



Facilitator’s Guide

This guide was produced in partnership with the **National Education Association**



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

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Watch the whole “Looking at Reading Interventions” series here:
ReadingRockets.org/interventions



Section 1: Purpose of this guide

This facilitator's guide for professional development (the Guide) is intended to provide suggestions for reading coaches, principals, team leaders, or other facilitators to use for professional development (PD) sessions.

The Guide is organized to facilitate discussion about the video, not for the facilitator to lecture. PD facilitators may find insight about the videos by reading the Guide before leading PD about the video.

Use in conjunction with the Viewer's Guide

A separate Viewer's Guide intended for anyone to use during a first viewing of the video. Find it here:

- [Episode 7 Viewer's Guide](#) (printable PDF)
- [Episode 7 Viewer's Guide](#) (fillable PDF)

The Viewer's Guide includes the following:

1. Chloe's profile
2. Video overview
3. What to notice while watching the video
4. Questions to consider while watching the video the first time

PD participants should use the Viewer's Guide as they watch the entire video as the initial step in PD, either on their own or in a group.

Using this guide for professional development

General guidelines for using the guide

PD should start with all participants watching the entire video and using the Viewer's Guide to guide their watching.

The Guide organizes the video into short clips for the group to view before discussing the clips. The short clips are organized around the following themes:

- A. Chloe Practices Reading for Accuracy with Grade 1 Material
- B. Chloe Practices Reading for Accuracy with Grade 2 Material
- C. Chloe Practices Reading for Rate
- D. Chloe Practices Reading with Expression

Each theme includes one to three short video clips for viewing, and one to five discussion questions for immediate discussion after each clip is viewed.



A PD facilitator may elect to offer several shorter sessions as part of ongoing shorter PD sessions, such as for a Professional Learning Community (PLC), or to have one half-day session to discuss the video.

Use the guide for a series of shorter PD sessions

1. Ask participants to read the Viewer's Guide before viewing the entire video. As they view the video, participants should answer the eight questions posed in the Viewer's Guide.
 - Facilitators might want to use the first short session to view the video and discuss the questions.
 - Alternatively, facilitators might ask participants to view the video and answer the questions in the Viewer's Guide before the first session, then discuss the questions during the first session.
2. Before each PD session, select video clips and the discussion questions that will fit into the time frame for the session.
 - Facilitators may want to make a copy of the discussion questions for each participant so they can write notes during the session.
3. During the PD session, show the video clips and discuss each clip, using the questions in the Guide.
4. Consider using one or more questions from Section 3: Summarizing Questions before the session ends.

Use the guide for a half-day session

Preparation: Make copies of the Viewer's Guide and the questions in Section 2 for each participant.

Consider an agenda as follows:

1. View the entire video.
 - Read the Viewer's Guide.
 - Answer questions in the Viewer's Guide while viewing the video.
 - Discuss the answers to the questions and other questions participants may have.
2. View short clips and ask discussion questions for each section listed in Section 2.
3. Discuss the questions from Section 3: Summarizing Questions before the session ends.

Using the answer keys

Answer keys provide facilitators with suggestions for answers to each question in the Viewer's Guide and this Guide. Of course, you can adapt the answers to address the needs of participants in your session.



Section 2: Questions for guiding the second viewing of the video

Note about time stamps: The location for the part of the video related to the question is in parentheses. The start and stop times are shown as minutes:seconds. For example, the video clip related to the first question starts at 45 seconds from the start of the video and ends at 1 minute, 32 seconds. The total time for each clip is also shown in minutes and seconds.

Short session A: explaining the purpose of oral reading practice/ Chloe practices reading for accuracy with grade 1 material

2.1 Introduction: Explaining the Purpose of Oral Reading Practice (0:45-1:32). 47 seconds total time

1. If Chloe, a second grader, is working on phonics in an intervention lesson, why does Ms. Farrell add oral reading practice to the lessons?
2. Ms. Farrell breaks fluency into three components. Why does she recommend breaking oral reading practice into three parts and starting with practicing for accuracy first?

2.2 First Reading of Passage #1 (grade 1 level) (2:00 –4:18) 2:18 total time

3. Why is it important to correct misread words, skipped words, or added words, even if these don't change the meaning?
4. How does Ms. Farrell know that it is time for Chloe to read more difficult text for accuracy practice?
5. Why does Chloe track on a chart what she does in her oral reading practice?

Short session B: Chloe practices reading for accuracy with grade 2 material

2.3 First Reading of Arbor Day Passage (Grade 2 level) (4:18 – 5:42) 1:24 total time

6. Why does Ms. Farrell start her feedback to Chloe by telling her how many words she got right?
7. Why does Ms. Farrell have Chloe underline the word she misread (*arbor*)?
8. Why does Ms. Farrell give Chloe a brief definition of the word *arbor*?



