

42 Days to Reading Fluency

CULTIVATING

R_{ead}

A_{nswer}

W_{rite}

FLUENCY, COMPREHENSION,

AND

RETENTION POTENTIAL

IN

DEVELOPING READERS

Teachers' Edition

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Procedures for Selections 1-8

- a. **Unaided**, the student(s) will silently read selection # 1 for the **first time**.
- b. **Without looking back** at the selection, the student(s) will answer questions 1 and 2 from selection # 1.
- c. **From memory**, the student(s) will write a first summary / retelling of selection # 1.
- d. **Unaided**, the student(s) will silently read selection # 1 for the **second time**.
- e. **Without looking back** at the selection, the student(s) will answer questions 3 and 4 from selection # 1.
- f. **From memory**, the student(s) will write a second summary / retelling of selection # 1, focusing on new concepts and details. **
- g. **Unaided**, the student(s) will silently read selection # 1 for the **third time**.
- h. **Without looking back** at the selection, the student(s) will answer questions 5 and 6 from selection # 1.
- i. **From memory**, the student(s) will write a third summary / retelling of selection # 1, including all concepts and details retained.
- j. The day following the final reading, question answering, and summary / re-telling writing for each selection the teacher will assess student gains by verifying the accuracy of the answers to the questions and examining the summaries / retellings for completeness and accuracy. It is recommended that the students be allowed and encouraged to read their own final summaries / retellings to the class and have a general discussion of them. Also, this would be a perfect opportunity to have reading competitions and auditions (using

volunteers only) between and among the members of the class. Of course, any of the recently finished selections could be the instruments read by all contestants. In the spirit of competitive fun, new and more positive attitudes toward the reading process can be fostered. In such an atmosphere, an *easy confidence* can be developed and nurtured. This is critical for struggling readers, in as much as the presence of reading confidence is necessary for reading competence to be fully gained. Good readers *know* they can read.

Procedures for Selections 9-13

- k. **Unaided**, the student(s) will silently read selection # 9 for the **first time**.
- l. **Without looking back** at the selection, the student(s) will answer questions 1 thru 3 from selection # 9.
- m. **From memory**, the student(s) will write a first summary / retelling of selection # 9.
- n. **Unaided**, the student(s) will silently read selection # 9 for the **second time**.
- o. **Without looking back** at the selection, the student(s) will answer questions 4 thru 6 from selection # 9.
- p. **From memory**, the student(s) will write a second summary / retelling of selection # 9, including every concept and detail retained.
- q. The day following the final reading, question answering, and summary / re-telling writing for each selection the teacher will assess student gains by verifying the accuracy of the answers to the questions and examining the summaries / retellings for completeness and accuracy. It is recommended that the students be allowed and encouraged to read their own final summaries / retellings to the class and have a general discussion of them. Also, this would be a perfect opportunity to have reading competitions and auditions (using volunteers only) between and among the members of the class. Of course, any of the recently finished selections could be the instruments read by all contestants. In the spirit of competitive fun, new and more positive attitudes toward the reading process can be fostered. In such an atmosphere, an *easy confidence* can be developed and nurtured. This is critical for struggling readers, in as much as the presence of reading confidence is necessary for reading competence to be fully gained. Good readers *know* they can read.

Procedures for Selections 14-21**

- r. **Unaided**, the student(s) will silently read selection # 14 for the **first time**.
- s. **Without looking back** at the selection, the student(s) will answer questions 1 thru 6 from selection # 14.
- t. **From memory**, the student(s) will write a single and complete summary / retelling of selection # 14, including all concepts and details.
- u. The day following the final reading, question answering, and summary / re-telling writing for each selection the teacher will assess student gains by verifying the accuracy of the answers to the questions and examining the summaries / retellings for completeness and accuracy. It is recommended that the students be allowed and encouraged to read their own single summaries / retellings to the class and have a general discussion of them. Also, this would be a perfect opportunity to have reading competitions and auditions (using volunteers only) between and among the members of the class. Of course, any of the recently finished selections could be the instruments read by all contestants. In the spirit of competitive fun, new and more positive attitudes toward the reading process can be fostered. In such an atmosphere, an *easy confidence* can be developed and nurtured. This is critical for struggling readers, in as much as the presence of reading confidence is necessary for reading competence to be fully gained. Good readers *know* they can read.

****NOTE:** The students may need to do a double reading of selections 14 thru 16 before their single summaries / retellings are written. This may be a necessary bridge for some students. Consider giving them the option of a single or a double reading, depending on their level of comprehension after their initial read. After selection 16, however, only the single reading should be encouraged.

Preliminary Reading Instructions

Before the following procedures are implemented, these instructions, reminders, and advisements should be given to the students. This should be done prior to the reading of each selection:

- Students, as you read, listen to yourselves.
- Look for phrases, groups of words that naturally go together; the messages are always there.

