



New York State Education Department
Office of Special Education
Educational Partnership





Reading Fluency

Establishing the Foundations for Reading Success



Produced by the Technical Assistance Partnership for Academics at the University of Albany.



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Disclaimer

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Agenda

- **Welcome**
 - Introduction, Inclusion, and Norms
- **Purpose and Outcomes**
- **Review of the Science of Reading (SOR)**
- **Teaching Reading Fluency**
 - What is reading fluency?
 - Why teach reading fluency?
 - When should reading fluency be taught?
 - How should reading fluency be taught?
 - Leveraging assessment for effective instruction
- **Wrap-up and Survey**

Slide Marker Icons



Introductions

- Name
- Role
- District
- School
- Population Served

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each other's needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

Training Objectives

Participants will be able to:

1. Describe the legal and ethical importance of providing scientific research-based instruction in reading fluency.
2. Define reading fluency and describe why it is important to overall literacy development.
3. Explain when and how to teach reading fluency according to our current knowledge of the SOR.
4. Identify ways in which classroom assessments can be used to improve reading fluency instruction and student outcomes.
5. Describe ways in which students with diverse backgrounds and learning needs can be provided with individualized reading fluency support.

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Purpose and Outcomes

The Urgency Behind the SOR



Appropriate Instruction

Regulations of the Commissioner of Education



“A student shall not be determined eligible for special education if the determinant factor is...lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies”

[8 NYCRR §200.4(c)(2)(i)]

“A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:
appropriate instruction delivered to all students in the general education class by qualified personnel...*appropriate instruction in reading* shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehensive strategies”

[8 NYCRR §100.2(ii)(1)(i)(a)]



Stop & Think



How has your ability to read allowed you to fully engage and participate as a citizen?

How might your life be different if you lacked the literacy skills to fully engage and participate as a citizen?

Literacy as a Civil Rights Issue



Reviewing The SOR

Foundations of Reading Success



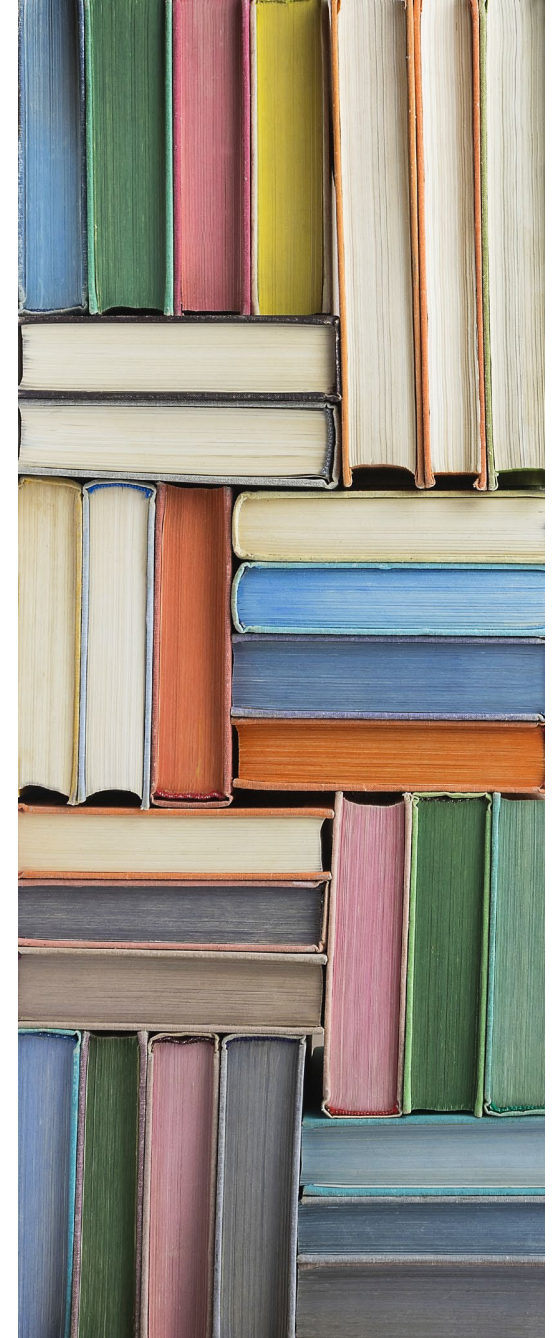
Defining SOR

“‘The science of reading’ is a phrase representing the accumulated knowledge about reading, reading development, and best practices for reading instruction obtained by the use of the scientific method.”

Petscher et al. (2020)

“The Science of Reading is a vast, interdisciplinary body of *scientifically-based research* about reading and issues related to reading and writing.”

The Reading League (2021)





