

Oral Reading Fluency Routines

Research has shown that **repeated reading** (3–4 readings) of texts at an appropriate instructional level can increase reading fluency for students who struggle with reading (Chard, Vaughn, & Tyler, 2002; Dowhower, 1987; Kuhn & Stahl, 2003; O’Shea, Sindelar, & O’Shea, 1985; Samuels, 1979), and that it can enhance comprehension (Daly & Martens, 1994; Dowhower, 1987; Freeland, Skinner, Jackson, McDaniel, & Smith, 2000). In addition, **listening while reading** has been shown to enhance comprehension in students (McDaniel et al., 2001).

So, in addition to practicing vocabulary phonics, grammar, and structured response—via the preceding routines—it’s also beneficial to establish daily fluency routines, allotting several minutes for students to practice. Use a variety of routines in order to keep the practice fresh.

When working on fluency, keep the passages short and use a variety: narrative, expository, poems, songs, even student writing. The key is to choose text that is motivating to the student and to provide immediate corrective feedback.

1. Choral or Echo Reading / Marking the Text Use in a teacher-directed instructional setting and for purposes of developing **phrasing** and **intonation**. First, provide a model for students to listen to. Have them mark the reader’s phrasing (/ for a short pause; // for a longer pause) or intonation (rising and falling inflections) on a copy of the text. Then have students echo or choral read with you. Finally, have partners practice reading the same text in its unmarked version until they can read it fluently.

2. Collaborative (Paired) Reading Use with a selection that contains strong emotions in a peer-to-peer grouping or a student-adult grouping. Note that performance tends to be better when students read aloud to an adult as opposed to a peer. This technique can be used to practice **prosody** (phrasing, expression, and intonation). Partners alternate reading sentences, checking each other’s readings as they go.

3. Recording Students can use the **Comprehension Coach** to record, analyze, and repeat their readings until they are satisfied with their **accuracy** and **rate**, which are the attributes measured by the **Comprehension Coach**. Students can also use tablets, computers, or other recording devices to capture oral readings.

4. Listening While Reading Use this technique when you want students to pay attention to **intonation** and **expression**. Have students listen to a fluent reading (using the **Selection Recordings and Fluency Models CD, MP3s** or the **Comprehension Coach**) several times until they have internalized the reader’s interpretation.

5. Timed Repeated Readings Use this technique to help students develop an appropriate **reading rate** with good **accuracy**. Research says this technique is very motivational if students have a clear target (words read correct per minute, or WCPM) and then chart their progress. The most efficient way to implement this technique is by using the **Comprehension Coach**. The **Comprehension Coach** encourages students to read carefully and thoughtfully, repairing miscues, thinking about vocabulary, and actively comprehending as they read. Consequently, the WCPM goal at all levels of the **Comprehension Coach** has been set at a comfortable (not too fast), fluent rate of between 125 WCPM and 140 WCPM.

Practice Phrasing: "Thank You, M'am"
Phrasing is how you use your voice to group words together. Use this passage to practice reading with proper phrasing. Print a copy of this passage from www.ck12.org to help you monitor your progress. To use a Phrasing Rubric, see page 723.

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

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124
128
141
152
165
167

From "Thank You, M'am," page 61

Accuracy and Rate Formula		
words attempted in one minute	÷	number of errors
=		
words correct per minute (percent)		

Level B • Reading Handbook 728

Fluency Passage

