

## Fluency- Strategies for Teacher Table Interventions

<p><b>Who Needs Fluency intervention</b></p> <ul style="list-style-type: none"> <li>• Students who struggle to read with appropriate rate and expression</li> <li>• Students who are working to improve their automaticity with decoding skills</li> <li>• Students who are working to improve their comprehension</li> </ul>	<p><b>Instruction should be</b></p> <ul style="list-style-type: none"> <li>• Explicit, with a goal in mind not just reading quickly but reading with good rate and expression</li> <li>• Focused on accuracy and comprehension</li> <li>• Use texts from a variety of genres</li> <li>• Direct instruction with grammar &amp; punctuation</li> <li>• Goal oriented, students who graph their success are more willing to participate in fluency activities</li> </ul>
<p><b>Skill</b></p>	<p><b>Example</b></p>
<p><b>Rate</b> Words have big parts that we can recognize take apart &amp; put together to mean something</p>	<p>Repeated reading</p> <p>Graphing success – Hot read/cold read</p> <p>Record reading/Listen/Read again</p> <p>Lava</p> <p>Rapid recognition chart</p> <p>You're it</p> <p>Fluency drill</p>
<p><b>Rate and Prosody</b> Words have a rhythm created by the vowel sound within them. Without a vowel you can't have a word.</p>	<p>Partner reading</p> <p>Graphing success</p> <p>Echo reading</p> <p>Choral reading</p> <p>Alphabetic prosody</p>
<p><b>Model Reading for a Purpose</b></p>	<p><i>Readers Theater</i> Based on repeated reading strategies, students work with a script to practice getting it right. The performance adds accountability and engagement.</p>