

# Fluency

PART 1

# Objectives

- Find resources to teach phonics and spelling patterns
- Introduce morphology to support word reading
- Understand the importance of fluency in reading
- Learn about high-frequency words
- Understand the difference between high-frequency and irregular words
- Explore ideas for teaching high-frequency word reading

# Review – Phonics Resources

- <https://www.nysmigrant.org/resources/library/ELA>

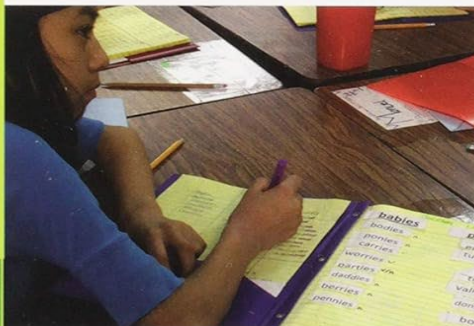
# Review – Spelling Patterns

- Finding resources to support teaching spelling patterns
  - Lexia and Orton Gillingham
  - [https://www.lexialearningresources.com/PowerUp/instrmatls/ll/LL\\_B\\_WS\\_doubling.pdf](https://www.lexialearningresources.com/PowerUp/instrmatls/ll/LL_B_WS_doubling.pdf)
  - ~~<https://ortongillinghamonlinetutor.com/2-doubling-rule/>~~
- Word study notebooks help – personal and based on individual needs
- Accuracy and automaticity is the goal!

# Words THEIR WAY™

Third Edition

WORD SORTS FOR  
SYLLABLES AND AFFIXES SPELLERS



 Pearson

Francine Johnston | Marcia Invernizzi  
Donald R. Bear | Shane Templeton

**Questions or Observations**

# Morphological Awareness

Awareness of, or attention to, the smallest meaningful parts of words – e.g., roots, affixes, and words within compound words

**Helps students  
break up  
multisyllabic  
words**

**Supports  
decoding**

**Supports  
vocabulary  
development and  
comprehension**

# Morphological Awareness Instruction

Morphological awareness instruction is appropriate and necessary for both younger and older students

Students benefit from paying attention to these meaningful units

In the early grades we can begin to teach students how the writing system works

At later stages, students can engage in analyzing complex words



# Teaching Morphology – Getting Started

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Begin with morphemes that stand alone and add affixes to create new words

run, runs, running, rerun, runner

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Introduce morphemes that do not stand alone

ex. use “rupt” to show students how this morpheme can fit into words like “disrupt,” “interrupt,” or “rupture”

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***Start with words already in students’ vocabulary***

analyze these words to find bases

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then look for other members of that family

# Word Matrix

Prefix	Base	Suffix
re		s
dis	cover	ing
un		ed
		y
		er

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# Let's Try One

- The goal --- supports decoding and encoding
  - The morpheme is a unit within the word
- “form” --- to shape
- Consider possible prefixes
- Consider possible suffixes
- [https://atlasabe.org/wp-content/uploads/2019/04/Morpheme\\_Matrices-rev072120.pdf](https://atlasabe.org/wp-content/uploads/2019/04/Morpheme_Matrices-rev072120.pdf)

