

# Teaching Fluency and Phrasing

Components of fluency:

1. Accuracy in word solving (decoding)
2. Automaticity in word recognition (sight words)
3. Interpretive and meaningful reading (phrasing and intonation)

These issues can interfere with fluency:

If you see this...	Do this.
Decoding problems	Use an easier text and teach decoding skills.
Struggles with sight words	Drop the text level. Teach sight words.
Skips words or lines	Student uses an index card to slide down the page. Discourage finger pointing.
Habitual word by word reading	Teacher frames 2 or 3 words and says, "Read this altogether." Expand frame to 4-5 words.
Habitual rereading or choppy reading	Teacher slides finger to cover text the student just read and pushes the student's eyes to move on.
Ignores punctuation	Student is taught to breathe at punctuation.
Lacks expression	Use texts with dialogue and model expression
Lacks background knowledge	Teacher provides a thorough introduction and explanation of unfamiliar vocabulary.

The following activities may also help improve reading fluency:

- **Reread the Text during Guided Reading** – On Day 2, students reread the book to improve their fluency. Teacher addresses fluency issues following the suggested supportive interventions.
- **Independent Reading** – During independent reading or center time, have students reread books they have read with you during guided reading.
- **Buddy Reading** – Students can reread the guided reading text with a partner after they have read it independently in guided reading.
- **Readers' Theater** – It is sometimes difficult to motivate students to reread texts to improve fluency. Readers' Theater gives a purpose for rereading a text: they get to perform it in front of the class. All students have to do is read with expression. Be sure text is at an independent level. Students will not increase fluency by reading texts too difficult for them.

Adapted: Richardson