2.4 Second and Third Readings of Arbor Day Passage (Grade 2 level) (5:42 – 7:24) 1:42 total time

9. Chloe reads all the words correctly in the second reading. Why does Chloe have to reread the passage again?
 10. Why does Ms. Farrell bring repetitions and self-corrections to Chloe's attention and only allow two total self-corrections and repetitions?
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Short session C: Chloe practices reading for rate

2.5 Setting the Stage for Reading for Rate Practice (7:24 – 9:27) 2:03 total time

11. Why is reading at an appropriate rate important?
12. When thinking about reading as WCPM (Words Correct Per Minute), why is it important to also think about accuracy?
13. Why does Ms. Farrell set Chloe's rate goal at 60 WCPM?

2.6 First and Second Readings for Rate (Cats) (9:27 – 11:43) 2:16 total time

14. Why does Ms. Farrell think that *rough* might be difficult for Chloe?
 15. Why does Chloe have to reread the passage about cats a second time even though she read with 100% accuracy?
-

Short session D: Chloe practices reading for expression

2.7 Reading the Same Passage for Expression (Cats) (11:43 – 14:52) 3:09 total time

16. Why does Ms. Farrell decide to have Chloe shift her focus to reading with expression even though Chloe had not yet met the mastery goal of three cold reads back-to-back read accurately (i.e. 98% accuracy and no more than two self-corrections or repetitions) at or above 60 WCPM?
17. Why will Chloe's rate goal be adjusted to 90 WCPM?
18. Why will Chloe need to continue oral reading practice?



Section 3: Summarizing questions

1. Do you have any students who might benefit from oral reading practice for accuracy, rate, or expression?
2. What did you learn about how to help students who need to improve their fluency?
3. How do you plan to use what you learned in your instruction?
4. How can you use what you learned with a small group?



Section 4: Answer keys

Answer key for Viewer's Guide

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.

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.



Answer key for Section 2: questions for guiding the second viewing of the video

Short session A: explaining the purpose of oral reading practice/ Chloe practices reading for accuracy with grade 1 material

2.1 Introduction: Explaining the Purpose of Oral Reading Practice (0:45-1:32). 47 seconds total time

- 1. If Chloe, a second grader, is working on phonics in an intervention lesson, why does Ms. Farrell add oral reading practice to the lessons?**

Ms. Farrell knows from Chloe's assessment that she has accuracy and rate weaknesses when reading text at her grade level. Chloe will improve her accuracy and her rate only if someone gives her immediate feedback about her reading errors and gives Chloe opportunities to read the same text again until she can read it with 100% accuracy.

- 2. Ms. Farrell breaks fluency into three components. Why does she recommend breaking oral reading practice into three parts and starting with practicing for accuracy first?**

Separating the three components of reading fluency (accuracy, rate, and expression) for practice allows students the opportunity to focus on improving one component at a time rather than all three at once. Cognitive science is clear that more success is achieved by learning one skill at a time or changing one habit at a time than when a person tries to learn more than one skill or change more than one habit together at the same time.

** Note: The following might fit into a discussion about the answer to this question.*

The goal of the accuracy practice that Ms. Farrell and Chloe are demonstrating is different from most fluency practice. The goal is for the student to develop a habit of reading accurately the first time, not after repeated readings.

Ms. Farrell works with Chloe to develop accurate reading before working on rate. One reason is that if rate improves and accuracy remains weak, comprehension will not be improved. Students must read words accurately to access the meaning of the text.

Usually, after students practice developing the habit of reading accurately, their rate is no longer slow, and they don't really need practice on their rate. Chloe is one of the students who still had a slow reading rate even after she became an accurate reader.

Reading with expression does not usually require practice. When practice for reading with expression is needed, listening to a teacher model and then a few practices are typically sufficient.



2.2 First Reading of Passage #1 (grade 1 level) (2:00 –4:18) 2:18 total time

3. Why is it important to correct misread words, skipped words, or added words, even if these don't change the meaning?

Letting inaccurate reading go uncorrected is implicitly teaching the student that accuracy is not important, when inaccurate reading is often a cause of poor comprehension.

Any of the following seemingly small errors has the potential to impede comprehension:

- Skipping or adding the word *not* changes meaning 180 degrees.
- Leaving out the word *a* in the sentence. *The horse got a cold* changes the meaning and the students' schema (mental picture) from a sick horse to a chilly horse.
- Misreading *horse* as *house*, a one letter difference, changes things radically as well.
- Reading *mother* as *mom* seems like it's not a big deal, but an author's choice of words affects tone and conveys additional meaning. A student who reads *mother* as *mom* is not aware that they have made that mistake. If the student was aware, they wouldn't have made it.

