



Viewer's Guide

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EPISODE 7

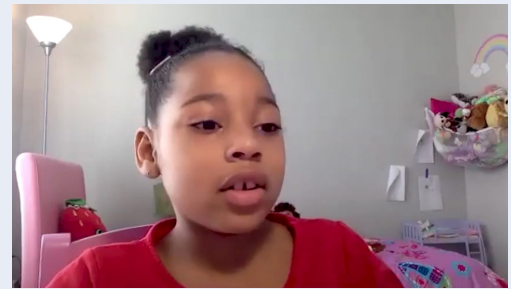
Reading Fluency with Chloe, Second Grader

Video length: 16 minutes

Watch the video here: [ReadingRockets.org/interventions/reading-fluency-with-chloe-second-grade](https://www.readingrockets.org/interventions/reading-fluency-with-chloe-second-grade)

Chloe's profile

Chloe is a second grader who confused short vowels when reading words in isolation and who read 38 words correct with 92% accuracy when reading a grade-level text for one minute. Chloe has been working two times a week for one hour to improve her reading. Her lessons include advanced phonemic awareness (manipulation of sounds), phonics, and spelling. She has learned to read single syllable words with short vowels, r-controlled vowels, and silent -e vowels accurately in isolation. She is now working on vowel teams, multi-syllable words, and reading suffixes accurately. Chloe's phonics lessons always include 10 minutes of oral reading practice at the end so that Chloe can practice what she has learned reading connected text.



At the start of the school year, when Chloe began working with Ms. Farrell and her team, Chloe would read decodable text for the last ten minutes of each lesson. By early December, she was able to read **decodable** text with accuracy and at a reasonable rate. At that point, Chloe began reading **uncontrolled** text, at a first grade level, for the last ten minutes of each session. The beginning of this video shows Chloe continuing to work on Focused Oral Reading with Grade 1, uncontrolled text.

“Focused Oral Reading Practice” is different from typical fluency practice

Chloe and Ms. Farrell work on improving Chloe's fluency using a method that Ms. Farrell calls “Focused Oral Reading Practice” (as opposed to “Fluency Practice”). Focused Oral Reading Practice is different from typical fluency practice in several important ways:



- Students read to improve accuracy or rate, but not both at the same time.
- If a student needs to improve both accuracy and rate, practice starts with accuracy.
- There is no set number of times a student reads a passage. A student reads the same passage each time it is his/her turn until the accuracy goal or rate goal is achieved.
- Students move to reading passages at a higher grade level only after they have read three different passages in a row on a cold read meeting their accuracy or rate goal. (A cold read is when the student reads the passage for the first time never having seen or read it before.)
- Students must read with no more than 2 self-corrections or repeated words, whether they are practicing for accuracy or rate. When a student self-corrects or repeats words more than two times, the student has to read the passage again even if the accuracy or rate goal was met.

Detailed description of the video

Because Focused Oral Reading Practice is different from typical fluency practice, a detailed description of the video is included at the end of this Viewer's Guide (see page 7). The detailed description may help the viewer understand the differences between typical fluency practice and Focused Oral Reading Practice with a focus on accuracy or rate, but not both at the same time.

Video overview

In this video, Chloe works to improve her oral reading accuracy, rate, and expression. Her teacher is Ms. Farrell, a reading specialist and educational consultant who has been working with Chloe to improve her reading for three months.

This video was recorded in two sessions, unlike Episodes 1-6 in the Looking at Reading Interventions series that were each recorded in a single session.

- During the first session Chloe practices reading for accuracy.
- During the second session Chloe practices reading to improve her rate, then her expression.

The lessons demonstrated are purposefully not from any commercial program. The teaching strategies can be used with any grade level passages.



Things to notice while watching the video

As you watch the video, notice Ms. Farrell's style of instruction.

