

Fluency Suggestions

- **What is fluency?**

According to the National Reading Panel (2000), fluency is the ability to read text with speed, accuracy, and proper expression.

Fluent readers:

1. Recognize words automatically.
2. Read aloud effortlessly and with expression.
3. Do not have to concentrate on decoding.
4. Can focus on comprehension.

- **Three Components of Fluency**

1. **Accuracy:** Known as automaticity, ability to read words in a text
2. **Rate:** Speed a person reads
3. **Prosody:** Known as "reading with feeling"

- **Fluency Instruction**

1. **Model Fluent Reading**

*Students need to hear and understand what fluent reading sounds like. Read aloud with expression. Use a variety of materials, such as poetry, excerpts from speeches, or passages from the anthology/ leveled readers.

2. **Repeated Readings**

*Have students read and reread short passages in an anthology or leveled reader selection. If the student makes an error in a sentence, correct it immediately, and have the child start the sentence over again.

*See the enclosed poems for repeated readings.

- a. Make a copy of the poem for each child.
- b. Transpose it onto an overhead.
- c. Read the poem aloud several times while your students listen and follow along.

d. Discuss your reading behaviors, such as your ability to read several words together in one breath, your rate, and the emphasis we give to particular words or phrases.

e. Echo read: you read a line and have the students repeat the line back to you.

f. Choral read: Have the entire group or class read the poem together.

3. Give students lots of practice

*Have the child read a passage from the anthology, leveled reader, or another source. Time the reading for one minute. Have students record their results on the enclosed graph. Use the same selection three times so the kids can see their improvement on the graph. Use the expression rubric to keep track of intonation.

• **When to Implement Fluency Activities**

1. Whole group instruction
2. Reading groups
3. Literacy centers
4. At home
5. Read alouds
6. Silent reading time

Dreaming of Summer

I'm dreaming of warm sandy beaches.
I'm dreaming of days by the pool.
I'm dreaming of fun in the afternoon sun,
and week after week of no school.

I'm thinking of swim suits and sprinklers,
imagining lemonade stands.
I'm lost in a daydream of squirt guns and ice cream
and plenty of time on my hands.

I'm picturing baseball and hot dogs,
Envisioning games at the park,
and how it stays light until late every night,
and seems like it never gets dark.

I long to ride skateboards and scooters.
I want to wear t-shirts and shorts.
I'd go for a hike, or I'd ride on my bike,
or play lots of summertime sports.

My revery turns to a yearning
to draw on the driveway with chalk.
It's really a bummer to daydream of summer
while shoveling snow from the walk.

--Kenn Nesbitt

Websites:

Bear In There by Shel Silverstein

There's a Polar Bear
In our Frigidaire--
He likes it 'cause it's cold in there.
With his seat in the meat
And his face in the fish
And his big hairy paws
In the buttery dish,
He's nibbling the noodles,
He's munching the rice,
He's slurping the soda,
He's licking the ice.
And he lets out a roar
If you open the door.
And it gives me a scare
To know he's in there--
That Polary Bear
In our Fridgitydaire.

Today I Wrote this Poem

Today I wrote this poem,
but I'm not sure if it's good.
It doesn't have the things
my teacher says a poem should.

It doesn't share the feelings
I have deep inside of me.
It hasn't any metaphors
and not one simile.

It's missing any narrative.
Alliteration too.
It isn't an acrostic,
diamante, or haiku.

There's nothing that's personified.
It doesn't have a plot.
I'm pretty sure that rhyming
is the only thing it's got.

It sure was fun to write it,
and I think it's long enough.
It's just too bad it's missing
all that great poetic stuff.

I put it on my teacher's desk
and, wow, she made a fuss.
She handed back my poem
with an A++++!

--Kenn Nesbitt

My Kitten Won't Stop Talking

My kitten won't stop talking.
She just prattles night and day.
She walks around repeating
nearly everything I say.

My kitten never says, "Meow."
She never even purrs.
She mimics me instead
in that annoying voice of hers.

She waits for me to speak,
and then she copies every word,
or begs me for a cracker,
or says, "I'm a pretty bird."

