Nebraska Unfinished Learning Series
Grades 6-12 Community of Practice
4/21/21

Session 4: Supports for Reading and Understanding Complex Texts Part III:
Foundational Skills & Fluency

Resource on Chall's Stages of Reading
[Link to Chall's Stages of Reading](#)

What is a Running Record?
1. Student **reads a passage aloud** to a teacher at their normal speed for a minute or so 2. As the student reads, the teacher **writes down errors** 3. Once the student is finished, the teacher calculates the **rate, accuracy and expression** [as a proxy for comprehension]

4. Teacher analyzes data to **identify student's strengths and needs and plan supports**

Sarah's completed grade-level running record

Sarah

75 wpm

9 err-ors

88% acu.

Where I Am From

Poem by anonymous 19 year old Syrian Refugee

I am from my early memories ✓   6

From lovely friendship and harsh separation | 12

I am from the three days that I spend in the war with deserted streets   27

From shoes mixed with blood, with music of warplanes   36

From the dark black nights and sound of hungry dogs ✓   46

I am from the morning when my dad asked a man who's ready to shut down his shop

and leave   66

the country, "Do you have kuboos (bread)? Even if it is old?"] STOP   78

Believing that one day the sun will rise up again and light this persecuted city (Damascus) 94

I am from the beautiful neighborhood and the nice people   104

Student	Below-Level Passage			On Grade Level Passage		
	Acc	WPM	Exp.	Acc	WPM	Exp.
Jaime	100%	130	Y	95%	100	Y
Antonia	96%	170	Y	90%	170	N
Sarah	85%	80	N	88%	75	N
Trevor	98%	180	Y	91%	170	N
Jacob	80%	78	N	70%	65	N

Examine the data above, particularly the accuracy, rate, and expression of each student. What can this data tell us about what might be interfering with their comprehension?

Components of Strong Fluency Instruction
1. Students must have sufficient practice with a variety of texts 2. Students need to hear fluent reading modeled 3. Students need repeated practice reading a text 4. Students need feedback on their reading *Source: "Building Reading Fluency," Liben, 2016*

[Link: Instructional Activities to Support Fluency](#)

Sample Fluency Feedback
- "You got all the words right, Thomas, but you read too fast. It was hard for me to follow what you were trying to tell me." - "Eliza, the way you made each character sound different in this dialogue was fantastic. It was easy and fun to listen to these characters arguing." - "I really like how you paused between sentences. This gave me a chance to think about the author's message. Now think about finding places to pause for just a second more inside longer sentences." - "I loved how you made your voice strong and loud in this section. It really told me that this section of the passage was important." - "Try slowing down here and making your voice a bit softer. Remember, you're trying to tell me about something mysterious. Tell the story with your voice as well as with the words." *Source: "Creating Fluent Readers" by Timothy Rasinski*

Let's Plan for Instruction!

In breakout groups, read Mr. Yardley's plan and consider:

- What evidence of the **components of strong fluency instruction** are included in his plan? Where might you push his plan?
- How are the strategies he chose **aligned** with the students' strengths and needs in fluency?

After analyzing the fluency data, Mr. Yardley began to plan supports for these five students. Because the students showed limited fluency and a lack of comprehension of the text they used in class today, a poem called "Where I Am From," he decides to support students' fluency work on this grade-level text. He believes that by helping them become fluent with this text they will also be able to deepen their understanding of the passage as well as enable them to be more prepared for the end of unit culminating writing task to analyze the Syrian war's impact on the people.

He pulls the small group while the rest of the students are engaged in brainstorming ideas for the culminating writing task. He begins by using a Fluency Development Lesson. He chooses this strategy first because it 1) allows the students to hear a fluent model read aloud, 2) allows students to reread the text multiple times and 3) he can zoom in during the partner reading component of the lesson to ensure he is giving specific feedback to the students who need it most.

During the partner read component of the Fluency Development Lesson, Mr. Yardley puts Antonia, Trevor, and Jaime in a triad and partners Sarah and Jacob. He visits the triad and reminds Antonia and Trevor that they should focus on reading to understand, and as they read the poem, he wants them to use the strategy Say It Like a Character so that they can use expression in their voices to show what the author, a Syrian refugee, is feeling. He reminds them to give one another specific feedback after each reading and to continue to practice until they feel ready to share out.

He then sits down to work with Sarah and Jacob. He starts by asking them to choral read the passage with him, and then he asks them to switch off reading by paragraph. After each paragraph, he gives them specific feedback, and asks them to reread phrases or sentences when needed.
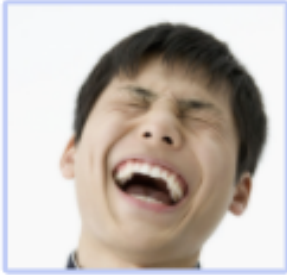
After 10 minutes of fluency practice, all of the groups have been able to read through the passage with stronger fluency and each of them can identify one impact of the war on the Syrian people.

