

A close-up photograph of a person's hands holding an open book. The person is wearing a dark brown jacket and a red scarf. The background is dark, and the lighting is focused on the book and hands.

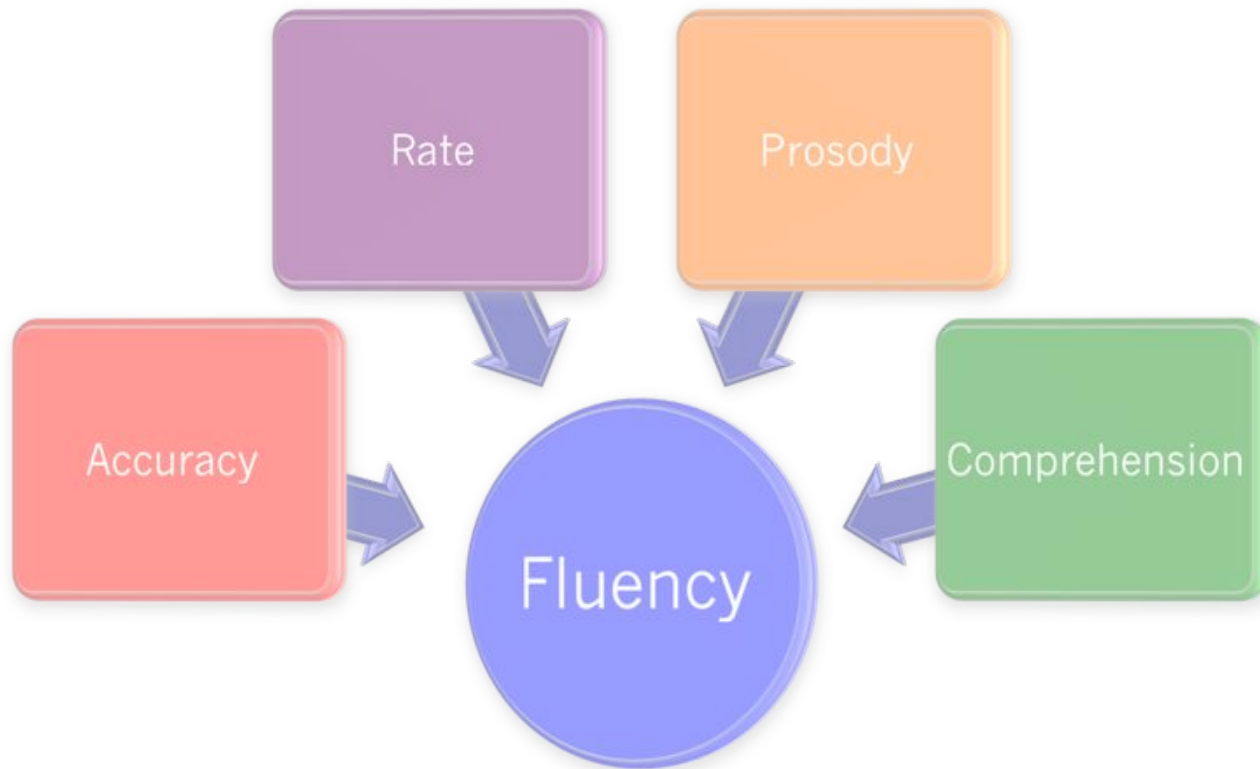
Developing Skills in Fluency and the Common Core

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Overview:

- Fluency definition and components.
- Importance of fluency.
- Rationale for Family Fluency Folders.
- Implementation of the fluency folders.
- Inspire and delight struggling readers with poetry.

Fluency Essentials



Reasonably *accurate* reading at an appropriate *rate* with suitable *prosody* that leads to accurate deep *comprehension* and *motivation* to read.

Hasbrouk & Glaser (2012)

Fluency Bridges the Gap to Comprehension



Pikulski & Chard (2005)

Negative Effects of Non-Fluency

Robotic reading

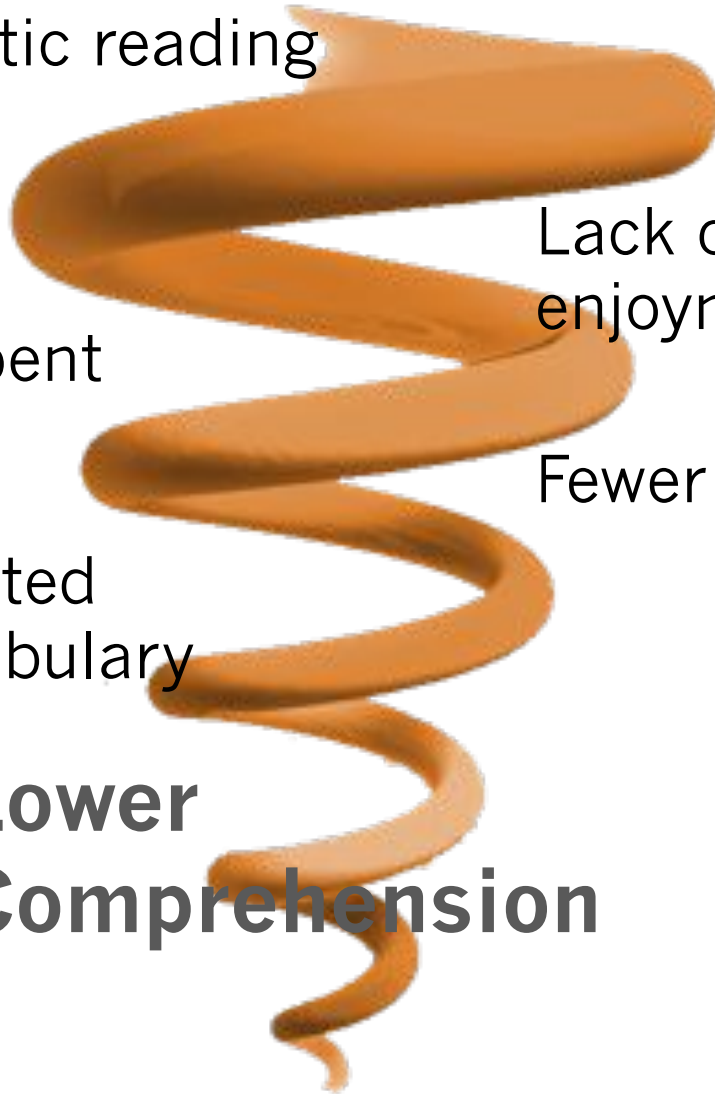
Lack of
enjoyment

Less time spent
reading

Fewer words read

Limited
vocabulary

**Lower
Comprehension**



Why Family Fluency Folders?

- Engage families
- Engage students
- Support fluency
 - Prosody
 - Accuracy
- Increase comprehension
- Motivate
- Fun



- Scaffolded Reading
 - ✓ guidance
 - ✓ feedback
- Follow a model
- Repeated reading
- Guidance & Feedback
- Close reading
- Annotate



Why Poetry?

Magical
Emotional
Experiences
Language
Rhythm & Rhyme
Short text
Natural &
Authentic
practice



Rasinksy (2012)

Common Core Standard Standards (CCSS)

English Language Arts Standards » Standard 10: Range, Quality, & Complexity » Range of Text Types for K-5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

CCSS Reading Foundations

Phonics and Word Recognition

[CCSS.ELA-Literacy.RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency Grades 1-2

[CCSS.ELA-Literacy.RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.

- [CCSS.ELA-Literacy.RF.1.4a](#) Read grade-level text with purpose and understanding.
- [CCSS.ELA-Literacy.RF.1.4b](#) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- [CCSS.ELA-Literacy.RF.1.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fluency Grades 3-5

- [CCSS.ELA-Literacy.RF.3.4b](#) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on

How to begin

- Practice activities with students prior to sending fluency folders home.
- Explain the components of the folder.
- Each day model & practice an activity:
 - Echo reading
 - Choral reading
 - Partner reading
 - Repeated reading
- Assess students on Thursday or Friday with performance.
- Make it very successful at the beginning.
- Make it fun.

How to begin

Family Fluency Folders

Dear Families,

We are very excited about starting our Family Fluency Folders! The fluency success of your child partly depends on the literacy environment at home. The Family Fluency Folders are strategies you can carry out at home that can help support and engage your child in fluency development experiences. The goal is to support your child in their fluency development and to instill the enjoyment of reading.



What is fluency and what are the benefits of becoming a fluent reader?

What is Fluency, why is it important and how can it be developed?

Fluency is the ability to read a text accurately and quickly, while using expression. It is important because it allows your child to focus on making meaning rather than decoding words. Fluency can be developed and improved by reading fluency and by engaging students in repeated oral reading!

Benefits of Fluency

The ability to read with expression for pleasure! Young readers who read with fluency also read with great expression. They pause less and have more adult-like intonation. Improvements in reading fluency between 1st and 2nd grades predict better comprehension later.

The ability to read with comprehension! Reading fluency is intricately related to reading comprehension. Word calling, where children read fluently without

comprehension, is not as frequent as once fluency becomes more complex. Eventually, skills other than reading fluency increasingly contribute to good comprehension.

Better reading self-efficacy! When children have good early oral reading skills, it leads them to have a better self-concept, which then leads them to grow in fluency later. This positive cycle starts to begin by the start of second grade.



Thank you for joining your child on this journey toward becoming a fluent reader!

Sincerely,
Lara Thomas

Fun and Engaging Ideas to Improve Fluency

1. Throughout the week choose from the following four reading activities before to read the poem or short story with your child.

Echo Reading: You read one line and your child reads the same line after you. Increase the number of lines you read at one time as your child's reading improves. To be sure your child is looking at the words ask her/him to follow the print with a finger. Try to echo read at least one copy each week.

Choral Reading: You and your child read the same text aloud together. Choral reading should be done at least twice a week.

Partner Reading: You and your child take turns reading. Start by reading one sentence and asking your child to read the next sentence. As your child's fluency improves, you read a page and her/him reads a page. Partner read about once a week.

Repeated Reading: Read the same book or story more than once in the same week.

2. Remind your child to practice with expression and to use appropriate phrasing, pace and smoothness. See [Idiographic sheets](#).
3. Check the back of the poem/short story to see if there is an activity.
4. **Send the Fluency Folder back to school on Thursday.**

Remember! Use expression as you read so your reading sounds like speaking. Let the story come alive! Be supportive, patient, and helpful with your child's efforts. What a great opportunity for you and your child to bond around school!



Infographic for folders



ICKLE ME, PICKLE ME, TICKLE ME TOO

Ickle Me, Pickle Me, Tickle Me too
Went for a ride in a flying shoe.
"Hooray!"
"What fun!"
"It's time we flew!"
Said Ickle Me, Pickle Me, Tickle Me too.

Ickle was captain, and Pickle was co-pilot
And Tickle served coffee and mulligan stew
As higher
And higher
And higher they flew.
Ickle Me, Pickle Me, Tickle Me too.

Captain = pilot
he is flying
the shoe

A dog-like
and flying
shoe.

circle the pilot
helper



They flew to space

Ickle Me, Pickle Me, Tickle Me too
Over the sun and beyond the moon
"Hail hail!"
"Hail hail!"
"I hope we did!"
Said Ickle Me, Pickle Me, Tickle Me too.

Ickle Me, Pickle Me, Tickle Me too
Never returned to the world they know,
Knows what's
Happened to
Dear Ickle Me, Pickle Me, Tickle Me too.

beginning the original

THE TUMMY SLAP
Rudolf D.

Mommy/Mom

Over afternoon I said to mommy,
"What is the poison in my tummy?"
"It must be small and very thin
"It flows could be have gotten in."
My mother said from where she sat,
"I can't take to talk like that."
"It's true!" I cried, "I want it stopped!"
"There is no poison in my tummy!"
"He talks to me as right to bed,
"He is always asking to be fed."
"Throughout the day, he screams at me,
"Demanding sugar water for me,
"Wishes me to be out of **both** bath
"To go out, and the **blow** **both**
"I know your and it's awful wrong
"To go out from the whole day long.
"So really I can't help it, mommy,
"I wish the poison in my tummy,
"I wish it **both**!" my mother cried
"What's right now, you're fat!"
"You're always asking to be fed!"
"I wish it **both**!"
"You are **both** greedy greedy best!"
"And that is why you're always fat!"
I had once seen **blow** **blow** **blow**,
"There is no poison in my tummy."
"I've had enough!" my mother said,
"You'd better go to now to bed!"

horrible

wrong
both by the poem


stupid

to be quiet and fast

inside of your stomach

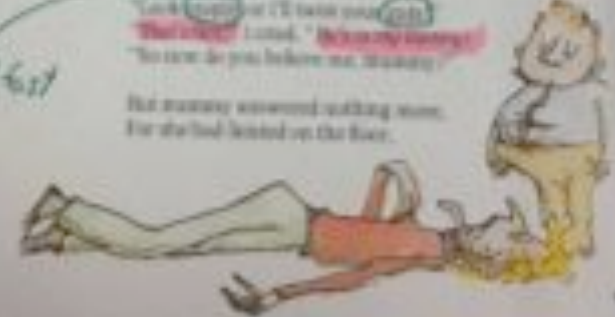
The author, Rudolf Dahl, uses italics to emphasize words. Italics - the words are slanted.

But that's a heavy tummy
I'd never see from punishment,
Deep in my tummy something moved,
And then an awful noise was heard,
A sweeting growling growling sound,
That made my tummy jump around,
My feeling mother nearly died.



"My goodness, what was that!" she cried
At once, the feeling voice came through,
It showed, "Hey there! Listen you!
"I'm getting hungry! I want more!
"I want lots of flies and worms!
"Get me half a pound of roach!
"Look quick or I'll have you **both**
"**blow**!" I said, "**blow**!" **blow**!"
"So can't be you before me, Mommy!"

But mommy answered nothing more,
For she had looked up the floor.



DUCKS' DITTY By Kenneth Grahame from, The Wind in the Willows



All along the backwater,
Through the rushes tall
Ducks are a-dabbling
Up tails all

Ducks' tails, drakes' tails
Yellow feet a-quiver
Yellow bills all out of sight
Busy in the river!

Slushy green undergrowth
Where the roach swim--

Here we keep our larder,
Cool and full and dim
Everyone for what he
likes!
WE like to be
Heads down, tails up,
Dabbling free!

High in the blue above
Swifts whirl and call--
WE are down a-dabbling
Up tails all

tail dipper
Play
the sky
A ducky



Happy Dog

By Flying Lemming

I'm a happy dog at the beach!
If I had the power of speech
I would tell you all
To throw my ball
I'm a happy dog at the beach!

I'm a happy dog at the beach!
There are no new tricks you can
teach

I'm bouncy and glad
And my tail wags like mad
I'm a happy dog at the beach!

I'm a happy dog at the beach!
My joy is always in reach
Whatever the tide
It's the best place to hide
I'm a happy dog at the beach!

I'm a happy dog at the beach!
As I hear the seagulls speak
I chase and I bark
Long into the dark
I'm a happy dog at the beach!

I'm a happy dog at the beach!
And I don't want to start to
preach
But if you ask me
The best thing to see
Is a happy dog at the beach!





Pinky the Baby Elephant

by Lisa Wright

Pinky was born on a bright and sunny day,
 a pink elephant in a grey herd.
 "Oh! What a wonder!" his parents did say,
 telling the herd. Then the herd spread the word.
 "A pink elephant was born to us this day!"
 "Let's go to see him!", they would exclaim.
 Like drums of thunder from near and far away,
 they rolled across the African plain.
 "Oh, when they see my pink skin, what will they say?
 Will they look upon me in disdain?"
 Then Pinky got scared and went to hide away.
 He told himself, "I am not the same.
 They will never want me to come out and play."
 Elephants being so good and true
 tried to carry him out, but Pinky would not budge.
 The elephants knew just what to do.
 Decidedly they side by side in a row,
 then lifted up their trunks in a trumpeting song.
 When he heard their trumpets, he thought "I'm okay!
 I may be pink but it's here that I belong."

Trying to
 get someone
 to see that
 he's really
 not a
 New

He would
 not change his side
 looking down
 on someone or
 something to
 laugh at or
 make fun of him or
 they he's not part
 of the family



Washington was a great man,
 The father of our country,
 He led in war, he led in peace,
 The father of our country.
 Many stories, they are told,

Many tales about
 Of this great man who led our land
 The father of our country



Clay
 Lay
 Lay
 Lay

AMELIA EARHART (excerpt)

Amelia, Amelia where did you go?

They've searched and searched
 but still we don't know.

— author's
 language
 craft

Oh the courage to fly in the air
 facing the danger, ready to dare
 to complete your mission
 much out of control
 for women of your time.

Amelia you're still on our minds today
 even though the years have faded away.

Did you land down in the deep
 or is the jungle
 where you went to sleep?
 Yours is another unsolved mystery
 in life's unpredictable history.

