**Fluency**

**Activities**

* **The speed or rate of reading, as well as the ability to read materials with expression. The ability to read text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading.**

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| **Fluency Activity** | **Description** | **Appropriate for:** |
| Assisted Reading | Teacher reads orally with one or more student. | Frist reading of a selection. Practice reading of previously read and perhaps difficult selection. Can be combined with other forms of oral reading support. Should be interspersed with discussion about the selection. |
| Echo Reading | Teacher reads orally. One or more students imitate or echo the teachers expression. | Practice reading of previously read selection. Can be used as practice for performance reading. Works best with short segments of text. |
| Paired Reading | Capable reader reads with one student. Student signals desire to read alone. Shared reading resumes if a word pronunciation error occurs. | First reading of a selection. Practice reading of previously read selection. Aids, volunteers, and tutors can be trained for this. |
| Partner Reading | Partners read alternate pages to each other, repeatedly read a selection to each other, or read chorally together. | Practice reading of previously read and easy selection. Monitoring and feedback are essential while students learn the process. |
| Structured Repeated Reading | One student practices and charts progress guided by the teacher; can be used to increase silent reading speed. | Practice reading of previously read selection. Chart number of words, number of seconds, or number of errors. Chart one at a time. Aids, volunteers, and tutors can be trained for this. |
| Choral Reading | Single group of students reads the same text together, or groups of students read different texts together. | Practice reading of previously read selection. Students must learn to whisper read. |
| Reader’s Theater | Students or groups of students take different parts and practice for a performance. | Practice reading of previously read selection. Can use choral reading as practice. Parts should be clearly marked. |
| Ratio Reading | One student reads as the “announcer” and other students act as listeners. | Practice reading of previously read selection. Make certain the first experience is successful. |
| Fluency Development Lesson | Teacher reads to students. Teacher and students discuss selection and expression. Students read chorally. Students read as partners. | First reading of a selection. Can be used for in-class support. |
| Oral Recitation Lesson | Teacher reads to students. Students discuss and summarize the selection. Students chorally read. Students practice in pairs or individually. | First reading of a selection. Cane be used for in-class support. |
| Supported Oral Reading | Teacher reads to students and stops for discussion. Students read as partners. | Frist reading of a selection. |
| Repeated Reading of Grade Level Text | Teacher reviews vocabulary. Teacher and students preview selection. Teacher reads. Teacher and students discuss the selection. Students read with peers. | First reading of a selection using grade level content text. |
| Fluency Oriented Reading Selection | Teacher reads basal selection. Students discuss. Teacher and students practice rereading all or part of selection. Students daily read independently in easy text. | First Reading of a selection. |