



★ It's in the Bag ★

Book Study Groups have long been one of the least expensive and most enjoyable ways for educators to grow professionally. Study groups provide structured time for reflection on student work and classroom practice. A book study group can be formed in your school, your district, or even online. The study group method is invaluable in bringing together groups of colleagues who can use the classroom as an arena for studies, discussions and experience exchange and turn it into a “laboratory” for trying out new teaching methods skills and practices gleaned from the books studied. The hallmarks of a successful book study group are teacher engagement, superior use of time, and sustainable changes in student achievement.

Facilitator's Guide

Resources available for Checkout: *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. (2003). Timothy V. Rasinski, New York: Scholastic Professional Books.

Resources available on the Web:

Book Description: *The Fluent Reader* is an excellent resource that could be used by regular and special educators who are looking for practical ways to build word recognition, fluency and comprehension in students' reading. Tim Rasinski offers a research-based rationale for oral reading with many strategies including read aloud, repeated reading and performance reading. This teacher friendly book is full of strategies and activities to build reading fluency within a multi-tiered system of support.

Framing the Context of a Book Study: Powerful Tools for Learning:

Two powerful venues for deepening understanding, impacting student outcomes and contributing to the growth of learning organizations are professional learning communities and communities of practice. One of the most effective ways to

make your school a learning organization is to create a professional learning community or a community of practice. The concept of a professional learning community (PLC) is a powerful influence around the work of restructuring schools. According to Rick Dufour in *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, the fundamental role of schools is "learning, not teaching." While Dufour acknowledges that this is "an enormous distinction," he notes that the emphasis on learning leads those within the school to place their focus and energy on three important questions:

1. What is it we want all students to learn?
2. How will we know when each student has acquired the intended knowledge and skills?
3. How will we respond when students experience difficulty?

Another option for helping schools and districts is to create a community of practice. Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. A community of practice (CoP) makes connections from person to person for mutual inquiry and learning about a practice or issue. Everyone's voice is needed. Participants develop a shared identity and share a repertoire of knowledge and experiences (Wenger, 2003). Both professional learning communities and communities of practice move system stakeholders from knowing to doing.

A Book study becomes a powerful tool that these communities can use to engage in powerful, professional discourse. A building or existing PLC or CoP may want to add a book study as another tool to aid in professional development. When your school or team begins planning their book study, keep the above questions in mind as a way to frame all discussions around student learning and school improvement.

Facilitating Successfully:

In order to facilitate the study groups most effectively, a district, school or team may want to consider the following:

- Treat study groups as a school-wide teacher professional development model.
- State the purpose for the book study groups in terms of specific student needs (these needs should be based on an analysis of student data).
- Study groups can be job-embedded, with principals freeing up time during the school day, or during superintendent conference days, faculty meetings, etc.
- Groups should be small and manageable, their work "published."
- Study groups need support from administrators.

- Work within study groups is built around the participants' search for knowledge according to their own needs and the needs of their students.
- Members meet regularly and work according to a study plan that they often develop themselves. (The plan will include how often to meet, for how long, how many chapters will be discussed per meeting, where to meet, etc.).
- Everyone in a study group is responsible for getting the work done and for achieving the jointly agreed upon goals.
- The goals of a study group can be:
 - To offer a good method for teachers to cooperate more actively in order "to awaken their students' minds" about sustainable development.
 - To integrate sustainable development into all curriculum subjects.
 - To provide teachers with the opportunity to share both good and bad teaching experiences and to get support from colleagues and professional books.
 - To encourage teachers to work together to solve a problem.
 - To get teachers motivated to pursue education for sustainable development—to make a difference.
- The facilitator should engage in the following behaviors:
 - Be diplomatic – suggest, but don't subscribe.
 - Act as an advisor.
 - Be respectful.
 - Be professional, relaxed and be present in the situation.
 - Don't intervene too much – let the group work on what they feel is important.
 - Encourage, inspire and support.
- During the last meeting, ask these questions:
 - What positive outcomes did we achieve?
 - What problems did we encounter?
 - What lessons have we learned that could be useful to other groups?
 - What do we do next?

