

Title

Supporting ELLs: Reading Fluency in Grades 2-5

Target Audience

This course is intended to enable pre-service and in-service teachers, grades 2-5, to understand and facilitate reading fluency development of English Language Learners.

Prerequisites

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

- A familiarity with taking an online course or have gone through the TeacherLine Practice Learning Online course.
- Past experience in working with elementary students in grades 2-5 and English language learners.
- Access to one English language learner in order to implement and complete one of the assignments in the first session.
- Past experience on using the classroom computer, email, and the Internet.
- Word processing software such as Microsoft Word.

Course Description

“Reading fluency refers to the ability of readers to read quickly, effortlessly, and efficiently with good, meaningful expression.” -Rasinski, (2003)

In recent years literacy experts and educators have focused on reading fluency and its direct correlation to students’ reading comprehension. Reading fluency provides the bridge between vocabulary recognition and reading comprehension and, most importantly, fluent readers enjoy reading. Reading fluency strategies are an important tool in teaching students to read, especially English language learners (ELLs) who may be struggling readers.

ELLs may appear to read fluently because they can pronounce the words correctly, but they may not understand what they are reading. This course will explore what reading fluency is and the importance of reading fluency to the literacy development of ELLs. Learners will have the opportunity to implement a reading fluency assessment and then use the results for the basis of a discussion on how reading fluency assessment informs instruction. It is important for learners to have access to an ELL student with whom they can complete an assessment, which is a required component of the course. Learners will also complete a course project where they develop a Fluency Action Plan specifically designed for English language learners. The action plan incorporates various reading fluency instructional strategies, integrates technology, and lists a variety of relevant resources.

This course is part of a series of courses on English language learners. The first course in the series, “Supporting ELLs: Oral Language Development” provides educators with a general overview of the challenges of supporting oral language development, including information on required learning standards that need to be addressed and the strategies for supporting oral language development. The course “Supporting ELLs: Vocabulary Development in Grades PreK-3” helps learners to understand vocabulary development in ELLs and then develop strategies to facilitate vocabulary development. For information on these courses, see the PBS TeacherLine

course catalog.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university.

Goals

The overall goal of this course is for learners to develop an understanding of fluency development for English language learners (ELLs) in grades 2-5.

By the end of the course learners will:

- Understand why reading fluency is a skill crucial to the successful development of reading in ELLs.
- Understand how the assessment and development of reading fluency is different for ELLs and how it is the same for ELLs and native English speakers.
- Acquire knowledge and be able to use strategies and resources for assessing, modeling, and facilitating fluency development in ELLs, grades 2-5.
- Acquire knowledge about the best ways to support the development of reading fluency in ELLs.

Course Objectives

Students completing Supporting ELLs: Reading Fluency in Grades 2-5 will be able to:

- Implement a reading fluency assessment that measures accuracy, rate, and expressive reading with an English language learner.
- Reflect on previous experiences when working with English Language Learners and concerns about meeting the needs of these learners.
- Analyze the strategies and ideas appropriate for ELL learners and the concerns about meeting their fluency needs.
- Analyze the differences, similarities, and instructional implications in national and local standards with regards to teaching reading fluency to ELLs.
- Analyze assessment results to compare a student to national norms and use assessment data to determine future reading fluency instruction.
- Analyze and discuss how reading fluency assessments can help promote literacy development and inform future reading fluency instruction for English language learners.
- Determine which strategies and technologies would be most effective for an ELL student.
- Determine how to best involve parents in fluency-building activities with ELL students.
- Develop an action plan that will identify reading fluency strategies to be used to model and build fluency of English language learners.

Relationship of Course to Program Goals and Professional Organizations

Local stations can complete this section.



Outline of Content and Assignments

After previewing the documents in the Course Information, learners will proceed to the Course Content to complete the two sessions of the course, 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 will reflect on their ideas and experiences. The two-week long discussion in the discussion forum is designed to allow learners to glean information from other learners' experiences with strategies both prior to and following the completion of the weekly assignments. The learners will complete a course project where they are asked to create an ELL reading fluency action plan containing an overview of their reading fluency instructional philosophy and goals; a mission statement containing statements on how they teach reading fluency to ELLs and use assessments in order to inform instruction; and a list of resources they will use to achieve their goals. Before completing this project, learners will be asked to implement a reading fluency assessment analysis they will need to implement with an English language learner.

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 for the English Language Arts 1, 2, 3, 4, and 12. Additionally, this course addresses several of the ISTE NETS* for teachers: I (A); II (C); III (B); IV (A, B); and V (C, D).

