

Breakthrough to Fluency: Practice and Learn the Critical Skills You Need to Really Become Fluent in English by Daniel Miles starting at \$ Breakthrough to Fluency: Practice and Learn the Critical Skills You Need to Really Become Fluent in English has 1 available editions to buy at Alibris.

The four most common questions about reading fluency are: Why do so many struggling readers have great difficulty in becoming fluent readers? How can we predict who is going to have trouble becoming a fluent reader? What contributes to making a fluent reader? The most basic definition of fluency is simply the ability to read text accurately and quickly. Researchers add a few more characteristics: This is a linguistic term that refers to the melody in our speech and our ability to express it. Read in a Flat Tone: She secretly slipped the disgusting rodent into his soup! Read a second time with melody! The second reading “the one with the flowing melody” helped you understand much more quickly the meaning of the sentence. In other words, reading words and sentences with melody or prosody aids comprehension and this is the most basic reason why fluency is so important: Fluent reading is the bridge to comprehension. So, the most well-known definition of fluency is the ability to read text accurately, quickly, and with good prosody so that time can be allocated to comprehension processes. Later on I want to add a developmental twist to that definition, but for now that is what most people mean by the word Fluency. Why do so many struggling readers have difficulty becoming fluent readers? There are a great many easy answers to this question and some not so easy. The most important thing to keep remembering is the fact that not all children learn to read in the same way. A good teacher has to be something of a quick-eyed, quick-eared detective to sleuth out the reasons for each individual child. The first and most common reason for not being a fluent reader is that the child does not yet know how to decode very well yet. They lack automatic decoding skills and this prevents them from being able to read accurately, much less smoothly and quickly. Decoding accuracy is the first prerequisite to fluency. Two major possibilities are: These programs assume most children will infer the letter-sound rules. We know from long hard experience in reading research that many, many children need to be taught these rules explicitly. So, be sure to understand how your child is being taught if they are not learning basic rules about letters and sounds. A second reason why some children do not acquire early decoding skills is because they have weaknesses in areas called phoneme awareness. They literally are not as aware as other children of the tiny sounds or phonemes that make up words in speech. Thus, even if the child is in a program that emphasizes phonics skills, some children may need a great deal more help in learning the rules. Small group instruction or even 1: Third, there are other children whose decoding skills are accurate but halting, and who simply need a great deal of practice. Some of these children may be second language learners. For these children the best resource for a teacher or parent is to supply your child with every opportunity to practice “from story books to cook books to comic books. If you do allow some games, make them ones dependent on print! Find every avenue possible that encourages print reading For example, make spontaneous visits to interactive museums where directions need to be read; have a weekly library trip; make a habit of list making; write notes to your child with directions and instructions; play games with the family that encourage these skills like scrabble, etc. Fill the world with print-moments. There is a group of children who have perfectly fine phoneme awareness and decoding skills, but their reading is laborious and very slow. Unsurprisingly by the end of Grade 3, the child turns up with poor comprehension skills. This is very discomfiting to you as teachers, because there is a mystery here. Until recently, most teachers assumed that with just a little more time, this child will develop out of it and become fluent eventually. But a good chunk of struggling readers have a difference in the rate they process written language. The good news is that we can predict who these children are as early as kindergarten, which leads to my next question: Tests to Predict If I could give three measures to every kindergarten teacher to predict fluency, it would be: The phoneme awareness task can help tell you which children need extra help in kindergarten hearing and learning to manipulate the phonemes in our language, and in Grade 1 extra help in learning GPC rules. The RAN letters test consists of 5 rows of letters, repeated over and over for a total of 50 items. All the child has to do is name them as accurately and

