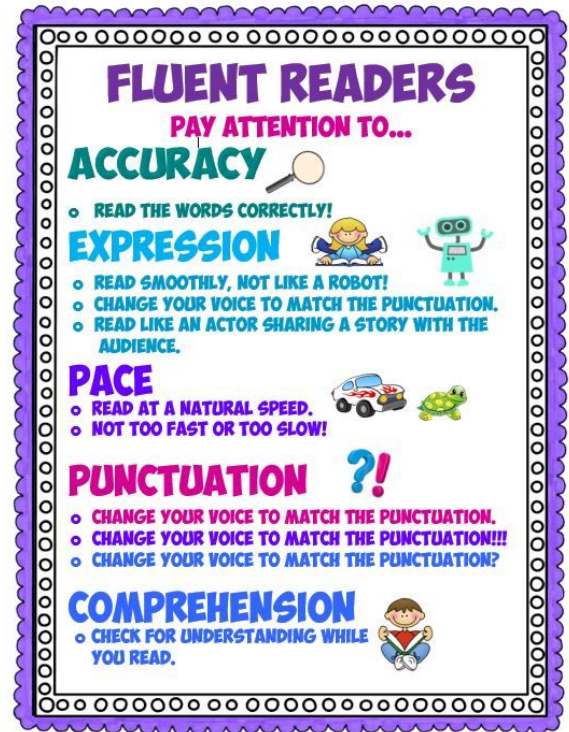


ROUTINES FOR BUILDING READING FLUENCY

What is Fluency?

When a student reads fluently, they are able to do two things: **process the text at a surface level and comprehend meaning**. Fluency has traditionally been defined as the ability to read smoothly and automatically with attention to punctuation and expression. Students who are able to do this are able to give more attention to comprehension of text.

When students struggle to read fluently, there is usually an underlying issue. Use a running record or timed reading to help you determine where the issue may lie. Note errors or any common patterns of interruption to the student's reading. This will help determine where to begin support.



Two Important Terms

Accuracy Rate	Automaticity
<p>Defined as <i>being able to read the words in the passage without errors</i></p> <p>Calculated with this formula:</p> $\frac{(\text{Total Words Read} - \text{Errors})}{\text{Total Words}} \times 100 = \text{Accuracy Rate}$ <p>Accuracy Rate should be at least 95% on an independent level text. If lower, dig into what might be causing the roadblock and instruct students on that skill.</p>	<p>Defined as the <i>quick and effortless word recognition that develops with practice</i></p> <p>Students can show automaticity at the</p> <ul style="list-style-type: none">• Letter Level• Word Level• Sentence Level

FLUENCY ROUTINE: PHRASED READING BY MARKING THE TEXT

1. Provide an **appropriate text or passage** for the student.
2. The experienced reader should **read the text or passage aloud and have students listen**.
3. **Introduce or explain phrasing and how readers use this to support their fluency**. Explain to the reader that you will use **slashes** to show pauses they should take while reading the passage. One slash (/) will show a shorter pause and a double slash (//) will show a longer pause. This will cue breathing,

Figure	Examples of Marked Text
Story:	From <i>Seven Brave Women</i> by Betsy Hearne My grandmother did great things. // Bett y lived during World War II / but she did not fight in it. // She took fencing for fun / and played basketb all / on the first girls' team in her state / and went to France / to take harp lessons / f rom a famous harpist there. //
Informational Pas sage:	From <i>Smokejumpers: Battling the Forest Flames</i> by Diana Briscoe In 1918, / Henry A. Graves had a bright idea. // The head of the U. S . Forest Service asked the Army Air Service / if he co uld borrow some planes and pilots. // He want to make air patrols / to spot fires / from the air. //

phrasing, and even eye movement (as readers then often look into the next phrase while reading).

4. **Model phrasing and have students mark / and //** as they listen to you read.
5. **Discuss** what students noticed or heard.
6. Have **students read the text or passage** aloud as the experienced reader observed. **Remind** the student to practice pausing and appropriate intonation. **Support or coach** their phrasing as needed.
7. Have **students independently practice the same text or passage until confident**. Take their practice to an unmarked version of the text for transfer of their learning.
8. This process can be repeated with other passages or texts. Reassess students with a **timed reading** or running record to gain insight on transfer of learning.

