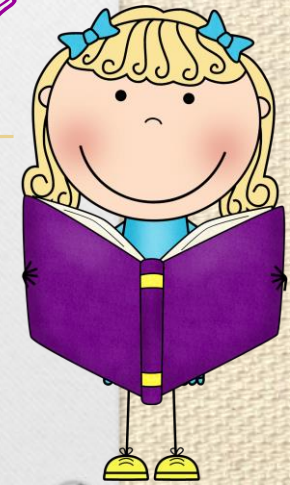


Building a
Fluent Reader
Grades K-2



Mrs. McBride & Mrs. Harkness

What is fluency?

- “**Fluency is the ability to read a text quickly, accurately, and with proper expression.**”
-National Reading Panel, 2000.
- When **fluent** readers read silently, they recognize words **automatically**.

What is fluency?

1. Accuracy

- iReady addresses phonics and sight words that assist students with accuracy.

2. Rate

- Reading often merits changes in speed.

3. Phrasing

- This includes using punctuation to know when to stop and pause.
- Chunking sentences into meaningful phrases assists students with comprehension.

4. Expression

- Students should use their voice to “act out” the meaning of the words.

The Importance of Fluency

- **Enables students to shift their focus from word reading to comprehending**
 - Students are understanding the big picture vs. reading word by word.
 - Students stop exerting as much energy on decoding words and blending, which frees up their brains to comprehend more easily and deeply.
- **Affects students across content areas**
 - Reading directions
 - Reading questions and answer choices on assessments
 - Reading word problems in math

In 2nd grade, students must read all directions, questions, answers, and passages independently, unless they have specific accommodations.

Fluency in K-2

- Please note that all numbers are based on **GRADE LEVEL** texts.
- Kindergarten does not focus on oral reading fluency. Instead, they focus on sight words and letter sounds.

Fluency in K-2

words per minute on a grade level text
with 95% accuracy

Grade	1 st Marking Period	2 nd Marking Period	3 rd Marking Period	4 th Marking Period
1 st Grade	N/A	20	40	60
2 nd Grade	50	70	80	90

Fluency Passages

Beginning of the Year

1st Grade

Name _____ Date _____

Good Jobs

Pop has lots of good jobs. 6

Pop makes cans of ham. 11

Pop plays with the dog. 16

Pop sings in his cab. 21

Mom has lots of good jobs. 27

Mom makes bags with rags. 32

Mom plays with the cat. 37

Mom sings for a mob. 42

I have lots of good jobs. 48

I make my bed. 52

I play with the cat and dog. 58

Mom and Pop nod! 63

Read Together To the teacher: Read the directions and questions with children. Passages and answer choices should be read independently.

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2nd Grade

Name _____ Date _____

Our Vacation

Mom woke me up when it was still dark. "Get up!" she said. "It's time to go on vacation!" 11

"That's right," I said. "We're going to Dinosaur World!" 19

I knew this would not be a normal trip. Each bag looked like a dinosaur egg! When we got to the airport, there were dinosaurs everywhere! We walked up to the counter. 26

"How many are in your family?" a dinosaur asked my mother. 41

"All families travel in the same group of airplanes." 53

We each got on a dinoplane! Mom's was huge. My sister's dinoplane was tiny. Off they went, up through the clouds. 60

Dad's dinoplane was different. The luggage handlers hung the bags on the dinosaur's back. "We never lose luggage," the pilot said. 71

That's when I saw my dinosaur. It had big teeth. It roared a little. The ride was so smooth that I fell asleep. When I woke up, I was in the back of the family car. Out the window I saw a sign that read *Dinosaur World*. 80

But I had had enough dinosaurs for a while. "How about Ocean World?" I asked. That was exactly where we ended up. 91

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Fluency Passages

Middle of the Year

1st Grade

What Is Wheat?

Wheat is a grass. It is a grain. It is not an oat. It is not a rice. It is just wheat!

Wheat grows in many states. Wheat grows in Maine.

