



Literacy Links

May-June, 2008
Volume 4, Number 9

Monthly E-Newsletter of Maine Reading First



**Upcoming
Maine Reading
First Events**

**2008 Summer
Institute:
A Day with
Debbie Diller**

**August 20 @
Verrillo's in
Portland**

**August 21 @
Jeff's Catering
in Brewer**

**Registration
information can be
obtained at:**

<http://www.maine.gov/education/rf/summerinstitutes.htm>

Previous issues of Literacy Links have spotlighted each of the five essential elements of reading. The last issue revisited vocabulary. The next two issues will take a deeper look at fluency. This issue explores fluency instruction. The August 2008 edition will examine fluency assessment.

Spotlight on... Fluency Revisited

The May 2005 edition spotlighted Reading fluency in relation to the other four essential elements of reading and research based practice. A copy of this edition can be obtained at:

<http://www.maine.gov/education/rf/newsletters/0505newsletter.htm>.

In this issue, we will revisit fluency and look deeper into the components of how students become fluent, why fluency it is important, and what is critical to teaching and monitoring students' fluency progress in relation to comprehending text and expressing thoughts through writing.

What is fluency?

Reading fluency is commonly defined as being able to read **accurately** at an appropriate **rate** (speed) with **prosody**. Prosody includes using proper phrasing (pauses), expression (considering intonation--pitch, stress and juncture), and attention to syntax (or word order). Prosody is commonly known as 'reading with feeling'. Fluency in writing is the ability to quickly compose and record your thinking in order to convey meaning to a potential reader (audience).

Other definitions of fluency include attention to the concepts of automaticity. When reading is automatic, the reader "reads words with no noticeable cognitive or mental effort. The reader has mastered word recognition skills to the point of over-learning them. Fundamental skills are so 'automatic' that they do not require conscious attention. Fluent reading frees mental resources to process meaning, enabling readers to allocate their attention to the comprehension and meaning of the text." (LaBerge & Samuels, 1974; Juel, 1991).

Pilkulski and Chard (2005) offer a comprehensive definition of fluency, "Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct the meaning of a text. Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension."

Save the dates:



SUMMER 2008

**August 5,6,7,
2008 ~**

Annual Seamless Transitions Conference: Celebrating Literacy and the Arts, for Pre K- Grades 12. University of Maine, Orono. Organizers of this conference are excited to announce J. Patrick Lewis, children's poet extraordinaire as a keynote. Contact Amy Cates at 581-2438 for more information.



For developing readers and writers, fluency acquisition occurs at all levels: letters to sounds; words; phrases; sentences; and passages in extended texts.

At the letter-sound and word level, successful readers/writers:

- Identify letter-sound correspondences accurately and quickly.
- Identify familiar spelling patterns to increase decoding (encoding) efficiency.
- Apply maximum resources to the difficult task of blending together (and segmenting to spell) isolated phonemes to make words.
- Apply knowledge of the alphabetic code to identify (read and write) words in isolation and connected text fluently.

At the connect text level (according to Hasbrouck,1998), successful readers/writers:

- Rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words.
- Process virtually every letter.
- Use letter-sound correspondences to identify words.
- Have a reliable strategy for decoding (encoding) words.
- Read (write) words for a sufficient number of times for words to become automatic.

"For students to develop fluency with reading and writing, they must perform these skills accurately, quickly, and effortlessly. Once accurate and automatic, fluency develops through plentiful opportunities for practice in which the task can be performed with a high rate of success (<http://reading.uoregon.edu>).

What is essential for fluency instruction?

Because fluency is the bridge to comprehension, fluency instruction is critical to reading and writing development. Research has shown that teachers can effectively teach fluency. Chard and Piikulski (2005) offer 9 steps for building fluency:

1. Develop orthographic/phonological foundations (i.e. phonemic awareness, letter knowledge, and phonics).
2. Increase vocabulary and oral language skills.
3. Effectively teach high-frequency words and provide adequate practice.
4. Teach common word-parts and spelling patterns.
5. Effectively teach decoding skills and provide adequate practice.
6. provide students with appropriate texts to assist in building fluent reading.
7. Use *guided* oral repeated reading strategies for struggling readers.
8. Support, guide, and encourage wide reading.
9. Implement appropriate screening and progress monitoring assessments.

According to Moats (1999), **teachers must:**

- Assess learner performance to determine whether fluency building is an appropriate objective.
- Set appropriate fluency goals.
- Select and sequence text to enhance oral reading fluency.
- Assess fluency growth over time.
- Select and deliver instructional strategies to promote automaticity and fluency in letter sounds, irregular words, and passage reading (and writing).

