FLUENCY
Strategy Set Outline

I.) Letter Sounds

Lesson 1: Initial Instructional Strategy—*Identifying Letter Sounds*
Lesson 2: Review Strategy—*Increasing Accuracy and Rate*
Lesson 3: Expansion Strategy—*Introducing New Letter Sounds*

II.) Regular Word Reading

Lesson 1: Initial Instructional Strategy—*Identifying Regular Words*
Lesson 2: Review Strategy—*Increasing Accuracy and Rate*
Lesson 3: Expansion Strategy—*Rapid Word Identification*

III.) Irregular Word Reading

Lesson 1: Initial Instructional Strategy—*Identifying Irregular Words*
Lesson 2: Review Strategy—*Increasing Accuracy and Rate*
Lesson 3: Expansion Strategy—*Rapid Word Identification*

IV.) Fluency in Connected Text

Lesson 1: Initial Instructional Strategy—*Partner Reading with Graphing*
Lesson 2: Review Strategy—*Repeated Reading (Tape Assisted) with Graphing*
Lesson 3: Expansion Strategy—*Repeated Reading with Hot Timing and Graphing*

FLUENCY

I. Letter Sounds -Lesson 1:

Initial Instructional Strategy—Identifying Letter Sounds

Introduction

In this three-lesson strategy set, a procedure for teaching students to fluently read letter sounds is introduced. The first lesson involves establishing achievable letter-sound fluency goals for students, and providing them structured practice with teacher guidance to meet these goals. The second lesson provides continued letter-sound fluency practice working with peers, using a game format and increasing fluency goals. The final lesson assesses students' progress toward the fluency goals established in the first lesson and introduces a new sound.

Lesson Objective

Increase student accuracy and rate in identifying letter sounds.

Corresponding TEKS Objectives

K.7 & 1.7: The student uses letter-sound knowledge to decode written language.

K.7.C & 1.7.C: The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy is designed to increase students' accuracy and rate in identifying letter sounds. Accuracy and fluency in letter sound recognition are important precursors to blending, word reading, and passage reading.
- The strategy may be used with students in kindergarten and first grade.
- This fluency-building strategy can be used after students are able to identify accurately some or all letter sounds. Expected student response time may vary depending on the number of letter sounds presented, student familiarity with the letter-sounds, and variation in ability in the instructional group.
- In this activity, the teacher presents letter-sound cards to the students in random order. Students identify as many letter sounds as possible in one minute.

Necessary Preskills

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

- Accurately identify the following letter sounds: **/a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.**

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach letter sounds include:

- Select letter sounds students are able to identify accurately.
- Separate highly similar examples: auditory (b, d) and visual (v, w).
- Begin fluency instruction with lower case letters and move to upper case letters as students demonstrate fluency.
- Include multiple examples of each letter sound in the practice set.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency, decreasing the amount of time per response. Students should be able to respond to each letter sound within one second.

Materials and Examples

- One stopwatch or one-minute timer.
- Letter-sound cards (see samples below – not actual size). Provide a minimum of three copies of each of the letter sounds below.

a	m	t	s	i	f	d	r	o	g

- Sample letter-sound cards (see attached blackline master).

Instructional Sequence

Instructional Feature	What To Do	What To Say
Planning	Lesson Preparation • Set a goal for the lesson based on students' abilities. The goal for this lesson is 30 correct letter sounds per minute. • For the purpose of this lesson, the letter sounds will include: /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/. • /f/ is the new letter sound in this lesson. • Three cards with each letter sound are included in the set, for a total of 30 letter-sound cards.	

Continued on next page

Instructional Feature	What To Do	What To Say
Introduction	Lesson Procedure Complete a one-minute small-group practice: • Model the letter sounds once. • Have students practice naming the letter sounds in one minute.	
		"We are going to play a game called the One-Minute Dash. In this game we practice saying the letter sounds as fast as we can. Saying the letter sounds as quickly as we can will help us learn to read words. What will saying the letter sounds quickly help us to do?" *Learn to read words.* **"Yes. The goal for today is to read 30 or more letter sounds correctly in one minute. Let's see if we can do it."** **"First let's practice."**
Model Explicit Examples **f** **a**	Position the cards so that all students can see. Show one card at a time modeling each letter sound once. /f/ is the new sound introduced for fluency building. This sound and any previous error sounds would be previewed multiple times during the teacher model.	**"This sound is our new sound /fff/, what is the sound? /fff/. Yes /fff/."** **"This sound is /aaa/, what is the sound? /aaa/. Yes /aaa/."** Repeat wording for remaining examples.
Provide Students Opportunities to Practice **a** **m**	Present all of the cards to the students without a model. Present letter sound cards for the remaining examples.	**"What is the sound? /aaa/."** **"What is the sound? /mmm/."** *Repeat wording for remaining examples.*

Continued on next page

Instructional Feature	What To Do	What To Say
Assess Understanding **a** **m**	Present each card to the students for one minute. Continue to present the cards multiple times, until one minute is up. Present the first letter-sound card. Start the stopwatch and prompt students, **"What is the sound?"** For the remaining examples, present the letter-sound cards Provide rapid feedback on student errors. Continue presenting letters for one minute. Correctly identified letter sounds are placed in one stack. Errors are placed in a second stack. At the end of one minute, tally the number of correctly identified letter sounds.	**"What is the sound? /a/"** **"What is the sound? /mmm/"** *Repeat wording for remaining examples.* *Feedback:* **"This sound is _____. What is the sound? _____"**
Provide Feedback	Review students' errors.	*Feedback:* **"This letter sound is _____. What is the sound?"** *Students respond.* **"Yes _____."** **"Let's try that one again."** Repeat presentation of the letter sound immediately and interspersed in subsequent examples.
Review	Repeat the previously timed procedure for one additional minute.	

How To Evaluate Learning

Evaluate student performance in terms of accuracy and rate.

- How many letter sounds were identified correctly in one minute?
- Did students meet the goals specified at the beginning of the instructional session?
- Were there any letter sounds that the students experienced difficulty identifying? If yes, do the students require additional accuracy practice prior to fluency building? Do the students require additional response time to identify the letter sound?
- Will any specific letter sounds require more instructional time than was scheduled in this lesson? If yes, how could this be scheduled?

Instructional Strategy modified from:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Blackline Master: LETTER-SOUND CARDS

Duplicate using cardstock. Cut along the solid black lines. Select the letter sounds that are the focus of instruction. Prepare several copies of each letter.

a	b
c	d
e	f

g	h
i	j
k	l

m	n
o	p
q	r

s	t
u	v
w	x

y	z

FLUENCY

I. Letter Sounds -Lesson 2:

Review Strategy—Increasing Accuracy and Rate

Lesson Objective

Increase student accuracy and rate in identifying letter sounds.

Corresponding TEKS Objectives

K.7 & 1.7: The student uses letter-sound knowledge to decode written language.

K.7.C & 1.7.C: The student is expected to learn and apply letter sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This lesson is designed to increase students' accuracy and rate in identifying letter sounds. The lesson builds on the introductory lesson by providing additional practice in rapid letter identification.
- The strategies used in this lesson may be used with students in kindergarten and first grade. Both strategies can be used after students are able to accurately identify letter sounds and have had some fluency building practice with the sounds in previous lessons.
- The first activity, "Snap," provides a review of letter sounds covered in the previous lesson. The second activity is designed to increase student rate of letter-sound identification by increasing the fluency goals based on students' performance in the previous lesson.

