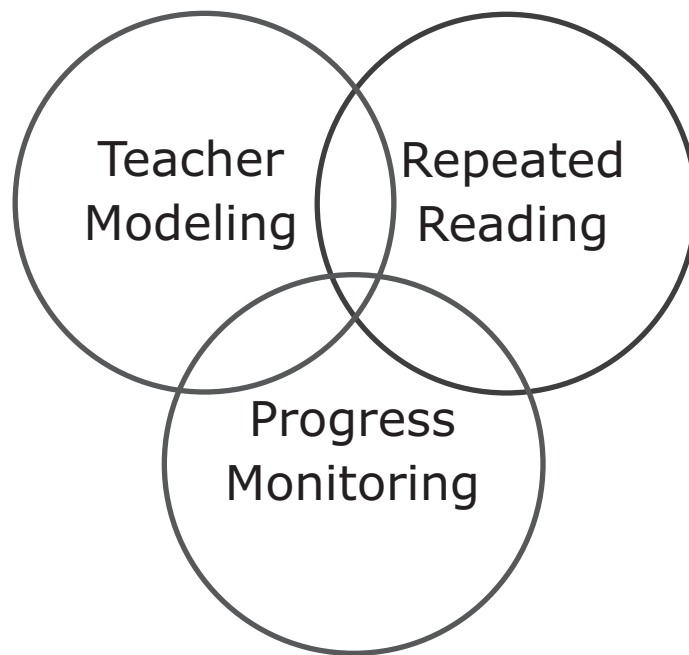


Reading for Meaning— Fluently



Presentation Packet



Read Naturally, Inc.
Saint Paul, Minnesota

Phone: 800.788.4085/651.452.4085

Website: www.readnaturally.com

Email: info@readnaturally.com

Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



Common Core State Standards

The strategy and curriculum support:

- Foundational Skills
- Reading Standards for Informational Text
- Language Standards

Substrand or Skill	Read Naturally Live	Curriculum Encase
Fluency	■■■	■■■
Phonics and Word Recognition	■■	■■
Range of Reading and Level of Text Complexity	■■	■■
Integration of Knowledge and Ideas	■	■
Key Ideas and Details	■	■
Vocabulary Acquisition and Use	■	■

■■■ Supports all standards ■■ Supports many standards ■ Supports some standards

A Non-Fluent Reader



What is fluency?



The ability to read "like you speak" in terms of:

- Accuracy
- Rate
- Expression

Oral reading fluency correlates highly with reading comprehension.

Results from a study of special education students by Fuchs, Fuchs, Hosp, & Jenkins, 2001

Measure	Validity Coefficients
Oral Recall/Retelling	.70
Cloze (fill in the blank)	.72
Question Answering	.82
Oral Reading Fluency	.91

Curriculum-Based Norms in Oral Reading Fluency

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

*WCPM = words correct per minute

Hasbrouck, J., & Tindal, G. A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7), 636-644.

Students become fluent by reading.



Just setting aside time for independent silent reading is not sufficient.

National Reading Panel Report, 2000
Free: www.nationalreadingpanel.org

In 10 minutes of independent reading...

A fluent reader might read 2,000 words.

A struggling reader might read only 500 words.



Equal practice time, unequal practice

Research-Proven Strategies

Teacher Modeling

Research-Proven Strategies



Research-Proven Strategies



A Powerful Strategy



The Original Results

The table below shows the mean number of words read correctly per minute and average number of words gained per week for third-grade students.

	October Mean	November Mean	March Mean	Average Weekly Gain	
				Phase 1	Phase 2
Special Education	34.0	50.7		2.35	
Title I	50.2	58.7	87.6	1.23	2.15