Link to SAP Fluency Passages

The Four Foundational Skills
1. **Print Concepts =** knowledge about books 2. **Phonological Awareness =** hearing sounds that make up words 3. **Phonics =** mapping sounds to letters on the page 4. **Fluency =** reading with speed, accuracy + expression

Phonological Awareness vs. Phonemic Awareness

Phonemic Awareness

Skill you can do with your eyes closed

- Focuses only on individual **sound units (phonemes)**
- Builds the ability to connect **sounds and speech**
- Is at play when someone **recognizes and manipulates** individual sounds in **spoken language**

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Phonemic Awareness vs. Phonics

Must do done with eyes open

Phonics

- Focuses on the relationship between **sounds and written letters/words**
- Builds the ability to connect **sounds and written words**
- Is at play when someone **hears a sound and writes a symbol**

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At a Glance

Phonological Awareness	Phonemic Awareness	Phonics
HEAR + MANIPULATE large chunks of sounds	HEAR + MANIPULATE individual sounds	READ + MANIPULATE letters/sounds
Know cat has one **syllable**, and **rhymes** with rat	Know cat has three **sounds** - /c/ /a/ /t/	Know CAT is **spelled** CAT and we **read** it as /c/ /a/ /t/

EASIER   to   MORE   DIFFICULT

Read Mr. Yardley's next steps for supporting Sarah and Jacob

Consider: How is it similar to or different from what is currently in place at your school?

Mr. Yardley decided to go see the Interventionist to share his data regarding Sarah and Jacob, two students in his classroom who seemed to have underlying decoding issues. He was hoping she could help him identify the root cause of their dysfluency (low accuracy and low reading rate).

Ms. Smith, the interventionist, decided to administer a quick spelling assessment to both Sarah and Jacob to learn more about their phonics knowledge during the last 5 minutes of class. She then used the benchmarks included in the assessment to analyze their data.

She determined that both Sarah and Jacob were in the "within-in" words stage. Sarah seemed to have a strong understanding of short vowel sounds and the "silent e" vowel rules, but could use explicit practice with her vowel teams and multisyllabic words.

Jacob, on the other hand, was confusing many of his short vowels and even had a few incorrect consonants written, like writing "jr" for the "dr" in drive. Therefore, Ms. Smith suspected that Jacob may have some needs in phonemic awareness as well. She decided to give him a Phonological Awareness Survey to see if there was an underlying need in hearing the sounds in the words, and met with him for a brief assessment during the last 5 minutes of class the next day. After analyzing the phonological assessment data, Ms. Smith determined that Jacob had strong skills with digraphs, blends, and CVC words, but needed additional support in hearing and writing the vowel sounds in words.

Ms. Smith looped back with Mr. Yardley to share out the results of the assessments. She gave him a few quick strategies he could use in class to support the students' fluency and decoding and identified times she could work with them 1:1 2 times a week for 30 minutes each (outside of their core instruction) to support their individualized needs.

How is it similar to or different from what is currently in place at your school?

A Possible System of Support

Read through the **Critical Actions to Support All Students** document.

In breakout groups, discuss:

What is your next step for supporting this work in your school?

Critical Actions: Planning to Support All Students

Scheduling
1. All students with unfinished learning should receive full access to grade-level core instruction.
2. Teachers should first offer differentiated supports within core instruction.
3. Intervention (outside of core instruction) should support, not replace, core instruction and be aligned with students' strengths and needs
4. Teachers should regularly monitor progress to identify if changes to their supports are necessary (using formative and diagnostic assessments).

Assessment
1. Standardized Data - Used to identify who needs additional assessment, not to place into intervention classes
2. Formative Assessments - Used within the classroom to identify comprehension culprits across knowledge + vocabulary, motivation and fluency using a Narrative Profile which includes both comprehension data and fluency data
   a. When needed, collaborate with the interventionist to use Diagnostic Decoding Data, such as the Words Their Way Spelling assessment and Phonological Quick Assessment Screener to identify + support underlying fluency issues
3. Plan and Implement aligned supports within the core using the Differentiation One-Pager
   a. For students who require additional decoding or phonemic awareness interventions, identify short, targeted interventions that include an exit ramp. Communicate frequently with the interventionist to learn how you can support these needs in the classroom.
4. Implement supports, collect data, and adjust as needed.

Professional Development, Training & Collaboration
1. Train both general and special educators on high-quality core instruction.
2. Identify ongoing co-planning time (in-person or virtual) for general and special educators to study units and lessons and scaffold instruction
3. Identify a plan for core support.
   a. In-person class: group students with disabilities into certain sections to provide small-group or push-in support with interventionist or special educator

Remember to keep supplementary supports for diverse learners **aligned to core instruction** whenever possible.
- *ELA/Literacy Example*: Identify topically-related texts for students to practice decoding + fluency skills

Critical Actions to Support All Students One-Pager

What is your next step for supporting this work in your school?

Thank you! **https://tinyurl.com/NDESession4**

	Additional Resources

Phonics and Phonological Awareness Glossary[1]

Term	Definition
Alphabetic principle	The concept that letters and groups of letters represent the phonemes of spoken language
Automaticity	The ability to automatically recognize words quickly and effortlessly during reading
Base/root word	The portion of a word that gives it its basic meaning (i.e., the base word of *review* is *view)*
Blend	To combine, or sound out, the sounds represented by letters in a word
Decoding	Using one or more strategies to identify a written word and its meaning
Onset	The consonant sounds in a syllable that precede the vowel (i.e., *sh* in *ship,* c in *car)*
Orton-Gillingham	A well-established reading program for struggling readers
Phoneme	The smallest unit of sound in spoken language
Phonemic awareness	The ability to detect and manipulate phonemes in spoken language
Phonics	An approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the written letters that represent the sounds
Phonological awareness	Awareness of and ability to manipulate the sounds of spoken language

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[1] International Literacy Association. *Literacy glossary.* (n.d.) Retrieved from
https://literacyworldwide.org/get-resources/literacy-glossary on February 25, 2020.

Rime	The part of a syllable that includes the vowel and all subsequent sounds in the syllable (i.e., *ip* in *ship, ar* in *car*)
Whole language	An educational philosophy that advocates making meaning in reading through making meaning of whole texts rather than systematic instruction