

DRAFT

Kentucky Department of Education

Fluency

Instructional Menu



PREFACE

This publication is one of five Instructional Menus developed for Reading First schools to help them forge forward in their goal of reading excellence. These menus are intended to provide a compilation of Scientifically Based Reading Research (SBRR) instructional activities found in a variety of professional development materials/sessions experienced throughout the tenure of Reading First. The list is not a mandated list, but includes options for use during the instructional day.

To obtain copies of the Reading First Instructional Menus, contact the Kentucky Department of Education Reading First, Co-Directors: Linda Holbrook or Sharla Six at (502) 564-2106 or visit the Kentucky Department of Education Reading First Website at:
<http://education.ky.gov/KDE/Instructional+Resources/Literacy/Kentucky+Reading+First/Kentucky+Reading+First+Resources.htm>



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Fluency

What does the research say about fluency?

For most, fluency develops gradually over time and through extensive reading practice. Teachers need to select and facilitate the best methods of fluency instruction for their children and their classrooms. The following four components are needed for good fluency instruction.

- Model fluent reading.
- Use guided oral reading instruction.
- Give students ways to practice and perform.
- Implement word study activities to build accuracy.

Research also explains that teachers need to be aware of the three components of fluency to effectively provide fluency instruction.

- **Accuracy:** Also known as automaticity, it refers to the person's ability to read words in a text.
- **Rate:** The speed a person reads.
- **Prosody:** Refers to stress, intonation, and pauses. Commonly known as “reading with feeling”.

The recent research on fluency instruction has also led to changes in instructional practices. The research supports the following:

- Repeated and monitored oral reading improves word recognition, speed, accuracy and reading comprehension. (National Reading Panel)
- Repeated reading can benefit most students throughout elementary school, as well as struggling readers at higher-grade levels. (National Reading Panel)
- “Fluency is important because it provides a bridge between word recognition and comprehension.” (Reading Links, 2002, p. 9). Fluency doesn't ensure comprehension, but comprehension is difficult without fluency.

If a reader is constantly stopping to decode and figure out unknown words, most likely meaning will be disrupted and the process of reading becomes long and laborious.

Fluency research has also explained types of assessment teachers can use to determine individual students' levels of fluency and to gauge their progress in fluency development.

- To conduct informal assessments, the teacher has each student read aloud an unfamiliar passage at the students' independent reading level. As the student reads the teacher records information about word recognition errors, rate of reading, and use of expression.
- To conduct a formal assessment the teacher has each student read a grade level passage for one minute. The teacher follows along in a copy of the passage and marks any errors that the student makes. The teacher counts substitutions, mispronunciations, omissions, reversals, and hesitations for more than three seconds as errors. Insertions and repetitions are not counted as errors because they add to the total reading time. At the end of one minute the teacher determines the students reading level by taking the total number of words read in one minute and subtracting the number of errors. The words correct per minute (WCPM) represent the student's fluency score. In addition, teachers should consider the following when assessing fluency:
 - Repeated Reading Rate: A child reads a text. Teacher counts how many words were read correctly in one minute. Child does a few repeated readings of the same text as the teacher charts the progress of child on a graph. This tests for rate.
 - Miscue Analysis/Running Record: A child is given a passage to read. Teacher has copy of the same passage. Teacher marks incorrect reading or omission of words. This tests for accuracy.
 - Using either the Repeated Reading or Miscues Analysis, teachers rate students' overall fluency using an [Oral Reading Rubric](#).
 - Many schools are now using DIBELS for initial assessment and progress monitoring.

Guiding Questions

1.) What is fluency?

According to the National Reading Panel (2000), fluency is the ability to read text with speed, accuracy and proper expression. Fluent readers recognize words automatically, read aloud effortlessly and with expression, do not have to concentrate on decoding, and can focus on comprehension. *Put Reading First* has expanded the definition to say that fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly in ways that help them gain meaning from what they read. Fluent readers read aloud effortlessly with expression. Their reading sounds natural, as if they are speaking.

2.) Why should I teach fluency?

Without question, fluency is an essential component of successful reading . Fluency instruction may be the missing element in reading instruction for most teachers because most of us learned to teach reading with a focus on comprehension and accuracy. Students who do not develop reading fluency, regardless of how bright they are, are likely to remain poor readers throughout their lives (NRP 2000). Fluency serves as a bridge between word recognition and comprehension. Because fluent readers can identify words accurately and automatically, they can focus on comprehension. In other words, fluent readers can recognize words and comprehend at the same time.