Key Instructional Areas

Word Recognition

- Phonological Awareness
- Phonics & Word Recognition

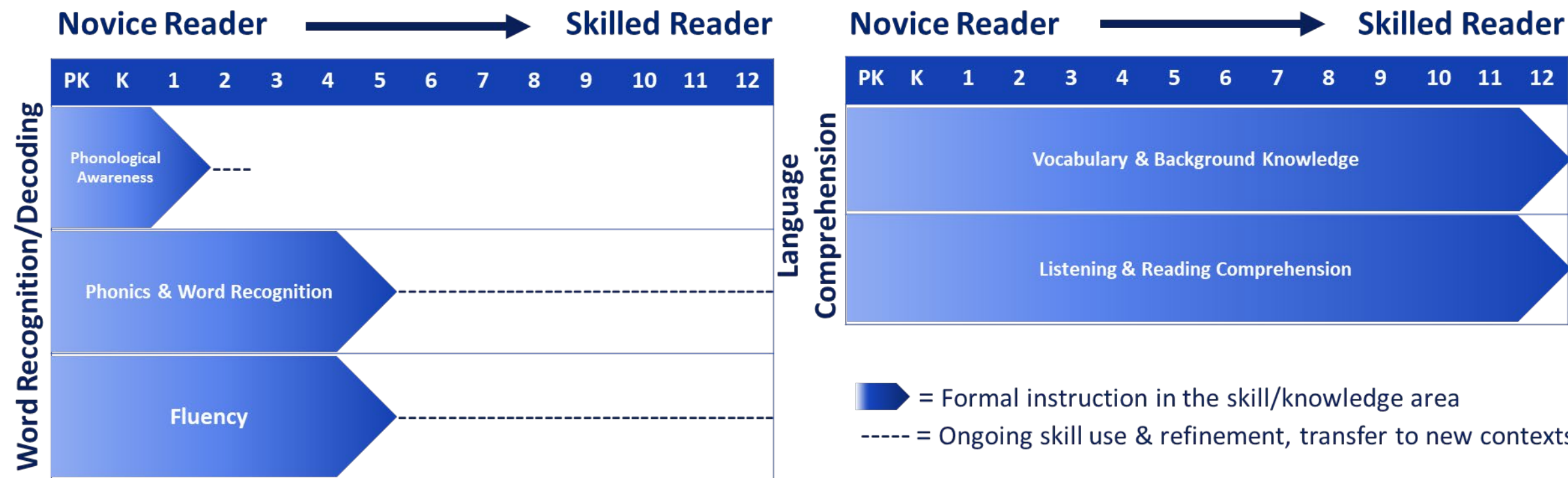
★ Fluency

Language Comprehension

- Vocabulary & Background Knowledge
- Listening & Reading Comprehension
 - Language Structure
 - Verbal Reasoning
 - Literacy Knowledge
 - Reading Comprehension Strategies

Learning Progression for Developing Skilled Readers

Timeline for Key Instructional Areas



Word Recognition and The Simple View

Reviewing the SOR



- **Word recognition** involves fluently translating alphabetic text into oral language sounds and identifiable words.
- Developing the skill to recognize written words with automaticity permits readers to focus on understanding the meaning of text.

Explicit and Systematic Instructional Practices

Reviewing the SOR

The most effective approach to teaching reading is through a structured approach that relies on the use of explicit and systematic instruction.

Explicit

An instructional approach that includes clear explanations, modeling, practice with specific feedback, and a gradual release towards independence until skills are mastered.

Systematic

Skills are taught in an ordered manner, such as from less complex to more complex.

Reading Fluency

What & Why



Stop & Think: Student Experiences



Consider two students reading '*The Diary of a Young Girl*' by Anne Frank...



Student A reads effortlessly. Each day, Student A reads several chapters after school. Student A can finish the entire book in a couple of weeks.

Student B reads slowly and needs to take time to identify each word accurately. Each day, Student B reads a couple of pages before feeling exhausted. After a few weeks of trying to read the book, they are still only on the second chapter.

Stop & Think: Student Experiences



Consider two students reading '*The Diary of a Young Girl*' by Anne Frank...



Reflect on each child's experience:

- How much effort will each child spend thinking about what they are reading?
- How well will each child remember what they are reading?
- How likely is each child to enjoy reading this story?
- How likely is each child to continue reading?

Describing Reading Fluency

WHAT is reading fluency?

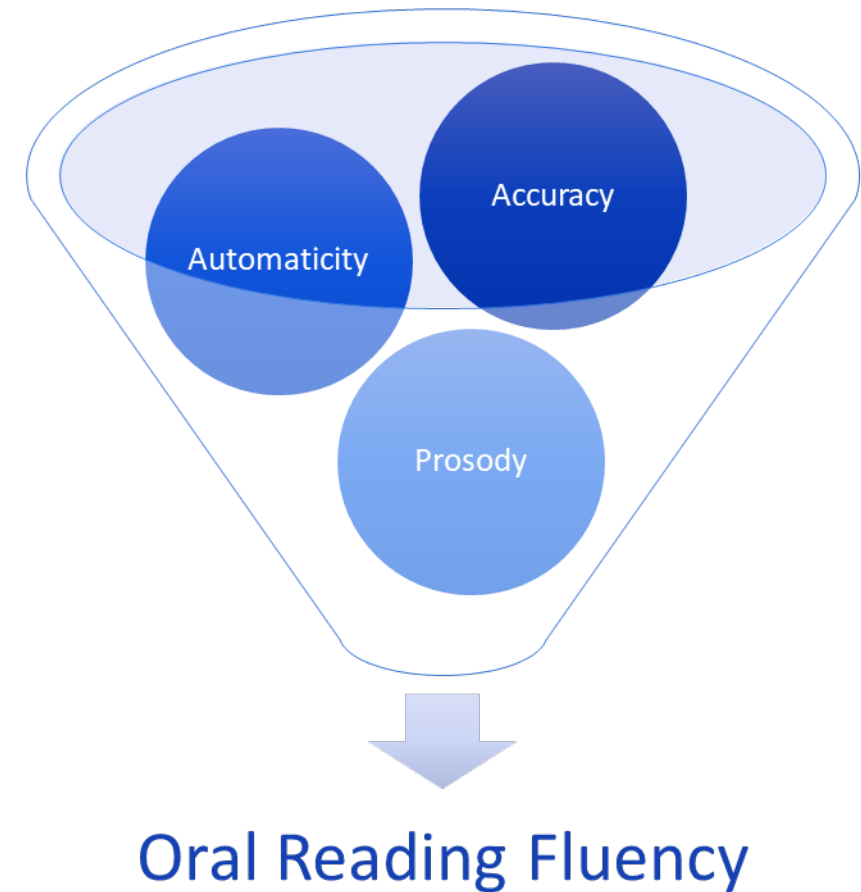


Defining Reading Fluency

WHAT is reading fluency?

“The ability to read a text quickly, accurately, and with proper expression.”