Necessary Preskills

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

- Accurately identify the letter sounds: **/a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.**
- Achieve the fluency goals from the previous lesson (accurately identifying 30 letter sounds per minute).

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach letter sounds include:

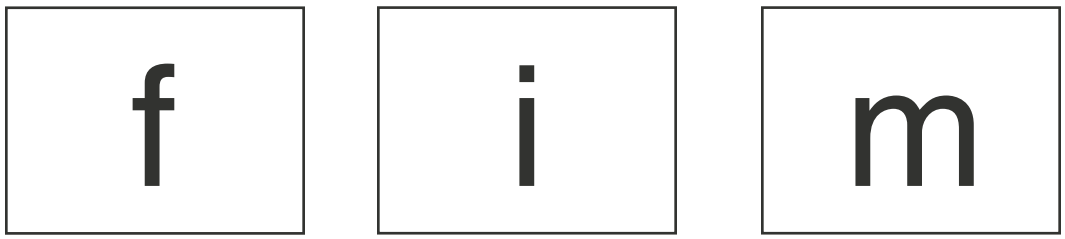
- Reviewing letter sounds that were incorrectly identified during the previous lesson.
- Include multiple examples of each letter sound in the practice set.
- Progress from accuracy to fluency by decreasing the amount of time between responses. Students should be expected to respond to each letter sound within one second.
- Provide two-three short practice opportunities per day—outside of the lesson.

Materials and Examples

Snap:

One set of "Snap" game cards per student (see sample cards below – approximate size). Select letter sounds that are the focus of instruction. Include three to four copies of the targeted snap sound (/f/) in each student's set of cards. Select the "Snap" sound card based on students' error patterns and the recently introduced letter sounds. Each student needs a minimum of 20 cards per player.

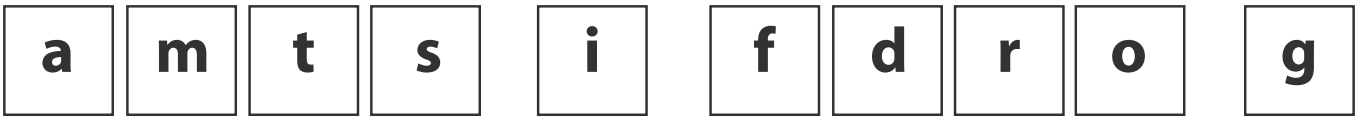
Sample "Snap" Cards (see attached blackline master).



One Minute Dash:

- Stopwatch or one-minute timer
- One set of letter-sound cards that are the focus of instruction (see samples below – not actual size).
- Provide four copies of each of the letter sounds.

Sample Letter Sound Cards:



Instructional Sequence

Instructional Feature	What To Do	What To Say
Planning	The letter sounds to be reviewed include: /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/. Multiple cards for each letter sound are included in the sets for both "Snap" and the "One-Minute Dash." The Snap card will be /f/ because it is the most recently introduced sound.	

Continued on next page

Instructional Feature	What To Do	What To Say
Part 1: Snap		
Introduction		**"Today we will review the letter sounds we have been learning. The letter sounds are: /aaa/, /mmm/, /t/, /sss/, /iii/, /d/, /rrr/, /o/, /g/, and /fff/."** **"We are going to practice saying the letter sounds as fast as we can, playing two games: Snap and the One-Minute Dash."** **"Who can remember why it was important to say the letter sounds as fast as you can?"** *To help us to read words.* **"Yes, that's right, to help you read words."** Review letter sounds from previous lessons.
Review **f** **a**	Position cards so that all students can see. Flip through the stack of cards, saying **"What's the sound?"** Most recent sound.	**"What sound does this letter make? /fff/. Yes /fff/."** **"What is this sound? /aaa/. Yes /aaa/."** Repeat wording for remaining examples.
Model Explicit Examples	Pick up the "Snap" cards and divide them into two stacks.	**"Now we are going to play a game called Snap. In this game you will work with a partner to practice saying the sounds of the letters as quickly as you can."** Assign partners. **"This is what you will do."** **"Find a place to sit with your partner. Sit and face each other."** **"I will give each of you a stack of cards with all of the letter sounds we know."**

Continued on next page

Instructional Feature	What To Do	What To Say
	Demonstrate	Hold the letter sounds face down in your hand. **"When I say 'begin' you will turn over a card, say the sound of the letter quickly, and place the card face up on the card stack. Keep doing this with all of the cards in your stack."**
	Hold up the /f/ Snap card so all students are able to see.	**"Move through your stack of cards until you find the Snap card. Today's Snap card will be the /fff/ sound."** **"When you see and hear the /fff/ sound, try to be the first to 'snap' the stack of cards by patting down on the cards in the center with your hand. The first person to 'snap' the cards will read the /fff/ sound again, and if he/she reads the sound correctly he/she can collect the stack of cards."**
	Demonstrate	Keep playing until one person has most or all of the cards.
Provide Student Opportunities to Practice	Direct students into their partner groupings. Students commence the game. Circulate between groups ensuring students are naming the letter sounds correctly.	**"Your turn."**
Provide Feedback		*Feedback:* **"Listen. This letter sound is _____. What is the sound?"** *Students respond.* **"Yes _____."** **"Let's try that one again."**

Continued on next page

Instructional Feature	What To Do	What To Say
Part 2: One-Minute Dash		
Planning	Lesson Preparation The goal for this lesson is for students to correctly identify 35 letter sounds per minute. This goal was established based on student performance during the previous lesson. The students successfully met the goal of identifying 30 letters sounds in a minute, so the teacher increases the number of responses required in one minute. For the purpose of this lesson the letter sounds will include: /a/, /m/, /t/, /s/, /i/, /f/, /d/, /r/, /o/, /g/. Four cards for each letter sound are included in the set, totaling 40 letter-sound cards.	
Assess Understanding	Lesson Procedure Students complete sound practice prior to and during the "Snap" activity. Commence instruction with the one-minute timing. Hold letter-sound cards in a position where all students can see. Present the cards to the students in random order for one minute. Present the first letter sound card. Start the stopwatch and prompt students, **"What is the sound?"** Present letter-sound cards for the remaining examples.	**"Now we will play the One-Minute Dash. In this game we practice saying the letter sounds as fast as we can for one minute."** **"What is the sound? /aaa/."** **"What is the sound? /fff/."** Repeat wording for remaining examples.
Provide Feedback	Provide quick corrective feedback on errors. Continue presenting letters for one minute. Letter sounds identified correctly are placed in one stack. Errors are placed in a second stack. At the end of one minute, tally the number of letter sounds identified correctly. Review student errors. Repeat the previously timed procedure for one additional minute.	*Feedback:* **"This sound is _____. What is the sound? _____".** *Feedback:* **"This letter sound is _____. What is the sound?"** *Students respond.* **"Yes, _____."** **"Let's try that one again."** Repeat presentation of the letter sound immediately and interspersed in subsequent examples.

How To Evaluate Learning

Evaluate student performance in terms of rate and accuracy.

- Did students correctly identify 35 letter sounds in one minute?
- Which letter sounds require additional review? How will this be scheduled?
- Were there any letter sounds that the students were highly accurate in identifying? If yes, what other letter sounds could be introduced for additional fluency building in the next lesson?
- Were there any letter sounds that the students experienced difficulty in identifying? If yes, do the students require additional accuracy practice prior to fluency building instruction? Should this sound be removed from the fluency building lessons or do the students require additional response time to identify this letter sound?