# Word Matrix

Prefix

Base

Suffix

FORM

# Building Words: How Many Can We Make?

- Rupt --- to break
  
- Add to Word Study Notebook

# Additional Materials for Instruction

- <https://www.nysmigrant.org/resources/library/ela/multi-syllable>

**Questions or Observations**

**Fluency**



# Scarborough's Reading Rope (2001)

The Many Strands That Are Woven Into Skilled Reading

## Language Comprehension (LC)

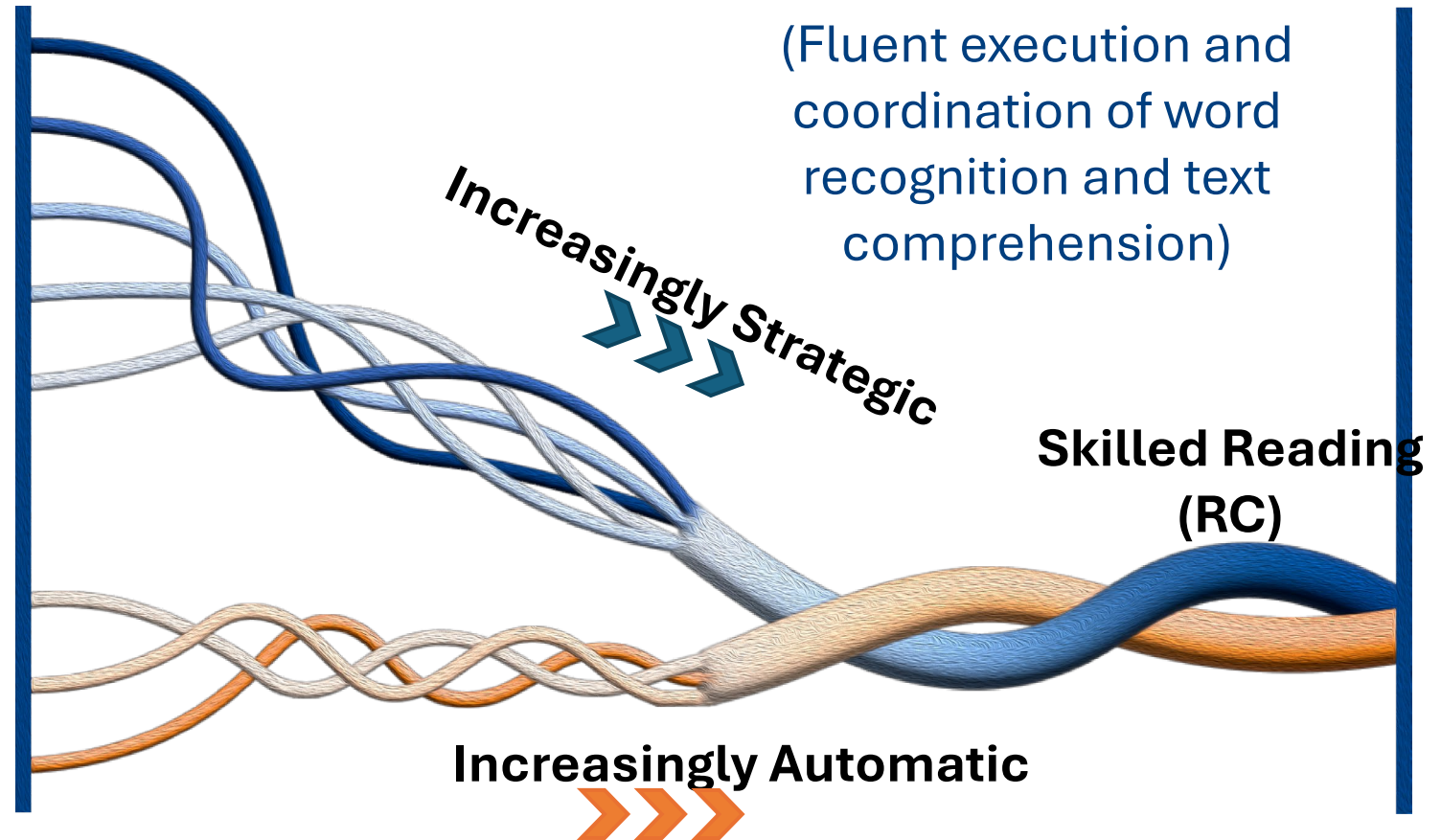
- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

## Word Recognition (D)

- Phonological Awareness
- Decoding
- Sight Recognition

$$LC \times D = RC$$

(Fluent execution and coordination of word recognition and text comprehension)



# Ehri's Phases of Word Reading

Prealphabetic	Early Alphabetic	Full Alphabetic	Consolidated Alphabetic	Automatic
PreK – Early K	Early K – Mid K	End of K – Grade 1	Grade 2 – Automaticity	<b>Quick, effortless</b>
No phonemic awareness (PA)	Begins connecting graphemes with phonemes	PA segmenting and blending	Multi-letter patterns are read automatically	<b>Most words are sight words</b>
May know letters	First and last letter/s and guess	Converts letters into sounds	Syllables and morphemes are read as units	<b>A variety of effective strategies to read unfamiliar words</b>
“Reads” the environment		Decodes slowly	Decodes unfamiliar words accurately	
Uses context, pictures, guessing				

