

# Read Aloud Fluency User Guide



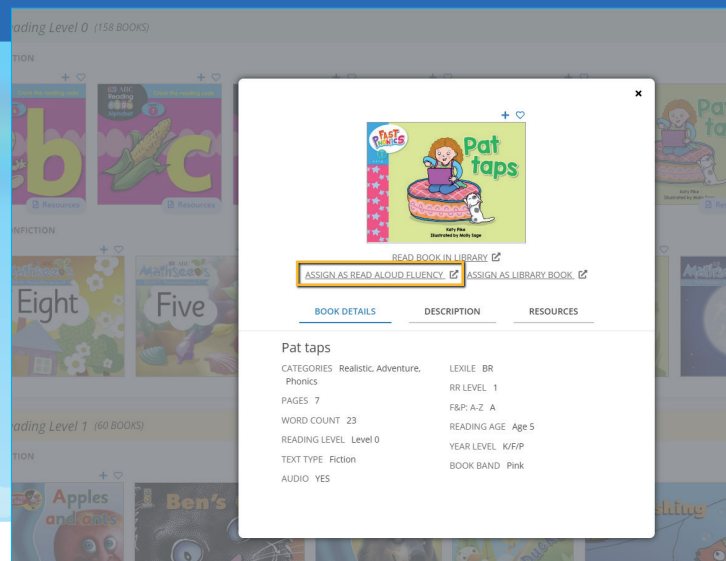
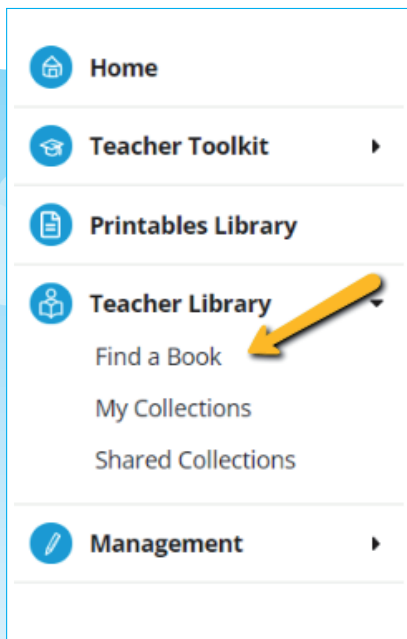
Reading fluency is the ability to read with speed, accuracy and expression, and it plays a critical role in improving reading outcomes. Students can now log in to **Reading Eggspress** and record themselves reading for one minute. You can compare past readings with new readings to easily track your students' fluency growth. There are two easy ways to create a **Read Aloud Fluency Assignment**.

## OPTION A

### Assigning Read Aloud Fluency from your Teacher Library

#### Step 1

Log in to your **Teacher Dashboard**. Select **Teacher Library** in the side navigation bar.



#### Step 2

Use the **Teacher Library filters** to browse and search **4000+ Reading Eggspress Library** titles. Select the book and then select **Assign as Read Aloud Fluency**. This will take you directly to the Reading Eggspress Assignment area where you can select the students you want to assign to and the duration of the assignment. Finish by selecting *Create this assignment*.

For more information on the Teacher Library, you can find the **Teacher Library User Guide** in **Quick Links > User Guides** in your Teacher Dashboard side navigation.

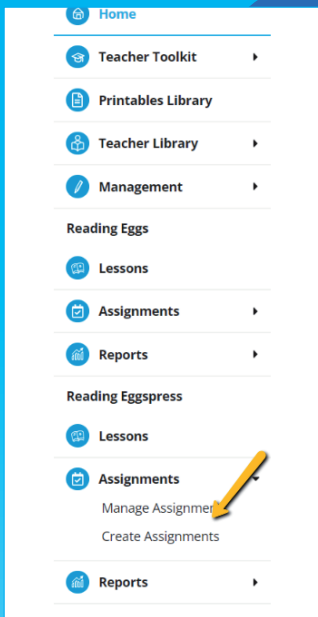
## OPTION B



# Assigning Read Aloud Fluency from Reading Eggspress Assignments

## Step 1

Log in to your Teacher Dashboard. Using the side navigation, select **Reading Eggspress > Assignments > Create Assignments**.



## Step 2

Select the students you want to assign and add a time frame for the assignment.

All	First Name	Last Name	Year	Classes
<input type="checkbox"/>	Andre	Blanda	2	Spelling Test Class
<input type="checkbox"/>	Angelika	Bergstrom	2	Spelling Test Class
<input type="checkbox"/>	Antonio	TEST	2	Spelling Test Class
<input type="checkbox"/>	Arnold	Green	2	Spelling Test Class
<input type="checkbox"/>	Barrett	MacGyver	2	Spelling Test Class
<input type="checkbox"/>	blerghy	blergh	2	Spelling Test Class
<input type="checkbox"/>	Britt	Nader	2	Spelling Test Class
<input type="checkbox"/>	Byron	Robel	2	Spelling Test Class
<input type="checkbox"/>	Cecil	Ripplin	2	Spelling Test Class
<input type="checkbox"/>	Celena	Rice	2	Spelling Test Class

Start date: 09/04/2024 | Duration: 1 days | Due date: 10/04/2024

## Step 3

In **Type of Activity**, select *Read Aloud Fluency*, then select the title you wish to assign. Finish by selecting *Create this assignment*. You can view more details in Manage Assignments.

