

DURING /AFTER READING

FLUENCY transcript

How do we support struggling readers in developing fluency before and after reading?

Fluency and High Frequency Words, Maryann McBride, Reading Recovery Teacher Leader

I think fluency is an issue that plagues a lot of children, and fast, fluent reading is a sign of understanding. I train teachers, and I tell them all the time that meaning is the glue and grease of reading. It is what enables you to go fast, and without going fast, you can't comprehend. So it holds your reading together. It brings that wholeness of a story together when you can put it together the way it should go together, and then it enables you to go quicker.

There are usually three areas that are problematic when children aren't fluent. The first is the high frequency words. They've got to know those. They've got to have this bank of words they know and control really quickly, and they can get that underway and going.

S: (turns page, hesitates and doesn't read. Teacher puts in mask card, shows "th" and moves it slowly to show "then")

S: Then? Baby Bear saw a big tree.

T: Something was tricky here, what was it?

S: (points to "then")

T: Read that to me. (masks and unveils)

S: Th-en.

T: Then. Listen to how this sounds. Then Baby Bear saw a big tree. Can you put that all together?

S: Then Baby Bear saw a big tree. I can climb this tree he said and up he went.

T: What's this word?

S: Then

T: Then. I want you to get a good look at it. Do you have it?

S: Yes.

T: OK go ahead and write it (on strip given)

S: writes then

T: What's the word?

S:Then

T: Shows book again. Were you right?

S: Uh-huh.

T: Then. Write it for me one more time.

S: (writes then)

T: Read it.

S: Then

T: (brings book back) Read this to me.

S: (skips then!) Baby Bear saw a big tree. I can climb this tree.

T: One more time. (Points to then)

S: Th-en (sort of mumbles) saw a big tree-

T: (reads) Then Baby Bear saw a big tree. You read it.

S: Then Baby Bear saw a big tree.

T: Then Baby Bear saw a big tree. What was he going to do in that big tree?

S: Climb it.

Meaning and Fluency (Level 13), Maryann McBride, Reading Recovery Teacher Leader

They have to understand meaning: meaning as a monitoring system. I think you saw that really well with A – she’s very meaning driven. So when she got into that part with “a fly” and she worked and worked and worked til she got it to come together and make sense. (shows book). “A fly at couldn’t get out – but she couldn’t get to the next part; it just wasn’t coming together. And she knows. When she put it together, it was with expression, and it was quick. When she puts that together that’s what happens. That is the role that meaning plays for young children and it’s such a critical element of learning to read. It’s why we read, and it’s one of the things that helps us read, and it’s one of the primary monitoring systems. Meaning guides her, and that’s what’s important.

S: (reading) A fly! A fly! It -it – it couldn’t get out. Sh- sh – said – said – A fly! A fly! That – it – it was – it couldn’t get away, s-s- said – Is that right? A fly, a fly – I – cc – it – c – I -can’t – I can’t get – It can’t get away, said hun – said hungry Mrs. Spider.” OK. I will have this fly for my dinner.” I can see, it’s almost up.

S: (reading) Mrs. Spider’s was – web. Mrs. Spider’s web was (waits) beautiful again.

T: Yea, you have a smile on your face. So do I!

You did some amazing work. You know, I really thought you were thinking about your story, and you were making sure everything made sense and it looked right. And you kept at it til you got it and you were satisfied, didn’t you? And then you said, “I got it.” Cause you did. See, you checked. And you kept checking.

PUNCTUATION AND PHRASING (Level 3), Maryann McBride, Reading Recovery Teacher Leader

The third piece of what usually affects fluency for children is understanding the punctuation and phrasing and things like that.

With my first group that reread Jack and Billy yesterday, after yesterday's reading I noticed that they weren't attending to the punctuation as much as I thought they should, reading until it tells you to stop. They were reading up to a point, and then stopping, like yesterday they said, "Look at me car," instead of "Look at my car." I really wanted them to focus on reading like the character, thinking about if I was Jack, how would I say this to my brother or my friend. So I talked to them before they started reading to think about, pretend you're in the story, that you're the character, and how would you say this to somebody.

