

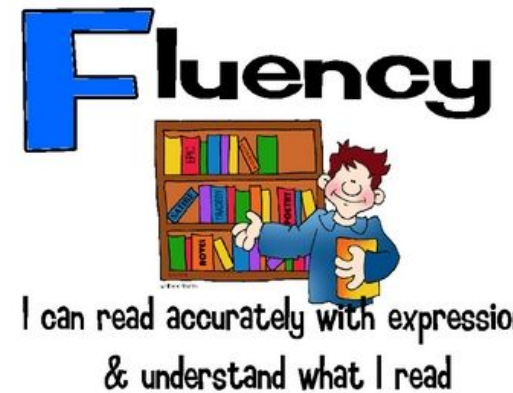
Fluency



I can read accurately with expression,
& understand what I read

Definition of Fluency

- Fluency is defined as the **ability to read with speed, accuracy, and proper expression**. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, **fluent readers read in phrases and add intonation appropriately**.



Fluency Self-Evaluation

Name _____ Date _____ Passage: _____

After you have listened to yourself read, complete the table below, placing a check in the appropriate column.

	I need to keep working on this.	I'm showing improvement.	I did an excellent job!
<u>Accuracy:</u> I read the words correctly.			
<u>Rate:</u> I read at a good rate—not too fast or too slow.			
<u>Expression:</u> I changed my voice to show feeling or to sound like the character.			
<u>Punctuation:</u> I stopped at periods and paused at commas.			

My goals for next time: _____

NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

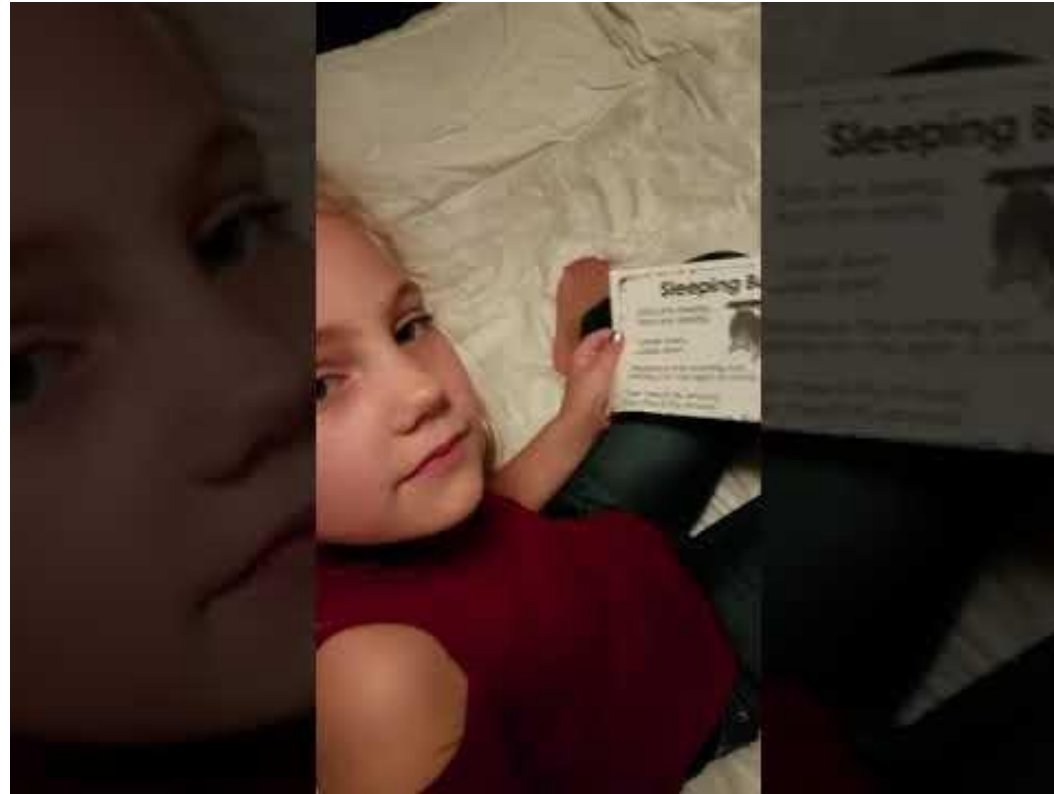
Repeated Reading

Choose a passage that will *not* be very difficult for your child.

