



# Fluency

## Possible Focuses for Fluency Lessons

Decoding words effortlessly and automatically	<p>Students who are able to easily decode words will be able to give more attention to phrasing and expressive reading.</p> <p>Focus on strategies that help students “chunk” words by reading parts of words rather than decoding letter by letter.</p> <p>Record decoding errors using a running record or a miscue analysis and look for patterns of words misread.</p>
High-frequency-word work	<p>Practicing with sight words or words that appear often in text will often help students achieve greater fluency.</p>
Reading the punctuation	<p>Help students see the purpose of punctuation. The author put it there intentionally to give meaning to the text.</p> <p>Teach students to pause at commas, stop at periods, read excitedly with exclamation marks, and sound like the character when the words are in quotations.</p>
Reading in phrases	<p>Teach kids how to move their eyes more quickly across the line to the end of a phrase. Help them to read in phrases so it sounds like speech (rather than reading word by word).</p> <p>Discourage finger pointing to each word when working on reading fluency.</p>
Reading with intonation and expression	<p>Teach students to vary their voices by changing pitch, dialect, and even speed as they portray events and information.</p> <p>Tell students to “read so it sounds interesting.”</p>
Reading dialogue	<p>Show students how to change their voices when different characters speak. By doing so, they have to think about each character and what he or she is really like.</p>
Regulating the speed of reading	<p>Teach students how to vary the rate at which they read.</p> <p>While reading, they should speed up their reading when the action is exciting and slow down their reading when they want to illustrate that something is suspenseful.</p>

**Group:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Focus: FLUENCY**

- fast decoding       HF words       punctuation       phrases  
 intonation and expression     dialogue       adjusting rate

**Warm-Up:** Familiar Reading      **Listen to:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Today's Book:** \_\_\_\_\_ **Level:** \_\_\_\_\_

**BEFORE READING**

**Book Intro:**

**Set purpose for reading:**

**Read to find out:**

**DURING READING**

**Prompts:**

**Notes:**

**AFTER READING**

**Discuss:**

**REFLECTION**

### Fluency Score Rubric

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. choppy reading; no stops at ., ?
2. mostly choppy reading with a little bit of reading so it sounds interesting; some stops at ., ?
3. some choppy reading, but mostly reading so it sounds interesting; stops at ., ?
4. reading so it sounds interesting; stops at ., ?

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## Prompts for Fluency

What Child Is Having Trouble With	Possible Teacher Prompts
Decoding words effortlessly and automatically	<ul style="list-style-type: none"> <li>■ <i>Read through the word quickly and think about what makes sense.</i></li> <li>■ <i>Use the parts you know and read it fast.</i></li> </ul>
High-frequency-word work	<ul style="list-style-type: none"> <li>■ <i>That's a word you know.</i></li> <li>■ <i>It's a word-wall word.</i></li> <li>■ <i>It's a spelling word.</i></li> </ul>
Reading the punctuation	<ul style="list-style-type: none"> <li>■ <i>Stop at the periods.</i></li> <li>■ <i>Make your voice go up at the end of a question.</i></li> <li>■ <i>Read it with excitement.</i></li> <li>■ <i>Someone's talking. Sound like that character.</i></li> </ul>
Reading in phrases	<ul style="list-style-type: none"> <li>■ <i>Think about where you'd pause if you were talking.</i></li> <li>■ <i>Read to the punctuation and stop.</i></li> <li>■ <i>Read it in phrases.</i></li> </ul>
Reading dialogue	<ul style="list-style-type: none"> <li>■ <i>Who's talking here?</i></li> <li>■ <i>Read it like the character would say it.</i></li> </ul>
Reading with intonation and expression	<ul style="list-style-type: none"> <li>■ <i>Make it sound interesting.</i></li> <li>■ <i>Make your voice go up at the end when there's a question mark.</i></li> <li>■ <i>Read it with excitement when you see an exclamation point.</i></li> <li>■ <i>Your reading helps me know how that character feels.</i></li> </ul>
Regulating the speed of reading	<ul style="list-style-type: none"> <li>■ <i>Speed up the exciting parts.</i></li> <li>■ <i>Use pauses to build anticipation.</i></li> </ul>

## Sources of Easy-to-Read Plays and Reader's Theater

Note: Make enough copies of reader's theater texts for each child in the group to have one.

