



**BUILDING A STRONG
FOUNDATION FOR LIFELONG
LITERACY SUCCESS FOR
ADMINISTRATORS/PRINCIPALS**

***MODULE 4:
CREATING FLUENT
READERS—FACILITATOR'S GUIDE***

PUBLIC CONSULTING GROUP

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Module 4: Creating Fluent Readers

Creating Fluent Readers

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

		Required Coursework	
		5-hour	20-hour
Introduction: Section overview and pre-assessment		Y	Y
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.	N	Y
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.	N	N
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.	N	N
Leading Fluency	In this section, participants 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.	Y	Y
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 coursework introduces a large amount of vocabulary and terminology to be used during instruction with students. One primary responsibility of school and/or district leaders is to ensure coherent learning systems and structures 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). The pursuit of coherent systems and structures begins with ensuring all staff members commit to using a common instructional language. It is highly recommended that facilitators emphasize the importance of common instructional language by explicitly teaching 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

(Required 20-hour coursework)

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.

During

Learning Activities



Building Content Knowledge: Q&A Round-Up

Materials

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

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.
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 (may include a variety of levels including nonsense word reading, word reading, sentence reading and connected text)
- 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 our 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
 - Leading Fluency
 - School Leader Literacy Walk-Through and Observation: Fluency
 - Coaching Guides for Fluency
 - Professional Learning and Fluency
- Coaching Opportunities (see “After” option below)

After

- Support participants with any follow up on 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).

Leading Fluency

(Required 5- and 20-hour coursework)

In this section, participants 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. This module is divided into the following sections:

- School Leader Literacy Walk-Through and Observation: Fluency
- Coaching Guides for Fluency
- Professional Learning and Fluency



Learning Objectives

- 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.



Essential Questions

- What are the key look-fors in fluency instruction?

Before

- Have participants access and have available data for their location related to fluency (e.g. interim/benchmark data, screening data) disaggregated by classroom.
- Remind participants to bring any walk-through observation data and coaching session notes to the in-person session.

During

Learning Activities



Application: Data-Driven Decisions and Next Steps

Materials

- Interim/Benchmark/Screening fluency data for their location disaggregated by classroom
- Teacher schedules

Directions

1. Review the following considerations when looking at fluency data identified within the coursework and address any questions and comments:
 - Fluency is measured as part of benchmark assessments given a minimum of three times per year.
 - Fluency is a part of core instruction for kindergarten through twelfth grade. Kindergarten students might be working on fluency of recalling basic skills like sound/symbols or recalling irregularly spelled words. Typically in the middle of first grade, students are doing oral reading fluency passages. After eighth grade, oral reading fluency passages might only be used with students who still need to work on fluency skills.
 - Reading with expression can be characterized by language used as if in conversation, not robotic.
 - Readers think about punctuation and appropriate phrasing when reading with expression.
 - A high majority of words read by the reader are accurate, and words are read without the constant need to sound out every other word.
 - Use the information learned from Hasbrouck and Tindal on expected fluency rates.
 - Fluency is benchmarked at the grade level, but progress monitoring usually occurs at the instructional level. This needs to be considered if the literacy leadership team is reviewing progress monitoring data.
2. Have participants access and review screening and benchmark data related to fluency and identify the percent of students in each classroom who are on level, need strategic support, and need intensive support. Discuss how the foundational skills of phonemic awareness and phonics contribute to fluency and may need to be considered as the root cause of student difficulty. Additional data analysis at the student level can support participants and their teachers in determining needs.
3. Have participants identify and prioritize classrooms that they will complete instructional walkthroughs for during instruction in fluency using the [Literacy Leader Walk-Through Tool: Fluency](#). If some of the same classrooms are identified for walk-throughs of fluency, participants can also do a second walk-through observing phonemic awareness or phonics/spelling instruction to monitor growth or application of next steps identified during coaching following the first walk-through.
4. If time permits, have participants prepare blank forms for each walk-through and block/schedule time on their calendar to complete walk-throughs as soon as possible after the session.