Instructional Strategy modified from:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

Blackline Master: SNAP CARDS

Duplicate two copies of these pages onto cardstock for each student. Students cut out the letter sounds along the solid black lines. Select the letter sounds that are the focus of instruction. Include three to four copies of the targeted "snap" sound.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	x
y	z	

FLUENCY

I. Letter Sounds -Lesson 3:

Expansion Strategy—Introducing New Letter Sounds

Lesson Objective

Increase student accuracy and rate in identifying letter sounds.

Corresponding TEKS Objectives

K.7 & 1.7: The student uses letter-sound knowledge to decode written language.

K.7.C & 1.7.C: The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This lesson is designed to increase students' accuracy and rate in identifying letter sounds. This lesson builds on previous lessons by providing additional practice in rapid letter identification, adjusting instructional goals based on student performance, and introducing a new letter sound for fluency building.
- Strategies used in this lesson may be used with students in kindergarten and first grade.
- The strategies can be used after students are able to accurately identify letter sounds and have had some fluency-building practice with the sounds in previous lessons.
- This activity is designed to gradually increase the rate of letter-sound identification by increasing the instructional goal based on students' performance in the previous lesson.

Necessary Preskills

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

- Accurately identify the letter sounds: **/m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/.**

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach letter sounds include:

- The letter sound /a/ was the first letter introduced for fluency building. After two weeks of practice (with no errors over the previous four lessons) /a/ has been removed from the letter-sound fluency instruction and replaced with /l/, the next sound to be covered in the instructional sequence designed by the teacher (see below). This letter sound will be incorporated into daily fluency instruction over approximately two weeks.
- Review any errors during the previous lesson.
- The instructional goal is increased to 40 letter sounds per minute in this activity.

General:

- Instruction is sequenced as follows: **/a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/, /h/, /u/.**
- Separate examples that are highly auditorially and visually similar.
- Begin fluency instruction with lower-case letters and move to upper-case letters as students demonstrate fluency.
- Include multiple examples of each letter sound in the practice set.
- Provide two to three short practice opportunities per day.
- Reduce the response time as fluency increases.

Materials and Examples

- One enlarged Beat the Clock activity sheet for the teacher model.
- One one-minute timer per group.
- One Beat the Clock activity sheet per student (see sample on the following page).
- Letter sound cards: **/m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/** (remove /a/ from previous lesson and add /l/).

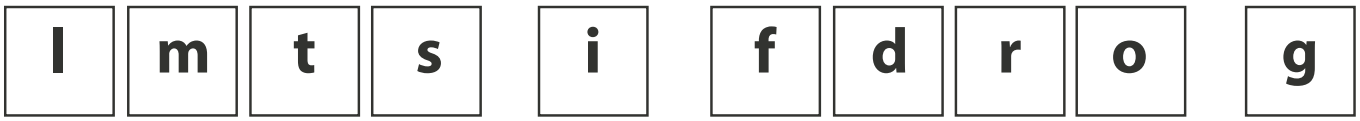
Sample "Beat-the-Clock" Activity Sheet: Beat-the-Clock

Letter sounds: /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/
Goal: 40 letter sounds per minute

m
t
s
i
d
r
o
g
f
l
r
s
m
g
d
i
t
f
i
d
s
l
s
r
i
l
t
o
d
f
9
r
g
m
f
o
o
t
l

Total Sounds per minute: _____

Sample Letter Sound Cards:



Pair students using the following strategy:

1. Rank students according to letter-sound fluency performance.
2. Split the list in half (down the middle).
3. Pair the top-ranked student in the higher-performing half with the top-ranked student in the lower-per forming half. Do the same for the two students who are second in each half. Continue this process until all students have partners.

Instructional Sequence

Instructional Feature	What To Do	What To Say
Introduction		**"Today we will play a game called Beat-the-Clock. To play this game you will work with a partner to say as many letter sounds as you can before the time is up."** **"First we will review the sounds to help get ready to play the game."**
Model Explicit Example l f	Position cards so that all students can see. Flip through the pile of cards modeling the letter sounds. As /l/ is the new letter sound, preview /l/ several times.	**"Today I have added the new sound /llll/."** **"This is our new sound /lll/. What is the sound? /lll/. Yes /lll/."** **"This sound is /fff/. What is the sound? /fff/. Yes /fff/."** Repeat wording for remaining examples.

Continued on next page

Instructional Feature	What To Do	What To Say
Provide Students Opportunities to Practice/Assess Understanding **l** **m**	Present all of the cards to the students. Provide quick corrective feedback on errors. Present remaining letter-sound cards.	 **"Your turn. What is the sound?"** */lll/***.** **"What is the sound?"** */mmm/***.** Repeat wording for remaining examples.
Provide Feedback		*Feedback:* **"This sound is /_____/. What is the sound?" /_____/**
Model Explicit Example	Display Beat the Clock activity so all students can see. See directions for allocating partners under Materials and Examples Hold up game sheet and timer for students to see. Model reading through the letter sounds.	**"Now we're ready to play Beat-the-Clock. Listen carefully, while I explain the rules."** **"In this game you will work with a partner to practice saying the letter sounds on the game sheet as quickly as you can."** Assign partners. **"First, find a place to sit with your partner."** **"I will give each of you a Beat the Clock game sheet and a timer. One person times the other person, who will be racing the clock. Then you will switch roles."** **"Practice reading through the letter sounds one time without the timer. Ask your partner for help with any sounds you don't remember."** **"When you are ready, start the timer and begin. The clock racer will start reading the letter sounds across the page. If you reach the bottom of the page, before the time is up, go back to the top of the page and start again."** **"Point to each letter sound as you read."** **"Watch while I demonstrate."**

Continued on next page

Instructional Feature	What To Do	What To Say
	Model Process Model the whole process from beginning to end including feedback. Pair students and distribute materials. Students begin playing the game.	**"If you make a mistake reading a letter sound, your partner will tell you the correct letter sound, then move on. Remember the timer is still on. Timers will record mistakes on the game sheet in pencil."** **"Watch while I demonstrate the whole activity."**
Assess Understanding	Circulate between groups ensuring students are completing the activity correctly.	
Provide Feedback	Partner feedback: Student tells partner the letter sound.	

How To Evaluate Learning

Examine student performance data on the Beat-the-Clock activity sheet. Consider the following:

- Could students identify all of the letter sounds correctly?
- Could students accurately identify the letter sounds in the given time? If yes, consider reducing the response time. If no, is additional time or practice required?
- How many errors were made?
- Were there any repeated errors or patterns to students' errors?

Instructional Strategy modified from:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

Name: _____

Beat-the-Clock

Letter sounds: /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/
Goal: 40 letter sounds per minute

m	t	s	i
d	r	o	g
f	l	r	s
m	g	d	i
t	f	i	d
s	l	s	r
i	l	t	o
d	f	m	g
r	g	m	f
o	o	t	l

Total Sounds per minute: _____

FLUENCY

II. Regular Word Reading-Lesson 1:
Initial Instructional Strategy—Identifying Regular Words

Introduction
In this three-lesson strategy set, procedures for building regular word-reading fluency skills through instructional games and timed practice are introduced. Students are instructed to work with partners and with the teacher.

Lesson Objective
Increase student accuracy in identifying regular words.

