	X 3	X 3



### REPEATED READING: PARTNERS

- Rank order students according to reading fluency.
- Split the rank ordered list into the top and bottom halves.
- Pair the top ranked student in the upper half with the top ranked student in the lower half (i.e., #1 with # 13 if class has 26 students).
- Adjust pairings according to "personality" issues.
- Maintain pairs approximately 4 weeks.

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### REPEATED READING: PARTNERS

- Students should be trained on how to work as both the reader and model reader (first reader-second reader; partner 1-partner 2).
- Training includes various behaviors such as prompting, praising, providing correction and feedback, clarifying, attending, responding in a timely way, accepting correction, applying feedback appropriate, asking questions or recruiting assistance.

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(See Toolkit Packet – Repeated Reading Prompt Cards, p. 20)

Repeated Reading: Rules

#### Partner Reading Procedures

- First reader reads.
- Second reader reads.
- Discuss the reading, with one student asking questions and other student answering.
- Repeat until story is complete.

#### Tutoring Rules

- Talk only to your partner.
- Talk only about partner reading.
- Be cooperative.

Adapted from *Strategies for Teaching Students with Learning and Behavior Problems* (6<sup>th</sup> ed., p. 181), by C. S. Bos and S. Vaughn, 2006. Boston: Allyn & Bacon.

(See Toolkit Packet – Repeated Reading Prompt Cards, p. 20)

Repeated Reading: Feedback


#### Kinds of Errors

- Saying, signing, or finger spelling the word wrong.
- Leaving out a word.
- Adding a word.
- Waiting longer than four seconds.

#### Feedback about Words

- Partner points to the word not read correctly. "Do you know this word?"
- "Yes, that word is \_\_\_\_\_." or "No, that word is \_\_\_\_\_." Now read the sentence again.

Adapted from *Strategies for Teaching Students with Learning and Behavior Problems* (6<sup>th</sup> ed., p. 181), by C. S. Bos and S. Vaughn, 2006. Boston: Allyn & Bacon.

TOOLKIT APPLICATION 

o **How will you implement a repeated reading routine?**

- What materials do you need? How will the materials be organized?
- What will student graphs look like?
- What will your daily/weekly schedule look like? (i.e., How will you organize the sequence of repeated readings? – preview, warm-up, read alouds X 3?)
- How can you use student partners to help facilitate the use repeated reading routines?

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**REPEATED READING PRACTICES**

- o Repeated Reading Formats
- o Repeated Reading Extensions (Home-Community)
- o Fluency Games

(See Toolkit Packet pp. 17-24)


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REPEATED READING FORMATS:  
CHORAL READINGS



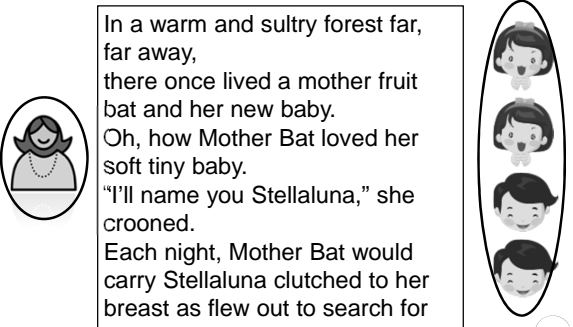
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REPEATED READING FORMATS:  
TAPE-RECORDED READINGS



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**REPEATED READING FORMATS:  
ECHO READINGS**

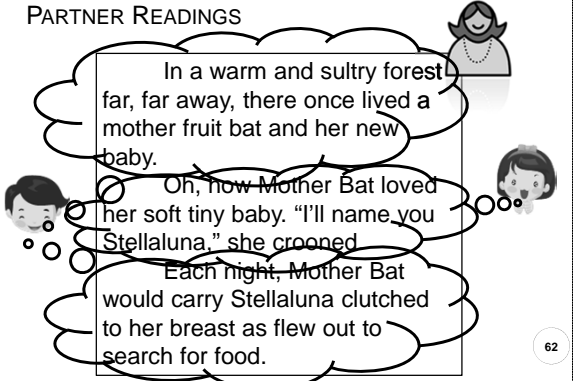


In a warm and sultry forest far, far away, there once lived a mother fruit bat and her new baby. Oh, how Mother Bat loved her soft tiny baby. "I'll name you Stellaluna," she crooned. Each night, Mother Bat would carry Stellaluna clutched to her breast as flew out to search for food.

