

GOODHUE COUNTY EDUCATION DISTRICT

Fluency-Rate Intervention

Weston Johnson and Jaime Winchell

Fluency-Rate Intervention

Core Component

The core component of the intervention is intended to be the core feature of the intervention. Each core component is aligned to a reading category found in reading standards.

Supplemental Component

The supplemental components are also aligned to the reading standards, but they are used to support the transition of students between reading categories. Each of the core components can be supplemented by several components.

Sequence Across Intervention Categories	
1. Concepts of Print w/ Interactive Read Aloud <ul style="list-style-type: none">a. Letter Namesb. Phonological Awarenessc. Oral Language	2. Phonemic Awareness w/ Sound Boxes <ul style="list-style-type: none">a. Letter Soundsb. Spelling Letter Soundsc. Brief Read Aloud
3. Word Recognition and Phonics w/ Explicit Instruction <ul style="list-style-type: none">a. Spelling by Soundb. High Frequency Wordsc. Connected Text	4. Fluency: Accuracy w/ Repeated Reading <ul style="list-style-type: none">a. Segmenting and Blending Wordsb. Spelling by Soundc. High Frequency Words
5. Fluency: Rate w/ Repeated Reading and Wide Reading	

Fluency-Rate Intervention

Core: Fluency-Rate (using repeated reading and wide reading)

Objectives:

- Read with sufficient accuracy and fluency to support comprehension.

Materials:

- Repeated reading passage at ≈ 98% accuracy with 50-200 words (or 1-2 min. per reading length).
- Timer
- Reading Rate Graph
- Independent reading texts for students during wide reading section

Interventionist:	Time:
Location:	Group:

Sequence:	Yes (X)
Repeated Reading (3-5 times per week)-approx. 10 min.	
Modeling- Teacher reads passage to students. During the reading, the teacher checks that students are following along.	
Echo Reading- Teacher reads a sentence and students repeat. Error correction is provided.	
Choral Reading- Teacher and students read the passage together. Error correction is provided.	
Whisper Reading- Students whisper read the story.	
Individual Hot Timing- Teacher sets a timer for 1 minute. Each student reads the passage. Teacher listens to one student whisper read. Students graph reading rate. (No error correction is provided).	
Checkout Criteria- Each time a teacher listens to a student, they need to improve (“best score”) their reading rate over the previous passage read with teacher. Otherwise passage is practiced during wide reading session until score is improved.	
More Practice- (repeat until criteria are met): Student individually practices sentence reading (other students move on to wide reading). Once, ready, student does another hot timing with teacher.	
Standard Error Correction- Pause/stop, teacher supplies word, students repeat word, and students repeat the sentence.	
Wide Reading (5 times per week)- approx. 10-15 min.	
Independent Reading- Students read independently.	
Guided Practice- Teacher moves around room and provides guided instruction. <ul style="list-style-type: none"> • Practice for passage accuracy (e.g., word recognition strategies, repeated reading) • Practice for passage expression (e.g., model reading, repeated reading) • Comprehension support (e.g., comprehension strategies, identification of key ideas and details) with gradual release of responsibilities 	

Interventionist:
Fidelity Observer:

Time:
Date:

Fluency-Rate Intervention

Before Practice

CUE-

“We are going to practice reading to improve our accuracy and rate. This will help us increase our understanding of what we read.”

“At the end of practice, we will need to read with fewer than ____ mistakes and read ____ words per minute.”

FINGERPOINT-

“When we read together, you need to follow along with your finger. This helps me see who needs help.”

Repeated Reading Sequence

MODELING-“Fingers up.” *Students point to first word.* “Follow along as I read the story to you, I may stop to check that you’re following along. Get ready.”

ECHO READING-“Now, we’re going to practice sentences together. I’ll read the sentence, and you’ll repeat the same sentence. We will do this for the entire passage. Fingers up. Get ready.”

CHORAL READING- “Now, we’re going to take turns reading words. I’ll read the first word. You’ll read the next word. We’ll take turns as we read the passage. Fingers up. Get ready”

WHISPER READING- “Now, you are going to read on your own. Whisper aloud as you read. Fingers up. Get ready. Begin.”

INDIVIDUAL HOT TIMING- “Now, you are going to do your hot timing. I’ll set the timer for 1 minute. When it beeps, put your finger on the last word you read. Determine words read and graph it.” During this time, teacher listens to one student read.

Additional

ERROR CORRECTION-“Stop. That word is _____. What word?” **(Cue)** *Students say the word.* “Back to the beginning of the sentence.” **(Cue)** *Students repeat the sentence.*

CHECKOUT CRITERIA- Passage reading is at ~98% accuracy with sufficient fluency. Each time a teacher listens to a student, they need to improve (“best score”) their reading rate over the previous passage read with teacher. Otherwise passage is practiced during wide reading session until reading rate is better than previous best score.