Fluency

Fourth Grade Teacher Reading Academy

Teacher Reading Academies™

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Administering an Oral Reading Fluency (ORF) Measure

Because the ORF is a one-minute test, your accuracy when administering this test is essential. One or two errors in counting can result in an inaccurate score. It is best to use a stopwatch or timer when administering this test.

Reading fluency is calculated by taking the total number of words read in one minute and subtracting the number of errors. Only count one error per word. This gives you the number of words correct per minute (WCPM). The words correct per minute represent a student’s fluency score.

Always encourage students to do their best reading, not their fastest reading. This reminder will help fourth-graders understand that the purpose is to read well, even though you are timing them.

Materials:
• Student copy
• Teacher copy (includes numbers along the right side of the story)
• Stopwatch
• Optional: tape recorder

PROCEDURES FOR SCREENING AND PROGRESS MONITORING

I. Have each student read a passage for one minute

Say: I would like you to read this story aloud for me. Please start here (point to the title on the student’s copy) and read aloud for one minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say “Begin.” Do you have any questions?

Say: Begin.

Start timing when the student begins reading aloud.

If a student “speed” reads, stop the reading and remind the student: “Remember, do your best reading, not your fastest reading.”

II. Mark errors as the student reads

Follow along on your copy. Put a slash (/) through words read incorrectly:
• Substitutions
• Omissions
• Mispronunciations
• Reversals
• Hesitations > 3 seconds (Say the word for the student.)

Do not count as errors:
• Insertions
• Repetitions
• Self-corrections

Stop timing at the end of one minute. Mark the last word read by the student. You may allow the student to finish reading to the end of the passage.

III. Calculate the number of words read correctly (fluency score)

Count the number of words read correctly in one minute or WCPM. To help you count the number of words, use the slash marks and the word counts on the right side of the teacher copy.

Subtract the number of incorrect words (slash marks) from the number of words read or attempted. The result is the number of words read correctly, or WCPM.

Total # of words read _____ - errors_____ = _______ words read correctly.

Optional: To calculate a student’s fluency score when you are using a measure that has students read an entire passage:

Step 1: Calculate words read correctly:

Total # of words read _____ - errors_____ = _______ words read correctly.

Step 2: Calculate words per minute:

Total # of words read correctly _____ x (multiply by) 60 = _____

_____ ÷ (divide by) # of seconds to read passage _____ = _____ WCPM.

IV. Determine the percent accuracy

Divide the number of words read correctly by the total number of words read in one minute. Multiply by 100. The result is the percent of text the student read accurately.

Total # of words read correctly ÷ Total # of words read = _____ x 100 = _____% accuracy
Determining Word Reading Accuracy

<table>
<thead>
<tr>
<th>Count as Errors</th>
<th>Do Not Count as Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>omissions</td>
<td>self-corrections (within 3 seconds)</td>
</tr>
<tr>
<td>substitutions</td>
<td>insertions</td>
</tr>
<tr>
<td>hesitations (more than 3 seconds)</td>
<td>repetitions</td>
</tr>
<tr>
<td>Mispronunciations (not including proper nouns)</td>
<td></td>
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<tr>
<td>Reversals</td>
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</table>

Number of words read  
Number of errors  
Number of words read correctly

\[
\text{Number of words read correctly} \div \text{Number of words read} = \% \text{ accuracy}
\]

Circle one:  
Independent  
(95%–100%)  
Instructional  
(90%–94%)  
Frustrational  
(<90%)  

Determining Word Reading Rate

Number of words read in 1 minute  
Number of errors  
Number of words read correctly in 1 minute

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<tr>
<th>Grade</th>
<th>%ile</th>
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<th>Winter WCPM</th>
<th>Spring WCPM</th>
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<td></td>
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</table>

(Hasbrouck & Tindal, 2005)
Marking Fluency Errors

**Directions:**
Read the text below and how the student misread it. Write the letter for the error the student made. Then decide if the error is counted in the fluency measure.

- A. Mispronunciation
- B. Substitution
- C. Insertion
- D. Repetition
- E. Reversal
- F. Hesitation
- G. Self-correction
- H. Omission

<table>
<thead>
<tr>
<th>TEXT</th>
<th>HOW MISREAD</th>
<th>KIND OF ERROR</th>
<th>IS ERROR COUNTED?</th>
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</thead>
<tbody>
<tr>
<td>She saw a cat.</td>
<td>She saw a scary cat.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>I see the worm.</td>
<td>I see the word.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>He went to town.</td>
<td>He went to tent... town. (changed within 3 seconds)</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>I see a bird.</td>
<td>I see a birb.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>He had a beach ball.</td>
<td>He had a beach ball, a beach ball.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>I was walking in a park.</td>
<td>I saw walking in a park.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>I like his kindness.</td>
<td>I like his... (3-second pause)</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>She went to school.</td>
<td>She went school.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>TEXT</td>
<td>HOW MISREAD</td>
<td>KIND OF ERROR</td>
<td>IS ERROR COUNTED?</td>
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<td>----------------------------</td>
<td>---------------</td>
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</tr>
<tr>
<td>She saw a cat.</td>
<td>She saw a scary cat.</td>
<td>C</td>
<td>No</td>
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<tr>
<td>I see the worm.</td>
<td>I see the word.</td>
<td>B</td>
<td>Yes</td>
</tr>
<tr>
<td>He went to town.</td>
<td>He went to tent . . . town. (changed within 3 seconds)</td>
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<td>No</td>
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<td>Yes</td>
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<tr>
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<td>He had a beach ball, a beach ball.</td>
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<td>No</td>
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<td>I saw walking in a park.</td>
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<td>Yes</td>
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<td>I like his . . . (3-second pause)</td>
<td>F</td>
<td>Yes</td>
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<tr>
<td>She went to school.</td>
<td>She went school.</td>
<td>H</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Determining Percent Accuracy

Divide the number of words read correctly by the total number of words read to calculate the percent accuracy level.

\[
\frac{\text{Number of Words Read Correctly}}{\text{Total Number of Words Read}} = \text{Percent Accuracy}
\]

For example, if a student reads 120 words correctly out of a passage of text that contains 125 words, the accuracy level is 96%.

\[
120 \div 125 = .96 \text{ or } 96\%
\]

Practice Example

Calculate the percent accuracy to determine a fourth grader’s reading level:

\[\text{In September, a fourth-grade student reads 102 words correctly out of a passage of text that contains 113 words. What is the percent accuracy?}\]

\[
\frac{\text{_________}}{\text{_________}} = \text{._________ } \text{or } \text{_________ %}
\]
A Closer Look at Reading Levels

Reading levels can be determined by calculating the student’s accuracy when reading text.

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Description</th>
<th>*Accuracy Level</th>
<th>Purpose for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent level</td>
<td>Texts in which no more than approximately 1 in 20 words is difficult for the reader</td>
<td>95–100%</td>
<td>Students are reading independently with little or no instructional support</td>
</tr>
<tr>
<td>Instructional level</td>
<td>Texts in which no more than approximately 1 in 10 words is difficult for the reader</td>
<td>90–94%</td>
<td>Small-group instruction (including pairs) when teachers or others provide assistance before, during, and after reading</td>
</tr>
<tr>
<td>Frustrational level</td>
<td>Texts in which more than 1 in 10 words are difficult for the reader</td>
<td>less than 90%</td>
<td>Only during one-on-one instruction and when extensive support are provided by the teacher. Should be avoided if possible.</td>
</tr>
</tbody>
</table>

* Reading accuracy percentages vary from source to source.


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The Class Meeting

The class secretary began writing the students' ideas on the chalkboard. Mr. Jacobs sat at his desk listening. He usually tried not to interfere with these class meetings.

Jerry Simmons stood up next. "That sounds okay, Susan," he began, "but what if it rained that day? I think we need an alternative plan."

"How about an all night party here at school?" Craig Meyers blurted out. "That's what they did in my brother's class for high school graduation. They had a band and dancing in the gym and showed movies all night in another room." Craig looked around the room with a big grin on his face thinking his idea was certainly the best.

"I don't know," said Jonathon Wright. "Some of our parents might not support the idea of an all night party. But we could do that same type of thing from eight in the evening until midnight."

