How to Promote Fluency in the Classroom

Fluency Training: (Guidelines Specific Learning Disabilities-2002)

1. Repeated readings
   - Students tape their own oral readings
   - Paired or buddy reading
   - Paired reading with an adult
   - 20 minutes of nightly oral reading
   - Setting a time criteria for the passage

2. Automaticity training
   - Quick retrieval of words allows more time and energy to be available for comprehension.
   - Look for "chunks" or word families (multi letter units within words) rather than focusing on each phoneme.
   - Work with the 37 common phonograms. Put words with common patterns on the Word Wall. Work with phonograms during On the Back activities such as Rounding up the Rhymes. (Word Wheels)
   - Post High Frequency Words for the appropriate grade level 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. Poor fluency in reading will be problematic and will lead to comprehension difficulties, as the passages become longer and more complex.

3. Appropriate modeling (demonstrate how to read a passage in a fluent, or well-paced, unhesitant delivery)
   - *Echo reading*
• The teacher reads a sentence with appropriate expression and fluency. The students replicate the teacher's performance.

• **Choral reading**
  • The teacher reads the entire selected text. The students follow along with their finger or a glitter stick. The teacher and students read the text together. The teacher provides the lead voice, which is gradually lessened. The group re-reads as needed.

• **Assisted reading**
  • One reader and an adult sit side by side. The adult reads the passage at a reasonable pace. The reader follows along carefully. The reader then reads the text alone. At any pause or stumble, the teacher supplies the word, the student repeats it and quickly moves on. Note that this is the opposite of the technique that is normally used. The student is not working on decoding at this time. Instead, the student is concentrating on fluently reading the text -- smoothly and with appropriate expression and pacing. Although decoding is certainly important in attaining fluency, stopping to "stretch out/sound out" words at this time would impede fluency. Reading smoothly and with expression is the primary goal of this particular activity. This can be done with parental support at home.

4. Using a metronome has helped students with pacing difficulties.

5. Tracking student progress with oral reading using running records is very important in monitoring instructional reading levels and analyzing error patterns.

6. Some general guidelines for oral reading fluency:
   • **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