### Fluency Outline Template-Universal Reading

<table>
<thead>
<tr>
<th>Color Coding:</th>
<th>Where We Are</th>
<th>TO DO</th>
<th>Staff Development/ Needed Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red-Not in Place</td>
<td>Color code each line item</td>
<td>EC-2 3-5</td>
<td></td>
</tr>
<tr>
<td>Orange-Purpose Building (80% Buy-in)</td>
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<tr>
<td>Yellow-Infrastructure (Planning)</td>
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<tr>
<td>Green-Initial Implementation (We are all trying it out)</td>
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<tr>
<td>Blue-Full Implementation (Well-established)</td>
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**Student outcomes on fluency** are based on **state or local standards**

**Systemic and Systematic**: Staff understands the need for consistency within/across grade levels

Agreed upon fluency **scope and sequence** using common curriculum resources

**Staff teaches fluency within an agreed upon Instructional Framework** with documented research- evidence based instructional practices and procedures for each key instructional routine/practice- *See detailed Instructional Framework Handout*

- **Focus Lesson**: Explicit Instruction, modeling, demonstrating
- **Guided Instruction**: Flexible grouping based on data, differentiated, scaffolding, feedback
- **Collaborative Learning Opportunities**: Group learning, purposeful student talk, authentic and aligned to target skillstrategy
- **Independent**: Student applies to novel tasks, relevant, authentic, student choice
- **Student Coaching/Conferring**: Teacher/student conversation, feedback, goal setting

**Staff has a common understanding of current research on fluency instruction and agreed upon practices such as systemic and systematic (explicit and implicit) instruction on:**

- **fluency** at the letter, word, sentence, passage level, connected text level
- **oral reading** with **accuracy, appropriate rate, and prosody (expression)** on successive readings with grade level text
- **to read** with sufficient fluency to **support comprehension with grade-level text**
- **using context to confirm or self-correct** word recognition and understanding, rereading as necessary

All staff embeds multiple learning opportunities to practice fluency **to read with purpose and understanding**

**Staff analyzes fluency data** and makes decisions based on common assessments

**Collaborative structures and protocols** are in place for co-planning and data analysis

**Staff has established culturally responsive practices** and **family engagement protocols**