There was a period of silence while the students considered the options that had been raised. President Alicia took this chance to summarize. "So far," she explained, "we have had three ideas. One, a picnic at the beach; two, an all night party at school; and three, an evening party. Are there any other ideas before we put these to a vote?"
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<table>
<thead>
<tr>
<th>Rate:</th>
<th>69 WCPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy:</td>
<td>95%</td>
</tr>
<tr>
<td>Level:</td>
<td>Independent</td>
</tr>
</tbody>
</table>

Screening
Examiner Copy – Grade 4 – Passage 1
©1985 Children’s Educational Services, Inc
<table>
<thead>
<tr>
<th>Date</th>
<th>Students' Names</th>
<th>ORF</th>
<th>WCPM</th>
<th>Passage Level/#</th>
<th>Summary of Comprehension Probe</th>
</tr>
</thead>
</table>
Comprehension Measure

After administering the Oral Reading Fluency (ORF) Measure, ask the student to reread the story silently.

Say: **Now, I want you to tell me about the story you just read. Without looking at the story, tell me what the story is mostly about.**

After 15 seconds, say: **Okay.**

NOTE: Students with special needs and ELLs may need additional time. Use your judgment and knowledge of the student to determine if additional time is appropriate.

Say: **Now, tell me everything you remember about the story. You have 30 seconds. Begin.**

After 30 seconds, say: **Stop.**

Use the chart below to document the student’s comprehension.

| Student Name: ___________________________ | Date: __________ |
| Title of Story: ___________________________________________ |

<table>
<thead>
<tr>
<th>√</th>
<th>Story Retell</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifies the main idea (what the story is mostly about)</td>
<td></td>
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<tr>
<td></td>
<td>No recall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recalls some details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recalls some events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sequences events and details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summarizes important points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses vocabulary from the story</td>
<td></td>
</tr>
</tbody>
</table>
Suggestions for Setting Short-Term Goals

After administering the benchmark (or screening) assessment, you can use the students’ scores to set short-term goals. Short-term goals help students see weekly progress.

At the beginning of the school year, a second-grader’s fluency score is 42 words correct per minute (WCPM).

- Calculate the amount of improvement needed to meet the benchmark.

  If the end-of-year fluency benchmark is 90 WCPM, the second grader needs a minimum improvement of 48 WCPM to meet the benchmark.

  \[
  90 \text{ WCPM} - 42 \text{ WCPM} = 48 \text{ WCPM}
  \]

- Determine the number of weeks remaining in the semester and/or school year to help set realistic, attainable goals for your students.

  There are 33 weeks of instruction remaining in the school year.

- Determine a weekly (or biweekly) goal to help students improve to meet an end-of-the-year benchmark.

  If the second-grader needs to improve his fluency score by at least 48 WCPM by the end of the year, he needs to increase his fluency rate approximately 1.5 WCPM each week to meet the benchmark.

  \[
  48 \text{ WCPM} \div 33 \text{ weeks} = 1.45 \text{ WCPM gain per week}
  \]

Findings from a 1993 research study can help teachers establish appropriate goals for weekly fluency improvement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weekly Word Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2–3 words</td>
</tr>
<tr>
<td>2</td>
<td>1.5–2 words</td>
</tr>
<tr>
<td>3</td>
<td>1.0–1.5 words</td>
</tr>
<tr>
<td>4</td>
<td>0.5–1.0 words</td>
</tr>
</tbody>
</table>

## Oral Reading Fluency Norms 2005

<table>
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<th>GRADE</th>
<th>PERCENTILE</th>
<th>FALL WCPM</th>
<th>WINTER WCPM</th>
<th>SPRING WCPM</th>
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<td>1</td>
<td>90</td>
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<tr>
<td>8</td>
<td>90</td>
<td>185</td>
<td>199</td>
<td>199</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>161</td>
<td>173</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>133</td>
<td>146</td>
<td>151</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>106</td>
<td>115</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>77</td>
<td>84</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>43</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>5546</td>
<td>3496</td>
<td>5335</td>
</tr>
</tbody>
</table>

WCPM: Words correct per minute

If appropriate, compare students’ scores to curriculum-based norms to help determine the intensity and type of instruction needed to help students meet benchmarks.

After two weeks of fluency instruction, the second-grader has gained 7 WCPM. He has surpassed the weekly goal of 1.5 WCPM. His fluency rate is now 49 WCPM. Based on the chart below, this student is in the bottom half of the second grade. Although he is improving his fluency, he continues to need immediate intervention to help him meet the benchmark.

If not already established, set a mid-year benchmark to help monitor students’ progress toward the end-of-year benchmark.

The second-grader’s mid-year fluency goal would be approximately 64 WCPM. 15 weeks remaining in semester x 1.5 WCPM gain per week = 22.5 WCPM

\[
42 \text{ WCPM} + 22.5 \text{ WCPM} = 64.5 \text{ WCPM}
\]
Graphing Student Progress

- Graph student progress for targeted skills. Indicate baseline scores and benchmarks.
- Draw a line connecting the points on the graph to show the course a student needs to make to achieve end-of-the-year benchmarks.

_The second grader would need to progress at this slope of improvement to achieve the benchmark of 90 wcpm by the end of the school year. As scores are graphed throughout the year, the teacher and student can see if he is on track based on where the scores fall along the aimline._


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Activity: Setting Short-Term Fluency Goals

Use your class data to establish short-term fluency goals for two of your struggling readers. Refer to the example on the previous pages if needed.

1. What is each student’s current fluency score?
   Student 1: __________ WCPM       Student 2: __________ WCPM

2. What is the end-of-year fluency benchmark? _________ WCPM

3. Calculate the amount of improvement needed to meet this benchmark by subtracting the student’s current fluency score from the benchmark.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Current Fluency Score</th>
<th>Needed Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>WCPM — WCPM</td>
<td>WCPM</td>
</tr>
<tr>
<td>Student 2</td>
<td>WCPM — WCPM</td>
<td>WCPM</td>
</tr>
</tbody>
</table>

4. To help set realistic, attainable goals for each student, determine the number of weeks remaining in the semester and/or school year: _________ weeks of instruction remaining.

5. Determine weekly (or biweekly) goals to help a student meet the end-of-year benchmark. Divide the needed improvement in WCPM by the number of weeks remaining.

<table>
<thead>
<tr>
<th>Needed Improvement</th>
<th>Number of Weeks Remaining</th>
<th>Weekly Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>WCPM ÷ weeks</td>
<td>WCPM</td>
</tr>
<tr>
<td>Student 2</td>
<td>WCPM ÷ weeks</td>
<td>WCPM</td>
</tr>
</tbody>
</table>

6. If appropriate, set a mid-year benchmark to help monitor the student’s progress toward the end-of-year benchmark. First, determine the number of weeks remaining in the semester. Multiply that number by the student’s weekly gain. Then add the WCPM to the student’s current fluency score.

<table>
<thead>
<tr>
<th>Weeks Until Mid-Year Benchmark</th>
<th>Weekly Gain</th>
<th>Result</th>
<th>Current Fluency Score</th>
<th>Mid-Year Fluency Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>weeks</td>
<td>WCPM</td>
<td>WCPM</td>
<td>WCPM</td>
</tr>
<tr>
<td>Student 2</td>
<td>weeks</td>
<td>WCPM</td>
<td>WCPM</td>
<td>WCPM</td>
</tr>
</tbody>
</table>
# Providing Instructional Feedback