1. Read the passage aloud to your child, and then read it together.
2. Help your child figure out any tricky words.
3. Have your child read the passage to you, with a focus on accuracy.
4. Have your child read the passage to you *again*, this time paying attention to fluency and expression.

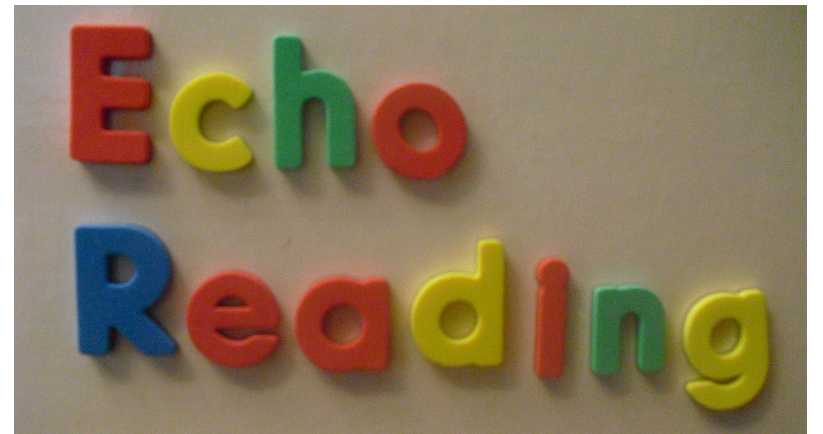
The goal is to sound smooth and natural.

Video of Repeated Reading



Echo Reading

Reading strategy that will help struggling readers with fluency, reading orally, new vocabulary, and comprehension. For echo reading, all you need is a book at your student's level and a reader for students to echo. It is a simple reading strategy to help your students gain skills.



Echo Reading

This is another way to help a child develop confidence and fluency.

1. Read aloud a line of text.
2. Ask the child to read the same line.
3. Continue taking turns reading and rereading the same lines.
4. When the child begins to read with more expression and fluency, suggest that he read aloud on his own.

Video of Echo Reading



Paired/Choral Reading

This strategy helps children become more fluent and confident readers.

1. Hold the book together and ask the child to read along with you.
2. Begin reading in a natural voice.
3. As the child becomes more comfortable with reading the text, lower your voice and have the child take over the lead.

After reading, ask your child:

"What was this page/story about?"

"What was your favorite part?"

*For additional practice, the child can reread the book.

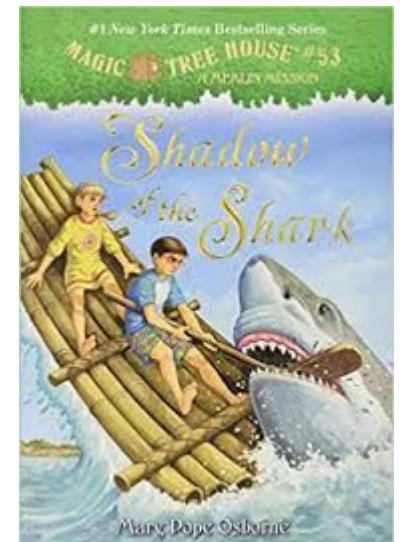
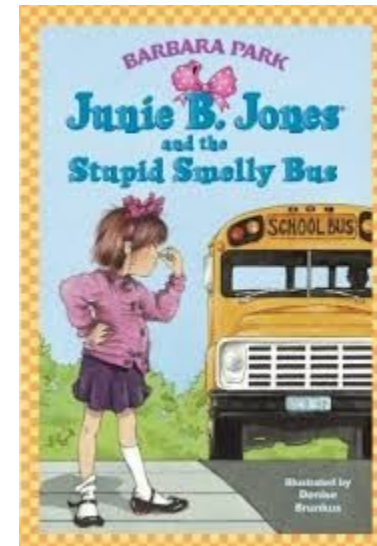
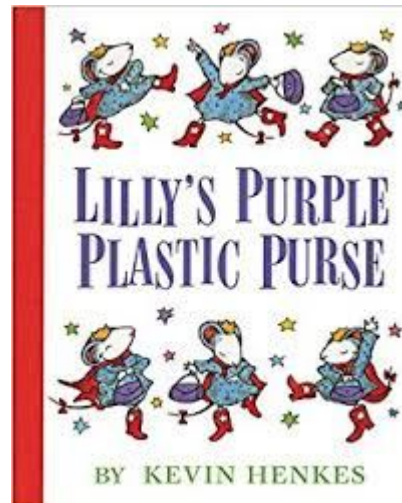
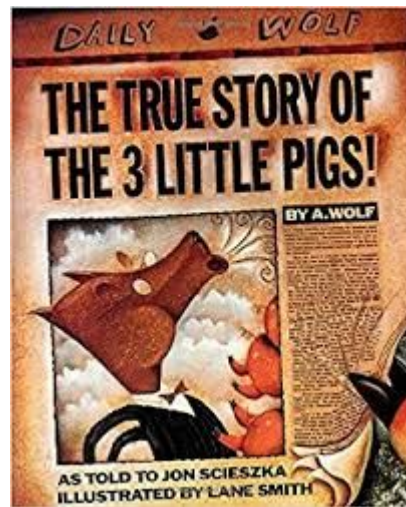
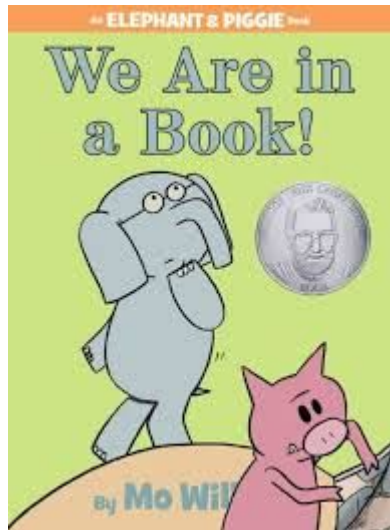




PAIRED READING

Use different voices

When reading a familiar story or passage, try having your child use different voices. For example, read the story in a mouse voice, cowboy voice, or a granny voice. This is another way to do a repeated reading, and it adds some fun to reading practice.



Read to different audiences

Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience.



Read to different audiences

Your child can read to stuffed animals, pets, siblings, neighbors, grandparents – anyone who is willing to listen. This is a good way to show off what was practiced with a repeated reading.



Record the Reading

1. Record the reading – After your child has practiced a passage, have him/her record it with a phone, tape player, [Audacity](#) or MP3 device.
2. Once recorded, your child can listen to his reading and follow along in the book.
3. Often, he/she will want to record it again and make it even better.

