Module 4: Creating Fluent Readers Syllabus

Public Consulting Group LLC

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Course Description: The Creating Fluent Readers module focuses on creating fluent readers and explores the importance of fluency as a bridge to comprehension. Topics addressed by the module include the components of fluency and the progression of skills students need to become fluent readers. The module explores explicit, evidence-based instructional strategies and what the focus of oral reading fluency instruction should be at different grade levels. Lastly, it examines fluency assessment, including screening and diagnosing fluency; determining reading fluency, accuracy levels, and prosody levels; and determining fluency-building goals for children who lack accuracy, rate, or prosody.

Course Learning Outcomes:

- Understand and explain reading fluency and the respective components, including rate or speed of reading, accuracy of reading, and reading with expression or prosody. (KPS 1.3, 1.8, 4D.1)
- Understand the reciprocal relationships between fluency and other components of reading with connections to conceptual models and frameworks such as the Simple View of Reading and Scarbrough's Reading Rope, and describe the progression of foundational skills needed to become a fluent reader. (KPS 1.3, 4D.3)
- Know/apply in practice considerations for varied techniques and methods for building reading fluency that is taught in an explicit manner. (KPS 4A.1, 4D.2, 4D.3, 4F.4, 4F.5)
- Understand the consequences for students who do not become fluent and fluency's role in creating motivated readers. (KPS 2.5, 4D.1, 4D.3)
- Utilize strategies that assist in motivating students to read extensively. (KPS 4D.1)
- Understand how to provide explicit instruction in fluent reading, as well as strategies for fluency practice. (KPS 4A.1, 4D.1. 4D.2, 4D.3)
- Understand how to use assistive technologies for students with serious deficits. (KPS 4D.3)
- Use benchmarks and norming in fluency as well as how to screen, diagnose, and monitor fluency. (KPS 4D1, 3.1, 3.2, 3.4, 3.5, 3.6)

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- Know how to screen, diagnose, and monitor fluency. (KPS 3.1, 3.2, 3.4, 3.5, 3.6)

Required Text: In order to deepen your understanding of key concepts, the following text is required. Key chapters will be assigned per section/lesson in each module.

Birsh, J. R., & Carreker, S. (2019). *Multisensory teaching of basic language skills* (4th ed.). Brookes Publishing Co.

Key Assessment: At the end of this module, you will take a key assessment of all of the content in the module. The Key Assessment is aligned to the IDA KPS standards covered in this module. There will be a key assessment at the conclusion of each module. The exam will include 50 questions and must be passed at an 85% proficiency level.

Grading/Earning a Certificate: This module is a self-paced and asynchronous course. It is designed to stand alone, with automatic grading and feedback built into the interactive features. Each lesson is timed, and you must complete each lesson in order to pass. Upon the completion of the entire course of six modules and the passing of the six module key assessments, you will earn a certificate for 45 hours of professional development. The module is designed as pass/fail.

State Standards Covered in This Module of the Course:

[insert relevant state standards after obtaining a client contract]

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IDA KPS Standards Covered in this Module:

Standard 1: Foundations of Literacy Acquisition	
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
Standard 3: Assessment	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
Standard 4: Structured Literacy Instruction	
Substandard A: Essential Principles and Practices of Structured Literacy Instruction	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.

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Substandard D: Automatic, Fluent Reading of Text	
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.
Substandard F: Reading Comprehension	
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.

Professional Dispositions and Practices Statement: PCG strives to be an advocate for students who are struggling readers or who have dyslexia or other reading disorders. To the best of our knowledge, PCG assures the following content provided is the most accurate and unbiased representation available, based on current research and scientifically best practices in the field. This content has been developed by a team of subject matter experts who are vetted to have the experience, credentials, and training necessary to develop our content. PCG actively avoids yet acknowledges any conflicts of interest when they occur in the field or with clients and maintains our advocacy to the appropriate treatment and access to instruction for individuals with dyslexia and related learning difficulties. We are committed to providing course content that is aligned with the accreditation and credentialing process supported by the Center for Effective Reading Instruction and the International Dyslexia Association and do so with respect to student and client confidentiality and the intellectual property of others in the development of this course.