Cannon, J. (1993). *Stellaluna*. San Diego, CA: Harcourt.

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**REPEATED READING FORMATS:  
PARTNER READINGS**

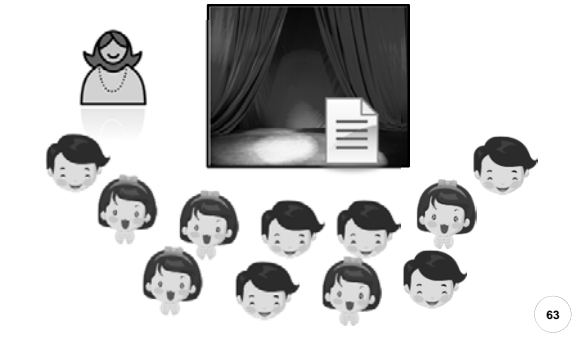


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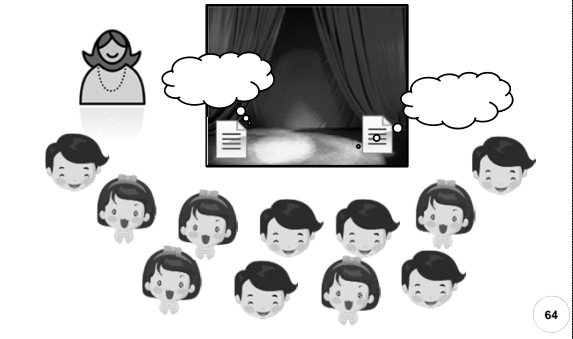
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**REPEATED READING FORMATS:  
SPOTLIGHT READERS**



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**REPEATED READING FORMATS:  
READERS' THEATER – SHOW TIME**



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REPEATED READING FORMATS:  
HELLO-GOODBYE

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TOOLKIT APPLICATION

o **What repeated reading practices will you implement? How will you implement them?**

- Repeated Reading Formats
  - o Choral Readings
  - o Tape-Recorded Readings
  - o Echo Readings
  - o Partner Readings
  - o Spotlight Readings
  - o Readers' Theater – Show Time

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REPEATED READING EXTENSIONS:  
HOME OUTREACH – FLUENCY FUN!

The Land of Happy

Have you been to the Land of Happy,  
Where everyone's happy all day,  
Where they joke and sing  
Of the happiest things,  
And everything's jolly and gay?  
There's no one unhappy in Happy,  
There's laughter and smiles galore  
I have been to the The Land of Happy –  
What a bore!

Silverstein, S. (1974). *Where the Sidewalk Ends*. San Diego, New York: Harper.

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HOME OUTREACH – FLUENCY FUN CHECKLIST

- Read the poem to your child.
- Discuss words that the child doesn't know.
- Read the poem together.
- Have your child read the poem to you.
- Discuss reading errors and provide praise and feedback.
- Select 2 to 4 interesting vocabulary words to discuss at school.

Linan-Thompson, S. & Vaughn, S. (2007). *Research-based Methods of Reading Instruction for English Language Learners*. Alexandria, VA: ASCD.

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REPEATED READING EXTENSIONS:  
COMMUNITY OUTREACH – ‘ROUND THE CLOCK

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(See Toolkit Packet – Fluency Log, p. 21)

FLUENCY LOG

Date	Title	Read With			
		Self	Teacher	Partner	Other
3/12	Perfect Day	X	X		
3/13	Perfect Day	X		X	
3/14	Perfect Day	X			Soccer coach, School Nurse
3/14	Perfect Day	X			music teacher, family, bus driver
3/18	Snow Storm	X	X		

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Linan-Thompson, S. & Vaughn, S. (2007). Research-based Methods of Reading Instruction for English Language Learners. Alexandria, VA: ASCD.

