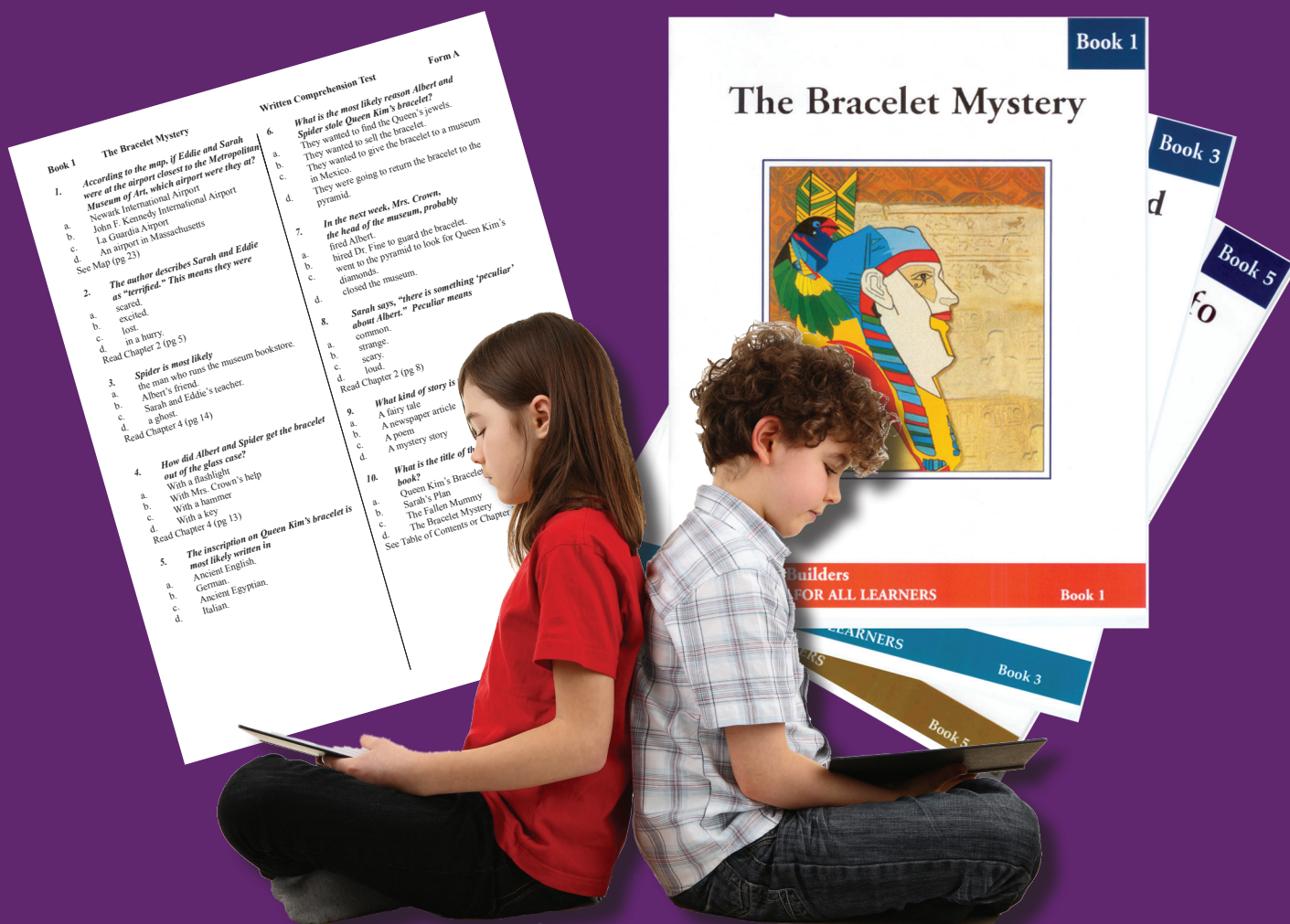


FLUENCY BUILDERS

Teacher's Manual

VOCABULARY • COMPREHENSION • FLUENCY



MODEL LESSON PLAN SUMMARY

Step 1. Review of Vocabulary from the Previous Chapter (approximately 2 minutes). The instructor reviews the 10 most difficult words from the previous chapter. See Step 7 of this Lesson Plan for more information. Any very difficult words should be added to the Step 7 list for further review.

Step 2. Overview and Vocabulary Check for the Chapter (approximately 5 minutes). Students read the chapter and prepare their own written list of words they cannot pronounce, decode, or understand. The instructor discusses and explains these words. Students demonstrate their understanding of difficult words by using the word in a sentence in another context. Building on the discussion of the vocabulary, the teacher asks questions to elicit the main ideas of the chapter and generate a summary of the actions, major characters, or concepts. This discussion should serve as a brief, introductory overview of the chapter.

Step 3. Fluency Practice in Speed and Accuracy (approximately 10 to 15 minutes). The instructor should model the appropriate fluency skills by reading the first paragraph at an appropriate pace. That is, approximately 120 words per minute and with appropriate expression. The instructor should “randomly” select students to read a paragraph aloud. To ensure active participation by all students, the instructor should occasionally stop the student reading in mid-paragraph and ask another student to finish the paragraph.

Step 4. Comprehension Instruction (approximately 5 minutes). Assign each student to prepare a comprehension question for the group. Students should be assigned to prepare either a “how,” “what,” “why,” “when,” or “where” question. Each student should then pose a comprehension question to the group; the answer should be discussed by the group.

Step 5. Oral Comprehension Check (approximately 5 minutes). This is a discussion session that explicitly applies comprehension concepts to the chapter. The teacher should generate questions to elicit such issues as “What is the main idea?” “What was the motive?” “What was the sequence?” “What happened first? Last?” “Summarize the chapter.” The instructor should ensure that students have practice with literal, inferential, and evaluative comprehension questions. The discussion for Step 5 should serve as a gentle, yet firm, reminder that students are accountable for reading with understanding.

Step 6. Reading with Expression (approximately 5 minutes). Students should practice reading individual paragraphs with expression. This should be a fun experience. Focus on expression, not on speed and accuracy. Students may practice using different voices for different characters, changing intonation to indicate a question, and reading with pauses to build interest and anticipation. Each student should be given an opportunity to read at least one paragraph to the group.

Step 7. Prepare a Vocabulary Review List for the Chapter (approximately 3 minutes). The teacher and group should prepare a list of the chapter’s most difficult words to decode and understand. This should be a 10-word list based on difficult words encountered in the lesson. Each student should be required to review this list of 10 words as a homework assignment and be prepared to read and use each word in a sentence to demonstrate understanding. This review will be done as Step 1 of the next lesson on the next chapter.

Step 8. Individual Rate and Accuracy Assessment (approximately 5 minutes). Using “Assessment Step Sample” for the chapter, assess students on rate and accuracy. Record data for each student for each chapter. Check to see that students continue to meet the assessment standards from chapter to chapter. Do the reteaching when needed for individuals or the group.

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Instructor's Resource Manual



December 2004

Fluency Builders
READING FOR ALL LEARNERS

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“Fluency Builders”
Reading For All Learners Program
INSTRUCTOR’S RESOURCE MANUAL

I. Overview: Purpose

The following observation, from the *National Reading Panel Report* (NRP, 2000), directly addresses the purpose of the “Fluency Builders.”

Fluent readers are able to read orally with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension. Despite its importance as a component of skilled reading, fluency is often neglected in the classroom. This is unfortunate. If text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge. Recent research on the efficacy of certain approaches to teaching fluency has led to increased recognition of its importance in the classroom and to changes in instructional practices.

On the basis of a detailed analysis of the available research that met methodological criteria, the Panel concluded that guided, repeated, oral, reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels. These studies were conducted in a variety of classrooms in both regular and special education settings with teachers using widely available instructional materials. This suggests the classroom importance of guided oral reading and repeated reading procedures. These results apply to all students—good readers as well as those experiencing reading difficulties.

In one example from the research (Crawford, Stieber, & Tindal, 2000), the researchers concluded that: “In the third grade, 94% of the students reading less than 117 correct words per minute [orally] did not pass the state reading test taken during the same year. This clear and simple data communicates powerful information to practitioners.”

