Revisiting Fluency Instruction and Assessment in Reading Wings
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Agenda

- Define fluency.
- Consider the importance of fluency.
- Review fluency instruction in Reading Wings.
- Identify how to assess fluency both informally and formally in Reading Wings.
- Discuss interventions for fluency in Reading Wings.
What is fluency?

<table>
<thead>
<tr>
<th>What does fluent reading sound/look like?</th>
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<td>Sounds Like</td>
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<table>
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<tr>
<th>What does nonfluent reading sound/look like?</th>
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<tr>
<td>Sounds Like</td>
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</table>
What is fluency?

Automatic Processing
Smoothness
Phrasing
Expressiveness
Rate
Automaticity
Accuracy
Prosodic Reading
What Research Says About Fluency Instruction

Reading instruction must include the following to build fluent readers:

- Good models of fluent reading
- Opportunities for repeated reading with guidance
  - Partner reading
  - Student-adult reading
- Assessment of fluency
  - Informal monitoring
  - Informal and formal timed assessments
<table>
<thead>
<tr>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
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<td><strong>Active Instruction</strong></td>
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<tr>
<td>Students rate new vocabulary words in journals.</td>
<td>Two-Minute Edit (TP/SR)</td>
<td>Two-Minute Edit (TP/SR)</td>
<td>Two-Minute Edit (TP/SR)</td>
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<td><strong>Success Review And Assessment</strong></td>
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<td>Celebrate super teams.</td>
<td>Remind students about team celebration points.</td>
<td>Guide team goal setting.</td>
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<td><strong>Team Building Goal (TP)</strong></td>
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<td>Describe cooperative behavior for new cycle team cooperation goal.</td>
<td>Use task cards and shared chart to explain expectations.</td>
<td>Process use of goal behavior throughout lesson.</td>
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<td><strong>Set the Stage</strong></td>
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<td><strong>Using the Targeted Skill/Strategic Review</strong></td>
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<td>Model, prompt, or elicit targeted skill use.</td>
<td>Students summarize reading to this point.</td>
<td>Students make predictions and give evidence.</td>
<td>Students think of and share questions.</td>
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<td><strong>Listening Comprehension</strong></td>
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<td>Use text to model prompt, or elicit targeted skill use when reading.</td>
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<td><strong>Preview Team Talk (TP)</strong></td>
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<td><strong>Text (Day 5)</strong></td>
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<td>Review Student Routine (SR).</td>
<td>Students read and restate.</td>
<td>Students review Team Talk questions.</td>
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<td><strong>Partner Reading (TP)</strong></td>
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<tr>
<td>Review Student Routine.</td>
<td>Students read and restate.</td>
<td>Students review passage for Fluency in Five.</td>
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<tr>
<td>Teamwork</td>
<td>Team Discussion (TP)</td>
<td>Class Discussion (TP)</td>
<td>Fluency in Five (TP)</td>
<td>Word Power (TP)</td>
<td>Book Club</td>
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<td></td>
<td>Review Student Routine (SR)</td>
<td>Review Student Routine (SR)</td>
<td>Review routine and rubric for fluency (SR)</td>
<td>Introduce Word Power skill and Captain Read More’s clue</td>
<td>Have students share self-selected reading</td>
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<td>Strategic discussion</td>
<td>Have a Think-and-Connect discussion</td>
<td>Explain fluency and the fluency rubric</td>
<td>Review Student Routine (SR)</td>
<td>Celebrate and record completion on teacher cycle record form</td>
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<td></td>
<td>Students individually write answers to the Write-On question</td>
<td>Have a Write-On discussion</td>
<td>Remind partners to give feedback</td>
<td>Review Skill Practice and Building Meaning</td>
<td>Have students share their revised drafts with partners</td>
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<td>Review use of role cards</td>
<td>Award team celebration points</td>
<td>Have students read for one minute</td>
<td>Check responses and meaningful sentences</td>
<td>Have students submit their drafts for review</td>
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<td></td>
<td>Remind students to review rubrics to prepare for Class Discussion</td>
<td>Record individual scores on teacher cycle record form</td>
<td>Prompt partners to give feedback</td>
<td>Award team celebration points</td>
<td>Reminder students how to revise</td>
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<td>Students work on story maps</td>
<td>Remind students to use roles</td>
<td>Have partners switch roles</td>
<td>Award team celebration points</td>
<td>Ask students to share how they will revise</td>
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<td>Earn team celebration points</td>
<td>Assign individual fluency goals</td>
<td>Assign individual fluency goals</td>
<td>Remind students about Vocabulary Vault</td>
<td>Celebrate Vocabulary Vault</td>
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<td>Have two or three students read for scores</td>
<td>Have two or three students read for scores</td>
<td>Review Word Power skill and Captain Read More’s clue</td>
<td>Collect test answers</td>
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<td>Award team celebration points</td>
<td>Award team celebration points</td>
<td>Review Student Routine (SR)</td>
<td>Discuss strategy use</td>
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<td>Record individual scores on teacher cycle record form</td>
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<td>Review Skill Practice and Building Meaning</td>
<td>Award team celebration points</td>
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<td>Practice word lists (Grade 2 only)</td>
<td>Review and celebrate team discussions</td>
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<td>Check responses and meaningful sentences</td>
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<td>Award team celebration points</td>
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<td>Remind students about Vocabulary Vault</td>
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**Adventures in Writing (TP)**
- Introduce Student Routine (SR)
- Have students share and respond with partners
- Remind students about Vocabulary Vault
- Have a Write-On discussion
- Have students share ideas for editing