Instructional Menu for Fluency

Fluency Method	Activity	Skills Focus	Activity Description
Letter Recognition Fluency			
	<u>Alphabet Arc</u>	Rate, Accuracy	Given a set of random letters, students will name letters fluently. Example – Place a letter arc and a container of letters on a flat surface. Set a timer for three minutes. Students will match letters to a random letter matt. (Reading First Summer Institute I Binder, pgs. 3.3-3.8) http://www.fcrr.org/Curriculum/pdf/F_Final.pdf
	<u>Glow Go</u>	Rate, Accuracy	Students use a flashlight to quickly identify letters of the alphabet. http://www.fcrr.org/Curriculum/pdf/F_Final.pdf
	<u>Tap Stacks</u>	Rate, Accuracy	Students play a card game identifying and tapping on targeted letters of the alphabet. http://www.fcrr.org/Curriculum/pdf/F_Final.pdf
	<u>Clothespin Match</u>	Rate, Accuracy	Students match initial sound picture card to letters on a clothesline in a timed activity. http://www.fcrr.org/Curriculum/pdf/F_Final.pdf
	<u>Letter Fluency/Flash</u>	Rate, Accuracy	Students identify letters and letter sounds in a timed activity. (Research-Based Methods of Reading Instruction-Vaughn, pg. 58) http://www.fcrr.org/Curriculum/pdf/F_Final.pdf

Fluency Method	Activity	Skill Focus	Activity Description
High Frequency Words			NOTE (Reading First Summer Institute I Binder, Ways to Support Development of Sight Words, pgs 3.17-3.20)
	<u>Fluency Word Cards Activities</u>	Accuracy	The teacher places newly learned word or words that students will read in the future on flash cards. It is important that the new words contain structural elements that students already know. (Familiar spelling patterns, blends, rimes, digraphs, etc.) The students will earn a point for each word they can see and say without hesitation or extended thinking time when the word is flashed. (Reading First Summer Institute I Binder, pgs. 15-7, 15-8)
	<u>Word Speed Practice/Word Power</u>	Rate, Accuracy	Students quickly read words in a timed activity. In partners, students take turns reading a page of words for one minute. The number of correct words per minute is graphed. (Research-Based Methods of Reading Instruction-Vaughn, pgs. 58-59) http://www.fcrr.org/curriculum/PDF/G2-3/bookTwoFluencyPartTwo.pdf ,
	<u>Reading Relay</u>	Rate, Accuracy	You will need a timer, student recording sheet, and a stack of word cards. Place word cards face down. Then taking turns, student one sets the timer for one minute, picks up the first word card from the stack, reads it, and places it in the discard pile. If unable to read the card, the student counts to five and places it under the stack. As soon as the card is placed in the discard pile, the next student quickly picks up a card and reads it. http://www.fcrr.org/curriculum/PDF/G2-3/bookTwoFluencyPartTwo.pdf
	<u>Fast Match</u>	Rate, Accuracy	Students are provided word cards. Working in pairs, they will place their cards face up in a row. Student one reads the word and counts to five while student two finds the matching word card. http://www.fcrr.org/curriculum/PDF/G2-3/bookTwoFluencyPartTwo.pdf

Fluency Method	Activity	Skill Focus	Activity Description
Modeled Reading			
	<u>Partner/Paired Reading</u>	Rate, Accuracy, Prosody	Partner reading involves pairing students to practice rereading familiar texts. It increases the amount of time students are reading and enhances fluency. Pair high-performing readers with lower-performing readers for fluency practice. Provide reading materials at the lower-performing student's instructional reading level (Reading First Summer Institute I Binder, 7.17-7.18)
	<u>Read Aloud</u>	Rate, Accuracy, Prosody	An adult models reading a text to the children. The teacher may pause during the reading for reactions, comments, predictions, and questions to keep children actively engaged. Avoid long discussions that interfere with the flow of the story. (Reading First Institute I Binder, pgs. 14.6-14.12)
	<u>Choral Reading</u>	Rate, Accuracy, Prosody	Choral reading is an activity in which all or part of the students in a group read aloud together. It is usually led by the teacher and occurs after the students have read the text. This activity does not necessitate that the whole story is read. Typically segments, phrases, poetry, and lyrics are practiced in unison. (<i>What Really Matters for Struggling Readers</i> -Allington, pgs.58-62) <i>Designing Research-Based Programs</i> - Addison-Wesley Educational Publisher Inc., pgs. 98-99)