FALL ALERTS



September 25-26, 2008~
60th Annual New England Reading Association (NERA) Conference, "Striving Readers and Writers: Literacy for all TODAY and TOMORROW", will be held at the Marriot, Springfield, MA; National and Regional Presenters and Authors! Topical Panels and Teacher Roundtable Sessions. More information available at <http://www.nereading.org>

Teachers must also:

- Select appropriate instructional tasks (i.e. letter sounds students can produce accurately, but not fluently, in both reading writing).
- Schedule sufficient practice (multiple opportunities per day).

In reading, teachers can select and sequence texts to support fluency development by:

- Systematically increasing the rate of response (i.e. repeated reading using appropriately leveled texts-95% accuracy or better), and by
- Selecting texts in which there is overlap in words (i.e. words show up multiple times in different texts).

In writing, teachers can provide many opportunities for repeated practice after giving:

- Direct instruction in letter formation (letter-sound level), and
- Direct instruction in spelling (word level),
- Repeated, guided opportunities for students to write, revise, and edit during writers' workshop.

Materials selected to build fluency should reflect these features and provide explicit strategies for teaching students to transition from accuracy to fluency at all levels: letter, word, and continuous text in BOTH reading and writing.

Cautions and considerations:

Not all students will require intense direct instruction in fluency. Many students will develop fluency with repeated reading activities, either whole group or during guided reading (Fountas and Pinnell, 2006), guided reading plus (Dorn, et al, 2007), or during small group differentiated instruction (Diller, 2006). Obviously, the purpose of systematic assessment of all students is to target and provide prescriptive teaching for those who need more intense instruction.

Remembering that fluency is the bridge between word recognition and comprehension, a student's lack of fluency development may be an indication that more work is needed with phonemic awareness, and/or phonics. Additionally, some students may have acquired phonemic awareness and phonics skills but struggle with fluency due to the rate they can process written language. These students may be identified as early as Kindergarten using rapid automatic naming (RAN) assessments.

Students who struggle with fluency may need **more than repeated reading** in connected text—they may benefit from small group targeted **instruction at the letter, word, or phrase level**. This instruction does not need to be in complete isolation, but may be provided connected to appropriate selected and sequenced texts. Specific details of this type of **skills-focused**, small group teaching is available from Walpole and McKenna in their text, Differentiated Reading Instruction: Strategies for the Primary Grades (2007) from Guilford Press (ISBN-13: 978-1-59385-412-6).

In Summary:

As with the other essential elements of reading (phonemic awareness, phonics, vocabulary and comprehension), initial assessment and continual progress monitoring of students' fluency abilities is critical to provide maximum learning. *Fluency with item knowledge affects fluency in passage reading, which directly impacts progress in comprehension.* Check the other sections of this issue for additional resources related to fluency instruction, including sample fluency lessons.



**September
27, 2008 ~
2nd Annual
Nonfiction
Institute,**
Featuring Susan
Kirch, science
education scholar
and associate
professor at NYU.
Sponsored by the
University of
Maine College of
Education and
Human
Development—
Literacy Unit;
Contact Amy
Cates at 581-2438
for registration
information



Description of Instructional Ideas...

Model Lesson #1: Differentiation for Phonics, Word Recognition, and Fluency

By Sharon Walpole

[Routines and scripts for this lesson and others are available on line from:
<http://curry.edschool.virginia.edu/reading/projects/garf>]

This lesson is for children with full phonemic segmentation who still need to build fluency with phonics and word recognition skills.

Materials for Model Lesson 1

- Scripts for quick reference
- Bob Book, Set 3 Book 1, *Floppy Mop*
- 12 words for blending practice
- 8 high-frequency words
- Bob Book, Set 3 Book 1, *Frogs*

Lesson Framework:

1. Whisper Read the Previous Day's Text (3 minutes)
(read Bob Book, set 3 Book 1, *Floppy Mop*)
2. Sound and Blending (3 minutes)
(use blending routine to read 12 words, selected from book or with same pattern)
3. High-Frequency Words (3 minutes)
(use partially known high frequency words selected from Book with previously learned words)
4. Whisper-Read a New Book (3 minutes)
(read Bob Book, set 3 Book 1 *Frogs*)
5. Partner Read the New Book (3 minutes)

Oral Reading Activities that enhance Fluency

From www.readingrockets.org and A Focus on Fluency from www.prel.org

There are several ways that your students can practice orally rereading text, including:

- student-adult reading (The student reads one-on-one with an adult. The adult reads the passage first to provide a fluent model, then the student reads and receives feedback from the adult. Finally, the student rereads until the passage is read fluently--usually 3 or 4 rereadings.),
- choral (or unison) reading,
- tape-assisted reading,
- partner reading, and
- readers' theatre.

