

## PARTNER STRATEGIES

**Neurological Impress** ☺ ☺ AE  
involves a teacher and student reading aloud from the same book with the teacher reading slightly faster than the student to help the student maintain fluent reading. [p. 78]

**Paired Reading** ☺ ☺ CAE  
involves a more capable reader (tutor) supporting a less fluent student (tutee). The pair initially read together; this is followed by the tutee reading alone. The tutor provides support and praise as appropriate. [p. 72]

**Preview-Pause-Prompt-Praise** ☺ ☺ CA  
encourages pairs of students to develop self-monitoring and fluent reading. As students read the same text, they support each other by discussing the title and helping with unknown words through prompts and praise. [p. 77]

**Simplified Repeated Reading** ☺ ☺ ASE  
promotes automatic word recognition by having partners, one of whom is a more advanced reader, take turns reading the same selection four times. [p. 85]

**Student Self-Managed Repeated Reading** ☺ ☺ ASE  
allows student partners to manage their own fluency development. They assist each other in completing record sheets of their progress, noting miscues and rate, and calculating words correct per minute. [p. 75]

## INDIVIDUAL STRATEGIES

**Performance Poetry** ☺ ☺ AE  
promotes fluency by having students read poems over the course of several days and perform them for classmates. [p. 111]

**Reading While Listening** ☺ ☺ ☺ ASE  
has a student silently or whisper read a written version of a text while listening to a recorded version of that text. [p. 94]

**Structured Repeated Reading** ASE  
engages a student in repeated reading of text, with monitoring from the teacher, and charting the student's rate and accuracy. [p. 82]

**Tape, Check, Chart** AS  
provides opportunities for a student to listen to recordings of his or her own reading. Over time, the recording of miscues generally results in a decrease of miscues while increasing fluency. [p. 72]

# Quick Reference Guide for Fluency Strategies

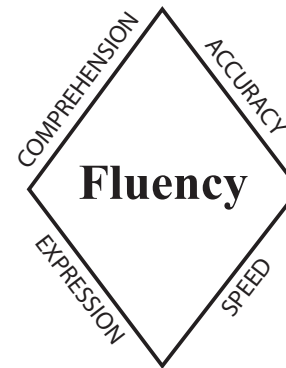
Created by Jerry L. Johns, Roberta L. Berglund, and Susan K. L'Allier  
with page references to Johns, J. L., & Berglund, R. L. (2010),

*Fluency: Differentiated Interventions and Progress-Monitoring Assessments* (4th ed.).  
Dubuque, IA : Kendall Hunt Publishing Company. [www.kendallhunt.com/fluency](http://www.kendallhunt.com/fluency)

Page references following each strategy refer to pages in the above book.

## OVERVIEW

Fluency is reading quickly and accurately with comprehension and appropriate expression. This guide shares four key components of fluency and briefly summarizes over 25 of the major ways fluency can be taught and practiced in a variety of instructional settings (whole group, small group, partner, and individual). Keep this guide handy to help you teach and evaluate the four key components of fluency: comprehension, accuracy, speed, and expression. For more in-depth information about fluency activities and step-by-step teaching suggestions for fluency strategies, please refer to Johns, J. L., & Berglund, R. L. (2010), *Fluency: Differentiated Interventions and Progress-Monitoring Assessments* (4th ed.).



## DEFINITION OF FLUENCY: FOUR KEY COMPONENTS

**Comprehension** of text is the ultimate goal of reading instruction. A reader can focus primarily on comprehension when reading is accurate, well-paced, and expressive. Thus, effective fluency instruction includes activities that focus on each of these four aspects, separately and in combination with each other.

**Accuracy** means that the student recognizes most words automatically. For recreational reading, accuracy should be at least 99%; for instructional purposes, accuracy should be at least 95%.

**Speed**, or reading rate, is generally measured in words per minute (WPM) or words correct per minute (WCPM). Maintaining a smooth, conversational pace contributes to good comprehension of the text.

**Expression** includes phrasing, tone, and pitch. Appropriate phrasing, attention to punctuation, expressive reading of dialogue, and emphasis of key words/ideas are indications that the student is constructing an accurate interpretation of the material.

