

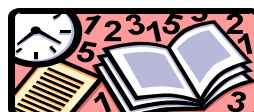
Directions:

1. Give each student a small tape recorder. Have them read a story and record themselves.
2. Have the students listen to themselves (on tape) reading the story. This will help them hear what they really sound like when they read.
3. Optional: Have kids do a self-evaluation.
 - a. Did I read fluently (or did I read the way I would talk)?
 - b. Did I read with expression?
 - c. Did I sound interesting?
 - d. Did I honor ending punctuation?

Submitted by: Cyndi Hail
hailc@usd231.com

Directions:

1. Find stories on grade level; make copies and place in a folder.
2. Partner students according to their fluency.
3. Teach the students how to minute time so they can time each other.
4. After each child reads quietly through the text, until they feel comfortable, they get with their partner to read out loud.
5. Their partner times them for a minute. When done, they place a sticky note where they stopped. Their goal is to continually move that sticky note farther down the page as their fluency improves.



Submitted by: Barb Kirgan
kirganb@usd231.com

FLUENCY: Choral Reading

TEACHER

Directions:

1. Read a story with a dialogue.
2. Have the boys read the male lines, the girls read the female lines and the teacher reads the non-speaking lines.
3. Work on fluency and expression.
4. Then trade parts and do it again.

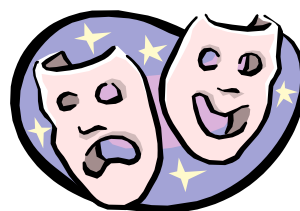
Submitted by: Pat Zahner
zahnerp@usd231.com

FLUENCY: Reader's Theater

TEACHER

Directions:

1. Copy a short 2-person passage onto a transparency.
2. Choose 1 person to read one part and you read the other part. Model fluent oral reading for the rest of the class.
3. Continue by choosing about 3 more good readers and continue modeling.
4. Pass out copies of the passage and pair up the students. Let them go anywhere in the room to practice for about 15 minutes.
5. Let volunteers stand up and read the passage making sure every child gets a turn.



Submitted by: S. Britton
brittons@usd231.com

FLUENCY: Scored Reading

TEACHER

Directions:

1. Divide a book/passage into sections.
2. Assign the sections to groups of children. Give the children a certain amount of time to practice the passage.
3. Have the groups read their section aloud to the class.
4. The rest of the class will “score” the group on a rubric scale.

1
Rosie
Robot

2

3

4

5
Sounds Like Someone
Telling A Story

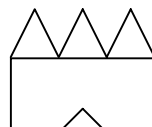
Submitted by: Mike Purcell
purcellm@usd231.com

FLUENCY: 3-Ring Circus

TEACHER

Directions:

1. Break the class into three groups.
2. Have one group read orally with the teacher, one group read with a partner and the third group read independently.
3. Groups rotate so students read selection at least once daily for three days.



Submitted by: Angela Bowman
bowmana@usd231.com

FLUENCY: Fluency Formula Read

TEACHER

Directions:

1. Fluency formula reads – short nonfiction/fiction passages
 - a. Choral read, teacher led, partner read (x3), read to parents, return with signature.
2. Partner reads/choral reads
3. Tape stories/listen to self-read/read along with a story taped by the teacher.

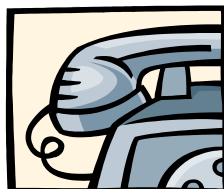
Submitted by: L. Cawley
cawleyl@usd231.com

FLUENCY: Reading Phones

TEACHER

Directions:

Child reads out loud (low volume) into the reading phone. This allows him/her to practice the fluency skills of speed, accuracy and inflection, while clearly hearing himself/herself.



FLUENCY: Repeated readings on tape

PARENT/TEACHER

Directions:

1. Using a small selection, have the student practice the poem or paragraph. Then tape a reading and have the student listen. Students become more aware of phrasing, stress, intonation and reading punctuation when they are able to hear themselves.



Submitted by: Vera Beach
beachv@usd231.com

FLUENCY: Phrasing

TEACHER

Directions:

1. Find a sentence or short passage at the student's instructional reading level.
2. Draw a line between the phrases that are appropriate together.
3. Have students practice reading the sentence or passage, making sure that they are learning to read the phrases appropriately.

Submitted by: Melissa Keller
kellerm@usd231.com

FLUENCY: Pitcher Reading

PARENT/TEACHER

Directions:

1. This is a way for students to visualize and evaluate their fluency in reading.
2. Imagine that the story you are reading is a pitcher. As you read, the words are pouring out of the pitcher.
3. The goal is to have “syrup reading”.
4. Slow, choppy reading is described as “a pitcher of water being knocked over”.
5. The teacher should model each kind of reading.
6. The students can evaluate each other and themselves using these analogies.



Submitted by: Paula Naden
nadenp@usd231.com

FLUENCY: Guided Reading

TEACHER

Directions:

1. Have students assume to “roles” of different characters and read passages as a dialogue.
2. Another student needs to read the parts that are not in quotes as the narrator.