- She never reads the words before asking Chloe to read them.
- She always guides Chloe and never provides the answer.
- She does **not teach vocabulary**. She does preview a possibly challenging word.
- When Chloe makes a mistake, Ms. Farrell responds by telling Chloe the part of her response that is correct, then guides her to the complete correct answer.
- Chloe always rereads so that she finishes by accurately reading all the words in her passage.

Questions to consider while viewing the video the first time

1. What are the three elements of reading fluency?
2. In what order should they be addressed in oral reading practice?
3. Why doesn't Ms. Farrell time Chloe's reading at first?
4. How does Ms. Farrell describe the importance of accurate reading?
5. Why does Ms. Farrell keep track of the number of repetitions Chloe makes?

Questions continued on next page



6. How will Ms. Farrell know when to move Chloe's oral reading practice from accuracy to rate?

7. How will Ms. Farrell know when to move Chloe's oral reading practice from accuracy to rate?

8. How will Ms. Farrell know when to move Chloe's oral reading practice from accuracy to rate?

Answers: see the next two pages for the answer key.

Watch the whole "Looking at Reading Interventions" series here:
[ReadingRockets.org/interventions](https://www.readingrockets.org/interventions)



Answer key

1. What are the three elements of reading fluency?

Accuracy, rate, and expression (prosody).

2. In what order should they be addressed in oral reading practice?

Accuracy first, rate second after accuracy is a habit, and expression (prosody) last, if needed.

3. Why doesn't Ms. Farrell time Chloe's reading at first?

Chloe is reading to improve her accuracy. Ms. Farrell wants to allow Chloe to take as long as she needs to read the words without mistakes, repetitions, or self-corrections. If Chloe knows she is being timed she will feel the pressure to read quickly and will be more likely to guess and make errors.

4. How does Ms. Farrell describe the importance of accurate reading?

Allowing students to guess and misread words can create a habit that will fail them when text becomes more difficult in later grades. Practicing reading words accurately during beginning reading instruction and during intervention instruction is critical to paving a way to strong good comprehension.

5. Why does Ms. Farrell keep track of the number of repetitions Chloe makes?

Repetitions and self-corrections are hiccups in fluency that can negatively impact reading comprehension. By limiting Chloe to no more than a total of two self-corrections and repetitions, she develops a habit of reading smoothly without needing to self-correct or repeat words too often.

Answers continued on next page



Answer key

6. How will Ms. Farrell know when to move Chloe's oral reading practice from accuracy to rate?

When Chloe reads three new and different grade level passages in a row with 100% accuracy and no more than two self-corrections or repetitions on the first read for each, Ms. Farrell will check Chloe's rate and determine if Chloe needs practice to read at higher rate. Many students will not need rate practice once they are consistently reading accurately.

7. Why does Ms. Farrell preview the word 'rough' with Chloe?

Ms. Farrell does not want Chloe to miss meeting the rate goal by getting stuck on a word that is difficult because it has an unusual spelling pattern that Chloe may not know.

8. What happened to Chloe's reading rate once Ms. Farrell had her practice reading like she talks?

Chloe's rate improved from around 60 to 80 words per minute.



Detailed description of the video

Background for watching video

Chloe's lessons are each an hour long. Most of each lesson is devoted to advanced phonemic awareness (manipulating sounds), phonics, and spelling. The last 10 minutes of each lesson are devoted to oral reading practice, so that Chloe can apply what she has learned while reading connected text.

Chloe's phonics lessons started near the beginning of the school year, about three months before we made the recordings that you see in the video. Until early December, Chloe read decodable texts during her 10 minutes of oral reading practice at the end of each session. At that point, Chloe had demonstrated that she could consistently read decodable text accurately and at a reasonable rate, so during the next lesson, Ms. Farrell started having Chloe read Grade 1 uncontrolled text.

During the lesson immediately preceding the one you see in this video, Chloe read two different Grade 1 passages in a row with 100% accuracy the first time she read them. In the session you see at the start of this video, Chloe reads a new Grade 1 uncontrolled text with 100% accuracy on the first try. She moves then to a Grade 2 passage because she has now read three different Grade 1 passages in a row with 100% accuracy. This shows that Chloe can consistently read Grade 1 passages with accuracy and is ready to practice reading Grade 2 passages.