I don't want it to be word by word. I want them to start putting these into the phrasing and fluency, and think about how characters change their voices, and how stories sound, and to read until it tells you to stop. I'm really wanting them to start putting these words into longer phrases and think about how it should sound as a reader. So I reinforced that before they read, and we practice that first page as well. I thought they started to pick up on that and did a little better with that this go-round, and again I'll choose books that have conversation that will lend itself to continue to practice this phrasing and fluency and intonation, because they're going to have to start changing their voices and think about how it should sound if they were reading it to someone else.

T: Now as you're reading today with Jack and Billy, I want you to think about how the characters would say it in our story. We have to pretend that we're Jack or we're Billy – you're for real Billy, aren't you – so I want you to think about how it should sound as you read it. Just like, if you were in the story, you have to read it like that. Let's look here at the first page. Let's pretend that we're Jack. OK? And think about how he would say it. So let's read all of this together. So we're going to put it together. We're going to say, "Here is my car," said Jack. Can you practice that with me?

S: (together) Here is my car said Jack.

T: So you see how we have to pretend that we're the character, and we've got to put these words together to read what we call more "fluently." OK. Pretend that you're in the story and how would you say it.

Punctuation and Phrasing (Level 13), Maryann McBride, Reading Recovery Teacher Leader

Now with C, the books are arranged to help him. If you look, they're primarily arranged where you have a little bit of an overlap to a sentence, but they're pretty much arranged – Mom is looking/for Teddy Bear. Ben is looking... see those are the phrases you'd want put together at this point in time. "Mom, mom, - there's the unit - where is Teddy Bear?"

When you get into books where A's reading, the end of the line is not the end of the phrase or sentence, it has to wrap around, and you can see where sometimes that would trip her up, and she'd have to go back. She's a little unsure sometimes of where to go back to to get that unit together, so one of the things I've got to get cleaned up with her is the understanding of these marks, and how to use them more effectively, because they do guide you as far as putting these things together.

S: (reading) Fox and the five foxes, the five foxes, the five little foxes.

T: See, now he's going to talk.

S: Here

T: Here y

S: Here you are! He said. Here's a hen for

T: for – y

S: your din-ner.

T: Are you right? Dinner.

T&S: A hen?

T: come on

S: A hen! Said Mrs. Fox. But – but the farmer –

T: See, she's asking a question (points to the question mark)

S: "Did the farmer see you?"

T: Yeah, see how that sounds? Now read that,

T&S: A hen! Said Mrs. Fox.

S: Did-did the farmer see you?

T: Yea, because what is she thinking? If the farmer saw him, what would have happened to Mr. Fox?

S: He would die.

T: He would be dead. But – he's back with the hen!

S: He was foxing.

T: He was foxing.

Intonation and Phrasing (level 15), Maryann McBride, Reading Recovery Teacher Leader

Fluency isn't just being fast. It's kind of the rise and fall in the voice when you read. Like you heard when S read, "Come out and play little mouse. Ask me tomorrow." Let's play hide and seek. She puts this together in a way that communicates to you. Now here, this is where she still has a bit of reading work to do. I kept pushing her to put these units together, "I can't play today." And to get a little bit more of the rise and fall, the pitch, in her voice. When we read for meaning, and we get the story, there is a rise and fall, like you heard with "Ask me tomorrow." "Come out and play, little mouse." You can't say, "Come out and play little mouse." They're not playing little mouse; they're asking him to come out. So they've got to be able to communicate that to understand what's going on.

S: (reading) Wednesday. Come out and play little mouse. I can't play today. I've got to help my sister do the laundry. Ask me tomorrow.

T: Yea, you see how you read this – Ask me tomorrow! Read this like that. "I can't play today." Go ahead.

