

CH 7

Define fluency, its dimensions, and the relationship of fluency to comprehension

Fluency is reading easily and well. Accurate in word decoding, recognize words and identify words rapidly. Skills are needed to be known to accurately decode. Reading with fluency involves accuracy in word decoding, automatic processing, prosody and predictability of reading materials. Students should be able to recognize and identify words rapidly. Knowledge of a large word bank of high frequency words is needed for word reading accuracy. Repetition is crucial in learning to recognize words. Automatic processing is reading with automaticity. Readers are able to recognize and identify words both accurately, rapidly, and easily with little mental energy. Prosody is reading with expression and reflection. Reading with prosody helps to convey more meaning. Children rely on prosodic expressions when learning to understand oral language. Predictable texts have a context that are easily predictable to most children. The repetitive patterns in predictable texts are helpful in developing fluency.

What are effective strategies for developing fluency?

There are group and individual strategies for developing fluency. Strategies for groups of students include choral reading, echo reading, fluency-oriented reading instruction (FORI), readers theater, and fluency idol. Choral reading is reading aloud in unison with a group of students. After hearing the teacher reading a text, students can reread the text together which helps build their fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature. Echo reading is modeling method where the teacher reads one line of a story and then the students echo that line and reread it. Students imitate the teachers' intonation and phrasing. Fluency - oriented reading instruction uses a basal reading text read to the students by the teacher and discussion occurs to ensure understanding. The lesson is split into the entire week with three components of teacher led, partner reading, and home reading. This builds fluency and comprehension of grade appropriate texts. Readers theater is an oral presentation of a drama, prose or poetry by two or more readers. This strategy helps students with repeated readings of the text to increase fluency and decoding words quickly and accurately. Fluency idol builds on practicing repeated readings, supportive feedback and performance. Students each have a poem that they practice reading in pairs, and at home throughout the week. Teachers pick a select few students to Fluency Idol and records their performance to be assessed.

Strategies for pairs and individual students include repeated readings, fluency development lesson, peer tutoring, and oral recitation lesson. Repeated readings is where a student reads a text several times until they reach a level or automaticity that improves speed and comprehension. Pair rerepeated readings is where students are in pairs and they each have a different passage to read to each other. Each time the passage is read, their partner can tell them how much they've improved. Fluency development lesson involves reading a text aloud multiple times with students following along with their own copies. The text is explained and discussed for new vocabulary then students practice reading in pairs to their partners. Word

study activities are and finally students may perform their text to parents or other teachers. Routinely doing these lessons help with increasing comprehension. Peer tutoring pairs up students where there is a tutor and a tutee. The tutor helps the tutee read a book and helps with pronunciation and fluency of words while reading together. Automated reading is where a child reads along a recording of a story. They read and listen simultaneously until they are able to fluently read it themselves. Oral recitation lesson has a teacher modeling fluency by reading a story to the class. Students discuss and make predictions about the text then students take turns to orally present a portion of the text and receive some feedback.

How can you assess all aspects of oral reading fluency?

Oral reading fluency can be assessed one's reading rate which has become the standard for measuring fluency. Reading rate which is the number of correct words per minute measures both accuracy and authenticity. To assess a students' reading rate, students need to read aloud for 1 minute from an unpracticed, unfamiliar, grade level passage of text. With the technology now, it's easier for teachers to record these results and process the data into systems. After a student's speed and accuracy are at appropriate levels, their prosody can be assessed. Students are given a piece of text and teachers can grade their phrasing and expression while reading aloud with the National Assessment of Educational Progress Fluency Scale.

How can you conduct a silent reading program that supports oral reading fluency?

To conduct an efficient silent reading program, there are four areas of concerns that educators have about scaffolding silent reading. When students are self-selecting a silent reading book, some may struggle picking a book that is appropriate for their level. Teachers who have a wide selection of books with various levels and genres can help students choose books that will keep them engaged and motivated. Another concern is student engagement and time on task. There are different types of behaviors that can distract students during silent reading time. There are some that talk instead of reading, spend most of the time searching for a book, and some that spend most of the time collecting books. Teachers can avoid these distractions by establishing firm rules for silent reading time so that the time is more spent on reading. Students should also be accountable during their silent reading time. Having reading logs and students write journal will enable silent reading time to be more meaningful. Students should also have interactions around the text. These interactions can be teacher to student or peer to peer. Having students "sell a book" will encourage others to be interested in the book and talking about what they liked will help other students decide if its something they would like to read.

Automated reading – a reading approach in which students listen individually to an audio recording while reading along with the written story

Automaticity – the automatic, almost subconscious recognition and understanding of written text

Choral reading – oral reading, often of poetry, that makes use of various voice combinations and contrasts to create meaning or highlight the tonal qualities of a passage

Cross - age reading – a routine for fluency development that pairs upper – grade readers with younger children

Fluency - the ability to read easily and well

Fluency development lesson (FDL) – an instructional framework designed to develop oral reading fluency. It incorporates the use of various repeated reading techniques such as choral reading and paired reading routines

Oral recitation lesson (ORL) – a lesson that makes use of direct instruction and student practice, including reading in chorus as a means of incorporating fluency into daily reading instruction

Paired reading – structured collaborative work involving pairs of children of the same or different reading ability to foster reading fluency

Predictable text – literature that is distinguished by familiar or predictable characteristics of setting, story line, language patterns, or rhyme and consequently can promote fluency

Readers theater – the oral presentation of drama, prose or poetry by two or more readers

Repeated readings – reading short passages of text more than once with different levels of support to develop rapid fluent oral reading

Support reading strategy – a strategy designed to develop the ability to read fluently by combining several instructional elements