

# Module 4: Creating Fluent Readers

---

## Module Description

In this module, we will focus on creating fluent readers among elementary students and struggling adolescents. First, in Introduction to Fluency, we explore the importance of fluency as a bridge to comprehension. We will look at the components of fluency and discuss the progression of skills that students need to become fluent readers. Finally, we will look at the negative consequences for students who do not become fluent and what is needed to create motivated readers. Next, we will discuss fluency instruction, including explicit instructional strategies, evidence-based practices, guidelines for pairing students for partner reading, and what the focus of oral reading fluency instruction should be at different grade levels. Then, in Fluency Assessment, we will describe screening and diagnosing fluency; determining reading fluency, accuracy levels, and prosody levels; and creating fluency-building goals for students who struggle. School leaders will consider the topic of leading fluency centered around data-driven decision-making, classroom walk-throughs, providing coaching feedback, and how these processes inform the collective and collaborative inquiry about effective teaching and learning.

## Module 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
  
- Leaders will use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction of fluency to guide decisions around coaching and professional development.
- Leaders will consider a process of conducting observation using a walk-through guide of look-fors to help make coaching and professional development decisions.

## Module Outline

### Section 1: Introduction

#### Introduction (optional)

Welcome to Creating Fluent Readers! This module is the fourth of six online modules in Colorado's Building a Strong Foundation for Lifelong Literacy Success, a professional learning series aimed at supporting teachers' efforts to promote reading achievement in kindergarten through twelfth grade.

Here are the modules in this course:

- Module 1: Understanding the Science of Reading
- Module 2: Building Oral Language and Phonology
- Module 3: Exploring Phonics and Word Study
- Module 4: Creating Fluent Readers
- Module 5: Developing Vocabulary
- Module 6: Increasing Reading Comprehension

School leaders are provided with the same professional development that k-12 educators take. Some sections are marked required and some are optional. School leaders must complete the required sections and subsections. The optional sections are available for school leaders as a reference.

#### Pre-Assessment (required)

### Section 2: Introduction to Fluency

#### Section Overview (optional)

In this introduction to fluency, we will discuss the parts of reading that help to create fluent readers and how the development of earlier skills and subskills contributes to this process. We will also look at the reading deficits that cause fluency to become thwarted, as well as the devastating consequences when students fail to become effortless and fluent readers.

#### Reviewing the Simple View of Reading and Scarborough's Reading Rope (required)

This subsection begins with an introduction to fluency by reviewing the Simple View of Reading and Scarborough's Reading Rope and how it relates to fluency. You will end the subsection by answering two true/false questions.

#### What Is Fluency? (required)

This subsection includes a reflection on fluent and dysfluent readers, and a multimedia presentation that defines both fluency and the components of passage reading fluency (accuracy, rate, and prosody).

#### The Progression of Fluency Development (required)

In this subsection, you will learn the progression of skills needed for students to become fluent readers

and the importance of a large sight-word vocabulary.

#### **What Does Fluency Have to Do with Meaning? (required)**

This subsection discusses the importance of comprehension and the use of fluency as a bridge to comprehension.

#### **Why Don't Students Become Fluent Readers? (required)**

In this subsection, you will explore reading deficits that impact fluency and the research into what happens when students fail to become fluent readers. You will also view a video featuring Dr. Reid Lyon and complete a reflection.

#### **Putting It All Together (required)**

In this subsection, you will read an article, "Reading Fluency Does Not Mean Reading Fast," that reviews the components of fluency and explains why fluency should be a central element of any effective reading curriculum, and complete a reflection. You will also view a webinar, "What Adolescent Learners Need for Good Reading Comprehension That Is Often Ignored," and complete a reflection.

#### **Check for Understanding (required)**

### **Section 3: Effective Fluency Practices**

#### **Section Overview (optional)**

In this section, we will discuss instructional routines that can help to create fluent readers. You will review how to select text for fluency practice and how to plan instruction for increasing fluency. You will also review evidence-based practices.

#### **Introduction to Building Fluency (optional)**

Because practice develops fluency, this subsection provides an overview of fluency building and the need for teacher-directed lessons.

#### **Text Selection (optional)**

In this subsection, you will learn about different levels of text difficulty and selecting appropriate text, and you will have the opportunity to make decisions for two students.

#### **Practices to Build Fluency (optional)**

In this subsection, you will learn the components of effective instruction for fluency and watch a multimedia presentation on how to build fluency subskills using word analysis.

#### **Evidence-Based Practices for Building Fluency (optional)**

In this subsection, you will explore characteristics of fluent readers and listen to students across grade levels read a text.

#### **Strategies in Practice (optional)**

In this subsection, you will explore six instructional strategies designed to increase reading fluency in all grade levels. The strategies vary in their main focus (accuracy, rate, or prosody) and in their grouping

strategies (individual, small group, whole class). You will watch various videos to see these strategies in action and then reflect on posed questions. Multiple resources that span across grade levels are provided, including a list of decodable text sources; a blog, “Everything You Wanted to Know about Repeated Reading”; and an article, “Repeated Reading with Goal Setting for Reading Fluency.”

