

BUILDING READERS



A Parent's Guide



©ThinkstockPhotos



Utah State Board of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

BUILDING READERS

A Parent's Guide



Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction

Rich Nye, Ph.D.
Deputy Superintendent of Student Achievement

Diana Suddreth, Ed.D.
Educational Director, Teaching and Learning

Jennifer Thronsen, M.Ed.
Coordinator, Pre-K–12 Literacy, Teaching and
Learning

Susan J. Okroy, M.Ed.
Specialist, Literacy Tutoring and Early Childhood

Lisa Brown, M.Ed.
Specialist, Educator Preparation Program

2017

<http://www.schools.utah.gov/curr/star/>



UTAH STATE BOARD OF EDUCATION

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200
<http://schoolboard.utah.gov>

<i>District</i>	<i>Name</i>	<i>City</i>
District 1	Terryl Warner	Hyrum, UT 84319
District 2	Spencer F. Stokes	Ogden, UT 84403
District 3	Linda B. Hansen	West Valley City, UT 84120
District 4	Jennifer Graviet	South Ogden, UT 84403
District 5	Laura Belnap	Bountiful, UT 84010
District 6	Brittney Cummins	West Valley City, UT 84120
District 7	Carol Barlow-Lear	Salt Lake City, UT 84108
District 8	Janet A. Cannon	Holladay, UT 84117
District 9	Joel Wright	Cedar Hills, UT 84062
District 10	Kathleen Riebe	Cottonwood Heights, UT 84093
District 11	Lisa D. Cummins	Herriman, UT 84096
District 12	Alisa Ellis	Heber City, UT 84032
District 13	Scott B. Neilson	Spanish Fork, UT 84660
District 14	Mark Huntsman	Fillmore, UT 84631
District 15	Michelle Boulter	St. George, UT 84790
	Sydney Dickson	State Superintendent of Public Instruction
	Lorraine Austin	Secretary to the Board

1/2017

**UTAH STATE BOARD OF EDUCATION
WRITING COMMITTEE**

Jennifer Throndsen, M.Ed.

Susan J. Okroy, M.Ed.

Lisa Brown, M.Ed.

Lee Gray, Graphic Designer

STAR Tutoring website:

<http://www.schools.utah.gov/curr/star/>

TABLE OF CONTENTS

CHAPTER	PAGE
INTRODUCTION	
Overview and Method	9
Research: Improving Reading Achievement: Dyad Reading With Challenging Texts	12
Age-Appropriate Suggestions for Parents to Encourage Their Children to Read	15
GLOSSARY OF TERMS	
Text Gradient	23
Approximate Text Level Correspondences	24
READING ROUTINE PROCEDURE	
Reading Routine Procedure	25
Reading Routine Template	27
Reading Routine Cue Card	28
STUDENT AND ADULT READ ALOUD	
Student Reading Aloud With Adult	29
COMPREHENSION	
Comprehension Rationale	31
Narrative Text Comprehension Activity	32
Informational Text Comprehension Activity	33
Reciprocal Teaching	34
VOCABULARY	
Vocabulary Rationale	35
Vocabulary	36
SIGHT WORDS	
Sight Word Recognition Rationale	37
Sight Words Activity	38
Fry's First Grade Sight Words (Levels A–I)	39

(continued)

Fry's Second Grade Sight Words (Levels J–M)	40
Fry's Third Grade Sight Words (Levels N–P)	41
Fry's Fourth Grade Sight Words (Levels Q–S)	42
Fry's Fifth Grade Sight Words (Levels T–V)	43
Fry's Sixth Grade Sight Words (Levels W–Y)	44
Fry's Seventh Grade Sight Words (Level Z)	45

FLUENCY

Oral Reading Fluency Rationale	47
Fluency Activity	48
Movin' On Up Chart	49
Oral Reading Chart	50

BIBLIOGRAPHY

53

INTRODUCTION



Photo: Thinkstock Photos

“As parents, the most important thing we can do is read to our children early and often. Reading is the path to success in school and life. When children learn to love books, they learn to love learning.”

— Laura Bush

OVERVIEW

One of the most important things parents can do, other than to help their children grow up healthy and happy, is to help them develop excellent reading skills. Children’s ability to learn to read directly affects their performance in school and also how successful they are throughout their lives. Children can access the knowledge of the world when they learn to read well.

Everyone has heard the proverb “Practice makes perfect.” It is true that engaged reading practice is a powerful contributor to development of accuracy, fluency, and a high level of understanding of what is read. Lower-achieving children read three times less often than higher-achieving children (Allington, 1977, 1980, 1983, 1984; Allington & McGill-Frazen, 1989). Nothing motivates children to read like knowing how to read.

METHOD

Neurological Impress Method/Dyad Reading

Current research indicates that a structured reading program can provide achievement gains for children needing extra reading practice. With this understanding, the Utah State Board of Education (USB E) has produced a reading program for parents to use with their children. The program is called *Building Readers: A Parent’s Guide*. It is aligned with current research and the Utah Elementary Language Arts Core Curriculum.

The USB E *Building Readers* manual utilizes the *Neurological Impress Method (NIM)* or *Dyad* reading. “The NIM was developed by Heckelman to remediate striving readers. The NIM was described as a multisensory method in which the teacher and student sat side-by-side and read in unison at a rapid rate. The teacher sat slightly behind the student and the book was jointly held. The voice of the teacher was directed into the student’s ear. The teacher used a finger as a locator, moving it in a smooth, continuous fashion underneath the spoken words. Thus, the finger movements, voice, and words were all synchronized. The technique was designed to expose students with reading difficulties to correct reading processes as well as to greatly expand quantities of written material. Heckelman (1969) reported using the NIM with one adolescent girl while practicing psychology in 1952. The girl was

having extreme difficulty learning to read. After 12 hours of the NIM method, the girl experienced an improvement of three grade levels in reading. In 1962 Heckelman used the technique with 24 remedial readers in secondary schools in Merced County, California. The children were given a maximum of 7.25 hours of instruction with the NIM for six weeks. As a result of the NIM, the mean gain in reading comprehension was 1.9 grade levels. Heckelman attributed the success of the NIM to the forced exposure to greatly expanded quantities of written material, plus a forced efficiency in moving through and speeding up reading that was previously bogged down in faulty reading habits. In addition, the NIM exposes children to accurate, correct reading patterns" (Heckelman, 1969).

What the Parent Does:

1. Discuss the child's instructional reading level with his/her classroom teacher.
2. Read at least three times per week or more with their child for approximately 30 minutes, and use the reading routine on page 25 of this manual.
3. Prepare materials
 - ▶ Texts: Use grade level texts for 1st grade students. Use reading material about two grade levels above the student's current reading level for 2nd through 6th grade students.
 - ▶ Pocket folder, notebook, and pencil
 - ▶ Leveled passage or text at student's current reading level—one minute timing
 - ▶ Index cards 3" x 5"
 - ▶ Timer
4. Use Dyad Reading Rules:
 - ▶ Share one book.
 - ▶ Sit side-by-side.
 - ▶ Track with one smooth finger beneath the text.
 - ▶ Two voices—the adult reader's voice should be a little faster and a little louder than the student's. Occasionally during each session,

the fluent reader should lower the volume of his/her voice to allow the student to lead the reading.

- ▶ Eyes on words
- ▶ Not too fast, not too slow—for only a few minutes each session, the adult reader should read at almost his/her normal pace while the student is literally dragged to higher rates of speed. *Do not end a session with this part.*
- ▶ Write down unknown words.
- ▶ Have fun!

What Else Can I Do to Help My Child Become a Good Reader?

Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading (Armbruster, 2003). Reading aloud, with talk about the characters, where the story takes place, what problems the characters are having, and predicting what will happen next in the story, will aid the child's understanding of story structure and comprehension. If you are reading an informational text, talk about what was read, when it happened, where it took place, why it happened, and how it happened.

Children who are exposed to reading aloud hear new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written. (Armbruster, 2003).



Photo: ThinkstockPhotos

“If parents understood the huge educational benefits and intense happiness brought about by reading aloud to their children, and if every parent—and every adult caring for a child—read aloud a minimum of three stories a day to the children in their lives, we could probably wipe out illiteracy within one generation.”
—Mem Fox

Mem Fox, author of *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*, is a writer of books for children and adults as well as an internationally acclaimed authority on literacy.

Improving Reading Achievement: DYAD READING WITH CHALLENGING TEXTS

Lisa Trottier Brown
Utah State University

Bradley R. Wilcox
Brigham Young University

Kathleen A. J. Mohr
Utah State University

Each morning, the third-grade students in Mrs. Brown's classroom hung up their coats and backpacks and picked up their assigned partner reading book bins from the shelves. Each partnership's book bin contained three to five books, a mixture of fiction and non-fiction texts, selected by their teacher. The selected books were two to four grade levels above the current reading level of the lower-scoring student in the pair.

As soon as the Pledge of Allegiance was finished, the partnerships sat side-by-side with their partner and read aloud together from the same book as one partner tracked the words with a finger. These students, along with students in four other classrooms in this Northern Utah school, participated in this paired oral reading practice, known as dyad reading, for 15 minutes per day for 95 school days. During this time, the students' reading comprehension scores increased an average of more than two grade levels.

HISTORY

The practice in which these third graders were engaged is called Dyad Reading. Dyad reading is based on the Neurological Impress Method (NIM), a reading intervention developed by R. G. Heckleman in 1969. NIM was first introduced with an adult reader chorally reading along with a child as the pair

sat side-by-side, sharing the same book. The adult sat slightly behind the student, directing his or her voice toward the student's ear, as the adult tracked the words with a finger. Heckleman found that after 7.5 hours of intervention over six weeks, 24 adolescent reading-disabled students, reading from challenging texts, achieved an average increase of two grade-levels. NIM is a well-known and commonly used intervention that became a staple of fluency research and intervention from the 1960s through the 1980s (Flood, Lapp, & Fisher, 2005). Studies showing the effectiveness of NIM for students from a broad range of ages with various reading difficulties filled the pages of research journals during this time.

In the late 1980s, J. Lloyd Eldredge (1988) introduced NIM with student pairs, creating an intervention that could be used in a whole-class setting. Eldredge and Butterfield (1986) paired 61 struggling second-grade students with strong partner readers, and provided the pairs with texts that were slightly above the struggling reader's independent reading level. They found that, in comparison to a matched control group, the paired readers achieved more than double the growth of the control group in a nine-month period.

Their conclusion was that student-paired oral reading was as effective as the adult-child NIM intervention. Eldredge called this modification of NIM, dyad reading.

The key to the success of dyad reading was in providing a struggling reader with supported access to challenging texts through choral reading with a stronger, more fluent reader. Working with a stronger peer, children were exposed to greater quantities of difficult reading materials. With this support, the struggling reader was able to focus attention on reading with expression and comprehension rather than decoding. The struggling reader experienced greater exposure to frequently used words in difficult text as well as positive experiences with challenging texts. In both NIM and dyad reading, struggling readers hear, see, and say the words in the text, improving sight recognition of words over time (Stahl, 2012).

IMPLEMENTING DYAD READING

Because choice is motivational in reading, children should be allowed to choose from three to five books, both fiction and non-fiction texts, that are at least two grade levels above their current reading level. As reading achievement improves, the level of text challenge should be adjusted to keep students reading at an appropriate text difficulty level.

THE PROCEDURE IS SIMPLE:

Share one book.

Sit side by side.

Use one SMOOTH finger.

Read with two voices.

Keep eyes on words.

Don't go too fast or too slow.

Write down words you don't know.

Have fun!

The child can read with a parent, an older sibling, or a friend who is a strong reader. Read for 15 minutes and then discuss the words that were written down.

Problem solve together to decode the words the child did not know and determine meanings. Show the child how to decode the words—break the words into syllables, identify root words, prefixes, suffixes, or compound words, and provide child-friendly definitions, emphasizing problem solving and decoding strategies. Show the child how to look up words on the Internet or how to use a dictionary.

STUDENT ENGAGEMENT AND MOTIVATION

Students in this study had positive responses to participating in dyad reading. When responding to the written prompt “What do you like about dyad reading?” student responses included, “You can read with someone and reading with someone is really fun”; “We get a chance to read with our friends and sometimes we find the books very interesting”; and “I like learning new things and learning new words.” When responding to the question, “What don't you like about dyad reading?” typical student responses included, “Sometimes your partner will read too fast or too slow”; “We don't get to choose our partners”; and “Sometimes your partner doesn't want to read a book you want to read.”

Although there were some exceptions, most of the students gave positive responses and said they would like to continue dyad reading.

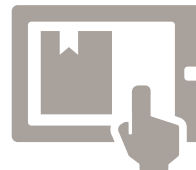
The teachers involved in the study reported that classroom experiences with paired oral reading were positive because the students had increased social interaction in connection with reading experiences. Comments from parents at end-of-term conferences revealed positive reactions to their children's increased reading scores. Some parents described their children as having an increased interest in reading at home.

OTHER APPLICATIONS OF DYAD READING

Another application of dyad reading to be considered is cross-age tutoring. Students who serve as lead readers to students two to three grades younger have been found to experience positive results from tutoring younger students using books above the younger student's instructional level. The younger students may experience growth in their reading achievement through reading challenging texts with the support of the older student (Topping, Thurston, McGavock, & Conlin, 2012).

The past several years have seen increased research in paired reading and dyad reading applications for English language learners (Almaguer, 2005) and low-income students (Algozie, Marr, Kavel & Dugan, 2009; Ellis, 2009; Klvacek, Wilcox, and Morrison, in process). The process of dyad reading provides English language learners and students from language-poor environments the opportunity to link words they have heard in oral language with the printed form of the word, thus strengthening their recognition of these words in print (Almaguer, 2005; Stahl, 2012). Dyad reading has been found to be an effective strategy for English language learners (ELLs) as it provides a model of good reading expression along with supported exposure to English vocabulary (Almaguer, 2005). Dyad reading can be of particular benefit to ELLs and students at risk in content-area reading, as a stronger reader can provide support for vocabulary and subject area language in subject areas across the curriculum (Almaguer, 2005; Topping, Thurston, McGavock, & Conlin, 2012).

Children can also read a printed text along with an audio recording of the text. As the children follow along with the audio recording, they hear and see the words in the text, building their recognition of the words in print. Children are also given a model of an expert reading the text in a fluent manner. Audiobooks can be found in many public libraries and through online sources.



CONCLUSION

Implementing dyad reading is relatively easy, cost effective, and practical for parents and teachers. Reading in pairs can strengthen both weaker and stronger readers. Dyad reading with texts that challenged students was a powerful contributor to overall reading achievement for the third-grade students who participated in this study. Dyad reading is a practical intervention that can show positive results in a relatively short time.

AGE-APPROPRIATE SUGGESTIONS

For Parents to Encourage Their Children to Read

Although well-trained teachers and research-based reading instruction are important, the foundation for learning how to read must be built long before children begin school. There are steps that parents and families can take to ensure that their children are on track to becoming successful readers. This reading adventure is one that parents will not want to miss because the benefits for their children will last a lifetime. www.ed.gov/parents/academic/help/hyc.html.

The book *Encouraging Your Child to Read*, written by Blatt, Lesaux, and Snow, *Usable Knowledge at the Harvard Graduate School of Education*, offers several age-appropriate suggestions for parents to help encourage their children to read. Here are their suggestions:

YOUR BABY (BIRTH–18 MONTHS)

What to know:

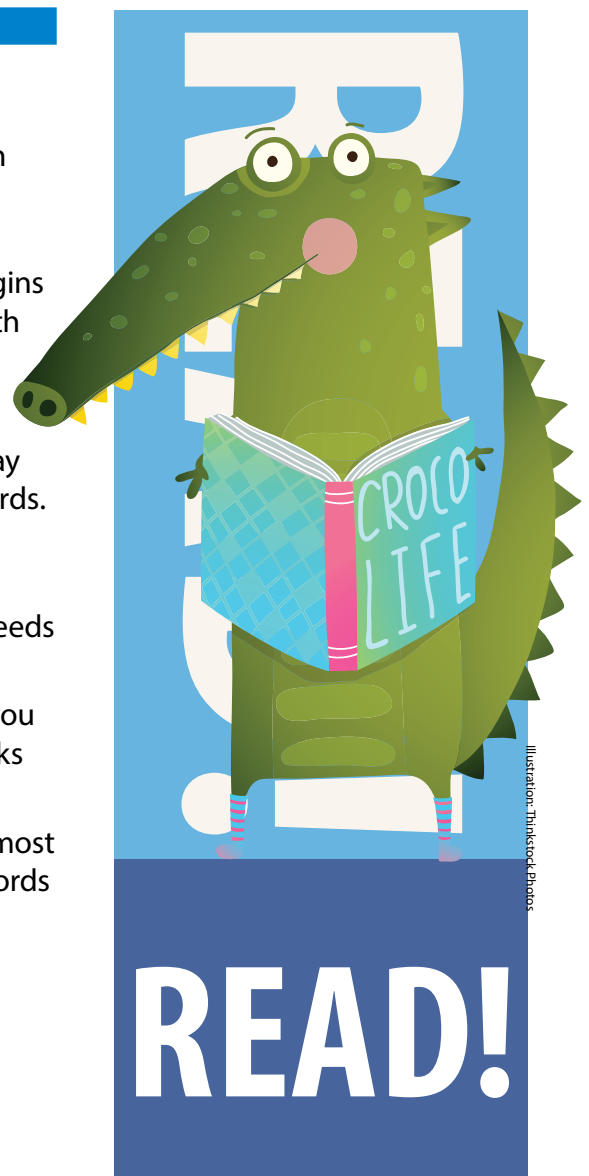
- ▶ Babies learn language while being held and cared for by adults who repeat words to them; tell them stories; laugh and smile with them; and respond to their noises, smiles, and burps.
- ▶ When you read to your baby, she’s learning. Plus, she begins to connect reading with what she loves most—being with you!

How to help:

- ▶ Talk to your baby! Repeat nursery rhymes, sing songs, play peek-a-boo, and respond to her needs with soothing words.
- ▶ Take advantage of everyday moments to talk about the world around you. Tell her stories while she is being changed, in the bath, in her stroller, or being held. She needs to hear your voice and learn about things that she sees.
- ▶ Read board books with faces, animals, and objects that you can talk about with your baby, then add lift-the-flap books when reading with your 1-year-old.
- ▶ When talking to your child, use the language(s) that are most comfortable for you, so that she hears lots of different words and ideas.

Benchmarks:

- ▶ Uses her voice to express her feelings (laughing, crying)
- ▶ Imitates speech by saying things like “na-na, da-da”
- ▶ Understands several simple phrases
- ▶ At one year, can say one or more words
- ▶ Looks at books



YOUTH TODDLER (18 MONTHS–3 YEARS)

What to know:

- ▶ Children become “readers” before they learn to read. Enjoying books together now will help them enjoy books later.
- ▶ When children have lots of opportunities to talk and listen, they are building important language skills.

How to help:

- ▶ Listen to your child talk and encourage her to say more. Ask her questions, show interest in what she says, and help her learn new words and ideas.
- ▶ When you are with your child, limit distractions like phone calls and television. Instead, talk, read, and play together. Consider borrowing books from the library.
- ▶ Make books a part of the daily routine. Special reading time might be before bed, during a meal, or while you are riding the bus.
- ▶ Give your child paper and crayons so she can “write.” Ask her to explain what is happening in her picture or story. Help her think of more ideas to add.

Benchmarks:

- ▶ At 2 years, can say 250–350 words
- ▶ At 3 years, can say 800–1000 words
- ▶ Says common rhymes, imitates the tone and sounds of adults speaking, and asks to be read to
- ▶ Enjoys listening to predictable, familiar books and joins in when it is time to say a repeated phrase in the story

YOUR TODDLER/PRESCHOOLER (3–5 YEARS)

What to know:

- ▶ Learning lots of words from birth helps to make preschoolers readers for life.
- ▶ Children become “writers” before they learn to write. Children’s scribbles, pictures, and attempts at writing alphabet letters are all important beginnings to strong literacy skills.

How to help:

- ▶ When reading together, encourage your child to talk. Have her “pretend read” the parts she has memorized. Ask her questions and encourage her to say more. Eventually, she might tell more of the story than you do!
- ▶ Point out words on signs and talk about the letters and sounds. Ask your child to find letters she knows on menus or street signs.
- ▶ Link the books you read to people, places, and things your child knows or sees when you’re out.
- ▶ Play with words and sounds by singing, reading, and making up rhymes together. Call attention to words that have similar sounds (“Dad and dance both start with the same sound, d-d-d-d dad, d-d-d-d dance!”)
- ▶ Have your child tell you stories, and write down what she says. Ask questions that will help her complete the story. Then, read the story you wrote together.

Benchmarks:

- ▶ Comfortably uses sentences, plays with words, and learns from conversations and books that are read aloud
- ▶ Recognizes familiar letters and words such as her name—and attempts to write them
- ▶ Identifies words that rhyme or have the same beginning sound
- ▶ Holds a book right-side-up, turns the pages, and understands that pages are read from left to right and from top to bottom

YOUR EARLY ELEMENTARY STUDENT (GRADES K–2)

What to know:

- ▶ Positive reading experiences encourage more reading. The more children read, the better they will read.
- ▶ Early readers can build their confidence and abilities by rereading books they are very familiar with. Repetition is good!
- ▶ Reading and talking about nonfiction—not just storybooks—helps younger children learn information and skills that they need for academic success in upper grades.

How to help:

- ▶ Read and reread your child’s favorite books—electronic or print—and, eventually, she will be able to read them to you.
- ▶ Listen to your child read and tell you stories; then, have a conversation about them.
- ▶ Play board games and card games and talk about what’s happening as you play.
- ▶ Limit and monitor your child’s computer and television time. During screen time, help choose programs that will both interest her and build knowledge. Ask what she has learned, and find books on these subjects at the local library.
- ▶ Expose your child to new things and information by taking her to a museum, the zoo, or a different neighborhood. Encourage her to talk about what she sees.

Benchmarks:

- ▶ At 5 years, can say 3000–5000 words, speaks using complex and compound sentences, and starts to match letters with sounds.
- ▶ At 6 years, starts to read words on the page and make predictions while reading, using knowledge, pictures, and text.
- ▶ At 7 years, starts to read words automatically, and expands knowledge by listening to and reading books.

YOUR UPPER ELEMENTARY STUDENT (GRADES 3–5)

What to know:

- ▶ The words we use in conversation are different from the words we see in books. Students need to understand this academic language in order to succeed in school.
- ▶ Starting in grade 4, children are expected to “read to learn”—to gain information from books independently.
- ▶ Children need encouragement, praise, and patience, especially when they are struggling in school.

How to help:

- ▶ Hang maps or other word-filled posters. Hang her schoolwork to show how proud you are and emphasize the importance of working hard at school.
- ▶ Challenge your child by reading aloud books or stories from the newspaper—electronic or print—that she cannot read on her own and by introducing her to new ideas and topics.
- ▶ Keep what your child enjoys reading around the house. Many children enjoy kid-friendly magazines that you can find at your library or order by mail.
- ▶ Talk to your child’s teacher. Learn about classroom work and how you can help at home.

Benchmarks:

- ▶ At 8 years, reads chapter books and is now learning an estimated 3,000 words per year
- ▶ At 9 years, can read aloud and silently, and understand what is read
- ▶ At 10 years, begins to identify the themes in a text



Illustration: Thinkstock Photos

YOUR YOUNG TEEN (GRADE 6–9)

What to know:

- ▶ Many children lose interest in reading during middle school. Finding reading material every day that captures their interest can help them continue to build knowledge and skills.
- ▶ Vocabulary growth is critical throughout middle school to prepare for understanding high school textbooks.
- ▶ Many children need extra support as reading requirements increase during these years.

How to help:

- ▶ Talk with your child about what is in the news, or what is happening at your workplace or at her school. Like many teens, she values privacy, but appreciates knowing that you are there for her.
- ▶ Put word games, trivia challenges, or light reading materials around the home where she will see them and hopefully pick them up to read.
- ▶ Encourage good study habits, like setting goals, completing assignments on time, and asking for help from a teacher when needed. Establish a space at home for homework.
- ▶ Get your child involved in activities she enjoys such as sports, volunteering, music, or book clubs. These activities help her explore interests and keep her connected to school.
- ▶ If your older teen has trouble with comprehension, read it yourself and discuss it with her, then encourage her to try again.

Benchmarks:

- ▶ Chooses things to read that she wants to talk and write about
- ▶ Understands how authors think
- ▶ Can compare points of view and ideas from different books on the same topic
- ▶ Learns new information while reading, to develop her ideas and knowledge
- ▶ Can experience success when reading about subjects that are familiar and interesting to her, even when she struggles with school reading

SUPPORTING YOUR CHILD'S SUCCESS

- ▶ Talk to your child about what you are reading. It is key to show your child that you enjoy reading and think that learning is important.
- ▶ Visit the library and borrow books for yourself as well as for your child. Talk to your child about what you are reading. It is key to show your child that you enjoy reading and think that learning is important.
- ▶ Scatter books, magazines, newspapers, and comics in everyday places—the car, her bedroom, or the breakfast table.
- ▶ View websites together with your child, share e-books, even listen to audiobooks. This all counts as reading—every little bit helps!
- ▶ Listen and talk to your child. She is never too young or old to learn from conversation. Talk about things that interest her and encourage her to ask questions.
- ▶ Have conversations with teens about current events and happenings in your community.
- ▶ Stay involved throughout your child's years in school. Attend parent-teacher conferences and chaperone field trips. Or arrange another time when you can meet with teachers or talk by phone. Show your child that her education is important to you.
- ▶ Remember, reading is social. Talking about what kids and adults are reading is part of academic success!

GLOSSARY OF TERMS

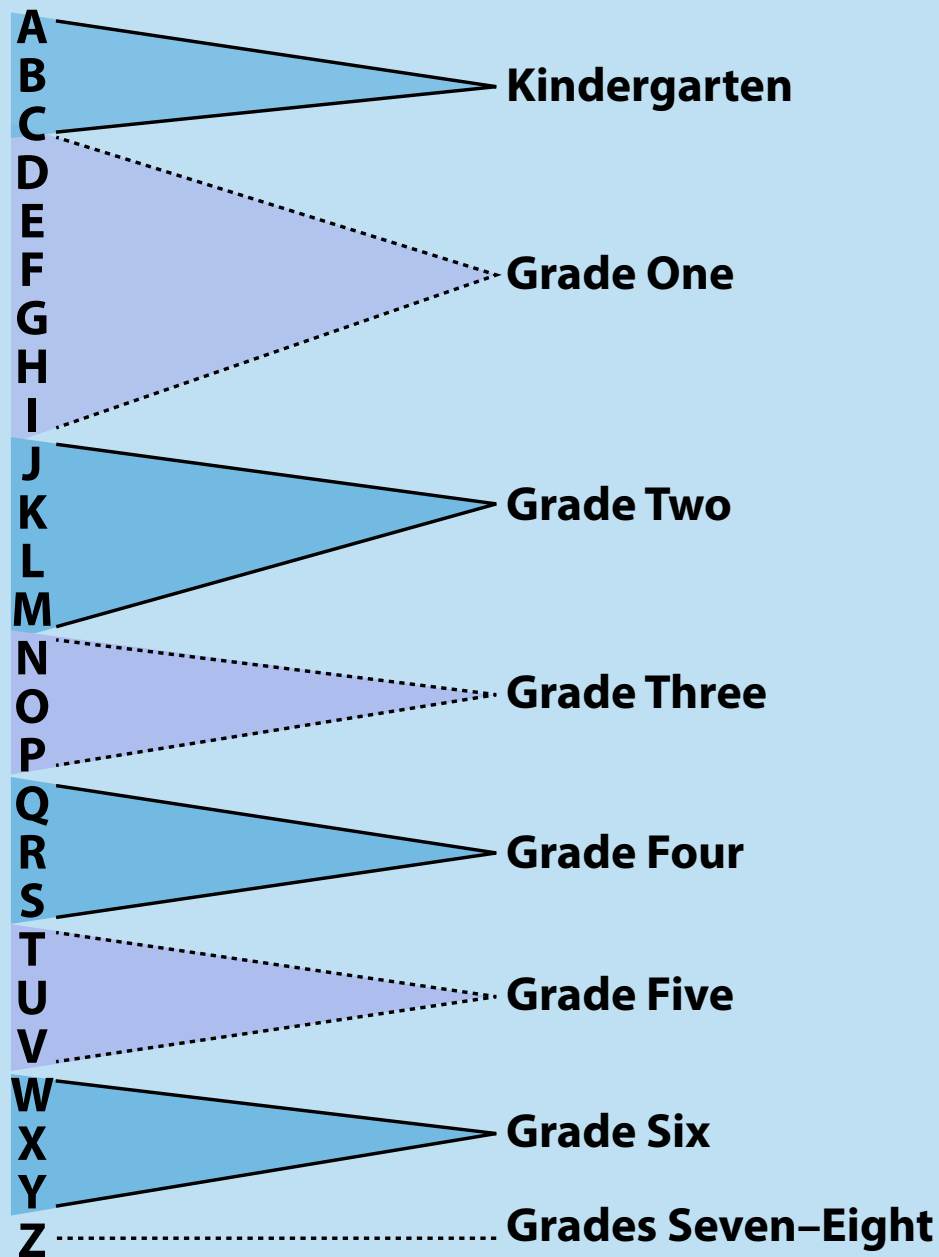
Component	Definition	Instructional Outcomes
Assessment	The process of gathering data in order to better understand student strengths and weaknesses.	Developing instructional strategies based on students' needs, identifying gaps in learning, isolating sources of confusion, and assessing the effectiveness of instruction.
Chunking	A strategy for breaking text into smaller sections such as sentences, paragraphs, or sections.	Focusing on smaller sections helps students comprehend more complex text.
Comprehension	Ability to understand what has been read; readers making sense of the text.	Students understand what they read, remember what they read, and communicate to others what they have read.
Dyad Reading	Dyad reading involves pairing students with a partner (buddy or an adult) to improve fluency, vocabulary, and comprehension while reading texts two (2) grades beyond students' current grade level.	Students improve their fluency, vocabulary, and comprehension.
Fluency	The reading of text smoothly, not hindered with word-by-word reading and other word recognition problems that might hinder comprehension.	The reader groups words quickly to help gain meaning. Reading sounds natural, as if he/she is speaking with expression.

Component	Definition	Instructional Outcomes
Independent reading	Voluntary or leisure reading for pleasure, not to develop skills. Reading with no assistance with 95% accuracy.	Increased fluency and expression, independent use of skills and strategies, exploring interest and building confidence, using knowledge of decoding words in reading and encoding words in writing.
Onset and rime (chunks)	Units smaller than words, but making a word when combined. The onset is the part that precedes the vowel (e.g., <i>bl</i> in the word <i>black</i>). The rime is the part including the vowel and any consonants that follow (e.g., <i>ack</i> in the word <i>black</i>).	The knowledge of rimes can help children decode words at the point of difficulty.
Phonemic awareness	The ability to hear, identify, and manipulate individual sounds and phonemes in spoken words; individual knowledge that every spoken word is made up of a series of phonemes that can be represented by letters of the alphabet.	The ability to notice, think about, and work with the individual sounds in spoken words.
Phonics	Phonics teaches relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.	Phonics instruction helps children learn and use the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and

(Continued next page, column 3)

Component	Definition	Instructional Outcomes
		spoken sounds. This will help children recognize familiar words accurately and automatically, and decode new words.
Retell	Telling the story over again, including the main idea and key details in sequential order.	Being able to talk through a story helps students to process what went on and come to a new understanding of events or information.
Running records	Records kept as the teacher listens to a child read and monitors the child's errors.	The running record helps the teacher determine the instructional and independent reading levels of the child.
Sight words/high frequency words	A list of words most frequently encountered as students read; level one words.	The automatic use of these words increases the reader's fluency rate.
Small group/level reading	The teacher leads a small group reading lessons at a level appropriate for success and challenge.	Individual reading instruction in strategy use, problem solving, comprehension, and phonics instruction.
Vocabulary	Words students know, recognize, or use in print.	Reading words students need to know to understand what they read.
WCPM	Words correct per minute	Reading fluency

TEXT GRADIENT



¹Common Core State Standards, Appendix A, Common Core Standard Initiative University of Utah Reading Clinic, Salt Lake City, Utah, November 20, 2013, p. 8.

Grade Level	Guided Reading	DRA2	Utah Core Lexile ²	DIBELS ORF*
K	A	A, 1	BR to 220L	00
	B	2		
	C	3, 4		
1	D	6	220L to 500L	00
	E	8		23
	F	10		
	G	12		
	H	14		
	I	16		
2	J	18	450L to 790L	52
	K	20		72
	L	24		
	M	28		
3	N	30		70
	O	34		86
	P	38		100
4	Q	40	770L to 980L	90
	R			103
	S			115
5	T	50		111
	U			120
	V			130
6	W	60	995L to 1155L	107
	X			109
	Y			120
7+	Z	70		120+

Approximate Text Level Correspondences

DIBELS:

- Beginning
- Middle
- End of Year



*Oral Reading Fluency

²ibid, p. 8.

READING ROUTINE PROCEDURE

(20–30 Minutes)

TIME	Tutoring should be done 20 to 30 minutes daily, three times per week minimum. Typically 8–12 hours of this intervention will increase a student’s fluency. Positive results should begin to occur by the fourth hour of the intervention.
MATERIALS	<ol style="list-style-type: none"> 1. Texts: Use grade level texts for 1st grade students. Use reading material about two grade levels above the student’s current reading level for 2nd through 6th grade students. The difficulty of the reading material can increase as the student’s fluency increases (see Approximate Text Level Correspondences on page 24). 2. Pocket folder, notebook, and pencil 3. Additional text or passage at student’s current reading level (one minute timed reading) 4. Index cards 3”x 5” 5. Timer
INSTRUCTIONAL PROCEDURE: Student Reading Aloud With Adult (15 minutes)	<p>State the objective/explanation: “Today we will learn how to read fluently. We will make our reading sound like talking by using good phrasing and expression. This is important because reading with good phrasing and expression can help you remember and understand what you have read.”</p> <ol style="list-style-type: none"> 1. The adult and student sit side-by-side. The adult sits slightly behind the student. The student and adult read aloud together from the same text. The adult smoothly tracks the words with one finger while reading. 2. (Note: The adult should read slightly faster than the student’s normal rate. He/she should also read slightly louder with good phrasing and expression.) Occasionally during each session, the adult should lower the volume of his/her voice so that the student’s voice leads the reading. 3. For only a few minutes each session, the adult should read at his/her normal pace so that the student is being pulled along to higher rates of speed. Do not finish reading at this speed. Return to the original rate of speed before ending the session (see p. 25).
Comprehension (3–5 minutes)	<p>After reading, the adult and student talk about what was read (comprehension).</p> <ol style="list-style-type: none"> 1. Narrative Text Questions/Fiction (see p. 32) 2. Informational Text Questions/Nonfiction (see p. 33) 3. Reciprocal Teaching: Strategies Good Readers Use (see p. 34)

(continued next page)

Vocabulary (3–5 minutes)	<p>The adult finds two difficult words from the text and talks about them using student- friendly descriptions.</p> <ol style="list-style-type: none"> 1. The student writes words, descriptions, sentences, and makes a quick sketch in his/her notebook (see p. 36). 2. The adult and student review previous vocabulary words frequently.
Sight Words (3–5 minutes)	<p>The student practices the grade level sight word list, one column at a time until the page is mastered.</p> <ol style="list-style-type: none"> 1. Goal: Read grade level sight words in approximately one minute, with 95 percent or better accuracy by the end of the grade level (see p. 38). 2. The adult can make flashcards of missed words for the student to practice.
Fluency Timed Reading (1 minute)	<p>The student reads (new material) for one minute from a passage or a text on his/her current reading level.</p> <ol style="list-style-type: none"> 1. The adult times the student for one minute, counts the total words read, subtracts errors, and has the student chart the words correct per minute (WCPM) (see p. 50). 2. The student retells the information read and practices reading the passage a few times with expression, accuracy, rate, and smoothness (EARS).

Note: DECODING WORDS	<p>➔ Say the letter sounds in the word.</p> <p>1</p>	<p>➔ Blend the sounds together in sequence.</p> <p>2</p>	<p>➔ Use parts of the word you know to decode the word (prefixes, suffixes, phonograms/ little words within the bigger word).</p> <p>3</p>	<p>➔ For multisyllabic words, break the word into syllables by identifying vowels and vowel combinations and identify silent /e/ if present.</p> <p>4</p>	<p>➔ After three attempts, tell the student the word and ask the student to reread the sentence.</p> <p>5</p>
---	---	---	---	--	--

³Robert G. Heckelman. "A Neurological-Impress Method of Remedial-Reading Instruction," *Intervention in School and Clinic*, Vol. 4, No. 4, June 1969, pp. 277–282. doi:10.1177/105345126900400406.