# Maximizing Limited Capacity

## Fluent Readers

- Decoding skills are **accurate** and **automatic**
- Because little **attention** is devoted to decoding, it is **available for comprehension**

## Not Yet Fluent Readers

- Must attend to the act of decoding
- This leaves limited attention capacity for comprehension
- May be accurate, but have not yet achieved automaticity

# Fluency Benefits Comprehension



## Fluent Readers

Attention is **available** for comprehension



## Non-Fluent Readers

Attention is **divided** between decoding and comprehension

# Fluency Defined

International Literacy  
Association (2018)

Fluency is: “reasonably **accurate** reading, at an appropriate **rate**, with suitable **expression**, that leads to accurate and deep comprehension and motivation to read.”



# **How Do We Teach High Frequency Words?**

**What have you seen in schools?**

# Strategies for Reading (Ehri)

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Unfamiliar  
Words

**Decoding:** sound out and blend graphemes (letters or letter combinations)

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**Analogy:** uses known words to read new words

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**Prediction:** readers use context and letter clues to guess unfamiliar words

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***Memory or  
Sight Words***

Words we have read before that we can simply look at and recognize

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Requires no conscious effort – the brain's resources can be used to comprehend the text

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Is the most efficient method and has a positive impact on comprehension

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# What Are High Frequency Words?

Words that occur often in print

In schools, approximately 100 words account for 50% of the total words used

High frequency words often have specific functions in text

- Articles (**the**)
- Prepositions (**of, from**)
- Pronouns (**their, whom**)
- Conjunctions (**but, because**)

Provide examples of low frequency graphemes (ex. the “ey” in “they” = /a/)



# What Are Irregular Words?

**Irregular words are words with unpredictable features**

- Of the 100 high-frequency words used in school, only about 25% are irregular

**Some irregular words only have one or two letters that are irregular**

- Readers must commit only the irregular letter or letters to memory

**Skilled readers may require a minimum of one to four practices or exposures to an irregular word to commit it to memory**

# Examples of Irregular Words

"o-e" combination sounds like /u/

- some, come, done

letter "s" that sounds like /z/

- is, his, as, has

"v" followed by "e"

