Fluency in Focus: Supporting Rate and Prosody Using a Variety of Text Types

June 4th, 2026

Ohio's Literacy Academy

State Support Team 10

Introduction

Laura Jones

Regional Literacy Specialist

SST Region 10

Assigned as a ReadOhio coach in grades K-12

Objectives

- Implement effective instructional routines to strengthen accuracy, rate, and expression.
- Intentionally select and sequence texts, including text sets, to build fluency.
- Use district-adopted high-quality instructional materials to provide aligned, meaningful practice.

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What is Fluency?

Fluency is defined as the combination of "accuracy, automaticity, and oral reading prosody, which, taken together, facilitate the reader's construction of meaning," (Kuhn et al., 2010)

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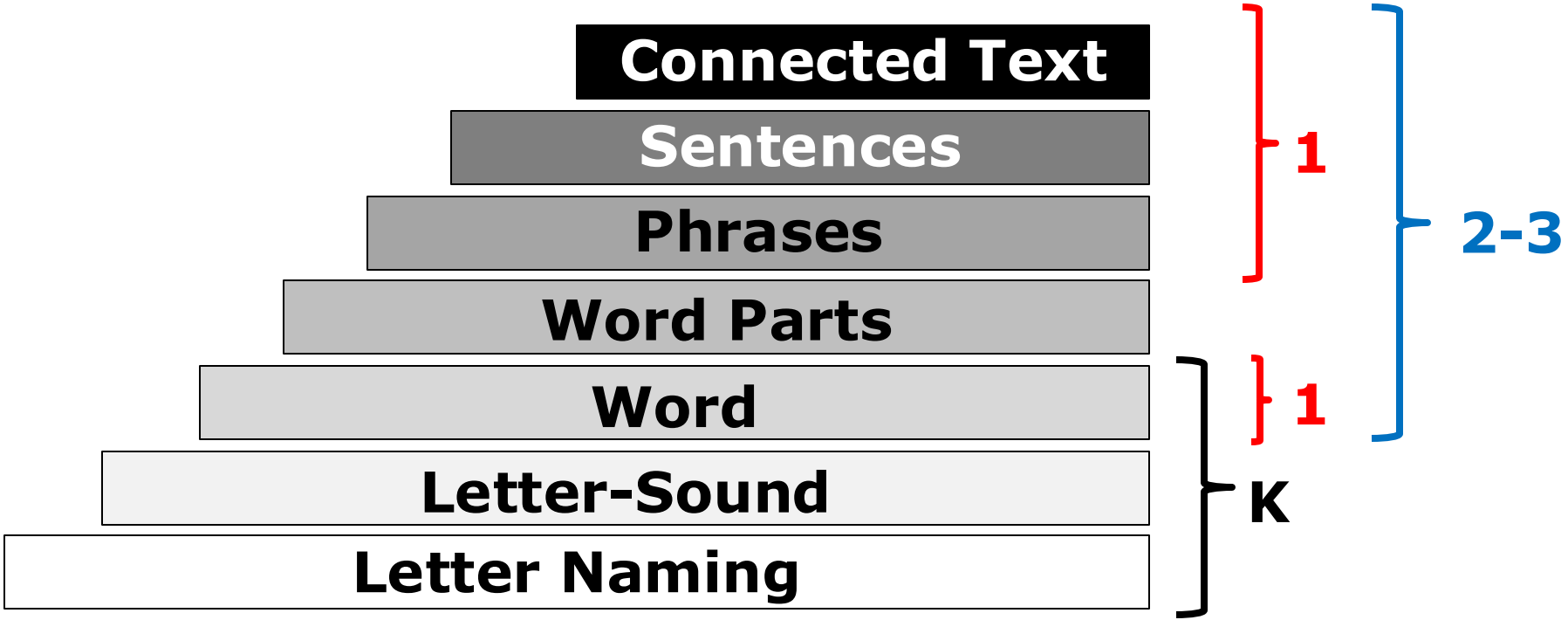
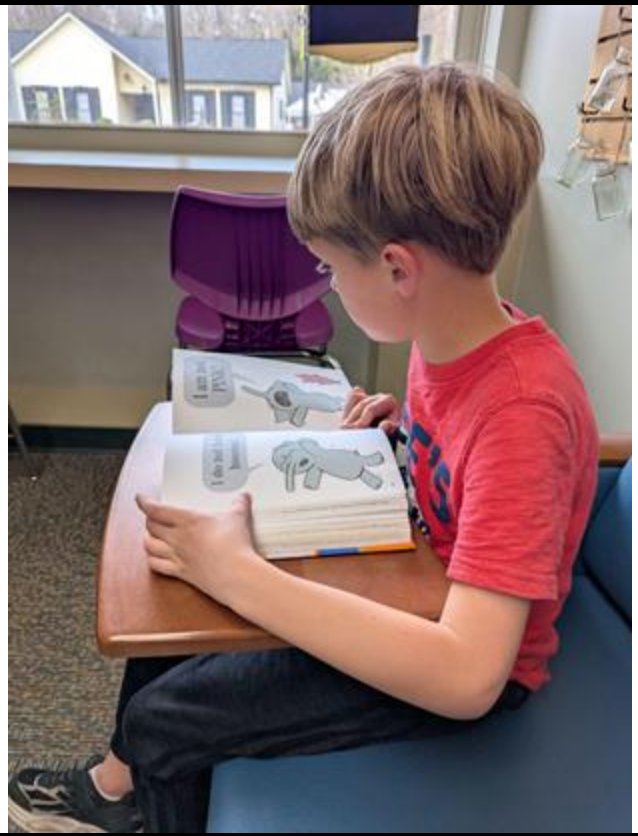
Progression of Fluency Practice



