Developing Fluency

Lesson 1: Introduction

Effective Literacy Instruction
• Phonemic Awareness
• Phonics
• Fluency
• Vocabulary
• Comprehension

Fluent reading means more time, attention, and memory for comprehension.

Skilled Reading
• Accurate
• Fluent
• Deep comprehension

Fluency
• the rapid, prosodic flow with which a skilled reader reads
• reading aloud sounds like speaking
• reading is fluid and accurate
• adequate speed, appropriate phrasing and correct intonation

A brief definition of fluency is…

Important Skills for Fluent Reading
•
•
•
Lesson 2: Accurate Reading

Accurate Decoding
1. Sound-symbol correspondences
2. Syllable Types
3. Syllable Division
4. Morphological Units
5. High Frequency Words

1. Sound-symbol correspondences
   15 letters represent one sound

11 letters represent more than one sound

2. Syllable Types

<table>
<thead>
<tr>
<th>Open</th>
<th>Closed</th>
<th>Vowel-consonant-e</th>
<th>Vowel Pair</th>
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</table>
3. Syllable Division

4. Morphological Units

5. High Frequency Words
**Word Details**
1. Phonological Details

2. Orthographic Details

   Word Level –

   Sublexical Level –

3. Morphological Details

4. Semantic Details

5. Syntactic Details

6. Pragmatic Details

**1. Phonological Details**
Number of syllables
Number of Phonemes

**Syllable Counting**
cramp
cartilage
tendon
tendonitis

**Math Words**

<table>
<thead>
<tr>
<th>Math Words</th>
<th>1 syllable word</th>
<th>2 syllable word</th>
<th>3 syllable word</th>
<th>4 syllable word</th>
</tr>
</thead>
<tbody>
<tr>
<td>cramp</td>
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<tr>
<td>cartilage</td>
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<td>tendon</td>
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<tr>
<td>tendonitis</td>
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</table>
Syllable Deletion
addition
addi
ition
addtion

Try this activity with the word arithmetic

Phonemic Awareness
Number of Phonemes (sounds)
sip /s/ /i/ /p/ 3 sounds
clap /k/ /l/ /a/ /s/ /p/ 5 sounds
strive /s/ /t/ /r/ /i/ /v/ 5 sounds
think /th/ /i/ /ng/ /k/ 4 sounds
knock /n/ /o/ /k/ 3 sounds
screech /s/ /k/ /r/ /e/ /ch/ 5 sounds

Orthographic Bias
Same or different?
1. sail/said 4. throat/post
2. some/thumb 5. jumped/list
3. sink/sent 6. sack/sank

2. Orthographic Details
Number of letters
Number of graphemes
Syllable types
Syllable division patterns

How many letters? How many graphemes?
cat 3 letters 3 graphemes

catch 5 letters 3 graphemes
sheep __________ __________
stripe __________ __________
check __________ __________
thirst __________ __________

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Rapid Recognition Charts
Instant or rapid word recognition is developed two ways – through knowledge of the letter patterns of the language and through repeated exposures. The Rapid Word Recognition Chart provides students with repeated exposures to words.

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<tr>
<th>Rapid Word Recognition Chart</th>
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</thead>
<tbody>
<tr>
<td>full</td>
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<tr>
<td>does</td>
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<tr>
<td>there</td>
</tr>
<tr>
<td>full</td>
</tr>
<tr>
<td>does</td>
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</tbody>
</table>
Quick Six Game
1. To prepare a game board take a blank sheet of paper and number the paper as you see on the slide.

<table>
<thead>
<tr>
<th>Quick Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
</tr>
<tr>
<td>4 5 6</td>
</tr>
</tbody>
</table>

2. Under each number write a letter or a word that your students should practice.

<table>
<thead>
<tr>
<th>Quick Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
</tr>
<tr>
<td>g k n</td>
</tr>
<tr>
<td>4 5 6</td>
</tr>
<tr>
<td>w r b</td>
</tr>
</tbody>
</table>

3. These letters or words can be written on post-it-notes. This is an easy way to provide differentiated instruction. Each student can have a different set of letters or words to practice. Be sure to review the words with the students and then have the students work in groups of three to play the game of Quick Six.