READING ROUTINE TEMPLATE

(20–30 Minutes)

Reading Component	Date:	Date:	Date:	Date:
Student Reading Aloud With Adult (15 minutes)				
Comprehension (3–5 minutes)	<input type="checkbox"/> minimal <input type="checkbox"/> partial <input type="checkbox"/> excellent	<input type="checkbox"/> minimal <input type="checkbox"/> partial <input type="checkbox"/> excellent	<input type="checkbox"/> minimal <input type="checkbox"/> partial <input type="checkbox"/> excellent	<input type="checkbox"/> minimal <input type="checkbox"/> partial <input type="checkbox"/> excellent
Vocabulary/ Writing (3–5 minutes) <i>Use two challenging or difficult words.</i>				
Sight Words (3–5 minutes)				
Fluency—Timed Reading (1 minute)	WCPM*:	WCPM*:	WCPM*:	WCPM*:
Notes:				

*words correct per minute







.....

Note: Decoding words

- ▶ Say the letter sounds in the word.
- ▶ Blend the sounds together in sequence.
- ▶ Use parts of the word you know to decode the word (prefixes, suffixes, phonograms/little words within the bigger word).
- ▶ For multisyllabic words, break the word into syllables by identifying vowels and vowel combinations and identify silent /e/ if present.
- ▶ After three attempts, tell the student the word and ask the student to reread the sentence.

⁴ibid, pp. 277–282.

READING ROUTINE CUE CARD

READING ROUTINE	
1. The student and adult read text aloud together. (15 minutes) page 29	
2. Comprehension (3–5 minutes) pages 32 or 33 (The adult and the student talk about the text/questions.)	
3. Vocabulary (3–5 minutes) page 36 (The adult finds two difficult words to discuss with the student.)	
4. Sight Words (3–5 minutes) page 38 (The adult and the student practice grade level sight word list.)	
5. Fluency—Timed Reading (1 minute) page 48 Words correct per minute (WCPM)	
6. Celebrate!	

Images: ThinkstockPhotos ©

STUDENT READING ALOUD WITH ADULT

GUIDED READING LEVELS D–Z (1st through 6th Grades)

MATERIALS:

- ▶ Reading Routine Template
- ▶ Reading texts (see instructions under Activity).

15
minutes

ACTIVITY:

1st grade: Use grade level texts for 1st grade students.

2nd–6th grade: Use reading material about two grade levels above the student’s current reading level. The difficulty of the reading material can increase as the student’s fluency increases.

1. The adult and student sit side-by-side. The adult sits slightly behind the student. The student and adult read aloud together from the same text. The adult smoothly tracks the words with one finger while reading.
2. (Note: The adult should read slightly faster than the student’s normal rate. He/she should also read slightly louder with good phrasing and expression.) Occasionally during each session, the adult should lower the volume of his/her voice so that the student’s voice leads the reading.
3. For only a few minutes each session, the adult should read at his/her normal pace so that the student is being pulled along to higher rates of speed. **Do not finish reading at this speed. Return to original rate of speed before ending the session.**

TIP: ▶ DECODING WORDS

- ▶ Say the letter sounds in the word.
- ▶ Blend the sounds together in sequence.
- ▶ Use parts of the word you know to decode the word (prefixes, suffixes, phonograms/little words within the bigger word).
- ▶ For multisyllabic words, break the word into

syllables by identifying vowels and vowel combinations and identify silent /e/ if present.

- ▶ After three attempts, tell the student the word and ask the student to reread the sentence.

RECORD:

The adult checks off “Student Reading Aloud With Adult” on the Reading Routine Template.

COMPREHENSION RATIONALE

Comprehension is the reason for reading. If readers can read the words, but do not understand what they are reading, they are not really reading.

Research shows:

- ▶ Comprehension is a complex cognitive process in which vocabulary plays an important part.
- ▶ Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to fix problems in their understanding as problems arise.
- ▶ Adult questioning strongly supports and advances students' learning from reading.
- ▶ Teaching comprehension strategies to the student can develop text comprehension.

NARRATIVE TEXT COMPREHENSION

GUIDED READING LEVELS D–Z (1st through 6th Grades)

MATERIALS:

- ▶ *Building Readers—
A Parent’s Guide*
- ▶ Reading Routine Template
- ▶ Narrative student text



ACTIVITY:

If the student read narrative/fiction text, use the questions below. The student should cite evidence from the text to support answers.

1. What is the main setting or other settings in the text?
2. Name the main character and some secondary characters in the text.
3. What are some problems and/or solutions in the text?
4. Who is telling the story (perspective)?
5. What does the author want us to understand?
6. Retell the beginning, middle, and end of the story.

TIP: The adult always asks the student to cite evidence from the text.

RECORD:

The adult checks off “Comprehension” on the Reading Routine Template, and marks “minimal, partial, or excellent.”

INFORMATIONAL TEXT COMPREHENSION

GUIDED READING LEVELS D–Z (1st through 6th Grades)

MATERIALS:

- ▶ *Building Readers—
A Parent’s Guide*
- ▶ Reading Routine Template
- ▶ Informational student text



ACTIVITY:

If the student read informational/nonfiction text, use these questions. The student should cite evidence from the text to support answers.

1. What is the topic or main idea of the text?
2. What key details support the topic or main idea of the text?
3. Use the question words **who, what, where, when, why, how, or what if.**
4. What new words or ideas did you learn?
5. Retell main parts of the text using text features (pictures, graphs, charts, etc.)
6. Give a one sentence summary of the text using many details.

TIP: The adult always asks the student to cite evidence from the text.

RECORD:

The adult checks off “Comprehension” on the Reading Routine Template, and marks “minimal, partial, or excellent.”

STRATEGIES GOOD READERS USE

1. PREDICTING

Use clues from the text or illustrations to predict what will happen next.

- ▶ I think . . . because . . .
- ▶ I'll bet . . . because . . .
- ▶ I suppose . . . because . . .
- ▶ I think I will learn . . . because . . .

2. QUESTIONING

- ▶ Ask questions as you read.
- ▶ Ask some questions that have answers in the text.
- ▶ Use the question words **who, what, where, when, why, how,** and **what if.**
- ▶ Try asking some questions that can be inferred.
- ▶ Use clues from the text plus your experiences.

3. CLARIFYING

How can you figure out a difficult word or idea in the text?

- ▶ Reread, reread, reread!
- ▶ Think about word chunks you know to sound out a word.
- ▶ Try sounding it out.
- ▶ Read on.
- ▶ Ask, "Does it make sense?"
- ▶ Talk to someone else about your observations or questions.

4. SUMMARIZING

Using your own words, tell the main ideas from the text in order.

- ▶ This text is about . . .
- ▶ This part is about . . .

⁵Lori D. Oczkus, *Reciprocal Teaching At Work: Strategies for Improving Comprehension*, International Reading Association, Newark, D.E., 2003.

VOCABULARY RATIONALE

Vocabulary instruction should contain three word levels.

Tier 1 words are sight words or high frequency words that commonly appear in spoken language (e.g., clock, baby, happy, and walk).

Tier 2 words are used by mature language users across several content areas, and present challenges to students (e.g., obvious, complex, establish, and verify).

Tier 3 words are not used frequently except in specific content areas or domains. Medical, legal, scientific, and mathematics terms are all examples of Tier 3 words.



©ThinkstockPhotos

VOCABULARY ACTIVITY


MATERIALS:

- ▶ *Building Readers—A Parent’s Guide*
- ▶ Reading Routine Template
- ▶ Student text
- ▶ Student notebook

ACTIVITIES:

1. The adult and student review the previous session’s vocabulary words.
2. The adult chooses two (2) challenging or difficult words from the text the student just read.
3. The 2nd through 6th grade student can draw the four-square diagram below in his/her notebook.
4. **The adult will need to draw the four-square diagram and provide extensive support for the 1st grade student.**



Word: elated	
1. Write the word: elated	2. Write a student-friendly description: extremely happy
3. Write a meaningful sentence. I was elated when I found out I got an “A” on my mathematics test!	4. Draw a simple diagram or picture. 
Comments/Mastery: <i>Child understands this word/remembers it well.</i>	

TIP: The adult should use a student-friendly description of challenging or difficult words. Dictionary definitions are often difficult for students to understand.

RECORD:

The adult checks off “Vocabulary” on the Reading Routine Template.

SIGHT WORD RECOGNITION RATIONALE

Vocabulary instruction should contain three levels of words. Level one words are sight words or high frequency words, and they are the words most frequently encountered as students read.

RESEARCH SHOWS:

- ▶ The best strategy for developing reading fluency and comprehension is to provide students with many opportunities to read.
- ▶ To aid in comprehension, students must group words within a sentence into meaningful phrases.
- ▶ Automatic word recognition requires instruction and practice to become effortless.
- ▶ Helping students develop a large sight word vocabulary is important to achieving reading success.

SIGHT WORDS ACTIVITY

GUIDED READING LEVELS D–Z (1st through 6th Grades)

MATERIALS:

- ▶ Sight word lists
- ▶ 3" x 5" index cards
- ▶ Timer
- ▶ Reading Routine Template



ACTIVITIES:

1. The student practices the grade level sight word list, one column at a time, until the page is mastered.

Goal: Read grade level sight words in approximately one minute, with 95 percent or better accuracy by the end of the grade level.

2. The adult writes one or two missed words on 3" x 5" index cards and practices them with the student. The adult stores the sight word cards for the next session.