National Reading Panel & National Institute of Child Health and Human Development , 2000, p. 3-5





Elements of Reading Fluency

Accuracy

A fluent reader identifies letter sounds and words correctly

A disfluent reader guesses, skips words, or makes many errors

Automaticity

A fluent reader identifies letter sounds and words without conscious effort

A disfluent reader must work to retrieve letter sounds or decode words

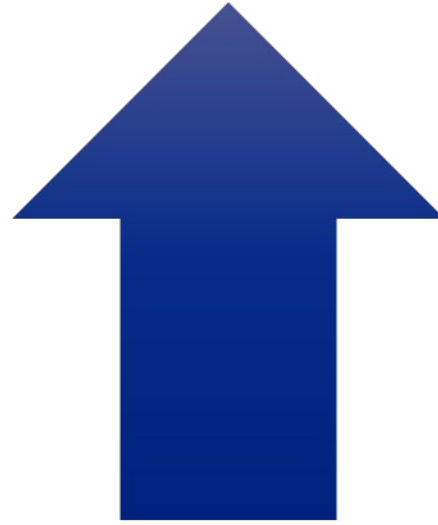
Prosody

A fluent reader reads text in a natural way that sounds like speaking

A disfluent reader may read too fast, “choppy,” or robotic

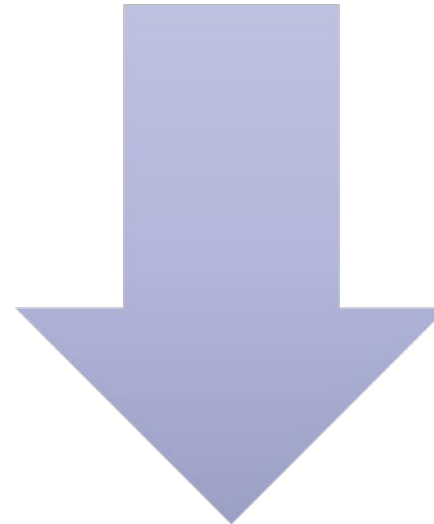
Fluent vs. Disfluent Reading

Iris Center Audio Clip Fluent and Nonfluent Readers



Fluent Reading

- Text read in meaningful units
- Pauses at appropriate places aligned with syntax and punctuation
- Reading sounds like natural speech



Disfluent Reading

- Text read word-by-word or two-word phrases
- Inappropriate pauses not aligned with syntax and punctuation
- Reading sounds “choppy” or robotic

Defining Reading Fluency

WHAT is reading fluency?

Reading fluency is the bridge between decoding print and comprehending print.

Oral reading fluency (ORF) is the strongest predictor of comprehension and overall reading proficiency.

Fluent reading leads to greater enjoyment of reading and increased motivation.



Importance of Reading Fluency Instruction

WHY Teach Reading Fluency?

“The National Reading Panel (NRP) found compelling evidence that instruction to increase reading fluency is critical to both reading comprehension and future reading success and ease. The new research examined...confirms those earlier conclusions.”

Foorman et al., (2016), p.32

- Approximately 80% of all struggling readers entering middle school demonstrate reading fluency problems.
- Reading fluency instruction is highly effective.
- Automatic word recognition allows students to focus on comprehension.
- Fluent readers get more practice reading text, leading to increased skill and enjoyment of reading.

Benefits of Fluency

WHY Teach Reading Fluency?

Students who read fluently experience:

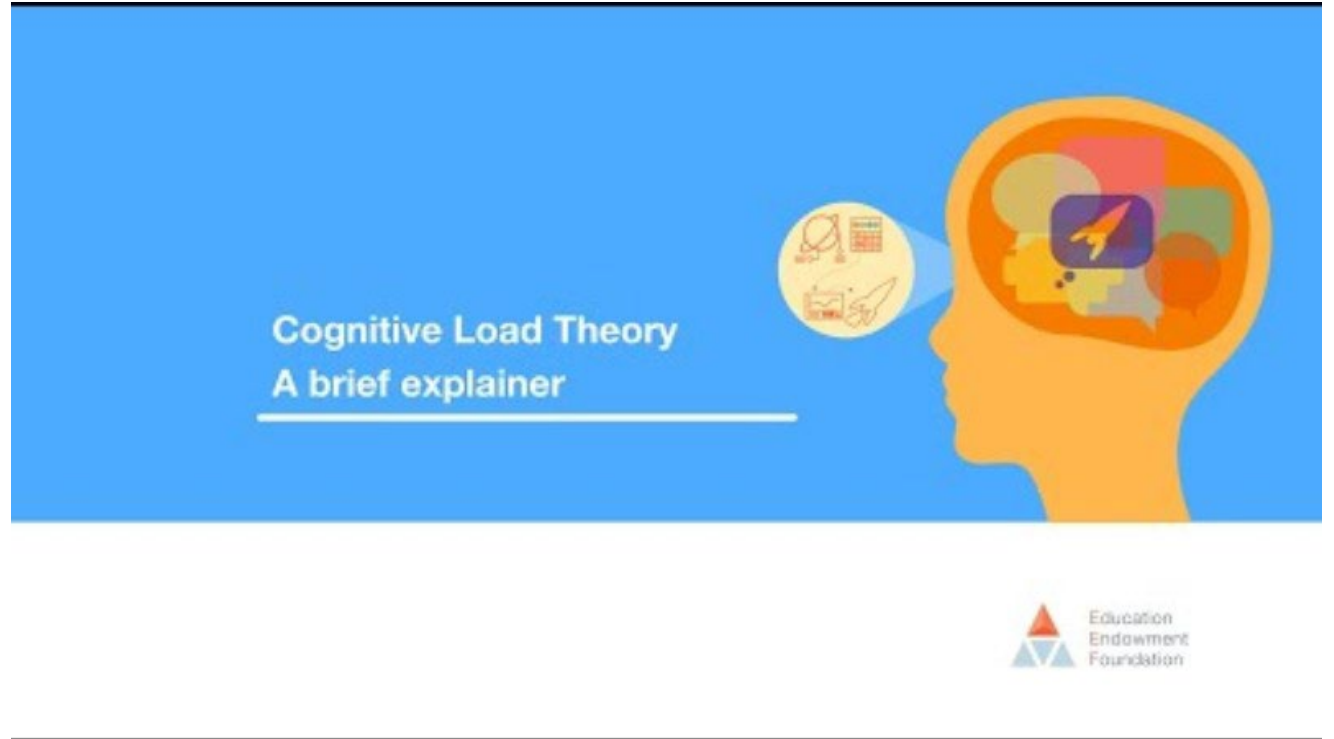
1. More opportunities to practice reading words.
 - A student who can read quickly will read more words.
2. More frequent success or reinforcement with reading.
 - Every time a child successfully encounters a word, it is motivating.
3. Better ability to commit words to memory.
 - Being fluent, or highly automatic with word recognition improves the likelihood that words will "stick".

Benefits of Fluency

WHY Teach Reading Fluency?