**Sharing and Responding**
- Introduce idea of editing
- Create editing checklist
- Have students check their drafts and partners’ drafts
- Have students share edits

**Editing**
- Introduce rewriting
- Have students rewrite
- Celebrate by having one or two students share with the class

**Revising**
- Introduce revising
- Have students rewrite
- Celebrate by having one or two students share with the class

**Total tallies on team score sheets, and add points to team celebration poster.**

**Use overlay to show team celebration scores.**

**Guide student reflection about points and team cooperation goal and related behavior.**
### Reading Wings 4th Edition with Informational Targeted Treasure Hunts Instructional Process

<table>
<thead>
<tr>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
<th>Day Four</th>
<th>Day Five</th>
<th>Day Six</th>
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</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>Students rate new vocabulary words in journals.</td>
<td>Two-Minute Edit (TP/SR)</td>
<td>Two-Minute Edit (TP/SR)</td>
<td>Two-Minute Edit (TP/SR)</td>
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<tr>
<td><strong>Success And Keeping Score (TP)</strong></td>
<td>Celebrate super teams.</td>
<td>Remind students about team celebration points.</td>
<td>Guide team goal setting.</td>
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<tr>
<td><strong>Team Cooperation Goal (TP)</strong></td>
<td>Describe cooperative behavior for new cycle team cooperation goal.</td>
<td>Use like looks like chart to explain expectations.</td>
<td>Prairie use of goal behavior throughout lesson.</td>
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<tr>
<td><strong>Set the Stage</strong></td>
<td>Introduce text, author, and reading objective.</td>
<td>Review ratings.</td>
<td>Review Student Routine (SR).</td>
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<tr>
<td><strong>Active Instruction</strong></td>
<td>Introduce vocabulary words.</td>
<td>Review vocabulary words.</td>
<td>Celebrate Vocabulary Vault.</td>
<td>Award team celebration points.</td>
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</tr>
<tr>
<td><strong>Using the Targeted Skill/Strategic Review</strong></td>
<td>Model, prompt, or elicit targeted-skill use.</td>
<td>Students summarize reading to this point.</td>
<td>Students make predictions and give evidence.</td>
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<tr>
<td><strong>Listening Comprehension</strong></td>
<td>Use text to model, prompt, or elicit targeted-skill use when reading.</td>
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<tr>
<td><strong>Text (Day 5)</strong></td>
<td>Review Student Routine (SR).</td>
<td>Students complete the fourth part of the TIGRRS process—read and then reread.</td>
<td>Students review Team Talk questions.</td>
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<tr>
<td><strong>Partner Reading (TP)</strong></td>
<td>Review Student Routine (SR).</td>
<td>Students review passage for Fluency in Five.</td>
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### Additional Activities
- **Fluency in Five (TP)**: Award team celebration points. Record individual scores on teacher cycle record form.
- **Word Power**: Review use of role cards.
- **Comprehension**: Remind students about Vocabulary Vault.
- **Writing**:
  - **Print**: Distribute and preview the test.
  - **Ask**: Students to underline key words/phrases in skill question.
  - **Tell**: Students to add information to their graphic organizers.

