

Read-At-Home Plan for Student Success

Parent Resources

What is Passage Oral Reading or Reading Fluency?

Fluency is the ability to read with sufficient speed to support understanding. This includes:

- automatic word recognition;
- accurate word recognition; and - use of expression.

Fluent readers are able to remember and understand what they have read. This skill bridges word recognition and comprehension. When students can read fluently, it allows the brain to have more space to comprehend the message of the text.

When we assess in fluency, we use Passage Oral Reading with STAR Curriculum-Based Measures (CBM's).

You may access this page, electronically, on the Cary Woods website under Title I.

FLUENCY ACTIVITIES

- Read to your child! When you read aloud with your child, you are giving him/her a model of what fluent reading sounds like. No matter his/her age, it is important for your child to hear fluent reading.
- Find opportunities for your child to listen and follow along with audio recordings. Websites such as Storyline Online (<https://www.storylineonline.net>) have a variety of recorded stories. Visit your local library to check out the book versions so your child can read along.
- Practice echo reading with your child. Use a less familiar story or text and read small chunks of words, using your finger to track what you are reading. After you finish, let your child echo what you just read, tracking the words. Encourage your child to use the exact same speed and voice tone you used. This is a great activity to use with poetry!
- Reread the same story many times. Repeated reading of a story helps your child to become familiar with the words and sound they make when they are read fluently. You can also encourage your child to reread the same story multiple times, using a timer to see how quickly (and accurately!) your child reads each time he/she goes through the text.
- While reading to your child, read at a pace like you're having a regular conversation. Change your expression to model fluency for your child.
Examples: <https://youtu.be/il2X8A5giFO> , <https://youtu.be/4lkFh9y0CIU> , <https://youtu.be/0a0ei0yvyvq>
Finding "Just Right" Books
Children should be able to read at least 95% of the words in a text correctly. If they can't, the text is too hard for them to read independently. A quick way to check is have your child open the book to the first page and read aloud. If they struggle with five or more words on the first page of the book, it is too difficult. Instead, you can read that book to them until it is in their independent reading range!
- Encourage your child to read independently! Make sure he/she is reading books that are on his/her independent reading level and encourage 20 minutes of reading a night.

- When reading a book together, read one sentence aloud at a time. Then, ask your child to read the same sentence aloud right after you. Read fluently and with expression to model these skills for your child.
Examples: <https://youtu.be/Gu-aOnLhZ8I>, <https://youtu.be/vtITwhs8KiA>, https://youtu.be/Pm_zeFOs8l8

SIGHT WORD ACTIVITIES

- Cut out squares of paper or use notecards to create sight words. Use the Fry Sight Word Lists and start with the first 100. Once your child can read those words easily and fluently, move to the second 100. Continue on until your child can fluently read all 1,000 sight words.
Alternate version: Use a timer to see how long it takes your child to read through a sight word list. Correct the words read wrong and try again. Keep track of the time each time your child reads through and see how his/her reading speed increases.
- Write targeted sight words on a blank tic-tac-toe board drawn on notebook or printer paper. Using coins for chips, call out sight words and have your child cover them with a chip. When he/she gets five in a row, have your child read the words out to check for accuracy and to win.
- Write high-frequency words two times each on notecards. Flip the cards over so that the word is hidden and play a memory matching game with your child. Whenever a card is flipped over, have your child say the word. You can also use the card in a sentence.
Example: <https://youtu.be/3WObBRRdp04>, <https://youtu.be/VIIrTm5G5B4>
- Write your child's sight words on notecards or squares of construction paper. Set the timer for 30 seconds and see how many sight words he/she can read. As your child reads, separate the words into a "Words I Can Read" pile and a "Words I Need Help With" pile. Review the cards in the "Words I Need Help With" pile before trying again.
- Create cards with high-frequency spelling words. Ask your child to flip over a card, say the word, then spell the word out loud. Next, ask your child to write the word on a piece of paper and say the word aloud one more time.
Example: https://youtu.be/nGPZ37b_CrM
- Make a sandwich of 10 sight word flashcards. Include 7 words that your child knows (known words) and 3 that your child does not know (unknown words). Keep flashing those cards until your child can easily recognize one of the original unknown words. Then take out one of the 7 that he/she did know, and sandwich in another word that he/she does not know. Only work with 10 words at a time. Specific information can be found on the Cary Woods website under Title I.

FLUENT PHRASE READING

□ Print or write out on notebook paper the lyrics of your child's favorite songs (make sure to copy the short phrases exactly). Have your child practice reading a single line until he/she can read it smoothly, then move onto the next. **Alternate version:** This activity can also be done with poetry or rhyming books. Shel Silverstein, Jack Prelutsky, Bill Martin Jr., Sandra Boynton, Dr. Seuss, and Anna Dewdney are a few of the many authors whose poems and books work with this activity.

□ Draw a large triangle on a piece of paper. Think of a sentence you want your child to practice reading (this can be a sentence you make up, or one from a text). In the triangle, write a line for each word in the sentence, adding a word from the sentence on each line. Have your child read through the entire triangle, until he/she can read the final sentence fluently.

Examples:

I see
I see a
I see a black
I see a black cat
I see a black cat looking
I see a black cat looking at
I see a black cat looking at me.

□ When you read with your child, listen for where natural breaks happen. There is a musical quality to fluent reading – finding the phrasing in language can help your child break longer sentences into smaller chunks, making it easier to read.

□ Write common phrases on notecards. Have your child practice reading the cards individually. When he/she can read them fluently, lay cards out side-by-side to make a train of phrases and have your child practice fluently reading a longer version.

PASSAGE ORAL READING (reading fluency)

□ Find a page from a book at your child's independent reading level. Using a pencil, draw lines between the words where you hear a natural break. Have your child practice reading the entire passage, chunking together the words between the pencil lines as he/she reads. Once your child can fluently read the phrases, erase the pencil marks and have your child fluently read the passage.

Example: "From then on, / every afternoon, / as soon as her mother / had left for bingo, / Matilda would toddle / down to the library. // The walk took / only ten minutes / and this allowed her / two glorious hours / sitting quietly / by herself / in a cozy corner / devouring one book after another. // When she had read / every single children's book / in the place, / she started wandering round / in search of something else."

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□ Timed, repeated readings help your child see that he/she is becoming a more fluent reader! Have your child read a new-to- them piece of text – a short story, poem, or several paragraphs from a chapter. The first time your child reads it, time him/her from start to finish to see how long it took. Have your child read the same piece of text several more times, timing each time, to see how much he/she is improving.

Suggestion: Tie this strategy to math! Let your child use graph paper to draw representations of each timed reading's final time.

□ Ask your child to read a short passage at or slightly above their reading level. Before reading, ask him/her to read a list of key words from the passage. Correct any mistakes as they happen. Give your child feedback on their reading fluency after reading.

Example: <https://youtu.be/i44PSpTgSTk>

□ When reading together, read one section to your child. Then, read the next section aloud together at the same time. Take turns reading to your child and with them. Pause to check for understanding throughout the story.

Examples: <https://youtu.be/IXLNRw-H6wA> , <https://youtu.be/x7IOPf9ULjY> , <https://youtu.be/KCFFqKA85tE>

□ While your child is reading a book aloud to you, pay attention to any tricky words or sentences. After they read the sentence, stop and make any corrections. Read the sentence correctly to them, and then ask your child to read the sentence again.

Examples: <https://youtu.be/QGr7nDCGRrM> , <https://youtu.be/gpZCCrnMBwo> , https://youtu.be/LLOuJqW_jwY , <https://youtu.be/pxrcdffJCyw>