KPS Statement: The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework are aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outlines the knowledge and skills that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading

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profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here.

Course Schedule/Outlines:

Lesson 1: Introduction

- *Introduction*
- *Objectives*
- *"Professional Dispositions and Practices"*
- *Pre-assessment*
- *Navigation of the learning management system*

Lesson 2: Introduction to Fluency (KPS 1.8,1.9, 2.5, 4D1, 4D.3)

In this lesson, participants will learn instructional routines that can help to create fluent readers including how to select text for fluency practice and how to plan instruction for increasing fluency.

- *Reviewing the Simple View of Reading and Scarbrough's Reading Rope*
- *Definition of fluency*
- *The Progression of Fluency Development*
- *The connections between fluency and meaning*
- *Reasons why students may not become fluent*
- *Characteristics of Dysfluent Readers*

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Lesson 3: Effective Fluency Practices (KPS 3.6, 4A.1, 4A.2, 4A.3, 4D.1, 4D.2, 4D.3, 4D.4)

This lesson has five focus areas. Here you will learn about the Simple View of Reading, Scarborough's Reading Rope, The Four-Part Processing Model for word recognition, what the brain does when it reads, and the five components of reading.

- *Introduction to Building Fluency*
- *How Much Practice Is Needed to Read Words with Automaticity?*
- *Text Selection*
- *Text Length and Genre*
- *Level of Difficulty*
- *How to Determine Level of Difficulty*
- *Steps for Teaching Fluency Subskills*
- *Choral and Echo Reading*
- *Repeated Oral Reading*
- *Partner Reading*
- *Comprehension and Oral Reading Fluency Practice*
- *Fluency Strategies for Supporting Struggling Adolescent Readers*
- *Motivation*
- *Assistive Technology Tools for Reading*

Lesson 4: Fluency Assessment (KPS 1.2, 3.1, 3.2, 3.4, 3.5, 3.6, 4D.2, 4D.3)

In this lesson, the focus will be on the assessment cycle, with a focus on screeners, diagnostic assessments, and progress monitoring of phonics and spelling skill development.

- *The Assessment Cycle*
- *Universal Screeners*
- *Diagnostic Assessment*
- *Progress Monitoring*

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Lesson 5: Closing

- *Closing*
- *Key Assessment 4*

Assignments:

This module is self-paced and includes interactive features to ensure all participants are held accountable for the content. All assignments are embedded into the asynchronous learning content. Types of assignments include the following:

- Watch/Read and Reflect: Participants will reflect on a video or reading and submit their reflection to their personal portfolio within the learning management system.
- Interactive videos: The learning management system has a series of interactive videos that include drag-and-drop features and real-time corrective feedback.
- Note-catchers: These are designed for participants to download and complete while reading an article or watching a video.
- Checks for Understanding: These are miniature quizzes embedded throughout to keep participants accountable for meeting the course objectives.
- OPTIONAL: Depending on the client, coaching features can be purchased. These can include in-person or virtual coaching sessions related to the reflections completed throughout the modules.

Lesson	Assignment
1	Pre-assessment: Select the best response for each question, and click on “Submit” to view your results. You will receive a similar post-assessment at the end of this module.
1	Interactive video: Professional Dispositions and Practices (with drag-and-drop features for corrective feedback) (KPS 5)
2	Quiz on fluency as related to the Simple View of Reading and Scarborough’s Reading Rope (KPS 4D1, 4D3)
2	Read and Reflect: Compare Fluent and Dysfluent Readers (KPS 1.8)

