

Course Title: ED/D 9090 Building Fluency Grades K-2 (S)

Instructor: Instructors of Record – Dr. Vicente M. Ontiveros, Dr. Tim Ham

Course Description:

Building Fluency, Grades K-2 is an interactive, online, and in-person professional development course designed for all teachers of grades K-2. The seven sessions in the course focus on building fluency skills in the primary grades to develop comprehension. Beginning in kindergarten, teachers can assess children's automaticity with basic reading skills at the letter, sound, word, and text levels. Based on these assessments teachers can implement appropriate direct instruction strategies and practice activities to build their students' fluency.

- Sessions 1 and 2 discuss fluency at the primary grades and explain its link to foundational reading skills, including alphabet recognition, phonemic awareness, decoding, sight word recognition, and phonics.
- Session 3 recommends ways to assess automaticity with letters, sounds and words at kindergarten and grade 1. This session also models how to conduct and score a fluency assessment from mid-grade 1 to grade 2 to help students set individual fluency goals and teachers monitor children's progress.
- Session 4, 5, and 6 provide research-based techniques for building fluency with letter-sound correspondences, words, and grade-level text. Session 4 focuses on direct instruction strategies to make letter-sound correspondence and spelling patterns automatic. Session 5 provides techniques for students to increase their word recognition and build vocabulary. Session 6 provides lessons to help teachers model fluent reading and small group activities such as assisted oral recitations, choral and echo readings, and Readers Theater.
- Session 7 recommends ways to incorporate fluency instruction and activities into the daily classroom schedule. Topics include setting up a fluency corner where students can find books at their individual reading levels and providing students with a variety of texts for building fluency through independent reading.

Lesson plans and classroom resources support all online sessions. The plans and resources ensure that the course content can be seamlessly integrated into classroom reading programs or subject-specific curriculum.

Also available to complement this course is the Fluency Formula™ series-grade-level kits that contain direct fluency instruction, normed and validated assessment, and read-aloud practice.

Course Objective/Goals:

On completing this course, you will be able to:

- explain the importance of developing automaticity and fluency with foundational reading skills in the primary grades.
- assess basic skills for fluency such as letter naming, sound naming, and sight word recognition, as well as administer and interpret an oral reading fluency assessment.

- provide research-based techniques for building students' automaticity with letter-sound correspondences and spelling patterns as part of effective phonics instruction.
- support students in increasing their vocabulary by using speed drills, word attack strategies, high-frequency words, and word webs.
- model fluent reading, provide direct instruction, and support students' oral reading with echo reading, choral reading, partner reading, and Readers Theater.
- incorporate fluency instruction into your classroom schedules and routines, set-up a fluency corner, and provide students with a variety of texts for building fluency through independent reading.

Course Outline:

1. Course Introduction
- 1.1 Your Course Keynote

Self-Assessment**2. Fluency in the Primary Grades**

- 2.1 What Is Fluency?
- 2.2 Why We Need to Teach Fluency
- 2.3 Letter-Sound Correspondences
- 2.4 Word Recognition and Automaticity
- 2.5 The Goal: Reading Grade-Level Text

3. Fluency: Assessing Children

- 3.1 Types of Assessment: Basic Skills
- 3.2 Letter and Sound Naming Fluency Assessment
- 3.3 Word Recognition Fluency Assessment
- 3.4 Conducting an Oral Fluency Assessment (OFA)
- 3.5 Scoring an Oral Fluency Assessment

4. Fluency-Building with Letter-Sound Correspondences

- 4.1 The Importance of Letter-Sound Correspondences
- 4.2 Three Ways to Make Letters Automatic
- 4.3 Phonemic Awareness to Build Fluency
- 4.4 Effective Phonics Instruction for Fluency
- 4.5 Building Speed with Phonograms

5. Fluency-Building with Word Recognition and Vocabulary

- 5.1 The Importance of Word Recognition and Vocabulary
- 5.2 Understanding Word Families, Base Words, and Affixes
- 5.3 Making High Frequency Words Automatic
- 5.4 Using Speed Drills
- 5.5 Vocabulary Development: Using Word Webs

6. Fluency-Building with Grade-Level Text

- 6.1 Comprehension: The Goal of Fluency
- 6.2 A Modeled Fluent Reading Technique: Oral Recitation
- 6.3 Oral Reading: Choral and Echo Reading
- 6.4 Readers Theater
- 6.5 Partner Reading

7. Fluency: Making It Work in Your Classroom

- 7.1 Setting Up the Fluency Corner



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- 7.2 Fitting Fluency into Classroom Routines
- 7.3 Using Different Types of Text to Build Fluency
- 7.4 Independent Repeated Reading
- 7.5 Achieving Fluency Goals and Moving On

Method of Evaluating Student’s Performance:

Each participant will be evaluated on the basis of successfully completing the following activities, work products and tests. The evaluation process will be conducted through analysis of the following assignments:

Description	Estimated Time	Participation Hours
<i>Self-paced instruction includes the relevant reading research base. Participation in interactive simulations for practice of research-based strategies. Video modeling by teachers.</i>	<i>1 hour per session plus additional time to revisit concepts and key activities for ongoing practice.</i>	7
<i>Reflection on learned and applied skills; sharing of ideas and student work; lesson planning; facilitator modeling, in-person instruction and in-class coaching.</i>	<i>2 hours x 4 workshops; 3 hours in-class coaching</i>	11
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	1
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	1
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	7
<i>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</i>	<i>1 hour per session</i>	7
<i>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</i>	<i>1 hour per strategy; 1 strategy per week</i>	7
<i>Preparation and presentation of course learning.</i>	<i>1 hour</i>	1
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>1 hours</i>	1
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>2 hours</i>	2
Total Hours		45

End-of-Course Assessment: The final assessment for this course will assess your ability to demonstrate an in-depth understanding of the course material and your final grade will be based on this assessment as follows:

Grade Score

A 18-20

B 16-17

C 14-15

D 12-13

F 11 and below

Textbooks and/or Other Materials:

All instructional materials are provided by Scholastic Red, professional development for raising student achievement

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Instructor Background:

See attached Resumes' for Dr. Tim Ham and Dr. Vicente M. Ontiveros

MAIL TO: Professional Development Center, 855 Howe Ave., Sacramento, CA 95825-3912

PHONE: (916) 561-1968

E-MAIL TO: sjpotter@chapman.edu