

YEARS P-3

Fluency



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Fluency

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This chart shows the standards covered in each chapter.

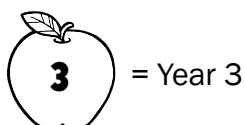
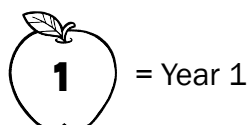
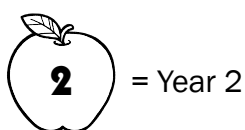
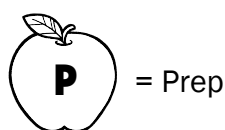
ENGLISH	Standards are covered on pages
Read a wide range of print and nonprint texts to build an understanding of texts, of self, and of the cultures of Australia and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfilment (includes fiction and nonfiction, classic and contemporary works).	18, 21, 48, 52, 67
Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.	18, 21, 67
Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies and understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).	9, 21, 23, 26, 35, 40, 41, 46, 48, 52, 55, 67, 72
Adjust the use of spoken, written and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	21, 23, 26, 35, 41, 48, 52, 55, 67, 72, 77
Use spoken, written and visual language to accomplish a purpose (e.g. for learning, enjoyment, persuasion and the exchange of information).	21, 23, 26, 35, 41, 48, 52, 55, 67, 77

How to Use This Book

This resource book is designed to provide the strategies and activities that will help you develop your students' reading fluency. In order for students to reach year level expectancies in the number of correct words they read per minute by the end of the year, they need frequent practise. Fortunately, fluency lessons do not take much time and are easy to prepare and teach. Fluency is simple to measure, and progress is readily apparent.

In my book, *Teach Them All to Read: Catching the Kids Who Fall Through the Cracks* (2008), I describe fluency as a frequently neglected piece of the Reading Puzzle. I explain several important methods for developing fluency and recommend that students learn many sight words well and also read many different kinds of texts in lots of different ways both at home and at school. I also discuss a number of strategies that can improve fluency. These strategies can be categorised in several groups according to Timothy Rasinski (2003), including: 1) modelling good oral reading, 2) providing oral support for readers, 3) offering plenty of practice opportunities, and 4) encouraging fluency through phrasing.

Kathie Ward Dobberteen has taken my book, *Teach Them All to Read: Catching the Kids Who Fall Through the Cracks* (2008), and developed this derivative work, *Fluency, Years P–3*, to make the research-based fluency activities accessible to all teachers. Each activity and lesson supports students' fluency development. In addition, samples of engaging passages, authored by Q. L. Pearce, accompany the lessons. Many passages can be applied with several strategies and utilised across year levels. Passages were levelled utilising the Flesch-Kincaid readability formula with minor adaptations. Passage levels were adjusted when passages contained key repeated multisyllabic terms and proper nouns (e.g. *Florence Nightingale*). These one or two key term(s) per passage, essential to meaning and recognised through configuration, sometimes dramatically skew the year-level rating. Passage levels are coded at the bottom of each page, using the symbols shown below. Enjoy *Fluency, Years P–3*. Happy teaching!



Fluency Development (Years 2–3)

The fluency development lesson is a combination of reading aloud, choral reading, listening to students read, and reading performance.

This lesson should be implemented on a daily basis for several weeks, but it need not take longer than 15 minutes to complete each day (Rasinski, 2003).

1. Select a short, predictable passage of 100–150 words, such as the **Fluency Development passages (pages 49–50)**.
2. Make one copy of the passage for each student, or create a transparency for the overhead projector.
3. First, model reading the passage aloud using a variety of voices, including a dysfluent, unexpressive voice.
4. Then briefly discuss the different voices and why the unexpressive, staccato voice was unpleasant.
5. Solicit interpretations of the passage and clarify any difficult vocabulary.
6. Invite students to read the passage along with you. Repeat several times.
7. Organise the class into pairs. Have each student read the passage at least three times to his or her partner.
8. Remind partners to provide feedback, assistance and support to one another.