3. CELEBRATE SUCCESS!

TIP: Sight words are words we can't sound out or that we use so frequently, we learn them by sight.

RECORD:

The adult marks the missed words on the student's copy, and checks off "Sight Words" on the Reading Routine Template.

FRY'S FIRST GRADE SIGHT WORDS (Levels A-I)

1-MINUTE TIMING BY END OF GRADE LEVEL

NAME: _____

DATE: _____

SCORE: _____ /100

GOAL: 95% ACCURACY

- | | | | |
|--------------|---------------|----------------|----------------|
| 1. ___ the | 28. ___ had | 55. ___ out | 82. ___ than |
| 2. ___ of | 29. ___ by | 56. ___ many | 83. ___ first |
| 3. ___ and | 30. ___ word | 57. ___ then | 84. ___ water |
| 4. ___ a | 31. ___ but | 58. ___ them | 85. ___ been |
| 5. ___ to | 32. ___ not | 59. ___ these | 86. ___ called |
| 6. ___ in | 33. ___ what | 60. ___ so | 87. ___ who |
| 7. ___ is | 34. ___ all | 61. ___ some | 88. ___ am |
| 8. ___ you | 35. ___ were | 62. ___ her | 89. ___ its |
| 9. ___ that | 36. ___ we | 63. ___ would | 90. ___ now |
| 10. ___ it | 37. ___ when | 64. ___ make | 91. ___ find |
| 11. ___ he | 38. ___ your | 65. ___ like | 92. ___ long |
| 12. ___ was | 39. ___ can | 66. ___ him | 93. ___ down |
| 13. ___ for | 40. ___ said | 67. ___ into | 94. ___ day |
| 14. ___ on | 41. ___ there | 68. ___ time | 95. ___ did |
| 15. ___ are | 42. ___ use | 69. ___ has | 96. ___ get |
| 16. ___ as | 43. ___ an | 70. ___ look | 97. ___ come |
| 17. ___ with | 44. ___ each | 71. ___ two | 98. ___ made |
| 18. ___ his | 45. ___ which | 72. ___ more | 99. ___ may |
| 19. ___ they | 46. ___ she | 73. ___ write | 100. ___ part |
| 20. ___ I | 47. ___ do | 74. ___ go | |
| 21. ___ at | 48. ___ how | 75. ___ see | |
| 22. ___ be | 49. ___ their | 76. ___ number | |
| 23. ___ this | 50. ___ if | 77. ___ no | |
| 24. ___ have | 51. ___ will | 78. ___ way | |
| 25. ___ from | 52. ___ up | 79. ___ could | |
| 26. ___ or | 53. ___ other | 80. ___ people | |
| 27. ___ one | 54. ___ about | 81. ___ my | |

FRY'S SECOND GRADE SIGHT WORDS (Levels J-M)

1-MINUTE TIMING BY END OF GRADE LEVEL

NAME: _____

DATE: _____

SCORE: _____ /100

GOAL: 95% ACCURACY

- | | | | |
|-------------------|--------------------|--------------------|------------------|
| 101. ___ over | 128. ___ where | 155. ___ another | 182. ___ off |
| 102. ___ new | 129. ___ help | 156. ___ well | 183. ___ play |
| 103. ___ sound | 130. ___ through | 157. ___ large | 184. ___ spell |
| 104. ___ take | 131. ___ much | 158. ___ must | 185. ___ air |
| 105. ___ only | 132. ___ before | 159. ___ big | 186. ___ away |
| 106. ___ little | 133. ___ line | 160. ___ even | 187. ___ animals |
| 107. ___ work | 134. ___ right | 161. ___ such | 188. ___ house |
| 108. ___ know | 135. ___ too | 162. ___ because | 189. ___ point |
| 109. ___ place | 136. ___ means | 163. ___ turn | 190. ___ page |
| 110. ___ years | 137. ___ old | 164. ___ here | 191. ___ letters |
| 111. ___ live | 138. ___ any | 165. ___ why | 192. ___ mother |
| 112. ___ me | 139. ___ same | 166. ___ asked | 193. ___ answer |
| 113. ___ back | 140. ___ tell | 167. ___ went | 194. ___ found |
| 114. ___ give | 141. ___ boy | 168. ___ men | 195. ___ study |
| 115. ___ most | 142. ___ following | 169. ___ read | 196. ___ still |
| 116. ___ very | 143. ___ came | 170. ___ need | 197. ___ learn |
| 117. ___ after | 144. ___ want | 171. ___ land | 198. ___ should |
| 118. ___ thing | 145. ___ show | 172. ___ different | 199. ___ America |
| 119. ___ our | 146. ___ also | 173. ___ home | 200. ___ world |
| 120. ___ just | 147. ___ ground | 174. ___ us | |
| 121. ___ name | 148. ___ farm | 175. ___ move | |
| 122. ___ good | 149. ___ three | 176. ___ try | |
| 123. ___ sentence | 150. ___ small | 177. ___ kind | |
| 124. ___ man | 151. ___ set | 178. ___ hand | |
| 125. ___ think | 152. ___ put | 179. ___ picture | |
| 126. ___ say | 153. ___ end | 180. ___ again | |
| 127. ___ great | 154. ___ does | 181. ___ change | |

FRY'S THIRD GRADE SIGHT WORDS (Levels N-P)

1-MINUTE TIMING BY END OF GRADE LEVEL

NAME: _____

DATE: _____

SCORE: _____ /100

GOAL: 95% ACCURACY

- | | | | |
|------------------|--------------------|------------------|--------------------|
| 201. ___ high | 228. ___ don't | 255. ___ feet | 282. ___ far |
| 202. ___ every | 229. ___ few | 256. ___ car | 283. ___ Indians |
| 203. ___ near | 230. ___ while | 257. ___ miles | 284. ___ really |
| 204. ___ add | 231. ___ along | 258. ___ night | 285. ___ almost |
| 205. ___ food | 232. ___ might | 259. ___ walked | 286. ___ let |
| 206. ___ between | 233. ___ close | 260. ___ white | 287. ___ above |
| 207. ___ own | 234. ___ something | 261. ___ sea | 288. ___ girl |
| 208. ___ below | 235. ___ seemed | 262. ___ began | 289. ___ sometimes |
| 209. ___ country | 236. ___ next | 263. ___ grow | 290. ___ mountains |
| 210. ___ plants | 237. ___ hard | 264. ___ took | 291. ___ cut |
| 211. ___ last | 238. ___ open | 265. ___ river | 292. ___ young |
| 212. ___ school | 239. ___ example | 266. ___ four | 293. ___ talk |
| 213. ___ father | 240. ___ beginning | 267. ___ carry | 294. ___ soon |
| 214. ___ keep | 241. ___ life | 268. ___ state | 295. ___ list |
| 215. ___ trees | 242. ___ always | 269. ___ once | 296. ___ song |
| 216. ___ never | 243. ___ those | 270. ___ book | 297. ___ being |
| 217. ___ started | 244. ___ both | 271. ___ hear | 298. ___ leave |
| 218. ___ city | 245. ___ paper | 272. ___ stop | 299. ___ family |
| 219. ___ earth | 246. ___ together | 273. ___ without | 300. ___ it's |
| 220. ___ eyes | 247. ___ got | 274. ___ second | |
| 221. ___ light | 248. ___ group | 275. ___ later | |
| 222. ___ thought | 249. ___ often | 276. ___ miss | |
| 223. ___ head | 250. ___ run | 277. ___ idea | |
| 224. ___ under | 251. ___ important | 278. ___ enough | |
| 225. ___ story | 252. ___ until | 279. ___ eat | |
| 226. ___ saw | 253. ___ children | 280. ___ face | |
| 227. ___ left | 254. ___ side | 281. ___ watch | |

FRY'S FOURTH GRADE SIGHT WORDS (Levels Q-S)

1-MINUTE TIMING BY END OF GRADE LEVEL

NAME: _____

DATE: _____

SCORE: _____ /100

GOAL: 95% ACCURACY

- | | | | |
|--------------------|-------------------|------------------|------------------|
| 301. ___ body | 328. ___ door | 355. ___ covered | 382. ___ cried |
| 302. ___ music | 329. ___ sure | 356. ___ fast | 383. ___ plan |
| 303. ___ color | 330. ___ become | 357. ___ several | 384. ___ notice |
| 304. ___ stand | 331. ___ top | 358. ___ hold | 385. ___ south |
| 305. ___ sun | 332. ___ ship | 359. ___ himself | 386. ___ sing |
| 306. ___ questions | 333. ___ across | 360. ___ toward | 387. ___ war |
| 307. ___ fish | 334. ___ today | 361. ___ five | 388. ___ ground |
| 308. ___ area | 335. ___ during | 362. ___ step | 389. ___ fall |
| 309. ___ mark | 336. ___ short | 363. ___ morning | 390. ___ king |
| 310. ___ dog | 337. ___ better | 364. ___ passed | 391. ___ town |
| 311. ___ horse | 338. ___ best | 365. ___ vowel | 392. ___ I'll |
| 312. ___ birds | 339. ___ however | 366. ___ true | 393. ___ unit |
| 313. ___ problem | 340. ___ low | 367. ___ hundred | 394. ___ figure |
| 314. ___ complete | 341. ___ hours | 368. ___ against | 395. ___ certain |
| 315. ___ room | 342. ___ black | 369. ___ pattern | 396. ___ field |
| 316. ___ knew | 343. ___ products | 370. ___ numeral | 397. ___ travel |
| 317. ___ since | 344. ___ happened | 371. ___ table | 398. ___ wood |
| 318. ___ ever | 345. ___ whole | 372. ___ north | 399. ___ fire |
| 319. ___ piece | 346. ___ measure | 373. ___ slowly | 400. ___ upon |
| 320. ___ told | 347. ___ remember | 374. ___ money | |
| 321. ___ usually | 348. ___ early | 375. ___ map | |
| 322. ___ didn't | 349. ___ waves | 376. ___ busy | |
| 323. ___ friends | 350. ___ reached | 377. ___ pulled | |
| 324. ___ easy | 351. ___ listen | 378. ___ draw | |
| 325. ___ heard | 352. ___ wind | 379. ___ voice | |
| 326. ___ order | 353. ___ rock | 380. ___ seen | |
| 327. ___ red | 354. ___ space | 381. ___ cold | |

