Instructional Activities to Support Fluency

ELA Content Module 1, Session 4

Strategy 1	What?	Why?	How?
Choral Reading	"Whole-class choral reading is a strategy where all students read the same text aloud with the teacher. This is a powerful assisted reading strategy that can use either a repeated-reading or wide-reading implementation. Texts can and should be drawn directly from the curriculum. In a repeated-reading protocol, the same text is read multiple times across several days. With a wide-reading implementation, different but very similar texts are read each day. An example of a similar text might be an extended story where each day the next succeeding paragraph(s) is read. A key feature of choral reading is that it provides a safe "cover" for struggling readers as individual students are neither asked to read nor are they singled out for either good or poor reading. All praise and correction is given to the class as a single entity and not to individual students." **Source:** Student Achievement Partners: *Building Reading Fluency*	"Whole-class choral reading provides many benefits for students. For example, students are able to hear a model of good reading because the teacher leads the class in reading. This also means that students are provided with immediate assistance on pronouncing unfamiliar words and phrases. Because students read with the teacher, they also hear a model of prosodic reading while they are reading. Research evidence suggests that whole-class choral reading helps both proficient and struggling readers whether implemented in reading or content classes." **Source:** Student Achievement Partners: *Building Reading Fluency*	**The teacher:** • Selects a text • Models a fluent reading of the passage on first exposure • Counts down to cue class to begin choral reading • Provides feedback through additional modeling, pronunciation, and encouragement **The students:** • Follow along during the initial fluent read • Read the passage aloud together as a class • Reread the passage, incorporating feedback

Strategy 2	What?	Why?	How?
Paired Reading (Buddy Reading)	"Paired or buddy reading is a peer-assisted learning strategy (PALS), where students read in groups of two; while it is most often used in the elementary grades, it can be used in older grades as well. In this strategy students take turns reading the text to each other. It is helpful if less fluent readers are paired with a more fluent reader. Texts are chosen that serve the curricular needs of the class and that are at the independent reading level of the better reader, but not so difficult that the partner is frustrated." **Source:** Student Achievement Partners: *Building Reading Fluency*	"In order to increase student fluency, readers need experience reading to and listening to other readers of all kinds. Specifically, lower-level readers benefit from strategies such as Paired Reading by listening to the reading of a higher-level reader. Reading with someone else encourages students to try reading material that may be above their usual reading level, while also building oral skills so that students are more comfortable with their reading. Additionally, this strategy allows the teacher to observe readers in the classroom and work with students who may need more assistance." **Source:** *ReadWriteThink Strategy Guide: Using Paired Reading to Increase Fluency and Peer Cooperation.*	**The teacher:** • Selects a text • Strategically pairs students • Plans and teaches a routine for paired reading • Provides clear directions for how students will take turns reading, correct errors, and provide feedback and praise • Circulates and provides feedback **The students:** • Read aloud a text to a partner • Listen to their partner read the text aloud • Partners help each other correct errors, and provide praise and feedback frequently • Repeat the process frequently with new texts and partners

Strategy 3	What?	Why?	How?
Repeated Reading	"Repeated reading refers to instances when students read the same text several times. Often, repeated readings are distributed across several days where the passage is read two or three times the first day to reinforce proper pronunciation and phrasing, and then once a day for two to three more days. The idea is to help the student increase their automaticity with words and phrases specific to the text. This automaticity will then transfer to words and phrases in other texts. Repeated reading can be implemented in a one-on-one basis where a teacher or paraprofessional works directly with the student, in small groups, or as a whole class. In other instances, repeated reading is a feature within a strategy such as whole-class choral reading." **Source:** Student Achievement Partners: *Building Reading Fluency*	Repeated reading of a text provides students with multiple opportunities to practice fluent reading of a text. It gives them a chance to improve pronunciation, rate, and prosody based on teacher or peer feedback. **Source:** Student Achievement Partners: *Building Reading Fluency*	**The teacher:** • Selects a text • Determines how and when students will engage in repeated reading (i.e. With a partner? Chorally? Within one lesson or across multiple days?) • Models an initial fluent read aloud • Provides praise and feedback **The students:** • Listen carefully to the teacher's fluent model • Read the passage aloud multiple times (over the course of one lesson or multiple days), receiving and incorporating feedback each time

Strategy 4	What?	Why?	How?
Fluency Development Lesson	"Fluency instruction is not something that is "in addition to;" rather, it is intrinsic to effective reading instruction. The Fluency Development Lesson (Rasinski et al., 1994) was recognized by the National Reading Panel (2000) as an effective approach to developing fluent readers in grades 1-3. The FDL routine uses a Gradual Release of Responsibility model where the teacher shifts reading responsibility for reading to the students. At its essence, the FDL uses short pieces of text including poems, rhymes, and segments of stories which students read aloud in unison with the teacher (choral reading) several times (repeated reading)." **Source:** Student Achievement Partners: *Building Reading Fluency*	To improve fluency, students must first have the opportunity to hear words in a passage pronounced accurately and the sentences read with proper punctuation attended to. They must then have lots of meaningful practice (where they are monitored for accuracy, pace, and expression), feedback, and encouragement. The gradual release of the FDL routine ensures these components are met when working to develop fluency. **Source:** Student Achievement Partners: *Building Reading Fluency*	FDL Routine: 1. Students follow along and listen to a fluent read aloud of the text. 2. Students read the passage aloud while monitored for accuracy. 3. Students practice, with a focus on reading at an appropriate **pace**, reading words and punctuation **accurately,** and reading with appropriate **expression.** 4. Students receive feedback and active monitoring on their fluency progress. 5. Teacher provides lots of encouragement and reminds students that problems with fluency are fixable. 6. Teachers check for student understanding of the passage using comprehension questions. Students know they are obligated to understand what they read. **Source:** Student Achievement Partners: *Fluency Packet for 6-8 Grade Band*

Strategy 5	What?	Why?	How?
Echo Reading	"Echo reading is a rereading strategy designed to help students develop expressive, fluent reading, as well as used to develop print knowledge. In echo reading, the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the student(s) echo it back. "Echo reading works best for short segments of text and is particularly well-suited for beginning readers," (Jennings, Caldwell, and Lerner, 2014). Since the strategy can be used to develop both print knowledge and fluency, there are different techniques within the strategy to be used to differentiate between the two literacy development areas. It is important that the teacher makes sure to explicitly point to the text when using this strategy in order to reinforce print concepts." ***Source:*** *Strategies for Special Intervention: Echo Reading*	"It shouldn't be a surprise to learn that students must hear fluent readers begin modeling if they are to understand how they should sound when they read fluently," (Miller and Veatch, 2011). ***Source:*** *Strategies for Special Intervention: Echo Reading*	**The teacher:** • Selects a text • Reads aloud the entire text, modeling what a fluent reader sounds like • Selects a short segment from the text (usually one sentence) **The students:** • Follow along in their own texts as the teacher reads aloud • Listen carefully to the teacher's rate, accuracy and expression • Repeat or echo read the same segment

Sources

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