Corresponding TEKS Objectives:
1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Rationale and Purpose
- This strategy is designed to increase students' accuracy in identifying regular words. Accuracy in regular word reading is an important precursor to reading texts.
- This strategy may be used with students in late kindergarten, first and second grades, or with older students who are still developing word-reading accuracy. This strategy can be used after students are able to identify some or all letter sounds and after students are able to accurately blend letter sounds.
- In this activity, students read randomly ordered word cards with a partner.

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

- Blend together the most common sound/ spelling patterns learned to date.
- Accurately and fluently identify the letter-sound correspondences: **/a/, /c/, /d/, /h/, /i/, /n/, /o/, /s/, /t/, /th/.**
- Work with a partner.

Instructional Design Criteria

To optimize success, the instructional examples and this sequence of instruction to teach word reading fluency include:

- Select words with letter sounds that students are able to accurately and fluently identify.
- Separate highly similar examples: p/b; e/i; m/n
- Include several examples of words with the same letter sounds and combinations in the practice set.
- Select words students will read in connected text.
- Begin instruction with words students will encounter frequently.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.
- Introduce approximately five new words per week, but no more than seven, depending on the students' levels of proficiency.
- When teaching regular word-reading fluency, previously taught irregular words may be included in the word lists.

Materials and Examples

- Each pair of students will need three copies of each double-sided regular word card. (The same words appear on each side of the card).
- The teacher will also need copies of regular word cards separated into new words and review words.

Sample regular word cards:

and	can	in	that	it	on	at	this	had	not

Instructional Sequence

Instructional Feature	What To Do	What To Say
Planning	Determine the goal or the number of words students will read correctly. The goal for this lesson is to read 30 word cards correctly and as quickly as possible. Three double-sided cards with each of the ten words are included in the set for a total of 30 word cards.	

Continued on next page

Instructional Feature	What To Do	What To Say
Introduction and Word Preview through Explicit Examples	Complete a small group practice by modeling the word pronunciations once. Students practice reading the word cards following the teacher model. Position the cards so that all students can see. Flip through the stack of cards modeling the pronunciation of each word once. New words and any previous error words would be previewed multiple times during the teacher model. **it** **on** **at** **this** **not**	**"We are going to play a game called Word Speed. In this game we practice reading words as fast as we can. Reading words quickly helps us read stories."** **"The goal for today is to read 30 words quickly and correctly. Let's see if we can do it. First, let's practice."** **"These are words you will need to know to be able to read your stories. This is our new word *it*, what is the word? *it*. Yes, *it*. Watch me sound out the word /i/ /t/. Now, I'll read the word *it*. You read the word, *it*."** **"This is our new word *on*, what is the word? *on*. Yes, *on*. Watch me sound out the word /o/ /n/. Now, I'll read the word *on*. You read the word, *on*."** Repeat wording for remaining examples.
Provide Students Opportunities to Practice (in a game format)	Present all of the word cards, new and review, to the students without a model to provide practice. Expect choral responses. Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.	**"Now we'll read all the words again. Let's make a stack for the words read correctly. What's the word?"** *can* **"What's the word?"** *it* Repeat wording for remaining examples.
Feedback	Present immediate feedback on student errors. Review errors once the complete stack of cards is read.	**"This word is _____. What is this word?"** _____. **"Listen. This word is _____. What is the word?"** *Students respond.* **"Yes, _____. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.

Continued on next page

Instructional Feature	What To Do	What To Say
Assess Understanding through Independent Practice	Assign students a partner and provide each pair a set of word cards. One student reads the word cards, while the partner holds and flips the cards and checks for correct responses. **and** **not** The student should: • Present the whole stack of cards. • Place correct words in one stack and errors in a second stack. • Tally the number of words identified correctly. • Switch roles with partner. Teachers monitor partner interactions, providing assistance if necessary.	**"What is the word?"** *and* **"What is the word?"** *not* Repeat wording for remaining examples.
Feedback	Partners present rapid feedback to the reader. Teachers monitor feedback, providing assistance if necessary.	**"This word is _____. What is the word?"** _____.

How To Evaluate Learning

- Evaluate student performance in terms of accuracy. How many words were correctly identified?
- Did students meet the goal specified at the beginning of the instructional session?
- Were there any words that students experienced difficulty identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

References

Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: For kindergarten through eighth grade*. Novato, CA: Arena Press.

FLUENCY

II. Regular Word Reading-Lesson 2:

Review Strategy—Increasing Accuracy and Rate

Lesson Objective

Increase student rate and accuracy in identifying regular words.

Corresponding TEKS Objectives:

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Rationale and Purpose

- This strategy is designed to increase students' accuracy in identifying regular words. This lesson builds on an introductory accuracy lesson by providing additional practice in word identification and emphasizing the speed with which the words are read.
- This strategy may be used with students in late kindergarten, first and second grades, or with older students who are still developing word reading accuracy.
- This fluency-building strategy can be used after students have had word-reading practice from previous lessons.
- In this activity, students read randomly presented word cards with a partner. Students rapidly identify as many words as possible during a one-minute timing.

Necessary Preskills

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

- Blend together the most common sound/ spelling patterns learned to date.
- Accurately and fluently identify the letter-sound correspondences: **/a/, /c/, /d/, /h/, /i/, /n/, /o/, /s/, /t/, /th/.**
- Work with a partner.
- Achieve the fluency goal from the previous lesson (accurately identifying 30 regular words).
- Operate a timer.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach word reading fluency include:

- Review any errors identified during the previous lesson.
- Separate examples that are auditorily and visually similar.
- Include several examples of words with the same letter sounds and combinations in the practice set.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.

Materials and Examples

- Teacher copies of regular word cards.
- Student copies of regular word cards.
- Stopwatch or one-minute timer.

Sample regular word cards:

and	can	in	that	it	on	at	this	had	not

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Determine the number of words students will read correctly. The goal for this lesson is to read 30 previously practiced word cards in less than one minute. Include three double-sided cards with each of the 10 words in the set to total 30 word cards.	
Introduction	Complete a small group review by modeling the word pronunciations once. Students will practice reading the word cards following the teacher model.	**"We are going to play timed Speed Word Reading with partners. In this game we practice reading words with our partners in less than one minute. I will review the words with you."** **"The goal for today is to correctly read all 30 words in less than one minute."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model Explicit Examples and Provide Students Opportunities for Review and Practice	Position the cards so that all students can see. Flip through the stack of cards, modeling the pronunciation of each word once. Any previous error words would be previewed multiple times during the teacher model. **and** **can** **in** **that** **it** **on** **at** **this** **had** **not** Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.	**"This word is *can*. What's the word?"** *can* **"This word is *it*. What's the word?"** *it* Repeat wording for remaining examples. **"Now we will read the words fast. What's this word?"** *and* Repeat wording for remaining examples.
Feedback	Provide rapid feedback on student errors.	**"This word is _____. What's the word?"** _____
Review	Review student errors	**"Listen. This word is _____. What is this word?"** *Students respond.* **"Yes, _____. Let's try that one again."** Immediately repeat presentation of the word and intersperse in subsequent examples.
Assess Understanding through Independent Practice	Assign students to a partner and provide each pair a set of word cards. One student reads the word cards, while the partner flips the cards and checks for correct responses. One student in the pair presents the first word card. The teacher or student starts the stopwatch and prompts his or her partner. **and** **not** Student presents the cards for the full minute. Correct words are placed in one stack and errors are placed in a second stack. The student tallies the number of words correctly identified by the reader at the end of the minute. The teacher monitors the partner interactions and provides assistance.	**"This time you will read the words with a partner. Your partner will time you while you read. What is this word?"** *and* **"What is this word?"** *not* Repeat wording for remaining examples.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review	Following the one-minute timing, the partner reviews the incorrectly read words with the reader. The teacher monitors review, providing assistance if necessary. Students switch tasks.	**"Listen. This word is _____. What is this word?"** *Partner responds.* **"Yes, _____. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.

