

Preparing Workers for 21st Century Employment

Steps to Fluency

Student Reading Record Sheet

Reading Practice Guidelines

1. **First Step:** The student or instructor chooses one Reading Selection. The selection may be from the workbook or the Student Reading Practice Card. The student and teacher/tutor review the vocabulary by looking at the bottom of the Reading Practice Card or consulting the Glossary in the back of the workbook.
2. **Initial Reading:** The student reads from the selection while the instructor or tutor records the time and errors on the Student Reading Record Sheet. A comparison is made to the target time and errors permitted noted at the top of the Reading Record Sheet. If the student hits the target time (10 or 15 second leeway) with acceptable accuracy and expression a new reading selection is made. The Student Reading Record Sheet is used to record the results of the reading and may be completed by a tutor, volunteer, or the instructor. When the student moves to self-paced repeated reading the Student Reading Record Sheet is filed to be used when Post –reading (Step 5) for proficiency.
3. **Repeated Reading:** The student reads the selection over and over while listening to the recorded narration. There are two different CDs in the project materials. One is designed for use on a PC and the other for an audio CD player (Label on CD). The student must be sure that the CD for the correct equipment is being used since it will not operate otherwise.
4. **Practice:** Student re-reads the selection without the narration until comfortable with the result. (Optional step is for the student to record a reading and self-check the errors or read the selection to a peer prior to final reading for the instructor)
5. **Post-Reading:** When ready, the student reads the selection to the instructor, volunteer or possibly a peer who uses the Original Reading Record Sheet to mark errors on this second reading to see if the selection is read within the target time and also within the error margin. (If target is not made student returns to step #3)
6. **Comprehension:** Student, instructor, volunteer or peer discuss the Think About It! Question(s) provided on the Student Reading Practice Card and in the workbook.

(When steps #1 – 6 are complete the student/instructor selects another reading and begins the process again.)

Note: When a student meets the targets for time and accuracy on the first reading for 3 successive selections that student likely is ready for more challenging material and possibly assessment on the TABE or CASAS Reading Post-test forms.

2nd Note: All Preparing Workers selections are at the same reading level so students may read selections in any order except those that have a Part I and Part II.

3rd Note: Students are not ready for post-testing if the reading is without appropriate expression and inflection. Word by word readers do not comprehend as they read.

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Guidelines for Marking Oral Reading Miscues

The following guidelines will assist with the determination of errors in oral reading:

- Instructor supplied word when reader hesitates. (Wait 3 -4 seconds before helping and this can seem like a long time)
- Skipped words – omissions
- Substitutions
- Count as error each time the same error is made
- Mispronunciations (Except when consistent with dialect or second language learner accent)
- Do not count self corrections or repetitions as errors.

Patterns of errors may be noted and instructional strategies employed that will aid student learning. While students who read above the third grade level usually have mastered most word recognition strategies the instructor may note a phonological or structural pattern to student errors in oral reading and can then provide appropriate intervention.

Word by word readers who do not phrase appropriately, ignore punctuation and the like are not fluent readers without regard to speed and accuracy. They should be asked to return to the CD and use that as a model by listening for the expression used in the reading on the recording of the selection. The student can use a tape recorder to self-monitor reading with expression.

Students who continue to struggle with expressive reading should be given Phrased Reading Practice: The teacher or tutor will read a part of the selection and the student will read along parroting the leader's words and inflection. Additional practice can include the instructor/tutor reading of a single phrase from one selection with the student repeating that phrase with expression using the instructor/tutor reading as a model.