**Ohio's Science of Reading Course Pathway A: Module 7*

Rationale

Fluency practice can lead to growth in vocabulary. This can be connected to wide reading and repeated reading. When reading a variety of text, students encounter less frequent words. Knowledge of word meanings also promotes more accurate and automatic reading. (Downs, Young, Cole, 2024)



Rationale

"As readers head into upper elementary grades, fluency becomes increasingly important. The volume of reading required in the upper elementary years escalates dramatically. Students whose reading is slow or labored will have trouble meeting the reading demands of their grade level."

https://www.readingrockets.org/helping-all-readers/why-some-kids-struggle/target-problem/fluency

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Rationale

In the early grades, there is a close relationship between fluency and comprehension. Fluency development plateaus in upper elementary and secondary while text complexity increases. For older students, it is important to connect fluency, vocabulary, and comprehension during instruction. (Downs, Young, Cole, 2024)

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Rationale

"We do too little to develop students' reading stamina…Kids would be better prepared for tests (and many real reading situations) if there was an intentional regimen of stretching how long they can persist in making sense of texts. For many, having to read an extended fourth-grade selection silently to answer questions doesn't go so well since they've never done anything that demanding before."

https://www.shanahanonliteracy.com/blog/tis-the-season-of-test-prep-bah-humbug

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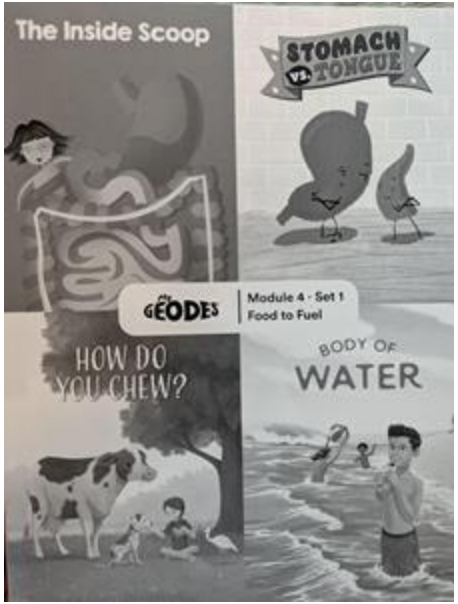
Rationale

Science and social studies aren't given enough time in elementary school (and the value of the literature may be suspect, as well). Kids should get daily work in those subjects, and those lessons should include the reading of content text.



