

MERGE SHARED READING AND FLUENCY DEVELOPMENT FOR POWERFUL RESULTS

An Innovative Approach • 30 Minutes: 15 Minutes Twice a Day

	SHARED READING LESSON	FLUENCY DEVELOPMENT LESSON
DAY 1 Read for joy. Design a play activity to go with it using art strategies later in the day to engage.	Choose an exciting book, poem or excerpt. Display text and pictures. Model very best reading. Define unusual words.	Ask children to echo-read favourite parts after you. Act out sentences. Decide on props and artifacts. Children bring props from home. Celebrate!
DAY 2 Skills We Know & Rehearsal	Model-read it again. Point out skills we have learned – alphabet, sight words, punctuation, print concepts.	Use the props and artifacts this time. Rehearse with echo reading, choral reading and assigning group roles (girls, boys, different clothing colours etc). Debrief how you did and how it might have gone better.
DAY 3 Word Study & Rehearsal	Model-read it again with the class. Point out the high lights of your model reading. Point out the Word Study skills we have learned – syllables, rhymes, spelling, blends etc.	Choral read the passage as a whole class. Stop at each line to discuss how it might be improved. Plan how the children will stand for rehearsal and how they will use their props when performing.

MERGE SHARED READING AND FLUENCY DEVELOPMENT FOR POWERFUL RESULTS

An Innovative Approach • 30 Minutes: 15 Minutes Twice a Day		
	SHARED READING LESSON	FLUENCY DEVELOPMENT LESSON
DAY 4 Comprehension & Rehearsal	Choral read the passage together this time. Practice comprehension skills most appropriate – setting, theme, plot, predictions, connections, inferring.	Rehearsal: Assign roles; practice use of props and artifacts; practice body placement; practice drama and action. Choose the rehearsal audience and set time and place (the janitor, secretary, principal, a parent’s meeting, the superintendent etc).
DAY 5 Performance & the Audience	The Big Day: Our Last Rehearsal. Have the children compliment each other – one compliment to each other in pairs then share to make sure everyone feels good.	The Big Day: Our Performance Keep track of the video performance of the children so you have a record of their growth over the course of the year and regular reports to send home. PM Benchmarks result may triple (according to Rasinski’s data and experience).
DAY 6 ...extend as desired	Sometime children become so engaged you may want to repeat the reading, find texts by the same author or genre, move into a related classroom theme for a week on the same topic, turn it into an art project, teach younger classes what they learned, join with other teachers and hold a performance assembly! This could be an endless literacy celebration!	

Teacher's Chart

CLASS	DATE	STUDENT'S NAME	SCORE	Scores of 10 or more indicate that the student is making good progress in fluency.
-------	------	----------------	-------	--

MULTI-DIMENSIONAL FLUENCY RUBRIC

	1	2	3	4
EXPRESSION and VOLUME	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
PHRASING	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
SMOOTHNESS	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots".	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentences structures.
PACE	Reads slowly and labouriously.	Reads moderately slowly.	Reads generally at an appropriate rate throughout reading.	Reads at an appropriate rate conversational pace throughout reading.

Source: Training Teachers to Attend to their Student's Oral Reading Fluency: J. Zutell & T. Rasinski, 1991, Theory Into Practice | © Early Learning Circle Charts: Fluency and Comprehension

ASSESSING READING FLUENCY

Teacher's Chart

ASSESSING READING FLUENCY Multi-Dimensional Reading Fluency Scale

Class _____

Date _____

STUDENT'S NAME _____

	1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4			
	Expression and Volume				Phrasing				Smoothness				Pace (minimal disruption while reading)			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												

A First Class Beginning
Early Learning INC.
Janet N. Mort PhD • jnmort@shaw.ca

Skill Mastery Progress
Black – Sep/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/June

Degree of Skill Mastery
● Skill Mastery
● Skill Review Required
○ Skill Instruction Required

Source: Training Teachers to Attend to their Student's Oral Reading Fluency: J. Zutell & T. Rasinski, 1991, Theory Into Practice | © Early Learning Circle Charts: Fluency and Comprehension