Application: Developing Action Steps

Materials

- Handouts: [Example Coaching Guide for Fluency](#), [Example Coaching Guide for Phonics/Spelling](#),

[Example Coaching Guide for Phonemic Awareness](#)

- SMART goals and action steps developed during coaching sessions related to previous modules (participant provided)

Directions

1. Direct participants to the subsection Scenario to Practice Developing an Action Step. Review the content related to coaching and SMART goals from previous modules.
2. Review the complete SMART goal sample and the Action Steps with participants and discuss any questions.
3. Have participants use their walk-through and coaching data related to phonemic awareness or phonics/spelling to identify SMART goals and action steps they have developed with teachers during coaching sessions. (If coaching sessions have not yet occurred, participants can use walk-through data to come up with a SMART goal they might hope to develop during follow-up coaching for this activity.)
4. Using the session content, have participants trade goals and action steps with a partner (keep teacher names anonymous for activity). Each participant will review and provide feedback related to the goal and the identified action steps. Participants should share anything they notice or wonder as well as any ways in which they might enhance or refine the goals and action steps identified.
5. Provide partners time to debrief and review with one another.
6. If time allows, debrief as a whole group and discuss several goals, action steps, and recommendations.

NOTE: Alternatively, facilitators can ask a few participants to submit goals and action steps from coaching sessions prior to the session and the facilitator can lead the whole group in enhancing and refining each prior to partner work to provide additional guidance and practice.



Application: Professional Development Action Planning

Materials

- Handout: [School-wide Professional Development Action Plan](#) (if available, have participants use their notes and planning from Modules 2 and 3 for reference in thinking about building a more comprehensive plan)
- Completed [Literacy Leader Walk-Through Tool: Phonemic Awareness](#) (from observations following Module 2)
- Completed [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) (from observations following Module 4)
- Notes from previous Curriculum Application activities (Phonics Scope and Sequence Analysis, Lesson Plan Analysis, Make it Multisensory)
- Notes from coaching sessions with action steps that may be related to professional development opportunities that should be considered

Directions

1. Review the [School-wide Professional Development Action Plan](#) with participants. Provide examples of how you might use data from the Walk-Through and Coaching activity to drive possible professional development opportunities (fluency sample provided within the online module).
2. Have participants use their notes from previous Curriculum Application activities (Progression of Fluency), any walk-through data they gathered prior to the session using the Literacy Leader Walk-Through Tools, notes from coaching sessions that may be related to professional development opportunities, and any other relevant data to begin exploring ideas for professional development.
3. Discuss upcoming walk-throughs of fluency instruction (participants identified these walk-throughs during the Data-Driven Decisions and Next Steps activity) and how this data will also drive professional development planning decisions.
4. Debrief questions and comments related to participant [School-wide Professional Development Action Plan](#) and remind participants that these plans may continue to shift as they progress through coursework and additional needs are identified.

What’s Next?

- Upcoming Course Content
 - Developing Vocabulary for Administrators (Module 5)
 - 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

- Provide support for administrators for planning and completing walk-throughs using the [Literacy Leader Walk-Through Tool: Fluency](#), [Literacy Leader Walk-Through Tool: Phonemic Awareness](#), and [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) as identified in the Data-Driven Decisions and Next Steps activity and in previous modules.
- Provide coaching support using a side-by-side coaching model following observations using data collected using the [Literacy Leader Walk-Through Tool: Fluency](#) and the [Example Coaching Guide for Fluency](#).
- Provide support for participants in developing action steps related to SMART goals during coaching sessions.
- Support participants in looking at disaggregated fluency data and walk-through data to further develop their [School-wide Professional Development Action Plan](#).

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.
- How to use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction of fluency to guide decisions around coaching and professional development.
- How to conduct observations using a walk-through guide of look-fors to help make coaching and professional development decisions.

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Appendix C: Facilitation Protocols and Activities

Below is a list of a variety of facilitation protocols and activities that can be used to support participant understanding of course content. Not all protocols are included in sample activities, which have been included as a resource for the facilitator to tailor activities to group needs.

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	
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

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
<p>What current practices are in place that align with the evidence-based practices identified in the course content?</p> <p>Are there any methods/practices that you currently implement but can enhance? If so, how?</p>	<p>What research-aligned practices will I introduce to support the development of proficient reading?</p> <p>Are there any methods/strategies that you plan to embed in your instruction? If so, which ones?</p>	<p>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?</p>

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 D: 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 E: 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?