Wheat grows in Texas. Wheat is a crop. It is called a cash crop. People make a lot of cash growing wheat.

Wheat can grow four feet tall. It does not need too much rain. It does not thrive in a storm.

People cut down the wheat. They use wheat when they bake cakes. Some people even put it in their shakes!

Read to the teacher. Read the directions and questions with children. Passages and answer choices should be read independently.

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2nd Grade

Name _____ Date _____

Frog or Toad?

What is a frog? It is an amphibian! An amphibian is an animal that can live both on land and in water. Many frogs live in or near water, but some live mostly on land. They may live in trees or in the ground.

Most frogs have long back legs and short front legs, or arms. Their skin takes in water. Frogs' skin must stay damp for them to live. Frogs use their eyes to spot food or enemies. They use their sticky tongues to catch insects.

Frogs "talk" by pulling air into their lungs and then pushing it out. CHUG-A-RUMM!

There are many different kinds of frogs. A bullfrog is one of the biggest frogs. Some are seven inches long.

Toads are amphibians too. They are like frogs in some ways but different in others. Frogs have smooth skin, while toads have bumpy skin. Frogs have long back legs, while toads have short legs. Frogs like water. Toads prefer to live on land.

Toads like to eat bugs, and this helps people. Garden and farm crops can be spoiled by insects. Toads and frogs eat some of these pesky insects. Frogs and toads are fine little animals. If you hear "KICK-KICK-KICK," look around. That could be a cricket frog singing!

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Fluency Passages

End of the Year

1st Grade

Name _____ Date _____


Cold Reads
UNIT 6

The Two Poles

Earth has a North Pole. It is the most northern place 11
on Earth. You could say it is at the top of Earth. Are you 25
standing at the North Pole? Look around. No matter 34
where you look, you are looking south! 41

Earth has a South Pole. It is the most southern place 52
on Earth. You could say it is at the bottom of Earth. 64
Are you standing at the South Pole? Look around. No 74
matter where you look, you are looking north! 82

It always feels like winter at both poles. Polar 91
bears live near the North Pole. Penguins live near the 101
South Pole. 103

 To the teacher: Read the directions and questions with children.
Passages and answer choices should be read independently.

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Grade 1, Unit 6

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2nd Grade

Name _____ Date _____

Cold Reads
UNIT 6

Mae Jemison's Dream

As a young girl, Mae Jemison loved to read books about 11
science and space. She dreamed about how much fun it might be 23
to fly into space. Mae didn't know yet that one day she would 35
really achieve that feat! 40

In 1969, when Mae was twelve, a wonderful thing happened. 50
Two U.S. astronauts landed on the moon. They were the 60
first people ever to reach the moon and walk on it. Mae was 73
extremely excited about the moonwalk. She read and reread all 83
about it. 85

In 1982, Mae went to work as a doctor in West Africa. She 88
wanted to help poor people there. Mae worked in West Africa for 110
more than two years. She then returned to the United States to 122
work as a doctor here. All the time, Mae never lost her interest in 136
space. She dreamed of flying someday. 142

In 1987, Mae was invited to train at NASA! She was thrilled 154
to be asked, but she knew the hard part was yet to come. 167

For the next five years, Mae trained for her space trip. In 179
1992, the big day came at last! Mae was part of a crew of seven. 184
Thousands of spectators stood and cheered as the space shuttle 204
Endeavor soared into space. Mae's dream had finally come true! 214

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Grade 2, Unit 6

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2nd Grade Reading Assessment

Read the history article. Then answer the questions that follow.

Flying Dreams

by Emiliana Gutierrez

- 1 For thousands of years, people have dreamed of flying. That dream finally came true on December 17, 1903. The Wright brothers flew an airplane powered by a motor.
- 2 Other inventors had tried and failed. They could not control the plane. When it lost its **balance**, the plane would tip, roll, spin, or dive. How did the Wright brothers solve this problem? They watched things closely. They learned lessons from what they saw. Then they put those lessons to work.