<table>
<thead>
<tr>
<th>Prompts to help students notice errors</th>
<th>Prompts to help students find errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check to see if that looks/sounds right.</td>
<td>Find the part that’s not right.</td>
</tr>
<tr>
<td>There is a tricky word on this line.</td>
<td>Look carefully to see what’s wrong.</td>
</tr>
<tr>
<td>You’re nearly right.</td>
<td>You noticed something was wrong.</td>
</tr>
<tr>
<td>Try that again.</td>
<td>Where is the part that’s not right?</td>
</tr>
<tr>
<td>Try it another way.</td>
<td>What made you stop?</td>
</tr>
<tr>
<td>You’ve almost got that. See if you can find what is wrong.</td>
<td>Can you find the problem spot?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prompts to help students fix errors</th>
<th>Prompts to help students write words</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you hear first? Next? Last?</td>
<td>You have only one letter to change.</td>
</tr>
<tr>
<td>What word starts with those letters?</td>
<td>That sounds right, but does it look right?</td>
</tr>
<tr>
<td>Do you think it looks/sounds like_____?</td>
<td>One more letter will make it right.</td>
</tr>
<tr>
<td>What does an e do at the end of a word?</td>
<td>It starts like that. Now check the last part.</td>
</tr>
<tr>
<td>What do you know that might help?</td>
<td>Did you write all the sounds you hear?</td>
</tr>
<tr>
<td>What could you try?</td>
<td>Did you write a vowel for each syllable?</td>
</tr>
<tr>
<td>You said _______ . Does that make sense?</td>
<td>What do you hear first? Next? Last?</td>
</tr>
<tr>
<td>Can you think of a better way to say _______?</td>
<td>It starts (ends) like ______.</td>
</tr>
<tr>
<td>(Repeat what child said)</td>
<td>There’s a silent letter in that word.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prompts of Encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the way you worked that out.</td>
</tr>
<tr>
<td>The results are worth all your hard work.</td>
</tr>
<tr>
<td>You’ve come a long way with this one.</td>
</tr>
<tr>
<td>That was some quick thinking.</td>
</tr>
<tr>
<td>That looks like an impressive piece of work.</td>
</tr>
<tr>
<td>You’re right on target.</td>
</tr>
<tr>
<td>You’re on the right track now.</td>
</tr>
<tr>
<td>That’s an interesting way of looking at it.</td>
</tr>
<tr>
<td>Now you’ve figured it out.</td>
</tr>
<tr>
<td>That’s quite an improvement.</td>
</tr>
<tr>
<td>That is quite an accomplishment.</td>
</tr>
<tr>
<td>That’s a powerful argument.</td>
</tr>
<tr>
<td>That’s coming along.</td>
</tr>
<tr>
<td>You’re really settling down to work.</td>
</tr>
<tr>
<td>You’ve shown a lot of patience with this.</td>
</tr>
<tr>
<td>You’ve been paying close attention.</td>
</tr>
<tr>
<td>You’ve put in a full day today.</td>
</tr>
<tr>
<td>I knew you could finish it.</td>
</tr>
<tr>
<td>You make it look so easy.</td>
</tr>
<tr>
<td>You’ve really tackled that assignment.</td>
</tr>
<tr>
<td>This shows you’ve been thinking/working.</td>
</tr>
<tr>
<td>It looks like you’ve put a lot of work into this.</td>
</tr>
</tbody>
</table>

Partner Reading

- Partner reading involves pairing students to practice rereading texts.
- Partner reading increases the amount of time students read and enhances fluency.
- Pair high-performing readers with lower-performing readers for fluency practice.
- One procedure for pairing is to split the class in half. The higher-performing (HP) half is paired with the lower-performing (LP) half. The top-ranked HP student is paired with the top-ranked LP student. The same pairing is done for the remaining students.

<table>
<thead>
<tr>
<th>Higher</th>
<th>Lower</th>
<th>Pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top-ranked HP</td>
<td>Top-ranked LP</td>
<td>Pair A</td>
</tr>
<tr>
<td>Second-ranked HP</td>
<td>Second-ranked LP</td>
<td>Pair B</td>
</tr>
<tr>
<td>Third-ranked HP</td>
<td>Third-ranked LP</td>
<td>Pair C</td>
</tr>
</tbody>
</table>

- Provide reading material at the lower-performing student’s instructional reading level.

One easy way to match books to students’ reading levels is to give the students a list of words from the text. If students have difficulty with no more than approximately 1 in 10 words, the text is considered to be at their instructional level.

Independent-level text can also be used.

- Model and explain partner reading procedures before students begin the process of reading together.

An Example of Partner Reading

1. Assign roles to student pairs:
   a. Partner A (stronger reader)
   b. Partner B (lower-performing reader)
      (Do not explain to students why they are A or B.)

2. Give each student a copy of the reading text. The text matches the reading level of Partner B.

3. Students take turns reading,
   a. Partner A reads the text aloud (modeling fluent reading) for 1 minute. Partner B follows along.
   b. Partner B reads aloud the SAME text for 1 minute.
When using this procedure, the whole class can participate while you time the readings.

Variation: Students alternate reading pages, rather than reading for a specific time. This procedure is often used while the teacher is working with other students or teaching a small reading group.

4. After both students have read, they can take turns checking their comprehension. Cue cards can be developed for students to use.

**COMPREHENSION CHECK**

1. **WHO** was the main character in the story?
2. **WHEN** did _____ happen?
3. **WHERE** did _____ live? (work, eat, sleep)
4. **WHAT** is the meaning of the word _____?
5. **WHY** do you think _____?

Lectura en Parejas con Revisión de la Comprensión

Objectivo:

Los estudiantes entenderán completamente el texto que han leído durante la lectura en parejas.

Materiales:

Material de lectura al nivel de instrucción de los estudiantes.

Práctica de enseñanza que promueve la lectura:

Primero los estudiantes leen la historia. Después los estudiantes se turnan para hacer preguntas acerca de la historia.

Ejemplo de las preguntas:

1. ¿QUIÉNES son los personajes de la historia?
2. ¿CUÁNDO pasó la historia?
3. ¿DÓNDE pasó la historia?
4. ¿QUÉ pasó en la historia?
5. ¿POR QUÉ crees que _____________?

Adaptaciones:

Si el pasaje de lectura es un texto expositivo, invite a los estudiantes a hacer preguntas sobre la idea principal y detalles que complementan la idea principal.

1. ¿De quién o de qué se trató el texto?
2. ¿Qué fue lo más importante que leiste?

Asegúrese de repasar el vocabulario desconocido con los estudiantes que aprenden inglés como segunda lengua. Para reforzar la comprensión, deténgase varias veces durante la lectura de la selección para repasar lo que ha sucedido hasta ese momento y verificar que los estudiantes han comprendido los eventos.
<table>
<thead>
<tr>
<th></th>
<th>¿QUIÉNES son los personajes de la historia?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>¿CUÁNDO pasó la historia?</td>
</tr>
<tr>
<td>3</td>
<td>¿DÓNDE pasó la historia?</td>
</tr>
<tr>
<td>4</td>
<td>¿QUÉ paso en la historia?</td>
</tr>
<tr>
<td>5</td>
<td>¿POR QUÉ crees que _____?</td>
</tr>
</tbody>
</table>
Partner Reading With Error Correction

Objective: The students will correctly read the text using cue cards that prompt the reader to self-monitor and self-correct errors.

Materials:
- Reading material at the students’ instructional reading level
- Cue cards for Error Correction

Lesson:
- Students read through the story together, taking turns reading orally.
- The higher-performing reader, Reader 1, reads a section orally while the lower-performing reader, Reader 2, follows along.
- Reader 2 listens and asks partner to correct any errors.
- The Error Correction cue cards (provided next page) help the listener prompt the reader when an error has been made.
- Readers change roles. Reader 2 reads the same text. Reader 1 listens and asks partner to correct any errors.

Adaptations:
- For English language learners, be sure to preview any unfamiliar vocabulary.
- To reinforce comprehension, stop at intervals throughout the selection to review what has happened.
### Error Correction Cards

#### Error Correction Card

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Point to a missed word and say, <em>&quot;You missed that word. Can you figure it out?&quot;</em></td>
</tr>
<tr>
<td>2</td>
<td>Wait four seconds.</td>
</tr>
<tr>
<td>3</td>
<td>If the reader figures out the word, say: <em>&quot;Good. Start the sentence again.&quot;</em></td>
</tr>
</tbody>
</table>
| 4 | If the reader doesn’t figure out the word, say: *"That word is ____."*  
   *"What word?"* (Wait for reader to respond.)  
   *"Good. Start the sentence again."*

---

Partner Reading With Retell

Objective: The students will focus on the sequence of the text.

Materials:
- Instructional-level texts
- Retell cue card

Lesson:
- Pair students for partner reading.
- Give students copies of the text and retell cue cards.
- Have the higher-performing reader read first.
- Have the lower-performing reader read the SAME text.
- The higher-performing reader asks:
  - “What did you learn first?”
    (This question is only asked once at the beginning of each section.)
  - “What did you learn next?”
    (This question is asked as many times as needed to cover all the information that the student learned while reading.)
- Have pairs continue the above procedure with the lower-performing reader retelling each section after reading it.
- As pairs read, monitor progress and provide corrective feedback, if needed.

Adaptation:
- Have students take turns retelling sections of text.
### Retell Cue Cards

#### RETELL CUE CARD

<table>
<thead>
<tr>
<th>1</th>
<th>What did you learn first?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>What did you learn next?</td>
</tr>
</tbody>
</table>

---


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Lectura en Parejas y Recuento

**Objectivo:**
*Los estudiantes se enfocarán en describir la secuencia de la historia.*

**Materiales:**
- Copia del mismo libro para cada estudiante
- Tarjeta de estímulo para recontar la historia

**Práctica de Enseñanza Que Promueve la Lectura:**
Los dos estudiantes tienen el mismo libro. Luego,

1. El lector con bajo nivel de lectura lee una sección del texto.
2. El lector con alto nivel de lectura o entrenador hace las siguientes preguntas:
   a. ¿Qué aprendiste primero? Esta pregunta se hace sólo al principio de cada sección.
   b. ¿Qué aprendiste después? Esta pregunta se hace tantas veces sea necesario para cubrir toda la información que el estudiante aprendió mientras leía la sección.
3. El estudiante con bajo nivel de lectura recuenta cada sección después de terminar de leerla.