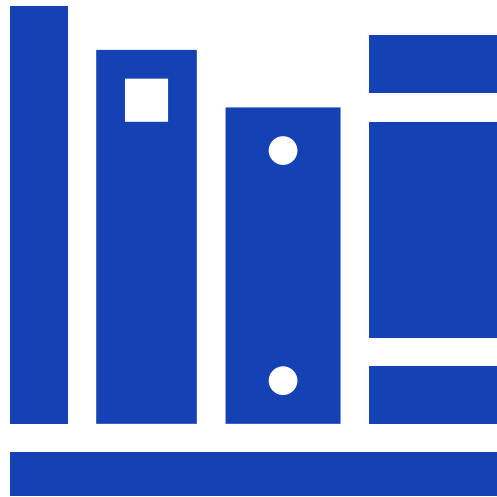
Students who read fluently experience:

4. Lower demand on cognitive load.
 - When children aren't fluent readers, they are devoting cognitive resources to accurately identifying words.



Benefits of Fluency

WHY Teach Reading Fluency?

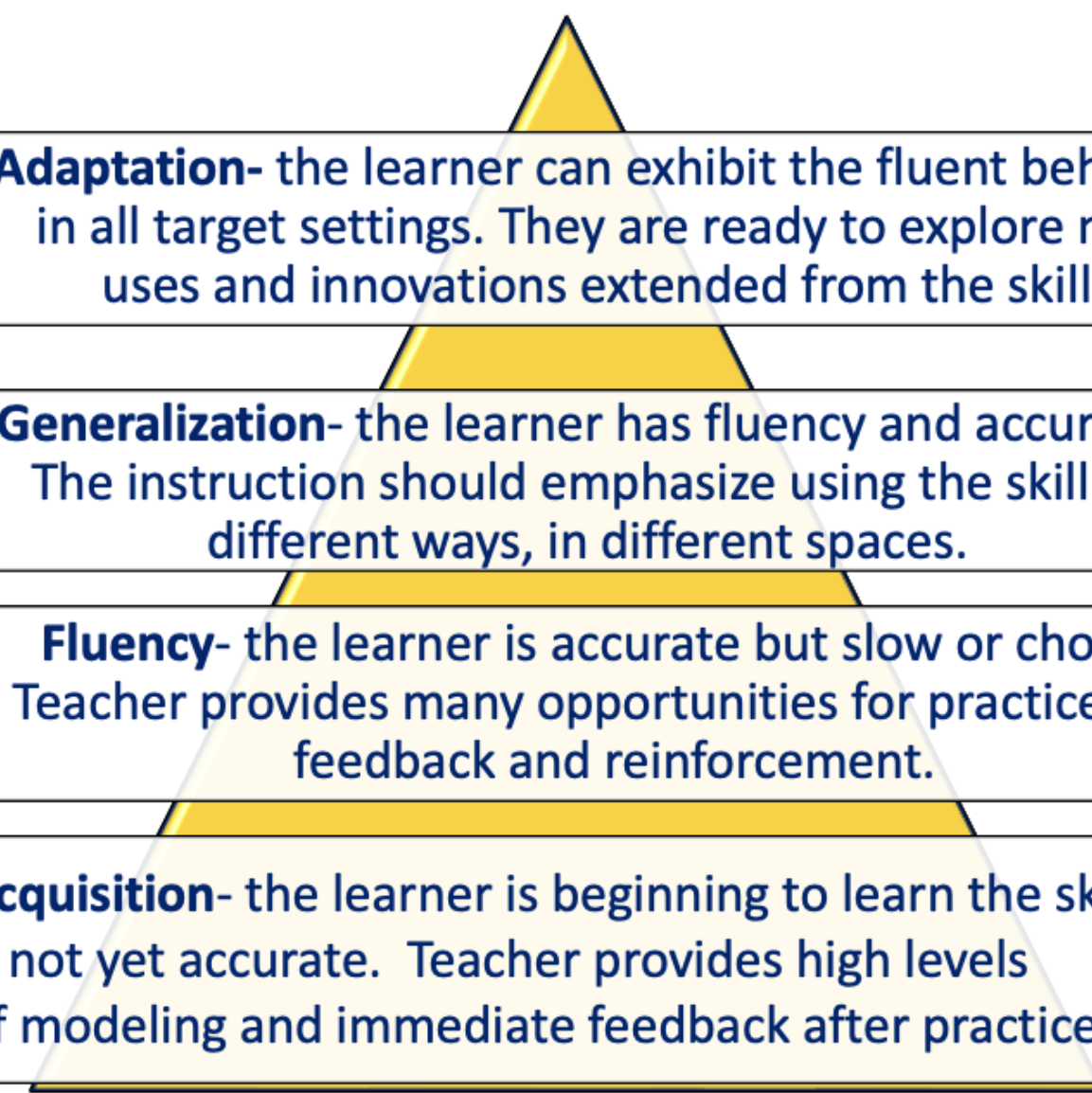


Students who read fluently experience:

5. Transfer of skills to new settings.

- Fluent readers can practice generalizing their reading skills to other types of text with new and challenging words.

The Instructional Hierarchy



Adaptation- the learner can exhibit the fluent behavior in all target settings. They are ready to explore new uses and innovations extended from the skill.

Generalization- the learner has fluency and accuracy. The instruction should emphasize using the skill in different ways, in different spaces.

Fluency- the learner is accurate but slow or choppy. Teacher provides many opportunities for practice with feedback and reinforcement.

Acquisition- the learner is beginning to learn the skill and is not yet accurate. Teacher provides high levels of modeling and immediate feedback after practice.

English Language Learners (ELLs)

WHY Teach Reading Fluency?

- Reading fluency is important to both monolingual English speakers and ELLs.
- English oral language skills are foundational for reading fluency to act as a bridge to reading comprehension.
- Reading fluency instruction should occur in combination with other instruction in vocabulary and comprehension.
- Work on reading fluency can help to develop an understanding of the sounds and cadence of the English language.
- Frequent fluent reading promotes new vocabulary acquisition, which is critical for ELLs.

Language Variation

WHY Teach Reading Fluency?

"Teaching reading to children whose language differs from the oral language of the classroom and from the linguistic structure of academic text adds an additional layer of complexity to reading instruction."

Washington & Seidenberg (2021)

True or False?



Knowledge Check



Reading fluency is all about reading fast.