Edwina Reizer

Fluency Assessments

My Fluency Checklist

Name _____	Almost Always	Most of the Time	Need to Improve
1. I read smoothly. I don't stop after every word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If a word or sentence doesn't sound right, I read it again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My reading sounds natural, as if I'm talking to a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I group words into meaningful phrases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I read with expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I pay attention to punctuation. I pause after commas and periods. I let my voice rise at the end of questions. I sound excited when I read exclamations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I understand what I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fluency Rubric

Student's name: _____ Date: _____

Passage: _____

Words read in one minute: _____ - Words read incorrectly: _____ = Fluency score: _____

Accuracy: _____ 4 90%-100% correct 3 80%-89% correct 2 70%-79% correct 1 Less than 70% correct	Expression: _____ 4 Reads with natural, conversational expression. 3 Expression is usually good; pays attention to punctuation. 2 Little expression; seldom pays attention to punctuation. 1 Reads in a monotone, with no regard to punctuation.
Speed: _____ 4 90%-100% of goal 3 80%-89% of goal 2 70%-79% of goal 1 Less than 70% of goal	Pace and phrasing: _____ 4 Pace and phrasing are appropriate and match the meaning of the text. 3 Mostly reads at a good pace and groups words into phrases. 2 Reads haltingly; only groups familiar phrases. 1 Reads word-by-word.

Fluency Rubric

Student's name: Lyle Date: 3/7

Passage: Happy Day of our 2000th Anniversary

Words read in one minute: _____ - Words read incorrectly: _____ = Fluency score: _____

Accuracy: <u>4</u> 4 90%-100% correct 3 80%-89% correct 2 70%-79% correct 1 Less than 70% correct	Expression: <u>4</u> 4 Reads with natural, conversational expression. 3 Expression is usually good; pays attention to punctuation. 2 Little expression; seldom pays attention to punctuation. 1 Reads in a monotone, with no regard to punctuation.
Speed: <u>4</u> 4 90%-100% of goal 3 80%-89% of goal 2 70%-79% of goal 1 Less than 70% of goal	Pace and phrasing: <u>5</u> 4 Pace and phrasing are appropriate and match the meaning of the text. 3 Mostly reads at a good pace and groups words into phrases. 2 Reads haltingly; only groups familiar phrases. 1 Reads word-by-word.

Fluency Rubric

Student's name: Lyle Date: 3/7

Passage: Talk to People Who Talk the Talk of Science

Words read in one minute: _____ - Words read incorrectly: _____ = Fluency score: _____

Accuracy: <u>4</u> 4 90%-100% correct 3 80%-89% correct 2 70%-79% correct 1 Less than 70% correct	Expression: <u>4</u> 4 Reads with natural, conversational expression. 3 Expression is usually good; pays attention to punctuation. 2 Little expression; seldom pays attention to punctuation. 1 Reads in a monotone, with no regard to punctuation.
Speed: <u>4</u> 4 90%-100% of goal 3 80%-89% of goal 2 70%-79% of goal 1 Less than 70% of goal	Pace and phrasing: <u>4</u> 4 Pace and phrasing are appropriate and match the meaning of the text. 3 Mostly reads at a good pace and groups words into phrases. 2 Reads haltingly; only groups familiar phrases. 1 Reads word-by-word.

Great Expression!

Name : _____

Grade: _____

Fluency Folder Attitude Survey

Circle how you feel about the Fluency Folders.

1. How do you feel about using the Fluency Folders?



6



3



1



2. How do you feel about reading poems in the Fluency Folders?



8



1



1



3. How do you feel Fluency Folders has helped you in becoming a better reader?



4



4



2



4. How do you feel when the teacher evaluates you when you read a poem in your Fluency Folders?



7



3



Name : _____

Grade: _____

5. How do you feel about writing notes on your poems?



4



4



1



1

6. How do you feel when you get a new poem in your Fluency Folder?



8



2



7. How do you feel about practicing your reading in Fluency Folders?



6



1



2



1

8. Do you think your fluency has improved because of the Fluency Folders?

Yes 6

Kind of 3

No 2

9. Do you think your accuracy has improved because of the Fluency Folders?

Yes 6

Kind of 2

No 2

10. Do you think your expression has improved because of the Fluency Folders?

Yes 6

Kind of 3

No 1

11. Do you think your pace has improved because of the Fluency Folders?

Yes 5

Kind of 2

No 3

12. Do you think you sound smoother and more natural because of the Fluency Folders?

Yes 7

Kind of 2

No 1

Really Cool Poetry Sites

- [The Children's Poetry Archive](#)
- [Ken Nesbitt's Poetry for Kids](#)
- [Bruce Lansky's Giggle Poetry](#)
- [Classic Poems](#)
- [The Poetry Foundation](#)

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