Weekly Reading Practice Routine

Day 1	Day 2	Day 3	Day 4	Day 5
Modeled reading Choral reading Repeated reading aloud Comprehension	Echo reading Repeated reading aloud	Record reading aloud with optional feedback	Repeated reading aloud with self-reflection	Perform passage

Reading Practice Overview

Fluency is defined as "reading accurately, at an appropriate rate, and with expression." Reading accurately means the "ability to correctly decode a word on sight." Reading at an appropriate rate refers to a rate that "reflects conversational speech," which varies based on grade level, and is measured in words read per minute. Lastly, reading with expression, which is also referred to as prosody, includes timing, phrasing, emphasis, and intonation.[i]

The three components of fluency are not developed all at once. In kindergarten and early first grade, students are not focused on expressive reading. Instead, they are focused on improving the skills needed for accurate reading. At the end of first grade and into second grade, "students decoding with accuracy and automaticity should move into more formal fluency instruction." By the end of second grade, it is expected that students are able to "read with independence and proficiency within the grade-level band, meaning all three components of fluency must be secure." In order to read with all three components of fluency, students need to develop skills by reading the same text multiple times.[ii] That is why, in this instructional routine, the same text is used throughout the entirety of the five days.

Why every day but in different ways?

The *Aligned* blog published by Student Achievement Partners features posts written by experts in literacy. In a blog post entitled "Effective Reading Instruction," Meredith Liben and Sue Pimentel provide a companion guide to their brief, *Placing Text at the Center of the Standards-Aligned ELA Classroom*. In this short guide, the authors lay out the "Do's" for effective reading instruction. The first "Do This" mentioned is: "DO tackle fluency daily (15 to 20 minutes) with grade-level texts across your class, school, and system (grades 2-12)." They outline this as an important "Do" because, "research shows dysfluency causes as much as 40% of the variance in students who pass tests versus those who fail," and, shockingly, this is true for every testing grade.[iii] Therefore, students need about 15 to 20 minutes of reading practice daily in order to avoid dysfluency.

In the instructional routine outlined in this resource, students work to improve their fluency daily. Additionally, they work to improve their fluency by engaging in various activities. In the post entitled "Building Reading Fluency," David Liben and David D. Paige write that "strategies that provide practice with independent and instructional level texts encourage fluency development in readers."[iv] In this instructional routine, students are asked

to practice instructionally with the teacher (or parent/family member/caregiver) as well as independently outside of the formal "class" setting (whether that is synchronous, asynchronous, or limited technology). Further supporting this pedagogical decision is research from Stahl and Heubach (2005) stating that a variety of supports was beneficial for students who are reading at "frustration level," which is defined as 85% accuracy. Specifically, Stahl & Heubach state, "students given a variety of supports--including multiple exposures, pre-teaching of vocabulary, echo reading, and partner reading—benefitted from instruction with texts typically considered 'frustration level'."[v] This instructional routine takes into consideration the need for daily exposure and the need for this exposure to include a variety of supports.

Modeled Reading

Modeled reading is defined as "read[ing] aloud while students follow along with text available to students." Modeled reading allows students to "hear a fluent reading modeled while they see and hear words with phonics patterns they know and ones they don't." This helps students build accuracy. Additionally, modeled reading provides weaker readers with a "better chance of developing an initial understanding of the text, a potential issue even with a text designed to be at their level." With modeled reading, all students have something to gain.[vi]

Choral Reading

Choral reading is "when the whole group reads the section together after they follow along while the teacher (or a fluent volunteer) reads first."[vii] Therefore, choral reading comes after modeled reading. There are many benefits to choral reading. One benefit is that students are "provided with immediate assistance on pronouncing unfamiliar words and phrases." Additionally, students hear a model of prosodic reading because they are reading with the teacher. One of the most important features of choral reading is that any praise or corrections are given to the whole class, which prevents students from being singled out for poor reading. In addition to all of the above reasons, choral reading is also included in this instructional routine because evidence suggests that "whole-class choral reading helps both proficient and struggling readers."[viii]

Repeated Reading

Repeated reading involves reading the same text multiple times across several days. In this instructional routine, repeated reading is launched the first day of the reading practice because reading the passage two or three times the first day helps to "reinforce proper pronunciation and phrase."[3] After that, repeated reading can be done once or twice a day for two to three more days. Repeated reading is an important strategy for building reading fluency because it helps the student "increase their automaticity with words and phrases specific to the text." As students build their automaticity with reading this passage, their reading automaticity will transfer to other texts.[ix]

Echo Reading

Echo reading is when students echo the teacher. To start echo reading, the teacher will first read the whole passage with students following. After that, the teacher will, "read a section of the text and stop so the children get a turn at reading the same section." Echo reading is especially beneficial and supportive of "new or insecure readers" because "it takes the passage you're reading for fluency practice and chunks, or segments it."[x]