**Adaptaciones:**
Por medio de esta práctica la maestra(o) tiene la oportunidad de caminar por el salón y escuchar a cada pareja leer para poder verificar la comprensión de la lectura.
<table>
<thead>
<tr>
<th>TARJETAS CLAVES DE REPASO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TARJETAS CLAVES DE REPASO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>
Other Fluency-Building Activities

CHORAL READING

Objective: The students will practice reading aloud quickly, accurately, and expressively with the teacher.

Materials: Instructional-level texts

Lesson:
• Give students copies of texts.
• Model reading aloud the first part of the text. Set the pace and read with proper phrasing, rate, and expression.
• Read the same part of the text again with students reading along with you.

Adaptation: Use choral reading with the whole class, in small groups, or with individual students.

**ECHO READING**

**Objective:** The students will practice reading aloud quickly, accurately, and expressively with the teacher.

**Materials:** Instructional-level texts

**Lesson:**
- Give students a copy of the text.
- Explain that you will read part of the text while students follow along. Then students read (echo read) the same text, trying to copy your rate and expression.
- Read fluently 2–4 sentences of the text.
- Have students read the same section of text, trying to copy your rate and expression.
- Read the next 2–4 sentences modeling fluent reading. Again, have students read the same sentences, trying to echo your rate and expression.
- Continue the procedure by reading the passage in 2–4 sentence sections.

**Adaptations:**
- Tape record 2–4 sentence sections of a reading passage. Pause between sections to allow time for students to echo read. Have students listen to the tape while following along in the text. At the pauses, they echo read.
- Reread the passage. Have a student be the model reader. The class echoes the students’ reading.
- Read each section of text using different character voices (do not sacrifice fluency or proper expression). Students echo fluent reading using the character voices.

Readers’ Theatre

Readers’ Theatre (or reading performances) can be a motivating fluency builder.

The advantages of Readers’ Theatre include:
• Promotes fluency, including expression or prosody
• Affords students the opportunity to choose, rehearse, and present short play-like scripts to classmates and others without the stress of memorizing lines or using elaborate costumes and props
• Provides opportunities for repeated reading as students practice before the performance
• Maximizes students’ engagement as every student in the group has a part
• Appears less daunting than other texts since a student reads one part rather than the entire text alone
• Provides for a wide range of reading abilities with roles or parts of varying difficulty

Teachers:
• Select texts (not above instructional-level of students in group; can collaborate with students)
• Prepare scripts (sources include commercially prepared scripts, Web sites, and scripts written by teacher or students); highlight specific parts on students’ scripts
• Model by reading text aloud
• Assign students to groups
• Provide feedback and monitor as small groups practice

Students:
• Read script silently or with a partner
• Reread in group with students taking turns reading different roles
• Negotiate and assign roles or parts
• Read and reread individually, focusing on assigned part or role (can practice outside of school and at home)
• Practice rereading script with others in group
• Make labels or cards that students hold to identify their character
• Decide where students will be positioned during performance
• Perform with script in hand

Note: Readers’ Theatre is not a big production and students are not required to memorize lines or wear costumes.

Research-Based Content Area Reading Instruction
**Introduction**

Reading is central to learning—in school, in the workplace, and in everyday life. How well children learn to read sets the foundation for their future success. The Texas Reading Initiative began in 1996 in response to then-Governor George W. Bush’s challenge to all Texans to focus on the most basic of education goals—teaching all children to read. The goal the Governor set was clear: every child, each and every child, must learn to read.

The Texas Education Agency, in response to Bush’s challenge, has worked on a multifaceted effort aimed at providing information, resources, and knowledge to assist parents, educators, school board members, administrators, public officials, and business and community leaders as they seek to meet this goal. The Initiative has been built on years of demonstrated leadership and commitment of the Texas State Board of Education in the areas of reading development and reading difficulties. The Initiative has relied on the convergence of reading research from the past several decades that illuminates the way children learn to read and how to enhance that process.

In 1997, TEA first published the document, *Beginning Reading Instruction, Components and Features of a Research-Based Reading Program*, also known as the “red book.” This booklet described important aspects of effective reading instruction, as well as elements of classroom and administrative support for effective instruction.

Since its initial publication, over 260,000 copies of *Beginning Reading Instruction* have been printed and distributed. It has served as the basis for professional development, the development of curriculum standards and instructional materials, as well as the establishment of research-based reading programs in schools. The purpose of the booklet was to provide information which can be used to guide decisions as local school districts and educators worked toward then-Governor Bush’s stated goal, “all students will read on grade level or higher by the end of the third grade and continue reading on or above grade level throughout their schooling.”

After the initial distribution of *Beginning Reading Instruction*, several projects were undertaken to develop companion documents to the “red book.” These first companion documents: *Spotlight on Reading, A Companion to Beginning Reading Instruction*; *Beginning Reading Instruction: Practical Ideas for Parents*; and *Instrucción Para Comenzar a Leer: Ideas Prácticas Para Padres de Familia*, were published. In addition to these documents, the Agency, in collaboration with the University of Texas Center for Reading and Language Arts, has worked on additional booklets that provide information on reading topics such as vocabulary development, comprehension, and content-area reading.

Governor Rick Perry continues to support the goal that all children will learn to read. This “Red Book Series” serves as a resource to our schools and all stakeholders interested in meeting the Governor’s goal.

This booklet, *Research-Based Content Area Reading Instruction*, would not be possible without the contributions of the consultants and staff of the University of Texas Center for Reading and Language Arts and the staff of the Texas Education Agency. A special thanks goes to Jean Osborn, Center for the Study of Reading, University of Illinois at Champaign-Urbana, and Fran Lehr.
Research-Based Content Area Reading Instruction

As students move beyond the primary grades, the focus of their school lives shifts from learning how to read to using reading to learn. From the middle grades on, students are expected to read and to understand increasingly more difficult materials in an array of content areas. Unfortunately, many students are unable to meet this expectation. For them, reading to learn from content area materials can be a struggle.

A number of text- and student-related factors can make content area reading difficult for some students. For example, students may have little experience reading expository writing, the kind of text structure found typically in textbooks and other content area materials. Further, they may become frustrated and confused by the content-specific vocabulary and concepts that characterize these materials. Adding to their difficulties, students may have inadequately developed basic reading skills, such as word identification and decoding skills, and so may not be able to read with fluency. Finally, many students may lack—or be unable to use efficiently—the comprehension strategies necessary for getting meaning from content area materials.

Although reading instruction alone can teach students many of the skills and strategies they require for reading content area materials successfully, students also must have ample opportunities to apply these skills and strategies in “real” reading situations—that is, as they read in the content areas. Thus, all teachers across the curriculum and across grade levels can play a role in teaching students to use reading skills and strategies to learn the content of the subjects that they teach and to become independent readers and learners.

Specifically, teachers can provide students with instruction that:

- familiarizes them with the structure of expository text;
- promotes content area vocabulary development;
- promotes word identification skills;
- builds reading fluency; and
- emphasizes and directly teaches how, why, when, and where to use a repertoire of comprehension strategies.

The purpose of this booklet is to provide teachers with research-based and classroom-tested information about each of these aspects of content area reading instruction, along with specific teaching suggestions that can be used with students.
Expository Text

The ability to identify and take advantage of text structure—the way ideas in a text are interrelated so as to convey meaning to readers—can contribute to students’ comprehension. The two major text structures, narrative and expository, place different demands on readers’ comprehension.

Narrative text structure focuses on story grammar, which includes characters, settings, themes, conflicts, plots, and conflict resolutions. The structure of expository text varies greatly. Indeed, it is more accurate to talk about expository text structures. Some common text structures used in expository materials are:

- **problem-solution**—the text presents a problem, perhaps explains why it is a problem, and then offers possible solutions, usually settling on one solution as most appropriate.
- **description**—the text provides specific details about a topic, person, event, or idea.
- **cause-and-effect relationships**—the text links events (effects) with their causes. Such text usually includes key words and phrases, called causal indicators, to signal a cause-and-effect relationship structure. Some common causal indicators are because, for, since, therefore, so, consequently, due to, and as a result.
- **enumeration or categorizing**—the text is organized by means of lists or by collecting together like items. Often authors familiarize readers with new information by listing or categorizing it with more familiar information.
- **sequencing**—the text presents information in terms of a time or order progression, such as the actions that led to an important historical event or the steps in a scientific process. This kind of structure most often includes time or order signal words such as first, second, last, earlier, later, now, then, next, after, during, and finally.
- **comparison**—the text points out differences and similarities between two or more topics, including ideas, people, locations, or events. This text structure can be signaled by key words and phrases such as like, as, still, although, yet, but, however, and on the other hand.

