IMPLEMENTING TIER I AND TIER II FLUENCY BASED INTERVENTIONS IN AN ELEMENTARY CLASSROOM

By

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Introduction

This project was developed in order to support the work that teachers do to improve fluency skills among their students. It was created to complement the Capstone paper titled *Implementing Tier One and Two Fluency Interventions in an Elementary Classroom*, and the research was focused on answering the question: How do regular education classroom teachers best use fluency based interventions in the classroom to accelerate fluency skills and improve comprehension? I chose to research this topic because, as an elementary teacher, I am responsible for supporting a wide range of learning needs within the context of general education classroom and the vast array of information available to teach these skills can be overwhelming. The goal in creating the project was to condense the information into a user friendly guide that can be shared with teachers to reference when making decisions about teaching fluency to struggling students. Another reason I chose to research this topic is because I was interested in understanding how fluency plays a role in learning to read and ultimately in comprehension.

The guide is organized into four columns. Each column can be referenced independently or can be used in conjunction with all other columns. One column describes common behaviors that readers may show when he or she is struggling with a particular fluency skill, such as low oral reading fluency scores, word by word reading, or lack of expression when reading, to name a few. The next column in the chart gives more information about a specific reading behavior, such as the term used to describe it and a definition. The next column in the chart describes a strategy that is recommended through the research to address the target behavior. The strategies are linked to resources, websites and/or videos. The last column in the chart describes common assessment tools that can be used to assess fluency skills. The assessments can be used as pre-tests, for
progress monitoring, or for post-intervention data collection. Within the columns, the behaviors are organized by the three main types of fluency components: rate, accuracy and expression.

Audience

This tool was created with literacy teachers in mind. Within an elementary school setting, general education teachers will be able to utilize the chart when designing an intervention to use in order to improve fluency skills among struggling readers in their class. The strategies provided can be used individually or in a small group. Certain select strategies are best used to teach as a large group lesson. Teachers will also be able to use the chart to become more informed about the role each component of fluency plays in reading by better understanding the behaviors that are observed when a reader struggles and having the tools immediately available to address them. The chart will also support a teacher’s ability to collect useful information about the student’s present fluency skill level as well as monitor progress toward fluency goals. Special Education teachers will also be able to use the tool for the same reasons just described in the context of the special education setting where students are receiving targeted academic services. When general education teachers provide support to students not meeting learning targets, this chart can provide consistent, aligned information to teams to base planning for instruction and further provide consistent instruction to students of the greatest need. Finally, administrators and literacy coaches may find this chart useful to support teachers individually or as a part of literacy related professional development. The chart can be easily shared with staff on its own or attached or embedded into a curriculum or resource website.

Guidelines for Use

While the objective of this project was to create a streamlined document intended to be used for quick reference for teachers to take action efficiently and appropriately. There are general assumptions that are necessary for teachers to have in place in order
for this tool to be most successful. The strategies listed here have shown to be best practice, but are not in any way an
exhaustive list. There are several key things that teachers must also be doing within the classroom and during daily instruction
that are important to growing strong readers. Allington (2009) states that reading development is best fostered when students
have “just right” books in their hands. Teachers must be making sure that students have access to books that are at or near their
level in order for them to practice the skills being taught. Teachers must also make time everyday to model fluent reading. By
modeling how expression, tone, phrasing and pausing can impact meaning, students gain understanding of fluency (Rasinski &
Padak, 2008). This can be in the form of read alouds, explicit instruction or during small group instruction. Lastly, teachers
should make it a priority to provide useful feedback to students as they practice reading and applying strategies. A vital part of
assessment and teaching is providing feedback that is specific and action oriented. Teachers can also incorporate the use of
charts and rubrics to include students in self assessment and progress monitoring. These methods can make a large impact on
fluency development. (Rasinski, 2004).

Fluency Intervention Guide
<table>
<thead>
<tr>
<th>Reading Behavior Observed</th>
<th>Definitions and Examples</th>
<th>Strategy to address target behavior</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumptions:</strong> Teacher models fluent reading during instruction on a regular basis. Offer daily, abundant, opportunities for reading practice (wide, deep, oral and silent). Intervention strategies should be used repeatedly (often daily) to accomplish improvement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rate**
Rate refers to the pace at which a reader moves through the text—not too fast, not too slow.

**Oral Reading Fluency (ORF) is below norm or grade level fluency benchmark.**
Here are two common ORF charts:
- If student read from a: **Reading Passage**
- If student read from a: **Benchmark Book**
**Repeated Reading**
CBM/ORF- use district provided passages. Click [here](#) for guidance on administering the assessment.
Benchmark Assessment System (BAS)- if timed (license needed)

**Accuracy:** errors, decoding, omissions, insertions, repetitions, reversal, substitution. Do errors change the meaning?