## FLUENCY RUBRIC

|                      | 1  | 2  | 3   | 4  |
|----------------------|--|--|---|--|
| <b>Comprehension</b> | Questions—less than 60% correct<br>Retelling—few major ideas, poor accuracy, poor ordering | Questions—60-74% correct<br>Retelling includes some ideas, not fully accurate or well-ordered.   | Questions—75-89% correct<br>Retelling is mostly complete, accurate, and well-ordered.                     | Questions—90% or more correct<br>Retelling is fully complete, accurate, and well-ordered.                                  |
| <b>Accuracy</b>      | 90% or less  | 91% to 94%   | 95% to 98%  | 99% to 100%  |
| <b>Speed (Rate)</b>  | Slow and laborious; struggles with words.  | Rate varies; some hesitations.   | Generally conversational; rate varies as appropriate.   | Reads at conversational pace throughout.   |
| <b>Expression</b>    | Reads with monotone; does not sound like natural speech; little or no use of punctuation.  | Mostly monotone; sometimes voice matches interpretation of the passage; some use of punctuation. | Reads with expression and uses punctuation most of the time; voice matches interpretation of the passage. | Reads with varied volume and expression; voice matches interpretation of the passage and punctuation is used consistently. |

**KEY** ☺ ☺ ☺ = appropriate for small groups    ☺ ☺ = appropriate for partner work

**Focus of Strategy:** C = Comprehension    A = Accuracy  
S = Speed    E = Expression

## WHOLE GROUP STRATEGIES

**Antiphonal Reading** ☺ ☺ ☺ ☺ ☺ ASE  
is an adaptation of choral reading. Students are divided into groups and read an assigned part in unison or take turns as cued by the placement of text on the page. [p. 63]

**Book Bits** CAE  
combines fluency practice with prediction. Prior to reading the entire selection, students read short excerpts and predict the rest of the content of the selection. Students also listen to other students read their excerpts and then refine their predictions. [p. 126]

**Choral Reading** ☺ ☺ ☺ ASE  
involves students reading text in unison, helping to build confidence and extend their enjoyment of reading. [p. 61]

**Echo Reading** ☺ ☺ ☺ ASE  
involves modeling fluent reading for students, encouraging them to reread or echo the model, providing support as needed. [p. 60]

**Fluency Development Lesson** ☺ ☺ ASE  
is designed to be used four times per week; it involves extensive teacher modeling and guided practice of fluent reading. [p. 68]

**Guess the Emotion** ☺ ☺ ☺ CE  
provides students with an opportunity to read short sentences using their voices to convey a feeling. Classmates guess the emotion being conveyed. [p. 102]

**Just Joking** ☺ ☺ ☺ ☺ ☺ ASE  
has students practice and use jokes to enhance enjoyment from an audience. [p. 106]

**Klassroom Karaoke** ASE  
enables students to build reading fluency through music. Students sing songs while reading the lyrics from compact discs with graphics. [p. 97]

**Oral Recitation Lesson** ☺ ☺ ☺ ☺ ☺ CASE  
is a structured process involving both direct and indirect instruction using narrative text. It includes a focus on story elements and the modeling of effective oral reading, choral reading, and independent reading. [p. 22]

**Phrase Boundaries** CE  
involves clustering reading into appropriate phrases, modeling appropriate phrasing, giving students guided practice in phrasing, and then moving toward independent practice in using proper phrasing. [p. 67]

**Radio Reading** CASE  
provides an opportunity for students to model fluent reading by communicating a message to their peers like a news announcer. [p. 129]

**Read and Relax** CS  
increases the number of words read and students' engagement as students self-select easy material (99% accuracy) to read silently. The teacher models and monitors selection of reading materials. [p.114]

**Readers Theater** ☺ ☺ ☺ CASE  
improves oral fluency as two or more readers repeatedly practice a text in order to present it aloud, expressively and dramatically. [p. 109]

**Say It Like the Character** ☺ ☺ ☺ CE  
helps students learn to make inferences as they become more fluent readers. Students read aloud using the intonation and expression they believe the character in the story might use when speaking. [p. 100]

**Shared Book Experience** ☺ ☺ ☺ CAE  
provides an opportunity for a group of students to listen to and reread stories, rhymes, songs, and poems in an enjoyable manner with teacher modeling and support. [p.58]

**Super Signals** ☺ ☺ ☺ E  
helps students look for and understand typographic signals, such as exclamation marks, that convey the author's message. [p. 65]

**Sustained Silent Reading** CS  
encourages students to practice reading self-selected materials for a designated length of time in the school day. [p. 117]