Knowledge Check



True or False?



Reading fluency is not important for reading comprehension.

Knowledge Check



True or False?



The relationship between reading fluency in English and reading comprehension in English is stronger when a student's English oral language skills are strong.

Knowledge Check



True or False?



The three elements of reading fluency are:

- 1. Accuracy**
- 2. Automaticity**
- 3. Prosody**

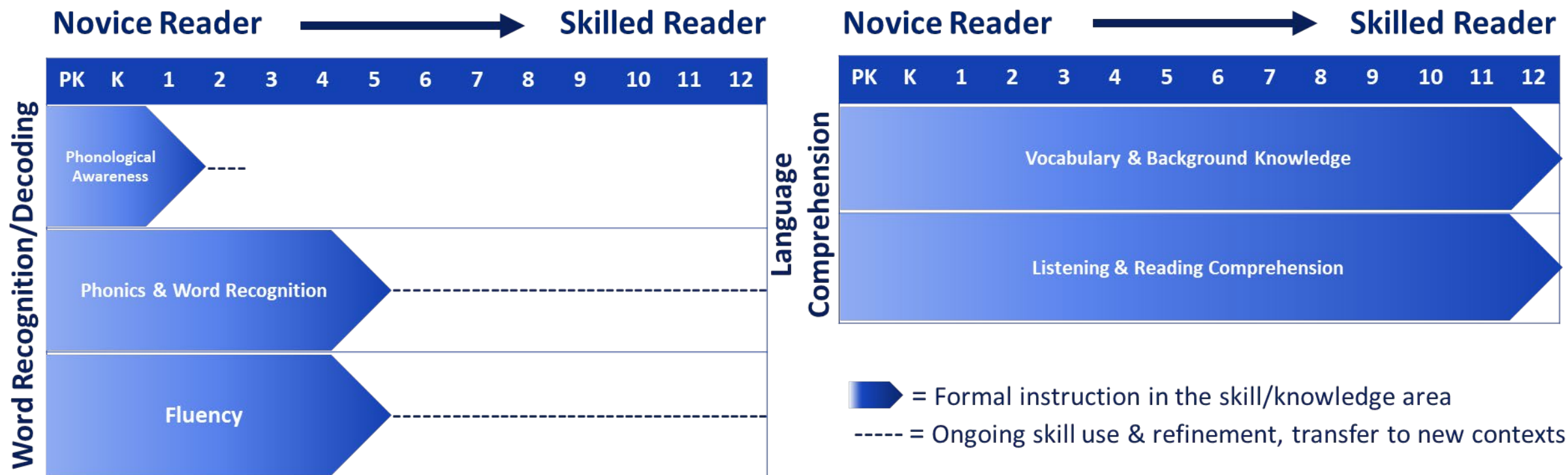
Fluency

When & How



Learning Progression for Developing Skilled Readers

Timeline for Key Instructional Areas



Fluency Skill Progression

Instructional Guide by Grade



	PreK	K	1	2	3	4	5	Beyond
Letter Sounds								
Words								
Connected Text								

What level of text fluency should I expect?

	Grade Level ORF Norms		
Grade	Goal Ranges for Words Correct per Minute (WCPM)*		
	Fall	Winter	Spring
1		29-59	60-91
2	50-84	84-109	100-124
3	83-104	97-137	112-139
4	94-125	120-143	133-160
5	121-153	133-160	146-169
6	132-159	145-166	146-173

*Ranges represent the 50th – 75th percentile

Next Generation ELA Standards

Connecting the SOR to the Standards

Fluency

PK	K	1	2
PKRF4: Displays emergent reading behaviors with purpose and understanding.	KRF4: Will engage with emergent-reader texts and read-alouds to demonstrate comprehension.	1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. 1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings. 1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fluency

3	4	5
3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Students in 4th Grade and Above

WHEN and HOW to provide older students reading fluency instruction?

- Deliver instruction whenever there is an identified need.
- Evaluate reading fluency skills any time a student demonstrates reading difficulty.
- Use text that reinforces other instruction (e.g., incorporates phonics skills taught, includes important vocabulary).
- Use results of assessment to guide selection of appropriate materials for fluency practice.
- Include reading fluency instruction as part of any intensive word reading intervention.

The primary goal of reading fluency instruction is to build automaticity so that students can focus on making sense of text!

English Language Learners

Challenges for ELLs	Description
Relationship between fluency and reading comprehension depends on oral language	It is possible that students learning English may read fluently but not comprehend what they are reading if they do not have a strong understanding of the words they are reading (vocabulary), common expressions, or sentence structure used in the text.
Limited benefit from hearing texts read aloud	For students with strong oral language skills and weak decoding skills, reading text aloud to them can help them to understand it's meaning. However, if students have not yet developed strong oral language skills in English, reading text aloud will not be as beneficial.

Strategies for ELLs	Description
Attend to prosody	<ul style="list-style-type: none"> • Include a focus on prosody (reading with good expression) when providing fluency instruction.
Include ample comprehension and oral language support	<ul style="list-style-type: none"> • Remember, strong oral language skills are essential for reading fluency to act as a bridge to comprehension. • ELLs require additional attention to oral language and comprehension skills, such as vocabulary and sentence structure.
Pair students with peer or adult models	<ul style="list-style-type: none"> • Working with a more fluent reader allows ELLs to hear and then practice reading with accuracy, speed, and prosody. • Acting as a peer model can provide motivation and encouragement to ELLs.



Review the example materials and consider:

- What fluency building activities are included?
- How do fluency activities change over time?
- How is fluency instruction related to instruction in other skills in a lesson?
- How might these activities look with your students?

Example Materials Review



Letter-Sound Fluency

WHEN & HOW to Teach Letter Sound Fluency

- **When is it typically taught?**
 - Prekindergarten and kindergarten.
- **Examples of strategies**
 - Whole group (choral responding) or individual practice identifying taught sounds
 - “Beat the timer” games to identify sounds within a time limit.
 - Flash card activities

Choral Response Sound Identification

Large Group Example



Word Reading Fluency (WRF)

WHEN & HOW to Teach WRF

- **When is it typically taught?**
 - Kindergarten and First Grade.
- **Examples of strategies**
 - Whole group (choral responding) or individual practice identifying taught words.
 - “Beat the timer” games to identify words within a time limit.
 - Flash card activities.

