



Tutor Training

Beyond the Book: Maximizing the Read Aloud

Part 1 of 4: Fluency

Let's Define Fluency

What does fluent reading sound like? Reading at smooth pace with expression, intonation and obeys punctuation rules. Reading should sound like conversation.

How do I know if my student needs help with fluency? Does the reading sound...

- Choppy and/or slow – Student is spending time decoding words and therefore lacks confidence to read with expression

Example- *The.house.was.ve-ry.nice.*

- Speedy - Student has little to no accuracy problems but they completely disregard the punctuation.

Example- *Thehousewasverynice.Allthepeoplegatheredaroundtoseeit.*

Tips for Working with Students from 1st to 4th Grade

Two things that hinder fluency at the lower elementary level...

- Sight Word recognition
- Lack of Punctuation knowledge

Sight Words

What are sight words?

These are words that appear often in text and are difficult for students to decode (sound out) and therefore must be memorized so that they can be recognized automatically.

(the, and, is, of etc.)

If you find that this is where your student is having difficulty, then there are a number of resources your SD can provide you with in order to help.

- Pop for Sight Words
- Sight Word Bingo
- Make index cards (it's important that the *student writes the words themselves* to commit it to memory, use markers, crayons, etc.)
- SW readers (Small Pink leveled books)

It's okay to read the same books over and over!

Reading the same books repeatedly increases confidence.

Punctuation

Why is punctuation important in reading?

“Punctuation tells the reader how the author wants the story to be read.”

Identify different punctuation marks and their purpose

- Period- Reader should come to a full stop (treat it like a stop sign). The period marks the end of a complete thought or sentence (voice should go down).
- Comma- Brief pause or breath between words.
- Question Mark- Asks a question and reader’s voice should go up.
- Quotation Marks- Indicates dialogue/speaking part. Change your voice.

These reading behaviors aren’t necessarily taught explicitly, they’re *learned through modeling and practice*. We tend to read and speak in falling and rising patterns. Fluent readers notice and anticipate punctuation while reading. For example, if you see a period your voice tends to go down. When a question mark comes up in reading your voice tends to go up. If you see the word “said” which often indicates dialogue or a speaking part, you may change from a more flat narrating tone to something more animated.

Active Approach to Fluent Reading

(Student-Led)

Choose a book at Independent Reading Level. Students can NOT build fluency at their instructional level, because this is where they are learning new vocabulary and working on a lot of decoding. *Fluency is built at the independent reading level*. Use books that are one or even two colors below the instructional. It’s difficult to read with expression and confidence when you don’t recognize a lot of the words or have to stop to stretch out the sounds.

Try....

- Choral Reading- Read at the same time.
- Echo Reading- Tutor reads a sentence and student then “echoes” you reading the same sentence. Go through the book line by line.
- Pre-Reading the Text
 - Look for Sight Words or unfamiliar vocabulary page by page and then have the student read to you.
 - Read the entire book to student first, have the student then read the book to you (works most effectively with short books leveled pink or yellow).

In both scenarios, you’ve already decreased the anxiety of having to read this book “right” without help, because they’ve had time to find the tricky words and look at pictures to gain meaning.

Passive Approach to Reading Fluency (Tutor-Led)

Read to them- This is the best approach when your tutee seems to be indecisive as to what they would like to do during the session. *Student must be following along with eyes, or have them follow with their finger while you read to them;* this ensures active listening. They're hearing the way you read, but also reading in their head along with you. You can choose a book at their instructional or frustration level for this. It will build their vocabulary and share the joy of reading. Reading books to them that are "too hard" will motivate them to become a stronger reader. You can also reinforce sight words by having the student tug their ear or put up a finger when they read/see/hear a sight word in reading.

Tips for Working with Middle School Students

Two things that hinder fluency at the upper elementary and middle school level...

- Punctuation
- Lack of confidence

Four different types of readers you may encounter:

- "Speed Reader"- Accuracy is great but disregards punctuation. This student may be able to identify punctuation and tell their function but does not obey.
- "Monotone-Monte/Mandy"- Reads in very flat tone, does not follow rising and falling voice patterns.
- "Choppy" reader- Often looks up at you to ensure that they are reading and pronouncing words correctly.
- "Whispering Wendy/Willy"- Reads very quietly, it's difficult to hear them due to lack of confidence or feels embarrassed.

Activities & Tools

- Speed Reader- Use whiteboards to write sentences and practice reading them with punctuation in different places/without spaces between words. Notice how it changes the structure.
 1. Tutor uses whiteboard to write the sentence and puts the punctuation in different places. Model reading the sentence following the punctuation appropriately.
 2. Tutor and student each take a whiteboard to write a sentence with different punctuation and then swap boards to practice reading them following punctuation appropriately.
- Monotone Voice-
 1. Read to them in same tone. Explain that tone and expression is important in reading to increase meaning and enjoyment.

2. Have student choose a high interest book and *model* fluent reading for them. Try to encourage the student to choose a book with a lot of dialogue (Narrative texts, Poetry and Graphic Novels)
- Choppy Reader- Student MUST read from books at Independent Reading Level and could also benefit from echo/choral reading from high interest books.
 - Quiet Reader- Have student read to themselves using the red Whisper Phone. The phone will amplify their voice, and they're more likely to self-correct because they can hear themselves much more clearly. This is a helpful tool for shy and quiet readers. They can pre-read to themselves before reading out loud to you. Can also be used with younger students. Good for students who are often distracted while reading out loud.

Tips for Working with High School Students

- Read Poetry books to work on reading with expression.
- Reading song lyrics (pre-approval from parents/SD).
- *Read to them*- Students are expected to read independently at the high school level, so reading to older students to model fluency is still very critical.
- Choral reading- Read text at the same time.
- Give them a few minutes to read it to themselves first and then read it out loud to you. Often older students will ask, "Can I read it in my head?" You can respond, "Yes, read the first paragraph to yourself and then read it to me out loud."
- Read Theory is not an effective means to work on fluency because the passages become increasingly more difficult after passing each quiz. They are designed more for fluency and vocabulary.

Genres & Text Features Across All Grade Levels

- CAPITALIZATION
- **Bold** print
- *Italicized* words

This is another way the author shows the reader how the text should be read, through CAPITALIZATION, **bold print** and *italicized* words.

Try using different voices. Modeling in different tones not only makes the lesson more enjoyable but demonstrates why fluency is important. Fluency and tone increase the entertainment and understanding.

Whiteboards can be used to practice emphasizing text features (bold/italics/caps).

Examples: How are you? vs How are *you*? Or How *are* you?
Can you *believe* him? vs **CAN** you believe him?

Remember...

1. In order to practice fluency, students *must use books that are on their independent reading level.*
2. Choose HIGH interest books. If the text is not engaging, students are less likely to read with expression and intonation.
3. CONFIDENCE IS KEY! It's okay to read the same "easy" books over and over! This is necessary to build confidence.

Additional Resources Available at NHR

1. Fluency Help