4. One student will be the reader. One student will be the time-keeper. One student will be the scorekeeper.

5. The student who is the reader will need a die and a scorecard. The scorecard can be for the individual or for the group.

6. The timekeeper will need a watch with a second hand.

7. The scorekeeper will need a scratch sheet of paper and a pencil.

8. The timekeeper will tell the reader when to begin and when to stop. It is recommended that the reader reads for one minute or less.

9. The reader will roll the die, determine the number that shows, and then read the word that is under that number.

10. The scorekeeper will make a tally mark for each word read correctly. At the end of the allotted time the scorekeeper counts the tally marks and the reader records the number on the scorecard.

11. The group members then change roles until each person has had a chance to be the reader. This constitutes a round.

12. Depending on the time available, more than one round can be played.
3. Morphological Details

Word origins
Number of morphemes
Derivatives

There are __________ words in the English language.

Anglo-Saxon Words (AS/OE)

Latin Words

Greek Words

Origin?
1. phrase
2. house
3. indication
4. horse
5. photosynthesis
6. congratulations
Syllable

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•

Morpheme

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•

How many syllables and how many morphemes?

<table>
<thead>
<tr>
<th></th>
<th>Number of Syllables</th>
<th>Number of Morphemes</th>
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</thead>
<tbody>
<tr>
<td>autograph</td>
<td></td>
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<tr>
<td>salamander</td>
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<td>helplessness</td>
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<td>phonology</td>
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<td>thunderstorm</td>
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<tr>
<td>instructor</td>
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</tbody>
</table>

You can teach word parts such as roots. Students can generate words that share the same word part.

Word Profile

- How many syllables?
- How many phonemes?
- What words rhyme with like?
- How many letters?
- How many graphemes?
- What syllable type?
- What is the origin?
- What derivatives can be formed?

Word Profile for like

- 1 syllable
- 3 phonemes
- 4 letters
- 3 graphemes
- Vowel-consonant-e syllable
- Anglo Saxon/Old English word
- likes, liked, likely, likeness, unlikely.

4. Semantic Details

- Definitions and connotations
- Synonyms, antonyms
- Multiple meanings
5. Syntactic Details
Functions of words in sentences

Semantic Word Web

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech in text being read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonyms</td>
<td></td>
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<tr>
<td>Antonyms</td>
<td></td>
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<tr>
<td>Origin</td>
<td>Definition</td>
</tr>
<tr>
<td>Adjective, Adverb, or Verb</td>
<td></td>
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</tbody>
</table>

Part of Speech
Noun..............Adjective
Verb..............Adverb
Adverb...........Verb, Adjective, or Adverb

Fill bottom circles with:
Adjective, Adverb, or Verb

Sentence.

---

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6. Pragmatic Details

Usages

noun
adjective
preposition
adverb
conjunction

Figurative uses

Let’s look at the word *bill*
Generate different meanings:

Generate different functions:

Generate different idiomatic uses:

Lesson 3: Reading with Automaticity

Prosody

Spoken Language

Intonation
Phrasing
Facial Expressions
Body Language

Which of these features can be imitated in print?

Activities for Developing Prosody

Intonation:

ABCD? EFG. HI? JKL. MN! OPQR. STU? VWXY. Z!

Emphasis:

Birds fly.
Birds fly!
Birds fly?

I am hungry.
I am hungry.
I am hungry.

Phrasing:

ABC DE FGH IJ KLM NO PQR ST UVW XY Z

A long-haired cat chased a little mouse.

Types of Text

• Predictable – repeating words, phrases, or sentences
• Decodable text – contains words that can be sounded out. Controlled decodable text includes only sound-symbol correspondences and high-frequency words that have been introduced. Uncontrolled text may contain information or words that have not been introduced.
• High-frequency – contains words that recur frequently in text. The words may be regular or irregular.
• Authentic literature – uses language that is appropriate to the content.