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Recommendations

1. Have students read extensively within instruction.
2. Have students read increasing amounts of text without guidance or support.
3. Make sure the texts are rich in content and sufficiently challenging. Lots of reading of easy text will not adequately prepare students for dealing with difficult text.
4. Have students explain their answers and provide text evidence supporting their claims
5. Engage students in writing about text, not just in replying to multiple-choice questions

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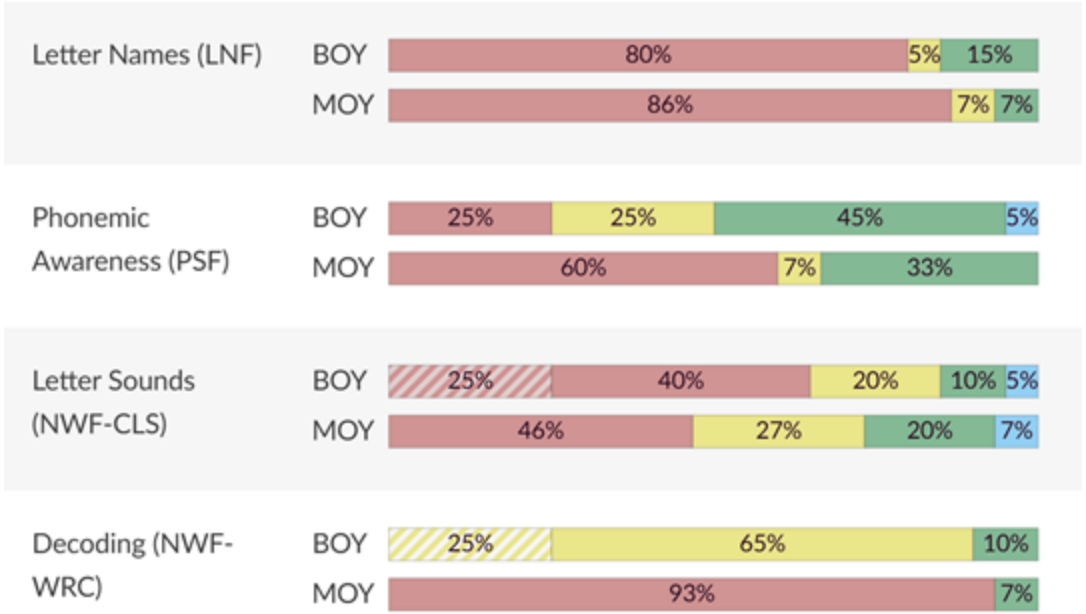
Fluency with Connected Text

- The main way that students develop fluent reading of connected text is to read a lot!
- Repeated reading remains the gold standard of fluency interventions, including providing feedback as students read orally.
- This includes fluency practice in whole group, small group and independent reading.

**Ohio's Science of Reading Course Pathway A: Module 7*

Data-Based Decision Making

Data-Based Decision Making - Screening



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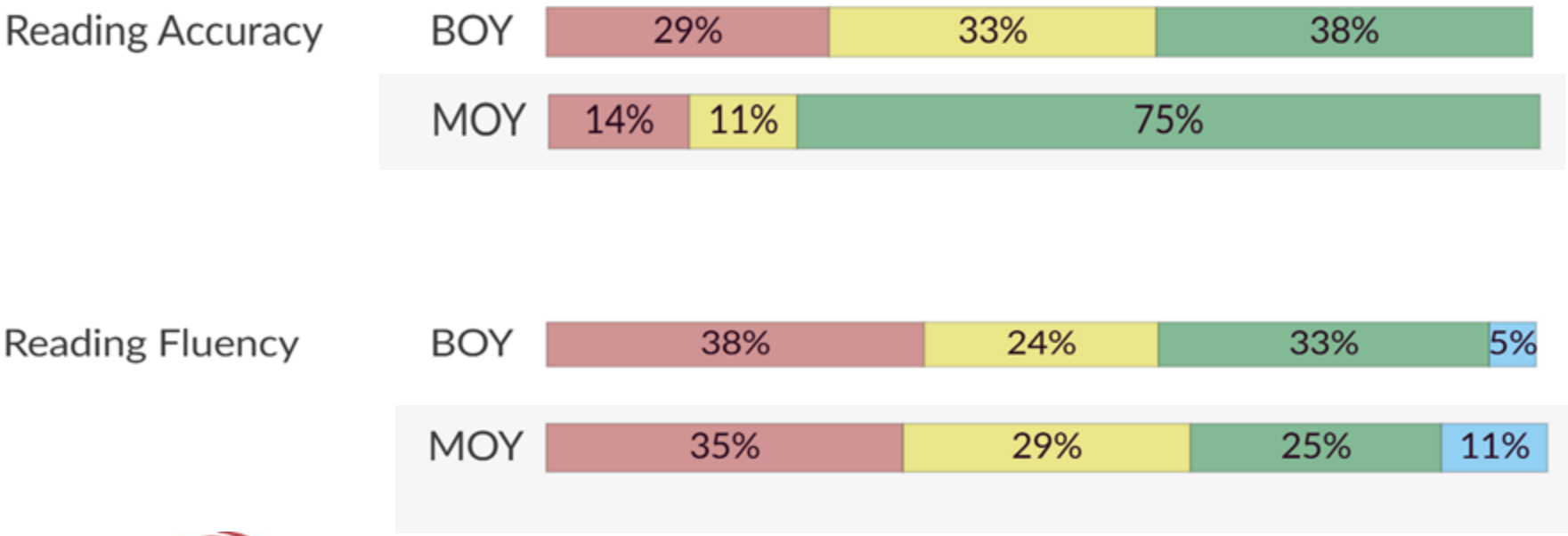
DIBELS 8 MClass
Kindergarten

