

# Secondary Foundations: A Focus on Fluency



It was a pleasure to burn.

It was a special pleasure to see things eaten, to see things blackened and *changed*. With the brass nozzle in his fists, with the great python spitting its venomous kerosene upon the world, the blood pounded in his head, and his hands were the hands of some amazing conductor laying all the symphonies of blazing and burning to bring down the tatters and charcoal ruins of history. With his symbolic helmet numbered 451 on his solid head, and his eyes all orange flame with the thought of what came next, he flicked the igniter and the house jumped up in a gorging fire that burned the evening sky red and yellow and black. He strode in a swarm of fireflies. He wanted above all, like the old joke, to shove a marshmallow on a stick in the furnace, while the flapping pigeon-winged books died on the porch and lawn of the house. While the books went up in the sparkling whirls and blew away on a wind turned dark with burning.

Excerpt from "Fahrenheit 451," by Ray Bradbury



*"O Captain! My Captain!"*

Walt Whitman - 1819-1892

O Captain! my Captain! our fearful trip is done,  
The ship has weather'd every rack, the prize we sought is won,  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring;  
    But O heart! heart! heart!  
    O the bleeding drops of red,  
    Where on the deck my Captain lies,  
    Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;  
Rise up- for you the flag is flung- for you the bugle trills,  
For you bouquets and ribbon'd wreaths- for you the shores a-  
crowding,  
For you they call, the swaying mass, their eager faces turning;  
    Here Captain! dear father!  
    This arm beneath your head!  
    It is some dream that on the deck,  
    You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,  
My father does not feel my arm, he has no pulse nor will,  
The ship is anchor'd safe and sound, its voyage closed and done,  
From fearful trip the victor ship comes in with object won;  
    Exult O shores, and ring O bells!  
    But I with mournful tread,  
    Walk the deck my Captain lies,  
    Fallen cold and dead.



NAME \_\_\_\_\_

**MULTIDIMENSIONAL FLUENCY SCALE**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Expression &amp; Volume</b>	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
<b>Phrasing</b>	Reads in a monotone voice with little sense of boundaries; frequently reads word-by-word.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some chopiness; reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
<b>Smoothness</b>	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at conversational pace; appropriate rate throughout reading.

**Scores of 10 or more indicate that the student is making good progress in fluency.**

**SCORE** \_\_\_\_\_

Adapted from Zutell, J. & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency in. *Theory to Practice*, 30, 211-217. Also found in B.E.S.T. ELA Standards document p. 210.