



BUILDING A STRONG FOUNDATION FOR LIFELONG LITERACY SUCCESS

MODULE 4: CREATING FLUENT READERS— FACILITATOR'S GUIDE

PUBLIC CONSULTING GROUP

Table of Contents

Creating Fluent Readers	1
Supporting Alignment Across Classrooms and Tiers of Instruction	1
Introduction to Fluency	3
Before	3
During	4
After	7
Effective Fluency Practices	8
Before	8
During	9
After	12
Fluency Assessment	13
Before	13
During	14
After	16
Appendix A: Module 4 Objectives	17
Appendix B: Module 4 Bibliography	18
Appendix C: Walk-Through Look-Fors and Coaching Guide	22
Example Literacy Leader Walk-Through Tool: Creating Fluent Readers	22
Fluency Instruction	22
Example Coaching Guide for Creating Fluent Readers	26
Suggested Tools	28
Appendix D: Facilitation Protocols and Activities	30
Jigsaw	30
Action Planning	30
Action Planning Template	31
Continue, Start, Stop	32
Quick Write Collaboration	32
Appendix E: Instructional Strategies	33
Appendix F: Q&A Round-Up Cards	34

Module 4: Creating Fluent Readers

Creating Fluent Readers

Module 4, Creating Fluent Readers, focuses on creating fluent readers among elementary students and struggling adolescents.

Introduction: Section overview and pre-assessment	
Introduction to Fluency	In this introduction to fluency, the parts of reading that help to create fluent readers and how the development of earlier skills and subskills contributes to this process are discussed in addition to the reading deficits that cause fluency to become thwarted.
Effective Fluency Practices	In this section, participants review instructional routines that can help to create fluent readers, learn how to select text and plan for fluency practice, and study evidence-based practices related to fluency instruction.
Fluency Assessment	Participants first explore the differences between screening, diagnostic, outcome and progress monitoring assessment, and then review the principles of progress monitoring and the use of graphs to indicate progress. Additionally, this section defines and identifies examples of text at a student’s frustration, instructional and independent reading level; addresses reasonable goals and expectations for learners at various stages of reading development; and reviews the range of skills typically assessed in terms of oral reading skills.
Closing: Section summary and post-assessment	

Table 1.1 *Creating Fluent Readers Overview*

A complete list of learning objectives for this module can be found in [Appendix A](#), as referenced in the Detailed Module Outline within the Resource Library of the Learning Management System (LMS). [Appendix B](#) includes the bibliography for Module 4 content.

Facilitation/coaching ideas for each section follow. Note that introductory and closing sections are not included as these are best done asynchronously.

Supporting Alignment Across Classrooms and Tiers of Instruction

The online coursework introduces a large amount of vocabulary and terminology to be used during instruction with students. To support students as they move across grade levels and across settings (e.g., services for English Learners, services across MTSS provided by other professional support staff, specially designed instruction provided outside of the general education classroom), facilitators are encouraged to create a common language for terminology introduced across all modules to create a consistent vocabulary across all classrooms and settings as it relates to literacy instruction.

Facilitators are encouraged to begin this discussion and activity early within course content and add to the local “glossary” as new terminology is encountered. During sessions, as terminology is encountered, facilitators can pause to record and have brief discussions related to the common language that will be used during instruction and during collaboration with other teachers (e.g., prosody or expression).

This practice will benefit all students but is critical for those students who may receive services across settings. For example, a student may receive direct services from an occupational therapist or special education teacher to support letter formation and hear two different sets of language to form the same letter. Another student may receive additional phonics instruction through an interventionist or literacy specialist using the term *vowel digraph* while the general education teacher uses the term *vowel team*. Collaborative conversations across classroom teachers and other providers related to this common language can occur through in-person sessions, at grade-level planning meetings, or during other conversations facilitated by instructional leaders in the school.

Introduction to Fluency

In this introduction to fluency, the parts of reading that help to create fluent readers and how the development of earlier skills and subskills contributes to this process is discussed in addition to the reading deficits that cause fluency to become thwarted. This section is divided into the following subsections:

- Reviewing the Simple View of Reading and Scarborough's Reading Rope
- What Is Fluency?
- The Progression of Fluency Development
- What Does Fluency Have to Do with Meaning?
- Why Don't Students Become Fluent Readers?