Type of Activity: Read Aloud Fluency

Book title: Pat taps

Assignment Details:

- Assigned to: Andre B., Angelika B., Antonio T., Arnold G.
- Start date: Fri, 22 Mar 24
- Due date: Fri, 29 Mar 24
- Duration: 7 days
- Activity: Read Aloud Fluency - Pat taps

+ Create this assignment

# The Student Experience



**Assignment**

**Book**  
Pat taps

**What you need to do**  
Record yourself reading the book before the due date.

**Due**  
**in a day**

Thursday, 21 March

**You have a new assignment from your teacher.**

**Start now**

It must be completed before you can move on to other activities.

**Logout**

**Step 1**

When students log in to the **Library** they will see their Fluency Assignment. They must complete the assignment before they can move on to other work.



**Reading aloud improves your reading skills.**

This is a read aloud assignment where you record yourself reading a book.

You need to read aloud for **1 minute**.

Your recording will be sent to your teacher.

**NEXT**

**Step 2**

All instruction screens include audio to guide your students.

**Get ready to read aloud.**

Tap the **START** button at the top of the screen and read aloud.

Keep reading until the minute is over.

**BACK** **LET'S GO!**

**Step 3**

Students have up to three attempts to record their best attempt.

Once the file is submitted, you can listen and review it in **Reading Eggspress reports**.



Once the Assignment is completed, you can review the audio in Manage Assignments. View your Class Reports in **Reading Eggspress Reporting**.



# Reviewing Student Results



**Step 1**  
From your Teacher Dashboard go to **Reading Eggspress > Manage Assignments** to review your students' recordings.

**Step 2**  
Teachers can listen, assign a mark and add a comment. Use in parent-teacher conferences by sharing an early recording compared to a more recent one. Let parents hear the difference. These recordings will provide real proof of progress.



# Reporting Student Results

*Read Aloud Fluency* results appear in the **Reading Eggspress** teacher reports. These reveal improvements over time with Lexile growth shown.



**Reading fluency in just minutes a day!**

# Our Reading Fluency Program

Our *Reading Fluency* program is the result of careful research, thoughtful design, and a deep commitment to fostering a lifelong love of reading. In this easy-to-implement program, we leverage the power of repeated readings, a proven evidence-based strategy, to help students become confident, proficient readers. What sets it apart is its simplicity and effectiveness. It requires just a few minutes each day, making it easy to integrate into your classroom routine.

Using the printable booklets, students work in pairs, a low-stress strategy, that encourages students to work together and support each other's efforts. They engage with short, levelled texts as they practise repeated readings to enhance their fluency, and then record one or two 1-minute readings per week.

## Best Practice in 5 easy steps

Each *Reading Fluency* Set includes 10 levelled texts all with word counts and a progress record sheet. The texts in each booklet are carefully sequenced to encourage fluency growth.

As well as fluency, the program builds confidence, improves reading skills and comprehension.

- Using** the *Fluency Placement Guide*, find the level and booklet that matches each student. Start at a level where students feel confident.
- Assign** the first text from the booklet as a 'cold read' by making a *Read Aloud Fluency* assignment. Students record this first text to set a baseline benchmark. For example, the first passage in **Fluency Program: Phonics Set 4**, is the text *The Bug*. Assign this book as a *Read Aloud Fluency* assignment. Once completed, you will have a benchmark for this student.
- Practise** and build fluency using the rest of the texts in each booklet. Using one-minute timers, students practise reading aloud with a partner each day. They record their word count progress (WPM) each time. We suggest that students complete one or two texts each week.
- Assign** each text in the same way that you assigned the 'cold read.' Each booklet text has a matching book in the library. Once assigned, students can record their reading.
- Listen to and score** students' reading.

**Witness your students' fluency improve dramatically in just minutes a day.**

**Reading Fluency Program**  
A program to improve accuracy, pacing, and expression

**Phonics: Set 4 (Phase 3)**  
10 Passages (10 Fiction)  
Levels 6-15 • Lexile Levels 130L-320L • Yellow, Green, Orange

Passages		page
1 The bug	fiction sh, ch, th, ng	2
2 Fish for Kit	fiction sh, ch	4
3 Sunset	fiction sh, ch, th	6
4 Bill's bath	fiction sh, th, ng	8
5 King Biff and the Gong	fiction ng	10
6 Chuck Is on a Quest	fiction sh, ch, th, ng	12
7 The King and the Ship	fiction sh, th, ng	14
8 The Quiz	fiction sh, th, ng	16
9 Chips	fiction sh, ch, th, ng	18
10 Such a Racket!	fiction sh, ch, th, ng	21
Progress Chart		24

- Practice reading aloud every day.
- Read to your partner for 1 minute.
- Listen to their feedback.
- Take turns.
- Record how many words you read correctly.

