

Fluency Strategies

Tyne Turner, Golda Meir School

Repeated Reading: Teacher reads aloud expressively in phrases. Students repeat using same expression as a choir.

Close Reading: Teacher reads expressively and at a brisk pace. Students follow along. When the teacher pauses before a word, students must fill in the word, completing the phrase and continuing the intonation.

Buzz the Mistake: Teacher reads aloud expressively and occasionally inserts an incorrect word, (usually a synonym), hidden neatly and sensibly within the flow of the narration. Students follow along at the same rate of reading and buzz the mistake in the air as it comes along.

Choral Reading in Phrases: Teacher leads the students in choral reading, grabbing small phrases in the air, and guiding students to read the next phrase while speaking the present one.

Practiced Reading: Students partner read the chapter, then read it again out loud as a group – also works with scripts.

Dramatic Reading: Teacher is narrator and students are assigned or volunteer for roles. Teacher should model suggested voices for characters to begin with. Either individuals or small groups may read roles. Individual voices promote volunteerism and attentiveness, while small groups allow struggling readers or shy speakers to have safety in numbers. Conversely, for additional differentiation, whole group can chorally read narration while enthusiastic volunteers can take on solo role reading.

Readers Theatre: Teacher and or students write scripts from the dialogue in a chapter to create a scene. Free published reader's Theatre scripts are available at <http://www.aaronshep.com/rt/index.html>.

Spoken Grammar vs. Written Grammar: Students must be taught spoken grammar rules. For instance (*a*) should not be pronounced as a letter when it is used as a word in context. (*The*) should be pronounced *thee* before a word starting with a vowel sound (e.g. *thee end*), and *thuh* before a word starting with a consonant sound (e.g. *thuh beginning*). This follows the same grammatical rule of *an* and *a* (e.g. *a beginning, an end*).

Best Motivator for Fluent Reading: You don't get to keep reading the part if you don't pick up your cue, or you bore your audience. Children strive to entertain.