

# Reading Fluency Practice Activities

**Fluency = The ability to read *accurately, quickly, and with appropriate intonation and expression.***

**Accuracy** = 80-95% correct in connected text.

**Rate** = As quickly as possible, without *sacrificing comprehension*. This will depend on text and purpose for reading.

**Prosody** = Sounding like natural speech, with an emphasis on “chunking.”

## Modelled Reading

- Choose high-interest, complex and authentic text
- Tutor reads passage aloud, modelling good accuracy, rate and prosody.
- Student may follow along or just listen.

## Echo Reading

- Choose text that is somewhat above the student’s independent reading level.
- The tutor reads each sentence aloud.
- The student repeats or echos each sentence.
- If necessary, the tutor can break long sentences into chunks.

## Paired Reading/Choral Reading

- Choose text that is somewhat above the student’s independent reading level.
- Tutor and student read a passage aloud together.
- Tutor reads at a fairly normal rate of speed.
- Tutor should move finger under the line to provide a visual cue.
- If the student stops, keep going. Stop if the student stops tally or gets frustrated.
- If the student is not able to keep up, the tutor may choose easier material or decide to model the reading for the student.

## Collaborative Oral Reading

- Choose text that is at or slightly below student’s independent reading level.
- The teacher or volunteer begins by reading 1-2 sentences of the passage, article, or book aloud.
- Students take turns reading 1-2-3 sentences aloud.
- When working one-to-one, student and tutor will take turns. If working in a group, students will read, then pass turn to another student.

## **Assisted Reading**

- Choose text that is at or slightly below student's independent reading level.
- Student reads the passage out loud to the tutor.
- If the student stumbles decoding a word, the tutor should provide it so the student can keep going.
- Student and tutor can work out a signal for when the student wants help.
- If the student struggles too much, tutor can pick easier passage or easier reading strategy

## **Repeated Reading**

- Choose text that is at or slightly below student's independent reading level.
- The teacher or tutor and student set a fluency goal such as improving accuracy, rate, phrasing, and/or expression.
- The student reads aloud a selected paragraph, passage, or article cold (without any practice) to the tutor and they discuss it according to the fluency goal.
- Tutor then reads the passage while student listens.
- The student practices reading the same text, and when ready, reads it aloud to the tutor. The tutor provides feedback.
- The teacher or volunteer and student determine the next steps: read another paragraph, passage, or article at the same or one level higher.

## **Silent Reading**

- Before or after reading a passage aloud, have the students read it silently.
- Encourage them to apply their reading strategies if they get stuck.