Partner Reading & Optional Peer Feedback

In this instructional routine, one student reads while the other follows along, and then they switch roles.[x] Students can also provide peer feedback to each other. This is based on evidence supporting partner or buddy reading. In partner reading, the strategy can be used to pair more fluent readers with less fluent readers or to pair older students with younger students. Students at the same level who are partnered together also benefit because it helps with "continued understanding and fluency work." Research also suggests that partner reading can be "implemented in a variety of ways," which can be seen in this instructional routine. One important note about partner reading is that the teacher should model this procedure with students before students are left to do it on their own, and students should work to encourage each other.[xi]

Performing Passage as Possible Assessment

Students "performing" the passage is a valuable fluency assessment for teachers to examine. It is important to "regularly assess students to ensure they're developing the fluent reading skills necessary to support comprehension as texts become more difficult across grades."[xii] It is also necessary to regularly or frequently assess students because "developing adequate reading fluency is a growth process," and it will be important for the teacher to "distinguish those students who are most likely fluent readers from those who are not" in order to provide appropriate texts and supports to all students. In this instructional routine, students "perform" the passage after being exposed to different instructional and independent strategies for developing their reading fluency.

Support for Technology

Below, you'll see options for free apps and digital tools that can support synchronous and asynchronous learning for students with internet access. These tools are easy to learn. We've included the following tutorials to help you quickly get up to speed on any tools that are new to you.
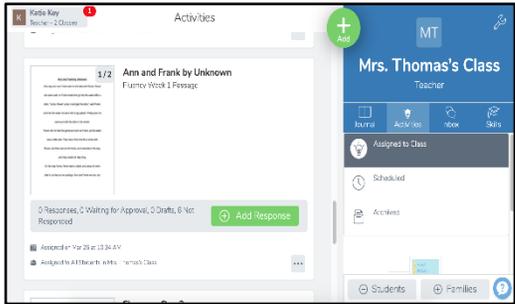
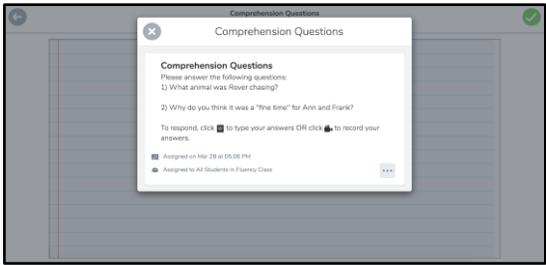|	
Google Certified Educator	Certified Educator Level 1
Screencastify Certification	Certification Courses | The #1 Screen Recorder for Chrome
Zoom Video Tutorials	Zoom Video Tutorials
Seesaw Tutorials	Seesaw Help Center
Fluency Packets from SAP	ELA / Literacy
Desmos Collection - Days 1 & 2	Reading Practice Collection in Desmos
Free Tech Training	Screencastify & Desmos

What will the weekly reading practice routine look like and sound like?
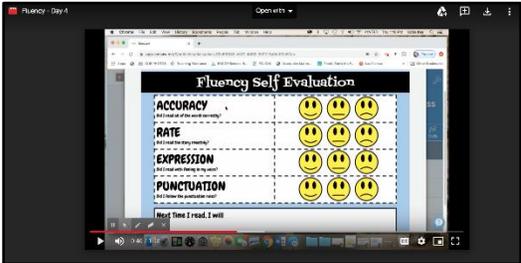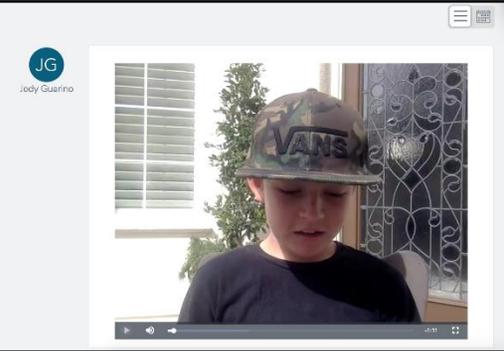
(T) = Teacher (S) = Student

	Synchronous Experiences (Teacher and students engaging at the same time on platform such as Zoom) *Seesaw optional	Asynchronous Experiences (Digital platform such as Seesaw & optional additional technology tools)	Limited or No Technology Access
Day 1	(T) Modeled reading of passage and class choral reading. (S) Read passage 3 times aloud (all children can read simultaneously with volume muted). (S) Answer comprehension questions within small group or independently.	(T) Modeled reading of passage via screencast. After listening to modeled reading, chorally read with the recording. -Example of Screencastify (S) Repeated reading - read passage 3 times aloud. (S) Answer comprehension questions within digital platform.	(T) Modeled reading of passage by phone call/voice message, or family member/caregiver reads passage to student. Replay recording and read along chorally or choral read with a family member/caregiver . (S) Read passage 3 times aloud. (S) Answers comprehension questions on paper.
Day 2	(T) Read passage aloud. Echo read. (S) Echo read passage. Repeated reading - read passage 2 times aloud.	(T) Read passage aloud. Echo read with screencast. -Example of Screencastify (S) Echo read passage. Read 2 times aloud.	(T) Echo reading of passage by phone call/voice message or family member/caregiver echo reads passage with student. (S) Echo read passage. Repeated reading - read passage 2 times aloud.
Day 3	(S) Read aloud to 3 friends (could be in a breakout room) and friends provide feedback.	(S) Read passage and record on digital platform. Watch the video. Watch the video of two friends and give them feedback on Seesaw. *Feedback may be through rubric, open-ended comments, or voice recording.	(S) Read passage to a family member/caregiver. Ask them for feedback.
Day 4	(S) Repeated reading - read passage 3 times aloud and complete self-evaluation.	(S) Repeated reading - read passage 3 times aloud and complete self-evaluation on digital platform.	(S) Repeated reading - read passage 3 times aloud. Write down self-evaluation and share with a family member/caregiver.
Day 5	(S) Perform passage for peers on synchronous platform such as Zoom (could be through breakout rooms).	(S) Perform passage and record on digital platform.	(S) Perform passage for caregivers, siblings, etc.

