

The Fluency Puzzle

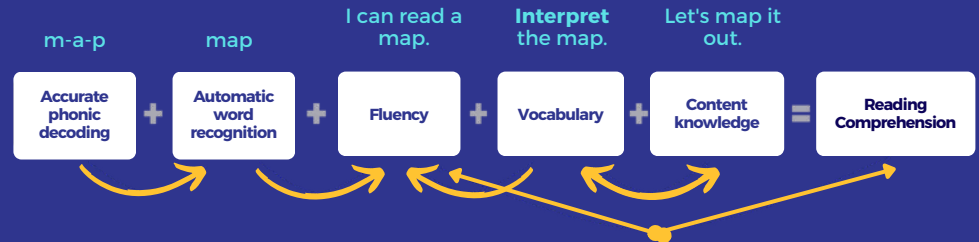
Course Summary

Reading Fluency is

- Being able to accurately read the individual word
 - Word level automaticity
 - Sentence level automaticity
 - Expression/Prosody
- } Adequate Reading Rate

Subskills of Reading:

- Reading fluency requires the coordination of a range of subskills:



Assessing Fluency:

- Phonic knowledge- assess GPC knowledge
- Decoding skills- assess non-words reading
- Sight word recognition- assess irregular and high frequency words
- Text fluency- timed passage read
- Comprehension- MAZE and qualitative rubric

To support fluency we need to develop:

- Word reading accuracy
- Automatic word reading
- Prosody and expression

BLENDING STRATEGIES

Use these blending strategies to help students read through the word when they are stuck!

Segment and blend

m a p → 'map'

Connected phonation

mmm aaa p → 'map'

Additive blending

m ma map → 'map'

ERROR CORRECTION

guide when reading for ACCURACY

When students are reading and get stuck on a word or make an error

Point to the word. Try again!

What is this sound? Point to error.

Read through the word (continuous blending)

Use your finger to cover up the letters to help you (additive blending)

This is the sound. Try again!

Now you try.

Read this sentence again.

READING POLYSYLLABIC WORDS

aeiou

Find the vowels.... How many syllables?

Is it a compound word? SUNDAY!

Syllables

Where will you break the syllables?

Read slow >>> Read fast!

More resources and information online: speldnsw.org.au

READING MULTIMORPHEMIC WORDS

- 1 Look at the word
- 2 Is it a compound word?
- 3 Find the morphemes: prefix - base - suffix
- 4 Read the base
- 5 Put it all together
- 6 Read it slowly -> read it fast!
- 7 Does that sound right?

More resources and information online: speldnsw.org.au

READING DECODABLE TEXTS

For Accuracy & Automaticity

TEACH
Explicit teach and practice phonics and irregular words required for this text.

WARM UP

- Warm up by reading words that will be in the text.
- Practice decoding strategies.

CORRECTIVE FEEDBACK

- Try again.
- What is this sound?
- This is the ___ sound.
- Try again.
- Watch and listen to me. Now you try.

REREAD
Students reread the page or the book 2-3 times.

Sam the Cat

Our cat Sam has a split personality. By day he is a sleepy, orange-striped lazybones whose favorite thing is to lie in a patch of sunlight. He regards the activity around him through sleepy, narrowed eyes. He swishes the end of his tail ever so subtly. He delicately tips an ear. He never runs to his food bowl but only saunters over with a lack of urgency and crunches his kibble decorously one bit at a time.

Immediate error correction

Teach word attack skills for longer words

Repeated Reading

Provide lots of opportunities for repeated reading with scaffolding where appropriate (words level, phrase marking etc).