### Observations
- **Fluency**: Explain fluency and the fluency rubric.
- **Model fluent and then nonfluent reading.**

### Reflections
- **Guide student reflection about points and the team cooperation goal and related behavior.**

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<thead>
<tr>
<th>Teamwork</th>
<th>Team Discussion (TP)</th>
<th>Class Discussion (TP)</th>
<th>Fluency in Five (TP)</th>
<th>Word Power (TP)</th>
<th>Book Club</th>
<th>Team Celebration</th>
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<tbody>
<tr>
<td>• Review Student Routine (SR).</td>
<td>• Review Student Routine (SR).</td>
<td>• Review Student Routine (SR).</td>
<td>• Introduce Word Power skill and Captain Read More’s clue.</td>
<td>• Total tallies on team score sheets, and add points to team celebration poster.</td>
<td>• Total tallies on team score sheets, and add points to team celebration poster.</td>
<td>• Total tallies on team score sheets, and add points to team celebration poster.</td>
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<td>• Select writing task.</td>
<td>• Select writing task.</td>
<td>• Select writing task.</td>
<td>• Review Word Power skill and Captain Read More’s clue.</td>
<td>• Guide student reflection about points and team cooperation goal and related behavior.</td>
<td>• Guide student reflection about points and team cooperation goal and related behavior.</td>
<td>• Guide student reflection about points and team cooperation goal and related behavior.</td>
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<tr>
<td>• Students individually write answers to the Write-On question.</td>
<td>• Have a strategy use discussion.</td>
<td>• Discuss strategy use.</td>
<td>• Assess individual fluency goals.</td>
<td>• Have total tallies on team score sheets, and add points to team celebration poster.</td>
<td>• Use overleaf to show team celebration poster.</td>
<td>• Use overleaf to show team celebration poster.</td>
</tr>
<tr>
<td>• Review use of role cards.</td>
<td>• Have team read aloud.</td>
<td>• Award team celebration points.</td>
<td>• Have two or three students read for fluency.</td>
<td>• Guide student reflection about points and team cooperation goal and related behavior.</td>
<td>• Have students share and respond with partners.</td>
<td>• Have students share and respond with partners.</td>
</tr>
<tr>
<td>• Remind students to review rubrics to prepare for Class Discussion.</td>
<td>• Guide reflection of Write-On question.</td>
<td>• Discuss strategy use.</td>
<td>• Award team celebration points.</td>
<td>• Remind students about Vocabulary Vault.</td>
<td>• Remind students about Vocabulary Vault.</td>
<td>• Remind students about Vocabulary Vault.</td>
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<tr>
<td>• Students work on story maps.</td>
<td>• Have students read aloud.</td>
<td>• Award team celebration points.</td>
<td>• Award team celebration points.</td>
<td>• Have a strategy‑use discussion.</td>
<td>• Have students share and respond with partners.</td>
<td>• Have students share and respond with partners.</td>
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<tr>
<td>• Award team celebration points.</td>
<td>• Remind students about team celebration points.</td>
<td>• Discuss strategy use.</td>
<td>• Award team celebration points.</td>
<td>• Have total tallies on team score sheets, and add points to team celebration poster.</td>
<td>• Guide student reflection about points and team cooperation goal and related behavior.</td>
<td>• Guide student reflection about points and team cooperation goal and related behavior.</td>
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<td>• Same as Day 1</td>
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**Reading Wings 4th Edition With Literature Targeted Treasure Hunts**