Curriculum-Based Norms in Oral Reading Fluency Hasbrouck & Tindal 2006

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	AWI	Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	AWI
1	90		81	111	1.9	5	90	166	182	194	0.9
	75		47	82	2.2		75	139	156	168	0.9
	50		23	53	1.9		50	110	127	139	0.9
	25		12	28	1.0		25	85	99	109	0.8
	10		6	15	0.6		10	61	74	83	0.7
2	90	106	125	142	1.1	6	90	177	195	204	0.8
	75	79	100	117	1.2		75	153	167	177	0.8
	50	51	72	89	1.2		50	127	140	150	0.7
	25	25	42	61	1.1		25	98	111	122	0.8
	10	11	18	31	0.6		10	68	82	93	0.8
3	90	128	146	162	1.1	7	90	180	192	202	0.7
	75	99	120	137	1.2		75	156	165	177	0.7
	50	71	92	107	1.1		50	128	136	150	0.7
	25	44	62	78	1.1		25	102	109	123	0.7
	10	21	36	48	0.8		10	79	88	98	0.6
4	90	145	166	180	1.1	8	90	185	199	199	0.4
	75	119	139	152	1.0		75	161	173	177	0.5
	50	94	112	123	0.9		50	133	146	151	0.6
	25	68	87	98	0.9		25	106	115	124	0.6
	10	45	61	72	0.8		10	77	84	97	0.6

WCPM = words correct per minute

AWI = average weekly improvement (Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between fall and spring assessments.)

Steps of the Strategy

Select a Story

The student selects a story. _____

Key Words

The student reads the key words and their definitions along with the audio, tracking with the narration. _____

Prediction

The student uses the title, picture, and key words to write a sentence that predicts what the story will say about the topic. _____

Cold Timing

The teacher monitors as the student times himself or herself for one minute, orally reading the selected story for the first time and marking unknown words. _____

Graph Cold-Timing Score

The student/computer graphs the number of words read correctly in the one-minute cold timing. _____

Read Along

The student reads the story aloud quietly with the audio a predetermined number of times, tracking with the narration. _____

Practice

The student practices reading the story, without audio support, several times until he or she can read at the predetermined goal rate. The student/computer times each practice and records practice scores. _____

Steps of the Strategy, continued

Answer the Questions/Quiz

The student answers the comprehension questions. _____

Pass

The teacher times the student for one minute and counts the student's errors while the student reads the story aloud. To pass, the student must reach the goal, make three or fewer errors, read with good expression, and answer the questions correctly. _____

Graph Hot-Timing Score

The student/computer graphs the number of words read correctly in the hot timing.

Retell/Summary

The student retells the story or writes a summary. The teacher/computer scores the retelling/summary by counting the number of words or ideas learned from the story written in a specific amount of time. _____

Word List

In the Phonics series, the student practices the word list until he or she is able to read a predetermined number of words in one minute. _____

Notes

- After completing a story, the student immediately starts the process over again by selecting a new story.
- At the end of a class period, each student working in the print/CD format makes note of the step on which he or she is working. In the software version, the computer bookmarks the step on which the student is working. The next day, the student resumes with the step where he or she left off.
- Teachers should continually monitor student performance. After the student completes 12 stories in a level, the teacher and student decide whether the student should continue in the same level with the same goal, adjust the student's goal, or move to more difficult reading material.

Teacher Responsibilities

- Planning and Setting Up
- Placing Students
- Implementing the Steps
- Monitoring Student Performance



Planning and Setting Up

Think like an efficiency expert.

- Increase time spent reading.
- Increase the number of words read.



A Sample Story

Gorilla

Review Key Words

avoid avoid someone or stay away from.
avoid avoid someone or stay away from.
avoid avoid someone or stay away from.
avoid avoid someone or stay away from.
avoid avoid someone or stay away from.

Write a Prediction

Read the Story

Gorilla's first job was being a guard. He was very strong and very fast. He was very strong and very fast. He was very strong and very fast. He was very strong and very fast. He was very strong and very fast.



Funny

Read Naturally® Encore

Comprehension

Reading of the Story

100
90
80
70
60
50
40
30
20
10
0

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Comprehension Activities

Gorilla

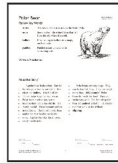
Answer the Questions

1. What is the main idea of this story?
 - a. Gorilla sometimes avoid other gorillas.
 - b. Gorilla often live in small groups.
 - c. Gorilla are peaceful animals.
2. What do gorilla mostly eat?
 - a. meat
 - b. fruit
 - c. their enemies
3. What does the word **guard** mean in this story?
 - a. an amount of weight
 - b. to take or keep hold
 - c. a place for first seconds
4. How does a gorilla try to avoid fight?
 - a. by living in a small group
 - b. by greeting other group members
 - c. by providing his chest
5. In what ways are gorilla more peaceful than some humans?
 - a. gorilla
 - b. gorilla
 - c. gorilla
 - d. gorilla
6. Match each word with its definition.
 1. aggressive
 2. protect
 3. avoid
 4. design
 5. to make chest