In addition, expository materials generally use special organizational features such as text headings and subheadings. Some materials may include chapter and section previews and summaries, and most contain tables of content, indices, and glossaries. They also may use extensive graphics, such as tables, charts, diagrams, figures, photographs, and illustrations, and each of these may be accompanied by explanatory captions.

Students tend to be more familiar with narrative text structure than with expository structures. Not only is narrative the form of text that they know from their early experiences with story books; it is also the kind of text that is found most frequently in basal reader selections.

In typical content area classrooms, however, teachers use textbooks as the basis for their instruction. And textbooks most often use expository structures. Indeed, authors may use some or even all of the text structures in any given chapter or section of a textbook.
What We Know About Effective Instruction for Reading Expository Text

Without an understanding of text structure, students often have difficulty getting meaning from their content area reading materials. In fact, research has established a strong relationship between students’ understanding of text structure and reading comprehension. Most students benefit from explicit instruction that helps them to understand and use the text structures as they encounter them in their reading materials.

Because textbooks are the materials used most often by content area teachers as the basis for their instruction, selecting the textbooks in which students will do the greatest amount of reading also is a major consideration for effective instruction.

Suggestions for Teaching Students About Expository Text

Instructional practices for teaching students about expository text include explicitly helping them:

• to identify and use the various structures found in expository text, and to incorporate the various structures into their own writing;
• to identify and use special text features such as headings and subheadings, previews, summaries, photographs and illustrations, and the captions that accompany them;
• to recognize and make use of words that signal a particular type of text structure, including causal indicators and words that indicate time or order sequences or comparisons;
• to use information in tables of content, indices, and glossaries; and
• to interpret text graphics such as charts, tables, and figures, and to construct graphics on their own.

Suggestions for Use of Textbooks

Textbooks should be used based on their coherence, or logical flow of ideas, and on their appropriateness for the students who will use them. To best support instruction, it is necessary for textbooks to:

• contain prereading activities that help students link their existing knowledge to the topics to be studied;
• make evident to students the relationships between concepts and main ideas and supporting details;
• use accurate and clear graphics, such as illustrations, photographs, charts, tables, and diagrams to help students conceptualize the structure of the text;
• provide vocabulary activities to help students develop deeper understandings of the meanings of concepts and to contribute to generalization of learning across topics;
• provide ample and relevant practice activities to reinforce learning and to allow students opportunities to apply their knowledge of key concepts; and
• provide study guides and reference tools to assist students in comprehending and remembering content information.
Content Area Vocabulary Development

Each content area has its own language or vocabulary. Content area reading materials present students both with new and often difficult words, as well as with familiar words that may be used in new ways. If a student does not know the meanings of a sufficient proportion of the words in these reading materials, he or she may become frustrated and skip important words, which can make comprehension impossible.

To comprehend their content area reading materials, students must be able to determine the meanings of general, specialized, and technical vocabulary.

General vocabulary consists of words that each student knows and uses as part of everyday activities. However, even familiar words can pose problems if students are not aware that words can have different meanings, or connotations, that are determined by the context in which they appear. Specialized general vocabulary consists of words that have specific meanings for content area subjects. It is context that determines the meanings of such words. For example, the familiar word brush will have different meanings in art and geography texts; the word ruler will mean different things in math and social studies texts.

Technical vocabulary includes words that relate specifically to each content area or topic. For example, the word potentate is most likely to appear in social studies texts, concerto in music texts, and photosynthesis in science texts. Students must learn the definitions of these words to understand content area reading materials and to learn the language of a discipline.

What We Know About Effective Content Area Vocabulary Instruction

Because vocabulary knowledge and reading comprehension are so highly related, effective content area vocabulary instruction must provide students both with explicit instruction in specific content-related words and concepts, and with strategies that help them to learn words independently.

As part of instruction, teachers model how to use context clues to determine the meanings of new words or concepts. They explicitly teach the meanings of key words, such as technical vocabulary, prior to introducing a topic or a selection in which the words appear. To help students link the new words to words they know and to their background knowledge, teachers also may use activities in which they semantically group new vocabulary words with familiar words that have similar meanings.

After introducing a new word, teachers provide students with multiple exposures to the word across contexts to help them develop a deeper understanding of its meaning. Finally, they focus instruction on a limited number of new words in each lesson, and provide students with opportunities to discuss and use the new words.

Suggestions for Teaching Students Content Area Words and Concepts

Instructional practices for teaching students specific content-related words and concepts include helping them:

• to create mental, or visual images associated with a technical vocabulary word so as to facilitate recall of its meaning. This is often referred to as the keyword technique.

For additional information about vocabulary instruction, see Promoting Vocabulary Development: Components of Effective Vocabulary Instruction, published by Texas Education Agency, 2002.
• to link new vocabulary with background knowledge by having students brainstorm and describe what they already know about the topic being studied.
• to focus on the semantic relationships of new and familiar words and concepts through activities such as semantic mapping, semantic feature analysis, and categorization.
• to restate dictionary definitions of new words in their own words and to make up sentences using the new words.
• to use synonyms, antonyms, and dictionary definitions to understand the meaning of specialized and technical vocabulary.
• to analyze the structure of new words (affixes, inflections, compound words, and contractions) to determine their meanings.
• to use contextual analysis activities that require students to use semantic and syntactic features of sentences to determine the meaning of new words. Such activities include a cloze procedure, rereading sentences without using the new word, and reading sentences that appear before and after the sentence with the new word.
• to use a combination of strategies, such as dictionary definitions and contextual analysis (each one used alone has not proven to be effective instruction).
• to maintain personal content-related word lists or word banks.
• to work cooperatively to figure out meanings of new words through contextual analysis.

Word Identification

In the primary grades, word identification instruction focuses on helping children to understand the alphabetic principle and to rapidly and automatically relate the letters and spelling patterns of written words to their corresponding speech sounds. Once beginning readers are able to do this, they begin to focus less attention on word reading, or decoding, and more attention on getting meaning from what they read.

Beyond the primary grades, word identification instruction focuses on teaching students skills that they can apply to read difficult or unfamiliar multisyllabic words—the kind of words often found in content area reading materials and textbooks.

Useful word identification skills to teach older students include contextual analysis and structural analysis. Contextual analysis helps students to determine the meaning of an unfamiliar word by drawing clues from the context—the sentence or paragraph—in which the word appears. Context clues include definitions; examples; restatements; graphic illustrations, such as charts, tables, figures, and diagrams; and syntactic and semantic clues found in the sentence structure and words that surround the unfamiliar word.

Structural analysis focuses on word parts—prefixes, root words, suffixes, inflectional endings (for example, -s, -es, -ed, -ing, -er, and -est), and derivational endings (for example, -y, -fy, -ial, and -ic). The ability of students to use word parts to interpret new words can contribute greatly to their vocabulary growth.

For additional information about word identification strategies and instruction, see Beginning Reading Instruction: Components and Features of a Research-Based Reading Program, published by Texas Education Agency, 2002.
What We Know About Effective Word Identification Instruction

For older students, word identification skills should be taught as part of vocabulary instruction, as ways to “unlock” and determine the meanings of unfamiliar, difficult, and/or multisyllabic words. Effective word identification instruction involves explicit teaching that promotes the acquisition and mastery of specific word identification skills. Teachers model how to use each skill, focusing instruction on words the students encounter in the text they are reading.

Suggestions For Teaching Students Word Identification Skills

Instructional practices that promote students’ word identification skills include helping them:

- to use context clues in a text to determine the meaning of unfamiliar or difficult words;
- to determine word meanings by focusing on the analysis of word parts such as prefixes, root words, suffixes, and inflectional and derivational endings; and
- to use word identification skills in combination to figure out difficult or multisyllabic words.

Reading Fluency

Reading fluency is the ability to read words in connected text with accuracy and appropriate rate. Fluency is also demonstrated by appropriate intonation. The ability to read fluently reflects students’ comprehension of words and understanding of text structure. Fluent readers possess automatic word identification skills, and are aware of grammatical features of sentence construction. They also have the flexibility to adjust their rate to both the difficulty level and the purpose for reading.

