

Developing Reading Fluency

Accuracy + Automaticity + Expression = The bridge to comprehension



Reading fluency practice should be on the menu in every classroom, every day to develop healthy, strong readers. The objective is to continually improve decoding accuracy, automaticity (rate), and expression, which supports comprehension.

Menu options - students read aloud liberally throughout the day, across the curriculum:



Choral read titles, sentences, and questions as a class at every opportunity throughout the day.

Example:

"Read with me this introduction to using a hook in your writing. Start with the word 'Hook' (*pointing*). Ready? Begin. *Teacher and students*

Hook in Writing

Want to quickly engage your readers, so they can't put your text down? You need a hook in your writing!

What is a hook in writing?

A hook is the section of a text meant to really grab the reader's attention, and make them want to keep on reading. Often it's just a single line, designed to be really intriguing! It comes towards the beginning of the text, acting as a reason to read on. You can have a hook in either fiction, or non-fiction texts.

Source: <https://www.twinkl.co.nz/teaching-wiki/hook-in-writing>



Echo read interesting or important sentences and paragraphs throughout the day, in any learning area - teacher reads, class reads back in chorus.

For example, in maths: "Listen to me read this definition telling us what **perimeter** means. Track the words with your eyes as I read. *Teacher reads the definition*. Now it's your turn to read the definition together. Start with the word "The" (*pointing on screen*). Ready, begin." *Students chorally read the definition*.

Perimeter



The length of the boundary of a 2D shape. The perimeter of a shape can be calculated by adding the lengths of all its sides.

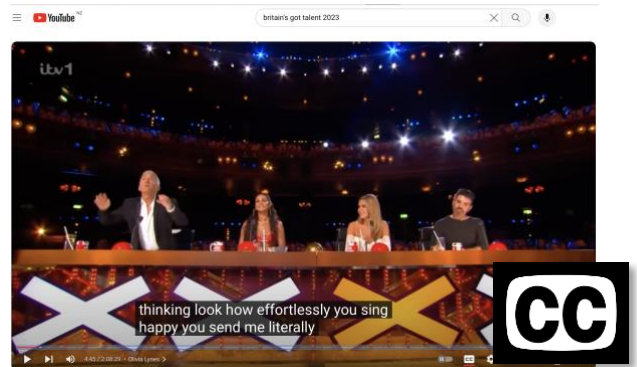


Partner read short pieces of text which build knowledge and add to understanding about a particular learning focus. For example - athletics is coming up at school. For PE, you are heading outside to practice high jump. Give learners a short article explaining how to do high jump. Send them into their usual (pre-selected) reading partners to read the article once each (Reader 1 reads first, Reader 2 reads second, after hearing the text read fluently by their peer). Give the pairs 6-8 minutes to read the article through at least once or twice each, and then race back to the mat to discuss and head outside for high jump practice.



Captions ON at home – YouTube, movies etc.
Share this tip with whānau!!

- [Reading Rockets on captioning](#)
- Article: [Video Captions Benefit Everyone](#)



Daily Reading Fluency Practice – Menu Options:

A protected daily time (10-20 mins) with a slick routine where oral reading is practiced. Send it home for practice as well, and teach your whānau members exactly how to support their children at home with their practice.

- Partner Reading, Paragraph Shrinking protocol (whole class) initially, to give a big boost to reading fluency. After 2-3 weeks, you can also cycle through:
- Reader's Theatre
- Poetry Slam
- ReadWorks 'Article A Day' Knowledge builder



Partner Reading, Paragraph Shrinking protocol (whole class)

This reading intervention comes from the work of Dr Matthew K Burns, and was based on the original Peer-Assisted Learning Strategies (PALS) program.
Learn how it works:

- Webinar by a teacher: PATTAN 2022 Literacy Symposium - [Lindsay Kemeny: A Classwide Reading Intervention that Works](#) (with handouts).
- Webinar by the researcher: [PATTAN: Classwide Reading Intervention \(Grades 2 - 5\)](#) [Part 1] Speaking: Dr. Matt Burns 10/5/2022 (with handouts).



Reader's Theatre

A very engaging, popular choice to work into the menu, giving exciting purpose to repeated reading – the (low-key) performance on Fluency Friday!

How to do this in your classroom:

- 30 min podcast: Triple R Teaching. [Episode 101: How to implement Reader's Theatre: with Dr. Chase Young](#)
- There are over [200 free Reader's Theatre scripts](#) on Dr Chase Young's website.
- School journals often have play scripts (although can be a little short).
- Use [Chat GPT](#) to create your own entertaining RT scripts which relate to your current inquiry, student interests, etc.
- Older learners enjoy creating RT scripts, once they get a taste for them! They can practice perform each other's scripts.



Poetry Slam

More repeated reading, with purpose – perform on Fluency Friday for a class Coffeehouse or Poetry Slam, complete with polite ‘snap clapping’. Learn how it works from Tim Rasinski & Chase Young. Chase explains it in the Reader’s Theatre podcast episode linked above.

- Directions for teachers – found on pages 97-98 of their new book *Build Reading Fluency - Practice and Performance with Reader’s Theatre and More*. Can be previewed [here on Google Books](#).
- [How to improve ORF using Poetry](#) - summary from The Measured Mom:



ReadWorks ‘Article A Day’ Knowledge builders

Via [ReadWorks](#) (free account), assign an [Article A Day](#) set through Google Classroom – these are sets of around 10-12 articles around a central topic (e.g. ‘Sports around the world’). In a 10 minute routine, students self-select one article from the list each day, **read it aloud to their partner**, and fill in one interesting thing they learned in their digital *Book of Knowledge* on ReadWorks. On Fridays, run a class discussion about learners’ favourite articles and key pieces of learning – the teacher can access every student’s response in a collated class *Book of Knowledge*, as well as track which articles children chose, and read what each child wrote in response.



In secondary school, fluency practice can absolutely be installed as a school-wide practice in all content areas, even maths! To get better at reading, we need to practice. The kids understand this idea – tell them what you’re planning to do, and why. Just like we practice passing to improve our rugby or basketball game, practicing reading will improve our learning.

5-10 minutes of reading aloud in every high school class, every day, would be a phenomenal boost to students’ reading. This can include echo reading, choral reading, and partner reading.

Oral Reading Fluency interventions

More targeted, intensive options for daily fluency development.



Partner Reading, Paragraph Shrinking protocol

Extra dose in smaller groups, with more teacher support. (Links to learn more are listed above).



Fluency Development Lesson protocol

- **Webinar:** Tim Rasinski & colleagues presenting on the [Fluency Development Lesson](#) (1hr)
- **Article:** [Delivering Supportive Fluency Instruction– Especially for Students Who Struggle](#). Tim Rasinski.
- **Blog:** [Fluency Development Lesson explainer](#) with example & tips - Ruth Nathan, PhD
- **Paper:** [The Fluency Development Lesson Gets Graphic](#) (paper about using the FDL with graphic novels with intermediate age learners)



Fluency building for older learners – increasing access to curriculum-level text & content-area learning

A very practical and inspiring read is in David & Meredith Liben’s book “[Know Better, Do Better](#)”:

- Chapter 6: Reading Fluency: A Story
- Chapter 7: Unfinished Learning for Older Students

Article: [Increasing Reading Fluency for Middle and High School Students](#) Small-Group Intervention Model – David Paige & David Liben
Excellent ‘how to’ with protocols for small group intervention; links to resources to use.