WRF

Small Group Fluency Building Activity



Connected Text Reading Fluency

WHEN & HOW to Teach Connected Text Reading Fluency

- **When is it typically taught?**
 - First grade through fifth grade.
- **Examples of strategies**
 - Individual oral reading with support.
 - Choral Reading
 - Students read simultaneously in groups with careful monitoring.
 - Timed Repeated Reading
 - Time students as they read, provide feedback on errors, and have them re-read the passage 2 or more times.
 - Partner Reading
 - Teach student pairs to engage in timed repeated reading together.
 - Echo Reading
 - Teacher reads a section of text and then the student(s) reads the same section.
 - Alternated Reading
 - Student(s) and teacher take turns reading sections of text.

Choral Reading

WHY and HOW to Use Choral Reading

- **Goal:**

- Provide model for fluent reading with prosody.
- Improve fluency through supported opportunities to practice.
- Reduce reading anxiety.

- **How:**

- Teacher provides students a short text that is at the independent reading level for most students.
- Students prompted to use finger or marker to follow along with text as they read along with teacher.
- Teacher reads text aloud and models fluent reading as students read passage aloud in unison.



Choral Reading

Small Group Example



Timed Repeated Reading

WHY and HOW to Use Timed Repeated Reading



- **Goal:**

- Continue building student's reading accuracy while increasing reading rate.
- Provide students with increased amounts of corrective feedback.

- **How:**

- Student reads a short passage aloud for 1 minute.
- Teacher records reading rate and provides feedback.
- Student reads the short passage aloud 3 more times.
- Teacher records reading rate and provides feedback for each reading.

Repeated Reading

Individual Student Example



Partner Reading

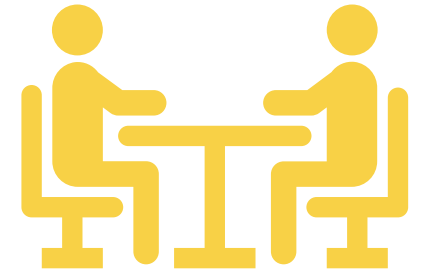
WHEN and HOW to Use Partner Reading

- **Goal:**

- Improve student reading fluency and/or comprehension.
- Leverage benefits of peer modeling and peer-reciprocal tutoring.

- **How:**

- Teacher matches peers into pairs with one stronger and one weaker reader.
- Teacher trains students to engage in partner reading and roles of Coach and Reader.
- One student (Reader) reads for 5 minutes as the Coach follows along.
- If the Reader misreads a word or hesitates for more than 3 seconds, the Coach provides immediate corrective feedback.
- After 5 minutes, the students switch roles and repeat the procedure.



Partner Reading

Whole Class Example – Elementary School



Echo Reading

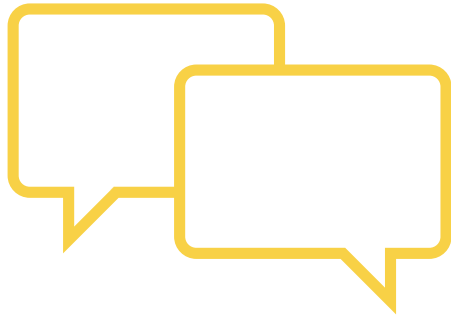
WHY and HOW to Use Echo Reading

- **Goal:**

- Provide model for fluent reading with prosody.
- Improve fluency through supported opportunities to practice.

