



## HANDOUT: FLUENCY ACTIVITIES

Below are several activities you can use with learners to improve their reading fluency.

### ECHO READING

Echo reading provides support to learners because they hear fluent reading modeled before attempting to do it themselves.

#### Steps

1. Select something to read that is short and at the learner's instructional reading level. Read the first sentence aloud, modeling proper pace and phrasing.
2. Ask the learner to read the same sentence aloud after you.
3. Continue this pattern through to the end of the passage.
4. When you've finished the passage, go back to the beginning and follow the same pattern again. As the learner improves, expand the amount of text you read before the learner "echos" you. For instance, increase to two sentences and then to a paragraph.

#### Variations

- For higher-level learners, you can begin by reading a few sentences or even a paragraph before asking the learners to read.
- To adapt this activity to a classroom environment, you might read through the passage once with the entire class echoing in unison, then go back through the passage using the same technique and calling on individual learners to read. Remember to read the sentence aloud before each learner reads to model proper pace and phrasing.

### MODELED READING

Modeled reading provides the learner an opportunity to hear reading done with good expression and good phrasing. It also provides a change of pace in instruction and allows learners to practice listening skills.

#### Steps

1. Choose fiction materials that are of interest to learners. Since learners are not reading aloud, the text may be a reading level above the learners' instructional reading level.
2. Provide learners with a copy of the passage.
3. Ask the learners to relax and listen to the reading as they follow along in the text.
4. Read aloud and model expressive and fluent reading for the learners.
5. The reading need only be about 5 minutes in length.

### **Variations**

- The model does not have to be the teacher. It can be a recording or another learner.

### **DYAD/CHORAL READING**

Dyad reading involves a teacher and one learner; choral reading is a teacher and a group of learners. For both activities, the learners and you read the same passage aloud together. Both provide an opportunity for learners to read fluently and independently, knowing that support is available from the teacher or other classmates if needed.

### **Steps**

1. Begin by selecting something to read that is short and at an independent reading level for the learners. As in echo reading, your role is to model proper pace, phrasing, and emphasis.
2. If the learners are reading comfortably, you will simply stop and allow them to continue on their own.
3. If learners encounter a word they do not know, provide it quickly so the pace is not disrupted.
4. If learners start to struggle with the selection, begin reading again to provide a model.
5. At the end of the selection, ask one or two factual comprehension questions.
6. Repeat the process until learners are able to read the passage aloud independently, with proper pace and phrasing.
7. Ask comprehension questions about the passage each time the learners read to emphasize that as they reread a passage with better fluency, their comprehension improves as well.

### **Variations**

- This is a good activity for learners to practice at home with a recording of the passage.

### **DUET READING/NEUROLOGICAL IMPRESS**

Duet reading or neurological impress helps learners improve fluency by developing “automaticity” in reading—the ability and confidence to recognize words automatically rather than spending a lot of time and energy decoding, which can hinder fluency.

### **Steps**

1. Select an article to read that is at the high end of the learners’ instructional level.
2. Explain to the learners that you are going to read the article out loud and you want the learners to read aloud with you. Explain that the article was selected because it will be difficult for them and that you expect that there will be places where the learners will not be able to keep up. This is OK. Explain also that learners will not be asked questions about what they are reading. This is not a comprehension activity and comprehension will not be tested.

## SAY IT LIKE YOU MEAN IT

This activity helps learners understand how changing the emphasis on words in a sentence can change the meaning.

### Steps

1. Write a sentence down, or have a learner select one from the reading passage. Here is an example: **I never said you hit my car.**
2. Ask the learner to read the sentence aloud, emphasizing the first word of the sentence. Ask the learner what the sentence means. In the example, *I never said you hit my car*, the author or the person speaking might be saying they were not the person who said you hit my car, implying that someone else might have said it.
3. Continue to ask a learner to read the sentence aloud, emphasizing the second word of the sentence, then the third word, etc. After each time, ask the learner what they think the sentence means. Here is what learners might say for the example above:
  - I **never** said you hit my car. – The speaker is denying the statement completely.
  - I never **said** you hit my car. – The speaker is contesting that they “said” you hit my car. Implying they may have conveyed such a statement in other ways.
  - I never said **you** hit my car. – The speaker confirms making the statement, but it was about someone else.
  - I never said you **hit** my car. – The speaker is implying the person did something else to their car.
  - I never said you hit **my** car. – The speaker is saying the person hit someone else’s car.
  - I never said you hit my **car**. – The speaker is saying the person hit something that belonged to the speaker, but it wasn’t the car.

## ROLL IT!

This activity helps learners understand how different emotions can be conveyed with the same sentence.

### Steps

1. Select six sentences from the reading or generate six sentences of your own. Number the sentences 1–6.
2. Roll the die. This tells you which sentence you will read.
3. Roll the die again. This tells you how you will read the sentence. Use the chart below:



Excited



Sad



Angry



Shocked



Irritated



Tired

4. Take turns with the learner reading sentences with different emotions.