

THINKING ON MY OWN

Video: Ahoy, Fluency!

*Developing Reading Fluency
(blending the elements of fluency)*

Reegan has just accepted a volunteer position at the local science center portraying Amelia Earhart in the flight simulator exhibit. Part of her job as “Amelia Earhart” is to share information with the visitors about Amelia. She has been given a short monologue to perform several times per day. Reegan knows that she must prepare by practicing her monologue, **Amelia Earhart**, and focusing on blending the elements of fluency.

Now it's **Your Turn!** Read **Amelia Earhart**. Create your own *Think Aloud*.

Then compare your thinking with **Reegan's Think Aloud**.

Andris has been working to prepare his magic show. Next week he will perform his first show with a live audience. He has decided that he is going to take on the role of Houdini to captivate the crowd. In order to be believable he needs to know about Houdini. He found a great autobiography entitled, **Houdini**, and plans to use it as his introduction to his show. Andris knows that in order to make his show go off without a hitch he must practice and work on blending the elements of fluency for his portrayal of Houdini.

Now it's **Your Turn!** Read **Houdini**. Create your own *Think Aloud*.

Then compare your thinking with **Andri's Think Aloud**.



Before You Read:

Think about what you may already know about Amelia Earhart. Think about what you've learned about the elements of fluency and how you want your character to sound.

While You Read:

As you read this story, ask yourself, "Am I making sense?" Think about how you can blend the elements of fluency to sound like you are Amelia Earhart when you read this passage. Consider how you group words into phrases so that you read smoothly. Think about the expression in your voice. Notice punctuation that helps you. Remember to read at a talking rate so that others can hear you. Practice the passage so that you make few or no errors. Reread until you sound like Amelia!

After You Read:

- Now it's time to try Thinking Aloud. Ask yourself these questions, "What were the key fluency elements I needed to consider when reading *Amelia Earhart* aloud?" "What portions of text need additional practice?"
- Use the information you've considered as you read additional passages.

Amelia Earhart

My name is Amelia Earhart. I was ten years old when I saw my first airplane at the state fair. Honestly, I didn't think much of it.

But at 23, I took my first ride in an airplane! I felt the climb, felt the lift, and watched the world below me. I knew right then it wasn't enough for me to simply ride in an airplane. I had to learn to fly it!

In 1928, I was invited to become the first woman to fly across the Atlantic Ocean. I was a passenger, with a pilot and co-pilot flying the plane. We made the trip in 22 hours.



Four years later, I set off on the same trip, but this time, by myself. No passengers, no co-pilot, just me flying the plane. I left from Harbor Grace, Newfoundland. Crossing the mighty Atlantic, I arrived in Paris, France 15 hours later. With that flight, I became known as an international trailblazer!

But I couldn't stop there. I had to keep proving that a woman could pilot a plane as well as a man. My solo flights continued, each one more challenging than the last. Still, I had my heart set on the flying adventure of a lifetime.

Today is June 1, 1937. With my navigator Fred Noonan, I will pilot a plane on a trip around the world!



Compare your Think Aloud with Reegan's Think Aloud:

Reegan's Think Aloud: As I prepare for my read aloud presentation on Amelia Earhart I'm thinking about my prior knowledge. I know she was a pilot and wanted to fly across the Atlantic. This helps me know she was brave and determined. It also helps me think about my expression because I'll need to sound strong in my voice. I know that practice is going to be important because it will make Amelia more believable.

Volume and Rate

As I look over the text I am thinking about *Rate Man* and *Lady Volume*. I know that I will have to adjust my rate to a conversational pace and turn up my volume to project my voice to the audience.

Phrasing and Expression

Throughout the text I notice that there are a lot of commas. Specifically in the fourth paragraph the text says, "Four years later, I set off on the same trip, but this time, by myself." Because of all the commas, I will have to be sure and pause to help break the text into separate phrases.

The second paragraph begins, "But at 23, I took my first ride in an airplane!" Because there is an exclamation point and it was the first time she had the experience I will want my expression to represent excitement. I notice an exclamation point at the end of the paragraph when I read, "I had to learn to fly it!" Again at the end of the last paragraph, I read, "I will pilot a plan on a trip around the world!" I'm thinking I need to sound excited again because flying around the world is a very big deal.

Accuracy

Thanks to *Kid Accuracy*, I know I have to practice my lines over and over in order to make them match the script. I notice in the third paragraph that there are some tricky words like, "Newfoundland" and "international trailblazer". I don't want to mess up so, I'll have to ask myself if the words sound right, look right, and make sense as I'm reading.

Amelia Earhart

My name is Amelia Earhart. I was ten years old when I saw my first airplane at the state fair. Honestly, I didn't think much of it.

But at 23, I took my first ride in an airplane! I felt the climb, felt the lift, and watched the world below me. I knew right then it wasn't enough for me to simply ride in an airplane. **I had to learn to fly it!**

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Newfoundland. Crossing the mighty Atlantic, I arrived in Paris, France 15 hours later. With that flight, I became known as an **international trailblazer!**



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Questions To Think About:

- How do the *elements of fluency* help Reegan comprehend?
- How do punctuation and text features help Reegan read more fluently?
- Why is it helpful to practice oral reading?
- When would you want to pay attention to your fluency?
- How does fluent oral reading help the audience?



Before You Read:

Think about what you may already know about Houdini. Think about what you've learned about the elements of fluency and how you want your character to sound.

While You Read:

As you read this story, ask yourself, "Am I making sense?" Think about how you can blend the elements of fluency to sound like you are Houdini when you read this passage. Consider how you group words into phrases so that you read smoothly. Think about the expression in your voice. Notice punctuation that helps you. Remember to read at a talking rate so that others can hear you. Practice the passage so that you make few or no errors. Reread until you sound like Houdini!

After You Read:

- Now it's time to try Thinking Aloud. Ask yourself these questions, "What were the key fluency elements I needed to consider when reading *Houdini* aloud?" "What portions of text need additional practice?"
- Use the information you've considered as you read additional passages.

HOUDINI

I am "The Great Houdini." Give me a lock, and I'll pick it. Snap handcuffs around my wrists, and I'll break free.



I was born in Hungary, and given the name Ehrich Weisz. When I was a toddler, my family moved to the United States. My parents were poor, so by the age of eight, I was expected to do odd jobs to help support the family. When I wasn't selling newspapers or shining shoes, I practiced acrobatic stunts. My parents hung a trapeze in the backyard, and my family became my first audience. I became hooked on performing.

Magic grabbed my interest as a teenager. My hero was a masterful French magician named Robert-Houdin. I thought "Houdini" was a perfect last name for me in the shows I did throughout New York City.

Then I met the love of my life, Bess Raymond, and we joined the circus. After perfecting our act together, we decided to move to Europe. We were broke and only had one scheduled gig. But that gig was important. I was wrapped around a pillar and handcuffed at Scotland Yard. Within minutes, I broke free and the word spread quickly. Soon my shows were sold out all around the world.

I made my stunts more daring to keep people on their edge of their seats. I was locked in prison cells. I was hung upside down in straight jackets. I was chained and locked in trunks that were nailed shut and thrown into rivers. Nothing held me then! Nothing holds me now!

I am... The Great Houdini.



Compare your Think Aloud with Andris's Think Aloud:

Andris's Think Aloud: As I prepare for my read aloud presentation on Houdini, I'll be thinking about my prior knowledge about Houdini. I know that he was an entertainer and on stage in front of large groups of people. This helps me think about my expression and that I'll need to sound confident. I know that practice is going to be important because it will make my character more believable.

Rate and Volume

As I look over the text I am thinking about *Rate Man* and *Lady Volume*. I know that I will have to adjust my rate to a conversational pace and turn up my volume to project my voice to the audience. In the last paragraph it talks about his daring stunts. I think to give a sense of excitement to my audience I will speed up my speaking rate just a bit.

Phrasing and Expression

Throughout the text I notice that there are a lot of commas. Specifically in second paragraph the text says, "My parents were poor, so by the age of eight, I was expected to do odd jobs to help support the family," because of all the commas I will have to be sure and pause to help break the text into separate phrases. In the last sentence "I am... The Great Houdini," I notice the three dots, or ellipses, which helps me know that I should pause.

The very first sentence seems to be written as an announcement so I will need to think about my expression and how to sound when I begin my reading. In the last paragraph I notice it is talking about his stunts. I think that to convey his daring tricks to my audience I need to sound excited. I also notice some exclamation points here too! In the last statement, "I am...The Great Houdini," I will need to have a strong, booming voice!

Accuracy

Thanks to *Kid Accuracy*, I know I have to practice my lines over and over in order to make them match the script. I noticed in the second paragraph that there are some tricky words like his name, "Ehrich Weisz", "acrobatic", and "trapeze". I don't want to mess up so, I'll have to ask myself if the words sound right, look right, and make sense as I'm reading.

HOUDINI

I am "The Great Houdini." Give me a lock, and I'll pick it. Snap handcuffs around my wrists, and I'll break free.



I was born in Hungary, and given the name **Ehrich Weisz**. When I was a toddler, my family moved to the United States. My parents were poor, so by the age of eight, I was expected to do odd jobs to help support the family. When I wasn't selling newspapers or shining shoes, I practiced **acrobatic** stunts. My parents hung a **trapeze** in the backyard, and my family became my first audience. I became hooked on performing.

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