Title
Teaching Reading Fluency (Grades K-5)

Audience
This course is intended for pre-service and in-service teachers, grades K-5, and those who are interested in helping older, struggling readers. The techniques included in this course are effective tools that educators can use to support students' development of reading fluency. The focus of this course is to provide learners with the time to engage with the theoretical and practical information about reading fluency and use the strategies to improve their own instruction.

Prerequisites
To successfully participate and complete the assignments in this course, the learner must have:

- Experience in working with students in grades K through 5 or in working with older, struggling readers;
- Access to at least two students in grades K through 5 or access at least two struggling readers in older grades in Sessions 2, 3, 4, and 5;
- Access to a device to record audio of students reading aloud (i.e., a traditional cassette-tape recorder, a digital audio recorder, a video camera with a microphone, or a computer with a microphone and a program such as HyperStudio or PowerPoint); and
- Access to a classroom in Session 5 (ONLY if the learner selects Assignment Option 1, “Fluency Observation Assignment.”)

Course Description
In this course, learners will discover what reading fluency is and why it is an important part of the reading process. They will learn how to assess students’ fluency using quantitative and qualitative techniques and they will learn and apply an array of practical, research-based techniques for helping students gain reading fluency both at school and at home. Learners will also explore how technology can be used to foster students’ reading fluency. “Teaching Reading Fluency” is designed for teachers of kindergarten through fifth grades and those who are interested in helping older, struggling readers. Please note this course requires learners to interact with students. The content aligns with the NCTE Standards 1, 2, 3, 4, and 12, and both the content and delivery of the course align with many of the ISTE NETS.

Instructor/Facilitator
See instructor/facilitator sheet.

Credits
To be determined by college or university.

Goals
The goal of this course is to introduce important research about reading fluency instruction in second through fifth grades and lead learners through strategies for supporting students as they develop reading fluency.
By the end of the course, learners will be able to apply the following in their classrooms:

- The three dimensions of reading fluency: accuracy, automatic processing, and prosody;
- An understanding of how fluency instruction relates to students’ comprehension;
- A broadened repertoire of research-based strategies to build fluency based on modeling and repetition;
- Knowledge of techniques that parents can use at home to encourage reading fluency in their child;
- Methods of assessing students’ fluency; and
- A rubric-based technique for evaluating fluency instruction in the classroom.

Learner Outcomes (performance based)
Learners completing “Teaching Reading Fluency,” Grades K-5 will be able to:

- Align their state’s standards and or State CCSS to the NCTE/IRA standards and assess what the standards say, imply, or do not say about reading fluency.
- Assess students’ reading fluency by calculating words correct per minute, using fluency assessment scales, and then comparing the results to research-based norms.
- Use techniques for modeling fluency with students to improve their reading fluency.
- Develop a lesson that combines repeated reading with modeling, using the Oral Recitation Lesson (ORL) method.
- Evaluate the utility of technology-based approaches to fluency instruction.
- Create a fluency case study of a student or design a plan for a Fluency Fair for parents.

Outline of Content and Assignments

After previewing the documents in the Course Information, learners will proceed to the Course Content to complete the following six sessions, working through each session in order. Essential information pertaining to the topic is presented within each session. Throughout the sessions, learners are also asked to articulate their ideas in various forms; for example, they are encouraged to reflect on their ideas and experiences in their online journal. The weekly discussions in the discussion forum are designed to allow learners to glean information from other learners’ experiences with strategies both prior to and following the completion of the weekly assignments. As a final project, the learner will either develop a case study of a struggling reader or develop a plan for a Fluency Fair for parents.

This course is designed to address the National Council of Teachers of English (NCTE) and International Reading Association (IRA) Standards for the English Language Arts that were developed to serve as a guide for teachers in developing curriculum and instruction that foster students’ literacy development. The course specifically addresses Standards 1, 2, 3, 4, and 12. In Session 1 of this course, learners will read the applicable NCTE/IRA standards and familiarize themselves with how their own states’ standards and or state CCSS present reading fluency.

Additionally, this course addresses several of the ISTE NETS*T for teachers including the following:

- Identify and locate technology resources and evaluate them for accuracy and suitability.
- Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice.
- Use technology to increase productivity and communicate with peers and parents.
Session 1: Understanding Reading Fluency

By the end of this session, the learner will be able to:

- Define his or her professional goals and expectations for this course in the online journal.
- Explain his or her prior knowledge and experiences about teaching reading fluency in the online journal.
- Identify and analyze the potential causes of fluency difficulties.
- Evaluate and compare NCTE/IRA standards and his or her state’s/CCSS standards related to fluency.