Fluency Method	Activity	Skill Focus	Activity Description
Modeled Reading cont.			
	<u>Echo Reading</u>	Rate, Accuracy, Prosody	Given a reading passage and a model of fluent reading, students will read the text fluently and with prosody. (<i>Research-Based Methods of Reading Instruction-Vaughn, pg. 60</i>)
	<u>Neurological Impress</u>	Rate, Accuracy, Prosody	Select a short passage that is easy for the student to read. Sit slightly behind the student holding the book in front of the child, so you speak toward his dominant ear. Read together as in “one voice”, with the teacher moving along the line of print. The passage should be read slightly beyond the student’s normal rate, so attention is paid to whole words and sentences. (<i>The Fluent Reader-Rasinski, pg. 70</i>)

Fluency Method	Activity	Skill Focus	Activity Description
Phrased Reading			
	<u>Fast Phrases</u>	Rate, Accuracy	Students read phrases in a timed activity working in pairs. Student one turns phrase cards over one at a time, while student two reads the phrases as quickly as possible. Correctly read phrases are put in a yes pile. (The Fluent Reader-Rasinski, pgs. 95-100)
	<u>Chunking</u>	Rate, Accuracy	Given a reading passage, students will read the text phrase by phrase to build fluency. (Research-Based Methods of Reading Instruction-Vaughn, pg. 61)
	<u>Tongue Twisters</u>	Rate, Accuracy	Have students build verbal reading fluency by practicing tongue twisters. Example: If a noisy noise annoys an onion, an annoying noisy noise annoys an onion more! Please peel this peck of pickled peppers Peter Piper picked. Surely Shirley shall sell Sheila's seashells by the seashore. Which witch wishes to switch a witch wristwatch for a Swiss wristwatch? http://www.factmonster.com/spot/tonguetwister1.html
	<u>Eye-Voice Span</u>	Rate, Accuracy	<ol style="list-style-type: none"> 1. With the class, begin to read aloud a new story or passage placed on an overhead transparency. The class choral reads the passage. 2. Just before finishing reading a sentence or paragraph, turn off the overhead projector. Suggested teacher talk could be, "Where are your eyes looking to next?" 3. Have students demonstrate how they can still say the next few words from the passage right after the overhead is turned off. 4. Discuss why this happens (i.e., because of the distance students' eyes were ahead of their voices). Suggested teacher talk might be, "Try to 'push' your eyes forward ahead of your voice." 5. Turn the projector on and read the next passage. 6. Turn off the projector again and have students finish reading the sentence. (Note: Students eyes should be able to read more words.) <p>(<i>Creating Strategic Readers</i>, -Ellery, pgs. 80-81)</p>

Fluency Method	Activity	Skill Focus	Activity Description
Tape Assisted Reading with books.			<p>Note: Children can listen to stories on tape as they follow along in a book. www.scholastic.com</p>
	<u>Tape, Check, Chart</u>	Rate, Accuracy, Prosody	<p>A simple individual procedure is the use of audio tape recordings – In this case by having students audio tape their own reading. Students will use four-color pen, turn on the tape recorder, and begin to read aloud from a self-or teacher-selected text. Students will listen to their recorded readings and check accuracy by marking the written text where mispronunciations were noted. Students will rerecord after checking their reading. Students should improve after each reread. (<i>What Really Matters for Struggling Readers</i>-Allington, pgs. 98-99.)</p>
	<u>Captions</u>	Rate, Accuracy	<p>Television also presents a printed text in the form of a Closed Captioned print. It can be used as form for oral supported reading. The student’s eyes are drawn to the print during viewing of the captioned television. Students choose the closed caption option on the television in the classroom and have students practice reading short portions of script on the television screen.</p>
	<u>Karaoke</u>	Rate, Accuracy, Prosody	<p>Students will read lyrics from a Karaoke machine. (<i>The Kentucky Teacher Publication</i>, February 2007)</p>
	<u>Do You Read Me</u>	Rate, Accuracy, Prosody	<p>While students listen to audio tapes (commercially or independently produced), they follow along with the printed text. This activity enables the students to get phrasing, fluency and meaning. They read the selection orally the next day, during class. This is a good pre-reading activity for struggling readers. http://www.uth.tmc.edu/uth_orgs/cars/development/tpri/intvact/readcomp.html</p>