Note: The following sentence has *14 words* but only 4 phrases. *Early this morning, just before dawn, my dog, Spot, started to bark and growl.*

- Think about what you're reading while you're reading it.
- Try to paint pictures in your mind of everything that's said in this selection.
- Remember, this selection was written for you; listen to it very carefully.
- At the end of your reading, you will be asked to try to remember everything that this selection said. Remember this: **EFFORT IS EVERYTHING!!**
- So, put forth your best effort to try to remember after each reading. The harder you try, the more your brain will get the message that it needs to learn to remember more easily. Essentially, you'll be practicing your memory. And, as you know, practice makes perfect.
- Great effort leads to great mental growth; little effort leads to little mental growth; no effort leads to no mental growth.
- Now, open your selection booklet to the first selection and silently read it.

**** Note to the Teacher:**

After the 3rd or 4th selections have been completed, many students may be retaining such a quantity of information, it may become necessary to have them write only the new information they retain in their second summaries / retellings. This will help reduce the writing-fatigue factor. Though fatigue becomes a problem, it's a good problem; for it indicates a marked increase in student retention, which normally indicates a similar increase in fluency and comprehension. It signals that the program is working effectively. All students should still, however, write a full and complete third summary / retelling.

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LITERACY DRILL - I

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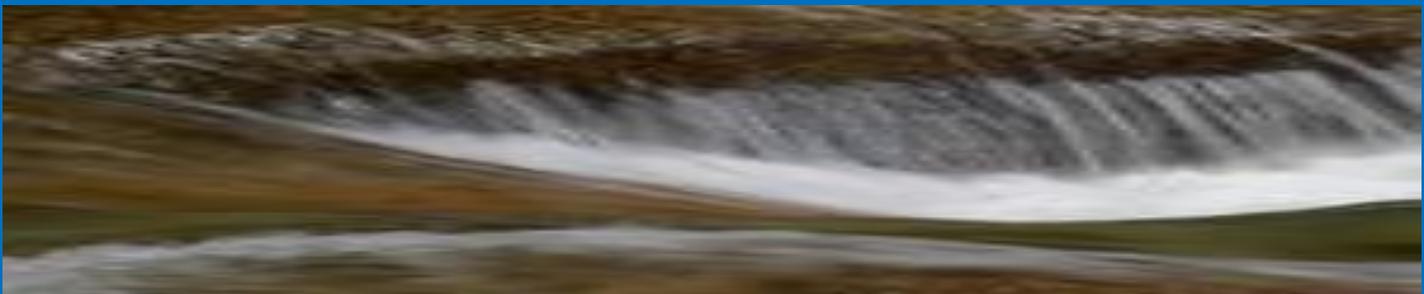
PRE-READING PREDICTIONS!
USE GRAPHIC CLUES

READING FLUENCY DRILL-1 (42 Days)

A RESEARCH-BASED READING FLUENCY PROGRAM THAT WORKS!



T-REX



CLICK ▲

FLU = FLOW!

CLICK ▲

TO PREDICT THE PLOT & THE THEME!

WHAT DO YOU SEE?

Literacy Selection 1: T-Rex

According to scientific theory, during the time when the earth was young, about 70 million years ago, there lived great beasts on the earth. Perhaps the largest was the Megalosaur, a giant-sized cousin of the Brontosaurus, a herbivore or plant eater. Even though Megalosaur was the largest, there is no question which one was considered the king of all the dinosaurs: Tyrannosaurus Rex. If you break down his name, it gives away its meaning. Tyranno means evil ruler; Saurus means lizard; Rex means king. When it's all put together, the place of this great creature is unmistakable. His name means *king of the evil-ruling lizards*. And, that is indeed what he was!

Tyrannosaurus Rex, or T-Rex,

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Questions 1&2 from Selection 1

1. Name the largest dinosaur to ever live. Why wasn't he called the king?

2. Explain how Tyrannosaurus Rex got its name.

Questions 5&6 from Selection 1

5. If other meat-eating dinosaurs were found with very few broken and re-healed bones, what would be a logical conclusion to reach? Why?

6. What part of T-Rex's physical equipment was probably most useful? Explain.

Third Summary / Retelling of Selection 1

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Assessment Rubric for RRP-42 [1-8]

Student's Name _____ Period ____ Date ____/____/____

Peer Editor _____ Period ____ Date ____/____/____

~ Selection 1 ~

Student's Diligence Assessment: Read, Answer, & Write

1 st Reading and Summary	/	Retelling	_____	/	20
2 nd Reading and Summary	/	Retelling	_____	/	35
3 rd Reading and Summary	/	Retelling	_____	/	45
Subtotal #1			_____	/	100

Student's Objective Assessment: Leveled Questions

Question 1	_____	/	10
Question 2	_____	/	10
Question 3	_____	/	10
Question 4	_____	/	10
Question 5	_____	/	10
Question 6	_____	/	10
Subtotal #2	_____	/	60

Student's Objective Assessment: *Final Summary / Retelling*

Accuracy	_____	/	15
Completeness	_____	/	25
Subtotal #3	_____	/	40

Final Score Calculation for Selection 1 Subtotals 1+2+3 = _____ / 200

SCALE

- 200 – 180 = A
- 179 – 160 = B
- 159 – 140 = C
- 139 – 120 = D
- 119 – 0 = F

FINAL SCALE GRADE _____

ANSWER KEY

TO

SHORT STORY

SELECTION - 1