The following section contains reflection and dialogue suggestions and questions broken out by chapter. These are designed to facilitate thinking and discussion around ***The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension.***

Chapter 1: Overview of Oral Reading: A Brief History and Rationale

Overview

This chapter is a general overview of the history of oral reading in the United States, with more extensive thoughts in regards to its current use today. Knowing our past helps us understand our present and perhaps, chart the future of oral reading in an informed way.

Helpful Hints

It might be beneficial for the first day of the book study to read this chapter as a jigsaw activity breaking up the chapter individually or with partners. Then go back to the whole group and share main points of each section. Frame the discussion around the following questions: Based on what you learned in Chapter One, think of how reading fluency is currently being addressed in your school. How has oral reading changed over the past several years? What looks the same?

Reflection and Dialogue

1. Do your students ever read in round robin fashion? Why? What did you think as you were reading the section on the drawbacks of round robin reading?
2. What are the benefits of oral reading? Which activities on pages 26-33 would work best in a core setting? Which would work best in a Tier-2 setting?

Chapter 2: Read Aloud: Modeling Reading and Motivating Readers

Overview

In this chapter, educators will learn about hooking your students through literature. Learning to think through all the important aspects of a good read aloud before ever picking up a book to read in class is addressed. Tips for preparing a read aloud, conducting a read aloud and responding to a read aloud are shared.

Helpful Hints

While reading this chapter, think of the major points educators must consider before, during and after reading an effective read aloud.

Reflection and Dialogue

1. Tim Razinski starts this chapter by stating, "Some of my most vivid childhood memories are of being read to by a parent, grandparent, or teacher." What read aloud memories do you have?
2. How do you incorporate poetry during read aloud? After this discussion, can you think of different ways to incorporate poetry?
3. What factors do you consider when choosing a read aloud for your classroom?
4. We mainly think of read aloud during our core instruction time. How could you implement reading aloud during a Tier-2 time with a targeted focus?
5. What are some effective ways for students to respond to the story being read aloud?

Chapter 3: Supported Reading: Providing a Scaffold for Your Developing and Struggling Readers

Overview

Chapter 3 gives very effective strategies for helping students' transition from modeled independence. A variety of strategies are used to provide "oral support reading".

Helpful Hint

While reading through this chapter, jot down or find example of text that could be used with students for each of the strategies listed in this chapter. Also be thinking ahead of how or with whom you could pair your struggling readers with for effective paired reading.

Reflection and Dialogue

1. Rasinski states that, "Scaffolding happens in the gulf between modeling and working independently." (pg. 56-57) Compare this concept to a Tier-2 support.
2. With each variety of "oral support reading", discuss how these can be used for core instruction and in a Tier-2 setting. Compare the emphasis for each setting.
3. Practice the Neurological Impress Method (pg. 70) with a partner. How could this method increase students' fluency?
4. Select 5 of your most struggling readers. Share with group members how you would monitor the progress of these students using a method of supported reading.

Chapter 4: Repeated Reading: Implementing a Powerful Tool for Practicing Reading

Overview

In this chapter you will learn why time invested upfront in repeated reading will actually save time in remediation later. There is much to be gained from reading a text more than once. When repeated reading is done on a regular basis, students' word recognition, reading fluency, and comprehension improve significantly. Repeated reading is a powerful tool.

Helpful Hints

Practicing the piano, football or swimming is essential for improvement. Improving reading also takes practice. While reading this chapter, keep in mind your daily schedule and where you could plug in more repeated readings into your day.

Reflection and Dialogue

1. Describe the effect of the theory of automaticity. How would you explain this theory to parents so they understand the importance of repeated reading?
2. Discuss the relationship between decoding and fluency.
3. In radio reading, students take turns reading as they do in round robin reading. Why is radio reading a better method?
4. How would practicing reading words in phrases be more beneficial than practicing high frequency words in isolation?
5. How could the repeated reading log be used as a progress-monitoring tool?
6. Which repeated reading activities would work best for your students in a Tier-2 setting? Why?

Chapter 5: Performance Reading: Turning Research on Repeated Reading into Engaging and Effective Instruction

Overview

In Chapter 5 you learn how to motivate your students by performance reading. This could be with student led read-aloud, reader's theatre and poetry. These strategies can be used with all students on the reading continuum.

