

Fluency Teaching Strategies

Fluency is speed and accurate reading to support comprehension.

1. Automaticity

Quick retrieval of words allows more time and energy to be available for comprehension

- Sight word recognition – build this using word flashcards, timed high frequency word tests, sight word poems
- Look for "chunks" or word families (multi letter units within words) rather than focusing on each phoneme.
- Work with the common phonograms. Put words with common patterns on the Word Wall. Drill and practice these words daily. Include them in your spelling lists.
- Slow retrieval speed (reading letter by letter, then word by word) has a cumulative effect.
- SLAP! – game to gain speed and accuracy in reading word cards
Each student should have one set of 50 word cards that they are already familiar with either sight words, pattern words, or a combination of both. Write or tell the students which word or pattern will be the "slap" cards. The students hold their stack of cards face-down and when you say, "Go!", each student turns over a card and reads it, then places it face-up in a shared pile. When a student flips and reads a "slap" word card, each student tries to be the first to "slap" the pile of cards with his or her palm. The first student to slap the pile reads the card again, and if she/he reads it correctly, collects the pile of cards. If the student does not read the card correctly, the other student gets a chance to read the card, and if correct, he/she collects the pile. The student then shuffles these cards into his/her/stack. Continue playing until one player has all or most of the cards.
- Phrase flashcards – Common phrases on cards to practice phrasing
- Content vocabulary – building prior knowledge
- Phonics skills work

2. Repeated Oral Reading

A. Assisted reading

- Shared reading -(SBE) Teacher reads the text (big book) and invites the child to read along *when they can*.
- Choral reading - groups of students orally reading one text together
- Paired reading - a variation of assisted reading-a fluent reader reads with a child who is having difficulty. The adult reading a chosen passage to the child and then the two read the passage several times in unison.
- Echo reading - a form of teacher-assisted repeated reading - involves the teacher reading aloud a section of a text and then students repeating the section as they point to the words they are reading.
- Computer Assisted reading - using speech recognition software and immediate feedback as students read aloud a text presented on a computer screen
- Tape-assisted reading (reading while listening) - Students read along in their books with an audio taped fluent reader.
- Partner/Buddy Reading -The teacher uses fluency scores to rank order the class from top to bottom. The teacher splits the class into two groups of equal size. Group 1 is the top to middle readers and group 2 middle to bottom readers. The top reader of group 1 is paired with the top reader of Group 2. The teacher closely monitors reading fluency by moving around the room and listening. Choice of partners for additional reading, after a successful buddy reading has proven to be successful.

B. Unassisted reading

- Repeated reading to find rate of reading - timed readings using various materials such as reading a-z books, Dibels oral reading passages, leveled books. Timed one minute passages and find their accuracy. Use the normed by grades fluency table (such as Hasbrouck and Tindal) [Oral Reading Fluency Graph](#) as benchmarks in order to determine whether further fluency work may be needed.

Grade 1: 20-40 Words correct per minute

Grade 2: 70-90 Words correct per minute

Grades 3-5: 100-135 Words correct per minute

Grades 6-8: 135-155 Words correct per minute

3. Prosody

Includes phrasing, expression, stress, pitch, intonation, reading rate, and pausing - includes features of print such as punctuation and text features such as bold print.

- Modeling phrased fluent reading using expression
- Read Around - students read their favorite sentences and paragraphs to others.
- Read it Like the Character- helps students learn about inference when asked to read the passage aloud and say the dialogue like they think the character would say it.
- Reader's Theater -practice first and then just performers and their voices
- Radio Reading - similar to Reader's Theater with teacher and readers using the same text with others are actively listening. They respond to questions the readers prepare in advance. Sound effects can be added and these readings can be taped and added to the classroom reading centers.
- Plays
- Poetry
- Rhyme and Rhythm books
- Segmented text using phrase boundary - cued/uncued text (slashes), highlighted phrases in text

4. Independent Silent Reading

During this time the child develops their independent reading habits staying on task and reading appropriate reading material and sometimes adding a share time after reading.

- Silent sustained reading
- Free-time reading
- DEAR time
- Use informal reading inventories (running record scores and levels) to provide the appropriate reading materials.

