

# Title I State Parent Conference Seven Springs Resort

Parents as Tutors to Improve Reading Fluency

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## Goals

- **What**
  - What are good techniques for improving reading accuracy and reading fluency?
  - What is so important about fluency?
- **How**
  - How can parents use these techniques?
  - How to monitor reading progress.
- **When**
  - For parents to learn how to do previewing during the school year.
  - For parents to learn how to implement a summer reading program.

## Background - National Reading Panel

- Phonemic Awareness
- Spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives children a basic foundation that helps them learn to read and spell.
- Phonics
- Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.

## Background – NRP cont.

- Fluency
- Being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words. Reading fluently improves the students' abilities to recognize new words; read with greater speed, accuracy, and expression; and better understand what they read.
- Vocabulary
- Teaches students how to recognize and understand words.
- Comprehension
- Teach specific plans or strategies students can use to help them understand what they are reading.

## More background - Instructional/Learning Hierarchy

- **Stages of Learning (acquisition, fluency, generalization, and adaptation)**
- **Acquisition.** The student has begun to learn how to complete the target skill correctly but is not yet accurate or fluent in the skill. The goal in this phase is to improve accuracy.
- **Fluency.** The student is able to complete the target skill accurately but works slowly. The goal of this phase is to increase the student's speed of responding (fluency).

## Instructional/Learning Hierarchy cont.

- **Generalization.** The student is accurate and fluent in using the target skill, often in one setting. The goal is to get the student to use the skill in the widest possible range of settings.
- **Adaptation.** The student is accurate and fluent and uses the skill in many situations or settings. The goal is to modify or adapt the skill to fit novel task-demands or situations.
- When we accurately identifies a student's learning stage, we can select instruction that is more likely to be successful.

## When to use accuracy or fluency interventions

Reading fluency cut scores for intervention selection for second and third graders (Szadokierski, 2012)

A student reading 32 or more words correct per minute and having an accuracy score of 85% or greater would be provided with a **fluency** intervention.

A student performing below one or both of these criteria would be provided with an **accuracy** intervention.

## Previewing and Summer Reading

- Previewing
  - 15 minutes on Friday, Saturday, and Sunday
  - Practice on the stories to be covered the following week
  - Frustration vs. instructional vs. mastery level
  - Employ either modeling-error correction or repeated reading-reward
- Summer Reading
  - 15 minutes several days a week
  - Select a book on which the child reads 40 to 60 words correct per minute
  - Employ repeated reading-reward

## Modeling – Error Correction

Materials: notepad, pen or pencil, reading book, reading log, and arrow stickers

1. "I will read a story and then you read it back to me. Please follow along while I read," Read the entire passage at a fluent speed. Encourage your child to follow along with his finger.

2. After reading the passage, say "Now you read the story to me. When you get to a word you don't know, I will tell it to you and I want you to say that word then keep reading. At the end we'll practice those words."

3. Have your child read for 60 seconds, providing missed and incorrectly read words. At 60 seconds tell them "Stop." Use a notepad to list word errors and an arrow sticky note to show where they stopped reading at 60 seconds. Record the rate.

4. Practice all missed words and phrases. Say "This word (point) is \_\_\_\_\_. Say that word. Good. Now read this phrase out loud three times (point) after I read it once." A phrase is the clause in which the word is embedded. If multiple words are missed in the same sentence, practice each word, then have your child read whole sentence 3 times.

5. "Now, when I say begin, start reading at the beginning. Do your best." (Do not provide correction, just say "go on" for hesitations of 3 seconds). Say "Stop" after 1 minute.

- Continue this process using subsequent passages from child's reading stories. Typically, two to three passages can be covered during one 15 minute session.

## Repeated Reading - Reward

Materials: notepad, pen or pencil, reading book, reading log, and arrow stickers

1. "I want you to read this story out loud 3 times. If you come to a word you don't know, try your best, but if you still don't know it, skip it. Ready?"

2. Have your child read the passage for 60 seconds. Tell them to "Go on" if they hesitate for 3 seconds or more. Use the notepad to list word errors and an arrow sticky note to show where they stopped reading at 60 seconds. Record the rate.

3. Have your child read the passage again. Place an arrow sticky note where they stopped reading at 60 seconds. Determine the number of words read correctly in one minute. Record the rate. Calculate the "goal" by adding 20% to this reading rate.

4. I'll keep track and tell you at the end whether you met the goal. Ready? Begin." Have the student read for 60 seconds then say "Stop." Place an arrow sticky note where they stopped reading. Determine your child's rate for the third reading of the passage. Record the rate. Show them the improved rate and praise their progress.

- Continue this process for 15 minutes. Typically, two to three passages can be covered during one 15 minute session.

