Fluency: Assignments and Activities

Assignments and Activities Title 1: Definition of Fluency

Learning Outcome 1: Identify and define the three elements of fluency.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

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Assignment Introduction Text: In this video clip, Dr. Shanahan and Dr. Hiebert identify the elements of fluency. Think about the interdependence of those elements as they are presented.

Video Asset: Defining Fluency
URL:
Question 1 Text: What are the three elements that are a part of fluency?

Question 1 Hint: What parts are integrated to demonstrate fluent reading?

Question 1 Feedback: Reading fluency involves three elements: accurate word recognition, which comes with knowing words and having developed a familiarity with many word parts that helps with decoding; reading rate, which is reading at the rate for flow of language (both silently and orally); and expression of language (termed prosody), which is understanding the sound of language with pauses, punctuation, and varying voice tone.

Question 2 Text: Explain why all elements should be considered when defining fluency.

Question 2 Hint: Consider how the definition of fluency has changed.

Question 2 Feedback: Fluency has been defined as just the oral reading rate (speed) or the number of words accurately recognized in a timed situation. This definition presents a limited perspective that does not reflect real-world needs or situations, nor does it address understanding of text. All elements should be a part of the overall definition and application. Real fluency is demonstrated when all elements are observed in oral reading.

Assignments and Activities Title 2: Fluency and Comprehension

Learning Outcome 2: State the importance of fluency and the effect of fluency on reading comprehension.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
• can articulate developmental aspects of oral language and its relationship to reading and writing.
• can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
• can describe when students are meeting developmental benchmarks.
• know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and
phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates

- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

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**Assignment Introduction Text:** In this video clip, the teacher reads aloud a selection from a classroom novel while students follow along. She then has students do a quickwrite about reactions to the reading before beginning a class discussion. As you watch the video, think about the purpose of the teacher’s directions related to comprehension.

**Video Asset:** *Aesthetic Listening*

**URL:**
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=languagearts&clipID=LA01_126.fly

**Question 1 Text:** Identify at least two purposes established by the teacher for the read-aloud chapter.

**Question 1 Hint:** Setting a purpose for reading may improve student understanding of the task.

**Question 1 Feedback:** The teacher sets several purposes. She wanted the students to read with her silently, to follow the text, to listen for inflections as she read, and to gain a sense of fluency throughout the reading.

**Question 2 Text:** After she had completed the chapter, what new purposes did the teacher establish for the writing assignment?

**Question 2 Hint:** One purpose was stated; the second was inferred by the task.

**Question 2 Feedback:** The teacher’s stated purpose was to have students respond independently to the reading by writing their reactions, thoughts, feelings, and questions about what had been read. Her second inferred purpose was to get student responses that were truly their own, before discussion. The inferred purpose gives her a glimpse of the students’ understanding and general comprehension of the story. The written response also gives her the opportunity to examine student writing for inferential and creative thinking about the text.
**Question 3 Text:** What was the most likely reason for the teacher to read the chapter orally rather than the students doing the oral reading?

**Question 3 Hint:** Fluency is best modeled at an independent reading level.

**Question 3 Feedback:** In order to demonstrate fluency, the reader must be reading the text orally at an independent level and understand the use of expression as a method of adding meaning to the text. Since there is no indication of the ability level and fluency of the class, one could surmise that some students would struggle with the oral reading task and the teacher wanted to ensure a strong example.

**Question 4 Text:** How does fluent oral reading of the text support student comprehension?

**Question 4 Hint:** Consider how prosody and accuracy affect the text acquisition.

**Question 4 Feedback:** Students are more likely to understand the literal and inferential aspects of a text when the written language sounds like the speaking language or conversational style of the class. When students are reading text with prosody and accuracy, they can focus more on the concepts rather than struggling with word recognition and accuracy, which affect prosody and general understanding. Fluent reading allows students to exert more energy toward understanding the text, rather than decoding the words.