How To Evaluate Learning

- Evaluate student performance in terms of rate and accuracy. How many words were correctly identified in one minute?
- Did students meet the specified goal?
- Were there any words that students experienced difficulty identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

FLUENCY

II. Regular Word Reading-Lesson 3:
Expansion Strategy—Rapid Word Identification

Lesson Objective
Increase student rate and accuracy in identifying regular words.

Corresponding TEKS Objectives:
1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Rationale and Purpose
- This strategy is designed to increase students' rate and accuracy in identifying regular words. This lesson builds on previous lessons by providing additional practice in rapid word identification.
- This strategy may be used with students in kindergarten, first and second grades.
- This fluency-building strategy would be used after students have had some practice with these words in previous lessons.
- In this activity, students chorally read word cards randomly presented by the teacher. Students rapidly identify as many words as possible in one minute.

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

- Blend together the most common sound/ spelling patterns learned to date.
- Accurately and fluently identify the letter-sound correspondences: **/a/, /c/, /d/, /h/, /i/, /n/, /o/, /s/, /t/, /th/.**
- Work with a partner.
- Achieve the fluency goal from the previous lesson (accurately identifying 30 regular words).
- Operate a timer.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach word reading fluency include:

- Review any errors identified during the previous lesson.
- Separate examples that are aurally and visually similar.
- Include several examples of words with the same letter sounds and combinations in the practice set.
- For the purposes of review, include words in the practice set that students have previously mastered.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.

Materials and Examples

Teacher copies of each double-sided regular word card and a stopwatch or one-minute timer.

Sample regular word cards:

and	can	in	that	it	on	at	this	had	not

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Determine the number of words students will correctly read. The goal for this lesson is to read 40 previously practiced word cards correctly in less than one minute. Include four double-sided cards with each word in the set to total 40 word cards.	
Introduction	Complete a small-group review by modeling the word pronunciations once. Students practice reading the word cards following the teacher model.	**"You are going to play timed Rapid Word Reading with me. In this game we practice reading words in less than one minute. First, I will review the words with you."** **"The goal for today is to correctly read all 30 words in less than one minute."**

Continued on next page

Instructional Feature	What To Do	What To Say
Model Explicit Examples and Provide Students Opportunities for Review and Practice	Position the cards so that all students can see. Flip through the stack of cards modeling the pronunciation of each word once. Any previous error words would be previewed multiple times during the teacher model. **and** **can** **in** **that** **it** **on** **at** **this** **had** **not** Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.	**"This word is *can*. What's the word?"** *can* **"This word is *it*. What's the word?"** *it* Repeat wording for remaining examples.
Feedback	Provide rapid feedback on student errors.	**"This word is _____. What is this word?"** _____.
Review	Review student errors	**"Listen. This word is _____. What is this word?"** *Students respond.* **"Yes, _____. Let's try that one again."** Immediately repeat presentation of the word and intersperse in subsequent examples.
Assess Understanding	Present each card to students over the course of one minute. Continue to present the cards multiple times until one minute is complete. Present the first regular word card. Start the stopwatch and prompt students. **and** **can** Present regular word cards for the remaining examples. Correct word cards are placed in one stack. Errors are placed in a second stack. At the end of one minute, tally the number of word cards correctly identified.	**"What's the word?"** *and* **"What's the word?"** *can* Repeat wording for remaining examples.
Review	Review student errors made during timed reading	**"Listen. This word is _____. What's the word?"** *Students respond.* **"Yes, _____. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.

How To Evaluate Learning

- Evaluate student performance in terms of rate and accuracy. How many correct words were identified in one minute?
- Did students meet the specified goal?
- Were there any words that students experienced difficulty in identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

FLUENCY

III. Irregular Word Reading-Lesson 1:
Initial Instructional Strategy—Identifying Irregular Words

Introduction
In this three-lesson strategy set, a variety of procedures for teaching irregular word fluency and accuracy skills are introduced. Students will practice with taped word lists, engage in irregular word games, read irregular words under timed conditions, and graph their progress.

Lesson Objective
Increase student rate and accuracy in identifying irregular words.

Corresponding TEKS Objectives
1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

1.8.E & 2.5.C: Recognize high frequency irregular words such as said, was, where and is (1-3).

Rationale and Purpose
- This strategy is designed to increase students' fluency and accuracy in identifying irregular words. Fluency and accuracy with irregular word reading is an important precursor to passage reading.
- This strategy may be used with students in late kindergarten, first and second grades.
- This strategy can be used after students are able to accurately identify and blend letter sounds.
- In this activity, students are provided with a taped preview of irregular words in a word recognition grid.
- Students track and silently rehearse the irregular words on the student copy of the grid while they listen to the taped preview.

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

- Accurately read irregular words that are the focus of instruction.
- Use a strategy for irregular word reading.
- Blend together the most common sound/ spelling patterns learned to date.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach irregular word reading fluency include:

- Select words with letter sounds that students are able to fluently and accurately identify.
- Separate examples that are aurally and visually similar.
- Select high frequency words necessary for students to read connected text.
- Begin instruction with the most frequently occurring words.
- Begin with words that have the fewest number of uncommon sounds.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.
- Introduce approximately five new words per week, but no more than seven, depending on the students' levels of proficiency.

Materials and Examples

Each student will need:

- Tape recording of the irregular words presented in the word-recognition grid.
- Tape player.
- Head phones.
- Student copies of the word recognition grid (see appendix for blackline master).
- Sample irregular-word recognition grid (see example on the next page).

Sample irregular-word recognition grid:

the
of
to
you
was

to
the
was
of
you

of
was
you
to
the

you
to
the
was
of

was
you
of
the
to

Instructional Sequence		
Instructional Feature	**What To Do**	**What To Say**
Planning	Determine irregular words for instruction. Construct a 5x5 grid of these words and provide a tape recording of the words as they appear on the grid. Make copies of the grid for students' use.	
Introduction	Conduct a preview of irregular words by having students listen to a tape recording that corresponds to their irregular word grid. Students listen to the tape three times. The first time students will listen and point to the words. The second and third times, the student will practice silently rehearsing the irregular words while listening to the tape.	**"Today you are going to read the words in the word grid going across the page while you listen to the tape. I want you to listen to the tape three times."** **"The first time you will listen and point to the words when they are read. The second and third time you listen, you will point and read the words quietly to yourself."**
Model Explicit Examples	Demonstrate how to use the tape player, head phones, how to point to the words, and how to read quietly.	
Provide Students Opportunities to Practice	While students listen to the tape player, the teacher watches to make sure that students are pointing and pronouncing the words. Teacher provides assistance if needed.	
Feedback	Ensure that students do not skip words or lines and words are pronounced correctly. Present rapid feedback on student errors. Students stop the tape player and go back to the beginning when an error is made.	For skipped words or lines, have students go back to the beginning. For mispronunciations, point to the word and say **"This word is _____. What is this word?"** *Student responds.* Then, have the student go back to the beginning.

