

Great Leaps – Reading

Kenneth Campbell, 1988



District 75
NYCDOE

National Reading Panel

Children must acquire skills and knowledge in at least these five important areas to become proficient readers by late elementary school:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension strategies

What is Fluency?

- Work with a colleague to define fluency. Share examples of performances that are undeniably *fluent*.
- Discuss why you think fluency is an essential success factor in learning and performance of any kind.

Definition of Fluency

- Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly in ways that help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.

Fluency and Comprehension

- Fluent readers are able to read words quickly, automatically, and accurately so that they can focus on the meaning of text.
- Fluency serves as a bridge between word recognition and comprehension.
- Fluency is not just speed and accuracy, but speed and accuracy to support comprehension.

Fluency and Reading

- What factors is fluency affected by? What have you noticed about your students' reading that impacts on their fluency. Think about your own reading. What factors might result in your slowing down your reading rate?
- With your colleagues, list factors that may affect reading fluency.

Accuracy

- For instructional purposes, accuracy is the percentage of words that are correctly read.
 - Independent level – 98% or greater
 - Instructional level – 90% - 97%
 - Frustration level – below 90%

Rates of Reading

CWPM: Correct Words Per Minute

Grade	Fall	Winter	Spring
1			60
2	53	78	94
3	79	93	114
4	99	112	118

High At- Risk

1 st Grade	10 CWPM
2 nd Grade	50 CWPM
3 rd Grade	70 CWPM

Reading Rate Guidelines

- Apply with caution because a number of factors will influence the rate.
- Speed is only one factor in fluency.

Rate of Weekly Reading Growth

1st Grade	2.0	3.0
2 nd Grade	1.5	2.0
3 rd Grade	1.0	1.5

Reading Rate is related to reading volume.

Principle of Overlearning

Repetition, Drill and Practice

- Consistent Fluency Training – everyday.
- Practice using materials students can decode.
- Practice by rereading passage at least four times.
- Incentives should be built in.

Achievement Gains from Building Fluency

“When we pinpoint key skills, set fluency aims for each, and combine teaching and practice with measurement to help students achieve those aims, educational programs . . . often produce dramatic improvements in academic achievement.”

Fluency: Achieving True Mastery in the Learning Process
Carl Binder, Elizabeth Haughton & Barbara Bateman, 2002

What is Great Leaps?

- Reading practice program
- Designed to supplement a balanced reading program
- Builds fluency
- Designed for emergent readers
- Train essential phonics
- Motivating
- Has built in progress monitoring

The Materials

- **Phonics**
 - Basic letter sounds and blends
- **Sight Phrases**
 - Sight words in phrases
- **Oral reading selections**
 - Stories designed to build fluency, reading motivation and proper intonation

The Student

- The student does three timings a day.
- The student does not practice before timing.
- Goal: complete the page in one minute or less (speed) and complete the page with few or no errors (accuracy).
- The student is involved in the charting to measure progress.

The Instructor

- Moves students through the program step by step.
- Conducts three timings a day, one from each section.
- Corrects mistakes during reading.
- Models fluent reading of the story.
- Charts data to measure progress.

You will need:

- A one minute timer
- A copy of the materials
- Three charts for the students
- A pad of paper upon which to record errors and notes

A Great Leaps session

- 30 seconds: Establishing rapport and review past scores
- 90 seconds: Student Reads Phonics Probes for 1 minute
- 90 seconds: Student Reads Sight Phrases Probes for 1 minute
- 90 seconds: Student reads Story Probe for 1 minute
- 60 seconds: Teacher models fluent reading of story while student follows story words visually
- 30 seconds: Teacher reinforces students for meeting goals

Where Do I Begin?

- Choose daily program at a point where the reading speed is slow with more than two errors
- Phonics can be eliminated if the student has a good phonics background and is a solid decoder of unfamiliar text
- All students should begin the phrases section at the start
- Stories should begin 1 or 2 grade levels below their assessed level

Initial Assessment

- Before the student begins in Great Leaps, there should be an assessment of the student's present performance.
 - Phonics Probes 10 and 15
 - Begin the Sight Phrases with the first page.
 - Begin where the student reads 75% or less of the story with 5 or more errors.

Concerns

Fluency

Omissions

Substitutions

Reversals

Punctuation

Motivation

Intonation

Additions

Stop-Go

Word Attack

Attitude

Confidence

Charting

- Charting must be done daily
- Equal ratio charts provided in the Great Leaps binder can be used
- Adaptations of the charts can be designed
- Charting is used to create a learning picture
- Celebrate “Great Leaps” with student certificates.

Scoring Reading Passages

- **DO NOT RECORD AS ERRORS:**
 - Proper nouns that are mispronounced more than once
 - Self-corrections
 - Words added into the text by the student (additions or insertions)

Scoring Reading Passages

- **RECORD AS ERRORS**

- Misread words (e.g. *house* for *horse*, *hug* for *huge*, *big* for *huge*)
- Verb tense changes
- Loss of place equals one error
- Omitted lines/words equals one error

Working with Errors

- Typical errors include:
 - Not knowing a word
 - Changing a word
 - Adding a word
 - Deleting a word or words
 - Ignoring punctuation
 - Substituting a word
 - Losing one's place
 - Continual restarts

A Great Leap

- A student achieves a leap, or goal, when a page is completed in one minute or less.
- With phonics and phrases, this should be done with zero errors.
- With stories, two errors are permitted.