Data-Based Decision Making



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DIBELS 8 MClass 4th grade

Data-Based Decision Making

Composite	Reading Accuracy ORF-Accu	Reading Fluency ORF	Basic Comprehension Maze
Goal 399	Goal 96%	Goal 121	Goal 16.5
411 Benchmark	99% Benchmark	136 Benchmark	14.5 Below
450 Above	98% Benchmark	182 Above	23 Benchmark
381 Below	98% Benchmark	100 Below	13 Below
482 Above	99% Benchmark	220 Above	26 Above
305 Well Below	42% Well Below	10 Well Below	0 Well Below
323 Well Below	80% Well Below	32 Well Below	0 Well Below
381 Below	97% Benchmark	100 Below	15.5 Below
–	94% Below	78 Well Below	–
375 Well Below	98% Benchmark	93 Well Below	10.5 Well Below
384 Below	99% Benchmark	105 Below	6 Well Below
349 Well Below	97% Benchmark	62 Well Below	8 Well Below
381 Below	100% Benchmark	99 Below	19 Benchmark
402 Benchmark	98% Benchmark	125 Benchmark	14.5 Below
420 Benchmark	99% Benchmark	146 Benchmark	18 Benchmark

Composite	Reading Accuracy ORF-Accu	Reading Fluency ORF	Basic Comprehension Maze
Goal 399	Goal 96%	Goal 121	Goal 16.5
318 Well Below	74% Well Below	26 Well Below	0 Well Below
407 Benchmark	95% Below	131 Benchmark	16 Below
403 Benchmark	98% Benchmark	126 Benchmark	18.5 Benchmark
335 Well Below	79% Well Below	46 Well Below	0 Well Below
344 Well Below	92% Below	56 Well Below	4.5 Well Below
394 Below	98% Benchmark	118 Below	2.5 Well Below
405 Benchmark	99% Benchmark	128 Benchmark	18 Benchmark
345 Well Below	91% Below	58 Well Below	0 Well Below
377 Well Below	98% Benchmark	96 Well Below	10.5 Well Below
436 Above	99% Benchmark	166 Above	16.5 Benchmark
397 Below	96% Benchmark	120 Below	13 Below
367 Well Below	97% Benchmark	84 Well Below	7 Well Below
384 Below	98% Benchmark	104 Below	13 Below
419 Benchmark	99% Benchmark	145 Benchmark	17.5 Benchmark

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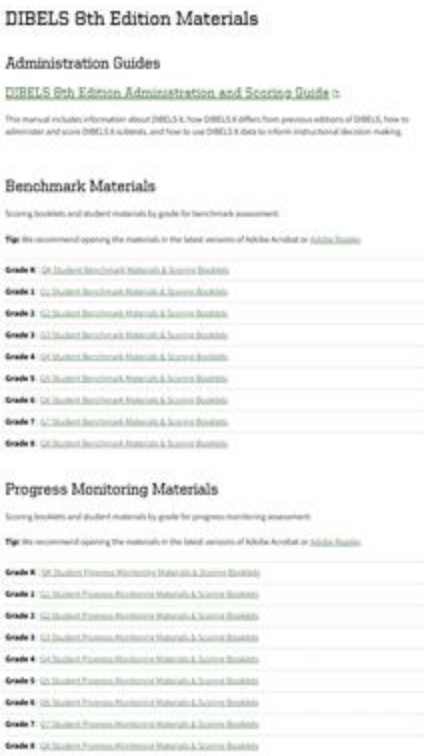
DIBELS 8 MClass 4th grade

