

## Fluency Kit Instructions

*Wilson Language Basics*

The goal of this fluency instruction is to develop the student's word automaticity and rate-appropriate independent reading of connected text, with ease and expression for meaning.

### **ACCURACY/AUTOMATICITY**

*Accuracy* refers to the correct reading of a word. It involves word identification either through decoding or through recognition by means of sight memory. Accuracy is a necessary first step for fluency.

*Automaticity* usually refers to the quick and automatic reading of single words. A student cannot be fluent if the decoding is slow and laborious or many words are stumbled over.

In this kit, accuracy and automaticity of single word reading is developed with word lists for regular/phonetically-controlled words, nonsense words, and high frequency irregular (Trick) words.

### **FLUENCY**

*Fluency* requires accurate and automatic reading of connected text with appropriate prosody and expression.

*Prosody* is a linguistic term to describe the rhythmic and tonal aspects of speech: the "music" of oral language.

This kit contains phrases that include decodable text with words that contain the structure that has been taught. This provides struggling students with practice opportunities with both phonetically regular and irregular words within the context of the phrase. There are also decodable text stories for each unit. Units 8–14 have phrased and unphrased versions of each story. The phrased version provides a guide for them to read with natural pauses that occur within sentences, with an attention to the meaning. Similar to other Foundations instruction, these are marked with scoops:

There was a big pan in the shed, but it was such a mess.

The scoops are a graphical representation of correct phrasing which is key to good prosody.

The stories in this Fluency Kit are not designed to be timed. However, have students practice to improve their prosody so that they are reading with ease and expression.

*Limited permission is granted to make a copy of the drills, stories and charts for each student in the group.*

## How to Use This Kit

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This kit is intended for use with students who need additional practice. It should be used in small groups or with an individual during intervention instruction. This Fluency Kit includes laminated recording charts, automaticity, and fluency drills for each unit:

Automaticity Drills:

- Sound Charts
- Word Charts—Real Words, Nonsense (pseudo) Words, Trick (irregular) Words

Fluency Drills:

- Phrases
- Stories

### STUDENT PRACTICE

Students may practice a drill card as frequently as possible. This can be done independently or in a small group. Practice the drill with echo, choral or applied reading. Make copies of the laminated charts, and provide them to the students for practice.

#### Echo Reading:

*For sounds, words or phrases:* the teacher (initially) or a student reads a row, and then all students echo, reading the same row.

*For stories:* students benefit from hearing fluent reading models. Demonstrate proper conversational rate with prosody and expression. Practice with one or several sentences at a time, or read the entire story as a model.

#### Choral Reading:

Teacher and students read the sounds, words or phrases in unison.

#### Applied Practice:

Select students to read words, phrases or story. Assist as needed.

### TIMED DRILLS

The drill can be practiced in groups (see above). However, the timed scoring must be done with one individual student. You can make a copy of each unit drill sheet and organize these in a folder for each student.

An adult “listener” must score each student as he/she reads the drill. Plan approximately two minutes per sound or word drill for the student to read, to record the score, and to review errors with the student. Plan three minutes for each phrase drill.

In each unit, students can be timed once or as many as four times per drill before their best score is transferred to the Recording Form. The timing and scoring provides a motivation for the activity of repeated reading. This repeated practice is beneficial to the development of automaticity and fluency, but do not over-stress the timing aspect.

Note: For words with a suffix (e.g. bugs), first have students read: ‘bug—bugs’ when practicing the drills. Then, progress to having the students read just ‘bugs’ without first saying the baseword. When timed, students can read words with suffixes either of these ways.



See Prevention/Early Intervention Learning Community to view a demonstration of the timed drills recording and scoring procedure.

## Sound and Word Drills

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### DIRECTIONS TO STUDENTS

Use the following or similar words for directing students in their timed drills.

Remember to give your students warning when the drill will begin. Say **Start** to begin, and **Stop** when the allotted time expires.

### SOUND DRILLS

You are going to tell me some sounds and I will time you to see how you do. We will do this page only once today, but we can do it again on another day to try to improve your score.

When you see a letter, tell me the sound that it makes. You do not need to say the letter or keyword, just the sound. If you are not sure of a sound, try your best or say “Skip.”

To keep your place, you may want to touch each sound with your finger as you read.

Begin when I say “Start,” and stop when I say “Stop.”

What are you going to do when I say “Start”?

If you aren’t sure about something, what can you do?

Do you have any questions?

