



# FLUENCY STRATEGIES

## Checklist: Using Fluency Data to Review and Remediate

In order to comprehend, readers need sufficient working memory to draw out the meaning from the words they read. Mastering reading sub-skills such as word recognition to the point of automaticity allows readers to free up the cognitive capacity to attend to comprehension and processing the meaning of what is being read.

### How BrightFish Reading builds text automaticity

The BrightFish Reading system measures each student response based on pre-set mastery criteria for speed and accuracy to develop text automaticity. Students work on visual match and sound match trials for each level.

- Speed - Level 1-5 words: Students need to match the target within the 3.5 second response time set for these activities.
- Accuracy - All words and phrases: Students can make two mistakes; on the third missed target, the activity is paused.
- Students must demonstrate both accuracy and speed to achieve automaticity.

### BrightFish automated interventions

1. After five retries, the BrightFish system pauses the activity and moves the student on. An alert will appear in the Daily Review notifications.
2. Level 1-3 phrases: After completing level 1-5 words, the student will be asked to match phrases from the story to apply automaticity to words in combination. The speed criteria is reduced so that students can focus on accuracy.

### Conduct data chats

Reports to use: Daily Review and Student Details/Student Progress

1. View fluency notifications in the Daily Review report and record your planned actions.

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2. Click on the Student Details and press the Student Progress button. Any story units with red blocks in fluency should be reviewed together with your student. Expand the plus sign in the fluency box and click on the link to see the individual errors.
3. Look for patterns of errors in the trials with “red blocks” – click on the trial link to see the error list. Choose the most common pattern and review it with your student. For example, you may notice that the last letter is often incorrect. This usually indicates rushing where students look at the first two letters of the word and make a match to similar words.
4. If students have frequent retries in level 1-3 phrases, ask them to slow down and review each phrase combination before making their selection.



## Observe and intervene

Review student data following the first data chat. If you don't see improvement, move to the next level of intervention: observation.

1. Sit with your student and go through a trial with them to determine where the issues are occurring. Is it the sound trials? Is the headset working? Listen to the sounds together and observe selections.
2. If students are making errors in level 1-5 words, remove the speed criteria temporarily by clicking on the “jet symbol” and clicking on the box “check to disable fluency speed criteria.”
3. After another story with no improvement, try reducing the assigned level in the Class Roster. Working on an easier set of stories may help the student build the focus they need. Observe the student and check the reports after the first story completed at the lower level.