### Internet Sources for Reader's Theater

<a href="http://www.readinglady.com">www.readinglady.com</a>	<a href="http://raven.jmu.edu/~ramseyil/billygoat.htm">http://raven.jmu.edu/~ramseyil/billygoat.htm</a>
<a href="http://raven.jmu.edu/~ramseyil/redhen.htm">http://raven.jmu.edu/~ramseyil/redhen.htm</a>	<a href="http://www.aaronshp.com/rt/RTE.html">www.aaronshp.com/rt/RTE.html</a>
<a href="http://www.stemnet.nf.ca/CITE/langrt.htm">www.stemnet.nf.ca/CITE/langrt.htm</a>	<a href="http://falcon.jmu.edu/~ramseyil/readersmine.htm">http://falcon.jmu.edu/~ramseyil/readersmine.htm</a>

### Sources for Short, Easy-to-Read Plays

- Bany-Winters, Lisa. 1997. *On Stage: Theater Games and Activities for Kids*. Chicago: Chicago Review Press.
- . 2000. *Show Time: Music, Dance, and Drama Activities for Kids*. Chicago: Chicago Review Press.
- Barchers, Suzanne. 1993. *Reader's Theater for Beginning Readers*. Greenwood Village, CO: Teacher Ideas Press.
- Blau, Lisa. 1997. *Fall Is Fabulous! Reader's Theatre Scripts and Extended Activities*. Bellevue, WA: One from the Heart.
- . 1997. *Favorite Folktales and Fabulous Fables: Multicultural Plays with Extended Activities*. Bellevue, WA: One from the Heart.
- . 1997. *Super Science! Readers Theatre Scripts and Extended Activities*. Bellevue, WA: One from the Heart.
- Crawford, Sheryl Ann, and Nancy I. Sanders. 2001. *Fifteen Easy-to-Read Holiday and Seasonal Mini-Book Plays*. New York: Scholastic.
- . 2001. *Fifteen Easy-to-Read Mini-Book Plays*. New York: Scholastic.
- . 2003. *Fifteen Easy-to-Read Neighborhood and Community Mini-Book Plays*. New York: Scholastic Professional Books.
- . 1999. *Fifteen Irresistible Mini-Plays for Teaching Math*. New York: Scholastic Professional Books.
- . 2001. *Just Right Plays: Five Science Plays for Emergent Readers*. New York: Scholastic Professional Books.
- Cullum, Albert, and Janet Skiles. 1993. *Aesop's Fables: Plays and Activities for Children*. Parsippany, NJ: Fearon Teacher Aids.
- Laughlin, Mildred, et al. 1991. *Social Studies Readers Theater for Children: Scripts and Script Development*. Englewood, CO: Libraries Unlimited.
- Martin, Justin McCory. 2002. *Twelve Fabulously Funny Fairy Tale Plays*. New York: Scholastic Professional Books.
- Pugliano-Martin, Carol. 2002. *Fifteen Plays: Famous Americans for Emergent Readers*. New York: Scholastic Professional Books.
- . 1999. *Twenty-Five Emergent Reader Plays Around the Year*. New York: Scholastic Professional Books.
- . 1999. *Twenty-Five Just-Right Plays for Emergent Readers*. New York: Scholastic Professional Books.
- . 1999. *Twenty-Five Spanish Plays for Emergent Readers*. New York: Scholastic Professional Books.
- . 1998. *Just-Right Plays: Five Science Plays for Emergent Readers*. New York: Scholastic Professional Books.
- Pugliano, Carol, and Carolyn Croll. 1999. *Easy-to-Read Folk and Fairy Plays*. New York: Scholastic Professional Books.
- Schafer, Liza, and Nancy I. Shafer. 1999. *Fifteen Easy-to-Read Mini-Books Plays*. New York: Scholastic Professional Books.
- West, Tracy. 2000. *Big Book of Thematic Plays*. New York: Scholastic Professional Books.

### Little Books for Reader's Theater

Leveled books for reader's theater are available from the following sources.

- Reader's Theater series. Pelham, NY: Benchmark Education.
- Rigby PM Collection Orange Tales and Plays. Barrington, IL: Rigby.
- Inside Stories series. DeSoto, TX: Wright Group.

