



STAR

STUDENT ACHIEVEMENT IN READING

**FLUENCY
INSTRUCTION**

- ★ In this module, we'll review the components of fluency and introduce you to evidence-based techniques for **teaching** fluency.
- ★ You'll learn procedures and tips for teaching the four evidence-based techniques for fluency instruction.
- ★ You'll also learn how to monitor your students' progress in fluency.

Fluency Instruction Overview

Four evidence-based techniques for fluency instruction:

- ★ Collaborative Oral Reading
- ★ Repeated Reading
- ★ Echo Reading
- ★ Marked Phrase Boundaries

**Are you familiar with any of these techniques?
Share your experiences, if any.**

Handouts needed for instruction

- ★ Collaborative Oral Reading
- ★ Repeated Reading
- ★ Echo Reading
- ★ Marked Phrase Boundaries
- ★ Phrase-Cued Text Lessons
- ★ Fluency Feedback Sheet
- ★ Graded Passages for Fluency Instruction

Collaborative Oral Reading - Procedure

- ★ The teacher forms a small group of students with similar fluency instructional levels and chooses a novel or short story at their instructional level.
- ★ The teacher reminds the students which elements of fluency they need to work and how better fluency will help reading comprehension.
- ★ The teacher explains how to do collaborative oral reading.

Collaborative Oral Reading - Procedure

- ★ Each person reads three to five lines and then randomly passes the turn to another group member.
- ★ The turns are short so less fluent readers can participate more comfortably and everyone gets more turns to read.
- ★ Students don't know when the turn will be passed to them so they have to read along silently to be ready.

Collaborative Oral Reading - Procedure

- ★ The teacher supports the students by supplying unknown words and making corrections as necessary.
- ★ **Remind students that this is the teacher's role.**
- ★ Students are more comfortable when other students don't correct and the teacher knows how much wait time to allow.

Collaborative Oral Reading - Procedure

- ★ The teacher also takes turns to provide a model of fluent reading.
- ★ The teacher and the students stop occasionally to briefly discuss the passage.
- ★ Keep the discussions brief. The focus of the lesson should be on practicing fluent reading.

Collaborative Oral Reading – Monitoring Progress

- ★ The teacher listens as the students read each day, noting progress in accuracy, rate, and prosody.
- ★ Some teachers find it helpful to pay specific attention to monitoring one or two students each day.

Collaborative Oral Reading - Tips

- ★ Make sure collaborative oral reading groups are small (1 – 5 students work well) so students get multiple turns to read.
- ★ Form groups of students with similar instructional levels.
- ★ Because every sentence of a novel is not written at an exact grade level you can place students with up to three instructional levels in a group (ex: grades 4, 5, and 6) and use text at the middle level.

Collaborative Oral Reading - Tips

- ★ Ask the librarian in the young adult section for book suggestions.
- ★ Shorter more frequent lessons are better.
(15- 30 minutes)
- ★ Start each session with a short review of where you are in the story.

Collaborative Oral Reading - Tips

- ★ If more modeling is needed the teacher can take every other turn.
- ★ Prompt students to pass if they read too long.
- ★ If students ask questions like “What is Marseille?” when coming across it in the text respond briefly, “A town in France” and keep the reading going.

Collaborative Oral Reading - Tips

- ★ It's even better if you can arrange for the students to keep the books!
- ★ If possible, allow students to take the books home to read ahead or reread what was read.
- ★ *Just warn them not to spoil for others if they read ahead.*

Repeated Reading - Procedure

- ★ The teacher explains the elements of fluency the student needs to work on and how better fluency will help reading comprehension.
- ★ The teacher explains how to do repeated reading.
- ★ The teacher and the student set fluency goals.

Repeated Reading - Procedure

- ★ The teacher selects a short text at the student's instructional level.
- ★ The student performs an unpracticed reading of the text. The student and the teacher talk about the reading in terms of the student's fluency goals and add any additional goals.

Repeated Reading - Procedure

- ★ The student hears a fluent reading of the text, either by the teacher or a recording.
- ★ The student practices reading the text orally multiple times independently.
- ★ The student reads the text for the teacher and they evaluate how well the student has met the fluency goals.

Repeated Reading - Monitoring Progress

- ★ The teacher listens for progress between the unpracticed and final versions of each passage.
- ★ The teacher listens for fluency improvement in the unpracticed passages to determine if the student is ready to move to a more difficult level of text.

Repeated Reading - Tips

- ★ Use headphones for recordings.
- ★ Spread students out facing the wall or in carrels so they don't disturb others and aren't embarrassed to be heard reading.
- ★ Use of a recording of the passages frees teacher time and allows the students to listen to the model more than once if necessary.

Repeated Reading - Tips

- ★ Some students find it helpful to listen to the model and then read along with the model before practicing on their own.
- ★ Shorter more frequent lessons are better.
(10 - 15 minutes)

Repeated Reading - Tips

- ★ Students can review older passages they have mastered.
- ★ The teacher can support several students working with this technique at once by moving from student to student to hear the initial and final readings.

Echo Reading - Procedure

- ★ The teacher selects a short text at the student's instructional level to be read aloud.
- ★ The teacher explains the elements of fluency the student needs to work on and how better fluency will help reading comprehension.

