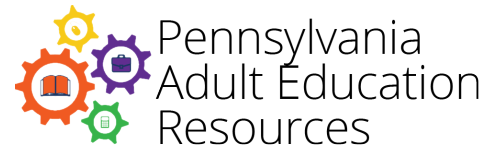


PARENT EDUCATION WORKSHOPS

Workshop Topic:

Fluency — Partner Reading

CREATED BY



CCRS Reading Foundational Skills Anchor 4: Read with sufficient accuracy and fluency to support comprehension. (Fluency)

NELP Predictors of Later Success

- **Reading readiness:** usually a combination of alphabet knowledge, concepts of print, vocabulary, and phonological awareness
- **Concepts about print:** knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, text)



Objective: At the end of this session, participants will be able to

- Define fluency
- Share three fluency strategies to use at home

Materials:

- Poster board and markers
- A variety of children's books, different levels (consider children's reading levels as well as parents')
- The books *Read to Your Bunny* and *Alphabet Under Construction*
- Copies of *Fluency — Things I Can Do at Home With My Child* parent handout
- Copies of *Repeated Oral Reading Strategies* parent handout
- Reading Rockets website: http://www.readingrockets.org/strategies/partner_reading

Welcome/Ice Breaker:

Greet parents as they come in. Build rapport and break the ice.

- Say to parents: "Have you ever heard the expression 'Two heads are better than one?'" Ask parents what they think that saying means.
- Two heads are better than one, and that also goes for learning to read. Introduce a strategy to parents called Partner Reading (also sometimes called Repeated Oral Reading)

Topic Review:

Fluency is the ability to read a text accurately and quickly.

Fluency is important because:

- It frees children to understand what they read.
- It makes a connection between word recognition and comprehension.

Reading fluency can be developed by

- Modeling fluent reading.
- Having students engage in repeated oral reading.

Opening Activity:

Ask the question, “Why is reading aloud important?”

- Brainstorm the question with parents and ask them to write down their responses on a sticky note, and then share their thoughts with a neighbor.
- In the book, *Read to Your Bunny*, there is a note from the author, Rosemary Wells. Read the note to parents. Talk about the author’s ideas for reading aloud. How do the author’s ideas match with the ideas of parents on their sticky notes?

Central Ideas and Practice (Content and Strategies):

Have you ever read a book or article that was written at such a high level, you ask yourself, “What did I just read?” Typically, when that happens we read the passage again. Sometimes several times!

Why is being able to read a text fluently important to reading comprehension?

When readers stumble over words and are focusing only on the pronunciation of the words, they often lose track of what the words mean. Reading fluently and with accuracy supports concentration because the reader is no longer focusing on pronunciation but on the understanding behind the text.

In the Classroom

Things teachers do in the classroom to promote reading fluency include:

- **Reading aloud** frequently to the class, modeling fluent reading.
- **Student-adult reading** — reading one-on-one with an adult, who provides a model of fluent reading, helps with word recognition, and provides feedback.
- **Choral reading** — reading aloud simultaneously in a group.
- **Tape-assisted reading** — reading aloud simultaneously or as an echo with an audio-taped model.
- **Partner reading** — reading aloud with a more fluent partner (or with a partner of equal ability) who provides a model of fluent reading, helps with word recognition, and provides feedback.
- **Readers’ theater** — the rehearsing and performing before an audience of a dialog-rich script derived from a book.

At Home

The following parent strategies represent a progression from simpler to more complex skills. Kindergarten students may benefit from items at the beginning of the list, while third graders may benefit from strategies toward the end. All young children can benefit from fluency practice.

Things parents can do at home to increase children’s reading fluency include:

Infants/Toddlers and Preschoolers:

- Read aloud with your child often and encourage him to read aloud to you.
- Let your child choose the books to read. Reread favorite books often.
- Pass along the enjoyment of reading. Read for fun and pleasure.
- Act out a book you are reading with your child. Make puppets to represent characters. Let your child help you make the puppets.
- Make reading aloud a daily habit.

Elementary School Children:

- With simple texts, read aloud a sentence and then invite your child to read the same sentence. This is called “echo reading.”
- When reading, if your child gets off track, you might say:
 - “Try pointing to the words as you read.”
 - “Use your finger to keep you on track.”
- As your child reads and comes to unknown words or substitutes an incorrect word, you might say:
 - “Look at the picture; does that help?”
 - “Read it again; what would make sense?”
- When your child attempts to correct a mistake you might say, “Great job. You knew something wasn’t right.”
- Build reading accuracy. While your child is reading aloud, point out words she missed and help her read the words correctly. If you stop for long, have her reread the whole sentence to understand the meaning.
- Take your child to the library. As you pick out books to read together, talk with him about how to choose a book just right for him—use the five-finger rule. If there are more than five words on the first page that are unknown to your child, then the book might be too difficult for now. Remind him that with time and practice, the difficult book will be within his reading level. Help him choose books by his interests and topics in which he has some prior knowledge.