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2	Read and Reflect: List Common Consequences of Dysfluency (KPS 4D.1)
2	Read and Reflect: 3/2/1 protocol reflecting on “Reading Fluency Does Not Mean Reading Fast” (International Literacy Association) and Dr. Goldenberg video “What Adolescent Learners Need for Good Reading Comprehension That Is Often Ignored” (KPS 4D.3)
2	Check for Understanding: Quiz on *Introduction to Fluency* (KPS 1.8, 4D.1)
3	Quiz on text levels for fluency practice (KPS 4D.2)
3	Interactive video: Steps for Teaching Fluency Subskills (with drag-and-drop features for corrective feedback) (KPS 3.4, 3.5, 4D.2, 4D.3)
3	Read and Reflect: Selecting words to preteach for word automaticity (KPS 4D.1, 4D.2)
3	Note-Catcher: Evidence-Based Strategies for Building Fluency handout (KPS 4D.2)
3	Watch and Reflect: Video of seventh-grade fluency instruction (KPS 4D.2)
3	Read and Reflect: Partner Reading Action Plan handout (KPS 4D.2)
3	Note-Catcher: Reader’s Guide: Five Oral Reading Strategies for Supporting Struggling Adolescent Readers handout (KPS 4D.2)
3	Interactive activity: Determining Evidence-Based Practices (with drag-and-drop features for corrective feedback) (KPS 4D.2)
3	Check for Understanding: Quiz on *Effective Fluency Practices* (KPS 4D.2)
4	Quiz on goal setting and progress monitoring (KPS 3.5, 4D.3)
4	Activity: Assessing Prosody handout (KPS 3.1, 3.6, 4D.3)

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4	Check for Understanding: K–3 Practice Marking Passages handout (KPS 3.4, 3.5, 4D.3)
5	Activity: Fluency Measure Assessment and Phonics Error Analysis Chart for Use with Fluency Measures handout (KPS 3.4, 3.5, 4D.1, 4D.2, 4D.3)
5	Post-assessment: Select the best response for each question, and click on “Submit” to view your results. (KPS 4D1, 4D2, 4D.3)

Required Text/Readings:

Accountable Reading Summary

Lesson	Assigned Reading (APA Format)	Pages	KPS Alignment (e.g., KPS 5.10)	Methods of Monitoring Candidate Understanding
2	International Literacy Association. (2018). *Literacy leadership brief: Reading fluency does not mean reading fast* (principal authors J. Hasbrook and D.R. Glaser). https://literacyworldwide.org/docs/default-source/where-we-stand/ila-reading-fluently-does-not-mean-reading-fast.pdf	1-8	4D.1, 4D.2, 4D.3	Check for Understanding quiz

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Lesson	Assigned Reading (APA Format)	Pages	KPS Alignment (e.g., KPS 5.10)	Methods of Monitoring Candidate Understanding
3	Ming, K. M. (2018). Five oral reading fluency strategies for supporting struggling adolescent readers. *National Youth-At-Risk Journal, 3*(1). https://doi.org/10.20429/nyarj.2018.030103	13–24	4D.1, 4D.2, 4D.3	Check for Understanding quiz
3	Carreker, S. (2018). Teaching reading: Accurate decoding. In Birsh, J. R., & Carreker, S., *Multisensory teaching of basic language skills* (pp. 375–377). Brookes Publishing Co.	375–377	4D.1, 4D.2, 4D.3	Check for Understanding quiz
3	Garnett, K. (2018). Fluency in learning to read: Conceptions, misconceptions, learning disabilities, and instructional moves. In Birsh, J. R., & Carreker, S., *Multisensory teaching of basic language skills* (467–498). Brookes Publishing Co.	467–498	4D.1, 4D.2, 4D.3	Check for Understanding quiz

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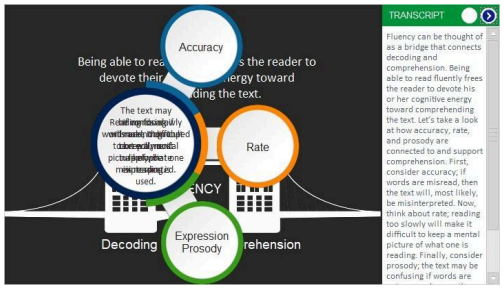
Required Multimedia (videos, infographics, etc.):

Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
2	What Is Fluency? Moats, L. (2011). *Getting up to speed: Developing fluency, LETRS.* Voyager Sopris Learning.	Interactive video	1.8, 4D.1	Check for Understanding quiz 
2	Why Don't Students Become Fluent Readers? sjogren (2008, June 13). *Misunderstood minds chapter 2* (with Dr. G. Reid Lyons) [Video]. YouTube. https://youtu.be/lpx7yoBUnKk	Video	2.5	Check for Understanding quiz

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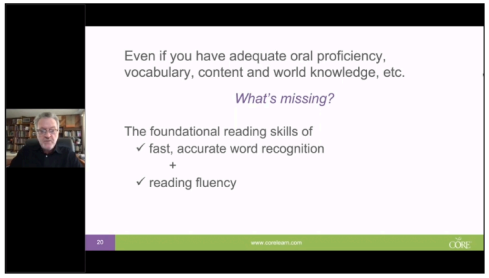
Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
2	"What Adolescent Learners Need for Good Reading Comprehension That Is Often Ignored" Goldenberg, C. (2021, November 18). *What adolescent learners need for good reading comprehension that is often ignored* [Embedded video]. Pivot Learning. https://www.pivotlearning.org/resources/adolescent-readers-webinar/#:~:text=What%20Adolescent%20Learners%20Need%20for%20Good%20Reading%20Comprehension%20That%20Is%20Often%20Ignored,-November%2018%2C%202021&text=When%20it%20comes%20to%20reading,students%20entering%20the%20middle%20grades.	Video webinar	4F.4	Check for Understanding quiz 

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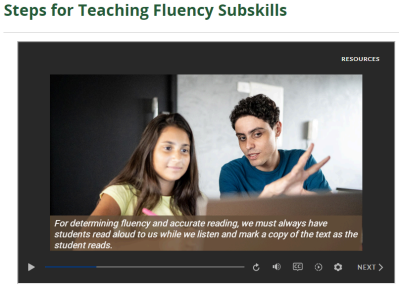
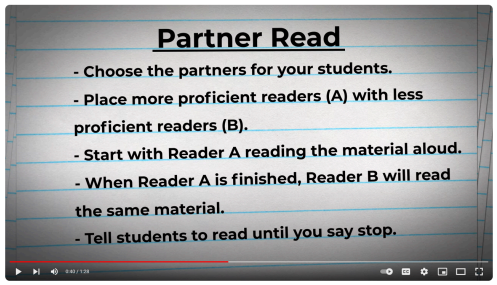
Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
3	Steps for Teaching Fluency Subskills Archer, A. L., & Hughes, C. A, (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.	Interactive video	4D.1, 4D.2, 4D.3	Drag-and-drop features 
3	"What Is Partner Read and How Does It Improve Reading Fluency?" ESC Region 13. (2020, April 7). *What is Partner Read and how does it improve fluency?* [Video]. YouTube. https://www.youtube.com/watch?v=bMpG4uKYL4M	Video	4D.1, 4D.2, 4D.3	Check for Understanding quiz 

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Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
3	"Demonstrating Reading Fluency Strategies" McGraw Hill PreK-12. (2014, June 2). *Demonstrating reading fluency strategies* [Video]. YouTube. https://www.youtube.com/watch?v=8D_91zHDpvI	Video	4D.1, 4D.2, 4D.3	Check for Understanding quiz
3	"Assistive Technology for Dyslexia: One Mother's Story" Understood. (2017, November 27). *Assistive technology for dyslexia: One mother's story* (with Kathy Stratton, PhD) [Video]. YouTube. https://youtu.be/_qu7UQuF77k	Video	4D.4	Check for Understanding quiz
3	"Building Reading Skills Through Assistive Technology" LD@school. (2016, October 17). *Building reading skills through assistive technology* [Video]. YouTube. https://www.youtube.com/watch?v=RKveTZ3cwHo	Video	4D.4	Check for Understanding quiz