Learning Objectives

- Understand the importance of fluency in reading
- Identify the components of fluency and its relationship to comprehension
- Understand the progression of foundational skills needed to become a fluent reader, including the need for a large sight-word vocabulary



Essential Questions

- How is fluency related to the components of reading identified in the major conceptual models?
- Do my current materials address fluency in alignment with the typical progression of fluency?

Before

- Poll participants on their level of understanding of fluency, including self-reporting their level of understanding of related key terms, previous training in this area, current fluency instructional practices or other information that will assist in understanding the prior learning and experiences of participants.
- Gather data related to student demographics and student performance related to fluency in the district/region/school of participants or other information that will assist in understanding the current landscape.
- Ask participants to bring their instructional planning and lesson materials to the in-person sessions if planning to complete the curriculum application activity.
- Record a variety of different students reading orally (may include a variety of levels, including nonsense word reading, word reading, sentence reading, and connected text) for use in the Building Content Knowledge: Thinking About Fluent Reading Activity.

During

Learning Activities



Building Content Knowledge: Q&A Round-Up

Materials

- Q&A Round-Up cards ([Appendix F](#))

Directions

1. Give each participant a question or answer card from the Q&A Round-Up materials. Alternatively, you can divide participants into small groups and give each group a complete set of cards.
2. Give participants time to walk around the room to find the question or answer that corresponds with their card, or have small groups match each question to its corresponding answer.
3. Once complete, have participants take turns sharing out their corresponding questions and answers. Confirm correct responses or discuss any questions that need additional clarification.

Answer key:

Q: What component of reading identified in Scarborough's Reading Rope is fluency related to?

A: Reading fluency is related to every component of literacy identified in Scarborough's Reading Rope.

Q: What is the progression of developments with consideration to each of the components of fluency?

A: Accuracy, rate, and then expression

Q: What is reading rate?

A: How quickly and accurately a reader reads text

Q: Which component of reading fluency can be considered a byproduct of understanding what is read?

A: Expression

Q: What is required to develop automaticity with a skill?

A: Explicit instruction, practice, and feedback

Q: What is automaticity?

A: The learned capacity to use a skill on demand without having to think it through

Q: What skills does orthographic mapping require?
A: Advanced phoneme awareness, letter-sound knowledge, and phonological long-term memory
Q: How does fluent reading lead to comprehension?
A: Instant and automatic retrieval of words frees up the cognitive space needed to make meaning of text.
Q: What are the three aspects of fluency?
A: Accuracy, rate, and expression
Q: What is expression, or prosody?
A: Reading with proper intonation, pausing and phrasing
Q: What is the mental process used to store words for instant, effortless retrieval?
A: Orthographic mapping
Q: What is reading accuracy?
A: The ability to read text correctly, without regard to rate

4. If time permits, have participants elaborate and provide further explanation for correct responses.



Building Content Knowledge: Thinking About Fluent Reading

Materials

- Recording of a variety of different students reading orally (see [Before](#) activities)
- Handouts: [Fluency Components and Prerequisites](#)

Directions

1. Direct participants to pull up What Is Fluency? within the Introduction to Fluency section and review what characteristics they used to describe fluent and disfluent readers. Listen to each recording, discuss whether the reading was fluent or dysfluent and identify why. Think about the skills required or skills a student may have lacked that impacted their performance. (Reference the [Fluency Components and Prerequisites](#) handout.) Additionally, facilitators can have participants identify possible instructional next steps they think might be appropriate and record responses to be visited and confirmed or adjusted throughout the remainder of the coursework

for the module.



Curriculum Application: Progression of Fluency

Materials

- Current literacy planning and instructional materials
- Handout: [A Snapshot of Fluency Across Grade Levels](#) (from Section 3)

Directions

1. Break participants into small groups of three to four participants. If possible, include a teacher from each grade level so that participants can have a detailed view of the vertical progression of fluency instruction across grade levels. (Participants can use The Progression of Fluency Development and the handout [A Snapshot of Fluency Across Grade Levels](#) from Section 3 for reference.) Prompt with guiding questions for the group to discuss, such as the following:
 - a. What components of fluency do my current materials and routines currently focus on?
 - b. Do the fluency practices across grade level align with how fluency progresses?
2. Have participants examine their current planning and instructional materials to compare and contrast the progression of fluency instruction within their materials and information in The Progression of Fluency Development and the handout [A Snapshot of Fluency Across Grade Levels](#) from Section 3 to discuss any of the guiding questions.
3. Debrief, having each small group share out their observations. Identify any places within the scope of materials that may need to be adjusted.



