HELP 2022 Summer Book Clubs

**DISCUSSION GUIDE**

“Foundational Reading Skills: Fluency”

(Created by Minnesota Academy of Reading)

**BEFORE THE FIRST DISCUSSION GROUP MEETING:** Ask the participants to read:

* Hasbrouck, J., & Glaser, D. (2018). *Reading Fluently Does Not Mean Reading Fast.*International Literacy Association Leadership Brief.   <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-reading-fluently-does-not-mean-reading-fast.pdf>
* Hasbrouck, J. & Tindal, G. (2017). An update to compiled ORF norms (Technical Report No. 1702). Eugene, OR, Behavioral Research and Teaching, University of Oregon. <https://www.brtprojects.org/wp-content/uploads/2019/05/TechRpt_1702ORFNorms.pdf>
* Hasbrouck, J. (2020). An update to the National Reading Panel Report: What we know about fluency in 2020. The Reading League Journal, 1(3), 29-31. Under “Book Club Materials” <https://helpliteracymn.org/book-clubs>
* Hasbrouck, J., & Hougen, M. (2020). Fluency instruction. In Hougen & Smartt (Eds.) *Fundamentals of literacy instruction and assessment, Pre-K-6* (2nd Edition), pp. 183-201. Baltimore, Maryland: Paul H. Brookes Publishing Company. <https://servemn.egnyte.com/dl/XHar10vleO>

**DURING THE FIRST DISCUSSION GROUP MEETING:**

1. Use the following menu of questions or create questions of your own. **Select the questions that are the most relevant to your group.**  You are not required to discuss all the questions provided. PLEASE NOTE: If your group would like to meet more than 2 times, please feel free to do so!
2. The goal of the Discussion Group is to stimulate conversation about the application of research to teacher preparation, professional learning, assessment, and reading instruction especially for striving readers and students with characteristics of dyslexia.
3. This should be a **discussion,** not a lecture. The group members should talk more than the leader!
4. If the group members do not know each other, plan a brief introduction activity for your first meeting.

**DISCUSSION QUESTIONS FOR SESSION 1:**

1. What are your previous experiences with students who struggle with reading or exhibit characteristics of dyslexia?
2. In the **Hasbrouck & Glaser leadership brief (2018)**, the authors define fluency. Why is each aspect of fluency important for reading comprehension?
3. On **page 8** of the **Hasbrouck & Glaser leadership brief (2018),** there is a list of suggestions for instruction (text box entitled “Moving Forward”). How are activities like these being implemented in your sites? What might be missing?
4. What new findings does **Dr. Hasbrouck** highlight in her **2020 article** that have emerged since the National Reading Panel Report was published in 2000? How do these findings connect to the **Hasbrouck & Tindale (2017)** **technical report** on oral reading fluency scores?
5. How is fluency assessed and monitored in your setting? How do these practices align with the recommendations from research?
6. What were some things that surprised you as you read each of these resources?
7. What other research have you been reading that supports or adds to the information from these resources?

**DISCUSSION QUESTION FOR SESSION 2:**

1. On **page 184** of the fluency chapter by **Hasbrouck & Hougen (2020)**, there is a graphic depicting the mechanics (skills) of fluency (Figure 11.1). How does each skill impact the reader’s ability to be a fluent reader?
2. At the bottom of **page 186 of the fluency chapter,** the authors write, “It has been noted that the role of fluency changes across the developmental stages of reading…” Do you agree or disagree with this premise? Why or why not?
3. On **page 190 of the fluency chapter**, there is a section describing common confusion related to oral reading fluency assessments. How does this impact benchmark/screening decisions?
4. **Pages 194-197 of the fluency chapter** describe instructional strategies designed to build fluency skills. How do these suggestions align with what is currently occurring in your sites? What might be missing?
5. What other information in these articles and chapter resonated with you? Why?
6. Based on the research and recommendations in these resources, what are some of the implications for changes within current literacy instruction, especially related to fluency? What are the implications for systems reform?
7. What are the implications for future professional learning for both in-service and pre-service teachers?

**PLEASE NOTE:** The HELP Planning Committee will be hosting a **free webinar on fluency on Thursday, October 6, 2022 from 4:00-5:30 p.m.** What questions would you want Dr. Hasbrouck to address about fluency or dyslexia? Make a list of these questions and submit them on the Google Survey at: <https://forms.gle/ii8VB8qZSMMVdMXHA>