Goal 1. Provide Effective Instruction. In keeping with the above-listed research, the “Fluency Builders” will:

- a. address the needs of all readers—good readers and “at risk” students, including those receiving Title 1, ESL, and special education services, and
- b. support the teacher in providing high-success, explicit instruction to increase competence and confidence in oral reading, accuracy in word recognition, comprehension, and reading with expression.

Goal 2. Make the Transition to Competence in Content Area Reading. In keeping with the need to ensure that students read with competence and confidence in academic content areas, the “Fluency Builders” will:

- a. provide effective instruction in the high-interest reading content of the “Fluency Builders,” and
- b. provide a *Model Lesson Plan* that will transfer from the “Fluency Builders” to expository reading instruction with text from academic content areas.

Which Grades and Students Can Benefit?

The “Fluency Builders” are recommended for all learners in Grades 3 - 6, and students considered “at risk” in junior-high and high-school settings.

Federal mandates for quality reading instruction require an emphasis on the “five essentials,” namely: *phonemic awareness, phonics, fluency, vocabulary, and comprehension*. This program directly, systematically, and effectively addresses fluency, vocabulary, and comprehension. While the program does require students to practice their word attack and decoding skills, basic decoding skills are a prerequisite for students using this program.

Basic decoding skills are defined as follows.

- a. The student knows the sound of at least 40 commonly used phonemes.
- b. The student blends the phonemes in an unknown, written word, continuously, without pausing between phoneme sounds. (“Say the word the slow way.”) In assessing *basic* decoding skills, students should not be required to decode written words that are not in their *oral* vocabulary. Wild, irrational, and incorrect guessing of words is a clear indicator that students need basic decoding instruction rather than fluency instruction.
- c. After blending the unknown word the “slow way,” the student reads the word at normal reading rate. (“Say the word the fast way.”)
- d. The student should not guess words from context and picture cues or from the initial phoneme.
- e. The student should be able to achieve at least 90 percent correct on a listing of phonetically regular nonsense words and pronounce the 40 most common phonemes in nonsense words at a rate of 60 phonemes per minute. The DIBELS nonsense word subtest is an excellent diagnostic measure of basic decoding skills.

Students who are accurately applying the above-listed, basic, decoding skills, even if done slowly and painfully, are very much in need of “Fluency Builders” instruction. For all students in need of instruction in basic decoding skills, we recommend the *Reading For All Learners: “Little Books.”* This program provides instruction in the needed phonemes and blending skills. For older learners we recommend *Reading For All Learners: “Decoding For All Ages.”*

II. Instructional Approach: Model Lesson Plan

The “Fluency Builders” consist of seven, high-interest, mystery novels in which school-age children are the central characters. Other materials (such as reader’s theater/radio drama scripts) provide interesting and challenging reading practice activities.

The keys to the instructional effectiveness of this program are:

- a. explicit instruction, including modeling and guided oral practice in small-group settings, and
- b. explicit instruction in comprehension strategies, including the generation of comprehension questions by students.

The curriculum-embedded, student-monitoring tools use standards from the research on “functional fluency.” The assessment tools in this program use 120 words per minute (wpm) as the minimum reading rate requirement. This rate is the minimum rate needed for functional reading independence.

The explicit instruction, guided practice, and assessment activities focus on each chapter of the seven novels as the instructional unit or lesson. The seven novels (which include fifty-four chapters) provide for at least fifty-four, 30-minute lessons. The *Model Lesson Plan* emphasizes the small-group setting for students with similar needs. Depending on student achievement levels, each chapter (lesson) will require at least 30 minutes.

To support the transition to content area reading, the “Fluency Builders” books have systematically sampled vocabulary content from a range of social studies and science content areas, including:

- a. diverse populations, languages, and cultures;
- b. a range of historical and futuristic settings;
- c. a range of geographical settings;
- d. a range of inner-city and rural settings, and
- e. a range of scientific settings, including paleontology and space science settings.

***Model Lesson Plan Summary:
Fluency, Vocabulary, and Comprehension***

Step 1. Review of Vocabulary From the Previous Chapter (approximately 2 minutes).

The instructor reviews the ten most difficult words from the previous chapter. (See Step 7 of this Lesson Plan for more information.) Any very difficult words should be added to the Step 7 list for further review. Consistently distributing practice with difficult words over several weeks is very important.

Step 2. Overview and Vocabulary Check For the Chapter (approximately 5 minutes).

Students read the chapter and prepare their own written list of words they cannot pronounce, decode, or understand. The instructor discusses and explains these words. Students demonstrate their understanding of difficult words by using the words in a sentence in another context. Building on the discussion of the vocabulary, the teacher asks questions to elicit the main idea of the chapter and generate a summary of the actions, major characters, or concepts. This discussion should serve as a brief, introductory overview of the chapter. Students should be required to practice this vocabulary check in other lessons requiring reading in academic content areas.

Step 3. Fluency Practice in Speed and Accuracy (approximately 10 to 15 minutes). The instructor should model the appropriate oral reading fluency skills by reading the first paragraph at an appropriate pace. That is, approximately 120 words per minute, and with appropriate expression. The instructor should “randomly” select students to read a paragraph aloud. To ensure active participation by all students, the instructor should occasionally stop the student reading in mid-paragraph and ask another student to finish the paragraph. Students should be required to practice oral reading fluency in other lessons involving reading in content areas.

Step 4. Comprehension Instruction (approximately 5 minutes). Assign each student to prepare a comprehension question for the group. Students should be assigned to prepare either a “how,” “what,” “why,” “when,” or “where” question. Each student should then pose a comprehension question to the group. The answer should be discussed by the group.

Step 5. Oral Comprehension Check (approximately 5 minutes). This is a discussion session that explicitly applies comprehension concepts to the chapter. The teacher should generate questions to elicit such issues as:

- a. “What is the main idea?”
- b. “What was the motive?”
- c. “What was the sequence?”
- d. “What happened first?”
- e. “What happened last?”
- f. “Summarize the chapter.”

The instructor should ensure that students have practice with *literal*, *inferential*, and *evaluative* comprehension questions. The discussion for Step 5 should serve as a gentle, yet firm, reminder that students are accountable for reading with understanding in all reading settings, including recreational and content area reading.

Step 6. Reading With Expression (approximately 5 minutes). Have students practice reading individual paragraphs with expression. This should be a fun experience. Focus on expression, not on speed and accuracy. Students may practice using different voices for different characters, changing intonation to indicate a question, and reading with pauses to build interest and anticipation. Each student should be given an opportunity to read at least one paragraph to the group. After reading with expression has been taught systematically, the teacher should consider the reader's theater/radio drama versions of Books 1, 3, and 5, for additional "reading with expression" experience.

Step 7. Prepare a Vocabulary Review List for the Chapter (approximately 3 minutes). The teacher and group should prepare a list of the chapter's most difficult words to decode and understand. This would be a ten-word list based on difficult words encountered in the lesson. Each student should be required to review this list of ten words as a homework assignment and be prepared to read and use each word in a sentence to demonstrate understanding. This review will be done as Step 1 of the next lesson on the next chapter.

Step 8. Individual Rate and Accuracy Assessment. Using "Assessment Text Sample" for the chapter, assess students on rate and accuracy. Record data for each student for each chapter. Check to see that students continue to meet the assessment standards from chapter to chapter. Do the reteaching when needed for individuals or the group.

NOTE: A one-page abbreviated version of the Model Lesson Plan Summary can be found on the inside back cover of each "Fluency Builders" book.

Model Lesson Plan Modifications for Deaf Students

For deaf students, competence and confidence in reading for academic content has increased importance, particularly for students who do not have equality of access to oral communication in academic content areas. The "Fluency Builders," with their emphasis on skills needed for reading academic content, have applicability for the deaf student. With the following modifications, the "Fluency Builders" will be a valuable addition to any reading program for deaf students.

For Step 3 in the *Model Lesson Plan*, the reading rate of 120 words per minute (wpm) must be adjusted. The lag time between lexical production in American Sign Language and/or any manually-coded English form would have to be taken into consideration (Step 3 calls for 120 wpm). Based on whether or not ASL or some form of manually-coded English is being signed, the number of lexical items per minute is going to vary.