Read
- “Key Areas of Instruction: Fluency” from Between the Lions
- “Fluency Instruction” from Put Reading First
- “Fluency: Bridge between Decoding and Reading Comprehension”.
- NCTE/IRA Standards
- Learners’ own State Standards and/or CCSS

Write in Online Journal
- Reflect on expectations for the course.
- Reflect on prior experiences of developing students’ reading fluency and any techniques that were used.

Participate in an Online Discussion
- Introduce themselves to other learners.
- Read a scenario and respond to: When students lack fluency, what are the potential causes? Can fluency always be improved through instruction?

View the videos
- “Fluency (Haley)”, “Fluency (Ryan)”, “Fluency (Starr)”, and read "The Legend of Strong Wind"

Complete Assignment
- Align state standards to NCTE/IRA standards, noting the similarities and differences.
  Post analysis to the Standards Gallery in the discussion forum.
- Self-Assessment Quiz

Session 2: Assessing Fluency

By the end of this session, the learner will be able to:

- Calculate a student’s reading rate in words correct per minute (wcpm).
- Compare students’ reading rate in words correct per minute to research-based norms for reading rate.
- Discuss the implementation of fluency scales in the classroom.
- Analyze and compare fluency assessment scales.
- Evaluate two students’ fluency using the Multidimensional Fluency Scale or the NAEP Fluency Scale.

Read
- “Reading Fluency Assessment and Instruction: What, Why and How?”
• “Assessing Word Recognition and Fluency Through Oral Reading” from Building Fluency: Lessons and Strategies for Reading Success

Review
• The Using Fluency Scales Rubric with the Fluency Scales Assignment
• Case Study Rubric

Write in Online Journal
• Reflect on which of the fluency scales better reflects what you have learned about fluency? Which of the scales are you most interested in trying out and why.

Participate in an Online Discussion
• Read a scenario and respond to: In what ways can teachers use assessments of students’ reading fluency in the classroom?

Complete Activities and Assignments
• Complete the “Calculating Reading-Rate” assignment.
• Complete the "Using Fluency Scales" assignment.
• Self-Assessment Quiz

Session 3: Building Fluency through Modeling

By the end of this session, the learner will be able to:
• Identify new ways in which fluency instruction based on modeling can be incorporated into his or her current or future reading curriculum.
• Justify the effectiveness of Peer and Cross-Age Reading to foster fluency through modeling.
• Evaluate a reading fluency technique based on modeling.

Read
• “Teaching Reading Fluency to Struggling Readers: Methods, Materials, and Evidence” "Helping the Underachiever in Reading" from The Eric Review
• "Meaningful Oral and Silent Reading in the Elementary and Middle School Classroom” from In Fluency Instruction: Research-Based Best Practices

Write in Online Journal
• Reflect on the opportunities for modeling fluent reading in the classroom, including how it could be done more frequently and how to provide English Language Learners and older, struggling readers with models of fluent reading.

Participate in an Online Discussion
• Read a scenario and respond to: What arguments and evidence can you present to a parent who thinks that Cross-Age Reading is a waste of time?

View the interactive and video vignette
• “Fluency, Grades K-1” from Cloudfront
• “Anna,” featuring a fourth-grade student reading with a kindergarten “partner.”

Complete Assignments
• Complete “Modeling Fluency”.
• Complete the Self-Assessment Quiz
Additional Resources (not required)
- Between the Lions games and activities:
  - Fuzzy Lion Ears
  - Blending Bowl
  - Pounce
  - Word Play
- Super Why:
  - Story Builder
  - Lovely Letter Match Up
- Dragon Tales games and activities:
  - Dragon Games
  - Search for Mami

Session 4: Building Fluency through Repetition

By the end of this session, the learner will be able to:
- Discuss the effectiveness of the Repeated Readings technique.
- Identify ways to modify Repeated Readings for his or her classroom.
- Explain how he or she would use Reader’s Theater to meet the needs of his or her students.
- Design an Oral Recitation Lesson (ORL).