How To Evaluate Learning

- Evaluate student performance in terms of accuracy.
- Did students meet the specified goal?
- Were the students able to track the words as they were read? Were there any words that students experienced difficulty in identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

References

Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: For kindergarten through eighth grade*. Novato, CA: Arena Press.

Blackline Master: Irregular Word Grid

the	**of**	**to**	**you**	**was**
to	**the**	**was**	**of**	**you**
of	**was**	**you**	**to**	**the**
you	**to**	**the**	**was**	**of**
was	**you**	**of**	**the**	**to**

FLUENCY

III. Irregular Word Reading-Lesson 2:
Review Strategy—Increasing Accuracy and Rate

Lesson Objective
Increase student rate and accuracy in identifying irregular words.

Corresponding TEKS Objectives
1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

1.8.E & 2.5.C: Recognize high frequency irregular words such as said, was, where and is (1-3).

Rationale and Purpose
- This strategy is designed to increase students' fluency and accuracy in identifying irregular words. This lesson builds on the introductory lesson by providing additional practice in rapid word identification. Students are also able to track their irregular word reading progress.
- This strategy may be used with students in late kindergarten, first, and second grades.
- This strategy can be used after students are able to accurately identify and blend letter sounds, after students are taught a sound-out or spelling strategy for irregular word reading, and after previewing the irregular words.
- In this activity, students race against their partner to read to the end of the irregular word grid.

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

- Use a strategy for irregular word reading.
- Blend together the most common sound/ spelling patterns learned to date.
- Work with a partner.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach irregular word reading fluency include:

- Select review from a prior lesson that students can identify with 95% accuracy.
- Separate examples that are aurally and visually similar.
- Include words necessary for students to read connected text.
- Select the most frequently occurring words.
- Select words that have the fewest number of uncommon sounds (ex: introduce to before through).
- Provide two to three short practice opportunities per day.

Materials and Examples

Each student will need the following materials:

- Student copies of the word recognition grid.
- Irregular word cards.
- One game piece.
- Student progress records (graph).
- Sample irregular-word recognition grid:

the
of
to
you
was

to
the
was
of
you

of
was
you
to
the

you
to
the
was
of

was
you
of
the
to

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Make copies of the grid for students' use. Make separate copies of the grid on tag paper (one copy per student). Cut the tag paper copies along the black lines. These cards will serve as the word cards during the game.	
Introduction	Complete a small group review by modeling the word pronunciations once before students begin the game. Students practice reading the word cards following the teacher model.	**"Today you are going to race against your partner to reach the end of your word grid. The goal for today is to read all 25 words correctly and rapidly. First I will review the words with you."**
Model Explicit Examples and Provide Students Opportunities for Review and Practice	Position the cards so that all students can see. Flip through the stack of cards modeling the pronunciation of each word once. Previous error words would be previewed multiple times during the teacher model. **the** **of** **to** **you** **was** Practice once more, this time without the teacher model. Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.	**"This word is *the*. What is the word?"** *the* **"This word is *of*. What is the word?"** *of* Repeat wording for remaining examples. **"What is this word?"** *the* Repeat wording for remaining examples.
Feedback	Present rapid feedback on student errors.	**"This word is _____. What is the word?"** _____
Review	Review student errors.	**"Listen. This word is _____. What is the word?** *Students respond.* **Yes, _____. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Assess Understanding through Independent Practice	Assign students a partner and provide each pair with two sets of word cards, two irregular word grids, and two game pieces. Students place their game piece at the top left corner of their grid. Students read words across the rows. The goal is to reach the bottom right corner quickly and accurately. Students draw from the stack of word cards until the first word is encountered. After the student reads the word correctly, s/he moves the game piece onto that word. Students separate word cards read correctly from error words. Tally the number of words read correctly. Teacher monitors students during this process and provides feedback.	Explain to and model for students how to play the game.
Feedback	Present rapid feedback on student errors.	**"This word is _____. What is the word?"** _____
Review	At the end of the game, the teacher reviews any error words with the students.	**"Listen. This word is _____. What is the word?"** *Student responds.* **"Yes, _____. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.
Graphing Progress	Teacher assists students in recording the number of words read correctly during the game.	

How To Evaluate Learning

- Evaluate student performance in terms of accuracy.
- How many words were correctly identified?
- Did students meet the specified goal for accuracy?
- Were there any words that students experienced difficulty in identifying?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled? Are students showing progress on their word reading progress graphs?

References

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

FLUENCY

III. Irregular Word Reading-Lesson 3:
Expansion Strategy—Rapid Word Identification

Lesson Objective
Increase student rate and accuracy in identifying irregular words.

Corresponding TEKS Objectives
1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

1.8.E & 2.5.C: Recognize high frequency irregular words such as *said, was, where* and *is* (1-3).

Rationale and Purpose
- This strategy is designed to increase students' fluency and accuracy in identifying irregular words. This lesson builds on previous lessons by providing practice with rapid irregular word identification.
- This strategy may be used with students in late kindergarten, first, and second grades.
- This strategy can be used after students are able to accurately identify and blend letter sounds, after students are taught a sound-out or spelling strategy for irregular word reading, and after previewing the irregular words.
- In this activity, students read irregular words from a word recognition grid, practice through timed recall, and graph their progress.

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

- Accurately read irregular words that are the focus of instruction.
- Use a strategy for irregular word reading.
- Blend together the most common sound/ spelling patterns learned to date.

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach irregular word reading fluency attended to the following criteria:

- Select review words from a prior lesson that students can identify with 95% accuracy.
- Separate highly similar examples: auditory and visual.
- Select words necessary for students to read connected text.
- Provide two to three short duration practice opportunities per day.
- Progress from accuracy to fluency decreasing the amount of time per response.

Materials and Examples

- Teacher flashcards of words found in the word recognition grid.
- Two student copies of the word recognition grid.
- Stopwatch.
- Student progress record (graph).
- Sample irregular-word recognition grid:

the
of
to
you
was

to
the
was
of
you

of
was
you
to
the

you
to
the
was
of

was
you
of
the
to

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Determine the number of words students will correctly read. The goal for this lesson is to correctly read 25 irregular words as quickly as possible.	
Introduction	Complete a review by modeling the spellings and pronunciations for each word. Students practice reading the irregular words following the teacher model.	**"Today you will read the words on my cards and the words from your list as fast as you can. Reading words helps us read stories. What will reading words help us to do?"** *Read stories.* **"The goal for today is to correctly read 25 words in less than a minute. Let's see if we can do it. First, let's practice. Everyone should be looking at my word cards."**
Model Explicit Examples	Position the cards so that all students can see. Flip through the stack of cards modeling the spelling and pronunciation of each word once. New words and any previous error words would be previewed multiple times during the teacher model. **the** **of** **to** **you** **was**	**"This word is *the*. Watch me spell the word, *t-h-e*. That's how we spell the word, but this is how we say the word *the*. What's the word?"** **"This word is *of*. Watch me spell the word, *o-f*. That's how we spell the word, but this is how we say the word *of*. What's the word?"** Repeat wording for remaining examples.
Provide Students Opportunities to Practice	Present all of the word cards to the students without a model to provide practice.	**"What's the word?"** *to* **"What's the word?"** *you* Repeat wording for remaining examples.
Feedback	Present rapid feedback on student errors.	**"This word is _____. What is the word?"** _____.
Review	Review student errors.	**"Listen. This word is _____. What is the word?"** *Students respond.* **"Yes, _____. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Assess Understanding through Independent Practice	Teacher works with individual students to time and record their responses. Teacher says begin, starts the stopwatch and records student responses on a teacher copy of the irregular word grid. When the student completes the grid, stop the timer and record the amount of time. Record the number of words read correctly.	**"Now you will practice reading the words on your word grid. When I say begin, read across the rows until you get to the last word. Ready?"**
Review	Review student errors.	**"Listen. This word is _____. What is the word?"** *Students respond.* **"Yes, _____. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.
Recording Progress	Teachers assist students in recording the number of words read correctly and the amount of time it took to read those words.	