Non-negotiables

- Students must read for 1 full minute.
- A “Great Leap” can be made if there two or fewer errors.
- A student must participate in the charting to monitor progress.
- Students must know why they are participating in Great Leaps.

Helpful Hints

- If a student gets to the bottom of the page in less than 1 minute, they go back to the top of the page and re-read until 1 minute is up.
- The words in the title of the story are counted.

Helpful Hints

- Do not begin Great Leaps reading with the prompt “GO.” Reading Great Leaps is not a race. Use this prompt: “You may begin reading.”



Important Points

- Chart timings of Great Leaps sections for ONLY THE FIRST READING OF THE DAY (do not practice BEFORE you chart).
- Do not go over previous errors made on other days before you chart.

How can I help my students become fluent readers?

- Practice is the key.
- Efficient practice always has a goal.
- Practice for short intervals is generally more productive than practice for longer time periods.
- Practice every day and keep graphic record of learning progress on each type of skill.
- When performance shows little or no improvement, try working on simpler task.

Strategies for Building Fluency

- Model good oral reading.
- Provide guided oral support reading.
- Offer plenty of practice opportunities.
- Increase fluency through phrasing.

Who I Read To:

- Across the top of “Who I Read To” list names of people to whom students can read aloud.
- Give students copy of text that has been read in class and a copy of the chart.
- Write title of text in the first column.
- Students will read passage to each person on the chart, who will in turn sign and date the chart.

Who I Read To (Sample)

Text	Teacher	Para	Parent	Friend
1. Whales	June 21 K. LeFevre			June 22 Sahlah
2.				
3.				
4.				

Daily Read-Alouds with Explicit Teaching

- Reading phrases
- Attending to punctuation
- Reading with expression
- Expressing characterization
- Using appropriate tone, pace and volume

Owl Moon, Jane Yolen

It was late one winter night, long past my bedtime, when Pa and I went owling. There was no wind. The trees stood still as giant statues. And the moon was so bright the sky seemed to shine. Somewhere behind us a train whistle blew, long and low, like a sad, sad song.

Phrasing and Intonation

- On first reading, read passage for pleasure.
- Before rereading, set purpose for reading: to listen to how the story is read and to read it with the same expression
- Talk about how you read the sentence and what you did to make the words interesting

Punctuation and Phrasing

- On first reading, read passage for pleasure.
- Before rereading, set purpose for reading: to notice the punctuation in the story and listen to how the punctuation tells the reader how to read the sentences
- Talk about how you read the sentence and what you did to make the words interesting

Punctuation and Phrasing

- Mini-lesson on punctuation marks and typographical signals and what they mean:
 - Comma , Pause
 - Period . Longer pause
 - Question Mark ? Raise your voice
 - Exclamation Mark ! Read with strong feelings
- Stress words that are underlined, italicized, bold, large or small

Read-Alouds and Fluency

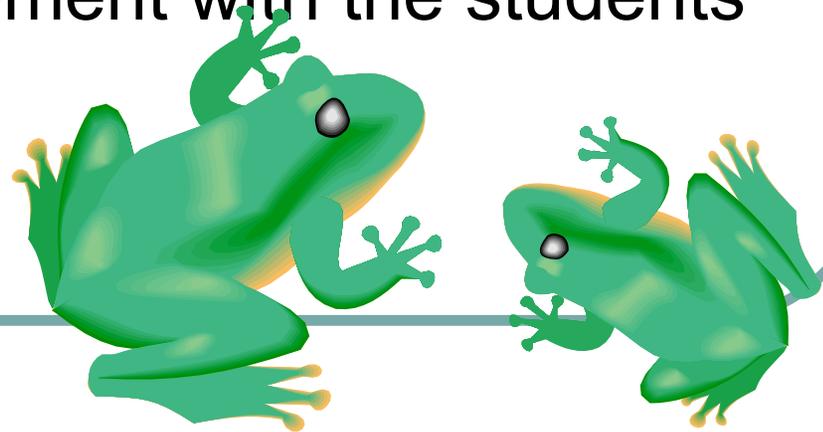
- When conducting read-aloud/think-alouds, discuss the reading with students in terms of fluency. For example, “How did my voice change from here to there when I read aloud?”

Oral Support Reading

- Choral Reading
- Paired reading
- Recorded Reading (Reading while listening)
- Echo Reading
- Buddy Reading

Great Leaps

- Discuss with your colleagues your hopes and fears for using Great Leaps Reading with your students.
- Review the presentation and materials with your colleagues. Write down questions you have about Great Leaps.
- In addition to using Great Leaps, what one strategy will you implement with the students to increase fluency?



QUESTIONS

If you have questions,
please email
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