Building Content Knowledge: The Role of Fluency Instruction

Materials

- Article: "[Reading Fluency Does Not Mean Reading Fast](#)"
- Reflection responses (within Learning Management System (LMS))



Directions

1. Direct participants to the subsection The Role of Fluency Instruction within the Learning Management System (LMS), and locate the article "[Reading Fluency Does Not Mean Reading Fast](#)."



Have participants pull up their completed 3-2-1 reflection.

-----OR-----



Have participants read the article "[Reading Fluency Does Not Mean Reading Fast](#)" (facilitators

might choose to do a [jigsaw](#) activity with this) and complete their reflection.

2. Debrief and review responses with the group.

What's Next?

- Upcoming Course Content
 - Effective Fluency Practices
 - Introduction to Building Fluency
 - Text Selection
 - Practices to Build Fluency
 - Evidence-Based Practices for Building Fluency
 - Strategies in Practice
 - Comprehension and Fluency
 - Fluency Strategies for Supporting Struggling Adolescent Readers
 - Motivation
 - Assistive Technology Tools for Reading
 - Determining Evidence-Based Practices
- Coaching Opportunities (see "After" options below)

After

- Follow up on any opportunities identified to adjust the current instructional materials to align with the progression of fluency (e.g., support development and implementation of activities to support fluency across each of the grade levels as identified in the [A Snapshot of Fluency Across Grade Levels](#) handout).

Effective Fluency Practices

In this section participants review instructional routines that can help to create fluent readers, how to select text and plan for fluency practice and evidence-based practices related to fluency instruction through the following subsections:

- Introduction to Building Fluency
- Text Selection
- Practices to Build Fluency
- Evidence-Based Practices for Building Fluency
- Strategies in Practice
- Comprehension and Fluency
- Fluency Strategies for Supporting Struggling Adolescent Readers
- Motivation
- Assistive Technology Tools for Reading
- Determining Evidence-Based Practices



Learning Objectives

- Identify how to provide explicit instruction in fluent reading, as well as strategies for fluency practice
- Understand how to use assistive technologies for students with serious deficits



Essential Questions

- What evidence-aligned fluency building strategies are currently built into my instructional plans and routines, and what opportunities do I have to build these strategies in?

Before

- Conduct observations to gather baseline data related to fluency instruction in [Appendix C](#).
- Ask participants to bring upcoming lesson plans and instructional materials, including passages of connected text, used during their literacy block.

During

Learning Activities



Activating Strategy: Word Decoding Routines

Materials

- Handout: [Blending Sounds Procedure](#) (from Module 3)
- Handout: [Word Analysis Strategy Routine](#) (from Module 3)
- Materials that can be used to model the [Blending Sounds Procedure](#) and [Word Analysis Strategy Routine](#)

Directions

1. Divide participants into two groups. Assign each group either the [Blending Sounds Procedure](#) or the [Word Analysis Strategy Routine](#).
2. Give participants time to plan to model their assigned strategy.
3. Have partners form pairs that include one partner from each group and take turns teaching their routines.
4. As a group, reflect on each routine, and have participants reflect on their implementation of these routines after module 3 to support word decoding.
5. Highlight these routines as a critical piece in fluency development as each of these routines supports the development of accuracy and automaticity with word recognition.



Curriculum Application: Practices to Build Fluency

Materials

- Passages of connected text for upcoming literacy lessons
- Materials that might be used to model fluency subskill instruction

Directions

NOTE: Prior to beginning the activity, facilitators can also review the text selection considerations related to text difficulty, text length and genre.

1. Review the components of teaching fluency subskills: previewing text to identify target words and implementing explicit instructional routines that will support the development of word reading automaticity (see Activating Strategy Activity).
2. Using a passage to be used in an upcoming lesson, have participants preview the passage and identify any potentially difficult words. Participants might also bring multiple passages that they

will be using within differentiated small-group instruction during their literacy block.

