

Professional Learning Guide

FLUENCY



Unsure how fluency fits into science based reading instruction? Select activities from Option A. A little more experienced with the topic? Look at Option B ideas. Pick and choose the items that meet the needs of your teachers! Direct links to all activities and resources can be found at the bottom of this page.

Option A

Option B

Share Fluency Infographic and watch the video, "Fluency with Text" (10 minutes)

Step 1 Prime the Team

Share Fluency Infographic and watch the video, "Fluency with Text" video (10 minutes)

Read "ILA Fluency Brief" and complete ILA Fluency Discussion Guide (20-25 minutes)

Step 2 Anchor the Team

Read "Assessment as a Strategy" and complete Assessment Discussion Guide (25 - 35 minutes)

Watch the Fluency Webinar using the Viewing Guide (25 - 30 minutes)

Step 3 Build Shared Background

Watch the Fluency Webinar using the Viewing Guide (25-30 minutes)

Complete the Fluency Jigsaw Activity (20-25 minutes)

Step 4 Group Discussion or Learning Activity

Complete the Prosody Jigsaw Activity (20 - 25 minutes)

Complete the Practice Measuring Oral Reading Fluency Activity (10 -15 minutes)

Step 5 Application Exit Activity

Complete the Practice Measuring Oral Reading Fluency Activity (10 -15 minutes)

Have each teacher select one student who has fluency difficulties. Work with them to identify the source of the difficulty, brainstorm intervention strategies, and then follow-up. (20-30 minutes)

Step 6 Coach Connection

Have each teacher select one student who has fluency difficulties. Work with them to identify the source of the difficulty, brainstorm intervention strategies, and then follow-up. (20-30 minutes)

Resources:

- [Fluency with Text video](#)
- [Fluency Infographic](#)
- [ILA Fluency Brief](#)
- [ILA Fluency Discussion Guide](#)
- [Assessment as a Strategy](#)
- [Assessment Discussion Guide](#)
- [Fluency Webinar](#)
- [Fluency Webinar Viewing Guide](#)
- [Fluency Activity Jigsaw and Fluency Activity Jigsaw Answer Key](#)
- [Prosody Jigsaw Activity and Prosody Jigsaw Activity Answer Key](#)
- [Practice Measuring Oral Reading Fluency and Oral Reading Fluency Answer Key](#)

Using the Professional Learning Guides

Welcome! We are thrilled to share with you some resources we have curated to help you in your efforts to support teachers as they align instruction with science-based reading research. We developed this guide with you in mind – to meet the needs of coaches, reading specialists, and support personnel whose aim is to improve instruction.

We also know that time is our most valuable resource – and it is limited. We have been where you are! Sometimes PD looks like a captive audience at a faculty or grade-level meeting, other times it feels like trouble shooting together with a teacher while you stand together in the lunch line. No two schools look alike.

We recognize that YOU are the expert on the teachers you serve. You know their strengths, their challenges, their backgrounds, and their willingness to try new things. Our goal is to provide tools and resources you can use to build their knowledge and strengthen their practice around science-based reading instruction.

We have developed our professional learning guides with flexibility in mind. We know sometimes you have a group of individuals who are eager to learn new things and have lots of great questions. We also know some teachers are doing their very best and don't have room for much more at this moment. We trust that you will make the right decisions for your staff.

With that in mind, we built these professional learning guides so they can be adapted to different time frames, levels of knowledge, and presentation modes. You can select from several options to complete the six steps with materials that best fit your needs. Choose what works for you!

Step 1: Prime the Team

This is the 'prep work' for your discussion. With multiple options to choose from, we tried to make this 'portable.' Examples include podcasts that teachers might listen to on their way to work, during a walking group, or a planning period. If time is short, you could ask teachers to review the infographic and make some quick notes. Or you might pose a question on a post-it note and drop them in teacher mailboxes to have them start brainstorming about the topic. The goal is for these to be done independently and have those that attend your session already thinking about things!

Step 2: Anchor the Team

Ready to build buy-in? We share some great thought-provoking videos or questions that allow others to bring their voice and experience to the discussion. This step allows everyone an opportunity to stop and think about how the topic impacts them and the students they serve – in an enjoyable way!

Step 3: Build Shared Background Knowledge

We all know the best lessons start with students having similar background knowledge! The Anchor activity was created to do just that – give everyone a shared experience and jumping off point for further discussion. A great option for this step is the subject-based webinar. We've even suggested some great places to stop and share thoughts – with suggested conversation starters and questions!

Step 4: Group Discussion or Learning Activity

Engagement all the way! This part of the PD is all about letting participants share their voice and show their knowledge. We share different ideas for getting participants involved and thinking critically about the content. This is also the place where you can see how well your message was received and check for understanding!

Step 5: Application Activity

Taking new content beyond the scope of the discussion is paramount if you want new practices to take hold. We provide options for an exit activity that lets participants leave with something they can apply in their classrooms the next day!

Step 6: Coach Connection

Research tells us only 10% of new content makes it into the classroom from workshops alone – it is the follow-up that really matters! The coach connection is how you make that happen. We provide plenty of follow-up resources you can use when you revisit the topic with teachers in their own classrooms or future discussions!

Fluency Planning Sheet

Activity

Notes



	Step 1 Prime the Team	
	Step 2 Anchor the Team	
	Step 3 Build Shared Background	
	Step 4 Group Discussion or Learning Activity	
	Step 5 Application Exit Activity	
	Step 6 Coach Connection	

Fluency Planning Sheet



Activity

Notes

Share Fluency Infographic and watch the video, "Fluency with Text" in grade level teams.

Step 1
Prime the Team

Print Fluency Infographic to hand out at team meetings.

Give teachers "ILA Fluency Brief" prior to staff meeting then use the discussion guide during the meeting.

Step 2
Anchor the Team

Print ILA Fluency Brief and put in teacher mailboxes and print discussion guide.

Have teachers view Fluency Webinar and discuss Viewing Guide in grade level teams.

Step 3
Build Shared Background

E-mail link to Fluency Webinar and Viewing Guide document.

Prior to staff meeting, have teachers pick from Jigsaw Activity and do research. At staff meeting, complete jigsaw

Step 4
Group Discussion or Learning Activity

E-mail jigsaw choices and corresponding articles. At meeting, print questions.

Explain ORF Practice at staff meeting and have teachers complete on their own.

Step 5
Application Exit Activity

Print out DIBELS goals and score sheet prior to staff meeting. Email ORF Practice after meeting.

Complete student case study with teachers.

Step 6
Coach Connection

Set timeline for intervention strategies and follow-up