FRY'S FIFTH GRADE SIGHT WORDS (Levels T-V)

1-MINUTE TIMING BY END OF GRADE LEVEL

NAME: _____

DATE: _____

SCORE: _____ /100

GOAL: 95% ACCURACY

- | | | | |
|------------------|---------------------|---------------------|-------------------|
| 401. ___ done | 428. ___ course | 455. ___ round | 482. ___ bread |
| 402. ___ English | 429. ___ surface | 456. ___ boat | 483. ___ rule |
| 403. ___ road | 430. ___ produce | 457. ___ game | 484. ___ among |
| 404. ___ halt | 431. ___ building | 458. ___ force | 485. ___ noun |
| 405. ___ ten | 432. ___ ocean | 459. ___ brought | 486. ___ power |
| 406. ___ fly | 433. ___ class | 460. ___ understand | 487. ___ cannot |
| 407. ___ gave | 434. ___ note | 461. ___ warm | 488. ___ able |
| 408. ___ box | 435. ___ nothing | 462. ___ common | 489. ___ six |
| 409. ___ finally | 436. ___ rest | 463. ___ bring | 490. ___ size |
| 410. ___ wait | 437. ___ carefully | 464. ___ explain | 491. ___ dark |
| 411. ___ correct | 438. ___ scientists | 465. ___ dry | 492. ___ ball |
| 412. ___ oh | 439. ___ inside | 466. ___ though | 493. ___ material |
| 413. ___ quickly | 440. ___ wheels | 467. ___ language | 494. ___ special |
| 414. ___ person | 441. ___ stay | 468. ___ shape | 495. ___ heavy |
| 415. ___ became | 442. ___ green | 469. ___ deep | 496. ___ fine |
| 416. ___ shown | 443. ___ known | 470. ___ thousands | 497. ___ pair |
| 417. ___ minutes | 444. ___ island | 471. ___ yes | 498. ___ circle |
| 418. ___ strong | 445. ___ week | 472. ___ clear | 499. ___ include |
| 419. ___ verb | 446. ___ less | 473. ___ equation | 500. ___ built |
| 420. ___ stars | 447. ___ machine | 474. ___ yet | |
| 421. ___ front | 448. ___ base | 475. ___ government | |
| 422. ___ feel | 449. ___ ago | 476. ___ filled | |
| 423. ___ fact | 450. ___ stood | 477. ___ heat | |
| 424. ___ inches | 451. ___ plane | 478. ___ full | |
| 425. ___ street | 452. ___ system | 479. ___ hot | |
| 426. ___ decided | 453. ___ behind | 480. ___ check | |
| 427. ___ contain | 454. ___ ran | 481. ___ object | |

FRY'S SIXTH GRADE SIGHT WORDS (Levels W-Y)

1-MINUTE TIMING BY END OF GRADE LEVEL

NAME: _____

DATE: _____

SCORE: _____ /100

GOAL: 95% ACCURACY

- | | | | |
|--------------------|---------------------|---------------------|----------------------|
| 501. ___ can't | 528. ___ cells | 555. ___ wide | 581 ___ west |
| 502. ___ matter | 529. ___ paint | 556. ___ written | 582. ___ lay |
| 503. ___ square | 530. ___ mind | 557. ___ length | 583 ___ weather |
| 504. ___ syllables | 531. ___ love | 558. ___ reason | 584. ___ root |
| 505. ___ perhaps | 532. ___ cause | 559. ___ kept | 585. ___ instruments |
| 506. ___ bill | 533. ___ rain | 560. ___ interest | 586. ___ meet |
| 507. ___ felt | 534. ___ exercise | 561. ___ arms | 587. ___ third |
| 508. ___ suddenly | 535. ___ eggs | 562. ___ brother | 588. ___ months |
| 509. ___ test | 536. ___ train | 563. ___ race | 589. ___ paragraph |
| 510. ___ direction | 537. ___ blue | 564. ___ present | 590. ___ raised |
| 511. ___ center | 538. ___ wish | 565. ___ beautiful | 591. ___ represent |
| 512. ___ farmers | 539. ___ drop | 566. ___ store | 592. ___ soft |
| 513. ___ ready | 540. ___ developed | 567. ___ job | 593. ___ whether |
| 514. ___ anything | 541. ___ window | 568. ___ edge | 594. ___ clothes |
| 515. ___ divided | 542. ___ difference | 569. ___ past | 595. ___ flowers |
| 516. ___ general | 543. ___ distant | 570. ___ sign | 596. ___ shall |
| 517. ___ energy | 544. ___ heart | 571. ___ record | 597. ___ teacher |
| 518. ___ subject | 545. ___ sit | 572. ___ finished | 598. ___ held |
| 519. ___ Europe | 546. ___ sum | 573. ___ discovered | 599. ___ describe |
| 520. ___ moon | 547. ___ summer | 574. ___ wild | 600. ___ drive |
| 521. ___ region | 548. ___ wall | 575. ___ happy | |
| 522. ___ return | 549. ___ forest | 576. ___ beside | |
| 523. ___ believe | 550. ___ probably | 577. ___ gone | |
| 524. ___ dance | 551. ___ legs | 578. ___ sky | |
| 525. ___ members | 552. ___ sat | 579. ___ glass | |
| 526. ___ picked | 553. ___ main | 580. ___ million | |
| 527. ___ simple | 554. ___ winter | | |

FRY'S SEVENTH GRADE SIGHT WORDS (Level Z)

1-MINUTE TIMING BY END OF GRADE LEVEL

NAME: _____

DATE: _____

SCORE: _____ /100

GOAL: 95% ACCURACY

- | | | | |
|---------------------|----------------------|-------------------|-------------------|
| 601. ___ cross | 628. ___ phrase | 655. ___ pounds | 682. ___ Africa |
| 602. ___ speak | 629. ___ soil | 656. ___ although | 683. ___ killed |
| 603. ___ solve | 630. ___ bed | 657. ___ per | 684. ___ melody |
| 604. ___ appear | 631. ___ copy | 658. ___ broken | 685. ___ bottom |
| 605. ___ metal | 632. ___ free | 659. ___ moment | 686. ___ trip |
| 606. ___ son | 633. ___ hope | 660. ___ tiny | 687. ___ hole |
| 607. ___ either | 634. ___ spring | 661. ___ possible | 688. ___ poor |
| 608. ___ ice | 635. ___ case | 662. ___ gold | 689. ___ let's |
| 609. ___ sleep | 636. ___ laughed | 663. ___ milk | 690. ___ fight |
| 610. ___ village | 637. ___ nation | 664. ___ quiet | 691. ___ surprise |
| 611. ___ factors | 638. ___ quite | 665. ___ natural | 692. ___ French |
| 612. ___ result | 639. ___ type | 666. ___ lot | 693. ___ died |
| 613. ___ jumped | 640. ___ themselves | 667. ___ stone | 694. ___ beat |
| 614. ___ snow | 641. ___ temperature | 668. ___ act | 695. ___ exactly |
| 615. ___ ride | 642. ___ bright | 669. ___ build | 696. ___ remain |
| 616. ___ care | 643. ___ lead | 670. ___ middle | 697. ___ dress |
| 617. ___ floor | 644. ___ everyone | 671. ___ speed | 698. ___ iron |
| 618. ___ hill | 645. ___ method | 672. ___ count | 699. ___ couldn't |
| 619. ___ pushed | 646. ___ section | 673. ___ cat | 700. ___ fingers |
| 620. ___ baby | 647. ___ lake | 674. ___ someone | |
| 621. ___ buy | 648. ___ consonant | 675. ___ sail | |
| 622. ___ century | 649. ___ within | 676. ___ rolled | |
| 623. ___ outside | 650. ___ dictionary | 677. ___ bear | |
| 624. ___ everything | 651. ___ hair | 678. ___ wonder | |
| 625. ___ tall | 652. ___ age | 679. ___ smiled | |
| 626. ___ already | 653. ___ amount | 680. ___ angle | |
| 627. ___ instead | 654. ___ scale | 681. ___ fraction | |



Image: ThinkstockPhotos ©

“What a child can do in co-operation today, he can do alone tomorrow. Therefore, the only good kind of instruction is that which marches ahead of development and leads it.”
(Vygotsky, 1962).