## Whole-Group Lesson for FLUENCY

**Focus:** improving automaticity/reading in phrases

**Method to maximize student engagement:** echo reading (or choral reading) with all students reading together

**Materials:** poems on charts or short pieces of text written in phrases; pointer

**Model:** reading smoothly in phrases

**Explicit language:**

- *Move your eyes across the page quickly.*
- *Read it in phrases.*

**Lesson:**

1. State lesson purpose: to read in phrases so it sounds like talking and will help you better understand what you read.
2. Look at poem together. Point out how the words are written in phrases.
3. Read it to the class, using a pointer to show how to glide across the words and read to the end of the line.
4. Remind children to move their eyes quickly across the page to the end of the line. Tell them this is called reading in phrases and that it helps the reading sound more like talking.
5. Then have them read it chorally with you or echo read it (read each line after you read it to them).
6. Discuss the poem you just read. Be sure kids comprehend it. Talk about interesting words in the poem, too.
7. You might have students read the poem several times, noting how their fluency improves each time they read it.
8. You might give each child a copy of the poem to be kept in a poetry folder. Kids can reread it during independent reading time for fluency practice.

**Small-group connection:** Have students read text written in phrases to practice . . . remind them to move their eyes quickly across the page just like they did when reading in phrases in the whole-group lesson.

## Whole-Group Lesson for FLUENCY

**Focus:** building accurate decoding

**Method to maximize student engagement:** shared reading with all students reading together

**Materials:** Big Book with onomatopoeia or some nonsense words, such as *The Jumbaroo* by Joy Cowley; colored sticky notes

**Model:** fast, accurate decoding

**Explicit language:**

- *Blend the sounds fast.*
- *When you come to a new word, look for parts you know.*

**Lesson:**

1. Choose a book with large print, so kids can easily read along with you. Ahead of time, mask some of the nonsense words with colored sticky notes.
2. Read the title and make predictions. Help kids look for parts they know to decode the title (*Jum-baroo*)
3. Tell them that this book will have some nonsense or fun, made-up words in it. They will have to blend the sounds and look for parts they know to read the new words. They will also have to think about what these new words might mean.
4. Begin reading the book and have kids take guesses at the covered-up words. For example, cover up the word *woggly* and have kids guess that it means “stomach,” based upon the picture and what would make sense there. Then unmask the word, one part at a time, and have kids decode it. Blend it together fast.
5. Be sure to talk about meaning as you read the book and figure out the nonsense words and what they mean.
6. After reading, repeat the reading again several days in a row, reminding your class to read it so it sounds interesting.

**Small-group connection:** Read a short text with nonsense words or onomatopoeia (or just new words) . . . no more than about three to four new words per 100 words of text. Remind students how to blend sounds and/or look for parts they know just like they did in the whole-group lesson.



## Whole-Group Lesson for FLUENCY

**Focus:** developing interpretive and meaningful reading

**Method to maximize student engagement:** reader's theater or read a play with the whole class

**Materials:** reader's theater script (on chart paper or transparency) or individual copies for each child (Scholastic has many great resources); colored pens

**Model:** reading with different character voices in a dramatic way

**Explicit language:**

- *Read it so it sounds like the character.*
- *Make it sound interesting.*

**Lesson:**

1. State lesson purpose: to read like the character voices would sound to make it interesting and to help you understand better.
2. Show the script to the class. Use a transparency or chart so everyone can see it. Look at the different format used. Point out the box with character names listed and why that is used. Look at how each character's name is written in bold letters followed by a colon to show what each says.
3. Read the title and make predictions about what the play will be about. Then read it all together, using different voices for each part. You might circle each different part with a different-colored pen to show different voices. For example, circle the police officer's lines in blue, the firefighter's in red, the teacher's in green, the librarian's in brown, etc.
4. After reading through the whole script, read it again, assigning different parts to different groups of students. Be sure each child is in a group!
5. Read the script several days in a row, reminding the class to read so it sounds like the character and to make it sound interesting. You might even add simple student-made props, such as character hats made from sentence strip and construction paper, on the final day of reading to enhance comprehension.

**Small-group connection:** Have a small group read the same or another reader's theater or play. Have one student serve as the "director." Help them read using expression just like what was modeled in the whole-group lesson.