Be cautious in selecting and sequencing texts to enhance oral reading fluency practice. Details and explicit descriptions of these oral reading fluency activities can be found at: http://www.prel.org/products/re_fluency-1.htm and <http://www.readingrockets.org/article/3416>. Additional fluency can also be found at: www.busyteacherscave.com/units/fluency.htm.

Summary of Professional Literacy Texts...

Suggested Text-set on Teaching Fluency

“Correct articulation is the basis of this art(reading), and we must look well to the foundation before we can safely raise the superstructure; it is, therefore necessary that, in the order of teaching, it (articulation) should take precedence...”

--Tower,cited in Smith, 1965



The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension (Paperback) by Timothy V. Rasinski (2003) is available from Scholastic and the ISBN-13 is 978-0439332088.

Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8 (Paperback) by Irene Fountas and Gay Su Pinnell (2006) is available from Heinemann and the ISBN-13 is 978-0325003085.

Building Fluency: Lessons and Strategies for Reading Success (Paperback) by Wiley Blevins (2002) is available from Scholastic and the ISBN-13 is 978-0439288385.

From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School (Paperback). By Timothy Rasinski and Nancy Padak (2000) is available from Allyn & Bacon the ISBN-13 is 978-0321049032.

Fluency in the Classroom (Solving Problems In Teaching Of Literacy) (Hardcover) by Melanie R. Kuhn, ed. and Paula J. Schwanenflugel, ed. (2007) is available from Guilford Press and the ISBN-13 is 978-1593855741.

IF YOU LIKE RASINSKI'S OTHER BOOKS check out:

Increasing Fluency with High Frequency Word Phrases (w/CD) (Paperback) By Edward Fry (Collaborator) and Timothy Rasinski (Collaborator) from Shell Education. The ISBN-13 is 978-1425802882. Using Dr. Fry's Instant Words and Dr. Rasinski's research, these books provide powerful tools for building fluency. Each of the books in this series provides clear directions on how to teach students to recognize words, read phrases with expressions, and ultimately improve comprehension. *Each book includes: a fluency assessment rubric and a reference list of oral reading fluency strategies, 20 four-page lessons on phrasing plus activities for practicing comprehension and fluency activities, Audio CDs of phrases and passages to use as models of fluent reading, and CDs of teacher materials.*

Children's Literature Title...

Read-aloud Text Set for Modeling Fluent Reading

The more we understand about teaching fluency and helping learners become automatic when reading connected text, we realize that **ANY** text that is appropriate for the learning goals of a group of students may be used to help that group become fluent with the skills being taught. Below is a list of authentic texts suggested for modeling fluent reading for whole group instructional read-aloud. As Rasinski (2003) suggests, when selecting books to read-aloud “consider your favorites”.

Smelly Socks (2005) by Robert Munsch (Author) and Michael Martchenko

When children
“know”
a word, they not
only know the word’s
definition and its
logical relationship
with other words,
they also know how
the
word functions
in different contexts.

--Stahl & Kapinus, 2001



We use words to think;
the more words
we know, the finer
our understanding is
about the world.

--Stahl, 1991

(Illustrator) is published by Cartwheel and the ISBN-13 is 978-0439649483.

Where the Sidewalk Ends 30th Anniversary Edition: Poems and Drawings (2004) by Shel Silverstein is published by HarperCollins and the ISBN-13 is 978-0060572341.

Giraffe’s Can’t Dance (2001) by Giles Andreae and Guy Parker-Rees is published by Orchard and the ISBN-13 is 978-0439287197.

A Child’s Garden of Verses (Revised 1999) by Robert Lewis Stevenson is now published by Simon & Schuster Children’s Publishing and the ISBN-13 is 978-0689823824.

A Hatful of Seuss, Five Favorite Dr. Seuss Stories (1997) by Dr Seuss is published by Random House Books for Young Readers and the ISBN-13 is 978-0679883883.

Mike Mulligan and His Steam Shovel (1977) by Virginia Lee Burton is published by Houghton Mifflin and the ISBN-13 is 978-0395259399.

Millions of Cats (1996) by Wanda Gag is published by Putnam Juvenile and the ISBN-13 978-0698113633.

Now One Foot, Now the Other (1991) by Tomie dePaola is published by Putnam Juvenile and the ISBN-13 is 978-0399224003.

Mailing May (1997) by Michael O. Tunnell is published by HarperCollins Publishers and the ISBN-13 is 978-0688128784.

News from Maine Reading First...