ORAL READING FLUENCY RATIONALE

Fluency is the ability to read a text naturally, as if the reader were speaking. Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

RESEARCH SHOWS:

There are several effective techniques related to repeated oral reading:

1. Students read and reread a text a certain number of times or until a certain level of fluency is reached. Four rereadings are sufficient for most students.
2. Oral reading practice is increased through the use of audiotapes, tutors, peer guidance, or other means.
 - ▶ Reading fluency can be developed gradually over time and through substantial practice. Fluency can be developed by modeling fluent reading and by having a student engage in repeated oral reading.
 - ▶ Monitoring a student's progress in reading fluency is useful in evaluating instruction and setting instructional goals.
 - ▶ Monitoring a student's progress in reading fluency can be motivating to the student.

FLUENCY ACTIVITY

GUIDED READING LEVELS D–Z (1st through 6th Grades)

MATERIALS:

- ▶ Additional text or passage on student’s current reading level
- ▶ Timer
- ▶ Movin’ On Up Chart
- ▶ Oral Reading Chart
- ▶ Reading Routine Template



ACTIVITIES:

1. The student reads new material for one minute from a passage or a text on his/her current reading level.
2. The adult times the student for one minute, counts the total words read, subtracts errors, and has the student chart the words correct per minute (WCPM) (see p. 50).
3. The student retells the information read, and practices reading the passage a few times with expression, accuracy, rate, and smoothness (EARS).*
4. The student colors in the total words correct per minute (WCPM) on the Oral Reading Chart by subtracting the errors from the total words read.

TIP: To improve fluency, use the Echo reading method (*I, We, You*):

- ▶ The adult models fluent reading for the student using expression, accuracy, rate and smoothness on two or three difficult sentences.
- ▶ The adult and the student read the two or three difficult sentences together several times.
- ▶ The student reads the two or three difficult sentences alone.

***Fluency:**

E	EXPRESSION
A	ACCURACY
R	RATE
S	SMOOTHNESS

RECORD:

The student charts the WCPM (see p. 50), and the adult checks off “Fluency” on the Reading Routine Template.

MOVIN' ON UP CHART

When is it time to move up a level?

Grade	Level	WCPM
1	D	10
1	E	18
1	F	26
1	G	34
1	H	42
1	I	47
<hr/>		
2	J	58
2	K	68
2	L	78
2	M	87
<hr/>		
3	N	91
3	O	95
3	P	100

Grade	Level	WCPM
4	Q	104
4	R	108
4	S	112
4	T	115
<hr/>		
5	U	120
5	V	125
5	W	130
<hr/>		
6	X	135
6	Y	140
6	Z	145

1. Count the number of words the student read and subtract the errors.
2. When the student has reached the WCPM guided reading level goal at least three times on three separate passages, the adult can move the student up one guided reading level.

ORAL READING CHART

Name: _____

130										
125										
120										
115										
110										
105										
100										
95										
90										
85										
80										
75										
70										
65										
60										
55										
50										
45										
40										
35										
30										
25										
20										
15										
10										
5										
Date	2/21/17	2/22/17								

Example ^

ORAL READING CHART

Name: _____

130										
125										
120										
115										
110										
105										
100										
95										
90										
85										
80										
75										
70										
65										
60										
55										
50										
45										
40										
35										
30										
25										
20										
15										
10										
5										
Date										

BIBLIOGRAPHY

- Algozzine, Bob et al., "Using Peer Coaches to Build Oral Reading Fluency," *Journal of Education for Students Placed at Risk, Publisher*, Vol. 14, No. 3, 2009, pp. 256–270.
- Almaguer, Isela, "Effects of Dyad Reading Instruction on the Reading Achievement Of Hispanic Third-Grade English Language Learners," *Bilingual Research Journal, Publisher*, Vol. 29, No. 3, 2005, pp. 509–526. doi:10.1080/15235882.2005.10162849.
- Brown, Kathleen J., Darrell Morris, and Matthew Fields, "Intervention After Grade One: Serving Increased Numbers of Struggling Readers Effectively," *Journal of Literacy Research, Publisher*, Vol. 37, No. 1, 2005, pp. 61–94.
- Brown, Kathleen et al., "Reading Intervention After Grade 1: Serving Maximum Numbers of Struggling Readers Effectively," paper presented at the annual meeting of the National Reading Conference, Miami, FL., June 2002. [Also in PowerPoint format.]
- Brown, Kathleen et al., "The Virginia intervention model: Evaluating Its Effectiveness for Struggling Readers Who Speak English As A Second Language," paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO., June 2003. [Also in PowerPoint format.]
- Brown, Kathleen et al., "The Benefits of Intervention for At-Risk 1st Graders: What Happens In 2nd Grade?" paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO., June 2001.
- Cohen, Peter, James A. Kulik, and Chen-Line C. Kulik, (1982). "Educational Outcomes of Tutoring. A Meta-Analysis of Findings. *American Educational Research Journal*, Vol. 19, No. 2, pp. 237–248.
- "Common Core State Standards," Appendix A, Common Core Standard Initiative, University of Utah Reading Clinic, 2012.
- Eldredge, J. L., "Improving the Reading Comprehension of Poor Readers," *Reading Horizons*, Vol. 29, No. 1, 1988, pp. 35–42.
- Eldredge, J. L. and D. D. Butterfield, "Alternatives to Traditional Reading Instruction," *The Reading Teacher*, Vol. 40, No. 1, 1986, pp.32–37.
- Flood, James, Diane Lapp, and Douglas Fisher. "Neurological Impress Method Plus," *Reading Psychology*, Vol. 26, No. 2., April–June 2005, pp. 147–160. doi:10.1080/02702710590930500.

- Fry, Edward B., Ph.D., *1000 Instant Words*. Westminster, CA., teacher created materials, 1999.
- Good, R. H., and R. A. Kaminski (eds.), *Dynamic Indicators of Basic Early Literacy Skills*, 6th ed., Eugene, OR., Institute for the Development of Educational Achievement, 2010.
- Heckelman, Robert G., "A Neurological-Impress Method of Remedial-Reading Instruction," *Intervention in School and Clinic*, Vol. 4, No. 4, 1969, pp. 277–282. doi:10.1177/105345126900400406.
- Herrmann, Beth Ann, *The Volunteer Tutor's Toolbox*, International Reading Association, Newark, DE., 1994.
- Invernizzi, M. et al., "At-risk Readers and Community Volunteers: A 3-Year Perspective," *Scientific Studies in Reading*, Vol. 1, No. 3, 1997, pp. 277–300.
- Kean, M. et al., *What Works in Reading?* Philadelphia, PA., Office of Research and Evaluation and the U.S. Federal Reserve Bank, 1979
- Marks, Helen M., and Susan M. Printy, "Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership," *Educational Administration Quarterly*, Vol. 39, No. 3, August 2003, pp. 370–397. doi:10.1177/0013161X03253412
- Mathes, Patricia G. et al., "The Effects of Theoretically Different Instruction and Student Characteristics on the Skills of Struggling Readers," *Reading Research Quarterly*, Vol. 140, No. 2, 2005, pp. 148–182. doi:10.1598/RRQ.40.2.2
- Morris, Darrell, Beverly Shaw, and Jan Perney, "Helping Low Readers In Grades 2 and 3: An After-School Volunteer Tutoring Program," *Elementary School Journal*, Vol. 91, No. 2, November 1990, pp. 132–150. doi:10.1086/461642
- Morris, Darrell et al., "Developmental Steps In Learning To Read: A Longitudinal Study In Kindergarten and First Grade," *Reading Research Quarterly*, Vol.38, No. 3, 2003, pp. 302–328.
- Oczkus, Lori D., "Reciprocal Teaching at Work: Strategies for Improving Comprehension," International Reading Association, Newark, DE., 2004.
- Roe, Mary F., and Carol Vukelich, "Understanding the Gap Between an America Reads Program and the Tutoring Sessions: The Nesting of Challenges," *Journal of Research in Childhood Education*, Vol. 16, No. 1, 2001, pp. 39–52. <http://dx.doi.org/10.1080/02568540109594973>
- Roller, Cathy M., *So...What's a Tutor to Do?* International Reading Association, Newark, DE., 1998.

- Sabin, William A., *Gregg Reference Manual: A Manual of Style, Grammar, Usage, and Formatting*, 11th edition, McGraw-Hill Education, 2010.
- Shanahan, Timothy, "On The Effectiveness and Limitations of Tutoring in Reading," *Review of Research in Education*, Vol. 23, 1987, pp. 217–234.
- Staal, Laura A., "The Story Face: An Adaptation of Story Mapping That Incorporates Visualization and Discovery Learning to Enhance Reading and Writing," *The Reading Teacher*, Vol. 54, No.1, 2000, pp. 26–31.
- Stahl, Katherine A. Dougherty, "Complex Text or Frustration-Level Text: Using Shared Reading to Bridge the Difference," *The Reading Teacher*, Vol. 66, No. 1, September 2012, pp. 47–51. doi:10.1002/TRTR.01102.
- Topping, K.J., et al. (2012) "Outcomes and Process in Reading Tutoring," *Educational Research*, Vol.54, No. 3, pp. 239–258. doi:10.1080/00131881.2012.710086
- McDonald, Heidi, Fry's 100 Sight Words, <<http://www.uniqueteachingresources.com/support-files/fryfirst100set.pdf>>.
- Wasik, Barbara and Robert E. Slavin, "Preventing Early Reading Failure With One-To-One Tutoring: A Review of Five Programs," *Reading Research Quarterly*, Vol. 28, No. 2, Wiley, 1993, pp. 179–200. doi:10.2307/747888

blank page

inside of back cover



Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction