

Area: **Fluency**

Materials:

Copy of passage
 Timer

Student: _____ Date: _____

Tutor: _____

Observer: _____

Intervention Procedure	Yes	No
1. Tutor provides copy of text to student, has a copy of own, and a timer.		
2. Tutor explains fluency as rate + accuracy + expression, and explains that student will be working on building fluency and on answering questions about the passage.		
3. Reading 1: Tutor times student reading for 1 min. and marks on his/her copy errors and last word.		
4. Tutor records WRC/errors, per minute, and graphs the score, showing the graph to the student.		
5. Tutor provides brief explicit feedback to the student regarding student rate and number of errors and quality of reading expression.		
6. Tutor provides correction procedure for every incorrectly read word. Also mark "yes" if the student did not make any errors.		
7. Reading 2: Tutor explains that after the next reading, student will be asked to say "who or what the passage is mostly about."		
8. Tutor times student reading the same passage from the same starting point for 1 minutes and marks on his/her copy errors and last word read.		
9. Tutor asks student to say who or what the passage is mostly about and either gives praise for reasonable answers or gives appropriate model to correct student.		
10. Tutor records WRC/errors, per minute, and graphs the score, showing the graph to the student.		
11. Tutor provides explicit feedback to the student regarding student rate and number of errors and quality of reading expression.		
12. Tutor provides correction procedure for every incorrectly read word. Also mark "yes" if the student did not make errors.		
13. Reading 3: Tutor explains that after the next reading, student will be asked to say "the most important thing about (the who or what)" from the passage.		
14. Tutor times student reading the same passage from the same starting point for 1 minute and marks on his/her copy errors and last word read.		
15. Tutor asks student to say the most important thing about the who or what they learned from the passage and either gives praise or provides a model.		

16. Tutor records WRC/errors, per minute, and graphs the score, showing the graph to student.		
17. Tutor provides brief explicit feedback to the student regarding student rate and number of errors and quality of reading expression.		
18. Tutor provides correction procedure for every incorrectly read word. Also mark 'yes' if the student did not make any errors during this reading.		
19. Reading 4: Tutor explains that after the next reading, student will be asked to predict what the rest of the passage will be about.		
20. Tutor times student reading the same passage from the same starting point for 1 minute and marks on his/her copy errors and last word read.		
21. Tutor asks student to make a prediction. Praises appropriate response or models appropriate response.		
22. Tutor records WRC/errors, per minute, and graphs the score, showing the graph to student or has student quickly graph own score.		
23. Tutor provides explicit feedback to the student regarding student rate and number of errors and quality of reading expression.		
24. Tutor provides correction procedure for every incorrectly read word.		
25. Passage Completion Reading: 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."		
26. Student matches tutor pace.		
27. Tutor says "You predicted that the rest of this passage would be about _____. Was your prediction accurate? Praises student for accurate prediction or models for inaccurate.		
28. Tutor asks, "What does this passage make you think about?" and praises for any acceptable answer or provides a model.		

Total:

Items of strength:

Items for improvement:

