

Reading Fluency Lesson Instruction Guide*

Goal: Independently read instructional level text at or above grade level expectations using national norms for rate and accuracy while demonstrating comprehension of the text.





Subskill Focus: _____

Date: _____



Students: _____

Instructor: _____

**Ensure decoding skills are intact: accuracy before rate. If word reading accuracy is deficient, analyze word level errors and target with decoding instruction.*

Time/Activity	Instruction (with example activities)	Materials
 Review 2 min	Review letter/sounds for automaticity. <ul style="list-style-type: none"> Students review keyword and sound cards to say sounds in isolation for automaticity of sound/symbol correspondence. Students echo one repetition of target sounds then read keyword and sound cards independently with immediate, corrective feedback. 	keyword and sound cards fluency charts
 Word Accuracy 4 min	Practice reading target word types and sight words. <ul style="list-style-type: none"> Teacher models and students repeat one repetition of target words (target words can be pulled from the connected text passage). Students read independently with immediate, corrective feedback. 	word cards/lists sight word cards/lists
 Words in Phrases 4 min	Practice reading learned and target words in phrases. <ul style="list-style-type: none"> Teacher defines “phrase” and models phrase reading (phrases can be pulled from the connected text passage). Students repeat modeled reading. Students practice chorally. Teacher reads simultaneously as needed to set pace. Students practice independently with immediate, corrective feedback. 	phrase cards phrase-cued decodable text
 Connected Text 8 min	Repeated readings using instructional level texts. <ul style="list-style-type: none"> Teacher models how to use phrasing and punctuation cues for rate and expression. Students whisper read first reading of text. Students read along silently while listening to teacher read. Students read individually for one minute and chart wcpm. Teacher offers strategy support and feedback on decoding errors between readings. Students reread text individually for one minute and chart progress. 	instructional level text passage timer progress monitoring charts

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 10 min Comprehension	Wide reading of text while monitoring for comprehension. <ul style="list-style-type: none"> Identify and practice challenging words before reading full text. Student reads text with support. <i>We increase fluency to increase understanding.</i> Scaffold and prompt to develop students' self-monitoring and self-correction strategies. Target strategic comprehension skills and practice reading for meaning. 	grade level text self-monitoring strategies comprehension strategies
 2 min Closure	Review new learning. <ul style="list-style-type: none"> Review strategies used for self-monitoring and reading comprehension. 	

Planning

- Step 1** Identify target words/syllable types for review and reinforcement based on assessment data and observation. **Word Accuracy**
- Step 2** Gather and prepare materials to reinforce target words/syllable types and to support practice with instructional level texts. Example resources: Florida Center for Reading Research (FCRR), Reading A-Z, Easy CBM, Intervention Central.
Words in Phrases
Connected Text
- Step 3** Gather and prepare materials to support fluency and comprehension practice with grade level text. **Comprehension**
- Step 4** Progress monitor using instructional level text to determine when student reaches or exceeds the 50th percentile goal in order to adjust instruction accordingly. Lack of sufficient progress over time may indicate a need to change intervention and/or tier placement.