Reading Fluency Assessment

1. Administer the [San Diego Quick](San%20Diego%20Quick%20Assessment.doc) assessment. When a student misses three words on a list, this is his/her Frustration level. The Instructional level is the last level on which two words were missed. The Independent level is the last level on which no words were mispronounced.
2. Group students by instructional level, then pair each student up with another at his/her grade level.

Reading Fluency Practice

1. Prepare a fluency folder for each student, and give each student a reading fluency log on which to chart progress.
2. Each pair of students will be given the same passage at their instructional level.
3. Students will be given a new passage at the beginning of each week.
4. Discuss what it sounds like when someone reads with appropriate fluency: it’s not too fast or too slow, expression is used, and correct phrasing is evident to prevent the reading from sounding too choppy. Model examples and non-examples of fluent reading using the same passage to make an obvious contrast.

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| Day | What Students Do |
| 1 | Allow students to chorally read passage with their partners. The timer should not be set. If students come to a word with which they are unfamiliar, give them the correct pronunciation and definition (if they ask for it). After all of the students have finished reading their passages, they will need to choose a “Partner A” and “Partner B” (on occasion, a “Partner C” is needed, as well). Set the timer for one minute and have all Partner A students read aloud. If he/she makes an error, Partner B corrects the error and Partner A will need to reread the word(s) correctly. When the timer goes off, Partner A will mark the last word read. The process is repeated with Partner B. When the time is up for both partners, each will count how many words were read. This number will be graphed on the log. During this time, the teacher should circulate through the room to ensure that all students are participating appropriately. |
| 2-5 | The process of having each student read aloud for one minute and then graphing the number of words read per minute will be repeated. |