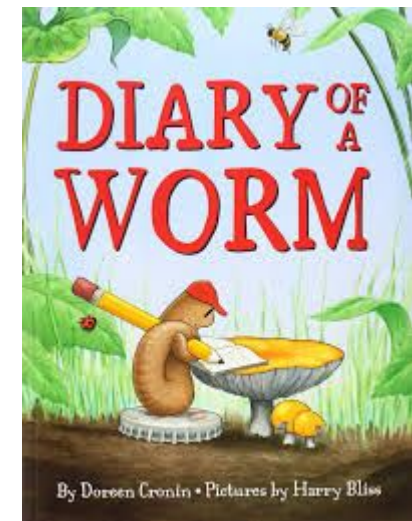
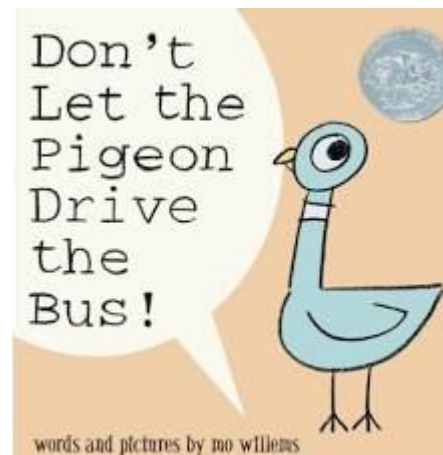
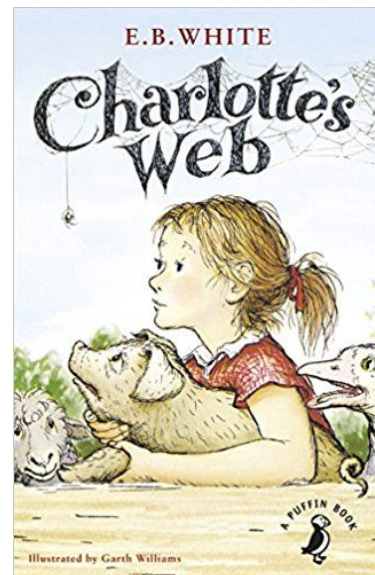
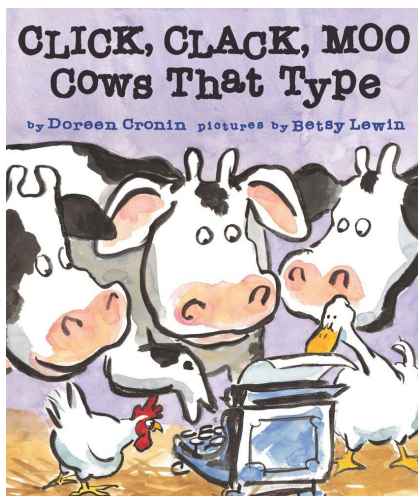
Record the Reading



1. Look for the **Voice Memos** icon (may be under Utilities on an iPhone) voice recording app on your phone.
2. Press record and then you are done.
3. Name the recording after the book is read.

Expression

When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what that expression means. For example, if the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.



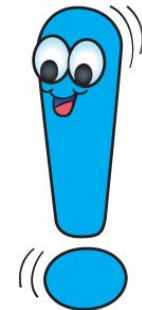


Punctuation

Point out punctuation marks that aid in expression such as question marks, exclamation points, and quotation marks. ●

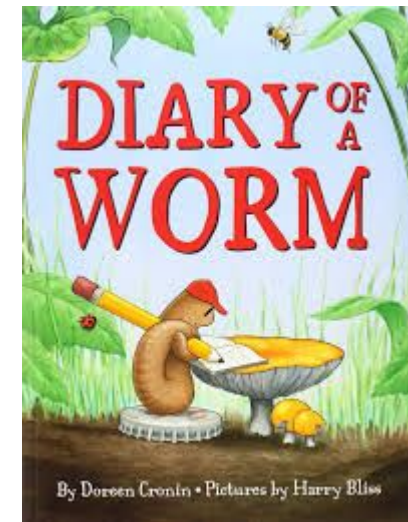
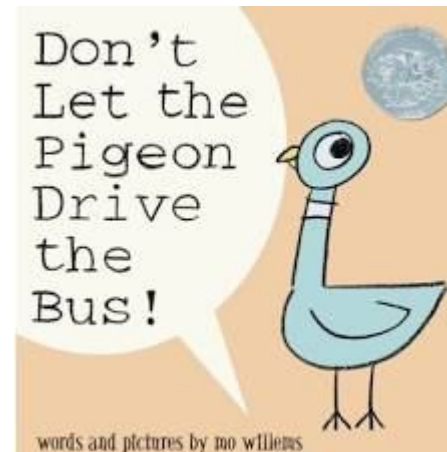
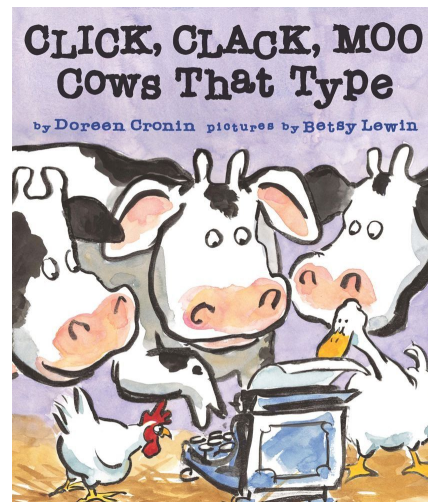
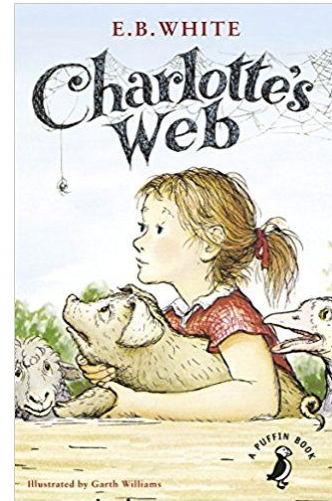
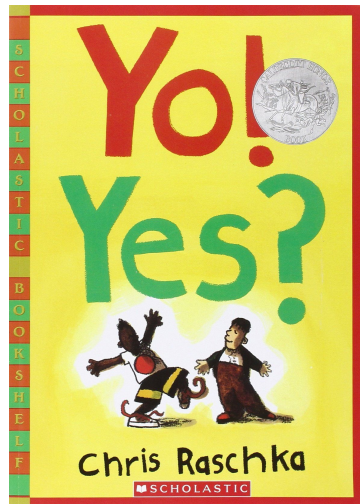
Demonstrate how your voice changes as you read differently with each punctuation mark.