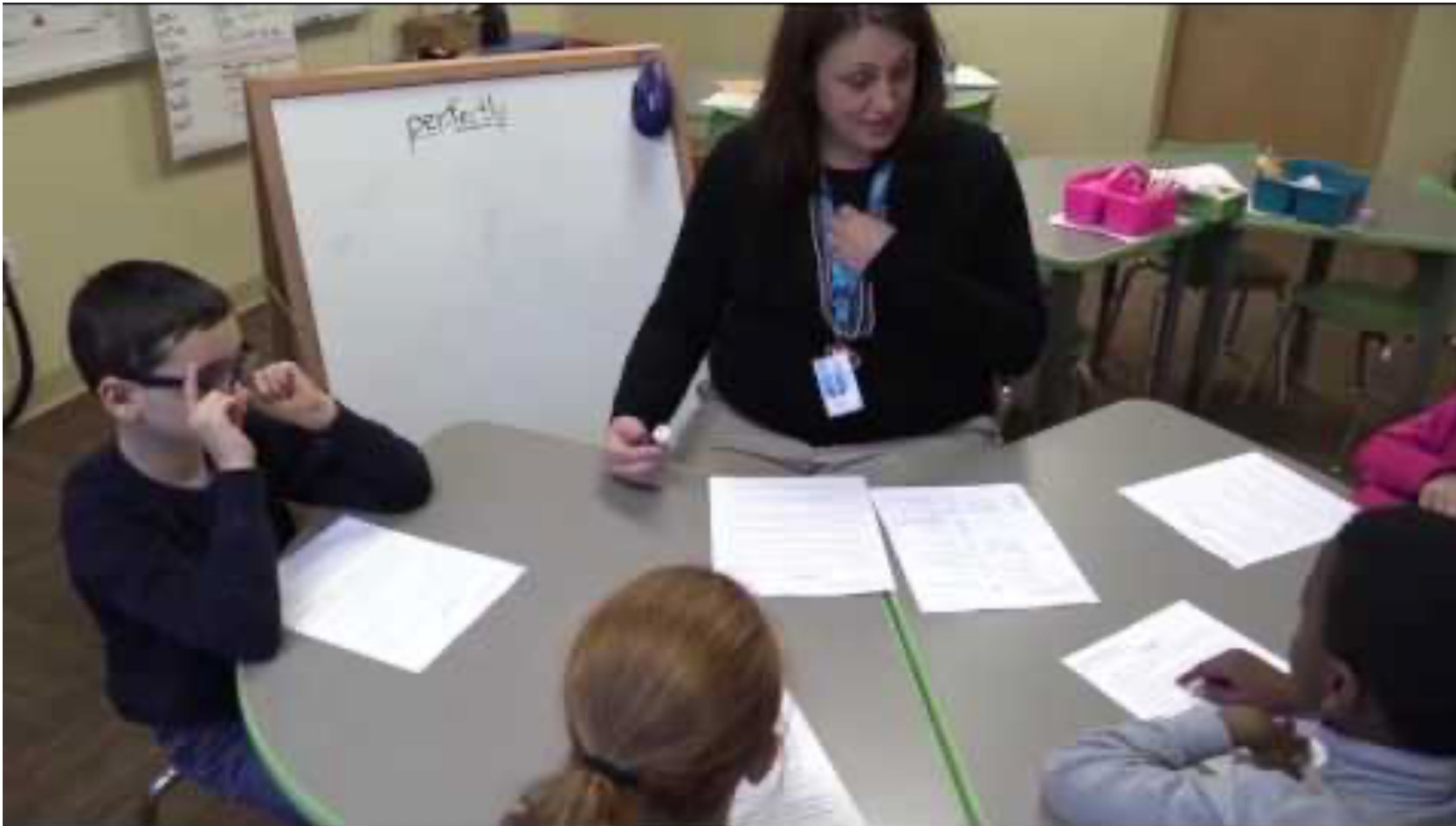
- **How:**

- Teacher provides students a short text that is at the independent reading level for most students.
- Students prompted to use finger or marker to follow along with text as they read along with teacher.
- Teacher reads one sentence or line aloud and models fluent reading.
- Students then reread sentence or line aloud echoing the same fluency and intonation.
- Teacher reads next sentence or line aloud and repeats process until text is completed.



Echo Reading

Small Group Example – Elementary School



Alternated Reading

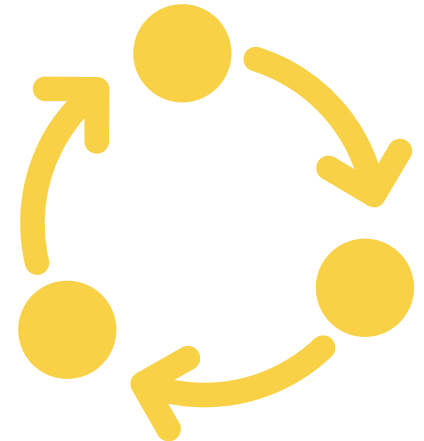
WHY and HOW to Use Alternated Reading

- **Goal:**

- Improve fluency through supported opportunities to practice.
- Provide students with increased amounts of corrective feedback.

- **How:**

- Teacher provides students a short text that is at the independent reading level for most students.
- The first student reads a sentence or line of the text aloud while the other student(s) read along silently.
- The next student reads the following sentence or line of text aloud while the other reader(s) read along silently.
- The readers take turns reading sentences or lines of text until the passage is complete.
- Teacher provides corrective feedback as necessary after each student reads.



Alternated Reading

Small Group Example – Elementary School



Example Lesson for Foundational Reading

Lesson Component	Typical Time Allotted
State the goal of the lesson	
Review previously learned material	5 minutes
Phoneme Awareness	1-5 minutes
Introduce, explain new reading/spelling pattern	3-5 minutes
Give guided practice	5 minutes
Provide monitored, independent practice opportunities	5 minutes
Spell and write	5 minutes
Decodable text reading	5-10 minutes

How Might You Teach Reading Fluency?



Stop & Think



Now that you know what instruction may look like, in what ways might you adjust your current instruction to include reading fluency?

What might you do for students in fourth grade and beyond who require intervention in this area?

Assessment to Inform Instruction

Support & Strengthen Fluency



Core ELA Instruction: Assessment Types

What can we use to inform our core instruction of reading fluency?

Universal Screening

- Strong evidence they are reliable and valid assessments of current skill levels.
- Predict the likelihood of future reading difficulties.
- Allow for valid decisions to be made about the effectiveness of the instructional environment.

Classroom Assessments

- Determine the group's mastery of specific skills taught in previous lessons.
- Not necessarily evaluated for reliability and validity.

Core ELA Instruction: Assessment Examples

What can we use to inform our core instruction of reading fluency skills?

Universal Screening

- Letter-Sound Fluency (LSF)
- Nonsense Word Fluency (NWF)
- WRF
- ORF
- Example vendors:
 - Dynamic Indicators of Basic Early Literacy Skills* (DIBELS)
 - Acadience*
 - Aimsweb

Classroom Assessments

- Unit/Skill Tests
 - Wonders - Fluency Assessments
 - Reading Mastery Signature Edition - Fluency: Rate/Accuracy Check-Outs
- Teacher-developed timed tests of letter sounds, words, or passages

Case Example

Third Grade Classroom: DIBELS 8th Edition Fall Screening Data

Student	NWF-Correct Letter Sounds (CLS)	NWF-Words Recoded Correctly (WRC)	WRF	ORF – Words Correct (WC)	Maze
A	77	20	28	54	2
B	80	24	30	55	3
C	82	24	32	55	4
D	88	26	36	67	5
E	90	27	38	68	7
F	89	29	40	72	8
G	94	30	44	78	8
H	103	30	50	81	9
I	117	31	55	88	9
J	123	35	57	93	10
K	138	44	62	103	12

Classroom Case Example

Third Grade Classroom: Grade Level Instructional Plan

Grade-Level Implementation Plan (Part 2: ICE Elements)					
ICE Area	Description & Action Steps		What?	Who?	When?
Instruction	What we do:	We provide 60 minutes of reading instruction each day. Lessons include direct instruction in phonemic awareness and phonics/decoding but do not include practice reading words or passages fluently.	Implement WRF and partner reading paragraph shrinking during ELA instruction daily	All Teachers	By 10/1/25
	What else we need to do:	We need to provide additional fluency practice for students with both individual words and passages.			
Curriculum	What we have:	We have lists of words that follow taught spelling/phonics patterns in each lesson. We can easily make these into charts or flash cards. We have a free protocol for partner reading paragraph shrinking.	Create, organize, and distribute instructional materials for WRF and partner reading paragraph shrinking activities	Teacher 3	By 9/15/25
	What we need:	We need to make sure all classrooms have the word charts or flash cards they need as well as passages for partner reading paragraph shrinking. We need to assess Phoneme Segmentation Fluency more frequently.			
Environment	What we do:	We use Tier 1 Positive Behavioral Interventions and Supports (PBIS) to promote readiness behaviors.	Maintain current Office Discipline Referral rate		
	What else we need to do:	We do not need additional support at this time.			
Other Considerations (e.g., Community Engagement, Assessment): Many students attend an after-school enrichment program with college students who provide tutoring. We will provide training for tutors on how to use the partner reading paragraph shrinking protocol with students.					
70					

Intervention: Assessment Types

Assessment to Inform Instruction

Diagnostic Assessments/Skill Inventories

- Provides further assessment within a skill area or domain about which specific skills require additional support to develop.
- May or may not have been evaluated for reliability and validity.

