

PBS TeacherLine Course Syllabus

Title

Teaching Reading Fluency (Grades 2-5)

Audience

This course is intended for pre-service and in-service teachers, grades 2-5, 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 2 through 5 or in working with older, struggling readers;
- Access to at least two students in grades 2 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 second 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.



PBS TeacherLine Course Syllabus

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 2-5 will be able to:

- Align their state's standards 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 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.



PBS TeacherLine Course Syllabus

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 standards related to fluency.

Read

- "Fluency Instruction." This excerpt, from *Put Reading First*
- NCTE/IRA Standards <http://www.ncte.org/about/over/standards/110846.htm>

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)", and "Fluency (Starr)."

Complete Assignment

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

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

- "Procedure for Calculating Words Correct Per Minute" from the report, *Put Reading First*
- "Assessing Reading Fluency"
- "Assessing Word Recognition and Fluency Through Oral Reading" from the book, *Building Fluency: Lessons and Strategies for Reading Success*

Review

- The Using Fluency Scales Rubric with the Fluency Scales Assignment

Write in Online Journal



PBS TeacherLine Course Syllabus

- 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.

Session 3: Fostering 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 Cross-Age Reading to foster fluency through modeling.
- Evaluate a reading fluency technique based on modeling.

Read

- "Read Aloud" from the book, *The Fluent Reader*
- "Model Fluent Reading" from the book, *Building Fluency: Lessons and Strategies for Reading Success*
- "Paired Reading" from the book, *The Fluent Reader*
- "Recorded Readings" from the book, *The Fluent Reader*

Additional Resources (not required)

- Hoskisson, K. (1975). Successive approximation and beginning reading. *Elementary School Journal*, 75(7), 442-451.
- Hoskisson, K., & Krohm, B. (1974). Reading by immersion: Assisted reading. *Elementary English*, 51(6), 832-836.

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 video vignette

- "Anna," featuring a fourth-grade student reading with a kindergarten "partner."

Complete Assignment

- Complete "Modeling Fluency".

Session 4: Building Fluency through Repetition

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

- Identify ways to modify Repeated Readings for his or her classroom.
- Design an Oral Recitation Lesson (ORL).
- Discuss the effectiveness of the ORL.

PBS TeacherLine Course Syllabus

- Explain how he or she would use Reader's Theater to meet the needs of students.

Read

- "Repeated Reading" from the book, *The Fluent Reader*
- "Be a Good Detective: Solve the Case of Oral Reading Fluency" from, *The Reading Teacher*
- "Implementing ORL" from the book, *The Fluent Reader*

Additional Resources (not required)

- Aaron Shepard's Reader's Theater
<http://www.aaronshp.com/rt/>
- Reading Rockets' Find a Book
<http://www.readingrockets.org/books/findabook.php>

Write in Online Journal

- 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 video

- "Reader's Theater (Part 1)"
- "Reader's Theater (Part 2)," featuring third-graders engaged in Reader's Theater.

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 the tool, *Literacy Instruction Rating Scale*
- "Directions for Using the Fluency Instruction Rubric" from the tool, *Literacy Instruction Rating Scale*
- "Fluency-Oriented Reading Instruction" from the research article, *Fluency-Oriented Reading Instruction*

PBS TeacherLine Course Syllabus

- “Technology and the Building Blocks for Teaching Students to Read: Fluency” from the report, *Technology and Teaching Children to Read*

Additional Resources (not required)

- Soliloquy Learning: Reading Research and Science
http://www.soliloquylearning.com/research_paper.html
- Technology and Teaching Children to Read
http://www.neirtec.org/reading_report/
- A Focus on Fluency
<http://www.prel.org/programs/rel/fluency.asp>

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?

View the video

- “Reading Assistant,” to see a student using software that is designed to improve her reading fluency.

Explore the interactive

- “Repeated Reading II” with two students. Complete Activity and Assignment

Complete the Assignment

- Complete the “Fluency Observation” assignment.
OR
- Complete the “FORI Letter” activity.

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.

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



PBS TeacherLine Course Syllabus

- Plan for Future Instruction
2. Post case study to the Case Study Gallery and provide feedback to 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

It will take about 30 hours to complete this course. Each session should take approximately 4-5 hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.

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 can be taken for graduate credit on a pass/fail basis, or for a letter grade and graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

Last Update: November 17, 2005

