



**K-3 Literacy Pilot: MoMEntum
Common Professional
Learning #10.1**

**Fluency:
A K-3 Literacy Essential**

Learning Intentions

Educators will:

Experience strategies/ techniques to enhance student fluency each component:

- Automaticity
- Rate
- Accuracy
- Prosody

I know I understand fluency instruction when I can apply:

- automaticity & accuracy techniques.
- rate techniques.
- prosody techniques.
- close reading.

Fluency

How is fluency like the Bucksport Observatory Bridge?



Fluency

Reading fluency serves as a bridge between word recognition and text comprehension.



Fluency

Four components of reading fluency:

- **Automaticity** – the ability to read words quickly.
- **Rate** – the speed at which the text is read.
- **Accuracy** – the ability to read words accurately.
- **Prosody** – the appropriate use of intonation, phrasing and expression.

Connections to Hattie and Duke Research

John Hattie
Phonics Instruction .45 effect size
Classroom discussions .82 effect size
Close Reading Repeated Readings .67 effect

Nell Duke
Modeling/ Demonstrating
Explicit Instruction
Motivation and Engagement
Build Vocabulary
Comprehension
Fluency

Model Fluent Reading

Read Aloud

“ Listen to me read this paragraph. Note how I read each sentence as if I’m saying it to a friend. The last sentence ends in an exclamation mark. Listen to the way I raise my voice to show excitement!”

“A reader reads at a good speed and can pronounce all of the word correctly. To become better at pronouncing all words correctly readers may need to read a story many times to read it correctly and at a good pace. Rereading a story can also be a lot of fun.”

“Listen to how I read this sentence. Read it after me in the same way. When you read, think about how I sounded. Did I pause after any words? Did I raise or lower my voice?”

Automaticity & Accuracy

Automaticity – the ability to read and write words quickly.

Accuracy – the ability to read and write words accurately.

Techniques/Strategies for automaticity:

- High –frequency word work
- Chunking (syllables/nonsense) word work
- Phrase work
 - **Speed Drills**
 - Speed drills build fluency because they help students rapidly recognize common syllables and spelling patterns in multisyllabic words.

Speed Drills for Fluency

Tips for creating Speed Drills

- Select skills with which your students need to develop automaticity(i.e., words containing a specific phonics skill or regular and irregular high frequency words).
- Select either 50 word or 100 word Speed Drill form based on the age of your students.
- Select 20 – 25 words to include on the speed drill. Write the words in random order, multiple times, on the speed drill form. Make copies of the speed drill for students to use.
- Allow students time to practice reading the words on the speed drills independently.

Try It On

Automaticity & Accuracy

Rate

Rate – the speed at which the text is read or written.

Techniques/Strategies for rate:

- Reading aloud simultaneously with a partner.
- Echo reading.
- Choral/Shared Reading
- Paired repeated readings.
- Books on iPad.
- Repeated readings.
- Shared, Interactive & Writing Workshop

Try It On

Rate

Prosody

Prosody – the appropriate use of intonation, phrasing and expression.

Techniques/Strategies for prosody:

- **Reading punctuation.**
- **Reading with intonation and expression.**
- **Reading dialogue.**
- **Phrased – cued text practice.**
- **Reader's Theater**

Try It On

Prosody

Putting It All Together

Close Reading

Teacher Version

- *Close reading is purposefully **reading a complex text several times** in order to analyze and gain a deep understanding of the text.*

Student Friendly Version

- ***Reading something enough times** so you can understand it, explain it to someone else, and ask and answer questions about it using evidence from the text.*

What Does a Close Reading Routine Look Like?

Establish purpose for reading, activate prior knowledge of text/genre structure and topic vocabulary

Engage in **1st reading**— read aloud or independently with annotation

Engage in 1st discussion—checking for basic understanding, sharing surprises and confusions

Engage in **2nd reading**—may be shared reading and/or teacher read aloud/think aloud, use of text-dependent questions to prompt analysis

Engage in 2nd discussion—examine and extend on 2nd reading

Engage in **3rd reading**—using text dependent questions to prompt analysis

Engage in 3rd discussion—students share evidence

Writing about text—connected to big ideas surfaced through readings/discussions and which requires textual evidence to be included.

Try It On

Close Reading

Try It On

Try grouping your students by fluency strategy. Co teach or co plan the lesson with your coach.

Try a reader's theatre whole class or small group. Plan with your coach during a pre-conference.

Use your iPad to teach/ automaticity with high frequency words in reading and writing. Seek out your coach for assistance.

Use your iPad to record and provide feedback on student oral reading. Ask your coach to assist.

Try It On!

- Have students record their reader's theatre performance using their iPad and share with others.
- Use EPIC for listening to fluent reading.
- Use the phrased – cued text passages to teach proper phrasing. Your coach can be a thinking partner as you try it on.
- Use Mark –Up to visually scoop words together to teach phrased reading.
- Use Book Creator and Showbie to record and share students reading rereading to increase fluency and understanding.

Success Criteria

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