**Assignments and Activities Title 3: Word Recognition and Fluency**

**Learning Outcome 3:** Explain the importance of word recognition and its effects on reading fluency.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

**Standard 4: Creating a Literate Environment**
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Candidates
- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

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Assessment Introduction Text: Olson, Lehr, and Hiebert (2003) present an overview of fluency and discuss the importance of word recognition when developing student fluency. They make a connection between developing understanding and increased word recognition and prosody skills. As you read the article, also examine their thoughts on computer-assisted reading.

URL:
http://media.pearsoncmg.com/ab/ab_ab_myeducationlab_1/readings/07.EISR_AFocusonFluency.pdf

Question 1 Text: Explain the connection between word recognition and comprehension.
Question 1 Hint: Where is the emphasis of effort?
Question 1 Feedback: Both word recognition and comprehension are cognitive tasks. The more effort that is used in addressing word recognition, the less effort is available for comprehension cognition.

Question 2 Text: What link is there between word recognition and prior knowledge?
Question 2 Hint: How does a student’s experience influence their fluency?
Question 2 Feedback: Fluent readers have linked word recognition and comprehension. They link the words they are reading with prior knowledge and experiences so they can recognize words and comprehend at the same time. Less fluent readers, however, must focus much of their attention on word recognition. Because they cannot consistently identify words rapidly, they may read word-by-word, sometimes repeating or skipping words (Osborn, Lehr, & Hiebert, 2003).
Question 3 Text: Why would teaching students a specific content vocabulary or set of terms affect their fluency in the class?

Question 3 Hint: Why would vocabulary instructional strategies affect a student’s fluency?

Question 3 Feedback: Students’ fluency varies, depending on the familiarity each has with the words in a text and with the text’s subject. The more detailed and specific the vocabulary instruction, the stronger the student’s knowledge base is likely to be. Decoding the new words disrupts the rate and prosody of the text. When students are prepared with some experience and background knowledge for new words, they bring word recognition skills and personal connections to the content reading. This has a positive influence on a student’s oral and silent reading fluency.

Assignments and Activities Title 4: Assessing Fluency

Learning Outcome 4: Describe assessment techniques for fluency and discuss the value of assessing student fluency.

Standard 3: Assessment, Diagnosis, and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: As a result, candidates use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates
• administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
• select and administer appropriate formal and informal assessments including technology-based assessments.
• understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
• can interpret the results of these tests and assessments.

Standard Element 3.2: As a result, candidates place students along a developmental continuum and identify students’ proficiencies and difficulties.

Candidates
• compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
• recognize the variability in reading levels across children in the same grade and within a child across different subject areas.
• can identify students’ proficiencies and difficulties.
• recognize the need to make referrals for appropriate services.

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**Assessment Introduction Text:** In this video clip, you will observe a teacher administering an informal assessment of a student’s fluency skills. Note what assistance and guides, if any, the teacher provides the student as she reads the selection.

**Video Asset:** *Baseline Fluency Assessment*
**URL:**
[http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=literacy&clipID=Baseline_Fluency_Assessment.flv](http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=literacy&clipID=Baseline_Fluency_Assessment.flv)

**Question 1 Text:** How might informal assessment help the teacher determine a student’s fluency?

**Question 1 Hint:** Consider the effects of fluency on pleasure reading and content reading experiences.

**Question 1 Feedback:** Informal assessment at a student’s independent or instructional level will help a teacher pinpoint some specific strengths and weaknesses. These can be used as the basis for further instruction that will impact a student’s overall fluency in both independent pleasure reading and content reading experiences.

**Question 2 Text:** What kind of oral reading behaviors might be observed with a student struggling with fluency?

**Question 2 Hint:** Think about word recognition, rate, and prosody.

**Question 2 Feedback:** Some behaviors that could be observed include:
- Stumbling over words and trying a variety of possible pronunciations;
- Failing to consider context while reading to help with word recognition;
- Repeating words or pausing frequently;
- Reading a text in a disjointed style with no expression or variation;
- Reading a text with no regard for end punctuation;
- Speeding through a text with little attention to sentence breaks, dialogue, or accuracy of words.

**Question 3 Text:** In what ways are fluency assessments connected to comprehension and reading proficiency assessments?

**Question 3 Hint:** Consider both positive and negative connections.

**Question 3 Feedback:** Standardized reading tests have correlated fluency scores to comprehension scores. There is some indication that the fluency measurement can be a proxy for comprehension. A fluency measure, however, is not a clear indication of a student’s comprehension of the content of a specific text. Both fluency and comprehension instructional strategies must be connected to positively influence a student’s overall reading proficiency.
Assignments and Activities Title 5: Strategies for Fluency Building

Learning Outcome 5: Outline instructional strategies that are used to develop fluency.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.1: As a result, candidates use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

Candidates
- use a wide variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist.
- match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students.
- model and scaffold procedures so that students learn to work effectively.
- provide an evidence-based rationale for their selections.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
Candidates

- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

**Standard 4: Creating a Literate Environment**
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Candidates

- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

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**Assignment Introduction Test:** In this video clip, Dr. Shanahan identifies three aspects of building fluency that should be a part of instructional strategies and practice.

**Video Asset:** Building Fluency

**URL:**
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=literacy&clipID=Building_Fluency.flv

**Question 1 Text:** What three components of fluency should be included in all fluency instruction and practice?

**Question 1 Hint:** What builds student capacity to improve fluency in oral reading?
**Question 1 Feedback**: To build student fluency in oral reading, they must have oral reading practice, repetition of text, and feedback from a teacher, another adult, or other students.

**Question 2 Text**: How does repetition of reading a text aid a student’s fluency?
**Question 2 Hint**: Think how language expression is reinforced.
**Question 2 Feedback**: Students can become familiar not only with the words, thereby developing their base of sight words, but also have practice with the expression and flow of language. As language flow is practiced, the meaning of the text may become clearer because students are focused on the total reading experience rather than the word calling. They are also able to make connections with the flow of similar texts by copying the style and rhythm.

**Assignments and Activities Title 6: Practicing Fluency**

**Learning Outcome 5**: Outline instructional strategies that are used to develop fluency.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.1: As a result, candidates use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

Candidates
- use a wide variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist.
• match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students.
• model and scaffold procedures so that students learn to work effectively.
• provide an evidence-based rationale for their selections.

Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
• use a wide range of instructional practices, approaches, and methods, including technology-based practices.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

**Standard 4: Creating a Literate Environment**
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Candidates
• assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
• can use appropriate technology to collect this information.
• collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
• select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
• can use technology to gather and to use this information in instructional planning.
• can articulate the research base that grounds their practice.

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**Assignment Introduction Text**: In this video clip, several strategy formats are used to support the development of fluency. Look closely at the strategies of paired reading and
partner reading and think about how a teacher might implement each strategy in a classroom situation.

**Video Asset:** Practicing Fluency  

**Question 1 Text:** Explain the strategies of paired reading and partner reading and discuss their differences.  
**Question 1 Hint:** Consider how these strategies compare and contrast.  
**Question 1 Feedback:** Both strategies use peers in oral reading situations to practice text. Support for practice is available through the teacher in both situations.  
Partner reading matches students of similar abilities to read text orally, many times by alternating pages or sections of the text. Students should generally have the opportunity to read the material silently first and have support from the teacher for unknown words or vocabulary.  
Paired reading involves matching a struggling reader with a more capable reader. The pairing is not necessarily with a peer, but could be a parent, a tutor, an aide, or older student. The student selects material at instructional level (if possible) and the two read the passage orally together. If the student mispronounces a word, the capable reader pronounces it correctly and has the student repeat and then go on. The student may choose to read alone for a portion of the selection, but the capable reader will join again if the student has difficulty with another word.