Summarize the Story

Read Naturally® Steps

1. Pick a story.



+



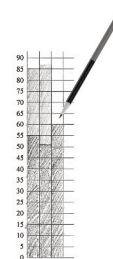
2. Read along to learn key words.



3. Write a prediction.



4. Do your cold timing.



5. Graph your score in blue.

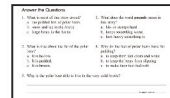
6. Read along to learn the story.



7. Practice reading on your own.



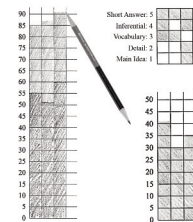
8. Answer the questions.



9. Pass the story.



10. Graph your scores in red.



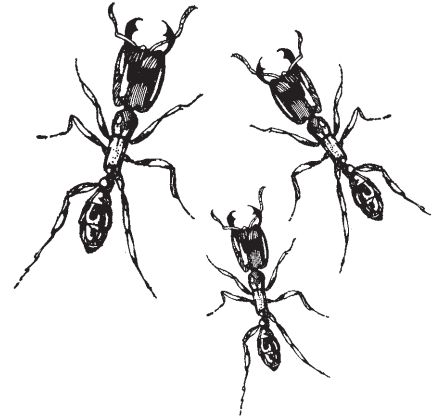
11. Retell the story, or practice the word list.

Strngth n Nmbrs

Str 10, Trcks 6–9
Spnsh, Trck 10

Rvw K Wrds

- nmde** Nmde mns mvng frm n plc t nthr nstd f stng stld n th sm r.
- frcs** Frcs mns wld, vlnt, r lkl t ttck.
- swrm** Swrm mns t mv s a crwd rnd r twrd smthng.
- cln** A cln s a grp f th sm knd f crtrs lvng tgthr, spell n lrg nmbrs.



Wrt a Prdctn

Rd th Str

9 A **sngl** drvr nt s nt mch f a
18 thrt. Bt s a grp, drvr nts r sm
25 f th mst **frcs** crtrs n frc.
33 Ths nts wrk tgthr s a **cln** f
40 mllns. vn n nml tht s hndrds
49 f tms bggr thn a **sngl** nt s n
56 mtch fr th **cln**. Drvr nts **swrm**
63 vr thr vctm. Th dg thr strng
71 **fstng**, nthng s lft bt bns.
77 Ths **nmde** nts ttck lmst n
83 nml th cm crss. Whn fd rns
90 t, th mv n. S, drvr nts d nt
99 bld **prmnt** nsts. **nstd**, th s
105 thr wn bds t bld **tmpr** nsts.

112 Th nts clng tgthr nd mk a lvng,
120 brthng **shltr** fr th qn.
125 Whn trvlng vr dffelt **trrn**,
130 drvr nts smtms mk brdgs. Bt
136 th d nt bld thm t f wd. gn,
145 th s thr bds. B clngng tgthr,
152 th nts mk hghws tht hlp th rst f
161 th **cln** trvl wth s.
166 Drvr nts m b ddl, bt th ls
174 prvd a nc srvc. Th gt rd f ll
183 th rdnts, nscts, nd thr psts tht
190 lv n ppl's hms. Thr s jst n
198 **ctch**. Ppl nd t lv thr hms
205 whl th nts r **fstng**—r rsk
212 bcmng vctms thmslvs!
215

wrds rd _____

- rrrs _____ = _____
cld scr

wrds rd _____

gl _____

- rrrs _____ = _____
ht scr xprsn dt pssd

Note: Read Naturally has removed the vowels from this story for presentation purposes.