Only focus on one punctuation mark  book.



Remember that, first and foremost, it is important to enjoy the story.

Modeling of Reading a Book With Expression and Punctuation






Nursery Rhymes

- ★ Recite nursery rhymes and poems to build familiar phrases in speech.
- ★ Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.

Five Little Monkeys Jumping on the Bed




Five little monkeys
Jumping on the bed.
One fell off
And bumped his head.
Mama called the doctor
And the doctor said,
"No more monkeys
Jumping on the bed!"

© Copyright 2014, www.sparklebox.co.uk

Twinkle, Twinkle Little Star


Twinkle, twinkle little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle little star,
How I wonder what you are.



© Copyright 2014, www.sparklebox.co.uk

I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When I get all steamed up
Hear me shout,
Tip me over and
Pour me out!




© Copyright 2014, www.sparklebox.co.uk

Humpty Dumpty

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.

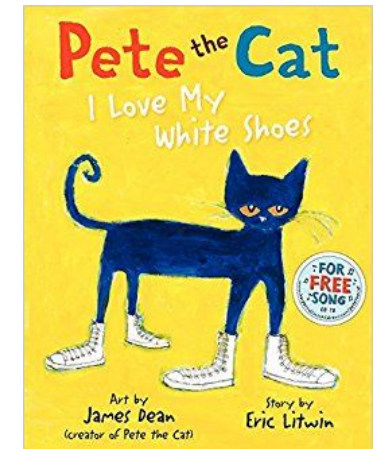
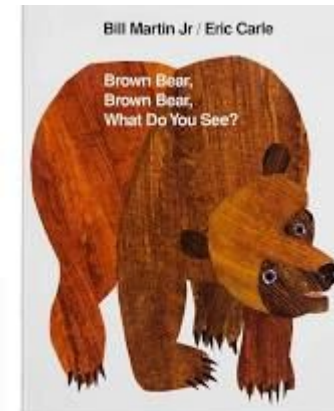
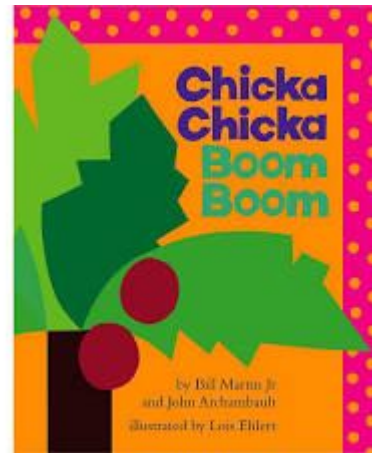
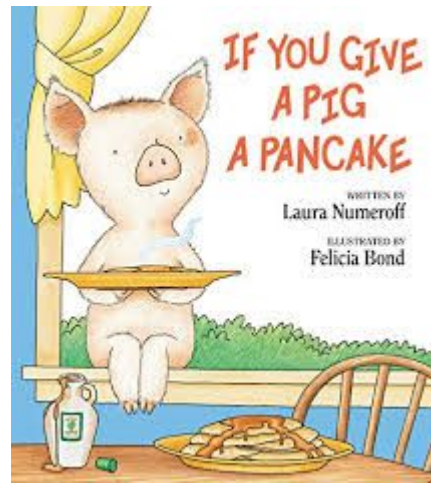
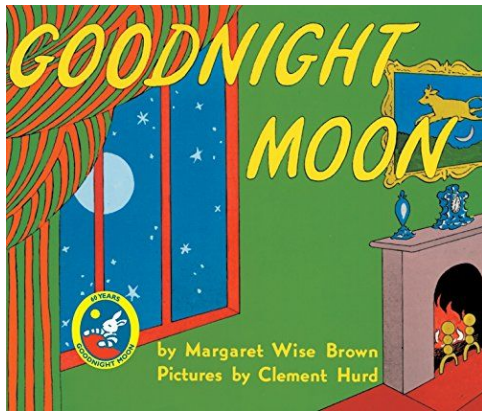
All the King's horses
And all the King's men
Couldn't put Humpty
Together again.