Session One: Reading for Accuracy (1:34 to 7:25)

During the two sessions, Ms. Farrell works over Zoom to help Chloe practice oral reading with three different purposes. First, Chloe practices reading accurately. After Chloe is in the habit of reading grade 2 passages accurately, she practices increasing her reading rate while still reading accurately. Ms. Farrell notices that Chloe is not reading smoothly with expression, so she also helps Chloe improve reading with expression.

Grade 1 passage

Chloe starts the first session by reading aloud a short Grade 1 passage with a focus on accuracy. This reading is not timed because Chloe needs to know that she can take all the time she needs to read accurately. If Chloe needs help with improving her rate, that practice will occur with timed readings after she consistently reads uncontrolled passages at her grade level with accuracy.

Chloe reads the grade 1 passage at the beginning of the video with 100% accuracy and no repetitions or self-corrections. This means that Chloe has accurately read three different Grade 1 passages in a row on cold reads. Chloe's chart shows three cold reads in a row at 100% accuracy. Ms. Farrell tells Chloe that she will read a Grade 2 passage next.



Grade 2 passage

The Grade 2 passage is more difficult than Grade 1 passages. When Chloe reads the first Grade 2 passage, she makes three mistakes. Although Chloe did not meet the 100% accuracy goal, Ms. Farrell gives her positive feedback by telling her how many words she read correctly and what her accuracy rate was. After the positive feedback, Ms. Farrell reviews each misread word so that Chloe has a better chance of reading all the words accurately the next time she reads the passage.

The second time Chloe reads the same passage, she gets 100% accuracy, but she repeats words three times. That means that she has to read the passage again, aiming for 100% accuracy and no more than two repetitions.

The third time Chloe reads the passage, she meets the accuracy goal by reading 100% accurately with only one self-correction. She will read a different Grade 2 passage the next time she practices reading for accuracy.

Note: Five more lessons elapsed between the time we recorded Session 1 and Session 2 on this video. During that time, Chloe demonstrated that she could consistently read Grade 2 passages with accuracy. Session 2 begins with Chloe reading to improve her rate.

Session Two: Reading to Improve Rate and Expression (7:26 to 14:55)

Reviewing a word before reading

Before Chloe begins reading the new passage to practice accuracy, Ms. Farrell reviews the word 'rough' with her. 'Rough' is a word with a spelling pattern that Ms. Farrell doesn't expect Chloe to know. She reviews the word so that Chloe doesn't get stuck on a word that she wouldn't be expected to know how to read.

Setting a rate goal

Ms. Farrell sets Chloe's rate goal at 60 words per minute, which would put her close to a typical WCPM (words correct per minute) goal of 65 or 70 for the middle of second grade. When Chloe reads for rate, Ms. Farrell sets the timer so that Chloe reads for one minute. Because Chloe has automatized reading accurately, she can turn her attention to improving her rate as she reads.

Reading for accuracy — first time

The first time Chloe reads to improve her rate, she maintains her accuracy, but she reads with a rate of only 46 WCPM, short of her goal of 60 WCPM.



Reading for accuracy — second time

The second time that Chloe reads the same passage, she reads 63 WCPM and 100% accuracy. She met her goal for that passage. Generally, Ms. Farrell would continue with rate practice and Chloe would read a different passage. But Ms. Farrell notices that Chloe is reading in a stilted way, slower and with less expression than Chloe uses in conversation. So, Ms. Farrell decides to see if she can teach Chloe to read with more expression, which Ms. Farrell suspects will also improve Chloe's rate.

Reading to improve expression

Ms. Farrell models reading with more expression. She asks Chloe to read the passage again with less time between sentences. It is somewhat of a surprise to Ms. Farrell that Chloe's reading improves remarkably. Her rate on this read is 83 WCPM — 20 words faster than the previous time she read the passage, and her expression is strong.