Screening and Progress Monitoring

https://dibels.uoregon.edu/materials/dibels



https://acadiencelearning.org/resource-hub/

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Informal Diagnostic Assessments

Name: _____ Grade: _____ Date: _____

Beginning Reading Skills Assessment

Letter Naming and/or Visual Recognition of Lower Case Letters

Letter Naming:
T: Point to each letter
S: State name of letter
T: Mark each response accordingly
(If student scores less than 50%, proceed to Letter Recognition)

Letter Recognition:
T: Show me the letter b.
S: Points to letter.
T: Mark each respon

l	b	a	q
f	i	m	c
u	z	h	s
j	o	p	x
k	y	w	n
r			

Total: _____/26

Name: _____ Grade: _____ Date: _____

Beginning Reading Skills Assessment

Sound Naming and/or Sound Recognition of Lower Case Letters Teacher Copy

Sound Naming:
T: Point to each letter
S: State sound of letter
T: Mark each response accordingly
(If student scores less than 50%, proceed to Sound Recognition)

Sound Recognition:
T: Show me the letter that makes the /b/ sound.
S: Points to letter.
T: Mark each response accordingly.

Please note: Teachers can tell students to state the sound(s) they know for the vowels. Circle the breve/short (˘) and/or the macron/long (¯) if they provided that sound. Do the same for hard and soft /ch/.

b	t	m	k	˘a˘
˘e˘	f	d	z	h
n	˘i˘	qu	s	x
j	˘o˘	l	g	v
c	y	w	˘u˘	r
p	th (voiced / unvoiced)	sh	ch	wh

* The grid on page 7 can be substituted here if capital letters are easier for the student to recognize.

Total: _____/36

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PLACEMENT TEST — **Administrator's Recording Sheet**

Level A

Student Name _____ Date _____

SUBTEST A

Lessons 1-13

mix	pad	tin	cab	dot
tug	bet	hum	log	den
mishap [2]	helmet [2]	rustic [2]	fossil [2]	

If the student correctly reads 14 parts, continue with **Subtest B** _____/18 _____%

SUBTEST B

Lessons 14-30

puff	moss	rack	pill	moth
hush	deck	mint	rust	pond
shed	thud	whip	chat	snap
stem	clam	grin	plum	twig
vanish [2]	invent [2]	contest [2]	unpack [2]	

If the student correctly reads 22 parts, continue with **Subtest C** _____/28 _____%

PHONICS FOR READING • PLACEMENT TEST RECORDING SHEET 5 ©Curriculum Associates, LLC Copying is not permitted.

Student _____

Grade _____ Date _____

Examiner _____

BEGINNING Decoding Survey
Recording Form
(Form A)

A

Error Grid*

	Real Words	No Try	Sight Word	Observations: Sound Added or Omitted	Consonant: Initial	Consonant: Final	Short Vowel	
Sight Words	1 see							
	2 one							
	3 they							
	4 you							
	5 are							
CVC Words	6 rag		N.A.					
	7 lid		N.A.					
	8 dot		N.A.					
	9 hum		N.A.					
	10 bet		N.A.					
Digraphs & Short Vowels	11 rich		N.A.			N.A.		
	12 shop		N.A.		N.A.			
	13 lock		N.A.			N.A.		
	14 quit		N.A.		N.A.			
	15 moth		N.A.			N.A.		
Blends & Short Vowels	16 dust		N.A.				N.A.	
	17 step		N.A.				N.A.	
	18 trip		N.A.				N.A.	
	19 pond		N.A.				N.A.	
	20 brag		N.A.				N.A.	

	Sentences (Irregularly spelled sight words are in italics)							
21-26	*The* cat hid in *a* box.						N.A.	N.A.
27-35	*The* fresh fish *is* still on *the* wet grass.							
36-42	Six flat shells were in *my* bath.							