Echo Reading - Procedure

The teacher explains how to do echo reading:

- ★ Each sentence in a paragraph is read by the teacher and echoed by the learner.
- ★ The teacher reads the entire paragraph aloud and the student then echoes the entire paragraph.
- ★ The teacher then moves to the next paragraph and continues the same process.

Echo Reading - Monitoring Progress

- ★ The teacher listens for progress when the student reads the entire paragraph.
- ★ The teacher can also ask the student to read the entire passage.
- ★ The teacher can ask the student to perform an unpracticed reading of a passage at the same instructional level to determine if the student is ready to move to a more difficult level of text.

Echo Reading - Tips

- ★ Echo reading is helpful for students who need higher levels of support because of the frequent modeling.
- ★ Echo reading is done with individual students or very small groups of students.
- ★ The teacher needs to be able to hear each student reading.

Echo Reading - Tips

- ★ If students have trouble echoing longer sentences the teacher can break them into shorter segments.
- ★ Shorter more frequent lessons are better. (10 - 15 minutes)
- ★ Students can review older passages they have mastered.

Marked Phrase Boundaries - Procedure

- ★ The teacher begins by explaining fluency and how fluent reading supports comprehension.
- ★ The teacher focuses on rate and prosody because marked phrase boundaries is a phrasing technique and is not appropriate for working on accuracy.
- ★ The teacher chooses a short text that is at the students' instructional level for rate and prosody.

Marked Phrase Boundaries - Procedure

- ★ The teacher marks all the phrases in the text the students will be reading to show them where words should be grouped together to form meaningful phrases.
- ★ The marking gives students visual support for the oral modeling. (It raises students' awareness of meaningful phrases.)

Marked Phrase Boundaries - Procedure

- ★ The teacher models reading the passage while the students follow along on the marked text.
- ★ The students practice reading the marked text and the teacher gives feedback. They may need to read it several times.

Marked Phrase Boundaries - Procedure

- ★ The student is given an unmarked copy of the text and the student marks the text.
- ★ Finally, the student is asked to read the text with no markings.

Marked Phrase Boundaries – Monitoring Progress

- ★ The teacher listens to see if the students are able to use good phrasing when reading the unmarked text.
- ★ The teacher can ask the student to read an unmarked passage at the same instructional level to determine if the student is ready to move to a more difficult level of text.

Marked Phrase Boundaries - Tips

- ★ Marked phrase boundaries is helpful for students who need higher levels of support because the markings provide extra support.
- ★ Marked phrase boundaries is done with individual students or very small groups of students.
- ★ The teacher needs to check each student's marking of the phrases and listen to each student read the unmarked passage.

Marked Phrase Boundaries - Tips

- ★ Speeches work well for marked phrase boundaries because they lend themselves to phrasing naturally. They are written to be listened to.
- ★ Be sure to choose text at the student's instructional level for rate and prosody.

Marked Phrase Boundaries - Tips

- ★ Be aware that there is more than one correct way to mark phrases in a text.
- ★ Students might not mark the text exactly as you did but it is fine as long as the breaks are at appropriate places in the text.

Marked Phrase Boundaries - Tips

- ★ For students who read through the punctuation, use lines to show where to break text:

After eating a big lunch / the boy fell asleep. /

Marked Phrase Boundaries - Tips

- ★ Use scoops to encourage word by word readers to chunk words into phrases:

The lazy little girl skipped school every day.

- ★ Shorter more frequent lessons are better.
(10 - 20 minutes)

Phrase-Cued Texts - Description

- ★ Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading.
- ★ Because phrases are units that often encapsulate key ideas, the student's ability to identify them can enhance comprehension of the text (Rasinski, 1990, 1994).

Phrased-Cued Texts - Links

- ★ Phrase-Cued Text Lessons
- ★ Phrase-Cued Text Generator

Fluency Feedback Sheet: Use to keep track of student progress

Module 17: Fluency Feedback Sheet

Name: _____ Date: _____

Passage: _____

Grade Level Equivalent (GLE): _____

Fluency Skill	Good	Needs Work
Pausing at appropriate points in text		
Making few repetitions		
Making few errors in reading words		
Reading with expression, as when speaking		
Reading at an appropriate rate		

Comments:

Getting Started

- ★ Group students together by fluency instructional level as best you can.
- ★ Use Graded Passages for Fluency Instruction for additional practice.

Books and Websites with Graded Passages for Fluency Instruction

- ★ [Center for the Study of Adult Literacy](#)
- ★ [The Change Agent](#)
- ★ [Newsela](#)
- ★ [Reading Fluency Readers, by Camille Blachowicz](#)
- ★ [Quick Reads](#)
- ★ [Reading Skills for Today's Adults](#)
- ★ [Read Naturally, by Candyce and Tom Ihnot](#)
- ★ [ReadWorks](#)
- ★ [Timed Readings, by Edward Spargo](#)

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Let's Practice

With a group,
create a fluency lesson
you could use in the classroom.

Final Thoughts and Reflection

- ★ Do you see yourself using these fluency instructional techniques in your classroom?
- ★ What technique do you like best, why?
- ★ Any other comments, questions, thoughts?