





Fluency Formula


Aligns to Title I, Part A


The purpose of *Title I, Part A – Improving Basic Programs* is to ensure that children in high-poverty schools meet challenging State academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how *Fluency Formula* can support a schoolwide *Title I* program. The criteria are drawn from the Federal *Title I Final Rules and Regulations* posted at:


<http://www.ed.gov/policy/elsec/reg/title1/fedregister.html>


Key Criteria for Title I, Part A Funding	 Fluency Formula
1. Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science	<p><i>Fluency Formula</i> is a yearlong targeted fluency program designed to be integrated into a core reading classroom. The program was developed by leading fluency experts to provide teachers with systematic and explicit fluency instruction in Grades 1-6. <i>Fluency Formula</i> recognizes speed, accuracy, and prosody (oral expressiveness) as important elements in fluent readers. The focus of this supplemental reading program is on:</p> <ul style="list-style-type: none">▪ Research-based fluency and foundational skills strategies▪ Normed, validated assessment for diagnosing and for differentiating instruction▪ Practice using leveled books, audio CDs, and other materials <p>The instructional process consists of the following:</p> <ul style="list-style-type: none">▪ Teachers model fluent reading, including punctuation fluency, using the Read Aloud Anthology and the Fluency Library books.▪ Students read aloud together, with partners, chorally, and in reader's theater.▪ Teachers ask comprehension questions and present vocabulary words.▪ Students practice fluency, vocabulary, and comprehension independently using the Student Workbook.▪ Students read Library books independently and listen to an audio CD version.▪ Teachers build and review phonics and sight word fluency.▪ Teachers use speed drills and phrase-cued text to increase students' speed and accuracy. <p style="text-align: right;">(Continued)</p>


Key Criteria for Title I, Part A Funding	 Fluency Formula
<p>Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement, Continued</p>	<p>Fluency Formula's research-based direct instruction and practice materials enrich a core reading program and can effectively accelerate the curriculum.</p> <ul style="list-style-type: none"> ▪ The Professional Guide contains fluency strategies for modeled fluent reading, independent small-group practice using program materials, at-home practice, differentiated skills instruction, and assessment. ▪ The carefully leveled books that are a part of the Fluency Library contain high-interest fiction and nonfiction in an easy-to-read format. The Professional Guide provides suggestions on which books complement which lesson units. ▪ Audio CDs that correspond to books in the Fluency Library model fluent reading at two read-along speeds—Practice and Expert. ▪ The Read Aloud Anthology, part of the Professional Guide, contains award-winning stories, nonfiction, and stories that enhance students' cultural literacy. ▪ <i>Building Fluency: Lessons and Strategies for Reading Success</i> provides additional instruction, including Oral Recitation lessons, phrase-cued text practice, and audiobook modeling. ▪ The Fluency FlipChart focuses on decoding patterns and sight words that all students need to know in order to be fluent readers. The lessons target those students who have needs in these foundational skill areas. ▪ The Student Workbook contains 24 short, easy-to-read selections with follow-up comprehension, vocabulary, and phonics questions. These can be used for independent work and at-home practice. ▪ Fluency Activity Cards focus on a specific fluency strategy and phonics skill. These can be used for Learning Centers and workshop time and can be used independently by students. ▪ Leveled Passage Reproducibles contain high-interest passages that can be used for independent reading practice for those students reading significantly below- or above-grade level. ▪ Motivational Bookmarks contain a reading tip focusing on each of the key aspects of reading fluency—speed, accuracy, and prosody.


Key Criteria for Title I, Part A Funding	 Fluency Formula
<p>2. Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State's student academic standards</p>	<p>The <i>Fluency Formula</i> program addresses the needs of all students, including those who are reading below grade level and English Language Learners. It does this through regular assessment, differentiated direct instruction, and targeted independent practice.</p> <p><i>Fluency Formula Kits</i> contain the <i>Fluency Formula Assessment System</i>, which teachers can use to test below-basic and basic-level students and to provide data for setting fluency goals, monitoring students' progress, and differentiating instruction. Teachers administer an Oral Fluency Assessment by taking one-minute samples of a student's oral reading of three brief grade-level passages. After determining the words read correctly per minute (WCPM) for each sample, the teacher uses the median score and compares it to fluency norms. The data specifies into which percentile band the student falls. The <i>Fluency Formula Assessment System</i> provides explicit suggestions on how to customize instruction based on the student's percentile placement. Teachers can modify instruction as the student progresses from benchmark to benchmark.</p> <p><i>Fluency Formula Kits</i> include the following tools to help students reach grade-level proficiency:</p> <ul style="list-style-type: none"> ▪ Leveled passages for repeated and easier reading practice ▪ Phonics review using the Fluency FlipChart ▪ Sight word review from previous lessons ▪ Phrase-cued text passages ▪ Charts to show students' progress in WCPM ▪ Accountable independent reading ▪ Fluency Library Audio CDs at practice speed ▪ Workbook comprehension activities ▪ Small-group time <p>Each lesson contains notes that assist teachers in modifying instruction and setting realistic goals for English-Language Learners. In addition, key vocabulary words are drawn from the week's text and focused on during the lesson.</p>