FLUENCY GAMES:  
BEAT THE CLOCK

30 seconds

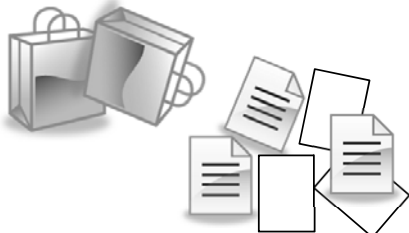
71

Linan-Thompson, S. & Vaughn, S. (2007). Research-based Methods of Reading Instruction for English Language Learners. Alexandria, VA: ASCD.

FLUENCY GAMES:  
CONCENTRATION

72

**FLUENCY GAMES:  
SHAKE! SPILL! READ!**



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**FLUENCY GAMES:  
WHAT'S IN THE BOX?** Haager, D., Dimino, J., & Windmueller, M. P. (2007).  
Interventions for Reading Success. Baltimore: Brookes.

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**WHAT'S IN THE BOX?** Haager, D., Dimino, J., & Windmueller, M. P. (2007).  
Interventions for Reading Success. Baltimore: Brookes.

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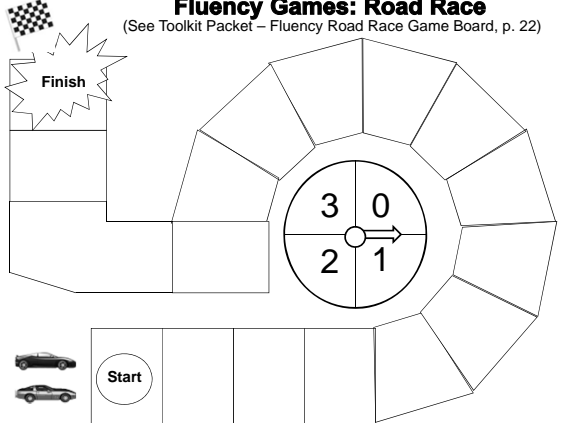
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**Fluency Games: Road Race**  
(See Toolkit Packet – Fluency Road Race Game Board, p. 22)



Text from: Carle, E. (1996). *The Grouchy Ladybug*. HarperCollins.

## Road Race

The diagram shows a game board for 'Road Race'. At the top left are two dice and two boxes labeled '1' and '2'. To the right is a 'Start' sign with a car icon. The path consists of a series of squares leading to a finish line. Below the path are two columns of four rectangular boxes each, representing storage for game pieces. A car icon is placed above the top box in each column.

### TOOLKIT APPLICATION

o **What repeated reading practices will you implement? How will you implement them?**

- Repeated Reading Extensions
  - o Home Outreach – Fluency Fun!
  - o Community Outreach – ‘Round the Clock
- Fluency Games
  - o Beat the Clock
  - o Concentration
  - o Shake! Spill! Read!
  - o What’s in the Box?
  - o Road Race

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### FLUENCY BUILDING ROUTINES AND INSTRUCTIONAL PRACTICES

1. Not a replacement for reading instruction.
2. Not intended to constitute the reading curriculum.
3. A short duration, frequently scheduled procedure to increase reading fluency.

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### FLUENCY TOOLKIT TAKEAWAYS

1. Reading Fluency Assessment Routine
2. Repeated Reading Intervention Routine
3. Repeated Reading Practices
  1. Repeated Reading Formats
  2. Repeated Reading Extensions
  3. Fluency Games

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ANY QUESTIONS?

o **Lana Edwards Santoro, Ph.D.**

Research Associate  
University of Oregon, Center on Teaching and Learning  
Alexandria, VA 22310  
(703) 971-0310  
lana.santoro@earthlink.net  
lsantoro@uoregon.edu

**THANK YOU!**

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CONTACT INFORMATION WWW.PATTAN.NET

Sue Ann Houser  
shouser@pattan.net  
(800) 441-3215

Jane Freeman  
jfreeman@pattan.net  
(800) 360-7282

Marlene Schechter  
mschechter@pattan.net  
(800) 446-5607



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