3. Once they have selected words, review the explicit instructional routines that participants can use that include the blending routine or the word analysis strategy they practiced in the activating activity.
4. Give participants time to plan how they will preteach the words identified in the passage they previewed. Remind them that their plans should include a brief phonological awareness activity, explicit teaching of word decoding through the blending or word analysis routines and word list practice once students are able to accurately decode.
5. Divide participants into groups of three, and have them take turns teaching the fluency subskills to establish word automaticity prior to fluency practice with a passage. Participants do not have to explicitly teach all words they identified to teach students during the activity (e.g., when using the blending routine they might just teach two of the words explicitly to their small group; when practicing with word lists, participants do not need to have their group read the entire word list they selected).
6. Debrief and reflect as a whole group.



Building Content Knowledge: Effective Fluency Practices

Materials

- Handout: [Evidence-Based Strategies for Fluency Building](#)
- Materials that can be used by each group to model their assigned practice (ideally, use materials currently available to participants within their location)
- Strategies in Practice content (for reference)



Directions

1. Break participants into six groups.
2. Assign each group one of the six strategies for fluency building.
3. Provide each group time to familiarize themselves with the strategy and plan to model the implementation of the strategy with the whole group of participants. Before modeling their strategy, each group should provide a brief description of the strategy, what it is designed to address, a brief explanation of the text they selected to model with and any other details relevant to their strategy.
4. Have each group introduce their strategy, model the strategy with the remaining participants acting as students and discuss text selection and any outstanding questions participants have.
5. As each group presents, participants can fill in any notes in the last column of their [Evidence-Based Strategies for Fluency Building](#) handout.

NOTE: This activity can be combined with the curriculum application activity below where indicated.



Curriculum Application: Effective Fluency Practices

Materials

- Current literacy planning and instructional materials
- Handout: [A Snapshot of Fluency Across Grade Levels](#)
- Handout: [Evidence-Based Strategies for Fluency Building](#)
- Group recording form

Directions

1. Have participants break into small groups to identify the types of activities and tasks students participate in to support fluency development. Participants can highlight, tab pages with sticky notes and then compile a list of the fluency activities.
2. Have participants identify how the activities identified in step 1 above align with the evidence-based strategies highlighted within the coursework (see [Evidence-Based Strategies for Fluency Building](#).)
3. Have small groups identify any additional places within routines and materials that they would add in additional fluency activities. Participants can mark additions into upcoming lesson plans, teacher's guides, etc.
4. Have each group share their findings and additions.



Action Planning: Continue, Start, Stop

Materials

- Group or individual recording form
- [Continue, Start, Stop](#) protocol (for facilitator reference)
- Handout: [Partner Reading Action Plan](#)

Directions

1. Using the Continue, Start, Stop protocol, give participants 5 minutes to brainstorm instructional practices that they will continue, start and stop related to fluency. Remind participants they can identify practices related to how they select text, teach subskills or choose activities. (Reference the [Partner Reading Action Plan](#) if that is a strategy they would like to start implementing.)
2. Have participants share out responses. If time permits, have participants identify any action steps needed for any identified practices.

What's Next?

- Upcoming Course Content
 - Introduction to Fluency Assessment
 - The Assessment Cycle
 - Diagnostic Assessment
 - Determining Fluency and Accuracy Levels
 - Assessing Prosody
 - Using Assessment to Inform Instruction
- Coaching Opportunities (see "After" options below)

After

- Demonstrate fluency instruction in a model lesson using the strategies within the content or research-aligned routines and practices within the current instructional materials. Following the model lesson, debrief with observation participants. Participants can also reference the look-for document in [Appendix C](#).
- Observe participants during fluency instruction using the observation and coaching documents in [Appendix C](#).
- Identify model teachers, and schedule peer observations of a lesson. Debrief with the group following the lesson, identifying specific strengths and areas for growth.
- Compare observation data with baseline data gathered prior to the professional learning session and coaching opportunities to identify areas of growth and any areas requiring additional support.