Key Criteria for Title I, Part A Funding	 Fluency Formula
<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p>The Fluency Formula program addresses the needs of all students, including those who are reading below grade level and English Language Learners. It does this through regular assessment, differentiated direct instruction, and targeted independent practice.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> ▪ The <i>Fluency Formula Assessment System</i>, which is normed and validated, allows teachers to determine whether a student is reading below-, on-, or above-grade level so that appropriate instructional goals can be set. Teachers formally assess all students at the beginning, middle, and end of the year. ▪ Each week, teachers assess selected students using the Benchmark or Progress Monitoring Passages. Teachers can assess students who are struggling significantly every two-four weeks to inform instruction and help them move toward achieving grade-level proficiency. ▪ Teachers use the Oral Fluency Norm Chart to calculate the weekly gain in Words Correct Per Minute (WCPM) that is necessary to achieve a target rate. <p><u>Instruction</u></p> <ul style="list-style-type: none"> ▪ Teachers can readily see which lessons in the Professional Guide are recommended for basic or below-basic readers and can group students by proficiency level for targeted instruction. ▪ Lesson plans provide weekly notes that assist teachers in modifying instruction and setting realistic goals for ELL students. <p><u>Practice</u></p> <ul style="list-style-type: none"> ▪ Level Passage Reproducibles, which begin at level 1.0, contain high-interest readings that are ideal for students reading significantly below level. ▪ The program's audio CDs can be played in Expert Read or Practice Read speeds to accommodate students' needs. ▪ The Fluency Library contains high-interest books that engage students at all levels. ▪ The Student Workbook provides short, easy-to-read selections and activities.


Key Criteria for Title I, Part A Funding	 Fluency Formula
<p>4. Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities 	<p><i>Fluency Formula</i> has been proven to be a successful instructional program for low fluency ability students that can be implemented into regular classroom settings with a mix of ability levels. <i>Fluency Formula</i> was built with the guidance of top fluency experts:</p> <ul style="list-style-type: none"> ▪ Maryanne Wolf, Ed.D., Director of the Center for Reading and Language Research, Tufts University ▪ Chip Gidney, Ph.D., Associate Professor, Tufts University ▪ Kevin Feldman, Director of Reading and Early Intervention at the Sonoma County Office of Education, CA ▪ Phyllis Hunter, Executive Board Member, Consortium for Policy Research in Education ▪ Wiley Blevins, Author, <i>Building Fluency, Lessons and Strategies for Reading Success</i> <p>Strengthen the core academic program</p> <p>In <i>Fluency Formula</i>, students receive explicit instruction and guided practice in these essential components of reading:</p> <p><u>Phonics</u></p> <ul style="list-style-type: none"> ▪ Teachers introduce and model different phonics skills each lesson using high-interest Activity Cards and the Fluency FlipChart. ▪ Students practice independently or with partners. ▪ Skills are reviewed during the week. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ▪ Teachers present key vocabulary words each lesson following the Vocabulary Instructional Routine. ▪ Teachers introduce sight words using the Fluency FlipChart. After teacher modeling, students repeat words and read sight word sentences. ▪ Vocabulary and sight words are reviewed throughout the week through direct instruction and student practice using Library books and the Student Workbook. <p style="text-align: right;">(Continued)</p>