	Nonsense Words							
CVC	43 vop		N.A.				N.A.	N.A.
	44 yud		N.A.				N.A.	N.A.
	45 zin		N.A.				N.A.	N.A.
	46 keb		N.A.				N.A.	N.A.
Digraph	47 shop		N.A.		N.A.			N.A.
	48 thid		N.A.		N.A.			N.A.
	49 chut		N.A.		N.A.			N.A.
	50 weck		N.A.			N.A.		N.A.

Words Read Correctly (out of 50 total)	Error Column Totals	No Try	Sight Word	Sound Added or Omitted	Consonant: Initial	Consonant: Final	Short Vowel	Digraph & Letters qu	Blend

* If using the Live Assess feature in the Grouping Matrix, there is no need to manually complete the Error Grid.

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Complimentary Version **Diagnostic Decoding Surveys** 7

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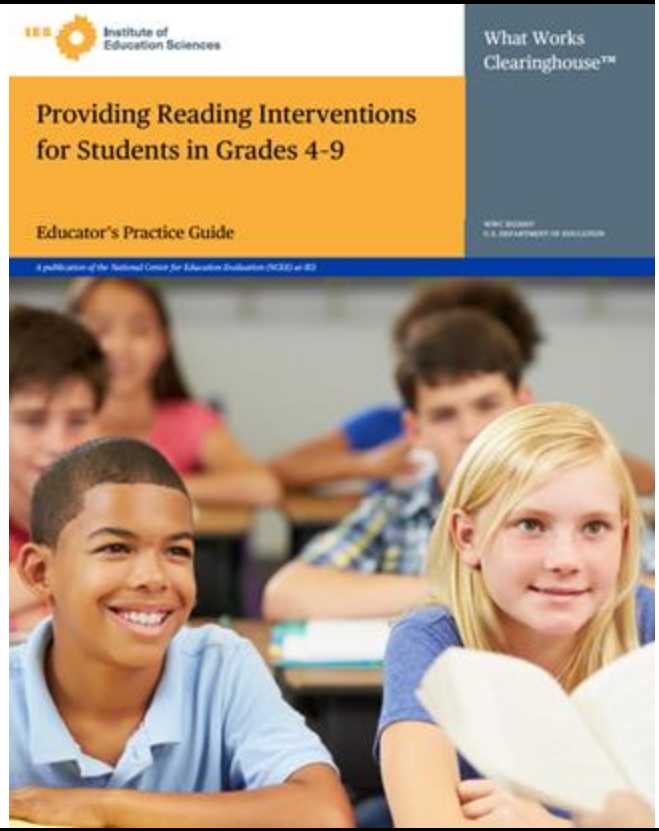
Continuum of Supports: Evidence-Based Practices

Evidence-based Strategies

1. Repeated Reading
2. Reading with Expression (focus on pauses, tempo and emphasis on different words)
3. Reading a wide range of texts
4. Phrase-cued Reading



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Different Methods for Student Reading

1. Choral Reading
2. Whisper reading
3. Echo Reading
4. Cloze Reading
5. Partner Reading
6. Augmented Silent Reading

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Pairing Your HQIM with Additional Resources

Fluency Charts

Sounds Correct Per Minute

1st try	_____	letter-sounds
2nd try	_____	letter-sounds
3rd try	_____	letter-sounds
4th try	_____	letter-sounds

au	ch	ai	ck	ou
ch	oo	ck	ee	oi
kn	aw	ea	ay	wh
ai	au	ck	th	ou
ea	sh	oa	ow	ee

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chop	chat	chip	chum	chin
chin	chop	chat	chip	chum
chop	chat	chip	chum	chin
chat	chop	chin	chum	chip
chip	chat	chum	chin	chop

Digraph: ch

Fluency Pyramids

Concept 22: Yy /y/

Start at the top of the sentence pyramid and read each line until you complete the sentence. Draw a check mark in the box once you complete each sentence.

The The dog The dog and The dog and cat The dog and cat can The dog and cat can yap.
Yes, Yes, the Yes, the new Yes, the new dog Yes, the new dog did Yes, the new dog did yap Yes, the new dog did yap at Mom.
Did Did the Did the yam Did the yam get Did the yam get hot Did the yam get hot now?

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Read Text

H. Decodable Sentence Expansion Read each set of sentences. Then expand the last sentence by telling **when**. Select the picture that goes with each set.