Fluency Development

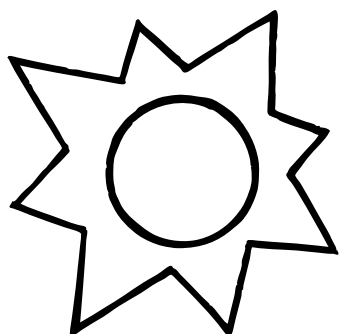
Our Home Planet

Earth is our home planet. It is a special place. It is far enough from the sun so we do not get too hot, but close enough to the sun so we do not get too cold.

The atmosphere is like a blanket around the planet. It has just the right mix of gases that living things breathe. It keeps dangerous rays of the sun from reaching us. The atmosphere lets in enough of the sun's heat to keep us warm, and it lets in the sun's light to help plants grow.

Another important thing on Earth is liquid water. Most living things need water. Plants soak water up from the soil. Animals drink water or get water from their food.

The Earth is a good home. We need to take care of it. We need to keep the air and the water clean. If we don't take care of our planet, who will?



Offer Plenty of Practice

How to Choose Text for Repeated Oral Reading (Years 1–3)

Choose a selection of about 50–100 words that is on students' independent reading level (the highest level at which students can read without assistance, with few errors in word recognition and with good comprehension and recall).

Time students' reading of the sample and note the number of correct words and the number of errors. If students take more than two minutes to read a passage or make more than five errors, the passage is too difficult. If students can read a passage at 85 words per minute with two or fewer errors, the passage is too easy. Choose a more difficult one.

If a passage is deemed suitable for repeated reading practice, then go over any errors that were made. Ask students to repeatedly read the chosen passage until they are confident in their reading. Encourage students to practise reading in the following ways: read orally to oneself; listen to an audiotape while reading along and then read orally without the tape; or read the selection orally to an adult or peer. Always take note of the correct words per minute.

Keep track of students' progress on a graph or chart. The goal is for students to improve their fluency when reading challenging material to at least 85 words correct per minute before moving on to a new passage (Gunning, 1998). See year level expectancy of words correct per minute on page 82.

Paired Reading with a Peer (Years 1–3)

Paired reading is one of the simplest types of reading activities and can easily be conducted in a reading group. This strategy takes very little preparation and yet is very effective in increasing reading fluency.

1. Have students read with a partner who is on the same reading level.
2. One student orally reads the passage three to five times.
3. The other student then reviews errors and evaluates his or her partner's level of fluency.
4. Partners then reverse roles and repeat the process.

Radio Reading (Years 2–3)

In “Radio Reading”, students are assigned selected portions of a text that will be used for shared reading, a read-aloud, or a lesson in a content area (Searfoss, 1975). This strategy is a great alternative to “round robin” reading.

1. Have small groups of students work together and prepare sections of a chapter to be read chorally.
2. Ask students to read their portion as many times as needed to develop expression and fluency.
3. More proficient students might read parts of the chapter solo.
4. Invite one student to be the announcer and read the opening and closing portions of the chapter.

Read Around (Years 2–3)

“Read Around” provides an easy method for motivating students to read a passage of their own choosing until it is polished for a quick performance (Tompkins, 1998). “Read Around” can be a required activity or offered as an optional opportunity for students once or twice a week.

1. Ask students to choose a favourite poem, narrative text or lyrics, or one of the **Read Around passages (pages 53–54)**.
2. Have students rehearse the passage until they can read it fluently.
3. Students then read the passage aloud to peers, a small group, or the entire class.



Read Around

The First ANZAC Day

We celebrate ANZAC Day on 25 April. ANZAC stands for Australian and New Zealand Army Corps, which means soldiers from those two countries.

On 25 April 1915, during World War 1, ANZAC soldiers invaded a beach at Gallipoli, which is in Turkey, on the other side of the world from Australia. It was supposed to be an easy invasion, with very few Turkish soldiers to defend the beach. But, instead, there were thousands of heavily-armed soldiers there to try and fight off the ANZACS.

After 8 months of very fierce fighting, more than 10,000 Australian and New Zealand soldiers had died. So the ones that were left were told to leave, and come home.

Since then, we have called 25 April ANZAC Day, and held marches and services to honour all the soldiers that fought for our country, both the ones that returned from the war, and those that did not come home.