Fluency Assessment

Participants first explore the differences between screening, diagnostic, outcome and progress monitoring assessment, and then review the principles of progress monitoring and the use of graphs to indicate progress. Additionally, this section defines and identifies examples of text at a student's frustration, instructional and independent reading level; addresses reasonable goals and expectations for learners at various stages of reading development; and reviews the range of skills typically assessed in terms of oral reading skills. Fluency Assessment includes the following subsections:

- Introduction to Fluency Assessment
- The Assessment Cycle
- Diagnostic Assessment
- Determining Fluency and Accuracy Levels
- Assessing Prosody
- Using Assessment to Inform Instruction



Learning Objectives

- Understand benchmarks and norming in fluency
- Understand how to screen, diagnose and monitor fluency



Essential Questions

- How can I use oral reading fluency assessment to support my instructional planning?

Before

- Ask participants to bring or confirm digital access to screening or progress monitoring fluency data (e.g., letter-naming fluency, letter-sound fluency, nonsense word fluency, oral reading fluency) for their class, if available.
- If facilitating the case study activity, have participants review the data in each case study portfolio they have built, include any fluency data available and administer a prosody assessment to the student using the steps outlined in the Assessing Prosody subsection.
- If facilitating the Oral Reading Fluency Assessment activity of the Assessing Prosody subsection, record the oral reading fluency assessment and/or a prosody assessment of a student or multiple students for use during the in-person session.

During

Learning Activities



Activating Prior Knowledge: Quick Write Collaboration

Materials

- Lined paper for each participant
- Pen/pencil for each participant

Directions

1. Form groups of three to five people.
2. Set a timer for 1 minute, and have each group member quickly jot down key ideas related to fluency assessment. This might include new information they learned, relationship of key ideas to their classroom practices or any other range of items.
3. At the end of 1 minute, have participants pass their paper to the left. Set another 1 minute timer and have participants read the new paper and add any additional ideas.
4. Repeat the process until each participant receives back their own paper.
5. Debrief with the group: What key ideas did everyone identify? What key ideas and takeaways were different for participants? Are there any key takeaways others identified on your paper that you want to learn more about?



Building Content Knowledge: Oral Reading Fluency Assessment

Materials

- Recording(s) of oral reading fluency assessment
- Blank forms for recording student performance on the oral reading fluency assessment

Directions

1. Show the video of the oral reading fluency assessment administration. Introduce the grade level of the student and other relevant background information.
2. Review the scoring procedures for the assessment.
3. As participants view the video, have them score the assessment on their blank scoring form.
4. Have participants calculate the student's rate and accuracy and discuss any scoring questions.
5. Have participants identify any other observations (e.g., letter patterns known, words read with automaticity).
6. Have participants locate the percentile range in which the student falls and identify a goal.
7. Brainstorm some possible next instructional or assessment steps (e.g., diagnostic assessment to support instruction, additional oral reading assessment to identify the students instructional

- level for ongoing progress monitoring).
8. Repeat the process with additional recordings.
 9. If available, have participants look at the screening and progress monitoring fluency data available for their students. For any students performing below the benchmark, brainstorm the possible causes (use the checklist within the Diagnostic Assessment subsection as a reference) and think about possible next steps.



Building Content Knowledge: Assessing Prosody

Materials

- Recording of student orally reading an independent-level text

Directions

1. Review the steps to assessing prosody within the embedded video in the Assessing Prosody subsection.
2. Watch the recording(s) of students orally reading independent level text, and discuss the student's performance as it relates to the prosodic elements of the text.
3. Brainstorm possible next steps for instruction.



Case Study: Fluency Assessment

Materials

- Case study portfolio for selected student(s)

Directions

1. Have participants review their progress monitoring data for phonological awareness to help identify student progress and revisit the instructional plan developed in modules 2 and 3.
2. Have participants review any fluency data as well as the additional data collected related to prosody:
 - **Oral reading fluency assessment:** Participants should analyze the results of the oral reading fluency, or other assessment data (e.g., nonsense word fluency). Questions that participants might consider to support their analysis and planning include the following:
 - What is the student's percent accuracy?
 - What is the student's oral reading rate?
 - What percentile does the student fall in for their grade level?
 - What is the student's instructional level for progress monitoring?
 - What is a reasonable goal for the student?
 - What might be the root cause of the student's dysfluent reading?