Key Criteria for Title I, Part A Funding	 Fluency Formula
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p><u>Fluency</u></p> <ul style="list-style-type: none"> Teachers model pacing, phrasing, intonation, and punctuation fluency as they read leveled books from the <i>Fluency Formula Library</i> and selections from the Read Aloud Anthology. After students practice reading aloud together, teachers give feedback and help them read with better fluency. Students practice with partners, chorally, and in reader's theater. Students read phrase-cued text and do phonics speed drills. For independent practice, students complete selected pages in the Student Workbook, read the selected Library book, and listen to audio CDs. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Students read curriculum-related Student Workbook selections and answer comprehension questions. Teachers ask comprehension questions after modeling fluency reading. <p>Provide an enriched and accelerated curriculum</p> <p><i>Fluency Formula</i> can increase the amount and quality of learning time in a core reading program by providing effective fluency instruction and practice for Grades 1-6.</p> <ul style="list-style-type: none"> Daily lessons, which are designed for 10-15 minute increments, can easily augment or modify existing reading lessons. Instruction includes whole-class and small-group activities. Flexible weekly plans provide time for reading instruction, independent work, and assessment. The program encourages students to read at least 20-30 minutes a day, which can occur during and outside of the regular school day. <p>Students have ample opportunities for targeted independent fluency-building practice using these materials:</p> <ul style="list-style-type: none"> High-interest books that are part of the Fluency Library Audio-Assisted Reading CDs for each book that provide a model of fluent reading and motivate students to read along at practice and expert speeds Student Workbooks for extended and at-home practice Leveled Passage Reproducibles for extra reading practice <p style="text-align: right;">(Continued)</p>

Key Criteria for Title I, Part A Funding	 Fluency Formula
<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<ul style="list-style-type: none"> ▪ Fluency Activity Cards, which present engaging ideas for a fluency learning center and small-group work ▪ Repeated guided reading ▪ Choral reading, partner reading, and reader's theater <p>Increase the amount and quality of learning time</p> <p><i>Fluency Formula</i> provides teachers with everything they need to organize their classroom to incorporate fluency instruction, practice, and assessment. In addition, the program encourages teachers to set up a Fluency Corner to organize fluency materials and maximize students' independent practice time.</p> <p>A lesson last 10-15 minutes a day, and each week follows a standard format. The first two days are designed for whole class activities and concentrate on prosody. On the other three days, on-level or above-level students practice independently; below-level students meet in small groups and receive extra instruction to develop speed and accuracy. Teachers assess selected students on Fridays. The instructional process consists of the following:</p> <ul style="list-style-type: none"> ▪ Teachers model fluent reading, including punctuation fluency, using the Read Aloud Anthology and the <i>Fluency Formula Library</i> books. ▪ Students read aloud together, with partners, chorally, and in reader's theater. ▪ Teachers ask comprehension questions and present vocabulary words. ▪ Students practice fluency, vocabulary, and comprehension independently using the Student Workbook. ▪ Students read Library books independently and listen to an audio CD version. ▪ Teachers build and review phonics and sight word fluency. ▪ Teachers use speed drills and phrase-cued text to increase students' speed and accuracy.

Key Criteria for Title I, Part A Funding	 Fluency Formula
<p>5. Provide high-quality and ongoing professional development that aligns with the State's academic standards</p>	<p><i>Fluency Formula</i> includes a Professional Guide, which contains specific suggestions in each lesson plan on how to implement the research-based strategies that are a part of the program. The Professional Guide also provides Research Reports and Notes from Research to give teachers an understanding of fluency and its importance in successful reading development. Also included is <i>Building Fluency</i>, a professional book by program author Wiley Blevins that provides a resource of fluency-building materials.</p> <p><i>Scholastic Red</i> professional development supports the <i>Fluency Formula</i> program. The facilitated, online courses <i>Building Fluency, Grades K-2</i>, <i>Improving Fluency, Grades 3-8</i>, and <i>Guided Reading: Making It Work in Your Classroom</i> provide:</p> <ul style="list-style-type: none"> ▪ Instant access to research and theory ▪ Video modeling of research-based practices by expert practitioners ▪ Interactive simulations that allow for practice of skills and strategies ▪ Structured feedback, collaboration, and ongoing support ▪ Materials that can be immediately used in the classroom <p>The <i>Red</i> courses take approximately two months to complete. During that time, teachers can study, practice, and revisit the material as much as they need or want. Ongoing access to course content and resources is available for a maximum of six months after course completion. Additional <i>Red</i> courses on teaching decoding skills and improving reading comprehension are available.</p>
<p>6. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p>Each lesson in the Professional Guide contains specific At-Home Practice suggestions that involve parents in their children's learning. The program encourages students to read at least 20-30 minutes a day, which can occur at home as well as at school. In addition, students can share Fluency Library books and Level Passage Reproducibles with their families. Students can bring home assignments in the Student Workbook for extended practice.</p>

Fluency Formula Alignment to Title I

Key Criteria for Title I, Part A Funding	 Fluency Formula
7. If appropriate, coordinate with other funding programs	<p><i>Fluency Formula</i> can be integrated with funds and money from state, local, private, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none">▪ Title IA—Improving Basic Programs▪ Title I—Supplemental Educational Services▪ Title III—English Language Acquisition▪ 21st Century Community Learning Centers