I'm not sure what to do, and so
I simply grin and bear it.
She's been this way since yesterday
that's when she ate my parrot.

--Kenn Nesbitt

Ants (author unknown)

It's an insect not a spider
it has 6 legs instead of 8
3 on this side 3 on that side
and it's crawling on your plate.

1 ant, 2 ants , 3 ants 4
our picnic is their grocery store
5 ants 6 ants 7 ants 8
they are crawling on my plate
8 ants 7 ants
stomp around
6 ants 5 ants
on the grounds
4 ants 3 ants
on the run
2 ants 1 ant
no more fun.

Poetry for Fun (hang the poems on your fridge and practice one for an entire week)

If You Happen to Hop

If you happen to hop on a boa constrictor,
you'll find it's a fabulous ride,
just as long as you're strong and can hop on the top,
for it's never as fun from inside.

--Kenn Nesbitt

I'm Feeling Rather Full Tonight

I'm feeling rather full tonight.
I couldn't eat another bite.
I couldn't eat a half a bean,
or even taste a tangerine.
I couldn't lick a lettuce leaf
or bite the slightest bit of beef.
I couldn't polish off a pea
or sip a single drop of tea
or nibble on a nanogram
of pickled ham or candied yam
or lamb or clam or jam or Spam.
Yes, that's how full I truly am.
To even think of eating more
would leave me lying on the floor
and surely make my stomach hurt
unless, of course, you've got dessert.

--Kenn Nesbitt

I Bought a Pet Tomato

I bought a pet tomato
and I tried to teach him tricks,
but he wasn't any good at
catching balls or fetching sticks.

He could never catch a Frisbee,
and he wouldn't sit or speak,
though we practiced every afternoon
and evening for a week.

He refused to shake or wave or crawl
or beg or take a bow,
and I tried, but couldn't make him bark
or get him to meow.

He was terrible at playing dead.
He couldn't jump a rope.
When he wouldn't do a single trick
I simply gave up hope.

Though I liked my pet tomato,
I returned him with regret.
Boy, I sure do hope this watermelon
makes a better pet.

--Kenn Nesbitt

Timed Reading Progress Chart

Name _____

Examiner _____

	Date: _____ Passage: _____	Date: _____ Passage: _____	Date: _____ Passage: _____
Total Words Read per Minute			
Number of Errors			
Words Correct per Minute (WCPM)			
Observations			
Comments			

Expression Rubric

1	2	3	4	5
Reads very slowly or very quickly. Does not pay attention to punctuation. Reads in a monotone voice (without expression).	Reads a little too slowly or a little too quickly. May sound choppy, with pauses or errors. Some attention is given to punctuation.	Sounds like natural language, but has some choppiness. Usually pays attention to punctuation. Errors are self-corrected quickly and smoothly.	Reads with good expression throughout most of the text. Words flow smoothly and naturally, and meaning is clear.	Reads with good expression and enthusiasm throughout the entire text. Reader varies expression to match the meaning of the text.

DIBELS Fluency Goals with \geq 95% accuracy

	Fall	Winter	Spring
Grade 1		20 wcpm	40 wcpm
Grade 2	44 wcpm	68 wcpm	90 wcpm
Grade 3	77 wcpm	92 wcpm	110 wcpm
Grade 4	93 wcpm	105 wcpm	118 wcpm
Grade 5	104 wcpm	115 wcpm	124 wcpm
Grade 6	109 wcpm	120 wcpm	125 wcpm

Hasbrouck & Tindal Fluency Goals With \geq 95% accuracy

	Fall	Winter	Spring
Grade 1		23 wcpm	53 wcpm
Grade 2	51 wcpm	72 wcpm	89 wcpm
Grade 3	71 wcpm	92 wcpm	107 wcpm
Grade 4	94 wcpm	112 wcpm	123 wcpm
Grade 5	110 wcpm	127 wcpm	139 wcpm
Grade 6	127 wcpm	140 wcpm	150 wcpm
Grade 7	128 wcpm	136 wcpm	150 wcpm
Grade 8	133 wcpm	146 wcpm	151 wcpm

