



Catholic  
Education  
Tasmania

Student Focused  
Christ Centred  
Learning for Life

The following resource has been  
created for attendees of the  
Teaching Matters Summit.

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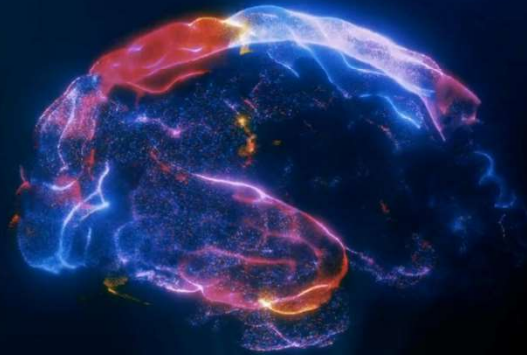
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Now we're all thinking about reading fluency...where should we start?

Dr Jan Hasbrouck  
Associate Professor Lorraine Hammond AM

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### Were you paying attention to Jan?

Fluency reading is not *fast* reading; it should sound like *speech*.

Triple A Framework for Fluency Instruction

**Accuracy**

**Automaticity**

**Access to meaning**

**But what does that look like in the classroom?**



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## Assessments San Diego Quick

- Single word reading
- 13 lists (pre-Foundation to Yr 11)

Pre-K	Kindergarten	Grade One	Grade Two	Grade Three
see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	drew
can	are	spring	quietly	since
here	this	today	carefully	straight

1 error – Independent Level  
 2 errors – Instructional Level  
 3 errors – Frustration Level  
 Student grade level is the last passage in which the student reads **eight of more words correctly**.



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## Assessments Read Naturally Fluency Passages

- Passages of increasingly more difficult connected text
- Words correctly read per minute (WCPM) can be easily calculated



7 Many people dream of living on a  
 13 **tropical** island. Richart Sowa made this  
 20 dream a **reality**—by **constructing** his own  
 21 island!  
 28 Sowa wanted to live in a way that did  
 30 not hurt the **environment**. In the 1990s, he  
 38 began collecting **plastic** bottles along the  
 44 coast of Mexico. Over time, he gathered  
 51 more than 250,000 of them. Using nets to  
 59 hold the bottles together, Sowa made the  
 66 **base** of a floating **artificial** island. He  
 73 placed wood on top of this base and then  
 82 covered it with sand. Sowa also planted  
 89 trees for shade, plus fruits and vegetables  
 96 for food. The plants' roots grew around the  
 104 underwater bottles and made the island's  
 110 base more **stable**.  
 113 Sowa called his creation Spiral Island.  
 119 The island was about the size of a tennis  
 128 court, and it was **located** just off Mexico's  
 136 coast. Sowa built a small house in the  
 144 middle of his island. He made an oven that  
 153 got its power from the sun. He even made  
 162 a washing machine that got its power from  
 170 the ocean's waves.  
 173 Sadly, a **hurricane** destroyed Spiral  
 178 Island in 2005. But Sowa did not give up  
 187 the dream of living on his own tropical  
 195 island. By 2008, he had finished building  
 202 Spiral Island II.  
 205

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### Assessments Non-Word Decoding Test (Hammond, 2000)

- Non words are equally unfamiliar to all children and require knowledge of letter-sounds as well as letter-combinations and rules
- Students must read the five practice items correctly before attempting the 27 items

**lop kib hap jex zuf**

- |            |          |           |
|------------|----------|-----------|
| 1. thame   | 10. leag | 19. dirp  |
| 2. ferg    | 11. coop | 20. rurt  |
| 3. kisting | 12. zeem | 21. knest |
| 4. shube   | 13. kaim | 22. voin  |
| 5. whist   | 14. wuch | 23. loy   |
| 6. quope   | 15. porb | 24. phun  |
| 7. dold    | 16. vay  | 25. wrat  |
| 8. soam    | 17. bigh | 26. saut  |
| 9. larp    | 18. rouf | 27. yawb  |



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### Case Study 1: Charlie\* Year 2, Week 7, Term 1

Charlie has been at the same school for two years and takes part in an evidence-based intervention program that is implemented with fidelity.



\* pseudonym

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## Case Study 2: Sami Year 3, Week 7, Term 1

Sami has a Developmental Language Disorder and started at her current school this year. Her spoken English mimics her reading and she often misses out words, uses incorrect syntax and semantics. Her first school privileged predictive text and memorising whole words.