For more information about the above routine, see the two research sites below!

<p>ASCD Research Article!</p> <p>BONUS: Includes feedback statements you can use with readers to highlight behaviors you noticed in their oral reading.</p>	<p>Intervention Central Tips for Phrased Reading</p> <p>BONUS: links to a phrased text generator tool that could help turn pasted text into phrases for practice!</p>
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RESOURCES AND ACTIVITIES TO SUPPORT FLUENCY

LETTER LEVEL <i>(Building Phonemic Awareness Skills and Letter Sound Correspondence)</i>	Florida Center for Reading Research (FCRR) houses Student Center Activities and Games (in a lesson plan format geared more towards teachers).	https://fcrr.org/resources/resources_sca.html Downloaded FCRR Lesson Plans https://drive.google.com/open?id=1t7f_w2KaB9VbksOeFOrOXaOis4_M_DM
	Heggerty Phonemic Awareness Lessons are another CV resource for all students in K and some 1st Graders. These videos explain the lessons and show the hand motions your students are used to.	Explanation Video https://youtu.be/lroKByqjBd0 Hand Motions https://youtu.be/AbITo7bS0MI
WORD LEVEL	Dolch Sight Word Lists, sorted by frequency and suggested grade levels	https://www.dolchword.net/printables/All220DolchWordsByGradeFreq.pdf
	Sight Word Resources - Games, Flashcards, Mini Books, etc	https://www.superteacherworksheets.com/dolch.html
	App Suggestions for Phones/Tablets	Sight Words by Photo Touch Sight Word Ninja Khan Academy Kids
	Jan Richardson and Jack Hartmann sight word videos on YouTube. There are over 80 videos, each highlighting a sight word for students to practice and learn. Begin at level A and work towards level I. Jack Hartmann has additional videos reviewing groups of sight words. We suggest subscribing to Jack's channel!	Example: https://www.youtube.com/watch?v=rw6TATRIIGk
SENTENCE LEVEL	Readers' Theater is a great way to practice fluency at the sentence level. If you are able to print scripts and take on roles as a family, everyone can get in on the fun! Two links to readers' theater are listed, and the last one takes you to fun printable props! →	https://www.readinga-z.com/fluency/readers-theater-scripts/ https://www.raz-plus.com/fluency/readers-theater-scripts/ https://www.scholastic.com/teachers/articles/teaching-content/free-readers-theater-props/
	Poetry provides another way to practice fluency at the phrase level with short text. Links here take you to resources and games for poetry and nursery	https://www.scholastic.com/teachers/articles/teaching-content/kids-poems/

	<p>rhymes →</p>	<p>Poems Kids Love https://poets.org/text/poems-kids</p> <p>Poetry Games and Activities https://www.weareteachers.com/poetry-games-for-the-classroom/</p> <p>Poetry Books and Nursery Rhymes https://www.raz-plus.com/fluency/poetry-books/</p>
	<p>Rereading familiar text is another great way to practice sentence level fluency. Use texts you have read over and over to build fluency, or use short passages. The link here takes you to short passages on Reading A - Z (starting at Level F).</p>	<p>https://www.raz-plus.com/fluency/fluency-practice-passages/</p>
	<p>Listening and Reading Along with an experienced reader is another great way to build fluency at the sentence level. Some of the options allow students to record themselves reading so that teachers can give feedback or they can listen back and critique their own fluency. Here are some links to other “read along” sites.</p>	<p>Reading A-Z (www.kidsa-z.com; Login provided by CV) has an option for students to record themselves.</p> <p>Favorite Authors Host Online Story Time https://coolprogeny.com/2020/03/operation-story-time/</p> <p>ABC Mouse houses a number of stories students can listen to, and membership is free right now.</p> <p>Actors Read Childrens’ Literature Online https://www.storylineonline.net/</p> <p>Vooks is another eReading Site - some parts are free, others require an account. Ask your child’s teacher for info. https://watch.vooks.com/</p> <p>Looking for Books for Older Students too? https://www.funbrain.com/</p> <p>EPIC! The at-home piece is available for free with teacher granting access to students. The site houses 1000s of titles from familiar authors, and some are able to be read aloud to students. https://www.getepic.com/</p>