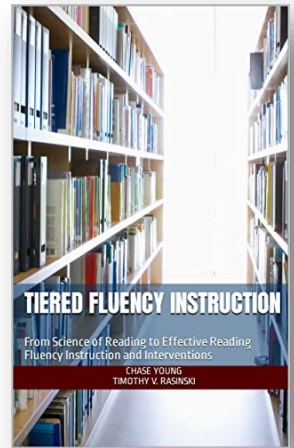


# A Study Guide for **Tiered Fluency Instruction** By Chase Young and Timothy Rasinski



## Introduction

Points to Know	Points to Ponder
<ul style="list-style-type: none"><li>• Fluency is the ability decode the words in text as accurately and as effortlessly as possible and to read with expression that reflects and enhances the meaning of the text.</li><li>• Reading fluency is more than reading speed.</li><li>• As readers become more automatic in word recognition, they can focus more on the meaning of the text.</li></ul>	<ul style="list-style-type: none"><li>• Was the definition of fluency presented differ from your own? If so, how?</li><li>• How does fluency support reading comprehension?</li><li>• What do you hope to learn from this text?</li></ul>
Notes:	

## Chapter 1: Assessments

Points to Know	Points to Ponder
<ul style="list-style-type: none"> <li>• Fluency is made up of three components: accuracy, automaticity, and prosody.</li> <li>• It is important to assess all of these components.</li> <li>• Accuracy is usually represented as a percent of words read correctly in a text; automaticity is usually represented as words read correctly per minute in text; finally, prosody is usually assessed with a rubric and students are scored in several dimensions.</li> <li>• All three components have been shown to be predictive of comprehension and overall reading proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever used any of these assessments before? If so, what did you like or dislike about them?</li> <li>• Historically, have you always assessed all three components of reading fluency?</li> <li>• What might be challenging about the assessments presented in this chapter?</li> </ul>
<p>Notes:</p>	

## Chapter 2: Tier 1 Whole Group Reading Fluency Instruction

Points to Know	Points to Ponder
<ul style="list-style-type: none"> <li>• Reading aloud helps build fluency as the teacher models for students what fluent reading sounds like.</li> <li>• Reader’s Theater does not require props, costumes, or memorizing, and only takes 5-10 minutes per day.</li> <li>• You can alternate between Reader’s Theater and Poetry Slams to change it up and because they share the same instructional framework.</li> <li>• Free scripts: <a href="http://thebestclass.org">thebestclass.org</a></li> <li>• Free poetry: many sites – one of our favorites – <a href="http://www.poetryforkids.com">www.poetryforkids.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• The authors presented several approaches where students practice reading for an authentic purpose. Can you think of any others?</li> <li>• How might you adapt some of these approaches to meet the needs of your students and fit with your teaching style?</li> </ul>
<p>Notes:</p>	

## Chapter 3: Tier 2 Small Group Reading Fluency Instruction

Points to Know	Points to Ponder
<ul style="list-style-type: none"> <li>• Grouping students based on fluency proficiency is a good idea.</li> <li>• Authors use the term “guided reading,” but notice how explicit decoding, fluency, and comprehension objectives are selected and directly taught.</li> <li>• The Fluency Development Lesson, as well as others described in this chapter, can be conducted with any text.</li> </ul>	<ul style="list-style-type: none"> <li>• Which of the small group strategy do you believe would benefit your students?</li> <li>• Would it be possible to use any of these approaches with a whole group?</li> <li>• Do you believe that guided reading can be effective if planned and delivered in a particular way?</li> <li>• Can you think of any other small group fluency intervention activities?</li> </ul>
<p>Notes:</p>	

## Chapter 4: Tier 3 One-On-One Reading Fluency

Points to Know	Points to Ponder
<ul style="list-style-type: none"> <li>• The theory of reading automaticity is used as the foundation of these interventions.</li> <li>• The interventions are also based on the research or repeated readings.</li> <li>• Once you know the research and the theory, you can begin to develop your own instruction and interventions, adapting as necessary to meet the needs of your students.</li> <li>• Staff, volunteers, parents, and other students can be trained in these methods.</li> </ul>	<ul style="list-style-type: none"> <li>• What challenges might you face when implementing these interventions?</li> <li>• Do you have any students in mind that would benefit from any of these?</li> <li>• Which of these do you like the most? Why?</li> <li>• Besides yourself, who do you think would be good candidates for implementing these methods with students?</li> </ul>
<p>Notes:</p>	

## Chapter 5: Integrating Technology into Reading Fluency Instruction

Points to Know	Points to Ponder
<ul style="list-style-type: none"> <li>• Kids can record their own reading, listen to it, and even critique it.</li> <li>• If there's no audience for a Reader's Theater performance you can simply integrate technology, creating a podcasts of your students' performances.</li> <li>• There are so many apps and programs out there, you can substitute similar ones for those described in the chapter.</li> <li>• Again, it is all about getting students to practice reading, and integrating technology can be motivating.</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever used technology in reading fluency instruction? If so, how?</li> <li>• Would you change the way you used technology after reading this chapter?</li> <li>• What new technologies could be used for reading fluency instruction?</li> <li>• Can you think of other ways you could integrate technology into reading fluency instruction?</li> </ul>

Notes:

## Final Discussion Questions

1. How has your understanding of reading fluency changed?
2. Have you used any of the assessments described in this book? How did it go? If not, do you plan to?
3. Have you done or viewed any research on or implementations of the methods presented in the book? If so, what did you find?
4. Which of the whole group approaches did you find most feasible to implement? Why?
5. Can you think of any other ways to motivate students to practice fluent reading?
6. Have you used any of the small group or one-on-one interventions? Which? If not, do you plan to use any?
7. How many minutes of instruction do you currently devote to reading fluency instruction? Do you think it is enough or too much?
8. Is there anything that prevents you from including reading fluency instruction in your daily routine? If so, how might you overcome that obstacle?
9. After reading this text, do you feel more confident in your fluency instruction? Why or why not?

For more information on reading fluency instruction, feel free to visit the authors' websites:

[www.timrasinski.com](http://www.timrasinski.com)

[www.thebestclass.org](http://www.thebestclass.org)