Fluency Method	Activity	Skill Focus	Activity Description
Repeated Reading			
	<u>Appropriate Text</u>	Rate, Accuracy, Prosody	Students choose their own appropriate text or the teacher assigns a passage. The teacher discusses reading behaviors such as phrasing, rate, intonation, etc. The students practice their texts several times until fluency has developed. Poems and rhymes are great for repeated reading. There are three ways to provide repeated reading experiences: direct instruction (whole class), independent choice, or assisted method (books on tape). <i>(The Fluent Reader-Rasinski, pgs. 75-100)</i>
	<u>Reader's Theater</u>	Rate, Accuracy, Prosody	Reader's Theater is an oral performance of a script usually based on authentic literature. Meaning is conveyed through expression and intonation—students need to interpret the script instead of memorizing it, thus helping with comprehension as well as fluency. Repeated readings, or rehearsals, help students build fluency in a natural and authentic manner. (Reading First Summer Institute I Binder, "I Never Thought I Could be a Star"; A Readers Theater Ticket to Fluency, Handout 7.20-7.28)

Method	Activity	Skill Focus	Fluency Activity Description
Repeated Reading cont.			
	<u>Showcase Readers</u>	Rate, Accuracy, Prosody	Given a previously read passage students will read it fluently and with good expression. Give students a copy of the reading selection. Explain that three students will be showcase readers today. These students will read fluently for the class. Pair students and have them take turns reading the passage aloud. After students have practiced the passage with their partners, call on several of them, one at a time, to be showcase readers for the day. (<i>Research-Based Methods of Reading Instruction</i> -Vaughn, pg. 69)
	<u>Radio Reading</u>	Rate, Accuracy, Prosody	This is another variation of repeated reading. Radio reading provides an opportunity for students to model fluent reading. Students read fluently for the purpose of performing or sharing a selected portion of text. Just as radio announcers do, students must read with expression at a comprehensible rate so that the listener can focus on the meaning of the passage, Radio reading has four components: 1. Getting started, 2. Communicating the message, 3. Checking for understanding, and 4. Clarifying an unclear message. (<i>The Fluent Reader</i> -Rasinski, pg. 102) http://forpd.usf.edu/strategies/stratfluency.html
	<u>Computer-Assisted Reading</u>	Rate, Accuracy	These computer programs use speech recognition software and immediate feedback as students read aloud text presented on a computer screen. Students can request that any part of the text be read aloud. The computer keeps track of their fluency and accuracy, tracking performance over time. (<i>A Focus on Fluency</i> -PREL, pgs. 11-12)

Fluency Method	Activity	Skill Focus	Activity Description
Leveled Text			
	<u>Book Baskets/Browsing Boxes</u>		<p>Procedure:</p> <ol style="list-style-type: none"> 1. Place multiple levels of books (fiction and nonfiction) and magazines into baskets or boxes. Books may have been previously read during guided reading time. 2. Have students at different stages of development browse through the book selections to choose one book that is “just right” for them. Students should select books with which they are familiar and at their own independent reading level. Teachers should discuss with students what books seem to be “just right” for them. Suggested teacher talk could be, “How do you feel when you are reading a book that is at your level?” 3. Have students place selections into a browsing box (a box or plastic bin that holds each student’s collection of independent-level books.) <p>During independent reading time. Have the students read and reread texts from their boxes. Reading these books ensures quality time spent on reading at the appropriate level of each reader. Suggested teacher talk might be, “Has your reading rate improved each time you’ve read and reread books from your browsing boxes?” (Fountas and Pinnell. 1996)</p>

Fluency Method	Activity	Skill Focus	Activity Description
Leveled Text cont.			
	<u>Selecting “Just Right” Books</u>		<p>1 Demonstrate how to choose a “just right” book, and discuss the value of independently reading a book that fits the reader. For example, have students read a page from a text and note each time they have difficulty with a word by raising a finger. If early in the reading students have up five fingers, they should stop reading because the text is not at the independent level.</p> <p>2. Read aloud the story of “Goldilocks and the Three Bears.” Line up three chairs: one too small, one too big, and one just right for the students. Select three books for the demonstration: one too easy, one too hard, and one just right for the students. Suggested teacher talk could be, “How do you know if a book is just right for you?”</p> <p>3. After modeling how to select a book that is just the right match, have the class generate three posters or charts. The first chart should list what makes a text too easy (e.g., your reading rate is too fast, you know all the words, less energy spent decoding). The second one should list the traits of a text that is too hard (e.g., your reading rate is too slow, you lose focus as you are reading, it’s hard to understand or decode words). The third chart should show what type of book is just right (e.g., your reading rate is just right, you can read most of the words, you get the meaning from the story).</p> <p>Post the charts in the classroom library area as a reminder for students when selecting their independent reading materials. Suggested teacher talk could be, “What are the signs that the book is too easy or too difficult for you?” (Fountas and Pinnell, 1996)</p>

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