Reading fluency is an important skill throughout schooling, but especially so in the upper elementary and secondary school years, when students are required to read and rapidly comprehend more and more complex materials. Because fluency is closely linked to comprehension, older students who are not fluent readers often benefit from explicit instruction to build reading fluency. Yet upper elementary- and secondary-school content area teachers typically do not provide students with such instruction.

What We Know About Effective Instruction to Build Reading Fluency

The goal of reading fluency instruction for older students is to help them read with greater accuracy and speed, and begin to place more emphasis on comprehending and less on decoding. To accomplish this goal, teachers model fluent reading so that students can “hear” how fluency sounds, then provide opportunities for students to practice reading aloud, with corrective feedback, several times weekly. Teachers often have students reread the same passage two or more times to ensure that they are comprehending what they read.

Teachers establish reading-rate goals and increase these goals as students’ fluency improves. They keep records of students’ reading development, for example, noting the number of errors students make as they read. Fluent readers should be able to read with no more than 10 errors per 100 words. As a motivational tool, teachers also encourage students to chart their own reading rate scores.
Suggestions for Teaching Students to Read with Fluency

Reading fluency instruction focuses on providing students with strategies and skills to build accuracy and rate in oral reading. Suggestions for improving fluency instruction include providing opportunities for students:

- to read aloud under timed conditions;
- to preview text before reading aloud, such as listening to text being read;
- to practice reading, including taped reading, reading with a partner, and reading to an adult, and to receive corrective feedback;
- to use error-correction procedures, such as decoding words they have read incorrectly and using semantic clues within the text; and
- to engage in sustained, silent reading, followed by discussion.

Reading Comprehension Strategies

Reading comprehension is the act of constructing meaning from text. Reading comprehension requires an interaction between the text and the reader's knowledge. Reading comprehension is hindered greatly by students' lack of background knowledge and by their inability to use comprehension strategies to integrate information from the text with their background knowledge.

Background knowledge is made up of readers' experiences both with the world and with text—including their experiences in identifying words and word meanings, their knowledge of print concepts, and their understanding of how text is organized.

Research has established that students' background knowledge plays a critical role in their understanding of the higher level concepts contained in most content area materials. Students bring to content area reading a range of experiences and knowledge about many topics. The extent of this knowledge and the ease with which they can activate it and apply it to content area topics directly affects how well students understand what they read.

Comprehension strategies are conscious plans that are under the control of a reader, who makes decisions about which strategies to use and when to use them. Skilled readers construct meaning before, during, and after reading by using a set of comprehension strategies to integrate information from a text with their background knowledge.

Researchers have identified and examined an array of comprehension strategies. The following strategies have been shown to be especially helpful and to lend themselves particularly well to instruction:

- activating and using background knowledge—calling up pertinent background knowledge and using that knowledge to help understand what is being read.
- generating and asking questions—self-questioning throughout the reading of a text.
- making inferences—using background knowledge or information from the text to evaluate or draw conclusions during reading.
- predicting—using background information to make informed guesses.

For additional information about comprehension strategies and comprehension instruction, see Comprehension Instruction, published by Texas Education Agency, 2002.
**summarizing**—pulling together, or synthesizing information in a text so as to explain what the text is about.

**visualizing**—making mental images of a text as a way to understand processes or events that are encountered during reading.

As part of their comprehensive strategy use, skilled readers tend to monitor their understanding continually. They are actively aware of whether they are understanding or remembering what they have read. Specifically, they are able to clarify the purposes for reading, identify the important information in a text, and engage in self-questioning about the text. When skilled readers realize that they do not understand what they are reading, they are able to call upon and apply strategies to “repair” or “fix-up” their lack of understanding.

Since struggling readers must devote so much of their attention to decoding, it is not surprising that they have difficulty monitoring their comprehension. These students in particular can benefit from instruction that helps them learn when and how to use different strategies to monitor comprehension and to repair comprehension problems.

### What We Know About Effective Comprehension Strategies Instruction

Student development and use of effective reading comprehension strategies is one of the most important goals for content area reading instruction. Therefore, strategy instruction should be part of the total school curriculum, and students should be taught to apply strategies in various content area classes.

Within such instruction, key comprehension strategies are introduced one at a time through explicit instruction that includes teacher modeling and thinking aloud. For each strategy, teachers model what the strategy is; why it is important; and when, where, and how to apply it to the reading of content area text. Teacher modeling reflects shifting reading tasks, text structure, and phases (before, during, after) of reading.

With teacher guidance, students practice using strategies as they read authentic text, such as trade books or specialized content area supplements, as well as their content area textbooks. Students are asked to demonstrate the application of a strategy and to provide reasons for using it. Teachers use prompting, elaboration, and explanation to foster students’ independent use of strategies.

### Suggestions for Teaching Students Comprehension Strategy Use

Comprehension strategy instruction focuses on providing students with strategies to use before, during, and after reading so as to build and activate their background knowledge, interpret text structures, use self-monitoring abilities, and review and reflect on what they have read.

**Before Reading**

Suggestions for teaching comprehension strategy use before reading include providing opportunities for students:

- to activate their prior knowledge about the content area topic to be studied. Activities might include having students tell what they know about the topic or inviting them to discuss what they want to learn about it.
• to participate in activities, such as mapping techniques, that enable students to see relationships among their ideas about the topic.
• to participate in activities that introduce analogous material to help students make connections between the topic to be studied and their background knowledge.
• to participate in activities that develop the prerequisite background knowledge and vocabulary about content area topics. Activities might include reading materials, videos, computer databases and Web sites, and field trips.
• to participate in vocabulary-building activities that teach students the meaning of technical words they will encounter as they read.
• to preview and make predictions about the text to be read.
• to examine the physical features of the text, such as different kinds of typefaces or headings and subheadings, to make predictions about what they will learn from reading.
• to establish goals, or purposes for reading.
• to generate questions they would like answered about the topic of the text. Students might use physical features of the text to generate questions. They might, for example, turn headings into questions or question themselves about the definitions of boldface or italicized words in the text.

During Reading
Suggestions for teaching comprehension strategy use during reading include providing opportunities for students:

• to construct mental images of the content they are reading.
• to reflect on and monitor their understanding of text as they read.
• to participate in self-questioning activities that require them to clarify and monitor their comprehension as they proceed through text. For example, students might be taught to ask themselves questions such as, “Do I understand what I just read?”.
• to participate in activities in which they respond to factual and inferential questions as they proceed through the text. To begin, teachers might provide clues about where to find the answers to these questions.
• to participate in summarization activities that enable students to identify information pertinent to sections of text. Students can be prompted to ask themselves questions such as, “What is the most important idea about the paragraph I just read?” or “What is the gist of the paragraph?”.
• to keep literature logs and journals, which offer students opportunities to reflect on their reading through prediction, summarization, and interpretation.
• to apply organizational frameworks as a way to understand and remember content information.
• to complete notesheets and study guides to facilitate their understanding of text and improve their ability to deal with information presented in various expository text structures.
• to make story maps or use other graphic organizers to help them organize information from the text.
After Reading

Suggestions for teaching comprehension strategy use after reading include providing opportunities for students:

- to review, paraphrase, summarize, and interpret text.
- to participate in discussions of the main ideas of the text by summarizing or by putting information into their own words.
- to answer questions that pertain both to literal and inferential comprehension of text.
- to participate in small-group discussions using study guides and post-reading questions.
- to present important information from the text through oral reports, visual representations, media shows, or book reviews.
References


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**RESEARCH-BASED CONTENT AREA READING INSTRUCTION**

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirement of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by citizen or citizens residing in a school district where alleged discriminatory practices have occurred or are occurring.

Where there is a violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.


The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity / Affirmative Action employer.
FLUENCY

IV. Fluency in Connected Text—Lesson 1:
   Initial Instructional Strategy—Partner Reading with Graphing

Introduction
In this three-lesson strategy set, a procedure for teaching first and second grade students to fluently read connected text is introduced. The first lesson provides a preview and guided practice of an unfamiliar passage. The second lesson provides continued practice consisting of independent repeated reading of the same passage from the previous day using an audiotaped model. The final lesson assesses student progress toward the performance criteria established in the first lesson. Students work independently, with peers, and with the teacher during these lessons.

Lesson Objective
Increase accuracy and rate reading connected text.

