

## Telling the Story With Your Voice



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## Stop and Jot

- What is Fluency?
- List Things You Can Do Fluently
- How Does Fluency Affect the Reader's Comprehension?

## Agenda

- Examination of the Literature
- Fluency at Four Levels of Processing
- Prosodic Features of Language
- Assessment – What Does the Reading Sound Like?
- Text Factors that Influence Reading Fluency
- How to Teach/Prompt for Fluency
- Audio Analysis of Reading Behaviors

## The Need for Speed

At first these neural path-ways are faint, suggesting little myelin buildup, but with repetition myelin grows and the connections become stronger, easier. Repeated firings make successive firing easier and speedier and, eventually, automatic. When this occurs, a memory is formed.

The more work the brain does, the more it becomes capable of doing.

*Teaching Struggling Readers, Carol Lyons p.14*



## Fluency at Four Levels of Processing

- Letter
- Word
- Phrase/Sentence
- Text

*Teaching for Comprehending and Fluency, Fountas and Pinnell, 2006*

“Fluency is a complex interrelationship of processes that allows the reader to flexibly, rapidly, and often without conscious attention access information while also focusing on gaining meaning from the text.”

*Literacy Lessons, Part 2, Marie Clay*

## Letter

- Distinguish the features of letters
- Access the visual information rapidly and automatically
- See letters not as isolated items but in connection with other letters within words
- Process the visual information without need for conscious attention

*Teaching for Comprehending and Fluency, Fountas and Pinnell, 2006*

“Children who are learning to write at the same time as they are learning to read find the motor movement of writing helps to distinguish the letters which seemed at first to be similar.”

*An Observation Survey, Marie Clay, 2005, p. 69*

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“At no time .....should the child be a slow reader of the things he knows.”

*Literacy Lessons, Part 2, Marie Clay*

## Letter-Sound Relationships

“Knowing a letter means knowing it as a distinct entity, not just being able to name or sing the letters of the alphabet and give their sounds. It means acquiring the ability to compare and contrast each letter in the alphabet with every other letter.”

*(Lyons, 1999)*

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## Identifying Words

“In efficient rapid word perception the reader relies mostly on the sentence and its meaning and some selected features of the forms of words. Awareness of the sentence context (and often the general context of the text as a whole) and a glance at the word enables the reader to respond instantly.”

--Marie Clay

*Clay, MM. (1991). Becoming Literate: The Construction of Inner Control. Portsmouth, NH: Heinemann. P. 8*

## Word

- Recognize whole words quickly, both short and more complex ones; be free to concentrate on meaning.
- Recognize familiar words easily
- Use word parts automatically in a largely unconscious process
- Solve words rapidly while reading continuous text.
- Treat words as connected rather than isolated items.

*Teaching for Comprehending and Fluency, Fountas and Pinnell, 2006*

## Phrase/Sentence

- Parse language into phrases that make sense.
- Notice and use punctuation to assist in identifying phrase units and sentence structure.
- Notice and use sentence structure as key to meaning.

*Teaching for Comprehending and Fluency, Fountas and Pinnell, 2006*

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## The Big Kick

"Here you are, Dad,"  
said Tom.  
"Here is  
the ball."



Here you are | Dad said |  
Tom | here is the ball |

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## Turn and Talk

- How long should finger pointing persist?
- When should we expect our students to become fluent readers?

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## Phrase/Sentence

- Notice and use sentence structure to support reading momentum.
- Stress words in ways that reflect the author's meaning.
- Understand how one sentence flows into another in the creation of meaningful text.

*Teaching for Comprehending and Fluency, Fountas and Pinnell, 2006*

## Emergent Readers

### Help Me



RR Book Level ...