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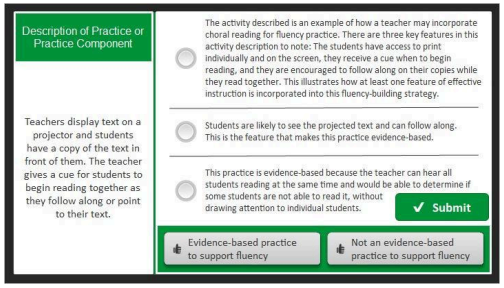
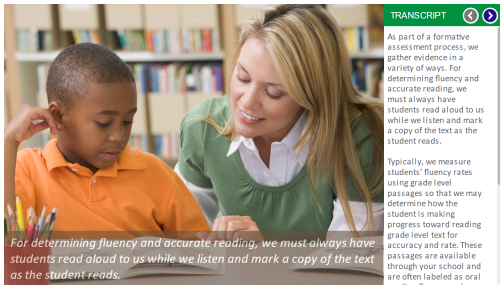
Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
3	Determining Evidence-Based Practices Rasinski, T. V. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency & comprehension*. Scholastic. Rasinski, T. V., Blachowicz, C., & Lems, K. (Eds.) (2012). *Fluency instruction: Research-based best practices* (2nd ed.). The Guilford Press.	Interactive video	4D.1, 4D.2, 4D.3	Drag-and-drop features 
4	Determining Rate and Accuracy Levels (K–3) *Determining reading fluency.* (n.d.). Achieve the core. https://achievethecore.org/aligned/determining-reading-fluency/	Interactive video	3.1, 3.2, 3.4, 3.5, 3.6, 4D.3	Drag-and-drop features 

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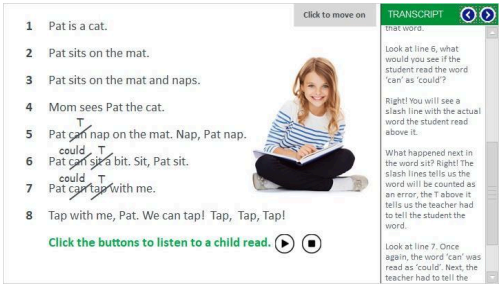
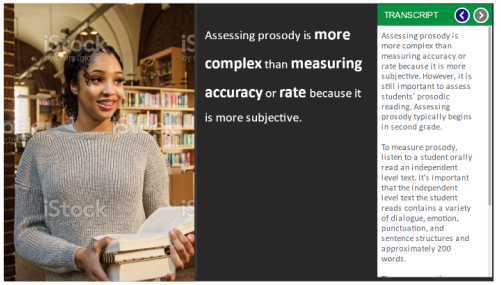
Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
4	Determining Rate and Accuracy Levels (4–12) *Determining reading fluency.* (n.d.). Achieve the core. https://achievethecore.org/aligned/determining-reading-fluency/	Interactive video	3.1, 3.2, 3.4, 3.5, 3.6, 4D.3	Drag-and-drop features 
4	Assessing Prosody Rasinski, T. (2004). Creating fluent readers. *Educational Leadership, 61*(6), 46. Honig, B., Diamond, L., & Gutlohn, L. (2008). *Teaching reading sourcebook* (2nd ed.). Core Literacy Library. Arena Press.	Interactive video	3.1, 3.2, 3.4, 3.5, 3.6, 4D.3	Check for Understanding quiz 

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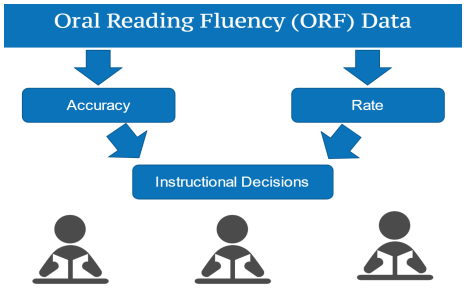
Lesson	Assigned Multimedia (APA Format)	Type	KPS Alignment (e.g., KPS 5.10)	How Instructor Monitors Candidate Understanding
4	Using Assessment to Inform Instruction Gunning, T. G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Allyn & Bacon.	Interactive video	3.1, 3.2, 3.4, 3.5, 3.6, 4D.3	Drag-and-drop features 

Optional Resources/Suggested Readings:

No supplemental readings

References:

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