1. The pup had a habit.
   The little pup had a bad habit.
   The little pup had a very bad habit.
   . . . , the little pup had a very bad habit.

2. Lin got gum.
   Lin got a lot of gum.
   Lin got a lot of gum from her dad.
   . . . , Lin got a lot of gum from her dad.

3. Rob and Gus had a picnic.
   Rob and Gus had a picnic of ham and nuts.
   Rob and Gus had a picnic of ham, nuts, and a jug of water.
   . . . , Rob and Gus had a picnic of ham, nuts, and a jug of water.

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Fluency Pyramids

create a fluency pyramid with the phonics pattern ay

Here's a **fluency pyramid** focused on the **"ay" phonics pattern** (long a sound). Students read from the top down, building fluency as the text grows:

```
ay
day
play
stay
gray day
play all day
I play all day.
I can play all day.
I can play in the gray day.
I can play and stay all day.
I like to play and stay all day.
```

How to use it:

- Have students **start at the top** and read down the pyramid.
- Repeat 2–3 times to build **accuracy, speed, and expression**.
- You can also:
  - Time repeated readings
  - Have students highlight the **"ay" pattern**
  - Practice echo reading or partner reading

If you want, I can ↪ create **multiple pyramids**, ↪ a **worksheet version**, or ↪ tailor it to a specific grade level.

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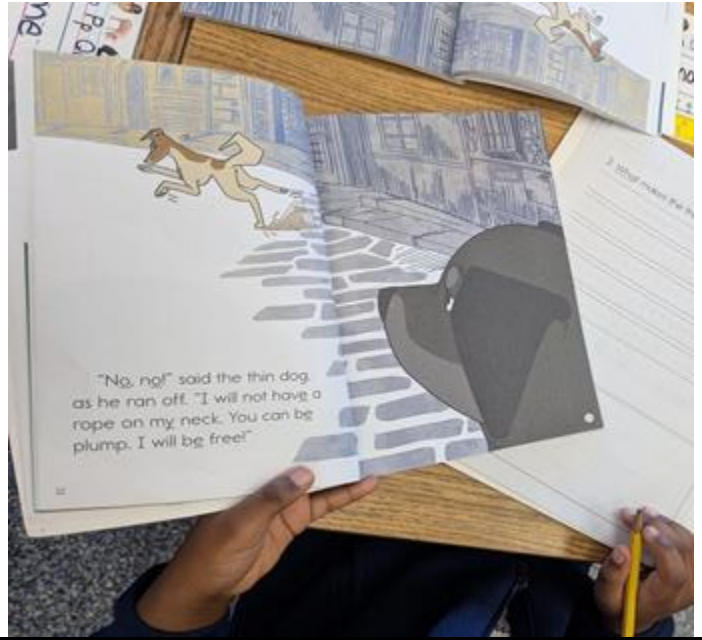
Pairing Text - Controlled

CKLA Student Reader



Name: _____ Date: _____

Book 23 Nonfiction Volume 1
Concept 31 (th [unvoiced])

Bath and Bed

Written by: Tessa Barber

Red Words: a, and, by, come, do, eight, for, have, her, his, like, now, off, or, put, seven, stop, the, they, to, want, white, will

Vocabulary Words: chat, nod off

They sit and chat with Mom and Dad. 8

They do a math quiz. Then, they have fun. 16 17

They have to stop now and put it in the box. 27 28

They have a bath. They get wet and get the mud off. 37 40

They want them to be white. 46

He will get his cub for bed, and she will get her cat. They have a cup by the bed. 56 66

Lesson 47: unvoiced th /th/

Thump! Thump! Thud!

Illustrate the story here:

Thad and Cath go on a jog at camp. They have six paths to pick from. They pick the fifth path.

Thump! Thump! Thud! "What was that?" asks Cath. Thad looks and sees a big rock on the path. "This rock fell from that hill. That was the thud," says Thad. "Both of us were in luck that we did not get hit!" says Cath. "Let's go on the sixth path back to camp," says Thad.