5-Day Instructional Routine with Images

Day 1	
Day 1	**Synchronous**
Modeled reading **Repeated reading aloud**	Teacher models reading of passage, and students read with Zoom (unmute students to listen): Teacher and students chorally read the passage on Zoom. Students read passage aloud three times. Students answer comprehension questions.
Day 1	**Asynchronous**
Modeled reading **Repeated reading aloud**	Screencastify uploaded by teacher to Seesaw: Students access passage on Seesaw:

	Students read passage aloud three times. Students answer comprehension questions in a digital platform such as Seesaw or Desmos.
Day 1	**Limited or No Technology Access**
	Teacher model-reads through phone call/voice mail, or family member/caregiver reads passage Students chorally read the passage along with teacher recording or with family member/caregiver. Students read passage aloud three times. Students answer comprehension questions.

Day 2

Day 2	**Synchronous**
Echo Reading **Repeated reading aloud**	Echo read through Zoom: Students read passage aloud three times.
Day 2	**Asynchronous**
Echo Reading **Repeated reading aloud**	Screencastify uploaded to Seesaw: Repeated reading aloud with passage from Seesaw. Students read passage aloud three times.

Day 2	Limited or No Technology Access
	Echo reading through phone call/voice mail, or family member/caregiver reads passage. Students read passage aloud three times.

Day 3

Day 3	Synchronous
Record reading aloud with feedback	Students read to 3 friends and provide feedback in Zoom.

Day 3	Asynchronous
Record reading aloud with feedback	Recording and commenting (feedback) in Seesaw: (audio or comment feedback)

Day 3	Limited or No Technology Access
	Student reads passage to a family member/caregiver and receives feedback from them.

Day 4

Day 4	Synchronous
Repeated reading aloud with self-reflection	Repeated reading - read passage three times aloud and complete self-evaluation.

Day 4	Asynchronous
Repeated reading aloud with self-reflection	Repeated reading and self-evaluation through a digital platform:
Day 4	Limited or No Technology Access
	Students read passage three times aloud and write down self-evaluation to share with a family member/caregiver.

Day 5

Day 5	Synchronous
Perform passage	Students perform passage for peers on Zoom (could be through breakout rooms).
Day 5	Asynchronous
Perform passage	Students perform passage and record on Seesaw:
Day 5	Limited or No Technology Access
	Students perform passage for a caregiver, sibling, etc.

References:

[i] Student Achievement Partners. (n.d.). Retrieved from
https://docs.google.com/gview?url=https://achievethecore.org/content/upload/Foundational%20Skills%20Key%20Terms.pdf&embedded=true

[ii] Student Achievement Partners. (n.d.). Retrieved from https://docs.google.com/gview?url=https://achievethecore.org/content/

[iii] Liben, M., & Pimentel, S. (2018, November 16). Retrieved from https://achievethecore.org/content/upload/A Short Guide to Placing Text at the Center of Learning.pdf

[iv] Liben, D., & Paige, D. D. (2016, October 28). Retrieved from https://achievethecore.org/aligned/building-reading-fluency/

[v] Stahl, S. A., & Heubach, K. M. (2005). Fluency-oriented reading instruction. Journal of Literacy Research, 37(1), 25-60.

[vi] Liben, M., & Liben, D. (n.d.). Retrieved from https://drive.google.com/file/d/1OzjafmxHDGEbqKsPHkzQMXgkO565bmhW/view

[vii] Liben, D., & Liben, M. (2019). Know better, do better: teaching the foundations so every child can read. West Palm Beach, FL: Learning Sciences International.

[viii] Liben, D., & Paige, D. D. (2016, October 28). Retrieved from https://achievethecore.org/aligned/building-reading-fluency/

[ix] Liben, M., & Pimentel, S. (2018, November 16). Retrieved from https://achievethecore.org/content/upload/A Short Guide to Placing Text at the Center of Learning.pdf

[x] Liben, D., & Liben, M. (2019). Know better, do better: teaching the foundations so every child can read. West Palm Beach, FL: Learning Sciences International.

[xi] Allen Simon, C. (n.d.). Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/using-paired-reading-increase-30952.html#strategy-practice

[xii] Liben, D., & Paige, D. D. (2016, November 9). Retrieved from https://achievethecore.org/aligned/determining-reading-fluency/