Bike Riders and Birds

- 3 The brothers learned their lessons from bike riders and birds. They saw how riders **bank**, or lean, when they make a turn. When riders turn left, they lean left. When they turn right, they lean right. The brothers saw that pilots must also bank into turns.
- 4 Birds also bank when they make a turn. They also bend the tips of their wings. The wings of an airplane must bend, too.

Banking and Bending

- 5 Banking into turns was not a problem. The pilot could lean left or right, just like a bike rider. But how could the pilot bend the tips of the wings? The brothers solved this problem. They made wings of soft cloth on a wooden frame. The pilot pushed a **pedal** connected to **control wires**. The wires pulled on the wings. The wings bent, just like a bird's wings.
- 6 That first successful powered flight happened on a windy beach in North Carolina. It lasted only 12 seconds and covered only 127 feet. But nothing like it had ever happened before. History had been made!

Glossary

balance: being able to move or keep still without falling

bank: to lean sideways in making a turn

control wires: wires connected to the pedal and to the wings of the plane to bend the wings

pedal: a lever pushed by the pilot's foot to make the wings of the plane bend



This photo shows the first flight of the Wright Flyer. Orville Wright is lying on the lower wing at the controls.

In 1st grade, assessments are read aloud by the teacher. But in 2nd grade, teachers are unable to read anything to the students (unless a student has a documented accommodation). This is a huge jump for many students, particularly those who struggle with fluency!

2nd Grade Reading Assessment

- It is very difficult for 2nd graders to perform well on a standards-based assessment if they are struggling with the fluency necessary to read the actual text.
- It is also important that students develop reading **stamina** (“real reading” for long periods time). This involves being able to read fluently while also maintaining deep comprehension.

What can I do at home?

Make sure your child is reading **books on his/her level.**

- Although being able to fluently read **grade level texts** is the ultimate goal, students need to begin building fluency at their own level first.
- Students should be checking out books on their level whenever possible (based on STAR testing data).
- Our school uses the Accelerated Reader (AR) program, which makes it easy for students to find “good fit books” using the different colored dot stickers on most books.
- <http://www.arbookfind.com/> - Use this website to check the AR level of any book from public libraries, or other book retailers.
- Your child’s AR level is his/her **independent** reading level. With parent support, you can also stretch slightly above that level to provide challenging learning opportunities.

It is important for primary students to continue reading aloud, even if they are able to read without assistance.

What can I do at home?

Repeated Readings

- Reading the same text multiple times is a proven strategy to build fluency.
- You can do a repeated reading with ANY book!

There is a series of books called “You Read to Me, I’ll Read to You.” These are reader’s theater-style stories that are meant to be read with a partner. You alternate reading lines of text. Since the stories are short, they can be practiced over and over again. This is another way to make reading aloud more interactive and fun for your child.

What can I do at home?

Timed Readings

- **Some children are motivated by timers and by setting goals.**
- **Tracking the words read per minute (for only 1 minute) each time a child reads the same text can boost confidence and fluency.**
- **If you decide to do timed readings, you can also keep a list of words your child misses. You can use this list to practice targeted sight words or phonics patterns.**

What can I do at home?

Echo Reading

- **Read the story to your child, using appropriate phrasing, rate, accuracy and expression, and have them mirror your reading: “I Read. You Read.”**
- **Begin echo reading sentence by sentence and then work your way into bigger chunks of text.**

What can I do at home?

Voice Recordings

- Kids can use the voice recorder app on any smartphone or tablet to record themselves reading aloud.
- Kids love playing their recordings back and listening to themselves read.
- Parents can listen back to the recordings at anytime to hear if there are any sight words or phonics patterns their child struggled with.
- This is a great option to hold your child accountable for reading aloud even if you can't listen every night.

What can I do at home?

“Buddy” Reading

- To make reading aloud more fun, kids can read to a sibling, a pet, or stuffed animal.
- This makes reading aloud more engaging and changes up the routine.
- Students at ALL reading levels should still be reading aloud in grades kindergarten through second.

Any questions?

Thank you for attending!

Happy Reading! 😊