Maine Reading First is pleased to announce that the 2008 Maine Reading First Summer Institute will be held on August 20 at Verrillo’s in Portland and on August 21 at Jeff’s Catering in Brewer. The featured speaker will be Debbie Diller, author of Making the Most of Small Groups: Differentiation for All, Literacy Work Stations: Making Centers Work, and Practice with Purpose: Literacy Work Stations for Grades 3-6. Debbie will be focusing on small group reading instruction practices and literacy center design to promote student learning. Registration information can be obtained at:

<http://www.maine.gov/education/rf/summerinstitutes.htm>.

If you would like more information about this session please contact:

Leeann.Larsen@maine.gov.

Check it out...

www.free-reading.net

Free-Reading is an interactive site that provides all users free accessibility to activities and user developed intervention programs and materials, including free picture, letter, and word cards as well as videos and audios for teachers to use. The videos and audio segments are very explicit and provide models of good teaching practice which can be used by individual teachers and/or coaches for

SNEAK PREVIEW

Coming soon

*2008-2009
Literacy Links*

- ❖ *Response to Intervention*
- ❖ *Deeper Comprehension*
- ❖ *Purposeful Text Selection*

professional development. The content of this site is overseen by a board of advisors. In the words of the developers:

“Free-Reading is an ongoing, collaborative, teacher-based, curriculum-sharing project. Their purpose is to provide a reliable forum where teachers can openly and freely share their successful and effective methods for teaching reading in grades K-1 and for at-risk students in later grades. FreeReading is an open source, peer-authored text with no single author or editor. FreeReading is always in a state of being refined, expanded, and improved by a large community of users and experts. The board of advisors includes: Catherine Snow, Michael Kamil, Barbara Taylor, Barbara Kapinus, and Fred Carrigg”(www.free-reading .net).

<http://reading.uoregon.edu>

The University of Oregon’s Big Ideas in Reading website is useful for information about Vocabulary instruction and assessment. In addition to a clear description of the research that supports vocabulary development, this site includes specific information about the critical features of vocabulary instruction, including appropriate benchmarks for kindergarten through grade three students.

Curriculum maps from this site give clear guidance to follow when considering the hierarchy of skills and determining benchmarks. The numbers in the top row of the curriculum map correspond to the months of the school year. For example, if your school year begins in September, then September would be month 1 on the map. If your school year begins in August, then August would be month 1.

**Mapping of Instruction to Achieve Instructional Priorities
First Grade**

Instructional Priority: Fluency	1	2	3	4	5	6	7	8	9
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)			X	X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	X	X	X	X
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

*. high priority skill



Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Fluency	1	2	3	4	5	6	7	8	9
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	40-60	X	X	X	X	X	X	X	90-100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

*. high priority skill
a. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Fluency	1	2	3	4	5	6	7	8	9
Focus 3: Reading Connected Text									
* 3a: Reads 120 wpm	90	94	98	102	106	110	112	116	120
3b: Reads with phrasing, expression, and inflection	X	X	X						
*3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

*. high priority skill

Newsletter Archives

There are several earlier editions of *Literacy Links* available on the Maine Reading First website at <http://www.maine.gov/education/rf/homepage.htm>



Edition	Spotlight Topic
March, 2005	Maine Reading First
April, 2005	Maine Reading First Course
May, 2005	Reading Fluency
June, 2005	Vocabulary
September, 2005	Phonemic Awareness
October, 2005	Phonics
November, 2005	Comprehension
December, 2005/January, 2006	DIBELS
February, 2006	Literacy Centers
March, 2006	Interactive Read Aloud
April, 2006	Nonfiction
May, 2006	Word Walls
June, 2006	Classroom Design
September, 2006	Shared Reading
October, 2006	Automaticity
November, 2006	Using Assessment to Guide Instruction
December, 2006	Deepening Comprehension

January, 2007	Selecting Quality Children's Books (part 1)
February, 2007	Selecting Quality Children's Books (part 2)
March, 2007	Making Instruction Explicit
April, 2007	Motivation and Engagement
May-June 2007	Grouping for Instruction
September 2007	Making Instruction Systematic
October, 2007	Pacing Instruction
November, 2007	Managed Independent Practice
December, 2007	A Deeper Look at Phonemic Awareness
January, 2008	Phonics at the K-2 Grade Span
February, 2008	Phonics and Word Work Grades 3-5
March, 2008	Vocabulary Revisited
April, 2008	A Deeper Look at Vocabulary Instruction



For additional information about any of the items in this newsletter or to sign up to receive this e-newsletter, please email Leeann.Larsen@maine.gov

Click here to view the Maine Reading First website
<http://www.maine.gov/education/rf/homepage.htm>

The professional development opportunities and materials are listed in *Literacy Links* for informational purposes only and are not necessarily endorsed by the Maine Department of Education's Maine Reading First Initiative.