For Step 6, the suggestions for “reading with expression” must be adapted. Certainly, voicing the English words might not be appropriate for the deaf student relative to expression, inflection, and intonation. However, the deaf student could be encouraged to inflect, express, and “intonate” the signs to ensure that the concepts embodied and personification of different characters within the dialogues are established.

Model Lesson Plan Modifications for the Braille Reading Student

These reading materials can be produced in Braille, using the CD provided on request. This program is applicable to Braille students with the appropriate accommodations. This can be done through the vision teacher and using the CD to re-create the reading materials into a Braille format. The CD provides the text in Microsoft Word.

In Step 3 of the *Model Lesson Plan*, the reading rate of 120 wpm will need to be altered to an appropriate speed. The vision teacher will be able to give input on the speed for your student’s rate. If that is unavailable, a Braille student should be reading around 60 percent of the rate for sighted peers. In all other areas of this program, the Braille student can participate in the same manner as sighted peers.

Model Lesson Plan Modifications for the Large-Print Reading Student

Students that read large print, or use adaptive equipment to enlarge print, will require some accommodations. While your vision teacher will provide accommodations appropriate for this program, the reading materials may be enlarged to an appropriate font size (generally 18 to 24 printer point). This may be done using the CD provided on request. The font on the CD will be generally appropriate; however, there may be some students that require a different font due to their particular eye condition. In Step 3 of the *Model Lesson Plan*, the reading rate of 120 wpm will need to be altered to an appropriate speed for that student. The vision teacher will be able to give input on an appropriate rate of reading for your particular student.

III. Recommendations From the Research

What is Fluency? Fluency is the ability to read, with understanding and expression, at a rate and a level of accuracy that ensures participation, with understanding and dignity, in a wide range of instructional, recreational, and employment settings.

How Does a Teacher Assess Fluency? Fluency assessment involves the following:

- a. **Oral reading rate.** Measured in words read correctly per minute.
- b. **Accuracy in word recognition.** Measured as the percentage of words read correctly, e.g., “97 percent accuracy.”
- c. **Comprehension.** Measured as a percent of correct responses to questions addressing understanding of literal, inferential, and evaluative aspects of the selected text passages.
- d. **Reading with expression.** Measured in terms of competence in such features of oral expression as pitch or intonation, stress or emphasis, tempo or rate, and rhythmic patterns of language.

What Standards Are Commonly Used in Fluency Assessment? Many states have based state standards on the research on “functional fluency.” These standards identify fluency competencies needed to function effectively in academic content areas in the different grades.

The following standards from the research on functional fluency provide suggested functional reading rates and also define functionality as maintaining *at least* 80 percent on measures of comprehension. The following are suggested standards for words read per minute (wpm), with 97 percent accuracy, and with understanding:

<i>120 wpm.</i>	<i>Minimum for reading independence and the standard to begin Grade 3</i>
<i>140 wpm.</i>	<i>Standard for beginning Grade 4</i>
<i>160 wpm.</i>	<i>Standard for beginning Grade 5</i>
<i>180 wpm.</i>	<i>Standard for beginning Grade 6</i>

With the above-listed fluency skills, students have the time and resources to focus on comprehension, e.g., by asking questions and joining in discussions with instructors and peers.

The following conclusion from the research (Crawford, Stieber, & Tindal, 2000) highlights the importance of oral reading fluency.

In this study, we extended the conditions of use of CBM (curriculum-based measurement) of oral reading fluency into the area of criterion-referenced, statewide achievement tests, further validating its use as a measurement tool capable of providing information about students’ current, as well as their future performance. In the clamor for the

implementation of statewide tests, it is important that we not lose sight of the benefits derived from standardized, classroom-based assessments. There are obvious benefits to teachers who use curriculum-based measures in reading to monitor students' progress. First, measuring students' oral reading rate allows teachers to predict students' future performance on statewide tests. The most important finding of this study is the fact that 100 percent of the second-grade students who read at least 72 correct words per minute passed the statewide reading test taken the following year. In the third grade, 94 percent of the students reading less than 117 correct words per minute did not pass the statewide reading test taken during the same year. This clear and simple data communicates powerful information to practitioners.

Torgesen (1998) noted that, "At a minimum, instruction in the prevention and treatment of reading failure must be effective in teaching students to read words accurately and fluently." Torgesen also observed that by applying the best of what we know right now in reading instruction, schools can reduce the percentage of students (who remain poor readers), from the 30 percent to 60 percent failure rate that is being reported in school populations, to approximately 2 percent to 6 percent.

National Reading Panel Report

The *National Reading Panel Report* (2000) summarized the research on the "Best of what we know right now in reading instruction." The following extracts from this report address such issues as fluency, vocabulary, and text comprehension instruction.

Fluency. Fluent readers are able to read orally, with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension. Despite its importance as a component of skilled reading, fluency is often neglected in the classroom. This is unfortunate. If text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge. Recent research on the efficacy of certain approaches to teaching fluency has led to increased recognition of its importance in the classroom and to changes in instructional practices.

Independent Silent Reading. There has been widespread agreement in the literature that encouraging students to engage in independent, silent reading increases reading achievement. Literally hundreds of correlational studies find that the best readers read the most. These correlational studies suggest that the more children read, the better their fluency, vocabulary, and comprehension. However, these findings are correlational in nature, and correlation does not imply causation. No doubt, it could be that the more children read, the more their reading skills improve, but it is also possible that better readers simply choose to read more.

With regard to the efficacy of having students engage in independent, silent reading with minimal guidance or feedback, the Panel was unable to find a positive relationship between programs and instruction that encourage large amounts of independent reading and improvements in reading achievement, including fluency. In other words, even though encouraging students to read more is intuitively appealing, there

is still not sufficient research evidence obtained from studies of high methodological quality to support the idea that such efforts reliably increase how much students read or that such programs result in improved reading skills. Given the extensive use of these techniques, it is important that such research be conducted.

Vocabulary Instruction. The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power means continuous growth in word knowledge. Vocabulary is critically important in oral reading instruction. There are two types of vocabulary: oral and print. A reader who encounters a strange word in print can decode the word to speech. If it is in the reader's oral vocabulary, the reader will be able to understand it. If the word is not in the reader's oral vocabulary, the reader will have to determine the meaning by other means, if possible. Consequently, the larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text.

The findings on vocabulary yielded several specific implications for teaching reading. First, vocabulary should be taught both directly and indirectly. Repetition and multiple exposures to vocabulary items are important. Learning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary. Direct instruction should include task restructuring, as necessary, and should actively engage the student. Finally, dependence on a single vocabulary instruction method will not result in optimal learning.

Text Comprehension Instruction. Comprehension is defined as "intentional thinking during which meaning is constructed through interactions between text and reader." Thus, readers derive meaning from text when they engage in intentional, problem-solving, thinking processes. The data suggests that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representations in memory.

The rationale for the explicit teaching of comprehension skills is that comprehension can be improved by teaching students to use specific, cognitive strategies, or to reason strategically when they encounter barriers to understanding what they are reading. Readers acquire these strategies informally to some extent, but explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding. The teacher generally demonstrates such strategies for students until the students are able to carry them out independently.

In general, the evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question answering, question generation, and summarization of texts. When used in combination, these techniques can improve results in standardized comprehension tests. Nevertheless, some questions remain unanswered. More information is needed on ways to teach teachers how to use such proven comprehension strategies. The literature also suggests that teaching comprehension in the context of specific academic areas—for example, social studies—can be effective. If this is true of other subject areas, then it might be efficient to teach comprehension as a skill in content areas.

National Reading Next Report—Elements of Effective Adolescent Literacy Programs

Reading Next---A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York (Biancarosa & Snow), was released in October 2004. This report delineates **fifteen elements** aimed at improving middle and high school literacy achievement right now.

The fifteen (15) elements of effective adolescent literacy programs are listed below.

1. Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices.
2. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
3. Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation.
4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts.
5. Strategic tutoring, which provides students with intense, individualized reading, writing, and content instruction as needed.
6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics.
7. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond.
8. A technology component, which includes technology as a tool for and a topic of literacy instruction.
9. Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices.
10. Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes.
11. Professional development that is both long-term and ongoing.

12. Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes.
13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.
14. Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools.
15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community.

The “Fluency Builders” provide strong and direct support for all of the elements listed above.

IV. Fluency and Instructional Effectiveness Across the Grades

Clear, objective measures of student performance are required in the “Fluency Builders.” These measures of student performance and the associated student accomplishments have K-12 and life-long implications.

Planning and Preparing for Fluency Instruction

If students have difficulty demonstrating the prerequisite skills needed to enter this fluency program, the total K-2 instructional sequence must be reviewed. The following questions will be important:

- a. Did the kindergarten program place a substantive emphasis on phonemic awareness and systematic, explicit phonics? Were at least ten phonemes taught along with the blending skills needed to allow students to read some words and short simple sentences?
- b. Did the first-grade program include extensive opportunities to apply decoding and comprehension skills with decodable text closely aligned with the decoding and comprehension skills being taught?
- c. Were students at risk of reading failure (i) identified by mid-way through Grade 1, and (ii) was an effective plan to address the needs of these students in place? Was there evidence of effectiveness available to show that these students were in a “high-success,” instructional environment?
- d. By the middle of Grade 2, did objective assessments (i) provide evidence that students had reached a minimum oral reading standard of 80-90 words per minute, with 97 percent accuracy, or (ii) provide evidence that students who did not meet this standard were clearly identified and receiving the needed intensive effective remediation?

Building on Initial, Successful, Fluency Instruction

Students not achieving at grade level in third grade often fall further and further behind with each later grade level. The fluency skills taught in second- and third-grade levels must be practiced and enhanced in later grades.

In these later grades, major allocations of time and instructional effort must be made to apply fluency skills to more complex text in a wider range of content and recreational settings. It is particularly important that all academic content areas of instruction be viewed as opportunities for students to improve skills in speed, accuracy, comprehension, and “reading with emphasis.” These components of reading fluency must be explicitly taught and recognized, particularly in later grades.

Set Clear Instructional Priorities

This instructional program, the “Fluency Builders,” addresses specific skills in reading with speed, accuracy, comprehension, and emphasis. The program was designed and field tested to ensure that students learn the fluency skills needed to make the transition from learning to read to reading to learn.

V. What Are the Components of the “Fluency Builders”?

1. **Mystery Novels.** The seven (7) novels are:
 - a. Book 1: *The Bracelet Mystery*
 - b. Book 2: *Found Out of the Past*
 - c. Book 3: *The Gold of Eagle Island*
 - d. Book 4: *The Creatures of Zoon*
 - e. Book 5: *The Legend of Rudolfo*
 - f. Book 6: *The Great Covered Wagon Race*
 - g. Book 7: *Plum Comes Home*
2. **Reader’s Theater/Radio Drama Scripts.** Three of the seven novels (Book 1: *The Bracelet Mystery*; Book 3: *The Gold of Eagle Island*, and Book 5: *The Legend of Rudolfo*) have reader’s theater/radio drama script versions for fun-filled applications of the fluency skills taught in the novels. These reader’s theater/radio drama scripts not only provide interesting and demanding reading curriculum practice, they also meet theater arts goals within the time allocated for reading.
3. **Instructor’s Resource Manual.** (The document you are presently reading.)
4. **Resource Material and Blackline Masters.** These resource materials include a fluency assessment for every chapter and two equivalent forms of an end-of-book, written comprehension test for every book.

VI. Suggestions for Using the “Classroom Student Monitoring Record”

The “Classroom Student Monitoring Record,” included in the “Resource Materials and Blackline Masters” (see example in Appendix B), allow each student to be monitored on the major components of fluency, namely: (a) rate, (b) accuracy, (c) comprehension, and (d) reading with emphasis. In reporting rate data, we record words read *correctly* per minute. In the test score column, record the student score on Form B of the 20-item, end-of-book, written comprehension test. Use the “Comments Section” to record problem areas. For example, if the comprehension test score is below 80 percent (less than 16/20), identify the specific comprehension subskills that must be retaught. The major purpose of student monitoring is to systematically and progressively improve instruction. The student information should enable instructors to make immediate instructional adjustments.

Assessing Rate

Select samples of text from the “Assessment Text Sample” for the chapter. Use samples of 60-100 words for beginning readers (first and second grade), and 100-250 words for third grade and higher. The standards for rate and accuracy were listed earlier. Standardized rate and accuracy assessment sheets (“Assessment Text Samples”) for every chapter of every book are provided in the “Resource Materials: Blackline Masters.” See Appendix B for an example.

The following are not recorded as errors: (a) mispronunciations of proper nouns (names of persons, places, and things); (b) repetitions, and (c) self-corrections. The 97 percent accuracy standard is recommended. Students who have *initial* reading accuracy levels of less than 80 percent may be more in need of the systematic decoding instruction that precedes fluency instruction.

Reading text with less than 90 percent accuracy is frustrating to the students and prevents text comprehension. These students must receive immediate support, e.g., by unison reading interspersed with individual practice with an instructor or peer. It is inappropriate to assign such students to sustained, silent reading that lacks the needed oral reading practice and immediate instructional feedback.

Readability Levels

As with all recreational and expository books, there will be considerable variability in reading difficulty within a book. The *Model Lesson Plan* is designed to address such real-life variability. The vocabulary check at the beginning of each lesson becomes extremely important when addressing variability in reading difficulty. In the “Fluency Builders,” the assessment test samples for each chapter are sequenced from a readability grade range of 3.5 - 4.0 in Book 1, to 6.5 - 7.0 in Book 7. The readability levels for end-of-chapter fluency assessment are as follows:

***End-of-Chapter Assessments:
Readability Levels***

Book 1	3.5 - 4.0
Book 2	4.0 - 4.5
Book 3	4.5 - 5.0
Book 4	5.0 - 5.5
Book 5	5.5 - 6.0
Book 6	6.0 - 6.5
Book 7	6.5 - 7.0

For fluency instruction, it is best to reach the 120 words-per-minute level, with lower reliability levels, than have the student practice slower reading rates with more difficult text. After the 120 words-per-minute rate has been achieved, then the student can move to more difficult text.

Teaching and Assessing Oral Comprehension

If a student accurately answers four of five oral comprehension questions, score this as “criteria met.” This oral comprehension assessment can be done informally as a part of small-group instruction. In teaching and assessing oral comprehension, instructors must explicitly teach the strategies suggested in Appendix A and the concepts and vocabulary used in the standardized assessment of reading achievement. Students who read text fluently, and orally comprehend the text, will not necessarily do well on written, standardized tests.

Teaching and Assessing Written Comprehension

Tests for practicing and assessing written comprehension skills are provided for each of the seven “Fluency Builders” books. These end-of-book, written, comprehension tests are in the “Fluency Builders: *Blackline Masters*.”

For each book there are two end-of-book, written comprehension tests--a Form A test, and a Form B test. These are equivalent tests. Form A is to be used for teaching the written comprehension skills and the associated test-taking skills.

For Test A, assign items one at a time, and discuss and explain the reasons for the correct answers. For most of the questions, a page or chapter reference is supplied. Students should have access to the “Fluency Builders” book for the Form A instruction and the Form B test.

Information on the reasons for correct answers can be found in the information on the “Core Curriculum Standards” in Appendix C, and in Appendix A, “Suggestions for Teaching and Assessing Oral Comprehension Questions.”

Administer Test B as a formal, written comprehension test after reviewing and discussing the “Test Taking Strategies” in Appendix C.

Allow 30 minutes for Test B, ensuring that students have access to the “Fluency Builders” book. Test B requires the same text sections that were used for Test A.

Assessing “Reading With Emphasis”

This can be done relatively informally as a part of Step 6 of the *Model Lesson Plan*. In our field testing, we found that practice and assessment of “reading with emphasis” was best done independently of other skill assessments, and with a minimum of stress. Select paragraphs with dialogue. These paragraphs provide a more interesting range of opportunities to practice and demonstrate reading with emphasis.