How To Evaluate Learning

- Evaluate student performance in terms of fluency and accuracy. How many words were correctly identified?
- How long did it take the students to identify these words?
- Did students meet the specified goal?
- Were there any words that students experienced difficulty in identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional times than was scheduled in this lesson? If yes, then how will this time be scheduled?
- Are students showing progress on their word reading progress records?

References

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

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.

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

Instructional Feature	What To Do	Explicit Instruction
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.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduction	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: 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.	**"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."**
Model Explicit Examples	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	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide Students Opportunities to Practice	While students practice reading the passage, the teacher observes to make sure that students are modeling the passage reading, providing appropriate feedback, reading the passages the required number of times, and graphing their progress. Teacher provides assistance as needed.	
Feedback	Teacher and partner may provide feedback to the reader. While observing, ensure that students do not skip words or lines and that they pronounce words correctly. Provide feedback.	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 place by pointing and say, **"Read that again from here."**

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:

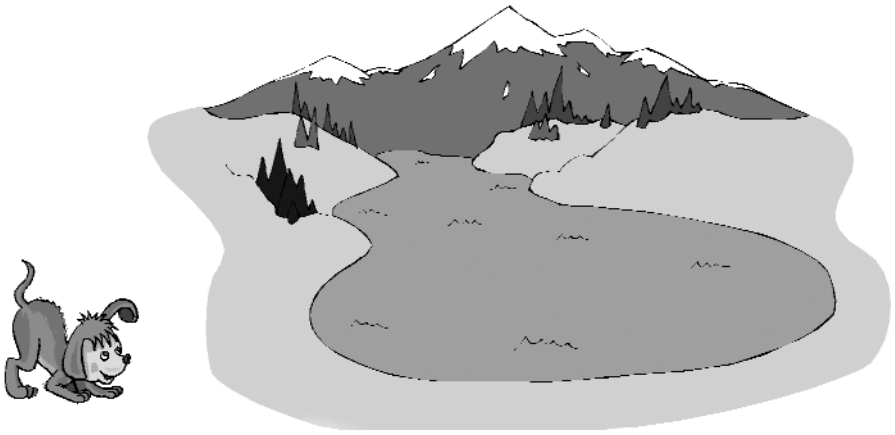
Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). *Strategies to increase reading fluency. Intervention in School and Clinic,* 34(5), 278-283.

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading.* Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading 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	**12**
dog. So the dog went to the lake for a swim. The dog	**25**
went to the side of the lake. He looked at the lake. He	**38**
saw a big log on the lake. He said, "I will get that log."	**52**
The dog swam to the log. The log was big. The dog	**64**
said, "That log is too big. I can not get the log. I will get	**79**
on the log." So the dog got on the log.	**89**



Student Graph: First and Final Timings

120
115
110
105
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

Passage Number

LESSON STEPS CHECKLIST

Lesson Step	Date													
Select a Passage														
Practice Reading 3 Times														
First Timing														
Graph Progress														
Reread the Passage 1 Time														
Taped Readings (3 Times)														
Final Timing														
Graph Progress														

Curriculum-Based Norms in Oral Reading Fluency for Grades 2-5 (Medians) (Hasbrouck & Tindal, 1992)

		Fall		Winter		Spring		
Grade	Percentile	n*	WCPM**	n	WCPM	n	WCPM	SD*** of raw scores
2	75 50 25	4 6 4	82 53 23	5 8 5	106 78 46	4 6 4	124 94 65	39
3	75 50 25	4 6 4	107 79 65	5 8 5	123 93 70	4 6 4	142 114 87	39
4	75 50 25	4 6 4	125 99 72	5 8 5	133 112 89	4 6 4	143 118 92	37
5	75 50 25	4 6 4	126 105 77	5 8 5	143 118 93	4 6 4	151 128 100	35

*n = number of median scores from percentile tables of districts (maximum possible=8).
**WCPM = words correct per minute
***SD = average standard deviation of scores from Fall, Winter, Spring for each grade level.

FLUENCY

IV. Fluency in Connected Text-Lesson 2:
Review Strategy—Repeated Reading (Tape Assisted) with Graphing

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

Instructional Feature	What To Do	Explicit Instruction
Planning	Students will continue to work with the instructional-level passage in their workbooks introduced during the previous lesson. Each instructional-level passage from the students' workbooks is recorded onto an audiotape for three consecutive readings.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
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."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model Explicit Examples	Teacher models the process by: • Selecting a student's workbook and identifying the words that the student missed by examining the notations made by their partner the previous day. • Model rereading any missed words three times. • Demonstrate how to insert cassettes into the tape recorder, how to press start, stop, and rewind. • Demonstrate how to insert the plug on the headphones into the socket if it becomes loose and how to wear and handle the headphones. • Demonstrate how to follow along on the passage, pointing to the words and reading silently.	
Provide Students Opportunities to Practice	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.	
Feedback	**Partner Word Review:** 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. **Audiotaped Reading** If students skip words or lines during reading, stop the audiocassette, rewind back to the beginning of the passage, and restart the cassette. 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.	**Partner Word Review:** If students make errors on individual words, point to the word and say, **"This word is _____.** **What is the word?"** Have the student repeat reading this word until they make three correct consecutive responses.

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?

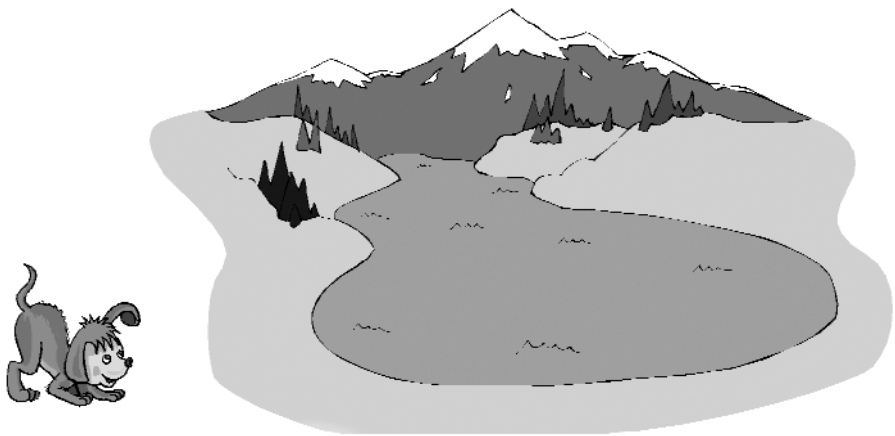
References:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading 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	**12**
dog. So the dog went to the lake for a swim. The dog	**25**
went to the side of the lake. He looked at the lake. He	**38**
saw a big log on the lake. He said, "I will get that log."	**52**
The dog swam to the log. The log was big. The dog	**64**
said, "That log is too big. I can not get the log. I will get	**79**
on the log." So the dog got on the log.	**89**