- love, give, live

# Informal Reading Fluency Assessment

## Use grade-level high-frequency words

Have students read the list throughout the year

The goal is to master the list

This assessment can be done in early elementary grades

Can be used beyond elementary grades, if necessary

Use the information learned to guide additional instruction

# Assessment Evaluation

## Categorize types of errors

- Identify types
- Provide further practice

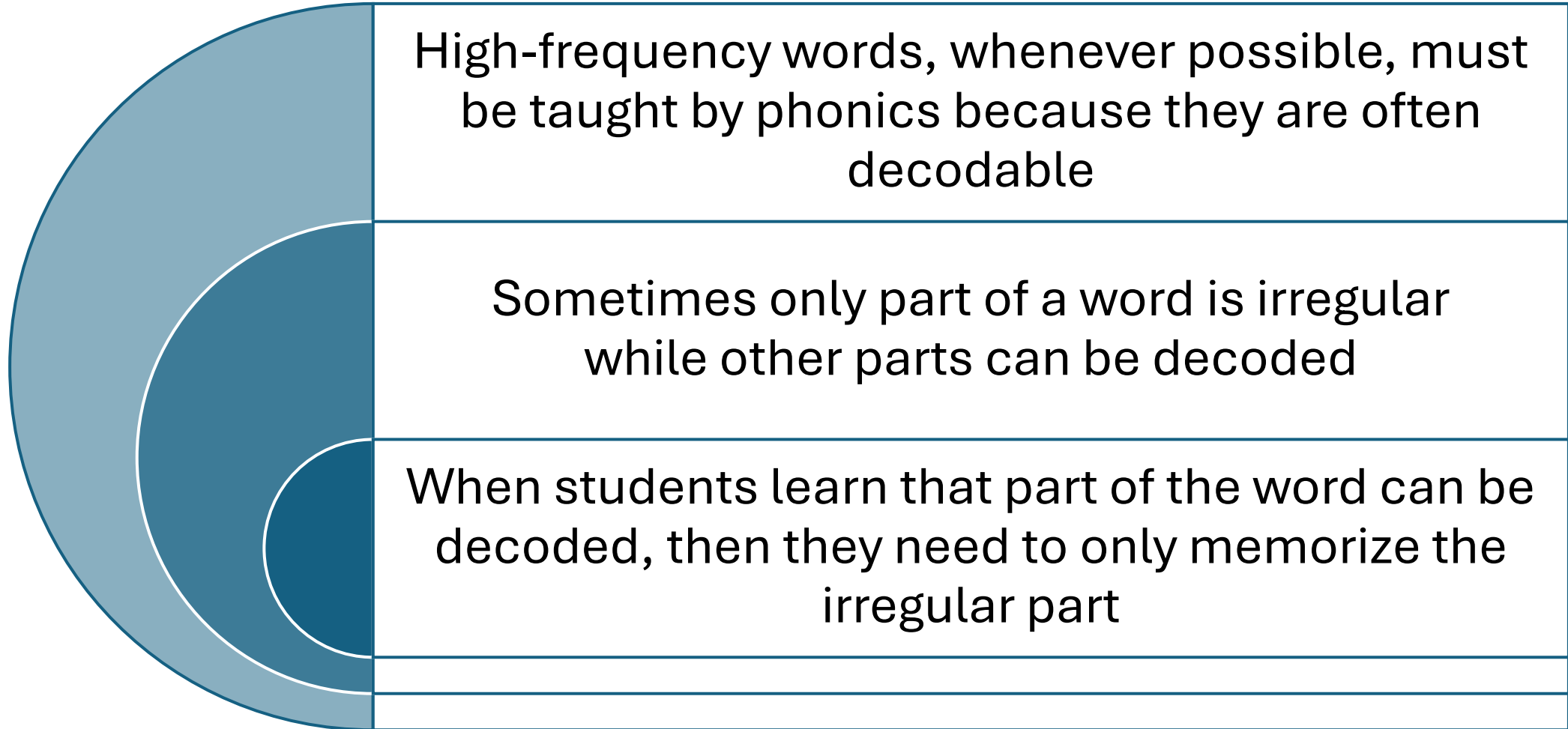
## Look for active decoding

- Students may be accurate, but not fully fluent
- If a student hesitates when presented with certain types of words, they require additional practice

**Questions or Observations**

**Instruction**

# High-Frequency Words and Phonics



# **Instructional Considerations for High-Frequency Words**

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**Assess students' word knowledge to determine what they still need to learn**

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**Do not introduce too many words at one time**

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***Introduce words by themselves, then in sentences to show their use***

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**Include high-frequency words in phonics lessons to show decoding patterns**

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**Students can generalize from sight words to decoding not-yet-known words by recognizing common patterns or by analogy**



# High-Frequency Word Instruction

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Practice!  
Practice!  
Practice!

Offer daily cumulative review of previously taught words – students require exposure to newly-learned words

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Introduce high-frequency words (and add high-frequency nouns) before low-frequency ones because this provides more opportunities for practice

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Provide opportunities for students to read, write, and build words both in and out of context

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# Instruction

- <https://www.nysmigrant.org/resources/library/ela/highfrequencywords>

**Questions or Observations**

# For Our Next Meeting!

Before next meeting: Fluency – assessment and instruction

- Before we meet on 4/30/2025,
  - Optional reading:  
<https://www.readingrockets.org/topics/phonics-and-decoding/articles/new-model-teaching-high-frequency-words>

If you have not viewed these, see: National Center on Improving Literacy

- <https://improvingliteracy.org/brief/fluency-text/index.html>
- <https://www.youtube.com/watch?v=bzTENV9kkpk>