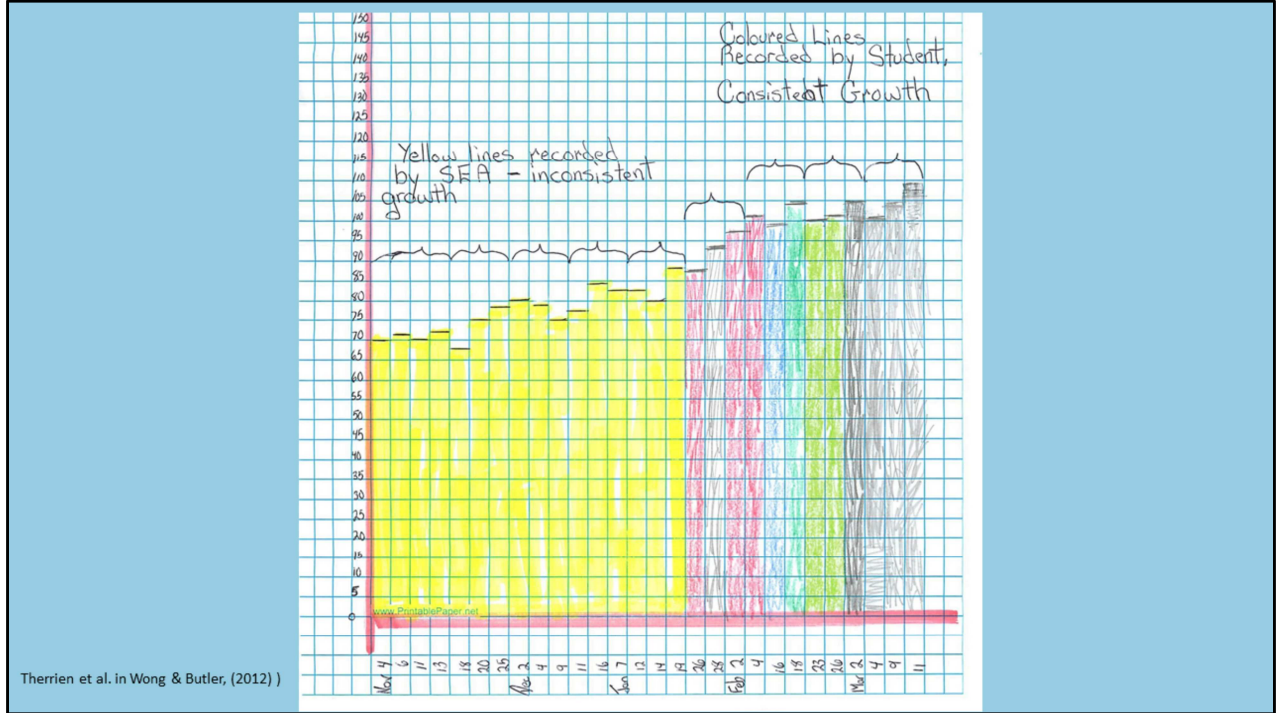


Reading just like writing can be broken down into basic skills and comprehension. Again many of our students struggle with the basic skills making comprehension tasks difficult. This in turn effects how students view comprehension and how they develop spotty strategies.



Here is an example of a direct instruction for the skill of fluency with the self-regulation strategies of self-monitoring and goal setting built in. Studies have found that interventions targeting reading fluency have positive effects on student's comprehension. To read fluently requires the skills of; decoding, sight word recognition and vocabulary knowledge. In this slide you can see a record of one of my students Dibel's Fluency reads. Dibels by the way can be downloaded for free off the internet. Essentially my student was reading the same passage three times before moving on to a new passage. Here the yellow was when the SEA was recording the students work and the coloured lines were after the student began recording his own work. Just like I mentioned when talking about self-monitoring, once the student started monitoring himself his scores went up more readily and more consistently than when the SEA was doing this for him. I haven't tried having the student goal set yet but that will be the next step.

SENSATIONAL SIX READING STRATEGIES

Now we are going to take a look at strategy instruction for reading. While you watch this video, which is a parody of a Justin Beiber song and just a little bit corny look for the elements of self-regulation that are built into this song. (Have the audience brainstorm the elements they noticed in the video) There is memorization of a mnemonic, self-talk, goal setting/ reinforcement as well as a strategy for reading. (Double Click on slide to activate the video)

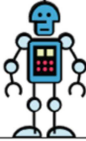



<http://www.youtube.com/watch?v=tBdCSkB7vlw>

Fluency Rubric

Name: _____ Date: _____

What did I read: _____

1st Try

Robot Reading 	I sound like a robot when I read.		
	YES	NO	SOMETIMES
Accuracy 	I know all of the words in the story.		
	YES	NO	SOMETIMES
Interesting 	I am using punctuation to make the story sound interesting.		
	YES	NO	SOMETIMES
Smooth 	I am reading smoothly.		
	YES	NO	SOMETIMES

Summary

Writing = skills such as spelling and mechanics and higher order thinking activities requiring strategy instruction such as organizing, prioritizing, supporting with details and examples

Reading = skills such as decoding, fluency, vocabulary, word attack, and higher order thinking activities requiring strategy instruction such as questioning summarizing predicting

Math = skills such as basic facts fluency, vocabulary, and higher order thinking activities requiring strategy instruction such as problem solving

So I like to divide academics into two areas where we can apply self regulations strategies. The first area is skills where we might apply fluency goals for spelling, sight words, vocabulary, basic math facts, and the second area is for strategy instruction for the thinking activities.