

# Foundational Literacy: Bringing Words to Life and Making it Flow (Vocabulary and Fluency)

*Workshop Focus Question: How can we better understand the role of fluency in word recognition, oral reading, silent reading, and comprehension? How can we best teach both contextualized and decontextualized vocabulary along with word consciousness such that students are able to make meaning of a variety of text sources?*

## **KNOW & UNDERSTAND:**

- Fluency is not just speed, it is also accuracy - you've got to slow down to go fast
- Fluency is the bridge from word-level reading to comprehension
- Understand that it is important to teach vocabulary both in and out of context

## **BE ABLE TO DO & APPLY:**

- Implement direct, explicit, and multisensory strategies to develop fluency & vocabulary
- When focusing on fluency with comprehension: Focus on prosody; Teach by using longer complex texts with repeated readings; Chunk it down

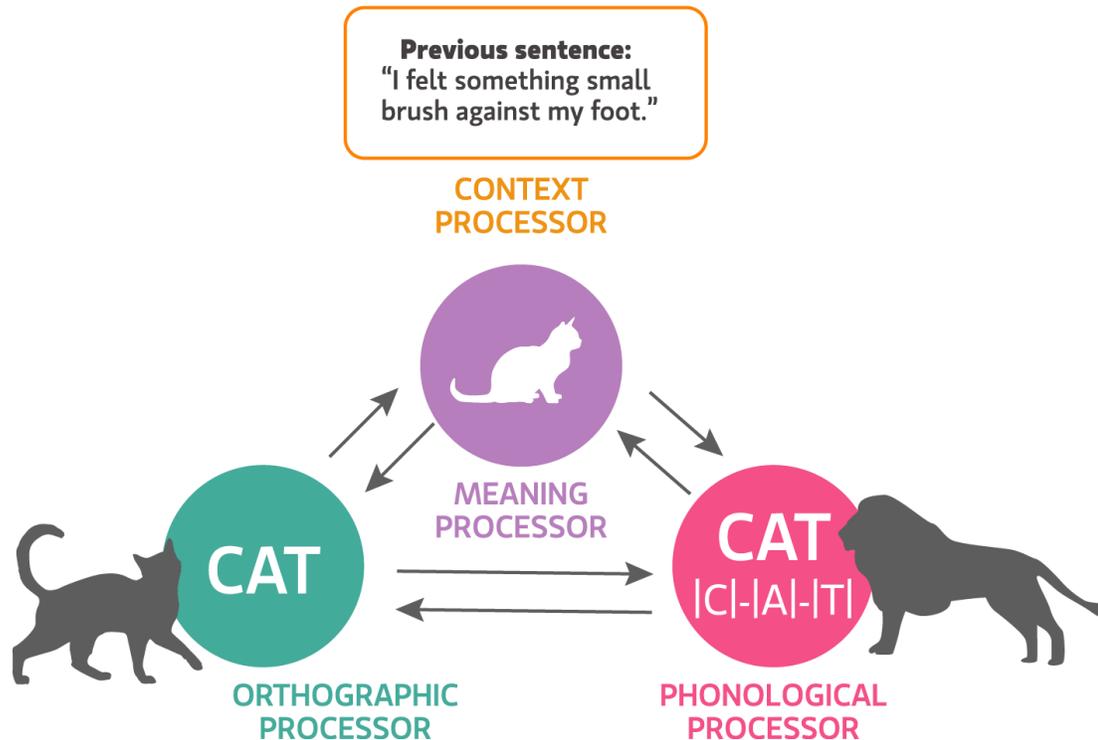
**Key Idea 1:** Vocabulary is the hub. We know a word by its parts and connections.

**Key Idea 2:** Vocabulary instruction should be indirect and direct and foster word consciousness.

**Key Idea 3:** Fluency is accuracy, automaticity and expression

- ❖ **ACCURACY**- refers to the student being able to read 95-100% of text accurately.
- ❖ **AUTOMATICITY** - automaticity ensures efficiency. Proficiency in rate means that reading rate nears speech and is effortless. 50th percentile Hasbrook measures
- ❖ **EXPRESSION OR PROSODY** is the rhythm and intonation of language.

# LINGUISTIC PROCESSES



## Strategies

### **Routine for Vocabulary Instruction**

1. Introduce the word in context
2. Student friendly definition and visuals
3. Examples and non-examples
4. Student generated context
5. *Graphic Organizers/Vocabulary Gestures*
6. Distributed practice

### **Story Nuggets**

- Choose short phrases or sentences from the text. Number them to indicate the sequence in the text.
- In trios, students work together to bring the text to life using gestures and dramatic voice.
- Present each nugget either around a circle or in front of peers.

## Nutty professor

- Read material silently first
- Read material once and scoop
- Re-read using a dramatic voice
- Re-read using a dramatic voice and gestures
- Re-tell without the text-teach elbow partner. Can use pictures to anchor thinking.
- Re-tell or act out without text while partner asks questions. Can use props.

<b>K</b> (Key Word)	<b>valley</b>
<b>I</b> (Important Information)	A lowland area between hills or mountains - <b>noun</b>
<b>M</b> (Memory Clue)	 (Students draw an image or symbol)
<b>Sentence</b>	We walked over the hills and through the valley to get to camp.

## Check Your Knowledge!

1. \_\_\_\_\_ is the bridge to comprehension.
  - a. Fluency
  - b. Phonics
  - c. Language
  - d. Vocabulary
  
2. Manipulation + Meaning = \_\_\_\_\_
  - a. Comprehension
  - b. Reading
  - c. Memory
  - d. Vocabulary
  
3. Children, on average, learn how many words a year?
  - a. 300
  - b. 3,000
  - c. 15,000
  
4. When we read a word, as a typical developing reader, we need to encounter that word 1-4 times to own it and read it "as if by sight". Struggling readers will require 20-200 exposures with text. **(True, False)**
  
5. \_\_\_\_\_ is interacting with all aspects of language comprehension and is a strong predictor of reading comprehension.
  - a. Vocabulary
  - b. Fluency
  - c. Phonics
  - d. Encoding

## Additional Notes, Insights and Questions: