

# ASDN Webinar Series

## Evidence-Based Strategies for Improving Early Literacy, Part 4

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Developing Accurate and Fluent Readers in Connected Text

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# Fluency: Pre-Test

1. Fluent readers read text:
  - a. accurately
  - b. quickly
  - c. with expression
  - d. all of the above
  
2. Readers who are “fluent”:
  - a. read very quickly
  - b. read very slowly and deliberately
  - c. read smoothly with appropriate phrasing
  - d. none of the above
  
3. Fluent readers are able to \_\_\_\_\_ as they read:
  - a. connect ideas
  - b. focus on meaning
  - c. recognize words
  - d. all of the above
  
4. Fluency rate when reading fiction and non-fiction \_\_\_\_\_ :
  - a. is always the same
  - b. is sometimes different
  - c. cannot be measured
  - d. none of the above
  
5. Which instructional approach listed below, is most effective for increasing fluency?
  - a. students taking turns reading short passages of text aloud
  - b. students re-reading a passage aloud while receiving guidance
  - c. students silently reading a passage
  - d. none of the above

6. Repeated oral readings:
  - a. improve word recognition
  - b. improve speed
  - c. improve reading comprehension
  - d. all of the above
  
7. "Round robin" reading does not increase fluency because:
  - a. passages assigned to students to read are only read once
  - b. students only read small amounts of text
  - c. teachers do not give feedback
  - d. all of the above
  
8. Students who are likely to need fluency support:
  - a. have a limited vocabulary and limited background knowledge
  - b. have processing speed or attention challenges
  - c. are receiving reading intervention in other skill areas
  - d. all of the above
  
9. Automaticity and fluency:
  - a. both mean, "reading with speed and accuracy"
  - b. are not necessary for reading success
  - c. are different, but related processes
  - d. none of the above
  
10. Silent, independent reading\_\_\_\_\_:
  - a. improves reading achievement and fluency
  - b. does not improve reading achievement and fluency
  - c. has not been proven effective as an instructional technique
  - d. none of the above

## Practice Sheets:

### High-Frequency Word Routine

said	these	another
said	these	another
pretty	another	some
these	down	said

### Vowel-First Blending Routine

part	stitch	fear
space	fright	wait
though	chew	third

### Affix Intro and Review

pre-	-ful	-es
<input type="text" value="before"/>	<input type="text" value="full of"/>	<input type="text" value="more than one"/>
pre-	-ful	-es
-ing	mis-	-ful
-es	pre-	-ing

Multisyllabic Blending Routine

broken	pairing	recumbent
preview	cobbling	stirred
wonderful	messes	fairies

Dictation Routine

path	feet	star	grow
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Decodable Text Routine

