

Instructional Model for Florida Works Student Reading Selections

The model proposed is a combination of the key features of the guided oral reading interventions suggested by the National Reading Panel for the development of reading fluency. The passages selected range in length from 152 to 340 words. The optimum rate for this level will be 150+ words per minute with no more than three (3) miscues (errors) per one hundred words. Each selection has a listed a target time on the Florida Works Student Record Sheet along with the maximum number of errors allowed.

Target audience:

ABE students reading at 4.0 – 6.0 grade level and ESOL students at High Beginning/Low Intermediate levels.

Materials Needed:

- Florida Works Reading Selections # 1 through #6
- Florida Works Student Record Sheets # 1 through #6
- Florida Works CD with narration of Reading Selections # 1 through # 6
- CD Player with headset
- Timer or similar

Steps:

1. The student chooses one Florida Works Student Reading Selection usually # 1 (Hard Copy Numbers 1- 6). The Class should be instructed NOT to write on the Student Reading Selection. Notes to answer the “Think About It!” questions should be made on a separate sheet of paper.
2. Initial Reading: For each selection the student is timed and checked for reading accuracy using the Florida Works Student Record Sheet to record time and errors. The result is compared to the target time and errors permitted as noted on the FW Student Record Sheet. Should the student meet the target time with acceptable accuracy a new reading selection is made. The Florida Works Student Record Sheet is used to record the results of each reading and may be completed by a volunteer, peer or the instructor.
3. Next, the student reads the selection over and over (Repeated Reading) using the recorded CD narration to assist in developing fluency. The recorded narration is used to improve word recognition to be automatic and as a model for expression, pronunciation and intonation

4. The student re-reads the selection without the narration until feeling comfortable with the result. (Optional step is for the student to record a reading and self-check errors or read with a peer prior to final reading with the instructor)
5. Finally, the student reads the selection to the instructor, volunteer or possibly a peer who uses another copy of the selection (Florida Works Student Record Sheet) to mark errors made to see if the selection is read within the Target Time within the Target Maximum Errors permitted. (If targets are not met the student returns to step #3)
6. Student, instructor, volunteer or peer discuss the key question (Think About It!) provided with the selection. (When steps #1 – 6 are complete the student selects another reading and begins the process again.)

Each step is followed until all six selections are read accurately within the prescribed time.

Note: When several students have completed the same Florida Works Reading Selection the instructor or volunteer may initiate a group discussion of the “Think About It”! Question.

Guidelines for Marking Reading Errors

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 many word recognition strategies the instructor may note a pattern of a particular student’s errors in oral reading and can then provide appropriate intervention.