- **Prosody assessment:** Questions participants might consider (as applicable) include the following:
 - What prosodic elements does the student demonstrate proficiency with? What elements may need some additional instruction?

Direct participants to the checklist and [Fluency Assessment Flow Chart](#) within the Diagnostic Assessment subsection of the content for additional guiding questions. Additionally, participants can reference [A Snapshot of Fluency Across Grade Levels](#) to identify where the student is performing along this progression.

3. Once participants have finished analyzing all data, including the errors and error patterns of students, they can begin to plan for what instructional next steps need to take place to support the student. It is possible that this activity confirms the work already completed within the case study for modules 2 and 3 (e.g., phonemic awareness or phonic knowledge as the root cause for dysfluent reading). The instructional plan and progress monitoring plan already created may continue to be appropriate for the student, but participants should look for ways to implement fluency-building activities into the current plan across all levels of fluency (see [A Snapshot of Fluency Across Grade Levels](#)). Remind participants to use the online module to help identify what strategies and practices they might implement to address the needs of the case study student(s).

NOTE: If follow-up coaching will be provided, the new plan or existing plan with additional fluency building activities and strategies built in should be recorded and shared with the facilitator for follow-up.

What's Next?

- Upcoming Course Content
 - Developing Vocabulary
 - Introduction to Vocabulary Development
 - Reviewing the Simple View of Reading and Scarborough's Reading Rope for Language Comprehension
 - Vocabulary and Language Connections
- Coaching Opportunities (see "After" options below)

After

- Continue activities (e.g., modeling, observation and coaching, lesson plan review, peer observations) related to the features of effective instruction, effective phonological awareness instruction and fluency instruction.
- Follow-up with participants related to their case study instructional plan and progress monitoring. Provide support with ongoing planning, implementation and progress monitoring.

Appendix A: Module 4 Objectives

In this module, participants will learn the following:

- The importance of fluency in reading
- The components of fluency and its relationship to comprehension
- The progression of foundational skills needed to become a fluent reader, including the need for a large sight-word vocabulary
- The consequences for students who do not become fluent, and fluency's role in creating motivated readers
- Information about motivating students to read extensively
- How to provide explicit instruction in fluent reading, as well as strategies for fluency practice
- How to use assistive technologies for students with serious deficits
- Benchmarks and norming in fluency
- How to screen, diagnose, and monitor fluency

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Appendix C: Walk-Through Look-Fors and Coaching Guide

Example Literacy Leader Walk-Through Tool: Creating Fluent Readers

Purpose: Either individually or with your literacy leadership team, leverage this walk-through tool to collect observation data aligned to the science of reading and that exemplifies effective literacy instruction. Carefully consider each indicator. If the observer determines the indicator has been met satisfactorily, consider what evidence is available to support this decision, and add the documentation to the notes section. Following the walk-through and use of this tool, consider patterns and trends observed and/or not observed.

User: School leader, principal, assistant principal, literacy specialist/coach and designated literacy leaders

Fluency Instruction

Fluency has three elements: speed, accuracy and prosody. The most common strategy is a guided repeated reading with specific strategies based on the concern. If students are struggling with decoding or accurately spelling words, then phonics/spelling instruction is warranted. If students are struggling with speed, then repeated readings urging students to read more quickly is warranted. Nevertheless, we do not teach speed reading. The purpose is to free up cognitive space for comprehension. If prosody is a concern, then we address this with model reading and guided scaffolded reading.

Look-Fors	Notes	Observed (Y/N)
Student Responses		
Students are employing the sound-it-out strategy when decoding unknown words.		
Students are working on oral reading fluency daily and have specific targets (e.g., read with expression, adding the period pause when reading).		
Students are participating in choral reading, reading many different types of accessible text beyond the instructional materials provided by the teacher, listening to recorded text, etc.		
Teacher Actions		
Teachers ensure students are fluent by determining any fluency concerns around speed, accuracy and prosody.		
Teacher employs guided repeated readings to address fluency concerns.		

Look-Fors	Notes	Observed (Y/N)
Teachers model fluent reading by using recorded text, Read Alouds or Master Reads.		
Teacher provides text at an independent level so that students can focus on speed and prosody.		
For students with accuracy concerns, teachers provide decodable text so that students can focus on speed and prosody.		
Students with accuracy concerns are getting phonics/spelling instruction.		
Learning Environment and Routines		
Recorded text is available to listen to fluent readers (modeling).		
A vast classroom library contains independent and instructional text for repeated readings.		

