



SUMMER FLIGHT ONLINE VIRTUAL LEARNING PROGRAM

Personal Fluency Coaching
“Ways to Improve Reading Skills”

Reading fluency is the ability to read with sufficient ease, accuracy, and expression, providing a bridge between word recognition and comprehension. To help students become more fluent you will work with and coach students twice a week for 30 minutes during Summer Flight.

When reading aloud, the student should focus on accuracy rather than speed. As the coach it is your goal to get students to read closely to what the author intends in terms of prosody and expression in order to have a deeper comprehension. It is also important to remember that any words or constructions that prove troublesome when reading orally can also pose difficulty when reading silently. A key goal in engaging students in read-aloud activities is to help them develop the skills and attitude to notice and conquer such challenges instead of avoiding them. As students become more proficient, their speed will likely improve. Digital guided reading can help this process. The attached rubric serves as a guided reading tool to use with students as they read aloud, conquer vocabulary, and make meaning of the text.

3 WAYS TO IMPROVE READING SKILLS:

Fluency

Model fluent reading. Students are more likely to achieve fluency if they have a strong understanding of what constitutes reading fluency. Have teachers or other fluent readers read aloud to students. This way, students can hear what reading aloud should sound like and can gain a better understanding of natural prosody, which involves elements such as pausing at the end of a sentence and using rising intonation with a question mark. Here are five best practices for building fluency among struggling


Vocabulary

Preview key vocabulary. When introducing a text for the first time, identify new or potentially challenging words. Before reading the text, practice the words in isolation outside of the text with the student. Teach the correct pronunciation and

Comprehension

Teach Strategy. When it comes to reading comprehension strategies, finding ways to develop a child's higher-level thinking is paramount in helping them understand what they are reading so they can draw their own conclusions and make inferences. Here are 6 things you can do to help facilitate the development of these skills.

1. **Asking Questions** - Ask questions along the way
2. **Visualization** - Teach them to draw mental pictures
3. **Accessing Prior Knowledge**
4. **Summarization**
5. **Story/Text Structure Analysis**



PRACTICE

Personal Fluency Coaching (Zoom 1:2, 30-Minute Sessions)

- **Reading**
 - Decoding
 - Vocabulary
 - Inflection, Accuracy & Rate
 - Independence
 - Time on Reading Log
 - Comprehension
- **Math**
 - Storytelling
 - Drawing & Using Symbols
 - Seeing
 - Describing What & How
 - Discussing Why

INDIVIDUALIZED DAILY READING RUBRIC (IDR)

<i>Reading Probe</i>				
Fluency	<30 words per minute Reads below grade level text without appropriate phrasing, expression, self- monitoring, and pace to understand the author's	31-60 Words per minute Reads below grade level text with appropriate phrasing, expression, self- monitoring, and pace to understand author's meaning. 98% accuracy or better Or reads at grade level without the elements of pace, self- monitoring or attending to punctuation.	61-89 Words per minute Reads grade level text with appropriate phrasing, expression, self- monitoring, and pace to understand author's meaning. 98% accuracy or better.	90+ words per minute Reads above grade level text with appropriate phrasing, expression, self- monitoring, and pace to understand author's. 98%accuracy or better
High Frequency Words (Dolch Site Words) (EDL Core Vocabularies)	16-40+ Errors Student is unable to identify the majority of the designated words.	15-9 Errors Student is able to identify a few of the designated words	8-4 Errors Student is able to identify approximately 80% of the designated words	Less than 3 Errors Student is able to identify 98% the designated words
Development of Independence	<25 minutes per day Student reads less than 25 minutes per day	20-29 minutes per day Students read between 20 to 20 minutes per day	30 minutes per day Students meet the minimum requirement of 30 minutes per day	>30 minutes per day Students exceed 30 minutes of reading per day
Main Idea	Conditional Student includes few or no important details from the text.	Approaching Student includes some important details from the text.	Proficient Student includes many important details from the text.	Advance Student includes supporting details and key language or vocabulary from text.
Vocabulary	Needs Improvement Relies on one strategy; does attempt alternate strategies in varied situations; does not generate alternate strategies	Developing Uses multiple strategies to determine the word meaning; does not consistently determine the correct word meaning.	Proficient Uses multiple strategies to determine the accurate word meaning.	Exceeds Flexibility uses multiple strategies to determine the meaning of words and phrases; uses them in context

The individualized daily reading rubric provides a guide to reading coaches on how to mark students. This helps with consistency across teachers, although all grading involves some subjectivity. In addition to this broad look, more valuable ongoing assessments should be utilized to provide detailed data regarding student progress.