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## Phrased-Cued Text Practice

In the summer/I like/to swim/at the beach.//  
Although it's very hot/I like the idea/  
of being in the cool water/  
all day.// Summer truly is/  
my favorite time/of the year.//

*Building Fluency, Wiley Blevins*

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## Reading Behaviors

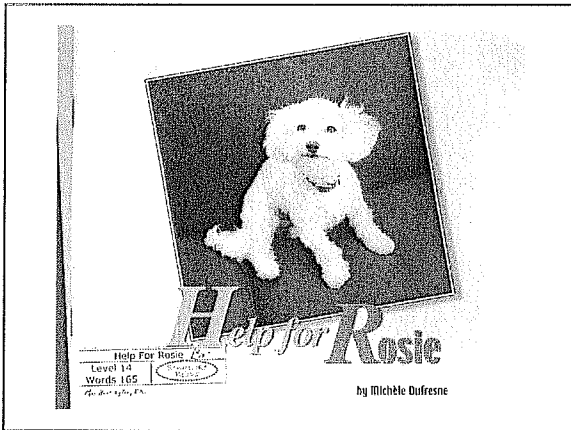
Non-Fluent Reader

Fluent Reader

## Text

- Anticipate what will logically come next.
- Use previous information, syntax, vocabulary, and writer's tone to provide momentum while reading.
- Understand and use the structure, or organization, of the text to process it effectively.
- Use personal background knowledge to support momentum.

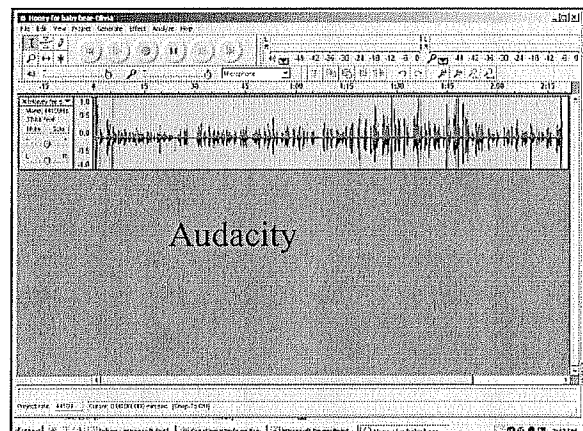
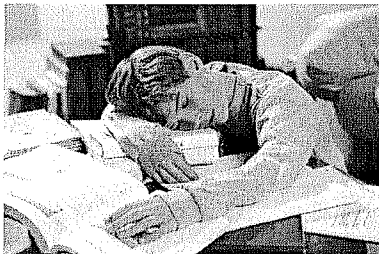
*Teaching for Comprehending and Fluency, Fountas and Pinnell, 2006*



## Turn and Talk

Describe how the reading sounded to a partner.

Can you “see” fluent reading?



### Are you a fluent reader?

- Poke a pencil-sized hole in a sheet of paper
- Hold the paper twelve inches away as you read
- Start reading aloud for a minute

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### Six- Dimension Scale for Assessing Fluency

- Pausing
- Phrasing
- Stress
- Intonation
- Rate
- Integration

*Teaching for Comprehending and Fluency, Fountas and Pinnell, 2006*

### Whole Group Instruction

- Shared/Choral Reading
- Poetry
- Reader's Theater
- Phonics/Word Study
- Storytelling

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### Knowledge of Text Features Benefits Fluency

- Genre
- Text Structure
- Content
- Themes & Idea
- Language & Literary Features
- Sentence Complexity
- Vocabulary
- Words
- Illustrations
- Book and Print Features

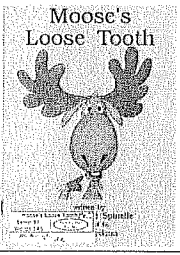
*Teaching for Comprehending and Fluency, Fountas and Pinnell 2006*

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### Teach with an Expectation for Fluency

- Guided Reading – focus group - fluency




Moose had a loose tooth,  
A very loose tooth.

"Boo-hoo!" cried Moose.  
"I have a loose tooth."

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### Guided Reading - *The Hungry Giant*



"I want some bread!" roared the giant.  
"Get me some bread, or I'll hit you with my bommy-knocker."

So the people ran and ran and got the giant some bread.