Benefits of Predictable Text

Benefits of Decodable Text

Benefits of High-frequency Text

Benefits of Authentic Literature
Continuum of Decodable Text

Strategies for Enriching Vocabulary

Strategy 1: Take a word the students can read and lead the students to discover several of the meanings of that word.

Strategy 2: Brainstorming other words, not in the text, related to the topic of the passage.

The students may not be able to read the words, but they can have a rich discussion with these words.

Enriching Vocabulary

What do you think of when you read the word pin?

Generate five meanings for:

<table>
<thead>
<tr>
<th>lap</th>
<th>slip</th>
<th>tip</th>
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Benefits of Decodable Text

• provides practice of sound/symbol correspondences.
• develops independence in dealing with new words. Students can sound out unfamiliar words.

Self-teaching Mechanism
Lesson 4: Repeated Reading
Before Students read a text...

- Connect with background knowledge
- Preview vocabulary
- Read the title
- Preview pictures, graphs, maps, etc.

Repeated Reading with a Different Focus
First Reading – Read for accuracy. Check comprehension.

Second Reading – Read with attention to punctuation and intonation.

Third Reading – Read with attention to phrasing.

Fourth Reading – Read as if speaking to a friend.

Choosing a Passage
When fluency is the instructional focus, it is best if the text is read easily. Choose a text that students read with 95% accuracy.

This is easily determined by having students read 100 words of a passage. Remember there is an asterisk that marks this point in each of the passages in the manual. If a student makes 5 or fewer errors, then this passage is appropriate.

Developing Fluency
An effective strategy for developing fluency is repeated reading. Students will read and reread a passage 3 – 4 times.

Evaluating Fluency
Two measures at first:
1. Rate - words read per minute (wpm)
2. Accuracy - percentage of words read correctly

Calculating Rate and Accuracy
Method 1: use in a one-to-one or small group setting

Method 2: use in a classroom setting
What is an Error?
- A misread word (ship instead of shop)
- A skipped word
- A substituted word (steps instead of stairs)
- An omitted or inserted word
- Pausing more than 5 seconds on a word

What is Not an Error?
- Self-correction
- If a word appears more than once in the timed passage and the student misreads the word the same way each time it appears, only one error is recorded.

Rate for Oral Reading
- End of first grade - ___________ wpm
- Middle of second grade - ___________ wpm
- End of fifth grade - ___________ wpm
- Silent reading rates by twelfth grade - ___________ wpm

Evaluating Fluency
1. Rate - words repeated per minute (wpm)
2. Accuracy - percentage of words read correctly
3. Prosody - smooth, rhythmic flow of oral reading
4. Comprehension - understanding of text

Prosody Scoring
- Subjective
- Dependent on the text

Prosody Rubric (Features to score)
- Correct intonation marked by ending punctuation
- Pausing at commas
- Grouping words into meaningful units
- Adjusting stress and pitch to reflect comprehension
Evaluating Prosody

- Select a section of a passage that contains approximately 50 words.
- Decide what features are present in this section of the passage and assign a point value for the different features.

For example, if there are three commas in the 50 words, a student could earn a maximum of 3 points by pausing at each comma.

Prosody Rubric

<table>
<thead>
<tr>
<th>Feature</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pause at ,</td>
<td>1 point</td>
</tr>
<tr>
<td>Raise voice at !</td>
<td>1 point</td>
</tr>
<tr>
<td>Group words in long sentences</td>
<td>2 points</td>
</tr>
<tr>
<td>Adjusted stress and pitch</td>
<td>3 points</td>
</tr>
</tbody>
</table>

Prosody Scale

- 9-10 points – _______________
- 7-8 points – _______________
- 5-6 points – _______________
- 3-4 points - _______________
- 0-2 points - _______________