- **Two‑Minute Edit (TP/SR)**
- **in journals.**
- **Opening**
  - Celebrate super teams.
- **Guide team goal setting.**
- **And Keeping**
  - Describe cooperative behavior for new cycle team cooperation goal.
  - Use looks like/sounds like chart to explain expectations.
  - Same as Day 1
- **Cooperation**
  - Introduce story, author, and reading objective.
  - Review story maps.
  - Introduce vocabulary words.
  - Review ratings.
- **Introduce the writing goal.**
- **Stage**
  - Review narratives.
  - Remind students vocabulary and
  - Review Vocabulary Vault.
- **Rewriting**
  - Have students share and respond to team celebration points.
  - Award team celebration points.
  - Introduce Student Routine (SR).
- **Rewriting**
  - Award team celebration points.
  - Remind students to use prompt and scoring guide to check writing.
  - Remind students to review rubrics to prepare for Class Discussion.
- **Editing**
  - Remind students vocabulary and
  - Remind students about Vocabulary Vault.
  - Discuss strategy use.
  - Have students share and respond with partners.
- **Revise**
  - Remind students about Vocabulary Vault.
  - Have students share and respond with partners.
  - Award team celebration points.
  - Have students share and respond with partners.
  - Have students share and respond with partners.
- **Writing**
  - Have students share and respond with partners.
  - Award team celebration points.
  - Remind students about Vocabulary Vault.
  - Have students share and respond with partners.

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Developing Fluency in Reading Wings

Model Fluent Reading

- During Listening Comprehension, teachers model fluent reading.
- By reading effortlessly and with expression at these times, teachers model how fluent readers sound during reading.
- Students learn how a reader's voice can help written text make more sense.
- Using the Fluency rubric during Fluency in Five, teachers also model the various skills associated with fluency.

Meaningful Blending Practice

- During vocabulary practice, students learn how to say and define key vocabulary words. This promotes fluency when they come across the words while reading the text.
- During Word Power, students learn to break down and recognize patterns in words, such as into chunks, affixes, base words, consonant blends, and word families. This promotes fluency when they come across unfamiliar words that share the same characteristics with better known words.
- Partner reading enables students to read aloud and clarify words they do not understand.

Repeated Reading

- Students in second grade practice word-level fluency by reading and rereading Practice and On My Own word lists during Word Power.
- All Reading Wings students have the opportunity to read and reread text during Partner Reading and fluency practice.

Targeted Feedback

During Partner Reading and Fluency in Five, teachers monitor and offer feedback and guidance as they listen to students read. Such discussion and feedback help the students understand what fluent behaviors are being demonstrated correctly and what skills they need to improve. Students are also actively engaged in monitoring their fluency progress and their partners’ progress.
Informal Fluency Assessments

Objectives:

- Offer a quick and easy way to monitor reading fluency.
- Provide opportunities for repeated reading with guidance.
- Promote reading with expression.
- Allow students to set goals and see progress.
- Encourage partners to provide feedback to each other.
- Prepare for formal fluency rate assessments.
- Motivate students.
Day 1

- Introduce the Fluency rubric. Define each criterion, and demonstrate each by reading a short passage aloud.

