

**Fluency...Teach for It!**

Pamela Grayson  
Reading Recovery® Teacher Leader  
Chapel Hill-Carrboro City Schools  
North Carolina  
graysop@triad.rr.com

---

---

---

---

---

---

---

---

**Fluent Reading is critical to:**

- Comprehension
- Increasing volume of reading
- Efficient problem solving

---

---

---

---

---

---

---

---

**Definitions of fluent reading include:**

- Speed
- Accuracy
- Automaticity
- Expression
- Comprehension
- Phrasing

---

---

---

---

---

---

---

---

Becoming Literate  
The Construction of Inner Control  
Marie M Clay, 1992, p333-335

- 14 Extending the Inner Control Strategies Which Maintain Fluency  
Using the oral language system  
Understanding what is read  
Understanding provides for future predictions

---

---

---

---

---

---

---

---

**PLAN**  
for fluent reading

---

---

---

---

---

---

---

---

**PLAN for fluent reading:**

- 1. Be sure that new book orientation is sufficient to allow the child to understand the gist of the story.
- Literacy Lessons Designed for Individuals Pt2, p.91

---

---

---

---

---

---

---

---

**PLAN for fluent reading:**

- 2. Make time for re-reading 3 books during familiar reading time.

---

---

---

---

---

---

---

---

*What Really Matters in Fluency*  
Richard L Allington, 2009, p39

- "...the research indicates that successful interventions must focus on substantial increases in the volume of high-accuracy reading that struggling readers do if fluency problems are to be overcome."

---

---

---

---

---

---

---

---

**PLAN for fluent reading:**

- 3. Start familiar reading with a book that is fluent!!!
  - Make sure the second book is well within the child's reach. (maybe send home for repeated readings)
  - Work together on one book to make it fluent.
  - Pam

---

---

---

---

---

---

---

---

PLAN for fluent reading:

- 4. Make use of series books
  - familiar characters
  - familiar language
  - familiar story lines

---

---

---

---

---

---

---

---

What Really Matters in Fluency  
Richard L Allington, 2009, p13

- "...McGill-Franzen (1993) noted, series books provide much support and repetition critical to fostering fluency."

---

---

---

---

---

---

---

---

PLAN for fluent reading:

- 5. Select texts with language structures that are in the child's repertoire.

---

---

---

---

---

---

---

---

What Really Matters in Fluency  
Richard L. Allington, 2009, p16

- “Some of the details involved in reading fluently are drawn from one’s knowledge of speaking conventions (Weber, 2006); it is listening to fluent reading that begins the process of becoming a fluent reader.”

---

---

---

---

---

---

---

---

Teach  
for fluent reading

---

---

---

---

---

---

---

---

TEACH for fluent reading:

- 1. Teach high frequency words. Create ways of being diligent with this.
- Literacy Lessons Designed for Individuals Pt2, p.154

---

---

---

---

---

---

---

---

What Really Matters in Fluency  
Richard L Allington, 2009, p29

- “How many words can be recognized at a glance is critical to fluent reading.”

---

---

---

---

---

---

---

---

What Really Matters in Fluency  
Richard L Allington, 2009, p18

- “...function words, such as *of, the, a, do, what, there, when, would, if, for, and who*, account for about half of the words that children read. In terms of frequency, the 50 most frequent words that children will see in print are all function words.” (Weber, 2006)

---

---

---

---

---

---

---

---

What Really Matters in Fluency  
Richard L Allington, 2009, p18

- “...children learn content words such as *apple* or *car* more quickly than function words such as *of* and *for*. Additionally, children more often confuse visually similar function words when reading lists or stories (e.g., *of/it/off, for/from, and which/with, and where/when or were/where/there* confusions).”

---

---

---

---

---

---

---

---

TEACH for fluent reading:

- 2. Teach the child to attend to punctuation.
  - model
  - locate
  - monitor

• [Literacy Lessons Designed for Individuals Pt2](#), p.153

---

---

---

---

---

---

---

---

TEACH for fluent reading:

- 3. Teach the child how to string words together
  - model
  - locate
  - practice
  - monitor

• [Literacy Lessons Designed for Individuals Pt2](#), p.152

---

---

---

---

---

---

---

---

TEACH for fluent reading:

- 4. Use oral language to demonstrate how word pronunciations change to fit the context.

---

---

---

---

---

---

---

---

What Really Matters in Fluency  
Richard L Allington, 2009, p19

- “One key difference, then, between fluent readers and those readers who do not demonstrate fluency is the nature of the pronunciations of function words. Non-fluent readers often read these words with the same stress and pauses as they give content words. We call this word by word reading.”

---

---

---

---

---

---

---

---

What Really Matters in Fluency  
Richard L Allington, 2009, p18

- “...function words are typically unstressed in both talk and reading text aloud. Part of what gives English its unique rhythmic quality is the stress on content words and the lack of stress on function words.”

---

---

---

---

---

---

---

---

What Really Matters in Fluency  
Richard L Allington, 2009, p18

- “...children have difficulty with function words because their pronunciation often shifts depending on what role they play in a sentence.”

---

---

---

---

---

---

---

---

### Examples

- *I can run fast.*
- *You can?*
  
- *You can go with me.*
- *Put that in the can.*

---

---

---

---

---

---

---

---

### Examples

- *Have some bread.*
- *Do I have to?*
  
- *I have to do my reading.*
- *I have two books to read.*

---

---

---

---

---

---

---

---

### TEACH for fluent reading:

- 5. Practice (rehearse):
  - multi-word names
  - narrative descriptors ( said \_\_\_\_)
  - unusual language structures (have some)
  - nouns with adjectives or articles (the dog /the big dog)

---

---

---

---

---

---

---

---

What Really Matters in Fluency

Richard L Allington, 2009, p19

- “When people write, they use different conventions from those they commonly use when speaking. Thus, beginning readers need to learn these conventions of texts, and until they do, fluent reading will be unlikely.”

---

---

---

---

---

---

---

---

Examples

- Conversation:
  - Baby Bear said, ...
  - Mom said, ...
- Writing:
  - ..., said mom
  - ..., snapped dad

---

---

---

---

---

---

---

---

TEACH for fluent reading:

- 6. Phrase the writing sentence and cut it that way. Or re-arrange the cut up to show how the phrases should be read.

• Literacy Lessons Designed for Individuals Pt2, p.153

---

---

---

---

---

---

---

---

### TEACH for fluent reading:

- 7. Teach the child to re-read to adjust phrasing to make it sound right and make sense in the context.
  - Model
  - Work on flexibility
  - Monitor
- [Literacy Lessons Designed for Individuals Pt2](#), p.151

---

---

---

---

---

---

---

---

### TEACH for fluent reading:

- 8. Provide opportunities for improving visual scanning in text reading
  - Read it without your finger
  - Read it faster
  - Find the part where .....
- [Literacy Lessons Designed for Individuals Pt2](#), p.153

---

---

---

---

---

---

---

---

### TEACH for fluent reading:

- 9. When reading is interrupted by problem solving or self-corrections, teach the child to re-read to get the fluency going again.
- Pam

---

---

---

---

---

---

---

---

Prompt  
for fluent reading

---

---

---

---

---

---

---

---

PROMPT for fluent reading:

- 1. Use leading questions to drive meaning on the first read, or during familiar re-reads.
  - As the page turns, “and then what happened”
  - Before a speaker speaks, “and what did he say”
  - Before an action occurs, “so what did he do next”
- [Literacy Lessons Designed for Individuals Pt2](#), p.154

---

---

---

---

---

---

---

---

PROMPT for fluent reading:

- 2. Use the characters to encourage use of oral fluency
  - “Think how the giant said that”
  - “Make is sound like you would sound it you were sad”
  - “How would your mom say that?”
- [Literacy Lessons Designed for Individuals Pt2](#), p.152

---

---

---

---

---

---

---

---

PROMPT for fluent reading:

- 3. Call on the child to monitor fluency
  - Listen to be sure that it sounds right
  - Listen to be sure that you sound like you are talking like the \_\_\_\_\_
  - Listen to see if you are putting words together
  - Listen to see if you are stopping at the right place
- [Literacy Lessons Designed for Individuals Pt2](#), p.152

---

---

---

---

---

---

---

---

PROMPT for fluent reading:

- 4. Have the child help you to categorize the familiar books
  - easy
  - getting better
  - works in progress

- Pam

---

---

---

---

---

---

---

---

What Really Matters in Fluency

Richard L. Allington, 2009, p34

- "... most fluency problems are instructionally induced and instructionally maintained."

---

---

---

---

---

---

---

---

*What Really Matters in Fluency*  
Richard L Allington, 2009, p34

- ... a program that would foster dysfluent reading..
  - ...a steady diet of too-difficult texts
  - ...little high-success reading opportunity
  - ...frequently, consistently, and immediately interrupt readers when they misread a word

---

---

---

---

---

---

---

---

*What Really Matters in Fluency*  
Richard L Allington, 2009, p17

- Most children begin to move out of the word-by-word phase when reading appropriately difficult material before the end of first grade.”

---

---

---

---

---

---

---

---

- “Perhaps students’ operating notions about what reading is and how reading works is what causes them to be dysfluent as much as anything.”

Noel Jones, 1992

---

---

---

---

---

---

---

---