Middle School Children

- Exploring the library is a great idea but often middle schoolers want to discover their own reading materials in their own ways. When children are interested in a subject, they are more likely to choose text to read for their personal interest. Hook into those interests and read similar subjects with your child. For example, if your fourteen-year-old son is into automobiles, perhaps you can choose books to read on that same subject.
- Read the texts out loud together, take turns reading a chapter or simply make time to discuss. Modeling the importance of reading as a parent is a powerful support for children.
- Involve older siblings. Encourage older children to read aloud for the family. This not only increases the older child’s vocabulary and fluency but promotes a sense of importance of reading to all children—as well as promoting reading as a “family” activity to be enjoyed together.

Practice. Provide the above information to parents about various strategies for reading with children. Point out that there are many paired reading strategies that are very similar. Paired reading strategies help children to become fluent readers.

- In this Parent Workshop session, the focus will be on discussing the strategy called Partner Reading.
- Partner reading is generally an elementary school age strategy. If this workshop is for parents of infants/toddlers or preschoolers, have parents:
 - Practice reading aloud fluently, without pauses and stumbling over words.
 - Practice story telling by looking at the pictures of a book and telling the story. This strategy works well for parents who are not confident with their reading skills or for those learning English as a second language.
 - Read aloud and ask open-ended questions (questions which require more than a one word response).
- Share with parents that they should check with their child’s teacher to see if this is an appropriate strategy to use with their child now.
- The nice thing about partner reading, however, is that both partners encourage and support the other, providing models of fluent reading for each other. This is a good strategy for parents who are learning to be more fluent in their reading, as well.
- Two staff members, or one staff and a parent, can model partner reading for the group of parents. Or, if a video tape is available of partner reading, parents can watch and observe that interaction.

- For detailed instructions on how to do partner reading, visit this page at the Reading Rockets website: http://www.readingrockets.org/strategies/partner_reading.

Application:

- Once parents have observed partner reading, ask them to break into pairs, choose a text they are comfortable reading, and practice the partner reading strategy.
- Parents discuss how valuable this strategy could be for them and their children. When might they be able to practice partner reading at home?
- Provide materials for parents to make a small poster for their home to remind them of the important elements of partner reading. The steps on the poster might read:
 - 1) Read
 - 2) Encourage and Support
 - 3) Read Again
 - 4) Repeat.
- Share some of the strategies for fluency from *Things I Can Do at Home With My Child* handout.

Connection to Parent and Child Together (PACT) Time®:

- *Infant/Toddler Connections*
Talk about books and stories. Recall stories you've read with toddlers and see what they remember. "Oh, that's a big brown bear you are holding (stuffed animal). Remember the brown bear in the book we read this morning? What was he looking at?" Remind parents that even if the child replies with a simple "red bird" or "bird" response, he is beginning to connect the story with ideas and words. As children get better at expressing themselves with words, they will say more.
- *Preschool Connections.*
Read the book *Alphabet Under Construction* to children and parents. Talk about building and construction and what that means. Before the read aloud, ask children to predict what might happen in the story by looking at the cover. With parent support, encourage children to construct their own letters with materials they can use from the Art Area of their classroom (or materials you supply). Children and parents can work together making letters or a letter poster, perhaps using the letters of their names. Focusing on letters and books help children understand the importance of letters and words as a part of reading.
- *Elementary/Middle School Connections.*
Provide opportunities for parents and older students to experience books and reading together. Whether you plan a library event, or a trip to the bookstore, discuss with parents the importance of helping children make personal connections to the types and genres of books they read. Perhaps do a scavenger hunt in the library to help discuss new and different kinds of books.

Wrap up/Closure:

- Summarize new information about repeated oral reading experiences and partner reading.
- What else do parents need to know about this topic?
- Share the Parent Handout, *Repeated Oral Reading Strategies*. Ask parents to try out some of these new ideas at home.

Parent Handout

Fluency — Things I Can Do at Home With My Child



Have my child:

- Act out a story we read together.
- Choose books to read together.
- Point to the words as she is reading to keep her on track.
- Look at pictures in books for clues if he is “stuck” on a word.
- Look for word “chunks,” like root words, to figure out a word.

I can:

- Ask my child’s teacher about ways to help her with fluent reading.
- Read to my child often.
- Read favorite books many times.
- Praise my child’s attempts to read, even if he has memorized the text.
- Read one sentence, then let my child read the next.
- Praise my child when she corrects herself when reading a word.
- Point out words my child has missed when reading.
- Take my child to the library to pick out books to read.
- Play games with my child that involve reading
- Encourage my child’s independent reading choices.
- Become familiar with what my child is reading at school.

Parent Handout

Repeated Oral Reading Strategies



Things parents can do to help their children become more fluent readers:

- Model fluent reading and have your child reread the text on his own.
 - Read daily with your child.
 - Read effortlessly and with expression.
 - Listen to your child read the same passage.
- Have children repeatedly read passages aloud with guidance.
 - Make time for your child to read the same passage out loud.
- Know how to have your child read aloud repeatedly
 - Child-parent reading
 - Choral reading

Child-Parent Reading:

- Child reading one-on-one with a parent.
- The parent reads first, modeling fluent reading.
- Then the child reads the same passage.
- The parent assists and encourages.
- The child rereads until fluent.

Choral Reading:

- Child reads along with the parent.
- Child and parents read from the same text.
- Parent invites the child to join in when ready.