Helpful Hints

It would be helpful for whoever is facilitating this chapter to be knowledgeable about different sources for scripts and poetry. Assign each person one website found on page 111 to explore before coming to the group. Don't forget the two Reader's Theater Scripts from *Great Speeches in American History* adapted by Timothy Rasinski found in the Appendix.

Reflection and Dialogue

1. Do you think repeated readings will be helpful for normally developing and advanced readers? Why?
2. Which of the student-led read alouds have you implemented in your classroom? What is another activity you would be willing to try?
3. Have each participant model a "Think Aloud" for their first read aloud for Reader's Theatre that gives a brief mini-lesson on at least one aspect of fluency.
4. Brainstorm ideas of when, where and how your students can perform their Reader's Theatre.
5. Of the activities listed in this chapter, discuss which would work best in a core, Tier-2 or Tier-3 setting.
6. What are the benefits of implementing Reader's Theatre into your classroom or Tier-2 instruction?

Chapter 6: Creating Synergy: Lessons That Integrate Oral Reading Activities

Overview

This chapter provides ideas for combining activities to make it work for your classroom setting whether you are a classroom teacher, reading teacher or providing Tier-2 support.

Helpful Hints

Have educators bring their daily/weekly schedule to brainstorm a plan to implement synergistic lessons. Use oral reading fluency data to determine Tier-2 groups and brainstorm activities for interventions.

Reflection and Dialogue

1. Discuss what the term “Synergy” means in respect to oral reading activities.
2. Discuss the steps in the oral recitation lesson. Where would this best fit in a multi- tiered system of support? Why?
3. How can teachers best deal with students who are painfully shy about performing in front of a group?
4. What are some successful ways discussed in this chapter to break the habit of word- by- word reading?
5. How could you begin a “Lucky Listener Club” for school and home?

Chapter 7: Oral Reading In and Across the Curriculum: Making Reading Fluency an Everyday Classroom Experience

Overview

Chapter 7 discusses how to combine effective fluency strategies throughout the day, during both reading instruction and other content areas.

Helpful Hints

It is now time to make a commitment to get started. Have each person in the group decide on 1-3 activities they will incorporate into their school day. Whichever oral reading strategy they choose, have them come prepared to lead that part of the chapter. Choose from the following: Teacher-Led Read Aloud, Poetry Reading, Fluency Development Lesson, Radio Reading, Oral Recitation Lesson, Paired Reading, choral Reading, Reading While Listening, Reader's Theater, Performance Reading of Speeches and Poems, Tape-Recorded Reading Material, Parent Read Aloud or Fast Start.

Reflection and Dialogue

1. How can educators incorporate cross-curricular activities in a Tier-2 setting?
2. Share ideas of how you would incorporate repeated reading in science and social studies in your grade level.
3. Create a plan for educating parents and giving them tools to help their children with oral reading at home.

Chapter 8: Assessing Word Recognition and Fluency Through Oral Reading: Effective Ways to Check Students' Progress

Overview

Chapter 8 encompasses using oral reading to assess students' development in word recognition and fluency. It also addresses analyzing error patterns to help your focus of instruction whether it's whole group, Tier-2 or individual instruction.

Helpful Hints

Depending on the size of the group, tape record a student that has reading concerns or tape record students at different reading levels to practice assessing their reading. Also, while reading through this chapter, be ready to propose or defend the appropriate use of one- minute probes for reading accuracy.

Reflection and Dialogue

1. Think of a student who seems to be stuck in the reading process. Describe their strengths and concerns. Use the problem solving process to identify what additional information may be needed to determine the cause of his/her difficulty.
2. In small groups, listen to one of the pre-recorded students. Use the Word Recognition Error Analysis Form on page 168 to record errors. After analyzing the errors, what would you recommend as a focus of instruction for this student? Would the focus change in a Tier-2 setting?
3. Use one of the fluency rubrics, (figure 8.7 or 8.8) to rate a reader's fluency.
4. After gathering data on oral reading fluency, how would you use this information to set groups and decide on a focus of instruction?



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NYSRRC Book Study Guide Program

Feedback Form

Please provide feedback upon completion of the book study. Return this form in the facilitator guide folder.

1. Was the facilitator's guide useful in leading your discussion of *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*? Why or why not?
2. How can we improve this experience?
3. Would you recommend this to other groups?