© Copyright 2014, www.sparklebox.co.uk

Repetitive Text

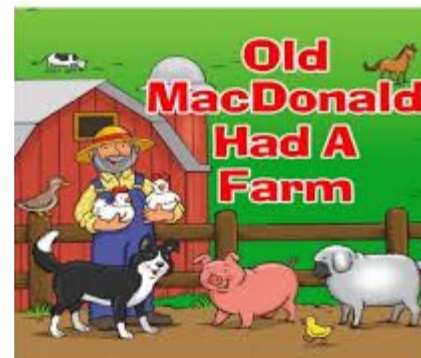
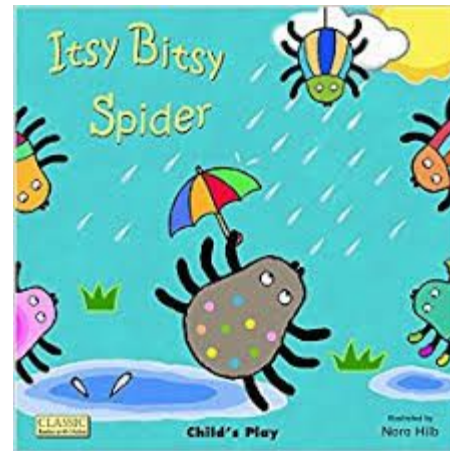
In a repetitive text, ask your child to repeat the familiar phrase with you. Ex: For the story, “Pete the Cat” your child can recite with you, “I love my _____ shoe.”





Sing Songs

Encourage your child to sing favorite songs and repeat favorite lines of songs.



<http://www.theteachersguide.com/ChildrensSongs.htm>

Song Books

Make your own books of favorite songs for your child to practice “reading.” This builds confidence and helps your child identify him/herself as a reader.

1. Have students select a favorite song.
2. Write the lyrics to the song to create a book. (or find on the internet)
3. Have the students “read” the song.



Repeat Phrases

1. Say a sentence to your child and ask him/her to repeat it to you.
2. Challenge your child to increase the number of words he/she can repeat.
3. As you say it, put it in meaningful phrases. Ex: The boy / went to the store / with his mother.





Phrasing

Children can practice fluency with common words and phrases in books. For example:

- A long time ago
- What is your name
- You and I
- What did they say
- Give it back
- That's very good



Directions: Write the phrases on to individual strips or print off a copy of the phrases and cut them into strips. Place in a container and have your child draw them out one at a time to read aloud to you.

Questions?