Corresponding TEKS Objectives
1.9.B & 2.6.B: Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

2.6.C: Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

1.9.D & 2.6.D: Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

Rationale and Purpose
- This activity is designed to increase students’ accuracy and rate in reading connected text.
- Fluency in reading connected text is an important prerequisite for successful reading comprehension.
- This lesson is the first in a series of three lessons designed to introduce and provide practice reading a passage, provide opportunities for independent practice of repeated passage reading, and allow students to reach a desired fluency goal based on their abilities.
- This strategy can be used with students in first and second grades who are able to accurately read connected text.
- This lesson requires students to work with a partner to preview reading materials, receive corrective feedback, and practice increasing speed while maintaining accuracy as they read text.

Necessary Preskills
For students to be successful, they need to be able to:
- Rapidly identify letter sounds, regular words and irregular words, and read sentences.
- Accurately read instructional-level connected text.
- Correctly read 30-40 words in one minute.

Reprinted from University of Texas Center for Reading and Language Arts. (2002). Reading strategies and activities: A resource book for students at risk for reading difficulties, including dyslexia. Austin, TX: Texas Education Agency.

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**Instructional Design Criteria**
When planning passage reading fluency instruction, consider the following:

- Select passages students can read with 90-95% accuracy.
- Ensure students can correctly read 30-40 words per minute.
- Schedule repeated opportunities for students to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Incorporate reading with expression once students reach 60 words correct per minute.
- Gradually move from oral to silent reading.

**Materials and Examples**

**Partner groupings.**
Student workbooks containing teacher developed:

- Instructional-level pre-counted passages selected based on students’ individual reading levels (see attached sample).
- Individual student graphs (see attached sample).
- Lesson Steps Checklist (see attached sample).

*Workbooks are to be used across each of the sample lessons that follow.*

One-minute timer for each partner grouping.

For the purpose of fluency building, teachers are not required to develop their own passages. Teachers can use commercially available passages and adapt them in the following way:

- Identify an appropriate fluency goal for the student (see attached grade level norms).
- Count the number of words in the passage and place a bracket ( ) after the word that indicates the fluency goal.
- If desired, cumulatively count the number of words in each row and write a running total beside each line (see sample passage). This helps establish the students’ present level of proficiency and allows students to efficiently graph content (without having to count the number of words that were read).

**Instructional Sequence**

<table>
<thead>
<tr>
<th>Instructional Feature</th>
<th>What To Do</th>
<th>Explicit Instruction</th>
</tr>
</thead>
</table>
| Planning              | Identify a series of short instructional-level passages for each student (100-200 words). Two copies of these passages will be placed in a workbook for each student.  
Set a predetermined fluency goal for each student based on prior student performance and passage difficulty.  
For the purpose of this lesson, the fluency goal will be 78 wcpm for Winter of Grade 2. |                                                                                      |
<table>
<thead>
<tr>
<th>Instructional Feature</th>
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<th>Explicit Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Explain to students that they will be working with a partner to increase their accuracy and speed when reading passages. Partners consist of a higher performing reader working with a lower performing reader. Introduce the fluency goal for the lesson (this will vary from student to student). Teacher walks students through each of the following steps:</td>
<td>“Today you will be working with a partner to practice reading a short passage.” “Practicing reading short passages will help you to learn to read faster and remember what you have read.” “Your goal for today is to correctly read 78 words in one minute.” “I will explain what you will do.”</td>
</tr>
<tr>
<td></td>
<td>1. Students select a passage from their individual workbooks. 2. The higher performing student reads the lower performing student’s passage first to provide a model. 3. The lower performing student practices reading through the passage three times with their partner. Partner marks student errors on a copy of the passage and provides feedback on student errors. 4. Students read the passage a fourth time as quickly as possible. Partners time the student reading for one minute. This time is referred to as the “first timing.” 5. Students record progress on their individual graphs in their workbooks.</td>
<td></td>
</tr>
<tr>
<td>Model Explicit Examples</td>
<td>Walk the students through the process above, modeling each step: • Select a passage • Practice reading with a partner • Providing corrective feedback • First one-minute timing • Graphing progress</td>
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</tbody>
</table>

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### How To Evaluate Learning

- Student performance is graphed. Analyze trends and patterns of performance that occur over time.
- How many words could the students read in one minute?
- Did the student meet the fluency goal during the timing? If yes, has this occurred over multiple passages? Does the student require more difficult reading material?
- Were there any consistent error patterns? Was the reading material too difficult? Has this been a pattern across passages? Does the student require easier passages?

### Strategies adapted from:


The Dog and the Log

It was a warm summer day. The sun was hot on the dog. So the dog went to the lake for a swim. The dog went to the side of the lake. He looked at the lake. He saw a big log on the lake. He said, “I will get that log.” The dog swam to the log. The log was big. The dog said, “That log is too big. I can not get the log. I will get on the log.” So the dog got on the log.
# LESSON STEPS CHECKLIST

<table>
<thead>
<tr>
<th>Lesson Step</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a Passage</td>
<td></td>
</tr>
<tr>
<td>Practice Reading 3 Times</td>
<td></td>
</tr>
<tr>
<td>First Timing</td>
<td></td>
</tr>
<tr>
<td>Graph Progress</td>
<td></td>
</tr>
<tr>
<td>Reread the Passage 1 Time</td>
<td></td>
</tr>
<tr>
<td>Taped Readings (3 Times)</td>
<td></td>
</tr>
<tr>
<td>Final Timing</td>
<td></td>
</tr>
<tr>
<td>Graph Progress</td>
<td></td>
</tr>
</tbody>
</table>

FLUENCY—IV. Fluency in Connected Text-Lesson 1: Initial Instructional Strategy—Partner Reading with Graphing

©2002 Texas Education Agency
Lesson Objective
Increase accuracy and rate reading connected text.

Corresponding TEKS Objectives
1.9.B & 2.6.B: Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

2.6.C: Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

1.9.D & 2.6.D: Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

2.6.E: Read silently for increasing periods of time (2-3).

Rationale and Purpose
• This activity is designed to increase students’ accuracy and rate in reading connected text. Fluency in reading connected text is an important prerequisite for successful reading comprehension. By repeatedly reading passages, students gain additional fluency and accuracy practice as they work toward their individual fluency goal.

• This lesson is the second in a series of three lessons designed to introduce and provide practice reading a passage, provide opportunities for repeated independent practice reading the passage, and allow the students to reach a desired fluency goal based on their abilities. This strategy can be used with students in first and second grades who are able to accurately read connected text.

• In this lesson, students reread the passage introduced in the previous lesson assisted by audiotape. Students track and silently read with the audiotape.

Necessary Preskills
For students to be successful, they need to be able to:

• Rapidly identify letter sounds, regular words, irregular words and read sentences.

• Accurately read instructional-level connected text.

• Correctly read 30-40 words in one minute.
Instructional Design Criteria
When planning passage-reading fluency instruction, consider the following:

- Select passages students can read with 90-95% accuracy.
- Ensure students can correctly read 30-40 words per minute.
- Schedule repeated opportunities for the reader to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Incorporate reading with expression once students reach 60 words correct per minute.
- Gradually move from oral to silent reading.

Materials and Examples

- Student workbooks containing:
  - Instructional-level pre-counted passages selected based on students’ reading levels (see attached sample).
  - Individual students’ graphs (see attached sample).
  - Lesson Steps Checklist (see attached sample).
  - Audiotapes of the stories.
  - Cassette player.
  - Headphones.

Instructional Sequence

<table>
<thead>
<tr>
<th>Instructional Feature</th>
<th>What To Do</th>
<th>Explicit Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Students will continue to work with the instructional-level passage in their workbooks introduced during the previous lesson.</td>
<td>Each instructional-level passage from the students’ workbooks is recorded onto an audiotape for three consecutive readings.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Instructional Feature</th>
<th>What To Do</th>
<th>Explicit Instruction</th>
</tr>
</thead>
</table>
| Introduce Activity    |            | “Today we will review the passage that you practiced reading yesterday. Practicing reading short passages will help you to learn to read faster and remember what you have read. What will practice reading short passages do?”
|                       |            | Help us read faster and help us to remember what we have read. |
| Review                |            | “For this lesson you will need your workbook, the story cassette, headphones, and a cassette player.”
|                       |            | “You will begin the lesson with your partner by practicing words you missed yesterday. Read the words three times.”
|                       |            | “Next you will practice reading the passage with the tape three times. You will not need your partner for this part of the activity.”
|                       |            | “When you read the passage the first time I want you to listen and follow along with your finger.”
|                       |            | “The second and third time you read the passage I want you to point and quietly read the words to yourself. What do I want you to do the second and third times you read the passage?”
|                       |            | Point and quietly read the words. |
|                       |            | “Watch while I demonstrate.” |