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Read with feeling, smoothness, and accuracy at the targeted rate.</td>
</tr>
<tr>
<td>90</td>
<td>Read with feeling and smoothness.</td>
</tr>
<tr>
<td>80</td>
<td>Read with accuracy. Most of the words are correct (no more than four errors).</td>
</tr>
</tbody>
</table>

**Not there yet?** Ask your teacher for another chance.

- Demonstrate a lack of fluency, if necessary, by rereading the same page several times without each skill in the rubric.
- Introduce the concept of rate if necessary.
- Tell students that we can measure rate by finding out how many words we read correctly per minute.
- Explain the target-rate range.

<table>
<thead>
<tr>
<th>Target-Rate Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level B (2)</td>
<td>60–90 wcpm</td>
</tr>
<tr>
<td>Level C (3)</td>
<td>90–120 wcpm</td>
</tr>
<tr>
<td>Level D (4)</td>
<td>120–150 wcpm</td>
</tr>
<tr>
<td>Level E (5)</td>
<td>120–180 wcpm</td>
</tr>
<tr>
<td>Level F (6)</td>
<td>120–180+ wcpm</td>
</tr>
</tbody>
</table>

- Explain that fluent reading is not a race. Tell the students that we must demonstrate the other criteria in the rubric to be fluent readers.
- Tell the students to listen carefully as you read aloud, and have them count how many words you miss. Explain the word errors if necessary.
  - Skips a word
  - Mispronounces the word
  - Listener has to read the word.
Remind the students to think about the Fluency rubric and what score they might give you and why.

Demonstrate applying the skills of the rubric, but miss one or two words. Time yourself, and mark where you stopped.

Count the total number of words in the passage. Ask the students how many words you missed, and then subtract that number from the total number of words in the passage. Write the number on the board, and explain that this is your fluency rate—how many words you read correctly in one minute.

Have students give you feedback using the Fluency rubric.

Explain that students will practice reading fluently with partners on days 2–4.

**Days 2–4**

Explain or review the routine and rubric for fluency.

<table>
<thead>
<tr>
<th>Fluency Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose a partner to read first.</td>
</tr>
<tr>
<td>2. Begin reading.</td>
</tr>
</tbody>
</table>
| 3. Listening partner:  
  - When did the reader stop?  
  - How many words did the reader miss?  
  - Did the reader meet the rate goal? |
| 4. Use the Fluency rubric to share feedback with the reader. |
| 5. Switch roles, and then repeat the routines. |

**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

Tell students that they will practice reading with their partners.

Display the fluency pages and the target-rate range.

Tell students when to begin reading, and time them for one minute.

Have the listening students identify where the readers stopped, how many words they missed, and if they met their fluency-rate goal.

Have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.

Use **Random Reporter** to select two or three students to read the fluency section that they practiced.

Award team celebration points.

Add individual scores to the teacher cycle record form.
**Fluency Routine**

1. Choose a partner to read first.

2. Begin reading.

3. Listening partner:
   - When did the reader stop?
   - How many words did the reader miss?
   - Did the reader meet the rate goal?

4. Use the Fluency rubric to share feedback with the reader.

5. Switch roles, and then repeat the routines.

*Not ready yet?* Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

**Fluency**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Read with feeling, smoothness, and accuracy at the targeted rate.</td>
</tr>
<tr>
<td>90</td>
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</tr>
<tr>
<td>80</td>
<td>Read with accuracy. Most of the words are correct (no more than four errors).</td>
</tr>
</tbody>
</table>

*Not there yet?* Ask your teacher for another chance.
Informal Fluency Assessment (Fluency Rubric)

**Directions:** Read the teacher procedure and student routine for fluency. In the chart below, list teacher and student roles. Then, answer the reflection questions that follow.

