

FLUENCY: Read Alouds

TEACHER/PARENT

Directions:

1. Dramatize your voice as you read. Your child will delight in hearing words "come to life." Take turns reading different parts, or invite your child to act out each role as you share stories aloud.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

FLUENCY: Readers' Theatre

TEACHER

"This is another very natural and authentic way to promote repeated readings. It does not rely on costumes, movement, props, or scenery to express meaning - just performers and their voices as they face their audience with script in hand." (The Reading Teacher, October 2000.) These performances are a form of play reading, a dramatic reading that depends largely on voice and gestures to convey meaning.

Directions:

1. A literary text is transformed into a script through teacher/student collaboration. **Published scripts may also be used.**
2. Students are assigned or choose parts. Discussion focuses around exploring characters, and their thoughts, emotions, and actions.
3. Students practice their scripts until they are reading their lines with confidence and fluently (good expression, intonation, flow, smoothly).

On the performance date, students use their scripts to perform, often sitting in a semicircle and simply rising to speak.

FLUENCY: Cold/Hot Reads

PARENT/TEACHER

Directions:

1. Select a passage or story of 50-200 words at an appropriate level of difficulty for the student. You will need 2 copies of the passage :
 - ❑ Original copy: student reads from this
 - ❑ Student copy: adult marks errors on
2. While child is orally reading the passage, the adult should:
 - ❑ Time the number of seconds required to complete the reading and record this information on the student copy.
 - ❑ Record miscues (errors) by underlining words read incorrectly with the blue pen on the student copy..
3. Using a bar graph, have the student color in blue the amount of seconds required to read the passage. Record number of errors at the top of the blue line. This is considered the "cold read."
4. Choose one topic or area of difficulty the child had on the passage and discuss with the student.
5. Give the child the student copy and have him/her practice the entire passage several times. They may practice with a parent at home, another student, or independently.
6. At a later date (several days) have the student reread the selection orally to the adult using the original copy again. While child is orally reading the passage, the adult should:
 - ❑ Time the number of seconds required to complete the reading and record this information on the student copy.
 - ❑ Record miscues (errors) by underlining words read incorrectly with the red pen on the student copy..
7. Using the same bar graph, have the student color in red (beside the blue line) the amount of seconds required to read the passage. Record number of errors at the top of the red line. This is considered the "hot read."
8. Note improvements with the child.
9. Repeat the strategy with a new selection.

VARIATION: Have the child read a passage while you time him for 1 minute. Record on the graph how many words read per minute.

NOTE: The goal is for the fluency rate on the cold reads to increase over time.

FLUENCY: Buddy/Partner Reading

TEACHER

Directions:

1. Pair an older struggling reader with a younger struggling reader. The older student will meet with the younger student 3 times per week for 20 minutes and read with him/her a passage appropriate for the younger child.
2. In anticipation of each meeting, the older student needs to practice the assigned passage so that he can read it with accuracy and expression with his partner. This may require 2-5 readings of the passage.

When the partners read, first the older student reads the passage to the younger child, then they read it together once or twice, then if time allows, the younger child reads it while the partner follows along and provides support and encouragement.

FLUENCY: Paired Reading

PARENT

Directions:

1. Let the child choose the reading material. Parent should show interest in the chosen book. Talk about the title, cover, and find out if the child has any knowledge about the particular topic. Ask your child what he/she expects might happen during the story.
2. Parent and child read all the words out loud together with the parent adjusting for rate so that the language is still fluent and meaningful.
3. The child should say every word correctly. When an error is made, the parent repeats the word and has the child state the word as well.
4. The parent and child then proceed to reading out loud together again.
5. When the reading is easier, the child makes some prearranged nonverbal signal, such as a nudge or a hand squeeze, to indicate to the parent that s/he wishes to read alone.
6. The child continues to read alone out loud until an error is made, then the same correction procedure is applied (parent simply states correct word and child repeats it), and parent/child read together until the child again signals s/he is capable of reading alone without help.
7. Much emphasis throughout is on praise. This is done for correct reading, the child's own self-corrections, and the signals to read alone.

Additional Suggestions for Parents:

- When a child comes to an unknown word, wait 5 seconds to allow the child to figure it out.
- Usually you will be able to finish a chapter or a short book each day. Stop at logical points and place a bookmark in the text. The following day, start by talking about what happened in the story thus far.
- 15-20 minutes per day is the suggested amount of time to spend on this strategy.

FLUENCY: Poetry Performances

PARENT/TEACHER

Directions:

1. Teacher/Parent selects a day for a poetry party.
2. Several days prior to the event, students (friends) select a poem to learn from one of the poetry books and anthologies in the teacher's personal collection or from the library, or they may compose their own.
3. Over the next several days, students practice reading their poems, usually from a variety of perspectives (different voices, expressions) in preparation for the party.
4. When the party day arrives, the overhead lights in the classroom are dimmed, a lamp on the teacher's desk is turned on, hot apple cider popcorn are served, and students take turns performing their poems for their classmates and other visitors.

FLUENCY: Oral Recitation Lesson**TEACHER****Directions:**

1. The teacher selects a text that lends itself to performance. For example, texts with dialogue or stories that require simple props work well.
2. The teacher models a fluent oral reading.
3. The teacher models a second oral reading. The teacher selects a strategy to further develop the students' understanding of the text. For example, sequencing or summarizing the events of the story, creating a story map, comparing and contrasting the story to another familiar text.
4. The teacher focuses discussion on helping students read the text using language patterns that they would use if they were talking. For example, discussion might include distinguishing between question and statement voices; understanding the character's expressed emotion, such as anger, sadness, joy, or disgust; and reading longer phrases with appropriate pausing.
5. Students practice the text as a group as well as individually.
6. Students read a portion of the text for an audience.

FLUENCY: Echo Reading**TEACHER/PARENT****Directions:**

1. The adult selects a passage and models reading of a small portion fluently. (appropriate speed, smoothness, and expression).
2. On the second reading, child(ren) follow along, reading in a lower voice, hence "echoing" the material.

FLUENCY: Choral Reading**TEACHER****Directions:**

1. Students read a selected passage in unison. The teacher needs to make certain that several fluent readers are part of the group or that his/her own voice leads the way in the choral reading, hence modeling appropriate fluency (appropriate speed, smoothness, and expression).

FLUENCY: Automatic Reading**TEACHER/PARENT****Directions:**

1. The teacher/parent records his/her own voice while reading a text fluently.
2. The student repeatedly listens to the tape while reading along, until he/she is able to "sound like the teacher" without the tape.
3. The student schedules a time to read the practiced text to the teacher or parent.

Variation: Books on tape are readily available at the local library and book stores.