Strngth n Nmbrs

nswr th Qstns

1. Wht s th mn d f ths str?
 - a. Drvr nts cn d mzng thngs b wrkng tgthr s a cln.
 - b. Whn drvr nts swrm vr a vctm, th lv nthng bhnd bt bns.
 - c. Drvr nts s thr wn bds t bld tmpr nsts fr th qn.
2. Wht d drvr nts s t mk thr nsts?
 - a. pcs f wd
 - b. thr bds
 - c. bns f vctms
3. Wht ds th wrd **etch** mn n ths str?
 - a. a hddn prblm
 - b. a lrg rdnt
 - c. a nc srvc
4. Wh dn't drvr nts bld prmnt nsts?
 - a. bcs th d nt wnt t b dscvrd b lgr nmls
 - b. bcs th qn nt prfrs a lvng, brthng shltr
 - c. bcs th mv frm plc t plc n srch f fd
5. Hw r drvr nts bl t cnsm n nml tht s hndrds f tms bggr thn a snl nt?

6. Mch ch wrd wth ts dfntn.

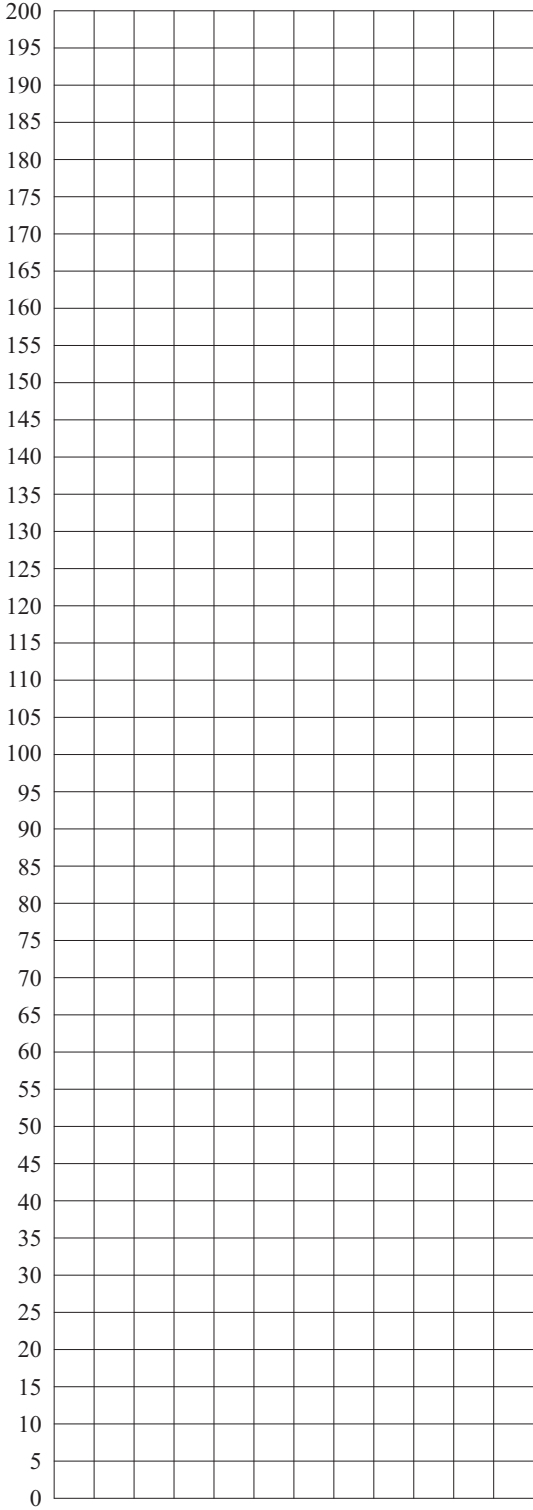
1. nstd	a. ___ tng a lt
2. fstng	b. ___ n r f grnd
3. prmnt	c. ___ a cvr r prtctn
4. trn	d. ___ n plc f smthng
5. shltr	e. ___ lstng fr a lng tm
7. Fill n ch blk wth a bld-fed wrd frm th str.
Drvr nts wrk tgthr s a hg _____.
Th cn _____ vr n nml tht s mch bggr. Bcs drvr nts r _____, th d nt bld prmnt nsts. Th bld _____ nsts nstd. Whn trvlng vr dffelt _____, drvr nts smtms mk brdgs b clngng tgthr.