**Question 2 Text:** Explain the Neurological Impress Method (NIM) and differences between NIM and paired reading.  
**Question 2 Hint:** Consider the student support in both strategies.  
**Question 2 Feedback:** A student and teacher use the Neurological Impress Method. The teacher and student read orally together in text that is at the student’s independent level, keeping pace as the teacher points to words. As the student improves, the teacher may read more softly than the student and have the student take the responsibility for pointing to the words. If the student has difficulty, the teacher provides stronger guidance. The teacher reads with the student throughout the practice.  
The paired reading method is done with a struggling student and a capable one, or with a tutor, teacher, or parent. The two read together, but the student can signal when he or she is ready to read alone. When the student encounters difficulty, the teacher resumes reading with the student until the student again signals for independence.

**Question 3 Text:** Identify performance-reading strategies and explain how they support the development of fluency.  
**Question 3 Hint:** Consider the oral reading practice students are engaged in.  
**Question 3 Feedback:** Performance-reading strategies include choral reading, readers theater, and language experience sharing. In each case, the performing students have the opportunity to practice the selection together and independently before performing for others. These activities give students repeated practice with the text to ensure word recognition and to develop prosody.
Assignments and Activities Title 7: Shared Reading for Fluency

Learning Outcome 5: Outline instructional strategies that are used to develop fluency.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.1: As a result, candidates use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

Candidates
- use a wide variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist.
- match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students.
- model and scaffold procedures so that students learn to work effectively.
- provide an evidence-based rationale for their selections.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
Candidates

- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard 4: Creating a Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Candidates

- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

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Assignment Introduction Text: Students in a K–3 classroom participate in a student-led shared reading experience. Students are reading the words visually in an oversize book and orally together as a group. As you watch the video clip, consider practice in all the fluency elements that the students are experiencing.

Video Asset: Shared Reading—The Second Rereading in a K–3 Multilingual Classroom

URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=readingmethods&clipId=RM_03_237.flv

Question 1 Text: What do you believe to be the intent of this read-aloud exercise?

Question 1 Hint: The teacher had some unspoken expectations for the class exercise to foster fluency.
**Question 1 Feedback:** The teacher intended to practice student fluency through word recognition using repeated readings of a picture book about bugs. Texts used to increase the fluency of students may include the use of nonfiction and poetry, rather than strictly fiction selections.

**Question 2 Text:** How would you describe the engagement and proficiency of the students observed in the video clip?

**Question 2 Hint:** What nonverbal cues of participation were apparent from the students?

**Question 2 Feedback:** The students were generally attentive and read along with the student who pointed out the words. Not all students read, including the page-turner. Some were not focused on the text, based on movement and distractions. From the sounds of the hesitation in the reading, there were words in the story that were unknown to most of the students. The pace slowed and the words became unclear. Students are still learning some of the words in the text. Word recognition of the text is not proficient for each student.

**Question 3 Text:** How might the teacher support the students in future exercises?

**Question 3 Hint:** Think about other read-aloud techniques that could be included.

**Question 3 Feedback:** Specific words that proved difficult for many students could be reviewed before the final reading, using flash cards to help word recognition. The teacher might model the story again for word recognition and fluency skills by reading aloud the entire selection or taking turns with the students by reading every other page. The teacher also might support the students by reading with them to reinforce their word recognition and pace or using an echo-reading technique, where students repeat immediately after the teacher.

**Question 4 Text:** Describe the success of this exercise.

**Question 4 Hint:** What might be indicators of success for this class?

**Question 4 Feedback:** The success of the exercise was not clear because we have no example of the starting point with this text. It is easy to hear in the video clip that there are areas in the text where students are unfamiliar with the words and lose the flow and pace of the text. There is limited variety in prosody of the text. The teacher could analyze oral expressions of the students, such as pauses and rhythms used in poetry to determine sections that may need further review and practice. Since the teacher stated this to be a final reading, it appears that more practice is needed.