



What is oral reading fluency?

Oral reading fluency is the ability to read, speak, or write easily, smoothly, and expressively. A fluent reader is one who reads and understands what he or she is reading quickly and with minimal effort. Fluency skills should increase as learners progress from beginning to advanced readers and writers. Fluency enables learners to read and write with more understanding.

At the primary level, we often monitor fluency using the DIBELS assessment. DIBELS assesses how many words a student can read per minute.

20 Ways to Help Your Child Become a Fluent Reader:

- Louisiana Components of Effective Teaching / <http://www.ves.wpsb.org/focus/index.html>

1. Continue to read aloud to your children. Even when they can read by themselves, it is important for them to hear a more fluent reader read. You can share reading time with your children by taking turns reading parts out loud or by participating in choral readings where you read together.
2. If you have older children, encourage them to read with and to help your younger children with reading. You learn best when you have to teach someone else. If your children are only children or around the same age, try to have them volunteer in programs where they read with younger children.

Instruct children about how texts are put together. Show them how some books go from beginning to end while others start in the middle. Talk to them about titles, headings, pictures, etc. and what you can learn from these. Point out clues in reading like things that are repeated, things in bold or italics, etc. Explain the difference between non-fiction and fiction, figurative language (poetic language) and literal language ("plain" English). Encourage your children to read a variety of things--non-fiction, fiction, short stories, poems, articles, etc. so that they understand about different genres.

4. Help children to generate questions about what they have read. These questions should deal with the what, how and why of the things they have read. Children should know the purpose of the story or article, the main characters or whose point of view it is, the

Resources compiled by Crestwood Primary School Intervention Specialists:
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action, and how the author goes about putting everything together. In addition, they should ask can I trust what I have read--why or why not?

5. Assist children in using clues from what they have read to predict what might happen next in a story or to make an inference about something an author hints at but doesn't say in an article. Teach your children about how authors make choices about what to include in what they write.

6. Discuss what your children have read with them. Don't simply focus on comprehension questions; in addition, ask their feelings about what they read, what stood out to them and why, what they liked and didn't like and why and if the text reminds them of something else.

7. Encourage your child to write in response to reading. They can keep a journal of reading responses with thoughts about the reading including what they learned, what they liked or didn't like and what happened in what they read. They can also include any unanswered questions after reading.

8. Have your children read out loud to you. If they make errors, do not correct them as they are reading and let small errors go. Repeated errors or errors that can affect comprehension should be corrected by bringing the child back to the mistake and asking him or her to read it again. If the same error is made, review what it was and discuss the mistake with the child. If the child corrects him or herself, the reading should continue on from there. Whenever you are unsure of whether your child has made a fatal error, do not correct him or her. (A fatal error would be reading the wrong word for a key word but not reversing something like of and for unless this is done repeatedly).

9. Model good reading for your children. Share what you read with them or read what they are reading. Talk to them about the things you find important in what you read and why. Show them how you form opinions about reading and how you use clues in the text to help guide comprehension. In addition, explain the connections you can make with a text and the criticisms (good and bad) that you might have about it. Share the questions that you generate about a text as well.

10. Read yourself. Children will imitate you and will be more likely to read and read well in a house filled with all types of interesting books. Also, show your children how reading a lot of materials can help with the background knowledge to understand new ideas.

11. Create a special reading area for your children. Let them make decisions about how it should be decorated and what should be contained there.

12. Increase children's vocabulary by playing word games like "Wheel of Fortune", Scrabble, Boggle or Mad Libs. A family games night is the perfect way to find ways to increase a child's word power.
13. If your school does not provide them, create reading lists for your children. Have a celebration of some sort or an incentive built in when your child finishes a part or the entire list. Do not just leave the child to read the books, though, structure questions, conversations and activities into the reading list.
14. Incorporate reading into your everyday life. Show your children and share with them what you read during the day. Also, use any opportunity for reading: an outing, learning about an illness, learning about an activity or pet, etc. Complete the reading beforehand then discuss the event and the reading afterwards.
15. Try not to criticize your child's reading choices. If they love comic books, get a book about illustration or about the illustrator of their favorite comic strip. Whenever possible, use their interests to guide their reading choices and give them some power in making decisions about what to read.
16. Use a child's love of television or movies to your advantage. Pair books and related movies together then have your child compare and contrast the two.
17. Remember that reading on a computer is also reading. Select good reading sites from the internet that you and your child can participate in. In addition, use books on tape if your kids like to listen.
18. For reluctant or non-readers, choose books that deal with issues that affect them in their lives. Be careful to ensure that the books are current and are directed to your child's age group.
19. Offer praise whenever your child reads. Do so in a realistic fashion and in a way that your child will appreciate it. You can use special certificates or reading hugs, as appropriate.
20. Encourage your child to analyze and to critically think about what he or she reads. One way to do this is to have the child identify the purpose, audience and voice of the piece. Use two pieces of writing about the same topic but which have a different purpose, audience or voice to show how two pieces of writing can be very different based upon what the author thinks the reader needs or wants to hear. You can also use two different types of writing with the same theme--for example a short story and a poem about love--then have your child compare and contrast them.

Fluency Activities

Choral Reading

Choral reading is a great way to model good reading to your child. When you are choral reading, you read together with your child. You can read poems, recipes, short stories, newspapers, etc.. Students may read individual lines or stanzas alone, in pairs, or in unison. Choral reading, sometimes called "unison reading," requires repeated readings of a particular passage and it gives practice in oral reading. It is especially well suited to rhymes, poetry, and lyrics. As part of the activity, parents can also read to help set the pace, as well as model proper pronunciation. The poems or passages can be "performed" for family and friends.

Running Records

Running records are an easy way to track your child's reading progress. is one method of assessing a child's reading level by examining both accuracy and the types of errors made. Running records will give you an indication of whether material currently being read is too easy or too difficult for the child. Secondly, it serves as an indicator of where a child's reading can improve. For example, if a child frequently makes word substitutions that begin with the same letter as the printed word, you will know to focus on getting the child to look beyond the first letter of a word. Running records may be done frequently or only occasionally to assess a child's reading progress

To use a running record

1. First, the child reads the selected book or passage aloud.
2. You will have a copy of the words, typed out on a different piece of paper or uses a blank sheet of paper and consults the text later.
3. As the child reads, the adult makes a checkmark for each correctly read word.
4. If the child makes a mistake, the adult might circle the word, write down the type of error, or even write down what incorrect word was said.
5. After the child is finished reading, the adult calculates the percentage of words read correctly and how often the child self-corrected an error.

Websites

www.readingrockets.org/fluency

www.readinga-z.com

www.razkids.com

www.ode.state.oh.gov

www.poetry4kids.com

www.theschoolbell.com

Books to read at home with your child

The Poetry Book: Poems for Children
by Fiona Waters

SpongeBob Phonics Reading Program
By Sonia Sander
*order through Scholastic Book Orders

A Light in the Attic
By Shell Silverstein

Go Dog Go and other books in the Dr. Seuss series
By P.D. Eastman

Books for parents:

Fluency

The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension by Timothy V.
www.amazon.com

Texts for Fluency Practice, Grade 1 by Timothy Rasinski and Lorraine Griffith (2005)

Partnering for Fluency (Tools for Teaching Literacy) by Mary Kay Moskal and Camille Blachowicz (2006)

Reading Parent Pack- by Brady Smekens (2006)

Children Learning to Read: A Guide for Parents and Teachers by Seymour W. Itzkoff (1996)

Choral Reading

Let's-read-together poems: An anthology of verse for choral reading in kindergarten and primary grades by Helen Ada Brown (1949)

Year-Round Programs for Young Players: 100 Plays, Skits, Poems, Choral Readings, Spelldowns, Recitations, and Pantomimes by Aileen Lucia Fisher (1985)

Spotlight on Literacy Read Alouds: Plays, Poems, and Choral Reading
By Macmillan/McGraw-Hill with Margaret H. Lippert (1998)

Running Records

Taking Running Records (Grades 1-3) by Mary Shea (2000)

Running Records: A Self-Tutoring Guide by Peter H. Johnston (2000)

Running Records for Classroom Teachers by Marie M. Clay (2000)