quickly as they can. This tiny little measure is one of the most powerful predictors of reading in the world. It asks the child to give a verbal name for a visual abstract symbol. In essence that is the heart of reading! We know now from the images of the brain of people as they perform a RAN test that the RAN letters test activates some of the very same regions activated in reading. Phoneme awareness tests are great predictors of decoding accuracy. Vocabulary tests are very helpful too in kindergarten and at every stage. They tell you how familiar the child is with the meaning of many of the words he or she will be encountering in oral and written language. This is critical information in figuring out what are the sources of weakness that will lead to accuracy and fluency problems in our child. First, keenly developed phoneme awareness skills in preschool, kindergarten, and the first grades. Second, the children need to become as automatic as possible in learning to decode. Every opportunity to practice is a gift to the developing reader. Practice, practice, practice, in every form and medium! Other children, especially children with reading disabilities, sometimes need as many as 40 or exposures before that letter pattern clicks and becomes an automatic working unit. Now these three things: But there are two or three areas that you might not know that can contribute mightily to the development of fluency. And the converse is true. In our experimental fluency interventions with children with disabilities, vocabulary development comes right after decoding skills in importance. We work on giving children an understanding of the multiple meanings AND functions in a word. Let me give you an example: Now think about all these words. Some can be used as a noun, and some as a verb. Now add common affixes like -ed, -ing: The child who knows that the same words can be used in multiple ways depending on the context is already bringing more knowledge to what they read that will translate into more speed and thus more fluency AND comprehension in reading. How does fluency develop? Now we get to the heart of how our ideas are changing about fluency. In the first definitions I gave you, you have the basic Model T Ford view of fluency: At this point I want to leave all car metaphors behind and add a developmental twist to this view! Until now, most research viewed fluency as an outcome. This is a great method for the child who already has some skills, but you can tell it is aimed at an outcome view of fluency, not a whole developmental process perspective. My colleague Tami Katzir and I have proposed a new definition of fluency that is a figure-ground shift from the current view. We suggest in a article in *Scientific Studies of Reading* that fluency is a developmental process and that many linguistic areas contribute to it. You can almost guess from my other remarks what these other linguistic areas are: Further, we think fluency instruction begins with letters and word levels, not just later developing text. What are things a teacher can do to encourage fluency from this developmental view? Game formats are wonderful for steadily moving your students from accuracy to faster and faster speeds. We use egg timers, stopwatches, and graphs as fun incentives. But the principle is what is important to remember here. Teach the connections between types of word knowledge. Teach words, words, words. Read to them yourselves! Finally, use repeated reading techniques for stories, and have children graph them. How do you measure fluency? There are good tests on the market that measure fluency from several well-known researchers. Your reading specialist will know these. But there are simple milestones you can use without formal testing too. Children should be able to name letters quickly accurately by the end of Kindergarten. Children should be able to read one-syllable words well at about 40 words per minute by end. In this Fluency Phase, children should read aloud with expression and prosody. They should read about 90 words per minute. Children should be able to read about words per minute. One of the most important milestones during elementary years is the rite of passage at the end of Grade 3. Children who are not fluent comprehending readers at the end of Grade 3 are candidates for a cycle of learning failure from Grade 4 on is when the requirements for reading increase exponentially. One of the most critical insights in fluency research is the urgency to help all our children become fluent, comprehending readers by Grade 3.

Chapter 2 : Fluency Wins Overall SOAR Platform of the Year Award

*Breakthrough to Fluency: Practice and Learn The Critical Skills You Need to Really become Fluent in English [Daniel Miles] on calendrierdelascience.com *FREE* shipping on qualifying offers.*