4. How does Ms. Farrell know that it is time for Chloe to read more difficult text for accuracy practice?

Chloe has read three previously unread passages with 100% accuracy and no more than two repetitions or self-corrections on the first attempt (a cold read) in a row. This indicates that Chloe has developed a consistent habit of reading accurately in Grade 1 material, and that she is ready to practice reading more difficult Grade 2 material for accuracy.

5. Why does Chloe track on a chart what she does in her oral reading practice?

Tracking her performance motivates Chloe. She can see her progress each time she reads. The chart also provides Ms. Farrell with a quick way to assess Chloe's progress, and it is a record she can show to Chloe's parents.

Short session B: Chloe practices reading for accuracy with grade 2 material

2.3 First Reading of Arbor Day Passage (Grade 2 level) (4:18 – 5:42) 1:24 total time

6. Why does Ms. Farrell start her feedback to Chloe by telling her how many words she got right?

Ms. Farrell is using 'positive error correction' by telling Chloe the number of words she read correctly, as opposed to the number of words she missed. This focuses on what Chloe did right, not what she did wrong. Ms. Farrell never says the words "error", "mistake", or "you missed these." Rather, after she tells Chloe the number of words she read correctly, Ms. Farrell points to the first word and guides Chloe to read the word correctly.



7. Why does Ms. Farrell have Chloe underline the word she misread (*arbor*)?

Ms. Farrell has Chloe underline words she misreads so that Chloe will know to pay special attention to them when she reads the passage again. If Chloe's lesson ends before she has read the passage again and one or more days elapses between readings, Ms. Farrell will know to review each underlined word before Chloe reads the passage again.

8. Why does Ms. Farrell give Chloe a brief definition of the word *arbor*?

Ms. Farrell realizes that *arbor* is a word that is not in Chloe's oral vocabulary and that is one reason she guessed April. Because *arbor* is central to understanding the passage, Ms. Farrell determines that it is important to introduce Chloe to the meaning of the word.

** Note: The following might fit into a discussion about the answer to this question.*

Notice that Ms. Farrell does not turn oral reading practice time into a vocabulary lesson. She simply gives Chloe the definition and then asks her what the word means. With a few more exposures to the word *arbor* in print it will become a sight word (mental orthographic image) for Chloe.

2.4 Second and Third Readings of Arbor Day Passage (Grade 2 level) (5:42 – 7:24) 1:42 total time

9. Chloe reads all the words correctly in the second reading. Why does Chloe have to reread the passage again?

Chloe had three repetitions (she calls them "overs"). Only two are allowed. Some students, like Chloe, rely on rereading words or phrases to confirm a guess they just made and to buy themselves a moment of time before tackling the rest of the sentence. This habit slows them down and impairs their comprehension. Thus, it is a habit that needs to change. Monitored practice is the way to change it.

10. Why does Ms. Farrell bring repetitions and self-corrections to Chloe's attention and only allow two total self-corrections and repetitions?

Repeating words that were read correctly and self-correcting words slows the reader down and can hurt their comprehension.

** Note: The following might fit into a discussion about the answer to this question.*

Chloe's repetitions tell us that she is not confident in her decoding skills. She repeats words to make sure that what she read is correct and to make sure the words fit into what she is reading. Some students who learn to decode well never drop their habit of repeating words or self-correcting, even after they become strong decoders. Teachers often do not realize that these habits can slow a student's reading rate and even affect comprehension.



Short session C: Chloe practices reading for rate

2.5 Setting the Stage for Reading for Rate Practice (7:24 – 9:27) 2:03 total time

11. Why is reading at an appropriate rate important?

Reading accurately is critical for comprehension. However, reading too slowly, even if accurately, can impair comprehension. Readers need to read at a rate that allows them to hold whole units of thoughts from the text in memory long enough to build a mental model of what they are reading. If students read too slowly, they may not be able to keep what has been read in their working memory, which directly impairs comprehension.

Reading too fast is also a risk to comprehension. A student who reads accurately, yet too fast, may not be able to attend carefully enough to the meaning of the words to build a strong mental model of what the text means.

12. When thinking about reading as WCPM (Words Correct Per Minute), why is it important to also think about accuracy?

A student can read with a high WCPM rate and still read inaccurately. A student who reads fast but inaccurately may meet the benchmark. For example, if the WCPM benchmark is 100 words a minute, a student may read 115 words with 15 errors and still meet the rate benchmark. This student is at greater risk of weak comprehension than a student who reads accurately but a bit more slowly, such as one who reads 90 WCPM with only one error. We know from research that a reader needs to know the meaning of about 98% of the words read to have strong comprehension. If words are not read accurately, the meaning may be skewed and comprehension will be impaired.