S: I can't play today. (teacher pushes pencil) I've got to help my sister do the laundry.

T: Oh, that sounded so much better.

Sometimes as children read on in a story, that helps them. And sometimes – and that's why I used this book with S today, actually yesterday, because it has repetition, but it has a question and answer. And you could hear it in her voice: "Where are you going? Nowhere. What are you doing? Nothing. Why don't you go and play with your friends? I don't have any friends." That helped her to get that rhythm to her reading so it wasn't as choppy.

S: (reading) Mom called, "Where are you going?" Nowhere. What are you doing? Nothing. Why don't you – go and play with your friends? I don't have any friends!

Sometimes you just have to show them so they can get it in their ear how that parts going to sound. And books like these and with C, *Where are You Going, Aja Rose?* that have that little bit of repetition, often help children to understand that and take on some of these units.

T: (reading title of book) Where are you going, Aja Rose? (title page) Where are you going, Aja Rose?

S: Where are you going, Aja Rose?

S: Where are you going, Aja Rose? I'm – I'm going to fly a airplane. Where are you going, Aja Rose?

People think kids read word by word, but really you read by unit, a meaningful unit together. The eye moves very quickly across a line of print, once they become developing readers. The eye has to move – in fact, the eye is ahead of what's coming out of the mouth. C, you want his eye on the word he's saying right now, because he's still got to control that. Both A and S have to read with a little more expression and fluency.

Features of Print (Level 14), Emily Garrett, Springfield Elementary School

They're getting into longer books that have more conversations and I want them to start thinking about different characters and how they go back and forth in dialogue and think about who's speaking now. Then to really think about using their punctuation and to notice those things throughout the story and how that can help them. Like when we were first talking I took them here to notice that this was the first thought. And then Ben's going to be talking here. I think a lot of times they don't really know what this white space is for. I want them to make sure that they stop at their punctuation. And this is going to give us a little idea that somebody else is about to talk or there's a new idea coming into the story. So I want them to start really notice those aspects of print.

In the earlier books it's usually just like one person talking or one character on one page and another character on another page. So they really need to start thinking about multiple thoughts and characters throughout the book.

T: When you're reading, I've noticed over the last couple of times we've read, we're having more and more people talking in our stories. So as you're reading, I want you to think about – sometimes the teacher will talk, mom will talk, ben will talk. And you've got to think about who's talking in your story, OK? So you need to notice your punctuation – you're going to have to stop and think about who's talking and what's going on in the story. Now you also see, there's the first part, and then there's some white space here. See that white space? That's an indication that somebody new might be talking or there's a new thought coming. So you've got to start paying attention to those things in your story.

S: What are those dots?

T: Oh, that's a good thing. That's something new right? So Ben's down here talking to his friend, and this just means his thought isn't done yet. He's like, "My tooth has come out...and here it is" So he's still thinking. He hasn't finished his complete thought yet.

Fluency and Familiar Reading (Level 10), Katie Babb, Springfield Elementary School

With T especially I do this just because of him, just because I feel like he is the one that's struggling the most. With *John and His Drum* when I read that with him a couple of weeks ago I just had to stop it. He was reading the words but it just sounded - it took him forever to get through the book and so that is a red flag. We've got to work on this. We've got to get to where he sounds more like a story. And you could tell even with this, he was really trying to keep his eyes moving and put these words together. That's one of the reasons I've pulled in these lower books to start our lesson off with so that they can practice. There's not a whole lot of work. So they can really practice their fluency and making their voices sound good versus doing a whole lot of word work.

I like this one because see here there's punctuation, there's conversation that they're going to have to change their voice for here. You know when Ben finds this clue and you've got to think, how does he feel? He's excited you've got to read it that way. And so with T__ for a while, I would stop him and ask him, "What is this book all about? You know you've got to be thinking about that as you're reading." I felt like that was a good way to start off our lesson where they're feeling confident and they can really make their voices sound like the characters talking. And also I think with the poem, they like that. It's something a little different than the books. So I did that a couple weeks ago and we talked about the fluency and the commas and how this sounds. I think going back to that and reiterating how you have to put some of these words together and poetry I think is a great place to do that as well.

T: Today we're going to start – remember this poem – I want you to look up here for a minute. Remember this one from awhile back – Rain on the Rooftops? Listen to my voice as I read this, OK? "Rain on the rooftops, rain on trees. Rain on the green grass, but not on me!"

T: Did you hear my voice there? Did you hear how it sounded?

S: Yes

T: So we're going to take some time here and I want you to practice making your voice sound like that. Remember, you've got to read until you get to the – comma, OK? All these words go together. So you can choose. You can either read *Ben's Treasure Hunt* from yesterday, or "Rain on the Rooftops." OK. Practice. Listen to your voice. Practice making it sound – putting those words together.

S: (reading) Rain on the rooftops. Rain on the trees. Rain on the green grass. But not on me.

T: Did you hear your voice there? Try the same thing in this book. Wow, that sounded really good.

S: (reading) Ben went to look on the swing. A Clue! he shouted.

T: That sounds great.

S: Ben went to look on the television. A clue! He shouted.

T: How does that sound? You're sounding like Ben's talking there.

S: Ben went to look on the table. A clue! He shouted.

T: What's the story all about? What's he trying to do?

S: Treasure hunt.

T: He's trying to find the

S: Treasure.

T: I was listening to your voices. When you were reading, you were sounding like the character in this book. You were putting some of those words together. Ben was really excited. Why was Ben excited, K?

S: Cause he was – cause he – I don't know.

T: What was happening throughout the whole story?

S: Cause he found clues.

T: He was finding clues. He was looking for that treasure. So you've got to be thinking about that. He was excited. So when he finds this clue, K, look, you've got to change your voice, because he's talking. "A clue!" he shouted. Practice that with me

T&S: A clue! He shouted.

T: So see how you've got to make your voice sound like the character is talking. And these little marks right here, look, those tell you that the characters are talking. So think about that as you're reading.

FLUENCY AND FAMILIAR READING (Level 20), Elizabeth Arnold, Hodges Elementary School

Day 3 usually offers a good opportunity to teach into fluency, because most of them are able to decode throughout the book pretty independently at this point. They've read it a couple of times, but what I found was that some of them did still need some decoding support.

For my teaching point, I did want to reinforce fluency, because it's their third day with the book. I want them to be mindful that when things are easy, and you know things, you need to make it sound like a teacher, make it sound like a story being read.

T: This has been an exciting lesson today, because I've gotten a chance to hear you guys reading more fluently. I was listening to you do that, and N__ and I were practicing. You know, by the time you've read a book twice, and some of you are on your third read, it should feel easier to read today, right? So this gives you a chance to really read like Ms. Rudman might – I know, we'll talk about that in a minute. Let's talk about fluency first. Today's the day you can really practice making it sound like a teacher reading the book, or making it sound like your mom or dad would be reading a book.

Let's go to the very beginning of the page.

S: (starts reading)

T: I already heard you go, "One day." How did you know to put those two words together?

T: What do you see

S: period

T: There's no period yet. That's a very good point

S: There's a comma.

T: There's a comma! You need to read those together and then pause when you see the comma. Now keep looking. Where's the next place you see that you might need to stop.

S: wildebeests

T: Wildebeests. Now that's a pretty lengthy sentence. So what you're going to have to decide as a reader is what words are going to fit nicely together and then stop when you see punctuation. So we should give this a try. Ready?

T&S: One day,

T: Now let's keep going

T&S: When Nelson and Nina- had been chasing the wildebeests – Nelson saw something – lying in the grass.

(S read individually)

T: Try that again (frames a portion of text)

S: reads.

T: Good. So I want you to practice that tonight when you're reading aloud to someone at home. Make sure you pay attention to the punctuation, OK?