### **Comprehension and Fluency (optional)**

In this subsection, you will examine some practices to determine if students understand what they have just read in an oral-reading fluency passage.

### **Fluency Strategies for Supporting Struggling Adolescents (optional)**

In this subsection, you will turn your attention specifically to the needs of the adolescent learner. You will view a video; read an article, “Five Oral Reading Strategies for Supporting Struggling Adolescent Readers”; and discuss several considerations for older readers and different practices for building fluency.

### **Motivation (optional)**

In this subsection, you will explore different evidence-based practices that can be successfully used by a teacher, a paraprofessional, parents, and peers to motivate students.

### **Assistive Technology Tools for Reading (optional)**

In this subsection, you will watch a video and learn what assistive technology (AT) is and why it is important.

### **Determining Evidence-Based Practices (optional)**

In this subsection, you will complete a final activity, where you will be presented with several examples of instructional practices or specific components of practices that relate to fluency building.

### **Check for Understanding (optional)**

## **Section 4: Fluency Assessment**

### **Section Overview (optional)**

In this section, we will explore the differences between screening, diagnostic, outcome, and progress-monitoring assessment. We will review the principles of progress monitoring and the use of graphs to indicate progress, and define and identify examples of text at a student’s frustration, instructional, and independent reading level. Lastly we will address reasonable goals and expectations for learners at various stages of reading development and review the range of skills typically assessed in terms of oral reading skills.

### **Introduction to Fluency Assessment (optional)**

This subsection provides an overview to screening and monitoring students’ fluency progress and includes a review of related terms.

### **The Assessment Cycle (optional)**

In this subsection, you will review the parts of the assessment cycle and learn how they are used to assess and measure fluency development. Specifically, we will look at universal screeners, diagnostic assessments, and methods for progress monitoring. You will review established norms for oral reading fluency across grade levels, watch a video of an oral reading fluency screening, and learn how to interpret scores.

### **Oral Reading Fluency Norms (optional)**

In this section we address Oral Reading Fluency (ORF) as a highly reliable, research-validated measure used for screening and progress monitoring that assesses how many words a student reads correctly per minute (WCPM). Developed over decades through large national datasets, ORF benchmarks help educators determine whether a student is at, above, or below grade-level reading expectations and adjust instruction accordingly. Effective use of ORF includes consistent administration, comparison to established norms, and data-based instructional decisions tailored to student needs, from advanced learners to those requiring intensive intervention.

### **Diagnostic Assessment (optional)**

This subsection reviews possible causes of a student's dysfluent reading and a fluency assessment flowchart. Then you will learn important components for progress monitoring students for fluency.

### **Determining Reading Fluency and Accuracy Levels (optional)**

In this subsection, you will watch a multimedia presentation based on your grade level that explores how to determine students' fluency rates and accuracy levels.

### **Assessing Prosody (optional)**

In this subsection, you will learn how to assess prosody. You will have the opportunity to listen to students read with prosody at each grade level. You will also review a rubric for assessing prosody and download a resource that identifies instructional strategies you can use with any of your students who may need prosody instruction and practice.

### **Using Assessment to Inform Instruction (optional)**

In this subsection, you will view a presentation that discusses the importance of ongoing assessment and targeted interventions. You will also review three different student profiles you might encounter when assessing oral reading fluency (ORF) data, along with recommendations for interventions.

### **Check for Understanding (optional)**

## **Section 5: Leading Fluency**

### **Section Overview (required)**

In this section, you will consider the topic of leading fluency centered around data-driven decision-making, classroom walk-throughs, providing coaching feedback, and how these processes inform the collective and collaborative inquiry about effective teaching and learning.

### **School Leader Literacy Walk-Through and Observation: Fluency (required)**

Revisiting the importance of walk-throughs reminds us as leaders about the importance of frequent intentional classroom visits.

### **Coaching Guide for Fluency (required)**

In this subsection, we will refamiliarize ourselves with coaching, with a focus on fluency. Please read the handout.

### **Professional Learning and Fluency (required)**

In this subsection, we will explore student and educator data to help guide professional learning decision for fluency

### **Check for Understanding (required)**

## **Section 6: Closing Activities**

### **Section Overview (optional)**

This section includes instructions for you to put some of what you learned in the module into practice, a self-assessment to compare how you think your knowledge of topics covered in the module has changed since the beginning of the module, and a module evaluation.

Specifically, in the Put It into Practice activity, you will administer a timed fluency measure to all of your students. You will then analyze errors for students who are below expected levels in order to plan the next instructional steps.

### **Put It into Practice (optional)**

In this activity, you will listen to a student reading a fluency passage and practice marking it for fluency and accuracy.

### **Post-Assessment (required)**

### **Module Feedback (required)**

### **Resource Library**

## **Section 7: Module Completion**

### **Module Completion (required)**