Submitted by: Kathleen Griffith
griffithk@usd231.com

FLUENCY: Silverstein poems

TEACHER

Directions:

1. Listen to a tape of 5 different Shil Silverstein poems.
2. Have the kids pick one to read out loud.
3. Give the students a deadline before they have to read it to the class.
4. By listening to the tape, the way they are supposed to read is modeled for them.
5. You could also do this with partners.

Submitted by: Michelle Deters
mdeters@easton449.org

FLUENCY: Reader's Theater

TEACHER

Directions:

1. The teacher reading the story aloud to them introduces students to a story either, or the teacher briefly describes the story.
2. Teacher reinforces that the students will practice reading only their part to increase fluency and expression.
3. Allow independent reading of parts, then practice as a group so pauses between



Submitted by: L. Clark
clarkl@usd231.com

Directions:

1. Have everyone make predictions about the passage.
2. ERT (Everyone Read to page...) silently.
3. Then we chorally re-read the page together.
4. Does anyone want to change his or her prediction before we “ERT” the next page?

Submitted by: Jenny Sanders
sandersj@usd231.com

Directions:

1. Have 4 sets of poems for the students to read with each one working on a different aspect of oral reading. (Articulation, rate, volume and pronunciation)
2. Some of the poems can be done with choral reading or some in small groups.
3. Always practice a couple of times first before you “present” the poem to the class.

Submitted by: Annette Lane
lanea@usd231.com

FLUENCY: Developing Fluency Through Songs

TEACHER

Directions:

1. Either have students echo read or choral read some of the super silly versions of favorite songs aloud.
2. Once students are very comfortable with the songs they may do a performance in front of the class.



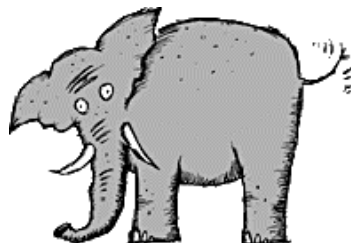
Submitted by: Donna Martin
dmartin@girard248.org

FLUENCY: No Zoo For You

TEACHER

Directions:

1. Place 3 animal pictures on the pocket chart. Two of them should have the same beginning sound. (Ex. Lion, Money, Leopard)
2. Say the name of each animal together. Ask one of the students to come up and take out the animal that does not belong. Have the students say “No Zoo For You” and tell you why the animal does not belong. Highlight the sound match of the two animals that stay in the zoo.
3. Repeat the pattern with other picture cards.



Submitted by: Sheri Allen
sallen@usd449.org

Directions:

1. Option 1 – Write 5 phrases on the board per week for instructional focus.
2. Option 2 – Write on index cards or sentence strips for use in pocket charts or as flash cards.
3. Option 3 – Type in sentences, provide phrase list or cards and highlighter. Have student highlight phrases in written sentences.

Submitted by: Joyce Fee & Jana Elkins

jfeenv@mail.olathe.k12.ks.us

jelkinsce@mail.olathe.k12.ks.us

Directions:

1. Model identification of character, setting, problem, events, solution as you read short selection of passage.
2. Cover what you've read. Remember and retell.

Submitted by: Joyce Fee & Jana Elkins

jfeenv@mail.olathe.k12.ks.us

jelkinsce@mail.olathe.k12.ks.us

Directions:

1. Students must match individual letters.
2. As cards are matched students must pronounce sounds.
3. Could extend to have students think of words that start with that sound.

Submitted by: Janie Medrano
jmedrano@gckschools.com

Directions:

1. On power point slides, type a variety of letters (similar to the letter naming fluency DIBELS).
2. Use the typing, one letter at a time transition for the slide.
3. Another slide could cover nonsense word fluency.
4. Use the right to left fly in, one word at a time.

Submitted by: Sandy Amos
salmos@gckschools.com

FLUENCY: Sentence Cut-up

PARENT/TEACHER

Directions:

1. Have student tell adult a sentence.
2. Have the student write the sentence (with help, if needed).
3. After writing the sentence have the student read the sentence out loud.
4. Cut up the sentence between words and scramble the words.
5. Have the student arrange the words to form the sentence again.

Submitted by: Joyce Manning
jmanning@gckschools.com

FLUENCY: What is Missing?

PARENT/TEACHER

Directions:

1. Using magnetic letters make a sight word such as “said” or “could”.
2. Say the word and have the students repeat it and spell it.
3. Turn the magnetic board way from the students and remove a letter.
4. Turn the board around and ask, “What letter is missing?”
5. Replace the letter and confirm their answer.
6. Repeat 2-3 more times, removing a different letter each time.
7. Finally, remove all of the letters and have the students write the word independently.

Submitted by: Dee Berry
dberryfv@mail.olathe.k12.ks.us

Directions:

1. Divide students into small groups.
2. Each group reads aloud taking turns for 20-30 minutes per day.

Submitted by: Anita Burton
burtona@cheylin