Progress Monitoring Assessments

- Provides information on an individual student's or a group of students' progress on a specific skill or set of skills.
- Is administered at frequent intervals.
- Preferably, demonstrate strong evidence of reliability and validity in measuring growth over time.

Intervention: Assessment Examples

Assessment to Inform Instruction

Diagnostic Assessments/Skill Inventories

- Manual review of responses on completed Curriculum-Based Measurement (CBM) through error analysis
 - How many errors does the student make?
 - How slowly is the student reading or identifying sounds?

Progress Monitoring Assessments

- LSF
- NWF
- WRF
- ORF
- Example vendors:
 - DIBELS*
 - Acadience*
 - Aimsweb

Intervention Case Example A: Data



General Education Student Receiving Intervention: Reading Fluency Skills

- 4th grade student receiving general education core/Tier 1 supports only.
- Below benchmark (at risk) on universal screening assessments.
- Has not yet received reading intervention.

Grade Level	Winter ORF Score	Winter Maze Score	Descriptor
4th	100 WCPM	14	Below Benchmark

CBM Error Analysis	Result
Accuracy Rate	96%
Common area of difficulty (spelling pattern)	Inconsistent: Multisyllabic words and careless errors

Intervention Case Example A: Goals

General Education Student Receiving Intervention: Reading Fluency Skills

- Possible 18-week intervention goal:
 - *Given a fourth-grade ORF probe, the student will read at a rate of 118 WCPM with no more than 2 errors in 2 out of 3 consecutive weekly trials/probes.*



Intervention Case Example A: Objectives

General Education Student Receiving Intervention: Reading Fluency Skills

Example 18-week intervention goal: *Given a fourth-grade ORF probe, the student will read at a rate of 118 WCPM with no more than 2 errors in 2 out of 3 consecutive weekly trials/probes.*

Short-term Instructional Objective 1: The student will read 106 WCPM with no more than 3 errors.

Instructional Strategies:

- Teach students procedures for Partner Reading Paragraph Shrinking.
- Review challenging phonics/spelling rules for the group.

Short-term Instructional Objective 2: The student will read 112 WCPM with no more than 2 errors.

Instructional Strategies:

- Continue to use Partner Reading Paragraph Shrinking protocol.
- Broaden text types used during intervention (informational and expository, some more difficult words and vocabulary).

Short-term Instructional Objective 3: The student will read 118 WCPM with no more than 2 errors.

Instructional Strategies:

- Work with classroom teachers to include reading fluency activities (choral reading, echo reading, etc.) as part of ELA and other content area instruction for additional fluency practice and generalization of skills across settings.



Intervention Case Example B: Data

Student Receiving Special Education: Reading Fluency Skills

- Student in the 7th grade with a specific learning disability in reading.
- Developing third grade word reading skills (phonics and fluency skills).
- Receiving consultant teacher (CT) ELA services and resource room support.

Grade Level	Fall ORF Score	Descriptor
3rd	62 WCPM	Below Benchmark

CBM Error Analysis	Result
Accuracy Rate	94%
Common area of difficulty (spelling pattern)	Multisyllabic words

Intervention Case Example B: Goals

Special Education Student: Reading Fluency Skills

- Possible Measurable Annual Goal:
 - *Given a third-grade ORF probe, the student will read at a rate of 105 WCPM with no more than 2 errors in 2 out of 3 consecutive weekly trials.*



Intervention Case Example: Objectives

Special Education Student: Reading Fluency Skills

Example Measurable Annual Goal: *Given a 3rd grade ORF probe, the student will read at a rate of 105 WCPM with no more than 2 errors in 2 out of 3 consecutive weekly trials.*

Short-term Instructional Objective 1: The student will read 77 WCPM with no more than 3 errors.

Instructional Strategies:

- Begin providing explicit instruction in multisyllabic word reading using the Word Connections intervention based on a placement test/phonics inventory.

Short-term Instructional Objective 2: The student will read 91 WCPM with no more than 2 errors.

Instructional Strategies:

- Continue Word Connections intervention.
- Teach the student and their classmates to use the partner reading paragraph shrinking protocol for additional fluency support following Word Connections lessons.

Short-term Instructional Objective 3: The student will read 105 WCPM with no more than 2 errors.

Instructional Strategies:

- Include partner reading paragraph shrinking as part of ELA and other content area instruction for additional fluency practice and generalization of skills.

Assessment & Linguistic Diversity

Assessment to Inform Instruction

- Use reliable and valid formative assessment measures to screen and progress monitor reading fluency skills.
- Seek out evidence that assessments have been evaluated for use with linguistically diverse populations.
- Use screening results in combination with other assessments.
- Evaluate and support oral language in combination with reading fluency.
- Avoid delaying intervention when needs are evident.
- Ensure assessment results indicate you have a strong core/tier 1.



Assessment to Inform Instruction

Stop & Think



What Core ELA instruction assessments do you currently use for universal screening? Classroom assessments?

What intervention assessments do you currently use for diagnostic/skill inventories? Progress monitoring?

Culminating Activity



Individually review the reading fluency free resources for instructional materials.



Work with a partner/group to determine where you might utilize relevant reading fluency materials to supplement your current scope and sequence.



Brainstorm how you might use the ICEL-RIOT matrix to complete the ICE Planning Template for a small group, class, or grade level.

Questions and Answers



Check In



How are you feeling after today's training?

- **If you feel overwhelmed, you're not alone!**
- **Here are some possible next steps...**
 - Pick one thing you want to incorporate into your classroom.
 - Select one of the resources provided to read or learn more about.
 - Attend the training again – it's a lot of information!
 - Ask any follow-up questions you need. We are here to help!

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