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Edok #2

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Dr. Jeanie Cozens

Griffith, L. & Rasinski, T. (2004). A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *The Reading Teacher, 58,* 126-137.

CENTRAL THEME:

 Reading fluency is the primary goal within elementary school curriculums. Despite these goals, many teachers do not know how to incorporate methods of instruction and integration of reading fluency into the curriculum. Griffith and Rasinski discuss how to incorporate some different methods to help students improve upon their fluency.

MAIN IDEAS:

1. Reading fluency is the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning.
2. One fluency goal for reading instruction is to develop decoding to the point where it becomes an automatic process that requires little effort.
3. As students learn to read in an expressive and meaningful way, they are also learning to develop meaning of the text.
4. To develop true fluency, teachers must include a blended instruction that consists of Readers Theatre, partner reading, writer’s craft passages, and a limited focus on timed readings.

AUTHORS’ CONCLUSION:

 Fluency is reading is not something that we are born knowing how to do. Students must be given the necessary tools to achieve true fluency. Even though there are essential steps to reach these goals, the students need to have fun doing it. Readers Theatre is an excellent example of how students can practice at being a good reader. This process evens the playing field for all readers. With enough practice and preparation, even the lowest reader in the class can be as good as the highest reader in the class. This is an awesome ego booster for students that feel as though they are struggling to get through. Students need a variety of options to become better readers. Teachers need to find ways to integrate even if they were never taught it to begin with. This article can shed some light on how to get started.

EVALUATION:

 The one thing I liked the most about this article, was that it took my knowledge of reading instruction and gave a new spin on how to apply it. I mentioned briefly on the Readers Theatre, on how she gave parts to all students no matter their reading level. Students had their specific part that they practiced throughout the week and on Friday they acted out their parts. Students were equal; no child was the better reader. This gave those lower ability students the chance to be the best they could be. What these authors found, was that the students with the lower ability were the most dramatic and displayed the most expression. I truly believe that this is instruction that all teachers can and should us in their reading curriculum.