VII. Suggestions: Time Allocations for the “Fluency Builders”

Our most effective teachers distribute practice over each day of the week. In our field testing of the “Fluency Builders,” we found it difficult to go below 30 minutes per lesson. Once you select the book chapter as the unit of content, and combine the decoding, comprehension, and “reading with emphasis” components of fluency, the 30-minute lesson is the minimum time allocation needed. Student interest in moving from chapter to chapter is high, and this interest should be fostered. The field-test students were not pleased when anything prevented their moving from chapter to chapter each day. If you are to make breaks in the sequence of daily lessons, make the breaks between books, not between book chapters. Based on the field testing, we suggest at least a one-week break between fluency books. During the breaks between “Fluency Builders” books, the *Model Lesson Plan* should be used with other expository or recreational text.

VIII. Differentiated Staffing and Instructional Effectiveness

The previously mentioned *National Reading Panel Report* (2000) provided some very clear directions for the teaching of reading. The good news is that we can make instructional decisions with confidence. For example, we can have confidence in guided oral practice and more explicit approaches to comprehension instruction. The bad news is that questions were raised about the effectiveness of silent reading without intensive monitoring and instructor feedback. The staffing implications from this research synthesis are extensive.

The recommended, explicit, systematic instruction in guided oral reading and comprehension is staff-intensive. For most schools this will mean the involvement and careful training of a range of instructional aides and volunteers. Well-trained and monitored cross-age “tutors” may be another option.

The “Fluency Builders” were developed and field tested to support the training and effective use of paraeducators as a part of the classroom instructional team. We recommend that tools, such as the *Model Lesson Plan* Summary, be used to prompt paraeducators on an ongoing basis.

In mentoring and monitoring paraeducators, teachers must ensure that the following effective instructional behaviors are consistently implemented.

- a. All available instruction time is effectively used to teach and model both the technical and attitudinal aspects of reading. For example:
 - (1) Sessions start quickly, with all students attending and “on task” within seconds. The instructor must model attitudes to reading, particularly excitement and interest in the story being read.
 - (2) All students are monitored and brought “on task” quickly if they appear distracted. Ensuring extensive, active responding by individuals, and using small-group, unison responses will be far more effective than reprimands for “not paying attention.”
- b. Instructional pacing is effectively used. For example:
 - (1) Pacing of instruction must be “interesting and relatively fast-paced.”
 - (2) Pacing must be characterized by numerous high-success responses by students. Where possible, identify the specific behaviors that you are recognizing, e.g., the accuracy, the speed, the comprehension, the vocabulary knowledge, or the comprehension skills.
- c. Student responses are intensely monitored, and the monitoring and mastery data are used to drive instructional decisions, particularly decisions on reteaching. For example:
 - (1) **The most common reason for ineffective instruction is a lack of reteaching to achieve individual student mastery on the curriculum-embedded measures before moving on.** (See Appendix B for an example of a curriculum-embedded measure.) If the criteria for these assessments are not met, the needed reteaching should be done before moving to the next chapter.
 - (2) Student monitoring must be used to generate extensive recognition and praise for students.

IX. Planning Lessons for the School Year

Using Grade 4 as an example, the suggested minimum lesson sequence would be as follows:

<i>Lessons 1-5</i>	Use the five chapters of Book 1: “The Bracelet Mystery.”
<i>Lesson 6</i>	Teach written comprehension test skills using the End-of-Book 1 written comprehension tests.
<i>Lessons 7-11</i>	Use the Master Lesson Plan with a recreational reading book with approximately five chapters.
<i>Lessons 12-18</i>	Use the six chapters of Book 2, “Found Out of the Past.”
<i>Lessons 19</i>	Teach written comprehension test skills using the End-of-Book 2 written comprehension test.
<i>Lessons 20-28</i>	Use the Master Lesson Plan with sections of expository text from academic textbooks, or similar content. If the text sections contain large amounts of new vocabulary, use 3-5 pages per lesson.
<i>Lessons 29-36</i>	Use the eight chapters of Book 3: “The Gold of Eagle Island.”
<i>Lesson 37</i>	Teach written comprehension test skills using the End-of-Book 3 written comprehension test.
<i>Lessons 38-40</i>	Conduct reviews using end-of-chapter fluency tests and end-of-book written comprehension tests.

Lessons 38-40 review lessons should be conducted in the month preceding the annual, standardized language-arts testing.

As a general rule, for every lesson based on a “Fluency Builders” book chapter, there should be another lesson. These other lessons should contain both recreational and expository texts and use the *Model Lesson Plan*. This general rule should apply, regardless of the grade level.

The “Fluency Builders” program is designed to build competence and confidence in both recreational and expository content. For the struggling reader, every lesson is a reading lesson. These students should never be assigned to read expository text without a vocabulary check.

References

Biancarosa, G., & Snow, C. E. (2004). *Reading Next---A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Crawford, L., Stieber, S., & Tindal, G. (2000). *Using Timed Oral Readings to Predict Students' Performance on Statewide Achievement Tests.* (Technical Rpt.) Eugene, OR: University of Oregon.

National Reading Panel (2000). *The Report of the National Reading Panel: Teaching Children to Read.* (Research Rpt.) Washington, DC: National Institutes of Health, NICHD, and U.S. Department of Education.

In 1997, Congress asked the Director of the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health, in consultation with the Secretary of Education, to convene a national panel to assess the effectiveness of different approaches used to teach children to read.

For over two years, the NRP reviewed research-based knowledge on reading instruction and held open Panel meetings in Washington, DC, and regional meetings across the United States. On April 13, 2000, the NRP concluded its work and submitted *The Report of the National Reading Panel: Teaching Children to Read*, at a hearing before the U.S. Senate Appropriations Committee's Subcommittee on Labor, Health and Human Services and Education. The full text of the NRP Report and the references in this document can be found on the website: <www.nationalreadingpanel.org>

Torgesen, J. K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. *LD Online: Preventing Reading Failure* <www.idonline.org/ld_indepth/reading/torgeson-catchthem.html>

APPENDIX A

Suggestions for Teaching and Assessing Oral Comprehension

Suggestions for Teaching and Assessing Oral Comprehension

Check for student understanding with Literal, Inferential, and Evaluative comprehension questions. Students should understand both the content of the text and the concepts used to assess comprehension. Examples of concepts include: *plot, theme, main idea, setting, character, motive, and summary.*

Literal Comprehension Questions

Read the lines: Recall information stated directly and explicitly in the text.

a. Recall Character, Setting, Or Time Details.

Students are asked to recall facts explicitly stated in the text about a character (name, traits, feelings, variables), the setting of the story, or the time the story takes place.

b. Recall Single Action, Or Even Details.

Students are asked to recall details explicitly stated in the text about a single action or event.

1. What was action or event?
2. How happened?
3. What happened?

c. Recall List Or Sequence.

1. What items?
2. What actions?
3. What events?
4. In what order they happened?
First?
Next?

d. Recall Comparisons.

Students are asked to recall likenesses or differences among characters, events, or places that are explicitly compared in the text.

e. Recall Cause-and-Effect Relationships.

Students are asked to recall reasons for certain actions or events explicitly stated in the text, or the results of certain actions or events explicitly stated in the text. This would include character motives.

f. Recall Main Idea.

Students are asked to recall the main idea, theme, moral of an individual paragraph, or entire story that is explicitly stated in the text.

Inferential Comprehension Questions

Read between the lines: Interpret information implied in the text.

a. Infer Supporting Character, Setting, Or Time Details.

Students are asked to suggest additional details (not explicitly stated in the text) about a character (name, traits, feelings, variables), the setting of the story, or the time the story takes place.

b. Infer Single Action Or Event Details.

Students are asked to infer or predict additional details (not explicitly stated in the text) about a single action or event. This would include inferring what might have occurred previously, or predicting what could occur next in the story. This would also include predicting the final outcome of the story.

1. What was action or event?
2. How happened?
3. What happened?

c. Infer List Or Sequence.

Students are asked to infer or predict a list of times, actions, or events (not explicitly stated in the text) or the sequence of several actions or events (not explicitly stated in the text).

1. What items?
2. What actions?
3. What events?
4. What order they happened?
First?
Next?

d. Infer Comparisons.

Students are asked to infer likenesses or differences among characters, events, or places not explicitly compared in the text.

e. Infer Cause and Effect Relationships.

Students are asked to infer reasons for certain actions or events (not explicitly stated in the text) or the results of certain actions or events (not explicitly stated in the text). This would include character motives.

f. Infer Main Idea.

Students are asked to provide the main idea, theme, or moral of an individual paragraph or entire story that is not explicitly stated in the text.

g. Summarize Story.

Students are asked to summarize, in their own words, the events in the entire story.

Evaluative Comprehension Questions

Read behind and beyond the lines: Evaluate information based on personal knowledge and experiences.

a. Evaluate Character.

Students are asked to express and support an opinion about a character's traits, feelings, motives, variables, or actions in a story.

b. Evaluate Single Action or Event.

Students are asked to express and support an opinion about a single event in the story. This would include asking students to put themselves into that event and describing the action they would take and why.

c. Evaluate Sequence of Events Or Overall Story Plot/Theme.

Students are asked to express and support an opinion about a sequence of several events or the overall plot/theme of the story. This would include asking students to put themselves into the sequence of events or the overall story plot, and describing the actions they would take and why.

d. Compare Content Elements Between Two Stories.

Students are asked to express an opinion about the likenesses or differences between two stories. This could include likenesses or differences in the characters (traits, feelings, variables), actions, or events in each story.

e. Judge Reality Or Fantasy.

Students are asked to express and support an opinion about whether characters, actions, or events in a story could have existed or occurred in real life.

APPENDIX B

Example of Assessment and Monitoring Materials

(taken from “Resource Materials and Blackline Masters”)

Fluency Builders Series - Book 1, Chapter 1: Fluency Assessment

Student's Name _____ Date: _____ Readability: Grade Level 3.5-4.0

	Word Totals:
A golden bracelet, its sides covered with strange markings,	9
rested in a glass case. Next to it stood a mummy case.	21
The museum guide pointed to the glass case. "This bracelet	31
was found in a pyramid," she said. "It once belonged to Queen Kim.	44
Our museum is very lucky to have it."	52
The guide continued to talk about the bracelet. A crowd of	63
people had followed her around for an hour. In the back of the crowd,	77
Eddie put up his hand to ask a question.	86
"Yes," said the guide, pointing to a boy wearing a blue baseball	98
hat. "What do you want to know?"	105
"What do the marks on the bracelet mean?" Eddie asked.	115
"Is it a story?"	119
"We are not certain," explained the guide. "There are very	129
few people in the world who can read the kind of writing that is on	144
the bracelet. One of them, Dr. Ruth Fine, is coming to the museum	157
tomorrow. She will try to read the inscription. Until then, what it says	170
remains a mystery."	173
"Could it be a map?" asked Eddie.	180
"Some people think that's exactly what it is," said the guide.	192
"They think it tells where Queen Kim's jewels are hidden.	201

Fluency Builders -- Classroom Student Monitoring Record Sheet
Book 1 - Bracelet Mystery

[illegible]

Ra = Rate (words read correctly per minute), Er = Errors, Co = Oral Informal Comprehension Check, , Ex = Expression



1 = met criteria



1 = attempted, criteria not met

Fluency Builders -- Classroom Student Monitoring Record Sheet
Book 1 - Bracelet Mystery

[illegible]

Ra = Rate (words read correctly per minute), Er = Errors, Co = Oral Informal Comprehension Check, , Ex = Expression



1 = met criteria



= attempted, criteria not met

APPENDIX C

Written Comprehension Test Information

- 1. Core Curriculum Standards**
- 2. Test Taking Strategies: Tips for comprehension Questions**
- 3. Answer keys**
- 4. Test Examples**
 - a. Book 1: Form A**
 - b. Book 1: Form B**

Core Curriculum Standards: Comprehension Questions

Type	Content Standard	Benchmark	Number of items
Word Meaning	Recognize, pronounce and know the meaning of words in text by using phonics, language structure, contextual clues, and visual clues.	Determine meanings of words using contextual and structural clues, illustrations and other reading strategies.	5
Locating Information	Locate information and clarify meaning by skimming, scanning, close reading and other reading strategies.	Locate information and clarify meaning by using illustration, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.	
Literary Elements and Devices	Analyze the author's ideas, techniques and methods and make supported interpretation about the selection.	Identify character, plot, setting, and theme and describe how they contribute to the meaning of a literary selection.	
Literal Comprehension	Demonstrate literal comprehension of a variety of printed materials.	Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.	5
Inferential Comprehension	Demonstrate inferential comprehension of a variety of printed materials.	Identify relationships, images, patterns or symbols and draw conclusions about their meaning in printed material.	5
Evaluative Comprehension	Demonstrate evaluative comprehension of a variety of printed materials.	Analyze and evaluate information and form conclusions.	5

Tips for Comprehension Questions

Students: Use these tips to help prepare for the questions.

- **Before the questions**
 - o Have a positive attitude. Tell yourself, “I will do my best.”
- **During the questions**
 - o Listen carefully to the directions.
 - o Ask questions if you don’t understand.
 - o Read the entire question and all the answer choices.
 - o Stop and think of an answer.
 - o Look to see if your answer is like one of the choices.
 - o Read each question carefully.
 - o Check your answers.
 - o If you are not sure of an answer to a question, try these tips:
 - Cross out answers that you know are incorrect and choose from the rest.
 - Read through all answers carefully, and then reread the question.
 - If you get stuck on a question, skip it and come back later.
- **After the questions**
 - o Before you turn your answers in, check them over.
 - o Adjust an answer only if you have a good reason.
 - Usually it is better to stick with your first choice.
 - o Make sure you have marked an answer for every question, even if you had to guess.

ANSWER KEY
“Fluency Builders”: Book 1
The Bracelet Mystery

FORM A		FORM B	
Literal Questions		Literal Questions	
Question 14	(d)	Question 16	(b)
Question 17	(c)	Question 14	(a)
Question 11	(a)	Question 17	(c)
Question 13	(d)	Question 1	(c)
Question 4	(c)	Question 12	(a)
Evaluative Questions		Evaluative Questions	
Question 10	(b)	Question 13	(c)
Question 1	(c)	Question 3	(c)
Question 20	(c)	Question 5	(b)
Question 6	(a)	Question 15	(b)
Question 15	(d)	Question 7	(a)
Inferential Questions		Inferential Questions	
Question 7	(a)	Question 4	(b)
Question 3	(b)	Question 19	(a)
Question 5	(c)	Question 2	(d)
Question 18	(c)	Question 8	(d)
Question 19	(b)	Question 18	(b)
Word Meaning Questions		Word Meaning Questions	
Question 2	(a)	Question 6	(b)
Question 12	(a)	Question 20	(c)
Question 9	(d)	Question 11	(b)
Question 8	(b)	Question 9	(c)
Question 16	(a)	Question 10	(c)

ANSWER KEY
“Fluency Builders”: Book 2
Found Out of the Past

FORM A		FORM B	
Literal Questions		Literal Questions	
Question 7	(a)	Question 14	(b)
Question 2	(c)	Question 6	(a)
Question 8	(d)	Question 12	(d)
Question 18	(b)	Question 11	(c)
Question 19	(a)	Question 15	(a)
Evaluative Questions		Evaluative Questions	
Question 11	(b)	Question 16	(c)
Question 13	(c)	Question 17	(a)
Question 15	(c)	Question 19	(c)
Question 16	(b)	Question 20	(c)
Question 17	(c)	Question 18	(d)
Inferential Questions		Inferential Questions	
Question 3	(a)	Question 5	(c)
Question 6	(d)	Question 10	(c)
Question 10	(d)	Question 2	(b)
Question 14	(a)	Question 7	(c)
Question 20	(b)	Question 9	(d)
Word Meaning Questions		Word Meaning Questions	
Question 1	(b)	Question 8	(a)
Question 4	(b)	Question 3	(d)
Question 5	(d)	Question 1	(a)
Question 9	(c)	Question 4	(a)
Question 12	(a)	Question 13	(a)

