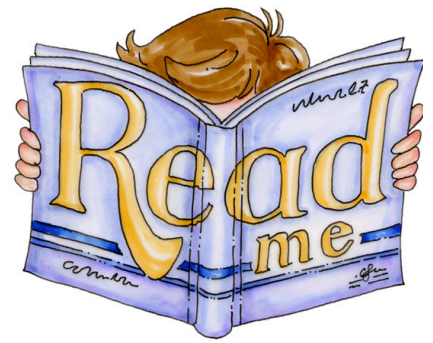


FAQ's of Reading Fluency:

"My Child's classroom teaching talked to me about my son's oral reading fluency and I'm not sure what it all means?"



Fluency is the ability for a child to read with all of the following working together:

1. proper rate
 2. nice expression
 3. accuracy of words
 4. proper phrasing
- or also known as "REAP"

1. Rate: is the pace of reading. Not too fast and not too slow.

2. Expression: is the pitch and stress the voice uses. The voice should give a sense of what is going on in the story. When the reader is reading all caps the reader is really loud. When reading a question the reader raises their voice.

3. Accuracy: The reader has very few:

omissions- leaving out words

mispronunciations-mom for mother

substitutions-car for cart

reversals- a great day/ a day great

4. Phrasing: is the correct use of punctuation and chunking of words into appropriate sections. If a student is chunking correctly their reading will sound conversational. A student who is not phrasing correctly will combine two sentences and skip over periods, etc.

the frisky/dog ran quickly to/the door

the frisky dog/ran quickly/to the door

How can I tell if my child needs to improve in one or more of the above skills?

Have your child read a book that they are comfortable with and listen for the following:

1. proper rate: Is your child reading word by word? Does it have a robotic-like sound to it?

2. nice expression: Is your child using intonation? Does his reading sound conversational, with good expression present? Does he raise his voice when reading a question or an exclamatory sentence?

3. accuracy of words: Does your child recognize words automatically? Is he struggling with basic sight words? Is he spending too much time decoding unknown words?

4. proper phrasing: Does your child ignore punctuation when reading out loud? Does he combine sentences and fail to stop at periods? A non fluent reader does not chunk words into phrases appropriately. His reading will be labored and word by word.

A child who lacks fluency may pause at inappropriate places: For example, a line from Bill Martin Jr's Brown Bear will be read like this:

Brown/
bear brown/
bear what/
do/
you see.

A fluent reader will read the same line as:

Brown bear/
Brown bear/
What do you see?/

HOW CAN I SUPPORT MY CHILD'S READING FLUENCY AT HOME AND AT SCHOOL

1. TEACH YOUR CHILD TO CHOOSE BOOKS AT THEIR INDEPENDENT READING LEVEL

Sometimes it is difficult to know if a book is going to be too easy or too hard by just looking at it. The Five Finger Test is one way to "test" a book before you spend too much time with it and get frustrated.

The Five Finger Test:

1. Have your child choose a book that they might like to read.
2. Find a page of text with lots of words and few or no pictures.
3. Begin to read the page.
4. Each time you come to a word you don't know, hold one finger up.
 - If you have 4-5 fingers up before you get to the end of the page- the book is probably too hard for right now. Try it again later in the year.
 - If you have 2-3 fingers up after reading the entire page- the book may be just right for you to grow as a reader.
 - If you have 0-1 fingers up when you finish the page - the book may be too easy for you.

2. MODEL ORAL READING TO YOUR CHILD

Just a few minutes(5-10) of oral reading each day to your child will stimulate their language growth, enlarge their vocabulary, and foster a love for reading.

3. OFFER YOUR CHILD DAILY OPPORTUNITIES TO READ EASY BOOKS INDEPENDENTLY

Independent reading of easy books develops a child's sight word recognition. When a child's sight word recognition is automatic, they can devote more attention to meaning and comprehension increases. Encourage your child to read the same books over and over again.

4. BOOKS ON TAPE: Go to the library or bookstore and acquire stories on tape. Have your child listen to the story as they follow along in the book. Your child needs to hear and see what fluent reading looks and sounds like.

5. ECHO READING

Echo reading involves the modeling of fluent reading for the child and then encourages the child to reread or echo the same text, with support as needed. In echo reading the child immediately echoes or imitates the performance of a more skilled reader. Doing so helps the child gain confidence in reading aloud, becoming proficient with material that might be too difficult for the student to read independently and practice good phrasing and expression.

Echo Reading for the Beginning Reader:

Using an emergent book the parent reads a sentence first and points to each word. The child becomes the echo, reading the sentence back to the parent and pointing to the words.

Let your child read the same book repeatedly and often. Repetition will build fluency and sight word recognition.

6. CHORAL READING

Choral reading involves the child reading a text in unison with an adult. It helps build confidence and extend enjoyment of the reading process. Repeated practice of choral reading materials helps develop reading competence, nurtures collaboration among children, and helps children feel successful as readers.

Choral Reading for the Beginning Reader: Using an easy reader that has a predictable story pattern or poetry works best. Read the text aloud to your child, modeling fluent reading. Tell your child why you chose to read it as you did. For example, were there any punctuation marks that gave you clues? Perhaps there was dark print or underlining which gave you a clue about emphasis. After your modeling, invite your child to read along with you. Practice reading together chorally several times.

7. PAIRED READING

This is a great strategy to use with a second grader that can read text independently.

- a. First have your child choose the text they would like to read. Use the five finger method if they are choosing too difficult books.- see What is Reading Fluency section.
- b. Choose a comfortable place to read where both of you can see the text easily.
- c. Begin reading the text chorally(see choral reading above) at a speed that is comfortable for your child. If your child makes a word error, simply say the word. Have your child repeat the word and continue choral reading. If your child is comfortable reading the text, they can continue to read it aloud on their own with support as needed. Choose a signal like thumbs up, for you child to let you know when they are ready to read on their own.
- d. If your child is reading on their own and they encounter a difficult word, wait for five seconds. If they cannot say the word, provide the word and return to chorally reading.
- e. Continue chorally reading with your child until they signal that he/she would like to read on their own again.
- f. After reading the text, ask simple who, what, where, when, why and how questions to check for understanding.

8. BUDDY READING: Having an upper grade student listen to a lower grade student read while providing feedback also develops fluency. Look for the Book Buddies program offered through Central School in the Fall and Spring if your child needs practice with fluency.

9. READER'S THEATER: Reader's theater is an oral performance of a script usually based on literature. Meaning is conveyed through expression and intonation. Students need to interpret the script instead of memorizing it, thus helping with comprehension as well as fluency. Repeated readings and rehearsals help

students build fluency in a natural and authentic manner.

10. WORD STUDY: Your child may need to build their sight word knowledge in order to recognize words quickly when reading. Simple flash-card practice can have great results. Click below for a list of sight words to use for at home practice. If your child is a beginning reader only introduce 3-5 words at a time. Once words are mastered introduce more.