Look-Fors	Notes	Observed (Y/N)
Decodable or independent text is used for fluency practice.		
Combinations of large-group, small-group and peer-assisted learning combinations are used to support fluency instruction.		
Total number of indicators observed out of 14:		

Example Coaching Guide for Creating Fluent Readers

Purpose: A tool designed to support school leaders in their instructional coaching as it relates to ensuring practices connected to the science of reading are observed and implemented.

User: School leaders, principals, assistant principals, literacy coach/interventionists and any designated literacy leader

Step 1

- What went very well during the observation?
- What evidence will you cite to support the effectiveness of the instruction?
 - Students are employing the sound-it-out strategy when decoding unknown words during oral fluency instruction.
 - Students are working on oral reading fluency daily and have specific targets (e.g., read with expression, adding the period pause when reading).
 - Students are participating in choral reading, reading many different types of accessible text beyond the instructional materials provided by the teacher, listening to recorded text, etc.
 - Teachers ensure students are fluent by determining any fluency concerns around speed, accuracy and prosody.
 - Teacher employs guided repeated readings to address fluency concerns.
 - Teachers model fluent reading by using recorded text, Read Aloud or Master Read.
 - Teacher provides text at an independent level so that students can focus on speed and prosody.
 - Students with accuracy concerns, teachers can provide decodable text so that students can focus on speed on prosody.
 - Students with accuracy concerns are getting phonics/spelling instruction.
 - Recorded text is available to listen to fluent readers (modeling).
 - Classroom library has a vast collection of independent and instructional text for repeated readings.
 - Decodable or independent text are used for fluency practice.
 - Large-group, small-group and peer-assisted learning combinations are used to support fluency instruction.

Step 2: Identify areas you observed that you would like to expand on with the instructor. This coaching conversation is intended to improve practice in a nonjudgmental manner, allowing the instructor to reach conclusions through effective question stems and clear observations. Consider the following stems:

- Give me more information about . . .
- Tell me if this captures your . . .
- Is that idea different from . . .
- I'd be interested in hearing more about . . .

- Give me an example of . . .
- What might you see happen if . . .

Step 3: Based upon our conversation, what elements of effective instruction do you plan to work on for improvement?

- Collaboratively develop a goal that the educator is willing to work on to improve one element of effective instruction.
- When do you plan to start working on that goal? What support do you need to work on that goal?

Step 4: When do you think you will be ready for me to observe your goal in action? Establish the next coaching session with the intent to look at the goal the teacher is working on and provide feedback on the implementation of the goal.

Suggested Tools

Step 1

Coach's Evidence	Educator's Reaction (to praise)

Step 2: Notes of Educator's Responses to Clarifying Questions

Step 3: SMART Goals (Specific, Measurable, Achievable, Relevant and Time-Bound)

Step 4: Action Plan

What are the next steps needed for the educator to work on the goal?
How much practice is needed to master the goal?
What support is needed to master the goal?
When does the educator feel they are ready to demonstrate achievement of the goal?

Appendix D: Facilitation Protocols and Activities

Jigsaw

A jigsaw is a cooperative learning strategy to support the development of content knowledge and improve listening and communication. While this activity is referenced once in the activities in this guide, jigsaws can be used with any other course reading that may need additional exploration.

Directions

1. Determine how and where you will break up content as equally as possible. This will determine how many expert groups are needed (e.g., three subtopics within the topic might need three expert groups).
2. Assign each participant to an expert group to form groups of equal sizes.
3. Give groups time to study their specific topic or section of reading and become experts in the assigned topic.
4. At the end of the assigned time, form new groups that contain one person from each expert group.
5. Have each expert within the new group teach their group about their assigned topic.
6. Repeat until each expert in the group has presented on their topic.

At the end of the jigsaw, each group will have learned about all content within the specific topic.

Action Planning

If your district or location does not already have one, facilitators can use the framework on the following page for goal-setting and action-planning activities throughout the coursework. This can be adapted to meet the needs of the participant group.