<table>
<thead>
<tr>
<th>Teacher Role</th>
<th>Student Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reflection**

1. What preparation is involved for the teacher?

2. How has the Fluency Rubric led to increased fluency in your classroom?

3. Why is it important to randomly select students to read aloud for fluency team points?

4. How have you used fluency data to inform instruction?

5. How will you improve informal fluency assessment in your classroom? What questions do you have about informal fluency assessment in Reading Wings?
Snakes

Some people like snakes. Some people hate them. But whether you like them or not, snakes are interesting. Snakes come in many different sizes. The largest snake weighs more than five large people. It is 30 feet long. That’s the same as 6 bicycles long. The smallest snake is the blind snake. It is about the size of an earthworm. Snakes use their tongues to smell. When you see a snake’s tongue going in and out, he is sniffing. Snakes don’t have feet but they can move fast. The snake bends from side to side and pushes itself along. Snakes eat lizards, frogs, mice and eggs. Some of the largest snakes can eat animals the size of a dog. The bones of a snake’s jaw can spread apart, so it can open its mouth very wide. A snake can eat something that is larger than its head! Most snakes lay eggs. Some snakes give birth to baby snakes. People fear being bitten by snakes. However, only about 2 percent are poisonous, so most snakes aren’t dangerous.
# Reading Wings 4th Edition
## Team Score Sheet

### Last Lesson-Cycle Results for:

<table>
<thead>
<tr>
<th>Individual Achievement Averages</th>
<th>Bonus</th>
<th>Teamwork Averages</th>
<th>Team Celebration Score</th>
<th>Team Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td></td>
<td>Strategy Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Power</td>
<td></td>
<td>Think-and-Connect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adventures in Writing</td>
<td></td>
<td>Write-On</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td>Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meaningful Sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \frac{\text{Team Celebration Score}}{3} = \text{Team Score} \]

### New Lesson Cycle for:

**Strategy Target:**

**Team Cooperation Goal:**

**Write Your Team Improvement Goal:**

---

### Challenge Scores

<table>
<thead>
<tr>
<th>Challenge Scores</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Think-and-Connect</td>
<td></td>
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<tr>
<td>Write-On Skill:</td>
<td></td>
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<td></td>
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<tr>
<td>Fluency</td>
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<td></td>
<td></td>
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<tr>
<td>Meaningful Sentences</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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**Team Celebration Points Reminder:**

- Team Cooperation
- Random Reporter
- Strategy Use
- Think-and-Connect
- Write-On
- Fluency
- Meaningful Sentences
- Two-Minute Edit
- Vocabulary Vault
- Read and Respond
- Graphic Organizer
- On My Own (level 2 only)

---

**Tally Boxes for Team Celebration Points**

Collect team points here. Remind your teacher to add them to the poster at the end of each day.

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
</table>

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**Teacher:** ___________________________

**Start Date:** ______________________

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Reading Room:

Team: | Strategy/Substrategy: |
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# Classroom Assessment Summary: Reading Wings 4th Edition

<table>
<thead>
<tr>
<th>Students</th>
<th>Challenge Scores (70, 80, 90, 100)</th>
<th>Self-Selected Reading</th>
<th>End-of-Cycle Scores (1-100)</th>
<th>Fluency</th>
<th>Formal Tests</th>
<th>Mastery &amp; Placement</th>
<th>Referrals</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Homeroom Teacher</td>
<td>Name</td>
<td>Strategy Use – Clarifying</td>
<td>Strategy Use – Predicting</td>
<td>Strategy Use – Questioning</td>
<td>Strategy Use – Summarizing</td>
<td>Think-and-Connect</td>
<td>Write-On</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

**Averages**

* Use the following Solutions abbreviations: S-AC=Problems with reading skills/strategies S-A=Attendance problems (more than four absences in eight weeks) S-O=Other problems (health, family, questions, etc.)
# Reading Wings 4th Edition: Class Summary of Fluency

Grading Period: _____  Teacher: _______________________  Level: __________  Period: _____  Date: __________

<table>
<thead>
<tr>
<th>Lesson Cycle Start Date</th>
<th>Lesson Cycle Title</th>
<th>N/E</th>
<th>Targeted Skill</th>
<th>Class Average Fluency Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>8.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>AVERAGES Fluency Rubric</th>
<th>Fluency wcpm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Averages
Formal Fluency Assessment