ANSWER KEY
“Fluency Builders”: Book 3
The Gold of Eagle Island

<i>FORM A</i>		<i>FORM B</i>	
Literal Questions		Literal Questions	
Question 6	(a)	Question 13	(a)
Question 12	(d)	Question 8	(d)
Question 8	(c)	Question 18	(c)
Question 17	(d)	Question 20	(d)
Question 1	(c)	Question 7	(c)
Evaluative Questions		Evaluative Questions	
Question 14	(a)	Question 9	(a)
Question 2	(d)	Question 10	(d)
Question 4	(c)	Question 14	(c)
Question 11	(b)	Question 1	(b)
Question 15	(a)	Question 16	(a)
Inferential Questions		Inferential Questions	
Question 9	(c)	Question 19	(c)
Question 3	(a)	Question 11	(a)
Question 16	(c)	Question 17	(c)
Question 20	(c)	Question 2	(c)
Question 10	(c)	Question 15	(c)
Word Meaning Questions		Word Meaning Questions	
Question 5	(a)	Question 12	(a)
Question 18	(b)	Question 6	(b)
Question 13	(a)	Question 4	(a)
Question 17	(a)	Question 5	(a)
Question 19	(d)	Question 3	(d)

ANSWER KEY
“Fluency Builders”: Book 4
The Creatures of Zoon

FORM A		FORM B	
Literal Questions		Literal Questions	
Question 3	(d)	Question 1	(b)
Question 16	(c)	Question 11	(b)
Question 9	(a)	Question 12	(c)
Question 15	(d)	Question 2	(b)
Question 14	(c)	Question 20	(a)
Evaluative Questions		Evaluative Questions	
Question 17	(b)	Question 4	(c)
Question 4	(c)	Question 9	(a)
Question 2	(d)	Question 13	(b)
Question 13	(b)	Question 3	(a)
Question 5	(a)	Question 19	(c)
Inferential Questions		Inferential Questions	
Question 1	(b)	Question 10	(a)
Question 6	(b)	Question 14	(d)
Question 8	(a)	Question 5	(c)
Question 12	(c)	Question 6	(d)
Question 20	(a)	Question 15	(c)
Word Meaning Questions		Word Meaning Questions	
Question 7	(a)	Question 7	(b)
Question 11	(b)	Question 17	(a)
Question 10	(d)	Question 8	(d)
Question 18	(d)	Question 16	(b)
Question 19	(d)	Question 18	(b)

ANSWER KEY
“Fluency Builders”: Book 5
The Legend of Rudolfo

FORM A		FORM B	
Literal Questions		Literal Questions	
Question 15	(d)	Question 20	(b)
Question 6	(a)	Question 18	(c)
Question 16	(c)	Question 13	(a)
Question 1	(c)	Question 7	(a)
Question 17	(a)	Question 6	(b)
Evaluative Questions		Evaluative Questions	
Question 7	(d)	Question 14	(c)
Question 14	(d)	Question 5	(b)
Question 18	(b)	Question 9	(b)
Question 2	(b)	Question 10	(c)
Question 8	(a)	Question 1	(c)
Inferential Questions		Inferential Questions	
Question 12	(a)	Question 15	(b)
Question 3	(b)	Question 11	(c)
Question 4	(d)	Question 8	(b)
Question 9	(c)	Question 17	(a)
Question 13	(c)	Question 2	(a)
Word Meaning Questions		Word Meaning Questions	
Question 20	(c)	Question 3	(b)
Question 19	(b)	Question 4	(c)
Question 11	(a)	Question 12	(b)
Question 10	(d)	Question 16	(c)
Question 5	(d)	Question 19	(c)

ANSWER KEY
“Fluency Builders”: Book 6
The Great Covered Wagon Race

<i>FORM A</i>		<i>FORM B</i>	
Literal Questions		Literal Questions	
Question 18	(b)	Question 1	(b)
Question 14	(b)	Question 9	(a)
Question 15	(b)	Question 8	(c)
Question 4	(a)	Question 13	(d)
Question 3	(d)	Question 7	(b)
Evaluative Questions		Evaluative Questions	
Question 16	(c)	Question 20	(d)
Question 17	(d)	Question 6	(d)
Question 12	(c)	Question 14	(c)
Question 13	(a)	Question 19	(b)
Question 2	(c)	Question 15	(c)
Inferential Questions		Inferential Questions	
Question 5	(b)	Question 5	(b)
Question 11	(d)	Question 4	(c)
Question 1	(b)	Question 10	(a)
Question 6	(d)	Question 2	(b)
Question 10	(c)	Question 16	(b)
Word Meaning Questions		Word Meaning Questions	
Question 9	(c)	Question 11	(c)
Question 7	(c)	Question 18	(a)
Question 19	(a)	Question 17	(a)
Question 20	(d)	Question 12	(c)
Question 8	(c)	Question 3	(b)

ANSWER KEY
“Fluency Builders”: Book 7
Plum Comes Home

FORM A		FORM B	
Literal Questions		Literal Questions	
Question 9	(d)	Question 1	(b)
Question 17	(a)	Question 18	(b)
Question 18	(d)	Question 20	(b)
Question 10	(d)	Question 9	(b)
Question 8	(a)	Question 17	(d)
Evaluative Questions		Evaluative Questions	
Question 16	(d)	Question 2	(d)
Question 7	(a)	Question 19	(c)
Question 20	(a)	Question 8	(d)
Question 15	(b)	Question 10	(c)
Question 1	(d)	Question 7	(d)
Inferential Questions		Inferential Questions	
Question 6	(a)	Question 3	(c)
Question 2	(a)	Question 16	(b)
Question 11	(d)	Question 6	(c)
Question 5	(c)	Question 11	(a)
Question 14	(b)	Question 5	(d)
Word Meaning Questions		Word Meaning Questions	
Question 19	(c)	Question 13	(a)
Question 12	(b)	Question 15	(c)
Question 4	(a)	Question 4	(c)
Question 13	(c)	Question 12	(b)
Question 3	(a)	Question 14	(b)

1. *According to the map, if Eddie and Sarah were at the airport closest to the Metropolitan Museum of Art, which airport were they at?*

- a. Newark International Airport
- b. John F. Kennedy International Airport
- c. La Guardia Airport
- d. An airport in Massachusetts

See Map (pg 23)

2. *The author describes Sarah and Eddie as “terrified.” This means they were*

- a. scared.
- b. excited.
- c. lost.
- d. in a hurry.

Read Chapter 2 (pg 5)

3. *Spider is most likely*

- a. the man who runs the museum bookstore.
- b. Albert’s friend.
- c. Sarah and Eddie’s teacher.
- d. a ghost.

Read Chapter 4 (pg 14)

4. *How did Albert and Spider get the bracelet out of the glass case?*

- a. With a flashlight
- b. With Mrs. Crown’s help
- c. With a hammer
- d. With a key

Read Chapter 4 (pg 13)

5. *The inscription on Queen Kim’s bracelet is most likely written in*

- a. Ancient English.
- b. German.
- c. Ancient Egyptian.
- d. Italian.

6. *What is the most likely reason Albert and Spider stole Queen Kim’s bracelet?*

- a. They wanted to find the Queen’s jewels.
- b. They wanted to sell the bracelet.
- c. They wanted to give the bracelet to a museum in Mexico.
- d. They were going to return the bracelet to the pyramid.

7. *In the next week, Mrs. Crown, the head of the museum, probably*

- a. fired Albert.
- b. hired Dr. Fine to guard the bracelet.
- c. went to the pyramid to look for Queen Kim’s diamonds.
- d. closed the museum.

8. *Sarah says, “there is something ‘peculiar’ about Albert.” Peculiar means*

- a. common.
- b. strange.
- c. scary.
- d. loud.

Read Chapter 2 (pg 8)

9. *What kind of story is this?*

- a. A fairy tale
- b. A newspaper article
- c. A poem
- d. A mystery story

10. *What is the title of the third chapter in the book?*

- a. Queen Kim’s Bracelet
- b. Sarah’s Plan
- c. The Fallen Mummy
- d. The Bracelet Mystery

See Table of Contents or Chapter 3 (pg 9)

11. *Where did Eddie and Sarah hide?*

- a. Behind a curtain
- b. In the mummy case
- c. In the meeting room
- d. In the bookstore

Read Chapter 3 (pg 12)

12. *Which of the following words from the story is a compound word?*

- a. Soundproof
- b. Hurried
- c. Meeting
- d. Seize

Read Chapter 4 (pg 15)

13. *What happened first?*

- a. Albert and Spider were caught at the airport.
- b. Dr. Fine arrives at the museum.
- c. Mrs. Crown visits the museum.
- d. Eddie and Sarah find the guard on the floor.