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<td><strong>Model Explicit Examples</strong></td>
<td><strong>Teacher models the process by:</strong>&lt;br&gt;• Selecting a student’s workbook and identifying the words that the student missed by examining the notations made by their partner the previous day.&lt;br&gt;• Model rereading any missed words three times.&lt;br&gt;• Demonstrate how to insert cassettes into the tape recorder, how to press start, stop, and rewind.&lt;br&gt;• Demonstrate how to insert the plug on the headphones into the socket if it becomes loose and how to wear and handle the headphones.&lt;br&gt;• Demonstrate how to follow along on the passage, pointing to the words and reading silently.</td>
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<td><strong>Provide Students Opportunities to Practice</strong></td>
<td><strong>While students practice reading the passage with the audiotape, the teacher observes to make sure that students are following along with their fingers and reading silently. Teacher provides individual assistance as required.</strong></td>
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<td><strong>Feedback</strong></td>
<td><strong>Partner Word Review:</strong>&lt;br&gt;Teacher or partner may provide feedback to the reader. Ensure that students accurately read the words missed in the previous lesson. Provide feedback on student errors.&lt;br&gt;&lt;br&gt;<strong>Audiotaped Reading</strong>&lt;br&gt;If students skip words or lines during reading, stop the audiocassette, rewind back to the beginning of the passage, and restart the cassette.&lt;br&gt;&lt;br&gt;If students make errors reading words in the passage during the taped reading, slash these errors with a pencil. Following three taped readings of the passage, practice reading these words accurately three times. Repeat the audiotaped reading process a fourth time without making errors.</td>
<td><strong>Partner Word Review:</strong>&lt;br&gt;If students make errors on individual words, point to the word and say, “This word is ______. What is the word?”&lt;br&gt;&lt;br&gt;Have the student repeat reading this word until they make three correct consecutive responses.</td>
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</table>
How To Evaluate Learning
• How many errors did the student make while reading the passage? Was the passage at an appropriate level for the student?
• Did the student make repeated errors during the repeated reading? Did these errors appear during the passage reading practice the previous day? For this word, does the student require additional word level fluency instruction?
• Did the student self-monitor during reading to accurately identify errors? If not, will this student require additional instruction on using self-monitoring and/or further teacher or partner monitoring?

References:
Web site: http://reading.uoregon.edu/
SAMPLE PRE-COUNTED PASSAGE

The Dog and the Log

It was a warm summer day. The sun was hot on the dog. So the dog went to the lake for a swim. The dog went to the side of the lake. He looked at the lake. He saw a big log on the lake. He said, “I will get that log.” The dog swam to the log. The log was big. The dog said, “That log is too big. I can not get the log. I will get on the log.” So the dog got on the log.
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Lesson Objective
Increase accuracy and rate reading connected text.

Corresponding TEKS Objectives
1.9.B & 2.6.B: Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

2.6.C: Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

1.9.D & 2.6.D: Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

2.6.E: Read silently for increasing periods of time (2-3).

Rationale and Purpose
• This activity is designed to increase students’ accuracy and rate in reading connected text. Fluency in reading connected text is an important prerequisite for successful reading comprehension.

• This lesson is the third in a series of three lessons designed to introduce and provide practice reading a passage, provide opportunities for repeated independent practice reading the passage, and allow the students to reach a desired fluency goal.

• This strategy can be used with students in first and second grades who are able to accurately read connected text. This lesson involves the students working independently to practice rereading a passage and working with a partner to determine whether fluency goals are achieved.

Necessary Preskills
For students to be successful, they need to be able to:

• Rapidly identify letter sounds, regular words and irregular words, and read sentences.

• Accurately read instructional-level connected text.

• Correctly read 30-40 words in one minute.
**Instruction Design Criteria**
When planning passage reading fluency instruction, consider the following:

- Select passages students can read with 90-95% accuracy.
- Ensure students can correctly read 30-40 words per minute.
- Schedule repeated opportunities for students to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Incorporate reading with expression once students reach 60 words correct per minute.
- Gradually move from oral to silent reading.

**Materials and Examples**
Partner groupings from Lesson 1.

Student workbooks containing:
- Instructional-level pre-counted passages selected based students’ reading levels (see attached sample).
- Individual students’ graphs (see attached sample).
- Lesson steps checklist (see attached sample).

One-minute timer for each partner grouping.

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### Instructional Sequence

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<tr>
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<tbody>
<tr>
<td>Planning</td>
<td>Students will continue to work with the instructional-level passage in their workbooks introduced during the previous two lessons.</td>
<td>Student progress toward the fluency goal of 78 wcpm (Winter of Grade 2) will be assessed.</td>
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<td>Introduction</td>
<td>Introduce partner timing and graphing process.</td>
<td>“You have been working hard over the last two lessons to increase both your accuracy and speed as you read short passages. Today we will find out how much you have improved.”</td>
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<td>Teacher walks students through each of the following steps:</td>
<td>“Who can tell me why it is helpful to practice reading short passages?” It helps us to read faster and helps us to remember what we have read.</td>
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<td>- Locate the passage the students have been using in their work books.</td>
<td>“Remember our goal for passage reading was to read 78 words correct per minute. Let’s see if you can reach your goal today.”</td>
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<td></td>
<td>- The student silently reads the passage independently two times without a model.</td>
<td>“Listen as I explain what you will do.”</td>
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<td>- Student works with the same partner as in the last two lessons.</td>
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<td>- Student reads the passage to their partner a third time, as quickly as possible, for one minute.</td>
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<td>- Partners time the student using a one-minute timer. This time is referred to as the “final timing.”</td>
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<td>- Students work with their partner to record their progress. They graph the results on their individual graphs in their workbooks.</td>
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<tr>
<td>Model Explicit Examples</td>
<td>Walk the students through the process above modeling each step:</td>
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<tr>
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<td>- Locate passage</td>
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<td>- Practice reading independently 2 times</td>
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FLUENCY—IV. Fluency in Connected Text-Lesson 3: Expansion Strategy—Repeated Reading with Hot Timing and Graphing

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### Instructional Feature | What To Do | Explicit Instruction
--- | --- | ---
Provide Students Opportunities to Practice | While students practice reading the passage independently, the teacher observes to make sure that students are following along with their fingers and reading silently. As the students complete the timing, the teacher observes to ensure students are reading fluently, partners are measuring time accurately, and performance data is graphed correctly. Teacher provides individual assistance as required. |  |
Feedback |  |  |
Independent Reading | For teachers… While observing, ensure that students do not skip words or lines and that words are pronounced correctly. Provide feedback on student errors. | Independent Reading If students make errors on individual words, point to the word and say, “This word is ______. What is the word?” If students miss a sentence or whole line, redirect students back to the appropriate spot and say, “Read that again from here.” |
Final Timing | Teachers and Partners… Do not correct student errors during the final timing. After the final timing, focus students’ attention on any errors and provide feedback. | Final Timing If students make errors on individual words, after the timing concludes, point to the word and say, “This word is ______. What is the word?” |

### How To Evaluate Learning
- Student performance is graphed. Analyze trends and patterns of performance across daily data. Did student performance improve between the first and the second timing?
- How many words could the students read in one minute?
- Did the student meet the fluency goal during the timing? If yes, has this occurred over multiple passages? Does the student require more difficult reading material?
- Were there any consistent error patterns? Was the reading material too difficult? Has this been a pattern across passages? Does the student require easier reading materials?
References:

SAMPLE PRE-COUNTED PASSAGE

The Dog and the Log

It was a warm summer day. The sun was hot on the dog. So the dog went to the lake for a swim. The dog went to the side of the lake. He looked at the lake. He saw a big log on the lake. He said, “I will get that log.” The dog swam to the log. The log was big. The dog said, “That log is too big. I can not get the log. I will get on the log.” So the dog got on the log.
### Student Graph: First and Final Timings

| Passage Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|
| First Timings  | 120| 115| 110| 105| 100| 95 | 90 | 85 | 80 | 75  | 70 | 65 | 60 | 55 | 50 | 45 | 40 | 35 | 30 | 25 | 20  |
| Final Timings  | 120| 115| 110| 105| 100| 95 | 90 | 85 | 80 | 75  | 70 | 65 | 60 | 55 | 50 | 45 | 40 | 35 | 30 | 25 | 20  |

**FLUENCY—IV. Fluency in Connected Text-Lesson 3: Expansion Strategy—Repeated Reading with Hot Timing and Graphing**

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References


University of Texas Center for Reading and Language Arts. (2002). Reading strategies and activities: A resource book for students at risk for reading difficulties, including dyslexia. Austin, TX: Author.