Session 1: Understanding Reading Fluency Development

Objectives

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

- Reflect on previous experiences when working with English Language Learners and concerns you have about meeting the needs of these learners.
- Analyze the strategies and ideas appropriate for ELL learners and the concerns you might have about meeting their fluency needs.
- Analyze the differences, similarities, and instructional implications in national and local standards with regards to teaching reading fluency to ELLs.
- Implement a reading fluency assessment that measures accuracy, rate, and expressive reading with an English language learner.
- Analyze assessment results to compare a student to national norms and use assessment data to determine future reading fluency instruction.
- Analyze and discuss how reading fluency assessments can help promote literacy development in English language learners.

Read

- "Fluency Instruction" from *Put Reading First: The Research Building Blocks for Teaching Children to Read*
- "Reading in the Second and Third Grades" from Colorín Colorado
- "Poor Children's Fourth-Grade Slump" from Colorín Colorado
- "Reading Fluency: 101" from Reading Rockets
- "Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority and Youth: Executive Summary" from the Center of Applied Linguistics
- "What Does the Research Tell Us About Teaching Reading to English Language

- Learners” from the ELL Outlook
- “IRA /NCTE Standards”
- State/local district standards
- “ELL Assessment and Placement” from Colorín Colorado
- “Screening, Diagnosis and Progress Monitoring for Fluency” from Colorín Colorado
- “Procedure for Calculating Words Correct Per Minute” from *Put Reading First*
- “ELL Starter Kit for Educators: Tools for Monitoring Language Skills” from Colorín Colorado

View

- "Fluency (Haley)"
- "Fluency (Ryan)"
- "Fluency (Starr)"
- “An Interview with Edward Kame’enui”

Participate in an online discussion

- Introduce themselves to other learners.
- Discuss the following: How can reading fluency assessments promote the literacy development of English language learners?

Complete assignments and activities

- Analyzing the Standards Activity
- Reading Fluency Assessment Analysis Assignment

Respond to reflection questions

- Reflect on previous experiences when working with English Language Learners, the specific strategies used, and challenges and successes you experienced.
- Analyze the strategies and ideas in fluency development that are appropriate for ELL learners and best meet the needs of all ELLs.
- Analyze the differences, similarities, and instructional implications in local and national standards with regards to reaching reading fluency to ELLs.

Additional readings and resources (not required)

- “Reading Fluency” from LD Online
- “Fluency” from Reading Rockets
- ¡Colorín Colorado! For Families from Colorín Colorado
- “Reading and Language” Web site from PBS Parents
- Book Finder from PBS Parents
- “Sharing Poetry” from PBS Parents
- “Reading in First Grade from Colorín Colorado
- “A Focus on Fluency” by Osborn, Lehr, & Hiebert and the Regional Educational Laboratory at PREL
- "Speed Does Matter in Reading" by Timothy V. Rasinski
- “Early Reading Intervention for English Language Learners At-Risk for Learning Disabilities: Student and Teacher outcomes in an Urban School” from Reading Rockets
- “Effective Reading Instruction for Struggling Spanish-Speaking Readers: A Combination of Two Literatures” from Colorín Colorado
- “Recommendations for Teaching Reading to LEP Students” from Colorín Colorado
- "Learning to Read and Write: Developmentally Appropriate Practices for Young Children" from the National Association for the Education of Young Children (NAEYC)

- "Performance Indicators for Technology Literate Students" for grades PreK-2 from ISTE
- "Performance Indicators for Technology Literate Students" for grades 3-5 from ISTE
- Rubistar Web site
- "Assessing Reading Fluency" from *Building Fluency: Lessons and Strategies for Reading Success*
- "Assessing Word Recognition and Fluency Through Oral Reading" from *The Fluent Reader*

Session 2: Facilitating Reading Fluency Development

Objectives

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

- Analyze and discuss how reading fluency assessments can help promote literacy development and inform future reading fluency instruction for English language learners.
- Determine which strategies and technologies would be most effective for an ELL student.
- Determine how to best involve parents in fluency-building activities with ELL students.
- Develop an action plan that will identify reading fluency strategies to be used to model and build fluency of English language learners.
- Reflect on the most important information from the course that they have learned and how they plan to allow this information to inform classroom instruction.

Read

- "Model Fluent Reading" from *Building Fluency: Lessons and Strategies for Reading Success*
- "Provide Direct Instruction and Feedback" from *Building Fluency: Lessons and Strategies for Reading Success*
- "English Language Learners and the Five Essential Components of Reading Instruction" from Colorín Colorado
- "Repeated Reading" from *The Fluent Reader*
- "Implementing ORL" from *The Fluent Reader*
- "Fluency-Oriented Reading Instruction" by Stahl, S, Heubach, K, & Cramond, B.