Read Chapters 1, 2, 3, and 5

14. *The setting for this story is in*

- a. a zoo.
- b. a school.
- c. Eddie and Sarah's house.
- d. a museum.

Read Chapter 1 (pg 1)

15. *Which of the following statements is an opinion, not a fact?*

- a. The inscription on the bracelet read "Happy Birthday, Queen Kim."
- b. The bracelet was stolen by two men.
- c. Eddie and Sarah helped catch the crooks.
- d. Mrs. Crown saying, "Albert is not the kind of person who would steal the bracelet."

16. *Eddie says, "There doesn't seem to be a thing we can do to 'prevent' it." Prevent means*

- a. make sure it does not happen.
- b. assist.
- c. support.
- d. hurry and make it happen.

Read Chapter 3 (pg 10)

17. *According to the author, while the guide was talking about each painting of the sea, Eddie and Sarah were thinking about*

- a. their next field trip.
- b. how old the paintings were.
- c. the mystery of the bracelet.
- d. the tall man wearing the brown hat.

Read Chapter 1 (pg 2)

18. *Based on what you have read, what is the likely exhibit going on at the museum?*

- a. Early American history
- b. Animals of Africa
- c. An exhibit about pyramids
- d. An exhibit about the age of the dinosaurs

19. *Think about what you read. Chapter 6 in the book might be titled*

- a. The Airplane.
- b. Back to the Museum.
- c. Dr. Fine's Adventure.
- d. Albert and Spider Go Home.

20. *Which of the following statements is an opinion about the bracelet, not a fact?*

- a. The bracelet in the glass case once belonged to Queen Kim.
- b. The bracelet was found in a pyramid.
- c. They think it tells where Queen Kim's jewels are hidden.
- d. Sarah is Eddie's sister.

Read Chapter 1 (pg 2)

1. *What happened first?*

- a. Albert and Spider were caught at the airport.
- b. Dr. Fine arrives at the museum.
- c. Eddie and Sarah find the guard on the floor.
- d. Mrs. Crown visits the museum.

Read Chapters 1, 2, 3, and 5

2. *The inscription on Queen Kim's bracelet is most likely written in*

- a. Ancient English.
- b. German.
- c. Italian.
- d. Ancient Egyptian.

3. *According to the map, if Eddie and Sarah were at the airport closest to the Metropolitan Museum of Art, which airport were they at?*

- a. Newark International Airport
- b. John F. Kennedy International Airport
- c. La Guardia Airport
- d. An airport in Massachusetts

See Map Question (pg 23)

4. *In the next week, Mrs. Crown, the head of the museum probably*

- a. hired Dr. Fine to guard the bracelet.
- b. fired Albert.
- c. went to the pyramid to look for Queen Kim's diamonds.
- d. closed the museum.

5. *Which of the following statements is an opinion about the bracelet, not a fact?*

- a. The bracelet in the glass case once belonged to Queen Kim.
- b. They think it tells where Queen Kim's jewels are hidden.
- c. The bracelet was found in a pyramid.
- d. Sarah is Eddie's sister.

Read Chapter 1 (pg 2)

6. *The author describes Sarah and Eddie as "terrified." This means they were*

- a. excited.
- b. scared.
- c. lost.
- d. in a hurry.

Read Chapter 2 (pg 5)

7. *Which of the following statements is an opinion, not a fact?*

- a. Mrs. Crown saying, "Albert is not the kind of person who would steal the bracelet."
- b. The inscription on the bracelet read "Happy Birthday, Queen Kim."
- c. The bracelet was stolen by two men.
- d. Eddie and Sarah helped catch the crooks.

8. *Based on what you have read, what is the likely exhibit going on at the museum?*

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10. *Eddie says, "There doesn't seem to be a thing we can do to 'prevent' it." Prevent means*

- a. assist.
- b. support.
- c. make sure it does not happen.
- d. hurry and make it happen.

Read Chapter 3 (pg 10)

11. *What kind of story is this?*

- a. A fairy tale
- b. A mystery story
- c. A newspaper article
- d. A poem

12. *How did Albert and Spider get the bracelet out of the glass case?*

- a. With a hammer
- b. With a flashlight
- c. With Mrs. Crown's help
- d. With a key

Read Chapter 4 (pg 13)

13. *What is the title of the third chapter in the book?*

- a. Queen Kim's Bracelet
- b. The Fallen Mummy
- c. Sarah's Plan
- d. The Bracelet Mystery

See Table of Contents or Chapter 3 (pg 9)

14. *According to the author, while the guide was talking about each painting of the sea, Eddie and Sarah were thinking about*

- a. the mystery of the bracelet.
- b. their next field trip.
- c. how old the paintings were.
- d. the tall man wearing the brown hat.

Read Chapter 1 (pg 2)

15. *What is the most likely reason Albert and Spider stole Queen Kim's bracelet?*

- a. They wanted to sell the bracelet.
- b. They wanted to find the Queen's jewels.
- c. They wanted to give the bracelet to a museum in Mexico.
- d. They were going to return the bracelet to the pyramid.

16. *The setting for this story is in*

- a. a zoo.
- b. a museum.
- c. a school.
- d. Eddie and Sarah's house.

Read Chapter 1 (pg 1)

17. *Where did Eddie and Sarah hide?*

- a. In the mummy case
- b. In the meeting room
- c. Behind a curtain
- d. In the bookstore

Read Chapter 3 (pg 12)

18. *Think about what you read. Chapter 6 in the book might be titled*

- a. The Airplane.
- b. Back to the Museum.
- c. Dr. Fine's Adventure.
- d. Albert and Spider Go Home.

19. *Spider is most likely*

- a. Albert's friend.
- b. the man who runs the museum bookstore.
- c. Sarah and Eddie's teacher.
- d. a ghost.

Read Chapter 4 (pg 14)

20. *Which of the following words from the story is a compound word?*

- a. Hurried
- b. Meeting
- c. Soundproof
- d. Seize

Read Chapter 4 (pg 15)

The Fluency Builders program provides teachers and parents a cost-effective and highly individualized instructional tool. Please visit the Other Program Resources section of iseesam.com to download the blackline masters mentioned in this manual. These include classroom monitoring records, comprehension tests, fluency assessments, and answer keys. Because this program does not include consumable student materials, you hold in your hands all you need to conduct effective instruction now and for years to come.

The Fluency Builders program includes 54 lessons that effectively address core reading requirements for fluency, vocabulary, and comprehension. These “transition” novels move the student from fiction to expository content. The novels focus learning on reading and comprehending informational texts, including history/social studies, and science. Each of the novels are set in different times, places, and cultures, from the Eighteenth Century Caribbean to future space travel. This range of settings prepares the student to make the transition from recreational to content area reading.

*A proven program for making the transition from
“learning to read” to “reading to learn.”*

CONTENT AREA CONCEPTS

Geography

Egypt, Nile Valley, Sinai, Manhattan, New Jersey, New York, Wyoming, Utah, Colorado, West Indies, Puerto Rico, Cuba, Guyana, Panama Canal, The Earth in Space, Spain, Portugal, Europe, Western USA, Cornwall, Land’s End and England.

History

The Time of the Pharaohs, The Age of the Dinosaurs, Spanish Main, West Indies mid-1700s, sailing ships, The Middle Ages, and The Western Wagon Trails of the 1870-80s.

Culture

Hieroglyphics, Spanish-English Translations, and White Mountain Apache and Tribal Leaders of the 1870-80s

Science

Dinosaurs and Saber-tooth Tigers, The Solar System, The Milky Way Galaxy, Space Travel, Water Purification, and Veterinary Science

Mathematics

US Measurement System and International Systems of Units, Distance Calculation by Scale, and Compass Directions