Objectives:

- Calculate words correct per minute and compare with fluency norms.
- Formally measure and graph student growth over time.
- Offer guidance and feedback to students to set goals.
- Gather information to guide reading instruction.
- Determine student mastery and placement.
Informal Fluency Assessment

After day 1, students practice reading fluently with their partners by rereading pages from their text that they have already read. They practice reading the words correctly, smoothly, and with rich expression. They also note where partners start and stop reading in one minute to get the fluency rate. Partners take turns reading and providing feedback. Partners do not score each other; they use the rubric to give feedback to their partners.

New suggested text for Fluency in Five is given each day. Students may read any of the selections for practice, or aloud to the teacher, from the choices given. Some students may practice the same passage throughout the cycle. Teachers may decide to encourage more fluent readers to practice a variety of pages, to read longer passages, or to read from a different text with which the student is familiar.

As students read aloud to the teacher, the teacher uses the rubric to score fluency, provide targeted feedback, assess rate, and guide students in setting goals. Goal setting is especially beneficial to those students who lack several skills. Honing in on one or two skills helps students focus on improving in those predetermined areas. As students demonstrate mastery with those skills, goals can be set for the improvement of other skill areas.

Teachers record individual student scores on the teacher cycle record form and ask teams to record challenge scores for fluency based on a Random Reporter’s reading on the team score sheet.

Formal Fluency Assessment

Formal fluency assessment in Reading Wings assesses fluency rate. While students should still be expected to demonstrate the other criteria on the fluency rubric, their formal score only represents the number of words correct per minute. This score is then recorded in the Fluency wcpm column on the teacher cycle record form. Formal fluency assessments should be administered at least once a quarter. Formal fluency assessment takes place during Partner Reading with students reading unfamiliar text. Teachers may choose to formally assess all the students during one week or across a few weeks toward the end of the quarter.

To implement a formal fluency-rate assessment:

- have each student read aloud during Partner Reading;
- remind the student to read fluently using the skills in the rubric;
- make the student’s starting point, set the time, and tell him or her to begin;
- time the student for one minute, noting any word errors;
- mark where the student stops;
- count the number of the words in the passage that the student read in one minute, and then subtract the number of word errors;
- record the word count per minute under Fluency WCPM in the Reading Wings Teacher Cycle Record Form.
Fluency Rate Assessment: Scoring

- If the student mispronounces the word, put a slash through it.

- If the student self-corrects the word within a few seconds, mark SC above the word, and score it as correct.

- If the student struggles or hesitates with a word for a few seconds, tell him or her the correct word, and mark it as incorrect.

- If the student omits the word, score it as incorrect.

- If the student repeats or inserts a word, it is ignored.
A Letter Home

Dear Mom and Dad,

I know it’s only my first day at science camp, but I had to tell you about this neat experiment we did. The instructor divided us up into pairs and gave us each an egg, forty toothpicks, and three feet of masking tape. Then he told us, “Think about all of the stuff you’ve ever learned about science and build a structure around the egg using only the toothpicks and the tape I’ve given you. At the end of the session, we will drop each egg from two meters. Those eggs that survive will be dropped from five meters. If any survive that, we’ll drop them from the balcony of the cafeteria. The rules are very simple. If your egg breaks, you’re out. You have two hours. Start.”

My partner Alex and I sat on the floor. We looked at the eggs. We looked at the toothpicks. We couldn’t believe there was anything that we’d learned in school that would help us solve this problem. I suggested that we needed to build a cage around the egg so that it wouldn’t touch the ground. Alex remembered having heard somewhere that a triangle was a very strong structure. Those dome houses that they build are all made out of triangles. I remembered something about the pyramids in Egypt and a pyramid is a sturdy structure. I was thinking that if we put the egg in a square box and built pyramid-like points around it, the egg would land on the points and never touch the ground at all. Alex thought it might work so we sketched our design on a piece of paper. The points projecting out around the egg looked like pyramids. We started to build with our tape and toothpicks.