View

- "Reading Buddies: Anna"
- "Echo Reading and Fluency," and lesson plan
- "Reader's Theater (Part 1)"
- "Reader's Theater (Part 2)"

Explore

- Choose to review the selection of readings, videos, and interactives for one of the following strategies:
 - a. Modeling fluency
 - "Read Aloud" from *The Fluent Reader*
 - "Paired Reading" from *The Fluent Reader*
 - "Echo Reading and Fluency" video
 - "Recorded Reading" from *The Fluent Reader*
 - "A Focus on Fluency" from the National Reading Panel
 - b. Repeated readings
 - "Repeated Reading I" interactive
 - c. Reader's theater
 - "I Never Thought I Could Be a Star: A Readers' Theatre Ticket to Fluency" by

Martinez, Roser, & Strecker

- "Reader's Theater (Part 1)" video
- "Reader's Theater (Part 2)" video

Participate in an online discussion

- Continue discussing how reading fluency assessments promote the literacy development of English language learners.

Complete assignments and activities

- Explore "Repeated Reading I" interactive
- Modeling Fluency activity (Optional)
- Fluency Observation activity (Optional)
- Course Project: ELL Reading Fluency Action Plan
- Post-Course Evaluation Survey

Respond to reflection questions

- Determine what strategies and technologies would be most effective for an ELL student assessed in this course.
- Determine how to best involve parents in fluency-building activities with ELL students.
- Reflect on the most important information from the course that you have learned and how you will plan to allow this information to inform your classroom instruction?

Additional readings and resources (not required)

- "Technology and Teaching Children to Read" an excerpt from a report from the Northeast and the Islands Regional Technology in Education Consortium (NEIRTEC) project Games and Interactives from PBS Kids:
 - Between the Lions: Games: Blending Bowl
 - Between the Lions: Stories
 - Between the Lions: Video Clips
 - Clifford: Stories
 - Dragon Tales: Search for Mami
 - Dragon Tales: Interactive Songs
 - Dragon Tales: Sentence Magica
 - Maya & Miguel: Games
 - SUPER WHY
 - Franny's Feet
 - WordWorld
 - Martha Speaks: Memory Book
 - Mister Rogers: Making a Book
- PBS Parents Student/Parent Book Club
- Blum, I. H., Koskinen, P.S., Tennant, N., Parker, E. M., Straub, M., & Curry, C. (1995). Using audiotaped books to extend classroom literacy instruction into the homes of second-language learners. *Journal of Reading Behavior*, 27(4), 535-563.
- De la Colina, M. G., Parker, R. I., Hasbrouck, J. E., & Lara-Alecio, R. (2001). Intensive intervention in reading fluency for at-risk beginning Spanish readers. *Bilingual Research Journal*, 225(4), 503-538.
- Koskinen, P.S., Blum, I. H., Bisson, S. A., Phillips, S. M., Creamer, T. S., & Baker, T. K. (2000). Book access, shared reading, and audio models: The effects of supporting the literacy learning of linguistically diverse students in school and at home. *Journal of Educational Psychology*, 92(1), 23-36.
- Li, D., & Nes, S. L. (2001). Using paired reading to help ESL students become fluent and accurate readers. *Reading Improvement*, 38(2), 50-61.
- Aaron Shepard's RT Page Web site

- Reading Rockets' Find a Book Web site
- Fluency resources from Arthur:
 - "Say it with Feeling"
 - "The Rhythm of the Street"
 - "Arthur's Reading Tips"

Course Project

In the course project, learners will explore the course guiding questions presented at the beginning of the course:

- Why is reading fluency a crucial reading skill for all students and especially ELLs?
- What are the difficulties that ELLs have in relation to reading fluency?
- How is the development of reading fluency different for ELLs than it is for native English speakers? How is it the same?
- What are the best ways to support the development of reading fluency for ELLs?

The course project asks learners to develop an ELL Fluency Action Plan containing an overview of their reading fluency instructional philosophy and goals; a mission statement containing statements on how they teach reading fluency to ELLs and use assessments in order to inform instruction; and a list of resources they will use to achieve their goals.

The overview will describe the reading fluency instructional philosophy and goals for the learner's teaching climate/environment using the course guiding questions, as well as the student population of ELLs with whom they currently work with (or will be working with.) The mission statement will contain 10-15 statements describing how they will teach reading fluency to their ELLs and how they will assess their progress and use that assessment to inform future instruction. The statements should identify strategies they will use in modeling and building ELL fluency in their classroom and describe how these strategies will be integrated into their classroom curriculum; assessments they will use to assess reading fluency and a rationale for the assessments; the use of technology to assist in the development of ELL reading fluency; and state, national, and technology standards the mission statement will address. The resources will describe at least 5 resources used to achieve the goals of the plan.

Schedule

This course is scheduled to take approximately 15 hours to complete readings, activities, videos, assignments, and project.

Requirements

Learners are expected to:

- Complete all assignments.
- Participate regularly in discussion forums.
- Submit the course assignment in a timely fashion (determined by the facilitator).

Materials

Technical Requirements

- Word processor
- Internet service provider
- E-mail
- TeacherLine required plug-ins

Academic Dishonesty Policy

To be inserted by institution

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.