13. Why does Ms. Farrell set Chloe's rate goal at 60 WCPM?

Ms. Farrell knows that the middle-of-year second grade benchmark for reading rate at Chloe's school is around 70 words correct per minute. Based on Chloe's assessed rate of 38 words per minute, Ms. Farrell sets a goal of 60 that seems achievable for Chloe, even though it is below the benchmark. Once Chloe meets the 60 WCPM goal, Ms. Farrell will increase the goal until Chloe is reading at or above the benchmark.

2.6 First and Second Readings for Rate (*Cats*) (9:27 – 11:43) 2:16 total time

14. Why does Ms. Farrell think that *rough* might be difficult for Chloe?

The *ough* spelling pattern is relatively uncommon and also has multiple pronunciations (*rough, cough, bough, through, though*), so Ms. Farrell anticipates that the word may not be familiar to Chloe.

15. Why does Chloe have to reread the passage about cats a second time even though she read it with 100% accuracy?

Chloe made more than two repetitions. Even though she is reading to improve her rate, Chloe still has to maintain accuracy standards, although the accuracy goal drops to 98% when practicing for rate.



Short session D: Chloe practices reading for expression

2.7 Reading the Same Passage for Expression (*Cats*) (11:43 – 14:52) 3:09 total time

- 16. Why does Ms. Farrell decide to have Chloe shift her focus to reading with expression even though Chloe had not yet met the mastery goal of 3 cold reads back-to-back read accurately (i.e. 98% accuracy and no more than 2 self-corrections or repetitions) at or above 60 WCPM?**

Ms. Farrell notices that even though Chloe has just read accurately and met her goal for rate, Chloe is still reading very deliberately, almost word by word, and pausing for a long time at periods. Ms. Farrell sees an opportunity to find out what would happen if Chloe thought about reading with more fluent expression.

- 17. Why will Chloe's rate goal be adjusted to 90 WCPM?**

Chloe's rate goal will be adjusted to the Grade 2 end-of-year goal of 90 WCPM because in her first attempt at reading with fluent expression, she read 83 words accurately in a minute.

- 18. Why will Chloe need to continue oral reading practice?**

Although we see Chloe make great gains over the course of the video, she has not yet met the mastery goal of reading accurately at or above her new goal of 90 WCPM in three back-to-back cold reads with Grade 2 passages. Chloe needs more practice to ensure that her new reading rate with concurrent accuracy becomes part of her reading habits.



Answer key for Section 3: summarizing questions

1. Do you have any students who might benefit from oral reading practice for accuracy, rate, or expression?

Use this question to have participants discuss their students who (1) are working on phonics in intervention and are ready to practice oral reading in non-decodable text or (2) students who can decode well but need to change a habit of reading inaccurately, self-correcting, or repeating words.

Thoughts for teachers to consider:

- Which student behaviors do teachers observe that might need help with reading accurately?
- Do teachers have any data from assessments that show a student's inaccurate reading?
- How will teachers guide their students in practicing oral reading for accuracy? For rate? For expression?

2. What did you learn?

Use this question to have participants reflect on and consolidate their learning by expressing it aloud.

3. How do you plan to use what you learned in your instruction?

Use this question to have participants develop and express specific action plans for teaching their students: Who? What? When? How will you measure student progress?

4. How can you use what you learned with a small group?

Oral reading practice can work well in small groups with up to four students.

It is important to give each student a different passage to read so that they don't benefit from hearing other students read the passage. If you only have long passages, you can break the long passages into shorter sections (from approximately 25-35 words in Grade 1 passages to 50-75 words in passages for Grades 6 and higher). Remember to start with easy material first.

Each student gets a turn to read one passage (or section), and then the next student reads. The teacher gives feedback to each student immediately after he or she reads. Each student also fills in their chart while receiving feedback from the teacher. Students continue taking turns reading until the allotted time for oral reading practice is up.

Students advance to a new section or grade level using the same guidelines presented in the video.

To keep all students engaged, the student reading can be designated the "Reader" and the other students are "Checkers". As the Reader reads aloud, the Checkers and the teacher follow along in copies of the passage. When the Reader finishes, the teacher says, "Checkers?" The Checkers then show a 'thumbs-up' if all words were read accurately or a 'helping hand' (open hand, fingers up, palm out) if the Reader needs help with any words. If Checkers disagree about the Reader's accuracy, the teacher settles any disagreement quickly by saying, "I heard [Reader's name] read XX number of words correctly."