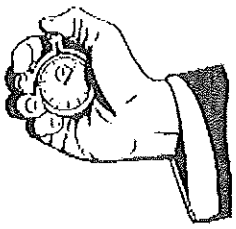
Reading Fluency

Every reader is expected to read not only all the words on a page correctly, but also to read those words with voice and intonation (personality) and at a comfortable, flowing pace. These skills fall under the category of fluency. The key to fluency is NOT just speed! The key is being able to chunk groups of words together so the reading sounds like speech, use punctuation as a guide, and to use expression. (Being able to also include character attitude and personality is a wonderful sign of comprehension, too!) When a student does these things well, then his/her speed automatically increases!

Although fluent reading is more than just fast reading, the easiest way to assess fluency is through one-minute timed readings. As students progress as readers, the number of words they read correctly per minute (wcpm) should increase even if the difficulty of the text is increasing. EVERY student, regardless of reading ability, benefits from fluency support and practice.

Part of each child's homework is to read aloud a passage every night. They will read the same passage every night for a week and answer three or four questions about the passage. I am asking that an adult or older sibling time the student reading for one minute, help correct any errors, record their work together and model fluent reading for the student.

These are the steps for this nightly assignment:



1. Student reads the entire passage to him/herself.
2. Student reads aloud the passage to the adult/parent, who is timing them for EXACTLY one minute. During this time the parent is also keeping track of (counting up) any errors the child makes while reading, BUT does NOT try to correct the child at this time.
3. Adult/parent records on the homework sheet the number of words read in a min. (use the numbers at the end of each line to help you add quickly) and the number of errors.
4. Adult/parent NOW points out and corrects the errors made to the child.
5. Adult/parent might consider reading the passage to the child as well.

This process should be repeated every night Monday-Thursday.

Thank you for your help. If you have any questions, please contact me.

Fluidez de la Lectura

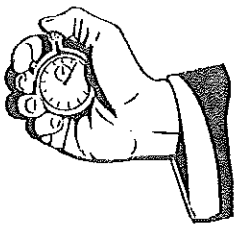
Todo lector debe leer, no solo todas las palabras en una página correctamente, sino también debe leer esas palabras con voz y entonación (personalidad) y a un ritmo cómodo, fluido. Estas habilidades caen en la categoria de la fluidez. ¡La clave de la fluidez no es solo la velocidad! La clave es ser capaz de formar grupos o partes de palabras juntas para que la lectura suene como el habla o como un discurso, usando puntuación como una guía, y usar la expresión. (La posibilidad de incluir también la actitud de carácter y la personalidad es un signo maravilloso de comprensión, también. Cuando un estudiante hace estas cosas bien, entonces él/ella aumenta automáticamente la velocidad!

Aunque la lectura fluida es más que una lectura rápida, la mejor manera de evaluar la fluidez es a través de lecturas cronometradas en un minuto. A medida que avanzan los estudiantes como lectores, el número de palabra leídas correctamente por minuto deben aumentar, aun si la dificultad de texto va en aumento. Todos los aumentos, independientemente de la capacidad de lectura, se beneficia del apoyo de la fluidez y la práctica.

Parte de la tarea de cada niño es leer en voz alta un pasaje cada noche. Leerán el mismo pasaje todas las noches durante una semana y responden a tres o cuatro preguntas sobre el pasaje. Estoy pidiendo que un adulto o hermano mayor le mida el tiempo durante un minuto, ayuden a corregir cualquier error, anoten su trabajo juntos y que sirvan como un modelo para la lectura con fluidez para el estudiante.

Estos son los pasos para esta tarea de todas las noches:

1. El estudiante lee el pasaje a sí mismo.
2. El estudiante lee el pasaje a un adulto/padre, que está midiendo el tiempo por EXACTAMENTE un minuto. Durante este tiempo, el padre está anotando (o contando) cualquier error que hace el estudiante mientras lee, PERO no trata de corregirlos durante la lectura.



3. El adulto/padre anota en la tarea el número de palabras leídas en un minuto. (use los números al fin de cada línea para ayudarle a contar rápidamente) y el número de errores.
4. El adulto/padre AHORA señala y corrige los errores hechos por el estudiante.

El adulto/padre podría considerar la posibilidad de también leerle el pasaje al niño. Este proceso debe ser repetido cada noche de lunes a jueves.

Gracias por su ayuda. Si tiene preguntas, por favor contácteme.

Name_____ Fluency Homework—Week 1

On the Playground

The playground at my school is very fun. I like when it is recess. 14
Before we go out, we have to put on our jackets. Outside, I like 28
to play with my friends. Sometimes we play tag. I can run very 41
fast. No one can catch me when I run. When we don't play 54
tag, we have lots of other things to do. There are three swings 67
at my school. I swing so high that I almost reach the sky! I like 82
to go down the long slide. When it rains the slide gets wet. 95
Then I get wet when I go on it. Another thing I like to do is play 112
ball. A boy in my class brings his football. We play in the field. 126
He can throw the ball far, but I run the fastest. Recess is always 140
fun! 141

	day 1	day 2	day 3	day 4
words read in 1 minute				
– number of mistakes				
= total words read correctly				
adult initials				

Parent Tips

1. Have the student read the ENTIRE story to himself & answer the questions.
2. Time the student while he reads aloud for exactly 1 minute. Do not help fix mistakes.
3. If the student is stuck on a word for 2 seconds, say the word & count it as a mistake.
4. Record the number of words read and the number of errors. Subtract: words read – errors = total words read correctly.
5. Now, help fix mistakes.
6. You may wish to read the story out loud as a model for fluent reading.
7. Repeat the steps on other days.

1. Where does the child like to play?
   - o At school
   - o At the park
   - o At home

2. The child can _____.
   - o throw a ball far
   - o jump rope many times
   - o run very fast

3. In the field, the child sometimes plays _____.
   - o soccer
   - o football
   - o basketball

4. What do you like to do at recess?

2nd grade
fry phrase website and activities

- http://www.thecurriculumcorner.com/thecurriculumcorner123/2012/07/06/fry-word-activities-for-all-words/
- The student gets to pull a "fry" phrase from the pocket and keep it if it is right. Keep going through until they keep all the fries. Small incentives, like a sticker or small piece of candy will work well for this.
- Students can talk in funny voices while reading fry phrases and you can use the sand timers to see how many they can say in a minute

Form two lines.	A small house also	Another old picture
Write one sentence.	Set it up.	Put it there.
Where does it end?	I don't feel well.	My home is large.
It turned out well.	Read the sentence.	This must be it.
Hand it over.	Such a big house	A different land
They went here.	Get the point.	Because we should.
Even the animals	Try your best.	Move over.
We found it here.	Study and learn.	Kind of nice
Spell your name.	Change your clothes.	Play it again.
Back off.	Give it away.	Answer the phone.

We were here.	Have you seen it?	Could you go?
One more time	We like to write.	All day long
Into the water	It’s about time	The other people
Up in the air	She said to go	Which way?
Each of us	He has it.	What are these?
If we were older	There was an old man.	It’s no use.
It may fall down.	With his mom	At your house
From my room	It’s been a long time.	Will you be good?
Give them to me.	Then we will go.	Now is the time.
An angry cat	May I go first?	Write your name.

For example	In the beginning	We got together.
We left it here.	Both children	It's my life.
Always be kind.	Read the paper.	Run for miles.
Once upon a time	Do it often.	We walked four miles.
Until the end	A second later	Stop the music.
Read your book.	Sing your song.	State your case.
I miss you.	On my side	I took the car.
So far so good.	The young girl	My feet hurt.
The dark night	A good idea	It began to grow.
Watch the river.	Leave it to me.	I hear the waves.

Better than nothing	What I need	Spoke too late
Only finished half	Was strong enough	During the storm
Already gone	For the week	Walked between them
Hard to change	Being at home	The right answer
Voted against it	Time after time	True or false
Above the door	Meet me at	Since we started
A number of	Does it matter?	Draw the line.
A few came	Hit the ball.	The open window
In the city	The bright sun	All my life
Across the street	At the party	Wear your coat.

Would not tell	The huge hill	The wet wood
Watch for children.	Broke her arm	Dinner was cold.
Service the car.	In class today	Was quite short
My big brother	Remain there until	Glass of milk
Several years ago	Are you able?	Train the dog.
In the evening	Sing the song.	Time is past
Find her room.	At his office	Will you visit?
Wait in line.	The teacher said	Picture was gone
The blue bird	A beautiful day	Will you cry?
Finish the work.	The shiny floor	A broken stick

In the court	May the force	By the law
Just that moment	My favorite person	The lowest price
Could see herself	Have an idea	The wide river
Her smile glowed.	The bat flew.	Is a fact
The dark street	A great fear	Move your car.
She stood outside.	The strong man	Every so often
Toward the end	Filled with wonder	It was important.
The cause was	It is possible.	I will study.
He rode the	Take the chance.	In real life
A good doctor	The baby turtle	Make it happen.