Nmbr Crct: _____

Smmrz th Str

Nmbr f Wrds Wrtn: _____

Fluency



	Story										
	Goal										
COLD	Words Read										
	Errors										
	Score										
HOT	Words Read										
	Errors										
	Score										
	Expression										
	Prac. to Goal										
	Date Passed										

Read Naturally® Encore

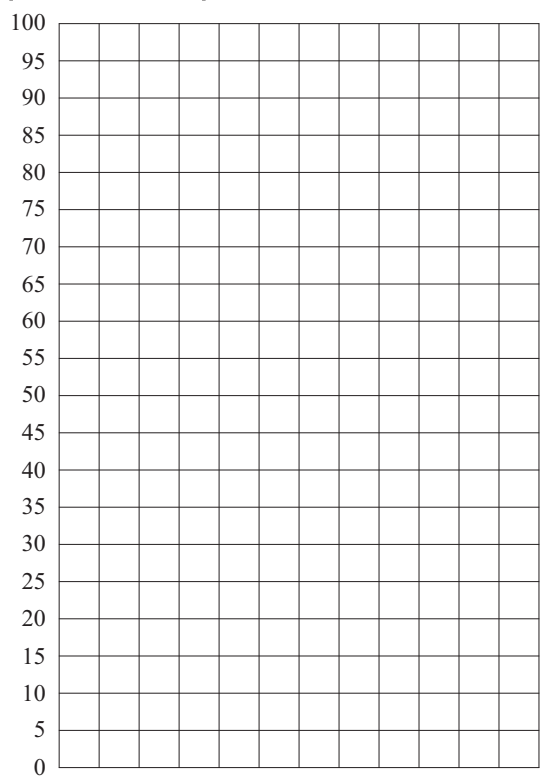
Comprehension

Literal: 7											
Vocabulary: 6											
Short Answer: 5											
Inferential: 4											
Vocabulary: 3											
Detail: 2											
Main Idea: 1											

Story

--	--	--	--	--	--	--	--	--	--	--	--

Summary of the Story



Story

--	--	--	--	--	--	--	--	--	--	--	--

 Word Count

--	--	--	--	--	--	--	--	--	--	--	--

Name: _____

Level: _____ Set: odd / even (circle one)

Start Date: _____ Completion Date: _____

For Teacher Use Only

___ Continue in level (odd / even) with current goal.

___ Continue in level (odd / even) with new goal ____ .

___ Advance to level ____ with current goal.

___ Dismiss from Read Naturally Encore.

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Reading for Meaning—Fluently Evaluation

Position (check all that apply)

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Classroom Teacher | <input type="checkbox"/> Reading Specialist | <input type="checkbox"/> Title I Teacher | <input type="checkbox"/> ELL/ESL Teacher |
| <input type="checkbox"/> RTI Coordinator | <input type="checkbox"/> Technology Specialist | <input type="checkbox"/> District Administrator | <input type="checkbox"/> Curriculum Director |
| <input type="checkbox"/> Speech Pathologist | <input type="checkbox"/> Professor | <input type="checkbox"/> Parent | <input type="checkbox"/> Library/Media Specialist |
| <input type="checkbox"/> Student | <input type="checkbox"/> Psychologist | <input type="checkbox"/> Administrator | <input type="checkbox"/> Tutor |
| <input type="checkbox"/> Spec. Ed. Teacher | <input type="checkbox"/> Principal | <input type="checkbox"/> Other | _____ |

Students (check all that apply)

- | | | | | |
|------------------------------|------------------------------|------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> K-3 | <input type="checkbox"/> 4-6 | <input type="checkbox"/> 7-9 | <input type="checkbox"/> 10-12 | <input type="checkbox"/> Adult |
|------------------------------|------------------------------|------------------------------|--------------------------------|--------------------------------|

Reactions to the Presentation

1 How would you rate the presentation? (Poor) 1 2 3 4 5 (Excellent)

Comments _____

2 How much information did you gain that you can use in your work? (None) 1 2 3 4 5 (Very Much)

Comments _____

3 How can we improve this presentation? _____

Provide your contact information if you would like more information.

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