We finished just before the time was up. Our egg looked incredible. It rested at the center of four pyramids. The structure was open and we thought that might help absorb some of
the shock. The other teams had made some fantastic structures too. Our instructor began
dropping eggs.

The first team’s egg didn’t survive. We talked for a couple of minutes about why it
didn’t. They built a square cage around the egg. We decided there wasn’t really anything to
absorb the impact. The next egg survived, but the following two failed. At the end of the
two-meter drop, our egg was one of two left.

Next came the five-meter drop. The structure around our egg broke, but the egg didn’t.
The other team’s egg didn’t make it. We were the winners! Unfortunately, our structure was
broken and we couldn’t drop it from the balcony.

Our instructor asked us how we planned our structure. We told him we’d decided to
build triangles because we thought they were strong. He asked us how we knew triangles are
strong. We told him about the dome houses and the pyramids in Egypt. He said he knew there
was something we’d learned about science and math that would help us. Alex shook his head
and told him that neither of us had learned about the dome houses or the strength of pyramids in
school. Our instructor laughed. He said that people don’t learn about science just from school.
People learn about science from everyday observations.

I know I wasn’t very happy about going to science camp this summer, but now I think it
will be fun and interesting. I’ll see you guys in two weeks.

Love,

John
## Summary of Fluency Assessment in Reading Wings

<table>
<thead>
<tr>
<th>Multiple Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation of Process</strong></td>
</tr>
<tr>
<td>Informally observe the student’s use of a skill or strategy within an authentic situation.</td>
</tr>
<tr>
<td>• Fluency Rubric</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Classroom Measures</strong></th>
<th><strong>Decontextualized Measures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the student’s use of a skill or strategy through formal classroom-assessment pieces and through a curriculum-based test.</td>
<td>Assess the student’s use of a skill or strategy through testing outside of instruction.</td>
</tr>
<tr>
<td>• Fluency—wcpm with familiar text</td>
<td>• Fluency—wcpm with unfamiliar text</td>
</tr>
</tbody>
</table>
The Cycle of Effective Instruction

- Active Instruction
  - Teach
  - Model
  - Guide Practice

- Teamwork
  - Prompt
  - Reinforce

- Assessment
  - Monitor
  - Assess

- Celebration
  - Recognize
  - Celebrate
Using Assessment Information

• Celebrate success.

• Plan instruction:
  – What worked well?
  – What fluency skills do I need to model for my students? When do I model?
  – How will I monitor student achievement of fluency goals?

• Use interventions.
Fluency Interventions

Tutoring
If the student is in tutoring, be sure to request that the tutor work with your student on reading fluency. Specify the specific component of fluency (accuracy, expression, smoothness, rate, or all) on which the student needs to focus.

Independent Silent Reading
Institute an incentive system in your class to encourage students to read at home and to complete their Read and Respond forms. Send home a letter to parents advising them to help their child practice for fluency.

Tape-assisted Reading
Record a fluent reading of a passage or story and create a station where students can follow along with the words as they listen to the tape. Make the station available during transition to reading or during other parts of the school day.

Echo Reading
If students are reading the same text as the teacher, read aloud a sentence or more at a time during Listening Comprehension. Have students repeat what was read as they follow along in the text. Continue to ask questions, model skills, and reinforce strategy instruction.

Shadow Reading for Fluency
Pair a student that needs extensive help with a fairly fluent reader. Teach the partnership to use Shadow Reading for Fluency, and have them do so during Fluency in Five.

Steps:
1. The more fluent partner reads a paragraph, sentence, or page.
2. Both partners read the text in unison.
3. The less fluent partner reads the text alone.
4. The more fluent partner provides feedback using the Fluency rubric.