

Course Title: *ED/D 9096 Improving Fluency, Grades 3-8 (S)*

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

Course Description:

Improving Fluency, Grades 3-8 is an interactive, online, and in-person professional development course designed for all teachers of grades 3-8. The seven sessions in the course focus on defining fluency, assessing oral fluency, direct instruction in building fluency, student practice activities and teaching techniques for small-group and independent fluency-building, and suggestions for implementing fluency instruction into any classroom schedule.

- Sessions 1 and 2 define fluency, and explain its link to comprehension and decoding. Session 3 models how to conduct and score a fluency assessment, helping teachers and students set individual fluency goals.
- Sessions 4, 5, and 6 of the course detail techniques for building fluency. Session 4 focuses on the teacher's role improving direct instruction by modeling fluency and tailoring instruction to each student's needs. Session 5 details small-group and partner fluency-building activities, such as paired reading and Readers Theater. Session 6 describes independent fluency-building activities, such as repeated readings and speed drills.
- Session 7 concludes the course, implementing fluency instruction and activities into the daily classroom schedule. Topics covered include setting up a fluency corner and matching students to great books for fluency practice.

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.

Course Objective/Goals:

On completing this course, you will be able to:

- explain the importance of fluency in reading comprehension; define the three characteristics of fluent reading (speed, accuracy, and prosody); and assess and interpret timed oral fluency tests.
- provide direct fluency instruction and feedback by modeling fluent reading, teaching phrase-cue boundaries in text, and using oral recitation lessons.
- support students' oral reading with small-group fluency-building techniques including partner reading, paired repeated readings, echo readings, choral readings, and Readers Theater.
- provide ample independent fluency-building practice through independent repeated readings, speed drills, and audiobooks, and help students self-monitor their progress.
- incorporate fluency instruction into your classroom schedules and routines, set-up a fluency corner, and create materials to meet the fluency needs of students at differing levels of reading proficiency.

Course Outline:

1. Course Introduction

- 1.1 Your Course Keynote
- 1.2 Self-Assessment

2. Fluency: A Definition

- 2.1 What is Fluency?
- 2.2 Fluency and Comprehension: The Link
- 2.3 Fluency and Decoding: The Link
- 2.4 The Three Characteristics of Fluent Reading
- 2.5 Why Students Need Fluency Instruction

3. Fluency: Assessing Students

- 3.1 Setting Goals for Fluent Reading
- 3.2 Conducting an Oral Fluency Assessment (OFA)
- 3.3 Scoring an Oral Fluency Assessment
- 3.4 Reading the Norm Chart
- 3.5 Retelling: An OFA Follow-Up

4. Fluency-Building: The Teacher's Role

- 4.1 The Importance of Direct Instruction and Feedback
- 4.2 Modeled Fluent Reading
- 4.3 Phrase-Cueing Text
- 4.4 Oral Recitation Lessons
- 4.5 Reading Routines for Fluency

5. Fluency-Building: Partners and Small Groups

- 5.1 The Importance of Providing Reader Support
- 5.2 Partner Reading
- 5.3 Echo Reading
- 5.4 Choral Reading
- 5.5 Readers Theater

6. Fluency-Building: Independent Activities

- 6.1 The Importance of Independent Practice
- 6.2 Independent Repeated Readings
- 6.3 Speed Drills
- 6.4 Using Audio-books
- 6.5 Keeping Records and Monitoring Progress

7. Fluency: Making It Work In Your Classroom

- 7.1 Setting Up Your Classroom: The Fluency Corner
- 7.2 Fitting Fluency into Classroom Routines
- 7.3 Matching Students to Fluency-Building Text
- 7.4 Meeting Special Fluency Needs
- 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 assesses 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

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