Rip! Crunch! Rip! It was nine o’clock as we ran to the kitchen to see what was the matter. Sweetie had helped herself to the wrappers, boxes, foil, and paper in the trash can. What a mess! Trash was all over the kitchen in teeny, tiny bits. We cleaned it up.
Lesson 5: Lesson Plan

Weekly Lesson Plan

1. Cold Readings
2. Play with words from the passage
3. Activate background knowledge by reading the title and previewing pictures, graphs, maps, etc.
4. Practice and highlight words from the text
5. Preview new vocabulary
6. Read passage three to four times
7. Answer questions
8. Warm readings

1. Cold Readings
   - Determine the cold reading rate of five to eight of your students.
   - You may choose those students who have demonstrated difficulties with fluency, or you may want to establish a rotation where you will hear students read a cold reading at least every other week or at least once a month.

2. Play with Words
   - Word Profile: run
     - How many syllables? 1 syllable
     - How many phonemes? 3 phonemes
     - How many letters? 3 letters
     - How many Graphemes? 3 graphemes
     - What syllable type? Closed syllable type
     - What is the origin? AS/OE
     - What derivatives can be formed? Runs, runner, running, rerun
     - What are other meanings?
     - What are idiomatic expressions? “I need to run now”
3. Activate Background Knowledge
   Look at the title
   Look at the picture

4. Practice
   Rapid Word Recognition Chart
   Highlight words from the Rapid Word Recognition Chart in the text

5. Preview New Vocabulary
   Word Web

6. Read Passage
   1\textsuperscript{st} Time – Accuracy; evaluate comprehension
   2\textsuperscript{nd} Time – Intonation; discuss punctuation
   3\textsuperscript{rd} Time – Phrasing; pencil swings
   4\textsuperscript{th} Time – Reading with prosody
Write:

2 simple questions

_______________________________________________

_______________________________________________

3 complex questions

_______________________________________________

_______________________________________________

_______________________________________________

Questioning Continuum

Simple
Who?
What?
When?
Where?

Complex
Why?
How?
What will happen?
What if? Do you agree?
# Sample Weekly Lesson Plan

**Passage**  Messes by Sweetie

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Cold reading</strong></td>
<td>5-8 students rate and accuracy</td>
<td></td>
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<tr>
<td><strong>Play with words</strong></td>
<td>Word profile with <em>run</em>.</td>
<td></td>
<td></td>
<td>Count sounds – rest, sleep, crash, toast, morning</td>
<td></td>
</tr>
<tr>
<td><strong>Activate background knowledge</strong></td>
<td>Look at title and picture. Discuss.</td>
<td></td>
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<tr>
<td><strong>Practice and highlight words</strong></td>
<td>Chart. Highlight <em>what</em>, <em>lives</em>, <em>one</em>, <em>was</em>, <em>really</em>.</td>
<td>Review words with chart.</td>
<td>Review words with chart.</td>
<td></td>
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<tr>
<td><strong>Preview new vocabulary</strong></td>
<td>Web the word <em>matter</em>.</td>
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<tr>
<td><strong>Read the passage three-four times</strong></td>
<td>Read passage for accuracy.</td>
<td>Alphabet conversation Circle punctuation marks. Read.</td>
<td>Phrase the alphabet. Draw pencil swings. Read.</td>
<td>Read as if speaking to a friend.</td>
<td></td>
</tr>
<tr>
<td><strong>Answer questions</strong></td>
<td>Who is sweetie? How old is she?</td>
<td>What messes did she make? Which is the messiest mess?</td>
<td>Why do you think Sweetie made so many messes?</td>
<td>What other messes could Sweetie have made in the kitchen?</td>
<td>Students write 5 questions with a partner.</td>
</tr>
<tr>
<td><strong>Warm readings</strong></td>
<td>5-8 students rate and prosody</td>
<td></td>
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</tbody>
</table>
Choose a passage and create your own lesson plan

Passage

<table>
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<th>Monday</th>
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<td>Play with words</td>
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<td>Activate background knowledge</td>
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<tr>
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