Action Planning Template

GOAL:					
Action Step	Begin Date	End Date	Support Needed	Notes	
					☐
					☐
					☐
					☐
					☐

Continue, Start, Stop

The Continue, Start, Stop framework is a reflective tool that can be useful for action planning as they internalize the new content being learned. The framework is specifically designed to first allow users to identify what is currently working well and aligned with science before identifying something new they will start. Additionally, it allows users to identify what the new practice might replace (e.g., stop). When paired with an action plan, this framework can also be useful in prioritizing actions if multiple new practices are identified. Many times closing activities include a continue-start-stop framework.

Continue	Start	Stop
What current practices are in place that align with the evidence-based practices identified in the course content? Are there any methods/practices that you currently implement but can enhance? If so, how?	What research-aligned practices will I introduce to support the development of proficient reading? Are there any methods/strategies that you plan to embed in your instruction? If so, which ones?	What current practices are not aligned with what reading science identifies as effective practice and need to be removed from my instructional routines and practice?

Quick Write Collaboration

This cooperative learning activity is used as retrieval practice in this module but could be used in a variety of different ways. Participants are broken into small groups and given time to write everything they learned about a module; however, at the end of the designated time, participants pass their paper to the left, read the information from the other participants, and then are given additional time to add thoughts and information. This process is repeated until each participant receives their own paper with input and thoughts from all group members.

Appendix E: Instructional Strategies

CDE Reviewers: The following instructional strategies can be found within this module

Instructional Strategy	Description	Location in Module
Phrase Reading/Phrase-Cued Reading	Students practice phrase reading by focusing on short phrases and sentences or by using phrase-cued passages with marked phrases, which encourages natural phrasing, smoother reading, and a faster pace.	Section 3: Practices to Build Fluency: Phrase Reading
Choral Reading	Choral reading is a strategy to support the development of fluent reading in which students read aloud in unison as a whole group, small group, or in pairs with the teacher or more proficient reader setting the reading pace.	Section 3: Choral and Echo Reading
Echo Reading	A strategy to support the development of fluent reading in which the teacher (or more proficient reader) reads a section (e.g., sentence, paragraph, or page) of text aloud followed by the student(s) reading the same section of text aloud.	Section 3: Choral and Echo Reading
Repeated Oral Reading	A strategy to support the development of fluent reading in which a student practices reading aloud the same text, typically for 1 minute, at least three to five times with teacher feedback on reading and pace provided between each read.	Section 3: Repeated Oral Reading
Partner Reading	A strategy to support the development of fluent reading in which intentional student pairs (e.g., more-proficient readers paired with less-proficient readers) take turns reading aloud and providing corrective feedback to each other.	Section 3: Partner Reading
Book Pass	An interactive experience to support students in selecting books that are both accessible and enjoyable for them to read.	Section 3: Motivation
Assistive Technology for Reading	A reading support that can be used in conjunction with effective instruction to offset an individual's specific learning deficits in reading (e.g., text-to-speech, audiobooks, annotation tools, display controls).	Section 3: Assistive Technology Tools for Reading

Appendix F: Q&A Round-Up Cards

Q: What component of reading identified in Scarborough's Reading Rope is fluency related to?	Q: What is the progression of developments with consideration to each of the components of fluency?
A: Instant and automatic retrieval of words frees up the cognitive space needed to make meaning of text.	A: Accuracy, rate, and expression
Q: What is reading rate?	Q: Which component of reading fluency can be considered a byproduct of understanding what is read?
A: Reading fluency is related to every component of literacy identified in Scarborough's Reading Rope.	Q: What is required to develop automaticity with a skill?
A: Expression	Q: What is automaticity?
Q: What skills does orthographic mapping require?	Q: How does fluent reading lead to comprehension?
Q: What are the three aspects of fluency?	A: How quickly and accurately a reader reads text
A: Reading with proper intonation, pausing and phrasing	Q: What is expression, or prosody?
Q: What is the mental process used to store words for instant, effortless retrieval?	A: Explicit instruction, practice, and feedback
A: The ability to read text correctly, without regard to rate	A: Accuracy, rate, and then expression
A: Advanced phoneme awareness, letter-sound knowledge, and phonological long-term memory	A: Orthographic mapping
A: The learned capacity to use a skill on demand without having to think it through	Q: What is reading accuracy?