Northfield
P U B L I C   S C H O O L S

Area: **Fluency**

Objective:
To increase fluent reading for students who read with high accuracy and show benefit from repeated practice on the same passage

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Materials:

 2 copies of the passage (The child should be able to read passage with **AT LEAST** 95% accuracy.)
    1 copy for student
    1 copy for tutor (numbered down side; in page protector)
Dry erase marker
Timer
Graph

Intervention Procedure

Note: Prior to working with a student, tutor previews the passage to be sure he/she is comfortable responding to the questions that will be asked during the intervention sequence.

1. **EXPLAIN:** Tutor explains that students will be reading a passage multiple times to work on increasing fluency, that fluency is rate and accuracy and expression – not just speed, and that the student will be answering questions about the passage.

2. Tutor gives a copy of the passage to the student.

3. Explain that for the first reading out-loud, the student will read for 1 minute.

4. Tutor says, "Begin" (not start) and starts the timer.

5. Student reads passage out-loud.

6. Tutor marks errors with dry erase marker on own sheet and monitors timer. At one minute, tutor says "stop" and marks the last word read by the student.

7. Tutor records number of correct words read and errors per minute and graphs results, showing the graph to the student or has the student quickly graph the score.

8. Tutor provides explicit feedback to the student regarding student rate, number of errors and quality of reading expression.

9. Tutor provides standard error correction for each word the student read in error. ("That word is _____. What word?" The student repeats the word. Tutor says, "Yes. That word is _____." Student goes back to the beginning of the sentence to begin again.)

10. Tutor explains that the student will read the same passage a second time, and that after reading, the student will be asked to say **who** or **what** the passage is mostly about. (**Note to tutor:** The answer to this question should be the main character if it is a narrative passage or the main subject if it is an expository passage.)

11. Repeat steps 4-6.

12. Tutor asks student "Tell me who or what this passage is mostly about." Tutor provides praise if the student's response is reasonable, or briefly models an appropriate response if the student's response is not reasonable. ("I think this passage is mostly about…").

13. Repeat steps 7-9.

14. Tutor explains that the student will read the same passage a third time, and that after reading, the student will be asked to say the "most important thing he/she learned about (the who or what)." (Note to tutor: the answer to this question should be the main idea/theme based on what they have read so far).

15. Repeat steps 4-6.

16. Tutor asks student "Tell me the most important thing you learned about (restate the who or what)." Praise the student if the response is reasonable, or briefly model an appropriate response.

17. Repeat steps 7-9

18. Tutor explains that the student will read the same passage a final time, and that after reading, the student will be asked to "predict what the rest of the passage will be about."

19. Repeat steps 4-6.

20. Tutor asks student "Based on what you have read so far, what do you predict the rest of the passage will be about?" Tutor provides praise if the student's prediction is reasonable and not too general, or briefly models an appropriate prediction.

21. Repeat steps 7-9.

22. Tutor says, "Now keep your voice with mine as we read the rest of the passage together so we can find out if your prediction was accurate." Student matches tutor pace, reading aloud while tutor read with good expression at a pace that the student can follow.

23. Tutor says "You predicted that the rest of this passage would be about_____. Was your prediction accurate? Provide praise if student correctly identifies that his/her prediction was accurate, or correctly identifies that his/her prediction was inaccurate. Briefly model correct response if student does not provide it.

24. If the student did not provide a reasonable answer to any of the comprehension questions, tutor models a final statement that includes: a concise statement of who or what the passage was mostly about, the most important thing about the who or what, the prediction given, whether the prediction was accurate, and if the prediction was not accurate, what the rest of the passage was actually about. (Example: "This passage was about _____ and we learned that _____. You predicted that in the rest of the passage we would learn about_____, and you were correct (or) but actually…")
SKIP this step if student responses were accurate.

25. Tutor asks student "Tell me the most important thing you learned about. (*Restate the who or what.*)" Tutor provides praise if the student's response is reasonable, or briefly models and appropriate response if the student's response is not reasonable. ("The most important thing we learned about was…")

26. Tutor asks "What does this passage make you think about? Almost any response is acceptable, but tutor models if the student does not give any response. (Note: The purpose of this question is to encourage student to make text-to-text, text-to-self, or text-to-world connections).

Progress Monitor

- Students should be progress monitored using DIBELS DORF (DIBELS Oral Reading Fluency).