### REAL WORD DRILLS

You are going to read some words and I will time you to see how you do. We will do this page only once today, but we can do it again on another day to try to improve your score.

Read each word. You can tap out these words, but try to read them without tapping first. If you are not sure of a word, try your best or say “Skip.”

To keep your place, you may want to touch each word with your finger as you read.

Begin when I say “Start,” and stop when I say “Stop.”

What are you going to do when I say “Start”?

If you aren’t sure about something, what can you do?

Do you have any questions?

### NONSENSE WORD DRILLS

You are going to read some nonsense or silly words and I will time you to see how you do.

These words are not real words but you can put the sounds together and read them. We will do this page only once today, but we can do it again on another day to try to improve your score.

Read each word. You can tap out these words, but try to read them without tapping first. If you are not sure of a word, try your best or say “Skip.”

To keep your place, you may want to touch each word with your finger as you read.

Begin when I say “Start,” and stop when I say “Stop.”

What are you going to do when I say “Start”?

If you aren’t sure about something, what can you do?

Do you have any questions?

### TRICK WORD DRILLS

You are going to read some trick words and I will time you to see how you do. We will do this page only once today, but we can do it again on another day to try to improve your score.

Read each word. Remember that these are trick words so you can’t tap these words. If you are not sure of a word, try your best or say “Skip.”

To keep your place, you may want to touch each word with your finger as you read.

Begin when I say “Start,” and stop when I say “Stop.”

What are you going to do when I say “Start”?

Can you tap these words?

If you aren’t sure about something, what can you do?

Do you have any questions?

### SCORING/RECORDING SOUNDS AND WORD DRILLS

The laminated recording charts are an easy way to keep track while the student is reading. Time the student for the allotted time indicated on the drill card (20 seconds). While the student reads from his/her copy, you mark errors on your laminated sheet as you follow along by slashing through any sounds or words read incorrectly. If the student self-corrects, indicate this with a check mark (✓) above the word and give him/her credit for that word. If the student skips a word, mark it with a slash. If the student inserts a word, do nothing. No mark is needed. When the time is up, circle the last sound or word read.

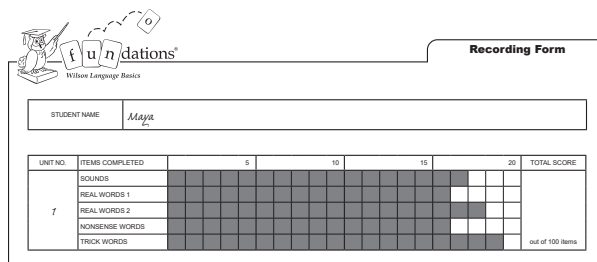
#### ERROR MARKING KEY

| ERROR  | MARK         |
|--|--------------|
| word omitted, mispronounced, or substituted for another word | slash /      |
| self-corrected, not an error                                 | check mark ✓ |
| last sound/word read   | circle ○     |

To tally the score, count the number of sounds or words read by the student and then deduct the number of errors. Record this on the student's drill card.

|  |                      |
|--|----------------------|
| STUDENT NAME   | <i>Maya</i>          |
| DATE   | <i>9/22</i>          |
| <b>TIME - 20 SECONDS</b><br>After recording drill scores, transfer the student's best total to the Recording Form. | <i>10</i> / 20 Items |
|  | - <i>4</i> Errors    |
|  | <i>6</i> Total       |

Each student can have up to four timed sessions for each drill, with allowed practice in between sessions. Be sure to transfer the student's scores to their copy after each timing. Students can graph their best scores on their Recording Form.



The Recording Form includes a student name field with 'Maya' written in it. Below is a grid for tracking progress. The grid has columns for 'LIMIT NO.' (5, 10, 15, 20) and a 'TOTAL SCORE' column. The rows are categorized by 'ITEMS COMPLETED' and include 'SOUNDS', 'REAL WORDS 1', 'REAL WORDS 2', 'NONSENSE WORDS', and 'TRICK WORDS'. Shaded cells in the grid indicate progress. A note at the bottom right of the grid says 'out of 100 Items'.



See Prevention/Early Intervention Learning Community for Fluency Practice Templates to use for creating targeted drills for students who need extra practice with very specific concepts.



## Error Feedback

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It is important to discuss errors with the student so that the student can improve. For example, if the student read the word *hut* as *hat*, the vowel caused the error. See if the student can correct the error by asking questions such as, “What is the sound of this vowel?” The student can use his/her Student Notebook to look up a sound or can tap out the word with your help. (Do not tap Trick Words.)

Look for any patterns of consistent mistakes. Be sure to keep your feedback positive and supportive. You are working together to determine “trouble spots.” Also, remember that you should encourage the student to do his/

her best and that the goal isn’t a perfect score, just the best score out of four attempts. Tell the student that the best score isn’t necessarily the last one he/she will do. “Some days your tongue might work faster than other days!”

## Fun Stories

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The stories provided in this Fluency Kit are also used during the Storytime Activity in each Unit. See the Foundations Manual for specific directions for each unit.

The stories are NOT timed. Rather than emphasizing *time*, emphasize reading with *ease* and *expression* for *understanding*.

For Units 1–7, the students should draw pictures to represent the events in the story. If a student is unable to draw, he/she should direct an adult as the adult draws the images described by the student. Remember that artistic ability is not important; it is understanding the story that counts. Model phrasing by having the students scoop the sentences into phrases (see manual). Have the student read the story often! This story booklet should be taken home and shared.

For Units 8–14, a **phrased** and **unphrased** version of each story is provided. Model the phrasing for your students. You can use echo reading, choral reading, applied reading and repeated reading to help your students become more fluent readers.

If a story has any **bold** words, you can simply tell those words to the student if unknown. The words are in bold only on the **unphrased** copy. Refer to this for the phrased version as well. Before you tell the students the word, encourage them to use context or to look for a sound on their vowel team page, if appropriate.

Students may want to practice with the phrased version and then attempt to draw in their own phrasing when working with the unphrased versions of the stories.



These stories are available on the PLC and can be projected on the board for use with the whole class. Also a booklet form of Unit 8–14 stories are provided on the PLC.

## Other Activities to Practice Fluency

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Tape record students' first reading, especially of phrases and stories, then re-record after practice. Have the students listen to both and discuss accuracy and prosody improvement.

Teach students who struggle with a specific challenge (such as **b** and **d** reversals) to give themselves a hint when they are practicing their drills. They can search and highlight their "trouble spot" before they begin. For example, have them correctly identify and highlight all the **bs** or all of the **ds** (one or the other, not both) before reading. This helps them to know which response to give when they see the highlighted letter.

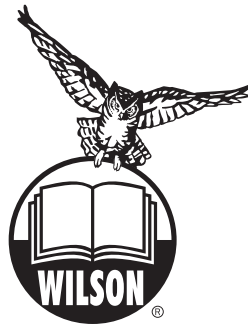
Pair students up to practice drills. One student can be the 'reader' and the other student can be the 'timer'. Both students will need a copy of the Fluency Kit page(s) they are practicing; one student will need a timer and a colored pen. One student will start the clock when the other student begins reading the page aloud. The student doing the timing will follow along and circle any word he/she is not sure was read correctly. When the time is up, the pair will write down the time spent reading, count the words read and review any words that were questioned, tapping them if needed or checking with the teacher for corrections. Then the pair will switch roles and continue. Be sure to remind students that the goal is to improve both speed *and* accuracy. However, most important, remind them to read with expression and meaning so that the listener will understand.

The Level 1 Foundations Stories (listed below) will provide additional reading practice. Use these for fluency, comprehension, and discussion of narrative story form (characters, setting, and main events). ***With support, all of these can be used with students after Unit 6.*** However, for the greatest number of controlled words with taught elements (controlled decodable text), students can read these when in the following units:

| STORY                           | UNIT    |
|---------------------------------|---------|
| Jack and His Pal Max            | Unit 6  |
| Mrs. Hen and Her Six Chicks     | Unit 6  |
| Ted and Matt                    | Unit 11 |
| Miss Piglin Visits Sick Mr. Fox | Unit 12 |
| Bud the Pup                     | Unit 12 |
| Milly and Her Kittens           | Unit 13 |

Further additional fluency practice can be done using:

- WILSON Fluency® Basic Kit
- Books to Remember Set 1
- Geodes™ (these readable texts align with the Foundations Level 1 scope and sequence)
- Other short decodable passages of informational text



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*Given the unique situation due to COVID-19 related closures, and our hope that teachers can continue with their students, Wilson Language Training will allow sharing of these Fluency Kit pages directly to their own students. Please do not post to the Internet.*

PUBLISHED BY

**Wilson Language Training Corporation**

47 Old Webster Road

Oxford, MA 01540

Item # F2FLNB1 | ISBN 978-1-56778-525-8

Printed in the U.S.A.

September 2019

ISBN 978-1-56778-525-8



9 781567 785258

Item # F2FLNB1