**Student struggles to sound out words, does not make meaningful attempt to solve words.**
**Decoding:** converting coded signals (letters, words) into understandable messages.
*Consider Text difficulty. Try an easier text and see if there is improvement.*
**Audio Assisted Reading, Assisted Reading**
**Phonological Awareness Activities**
**Word Part and Syllabic Analysis Activities**
*Balance reading words in isolation and within text*
**Running Record**-How To
**Running Record Template 1**
**Letter Name and Sound Tracking Sheet**

**Student does not flexibly use ways to take words apart.**
**Decoding:** converting coded signals (letters, words) into understandable messages.
**Phonological Awareness Activities**
**Word Part and Syllabic Analysis Activities**
**Running Record**-How To
**Running Record Template 1**
**Letter Name and Sound Tracking Sheet**

**Student does not quickly and easily recognize words.**
**Automaticity:** The recognition of words in text instantaneously without the use of strategy or conscious effort.
*Consider prior knowledge and level of mastery of letter names, sounds, sight words.*
**Phonological Awareness Activities**
**Word Part and Syllabic Analysis Activities**
**Sight Word Fluency**
**Running Record**-How To
**Running Record Template 1**
**Letter Name and Sound Tracking Sheet**
<table>
<thead>
<tr>
<th>Issue</th>
<th>Strategy</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not use the meaning/context of the sentence to solve words.</td>
<td><strong>Context Clues</strong></td>
<td>Using context clues lesson</td>
</tr>
<tr>
<td>Student does not notice when making an error, does not self-correct.</td>
<td><strong>Self Correction</strong></td>
<td>Recording: teacher or student records the reading of a passage. Student listens to the recording, following the text and identifying the errors. Teaching Self Correction</td>
</tr>
<tr>
<td>Student does not recognize word parts, prefix, or suffix to take words apart.</td>
<td><strong>Decoding</strong>: converting coded signals (letters, words) into understandable messages. <em>Consider Text difficulty</em></td>
<td>Running Record-How To Running Record Template 1</td>
</tr>
<tr>
<td>Student repeats words or changes words.</td>
<td><strong>Substitutions</strong>: The addition of one or more word-not in the text- during oral reading. OR Replacing one or more words with an incorrect word or words. Substitutions often make sense in context but do not look like the printed word.</td>
<td>Substitutions are common and can often be normal. Focus on intervening when the meaning is being changed by the substitutions. Recording: teacher or student records the reading of a passage with substitutions. Student listens to the recording, following the text and identifying the substitutions Assess sight word capability-intervene as necessary.</td>
</tr>
<tr>
<td>Student skips words.</td>
<td><strong>Omissions</strong>: Leaving out one or more words during oral reading. May be whole words, groups of words or part of a word. <em>Consider prior knowledge of sight words</em></td>
<td>Sight word fluency practice Recording: teacher or student records the reading of a passage with omissions. Student listens to the recording, following the text and identifying the omissions. Word Marker: use a narrow strip of paper to cover a word, revealing only one letter at a time starting with the first letter. Echo Reading: Read a selection to a student while he/she follows along. Stop at the end of each sentence and have the student read the</td>
</tr>
</tbody>
</table>
| Student changes a word by rotating or reversing one or more letters. | **Reversals:** Misreading words by changing their direction or rotation.  
The d in *dog* is reversed to read *bog*.  
The d is inverted to read *pog*.  
Kinetic reversals refer to changing the direction of a words. *Saw/was.*  
*often this is normal for children younger than seven, other reasons may be inconsistent left-to-right eye movement, carelessness, or lack of attention to detail.* | Underlining: using the confused word or a group of underline the first letter of a word in green (go) and the last letter red (stop).  
Word Marker: use a narrow strip of paper to cover a word, revealing only one letter at a time starting with the first letter.  
More Reversal strategies click [here](#) | [Running Record](#)-How To  
[Running Record Template 1](#) |

| **Prosody/Expression:**  
Pausing, phrasing, stress, intonation | Student ignores punctuation.  
*Come eat Grandma.*  
*Come eat, Grandma*  
Also, the correct pausing and emphasis is not placed on words during reading. Students may not gain appropriate meaning from the text. | Phrased Text Lesson (PTL)  
Coaching /feedback  
One on One Conferencing | [Rubric-Fountas & Pinell](#)  
[Rubric NAEP](#)  
[Running Record](#)-How To  
[Running Record Template 1](#) |

| Student does not group words together appropriately, reads word by word. | word-by-word reading | [Repeated Reading](#)  
[Phrased Text Lesson (PTL)](#)  
Coaching /feedback  
One on One Conferencing | [Running Record](#)-How To  
[Running Record Template 1](#) |

| Student does not appropriately vary the voice in pitch, tone and volume to reflect the meaning of the text. | Coaching /feedback  
[Repeated Reading](#)  
One on One Conferencing | [Running Record](#)-How To  
[Running Record Template 1](#) |
Bibliography:


Rasinski, T. V. (2004). Assessing reading fluency, Pacific Resources for Education and Learning, Honolulu, HI: Regional Education Laboratory


Rhein, S (2016). Running Record, unpublished resource, Pike Lake Kindergarten Center, New Brighton, MN.


**Video References:**