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## Fluency Instruction

- Echo Reading with Monitoring and Feedback
- Repeated Reading with a Model
- Enormous Amount of Easy Reading

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## Oral Recitation Lesson

- Teacher reads aloud to small group
- Create a story map
- Use story map to construct a written summary
- Mini-lesson on effective oral expression
- Teacher rereads a short section of text with enthusiasm
- Students practice reading the segment

*The Fluent Reader, Rasinski*

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## Fluency Prompts

- Let's put 'here comes' together.
- Are you listening to yourself?
- Did it sound good?
- Can you read this quickly?
- Put them all together so it sounds like talking.
- How would you say that?
- Make it sound like a story you would love to listen to.
- Read it all smoothly
- Make your voice go down at the end of the sentence
- Change your voice when you see these marks on the page
- Read it to help me learn
- Does the way you're reading help tell the story?

*Literacy Lessons, Part 2, Marie Clay  
Fluency in Focus, Prosser-Gollin & Withered*

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## Reading Rate

Faster rates of reading correlate to higher comprehension.

HOWEVER

A student's reading rate is not more important than comprehension.

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“Nothing increases a reader’s fluency more than reading a great many easy texts.”

*Teaching for Comprehending and Fluency, Fountas and Pinnell, 2000*

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## Turn and Talk

- What is something new you have learned?
- Discuss ways to apply training.
- What questions do you still have?

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Name \_\_\_\_\_

Level \_\_\_\_\_

## A Scale for Assessing Fluency

<b>1</b>	<b>Rate</b>	Rate refers to the pace at which the reader moves through the text. An appropriate rate moves along rapidly with few slow-downs, stops, or long pauses to solve words. If a reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate. The pace is also appropriate to the text—not too fast and not too slow.			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		Almost no evidence of appropriate rate during the reading.	Very little evidence of appropriate rate during the reading.	Some evidence of appropriate rate during the reading.	Almost all the reading evidences appropriate rate.
<b>2</b>	<b>Phrasing</b>	Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Phrased reading should sound like oral language, although more formal.			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		Almost no evidence of appropriate phrasing during the reading.	Very little evidence of appropriate phrasing during the reading.	Some evidence of appropriate phrasing during the reading.	Almost all the reading is appropriately phrased.
<b>3</b>	<b>Intonation</b>	Intonation refers to the way the reader varies the voice in tone, pitch, and volume to reflect the meaning of the text—sometimes called “expression.”			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		Almost no variation in voice or tone (pitch) to reflect the meaning of the text.	Very little evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	Some evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	Almost all the reading is characterized by variation in voice or tone (pitch) to reflect the meaning.
<b>4</b>	<b>Pausing</b>	Pausing refers to the way the reader is guided by punctuation (short breaths at commas; full stop at ending punctuation or dashes). Pausing also refers to how the reader uses the way print is organized on the page (line layouts, paragraphs, etc.)			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		Almost no pausing to reflect the punctuation and the meaning of the text.	Very little pausing to reflect the punctuation and meaning of the text.	Some pausing to reflect the punctuation and meaning of the text.	Almost all the reading is characterized by pausing to reflect the punctuation and meaning of the text.
<b>5</b>	<b>Stress</b>	Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		Almost no stress on appropriate words to reflect the meaning of the text.	Very little stress on appropriate words to reflect the meaning of the text.	Some stress on appropriate words to reflect the meaning of the text.	Almost all the reading is characterized by stress on appropriate words to reflect the meaning of the text.
Provide an overall assessment of fluency below:					
<b>6</b>	<b>Integration</b>	Integration involves the way the reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		Almost none of the reading is fluent.	Very little of the reading is fluent.	Some of the reading is fluent.	Almost all of the reading is fluent.

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## Using the Scale to Assess Fluency

1	Find a readable text for the student, one that he or she can read with over 95% accuracy. Decide whether you want to assess the first or second reading.
2	Provide a brief, standardized introduction to the text.
3	Ask the student to read a significant portion of the text aloud; or have the student read the text once in full and then read it aloud for the second time.
4	Follow along as the student reads, using your own copy of the text, and marking errors.
5	Check the reading for accuracy—noting whether it is above 95%.
6	Use the rubric to rate the reading along the first five dimensions.
7	Make an overall assessment of the students' fluency—dimension 6 which refers to integrating the first five factors.
8	Repeat the assessment for a group of students.
9	Analyze reading fluency to determine what students are doing and not doing.
10	Plan small and large group instruction to address areas of need.

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