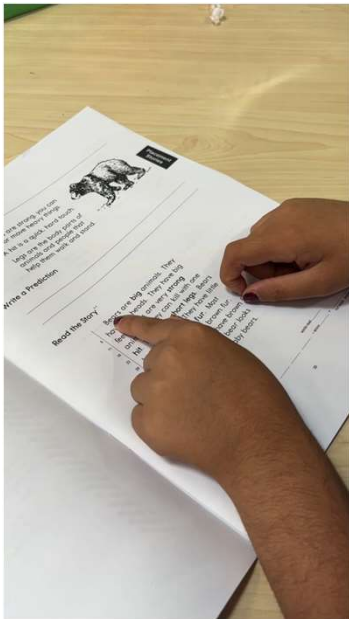
It was Sami's new school who referred her for a language assessment. Since the start of term, Sami has participated in Daily Reviews where phonological awareness, phonics, decoding words, sentences and passages have been practiced each day.



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## Passage Reading Bears



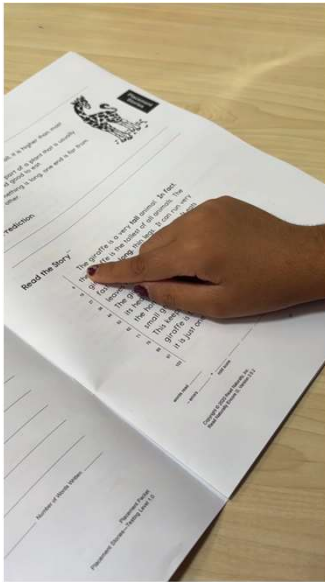
Bears are **big** animals. They  
5 have big heads. They have big  
11 feet. Bears are very **strong**  
16 animals. They can kill with one  
22 **hit**. They have **short legs**. Bears  
28 have little ears. They have little  
34 eyes. Bears have **fur**. Most  
39 grizzly bears have brown fur.  
44 Some black bears have brown fur.  
50 The fur of a polar bear looks  
57 white. Cubs are baby bears.  
62

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## Passage Reading Giraffe

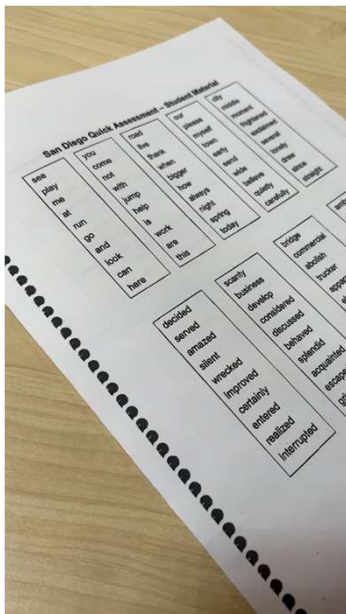


9 The giraffe is a very **tall** animal. **In fact**,  
 18 the giraffe is the tallest of all animals. The  
 27 giraffe has **long**, thin legs. It can run very  
 36 fast. The giraffe has a long neck. It eats  
 44 leaves from trees. It eats **fruit** from trees.  
 52 The giraffe can sleep standing up. It **rests**  
 62 its head on a **branch** of a tree. Africa is  
 71 the home of the giraffe. The giraffe lives in  
 79 small groups. A giraffe can close its nose.  
 88 This keeps out sand and **dust**. At birth, a  
 97 giraffe is 150 **pounds**. It can stand up when  
 103 it is just one hour old.

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## San Diego Quick

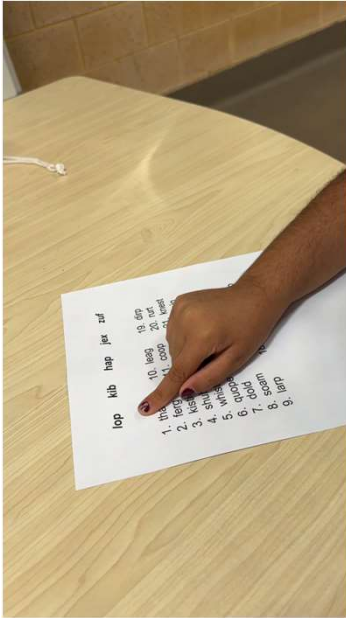


Foundation	Year 1	Year 2	Year 3	Year 4
see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	drew
can	are	spring	quietly	since
here	this	today	carefully	straight

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## Non-Word Decoding Test



- |            |          |           |
|------------|----------|-----------|
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## Assessment Sequence

1. Screen
2. Skills diagnostics
3. Instruction
4. Progress monitoring



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