Read
- “Implementing ORL” from The Fluent Reader
- “Implementing Readers Theatre as an Approach to Classroom Fluency Instruction”
- “English Language Learners and the Five Essential Components of Reading Instruction” from Reading Rockets

Write in Online Journal
- Take some notes in the notes section of your online journal about your experiences using the “Repeated Reading I” interactive.
- Reflect on how to use Reader’s Theater to meet the needs of diverse students in the classroom.

Participate in an Online Discussion
- Respond to: Based on your experiences using the “Repeated Reading” interactive with your “focus students” (and on any other Repeated Readings experience you have), in what ways do you find Repeated Readings useful? What advice might you give to colleagues about using the Repeated Readings technique? Do you see any drawbacks to this technique? Have you found any ways to compensate for them?

View the interactive and videos
- “Expressive Reading”
- “Repeated Reading 1”
- “Reader’s Theater (Part 1)”
- “Reader’s Theater (Part 2)”

Explore the Interactive
- “Repeated Reading I interactive with two students.”

Complete the Assignment
- Complete “Oral Recitation Lesson”
Session 5: Comprehensive Approaches to Building Fluency

By the end of this session, the learner will be able to:

• Evaluate the quality of fluency instruction in one classroom using a rubric.
  OR
• Explain to parents the importance of the "reading at home" component of Fluency-Oriented Reading Instruction (FORI) and how it can be implemented.
• Discuss his or her observations about fluency instruction and explain how these relate to the information presented in the course.
• Evaluate the utility of technology-based approaches to fluency instruction.

Read

• “Fluency Instruction Rubric” from Literacy Instruction Rating Scale
• “Directions for Using the Fluency Instruction Rubric” from Literacy Instruction Rating Scale
• “Fluency-Oriented Reading Instruction” from Fluency-Oriented Reading Instruction
• “Fluent Reading Overview”
• “Complex Text or Frustration-Level Text: Using Shared Reading to Bridge the Difference.” from The Reading Teacher
• “Technology and the Building Blocks for Teaching Students to Read: Fluency” from Technology and Teaching Children to Read
• “Using Digital Texts to Promote Fluent Reading” from The Reading Teacher

Write in Online Journal

• Reflect on the advantages—if any—that technology offers over more traditional methods of helping students increase their reading fluency, and strategies for incorporating fluency-related technology into daily instruction.

Participate in an Online Discussion

• Respond to: How did your observations of a classroom using the Fluency Instruction rubric compare to that which you have learned about fluency instruction in this course?

Explore the interactive

• “Repeated Reading II” with two students.

Complete the Assignment

• Complete the “Fluency Observation” assignment.
  OR
• Complete the “FORI Letter” activity.
• Complete Self-Assessment Quiz
Session 6: Implementing Fluency Approaches

By the end of this session, the learner will be able to:

• Assess his or her learning in this course by comparing his or her prior knowledge and acquired knowledge.
• Analyze the learning experience in this course by reflecting about his or her professional goals and expectations.
• Create a fluency case study about one of his or her “focus students.”
  OR
• Design a plan for a Fluency Fair that informs parents in his or her school about fluency.

Read

• Responses
• NCTE/IRA Standards
• ISTE NETS’S

Additional Resources

• “The Case Method in Teacher Education: Alaskan Models"

Final Project

Learners will submit their choice of two final projects in Session 6. The two options are:

Option 1: Fluency Case Study
1. Case study paper with the following sections:
   • Background information
   • Assessment Results and Analysis
   • Student Response to Modeling
   • Student Response to Interactives
   • Plan for Future Instruction
2. Post case study to the Case Study Gallery and provide feedback to at least two other learners

Option 2: Fluency Fair Plan
1. One-page Fair Plan, aligned to the NCTE/IRA and state standards, and ISTE NETS
2. 2-4 handouts for parents
3. Post Fair Plan to the Fluency Fair Gallery and provide feedback to at least two other learners
4. One-page rationale for plan

Schedule

This course is scheduled to take approximately 30 hours. The number of hours identified for each course reflects time spent online, but does not reflect the total time spent completing offline coursework and assignments. All learners are different and learners will likely spend double the indicated number of hours completing all coursework depending on learning styles and work habits.

Requirements

Learners are expected to:

• Complete all assignments.
• Maintain an online journal.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

**Materials** (hardware, software, plug-ins)

Technical Requirements
- Word processor
- Internet service provider
- E-mail

**Academic Dishonesty Policy**

To be inserted by university institution only

**Evaluation**

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.