GUIDEBOOKS 2.0 ELA

READING FLUENCY

At the heart of being able to read and understand complex texts is the ability to decode words automatically and fluently (read) and determine how they work together in sentences to produce meaning (understand). Ensuring students are **fluent readers** is essential to achieving the goal of English language arts.

To prepare to support students, be sure to understand **what reading fluency is, how to determine students' reading fluency**, and **how to build students' reading fluency**. Use the resources and links in this guide to support this work.

Fluent readers (1) read aloud at an appropriate pace, (2) read words and punctuation accurately, (3) read with appropriate expression, and (4) understand what they are reading. If students struggle comprehending a text, it could be an issue with their reading fluency. Use the information in **this article** to determine and pinpoint possible issues in your students' reading fluency.

Fluent reading is essential for reading comprehension. Readers who do not read aloud at an appropriate pace, read words and punctuation accurately, and read with appropriate expression will struggle to understand what they read. Fortunately, building reading fluency can be done fairly quickly through repeated practice. Repeated reading fluency practice can be done in a **variety of ways**. For example, when reading texts in class, ask students to read along with a fluent reader using different approaches, such as **choral reading**,[1] **echo reading**, or **paired/partner reading**.[2] The guidebook lessons prompt teachers to use these approaches when appropriate to support students in building their reading fluency.

The following supports also build students' reading fluency. These can be done with individual students or during small-group instruction.

- Provide students with an audio version and a printed version of a text in advance of reading it in class. Direct them to listen to the audio version and follow along with the printed version. Ask students a few text-dependent questions to check for basic understanding.
- Engage students in repeated oral readings through the fluency tasks (see below).
- Engage students in **Fluency-Oriented Reading Instruction (FORI)**. This provides a structure similar to the fluency tasks (e.g., students read the same passage many times over the course of a week following a particular process of read aloud, echo reading, choral reading, partner reading, and then read along). The passages from the fluency tasks can be used for this process.

ELA Guidebooks 2.0 Fluency Tasks (Coming Soon!)

Grade 3	**Grade 6**	**Grade 9**
Grade 4	**Grade 7**	**Grade 10**
Grade 5	**Grade 8**	**Grades 11 - 12**

Resources

- Adams, J. (2012, November 20). Just Say "No" to Popcorn Reading [Blog Post]. Retrieved from **http://www.effectiveteachingpd.com/blog/2012/11/20/just-say-no-to-popcorn-reading.html**
- Finley, T. (2014, December 01). 11 Alternatives to "Round Robin" (and "Popcorn") Reading [Blog Post]. Retrieved from **https://www.edutopia.org/blog/alternatives-to-round-robin-reading-todd-finley**
- Hilden, K., & Jones, J. (2012, April/May). A Literacy Spring Cleaning: Sweeping Round Robin Reading Out of Your Classroom. *Reading Today, 29*(5), 23-24. Retrieved from **http://viewer.zmags.com/publication/85b8bfee**
- Paige, D. (2011). 16 Minutes of "Eyes-on-Text" Can Make a Difference: Whole-Class Choral Reading as an Adolescent Fluency Strategy. *Reading Horizons, 51*(1), 1-20. Retrieved from **http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1020&context=reading_horizons**

1 Paige, D. (2011). 16 Minutes of "Eyes-on-Text" Can Make a Difference: Whole-Class Choral Reading as an Adolescent Fluency Strategy. *Reading Horizons, 51*(1), 1-20. Retrieved January 2, 2016, from **http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1020&context=reading_horizons**

2 Additional information about paired/partner reading can be found **here**, **here**, **here**, or **here**.