LESSON STEPS CHECKLIST

	Date													
Lesson Step														
Select a Passage														
Practice Reading 3 Times														
First Timing														
Graph Progress														
Reread the Passage 1 Time														
Taped Readings (3 Times)														
Final Timing														
Graph Progress														

FLUENCY

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

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.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Students will continue to work with the instructional-level passage in their workbooks introduced during the previous two lessons. Student progress toward the fluency goal of 78 wcpm (Winter of Grade 2) will be assessed.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduction	Introduce partner timing and graphing process. Teacher walks students through each of the following steps: • Locate the passage the students have been using in their work books. • The student silently reads the passage independently two times without a model. • Student works with the same partner as in the last two lessons. • Student reads the passage to their partner a third time, as quickly as possible, for one minute. • Partners time the student using a one-minute timer. This time is referred to as the "final timing." • Students work with their partner to record their progress. They graph the results on their individual graphs in their workbooks.	**"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."** **"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.* **"Remember our goal for passage reading was to read 78 words correct per minute. Let's see if you can reach your goal today."** **"Listen as I explain what you will do."**
Model Explicit Examples	Walk the students through the process above modeling each step: • Locate passage • Practice reading independently 2 times • Locate partner • Final timing • Graphing progress	

Continued on next page

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. **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.	**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** 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:

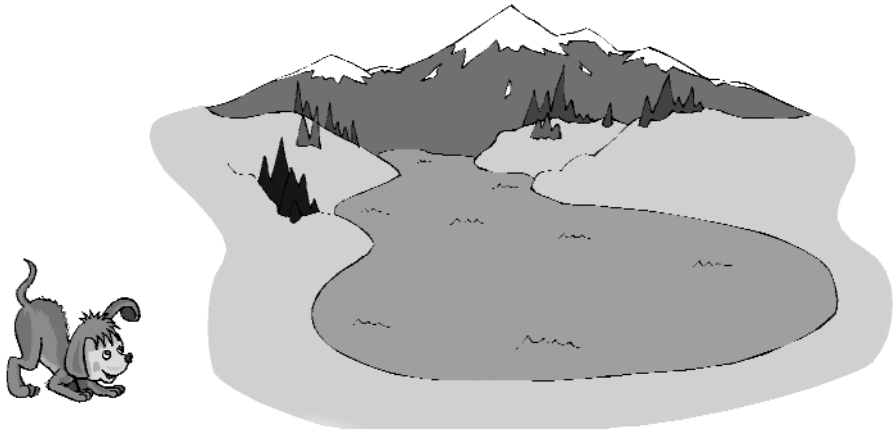
Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

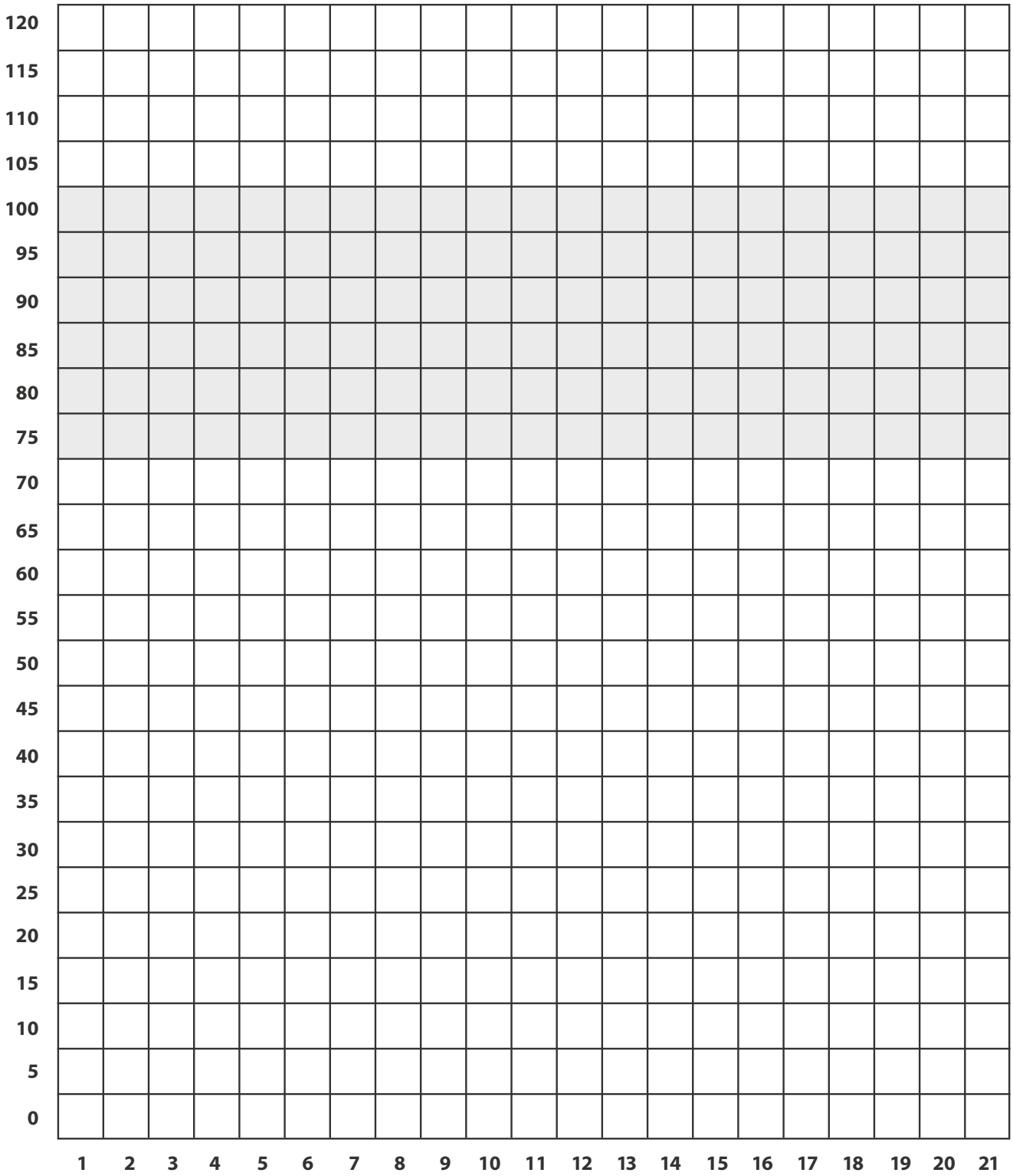
SAMPLE PRE-COUNTED PASSAGE

The Dog and the Log

It was a warm summer day. The sun was hot on the	**12**
dog. So the dog went to the lake for a swim. The dog	**25**
went to the side of the lake. He looked at the lake. He	**38**
saw a big log on the lake. He said, "I will get that log."	**52**
The dog swam to the log. The log was big. The dog	**64**
said, "That log is too big. I can not get the log. I will get	**79**
on the log." So the dog got on the log.	**89**



Student Graph: First and Final Timings



LESSON STEPS CHECKLIST

	Date													
Lesson Step														
Select a Passage														
Practice Reading 3 Times														
First Timing														
Graph Progress														
Reread the Passage 1 Time														
Taped Readings (3 Times)														
Final Timing														
Graph Progress														