You have more than a passing interest in the language You live in a Spanish speaking country or want to You are connected with a Spanish speaking community or family You have a longer term goal and want to become as fluent as possible in Spanish, then If any of the above applies to you this additional option is your opportunity to reach those goals in the quickest time possible. This special offer will take you to the next level. There are two main ingredients to achieving great Spanish. The first half of the equation is simply a commitment and desire to speak this wonderful language well. What is the other ingredient? Well, taking your Spanish to the next level and speaking with complete freedom can be as easy as rolling a snowball downhill. All you need is someone to steer you in the right direction. And the perfect time to get going with Bola de Nieve is when Synergy Spanish is fresh in your mind. You have a full 30 days to try everything out. Spanish has two ways of speaking. In just a few hours you can go through the 9 easy steps and double your conversation ability. Best of all, they fit perfectly with Synergy Spanish. They simply plug right into the Spanish from your course, giving you an immediate boost in fluidity and an easy way to add authenticity and flow to your Spanish in around an hour. Conversation Multiplier 3 Reflexive verbs made easy. When I first started trying to learn Spanish, it seemed every second word in the dictionary ended in arse, irse or erse. I discovered these were reflexive verbs. A reflexive verb is about more than just saying what you do to yourself. A que hora necesitas irte? What time do you need to get going? You have to get up early tomorrow. Vas a tener que acostumbrarte a conducir al otro lado de la calle. You are going to have to get used to driving on the other side of the road. Conversation Multiplier 5 Understand native speakers with collocations. One of the trickiest parts of the Spanish language is collocations. They are the way native speakers combine words to create new meanings. However this Masterclass gives you a jump start on the common collocations that native Spanish speakers use all the time. This is where your Spanish goes from good to great. This is where hesitancy disappears and you just say what you want to say. And with that command of the language your friendships blossom. That means the more you learn the better your conversations become. As you have better conversations you continue to learn more almost automatically. Once this happens your Spanish takes off. The course will put you on the path to great Spanish but you do have to walk the path. You have to practice speaking Spanish to build this ability. You just do the lessons and get better at Spanish. Imagine how great it will be to speak Spanish with complete confidence. Imagine amazing your English speaking friends with your fluent Spanish and delighting your amigos by speaking to them in their own language. Now you could even live in a Spanish speaking country if you choose. The options are endless once you have mastered Spanish at this level. Perhaps this Spanish project is not even about you, many of my students learn Spanish so they can help others. Whether your reason for learning is All you have to do is complete a series of easy to follow lessons and you will be speaking great Spanish. Each month for 14 months you receive a new module which includes these 4 components. Component 1 - Fluency Modules Audio Start speaking with great expressiveness, fluidity and confidence Each month you receive a new Fluency Module complete with around hours of interactive audio lessons. I guide you step by step to actually interact with the audio and speak real Spanish. This new video format is proving to be the missing piece for many of my students to finally speak Spanish. You get Spanish speaking hints and step by step explanations that take all the mystery out of Spanish, so you can use the language without fear of making mistakes. The guides show you how to use different language patterns and expressions so your communication takes on an authentic flavor that native Spanish speakers recognize right away. These are designed to get you using expressive language and several past tenses. These first 3 components give you everything you need to breakthrough your learning barriers and get to speak great Spanish However I am going to add one more component to make sure you absolutely get to speak the Spanish you have always wanted to speak Component 4 - Private Access to Support Receive special members only coaching As a member of Bola de Nieve you get direct access to help when you need it. You

will be back on track to speaking great Spanish. Frankly, the sequence I have built into this program is so systematic most people simply do the lessons and they get to speak Spanish. This extra coaching component is to give you a safety net Each month you receive online access to If you decide to cancel anytime within 30 days you get to keep all 5 conversation multipliers. They are yours to keep just for giving my Bola de Nieve program a try. The program continues for another 13 months, 14 modules in total. However, you can cancel anytime just by sending an email to marcus synergyspanish. Where else can you get a complete zero to Spanish mastery course with your own build in coach and guide for such an insignificant price? Imagine the difference this will make in your Spanish, your friendships, and your quality of life. And you can get started Put me to the test Take a full month to try everything. Enjoy your new found success with Spanish or just send me an email to cancel the membership and receive no further bill, plus you get to keep all the conversation multipliers, just for giving it a shot. Click the link in the box below to get started. Give Bola de Nieve membership a try and receive these great bonuses 5 conversation multipliers 9 Easy Steps to Double Your Spanish Conversations 7 easy to use sentence starters to fit in like a native Reflexive verbs made easy. And you also get access to a complete module of Bola de Nieve. Simply put, the onus is all on me to get you speaking great Spanish. Everything you have received at his point is simply my gift to you.

Chapter 3 : Learning Breakthrough | Language & Speech Disorders Oral Motor Skills Development

My name is Keith, and I wanted to share with you how Glossika finally helped me breakthrough to fluency after a year and a half of independent language study.

Chapter 4 : Fluency Wins Overall SOAR Platform of the Year Award â€“ MONEYÂ® News

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Chapter 5 : Common Questions About Fluency | Scholastic

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Chapter 6 : Fluency Wins Overall SOAR Platform of the Year Award - NBC2 News

This was a fluency breakthrough for me! I won't use the highlighting strategy every time I read with a student, but, it's definitely been a huge help for this child when reading dialogue in text. She is much more equipped to answer the questions I mentioned earlier in this post when discussing a book.

Chapter 7 : Fluency Breakthrough! | Adventures in Literacy Land

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Chapter 8 : Fluency Wins Overall SOAR Platform of the Year Award â€“ iCrowdNewswire

Learning Breakthroughâ„¢ helps adults and children improve the verbal fluency and language development skills critical for clear expression of their aptitude, creativity and intelligence.