**GOAL!** Accuracy • Pacing • Expression

[www.readingeggs.com](http://www.readingeggs.com)

Name: \_\_\_\_\_

Passage 1 • The bug

**Phonics: Short vowel words**

Read each word. Put a ✓ if it's read correctly.

/a/	Correct	/e/	Correct	/i/	Correct	/o/	Correct	/u/	Correct
can		bed		zip		hot		sun	
nap		get		rip		got		bug	
				big		not		up	
				quick					
				it					
				in					
				its					

High frequency words	Correct
the	
you	
see	
is	
a	
look	
has	

Consonant digraphs			
th	Correct	sh	Correct
moth		shock	

Name: \_\_\_\_\_

Passage 1 • Level 6 • 130L • Yellow

**The bug** Word Count: 60

The bug 2

Can you see the bug? 7

It is a bug in a bed. 14

Zzzzzzzzzzzz. 15

The bed is hot in the sun. 22

It has a long nap in its bed. 30

Get up, bug! Quick! 34

Zip! Rip! 36

Look! It has got big wings. 42

This is such a shock! 47

It is not a bug. 52

Can you see? 55

This bug is a moth. 60

Words read	1st	2nd	3rd	4th	5th
Date					

© 3P Learning 2024 3 Reading Fluency Phonics: Set 4 (Phase 3)



## Reading Fluency Program Components

### Reading Fluency: Phonics

With systematic instruction, students develop phonics skills cumulatively, so it's important that they use decodable texts that match their current letter-sound focus. Our **Reading Fluency Program: Phonics** has 16 booklets, each with 10 levelled texts. These progress from 2- and 3-letter words all the way through to advanced phonics skills. We suggest that young students move through the booklets sequentially. For older students, use the *Phonics Fluency Placement Guide* to place them at the correct starting level.

Booklet	Phase	Fast Phonics Peaks	Focus sounds	Approximate grade level
1	2	1, 2, 3, 4, 5	s, a, t, p, m, i, d, n, g, o, c, k, ck, r, e, u, l, h, f, b, ll, ff, ss	K
2	3	6	j, v, w	K
3	3	7	x, y, z, zz, qu	K
4	3	8	sh, ch, th, ng	1
5	3	9	ai, ee, igh, oa	1
6	3	10	oo, ar, or, ur	1
7	3	11	ow, oi, ear, air	1
8	3	12	er, ure	1
9	4	13	CVCC, CCVC	1
10	4	14	CCVCC, CCCVC	2
11	5	15	ay, ei, ea, oy, ir	2
12	5	16	ou, ue, aw, wh, ph	2
13	5	17	ew, oe, au, ey	2
14	5	18	split digraphs	2
15	5	19	soft c, soft g, ow, ea, y	2
16	5	20	tch, dge, kn, wr, mb	2

### Reading Fluency: nonfiction – science focus

For older students, use these high-interest nonfiction texts to improve reading fluency.

Booklet	Approximate grade level	Topic	Lexile Levels
1	1	Animals	40L–200L
2	1	Science in my day	90L–230L
3	2	Space	270L–560L
4	3	Weather	570L–630L
5	3	Animals	560L–780L
6	4	Plants	630L–840L
7	5	Weather and Disasters	700L–1030L
8	5	Electricity	850L–1010L





# Assessing Fluency

What's truly exciting about this program is the dual benefit it offers. For students, this is a motivating and rewarding activity that not only boosts their reading fluency but also bolsters their comprehension skills and overall reading confidence. For teachers, it provides a powerful tool for tracking each student's progress over time. By reviewing select recordings, educators can pinpoint areas of growth and identify specific strengths and weaknesses, allowing for more targeted support. You can also witness growth over time across a full academic year.

When judging the reading of young readers, teachers use the following key terms:

- 1 **Accuracy:** how many words a student reads correctly in a passage.
- 2 **Rate:** how quickly a student reads the words in a passage.
- 3 **Prosody:** the ability to read with expression, phrasing and intonation.
- 4 **Pacing:** the speed at which a student reads, neither too fast nor too slow.
- 5 **Comprehension:** the ability to understand and remember what has been read.



## Word Per Minute Guidance

Accurate reading is measured in Words Correct Per Minute (WPM). As word reading becomes more automatic, speed improves. Use the following table to guide assessment of WPM for individual students. Please note, fluency can range depending on the text. WPM is generally higher for fiction and lower for nonfiction.

### Rasinski Words Correct Per Minute Targets\*

Words Per Minute (WPM)

Year/Grade	Early	Middle	Late
1	0-10	10-50	30-90
2	30-80	50-100	70-130
3	50-110	70-120	80-140
4	70-120	80-130	90-140
5	80-130	90-140	100-150
6	90-140	100-150	110-160

\*Rasinski, T. & Padak, N. (2005).