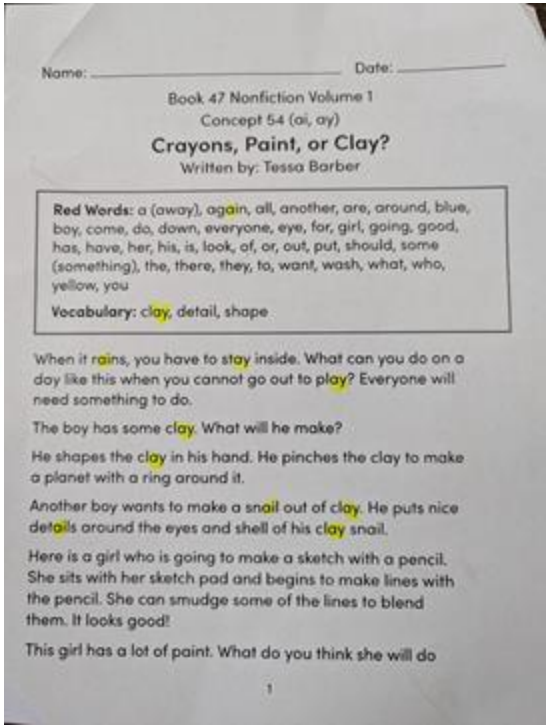
Thad and Cath jog back to camp. At camp they grab a wet cloth to wash off. "That was a fun jog," said Thad.

Printed Passages

Benefits of Consumable Text

Once upon a time, / a little girl / wanted to go fishing / by a nearby pond. // She packed her fishing pole, / some big worms, / and a snack. // Then she rode her bike / to the pond. // She caught two fish / but put them back.

Once upon a time, a little girl wanted to go fishing by a nearby pond. She packed her fishing pole, some big worms, and a snack. Then she rode her bike to the pond. She caught two fish but put them back.



Name: _____ Date: _____

Book 47 Nonfiction Volume 1

Concept 54 (ai, ay)

Crayons, Paint, or Clay?

Written by: Tessa Barber

Red Words: a (away), again, all, another, are, around, blue, boy, come, do, down, everyone, eye, for, girl, going, good, has, have, her, his, is, look, of, or, out, put, should, some (something), the, there, they, to, want, wash, what, who, yellow, you

Vocabulary: clay, detail, shape

When it rains, you have to stay inside. What can you do on a day like this when you cannot go out to play? Everyone will need something to do.

The boy has some clay. What will he make?

He shapes the clay in his hand. He pinches the clay to make a planet with a ring around it.

Another boy wants to make a snail out of clay. He puts nice details around the eyes and shell of his clay snail.

Here is a girl who is going to make a sketch with a pencil. She sits with her sketch pad and begins to make lines with the pencil. She can smudge some of the lines to blend them. It looks good!

This girl has a lot of paint. What do you think she will do

1

1. Highlight the words with long a pattern
2. Mark phrases
3. Mark multisyllabic words
4. Ask a question and have student circle the answer in the text
5. Send it home to read to their family

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Pairing Text - Resources

UFLI Foundations Decodables

Bob Books

Starfall

Half Pint Kids

Text Project - Decodable Reads

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Pairing Text - Topic

Unit 5: Geology (19 Days)

Amplify CKLA Grade 4

Reader: *Geology: The Changing Earth*

The Big Idea of this unit is that the earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the earth's surface. Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea. Information about the rock cycle, weathering, and erosion also explains how the earth is continually changing. This unit explores the relationships between these different geological processes and how they affect the landscape and related environments of the earth.

COMMONLIT

The World's Weirdest Natural Disasters

Eighteen Hundred and Froze to Death

COMMONLIT

Marie Maps the Sea

Exploring with Numbers

ReadWorks

The Theory of Plate Tectonics

A Matter of Time

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Pairing Text – Topic

Grade 3 Module 2: Outer Space				
Summary	Long before Neil Armstrong's "one small step," humans made giant leaps in their understanding of the universe. By reading books such as *Moonshot* and gazing at works of art by Joseph Cornell, students explore the history of our fascination with the cosmos.			
Essential Question	How do people learn about space?			
Core Texts and Art	***Moonshot***, Brian Floca: Engaging illustrations and lively text convey the events of the Apollo 11 mission, including the astronauts' daring firsthand experiences of traveling through space and walking on the moon. ***One Giant Leap***, Robert Burleigh: This beautiful tribute to the Apollo 11 astronauts provides more information about their mission. ***Starry Messenger***, Peter Sís: Beautiful text and images provide a brief yet rich introduction to Galileo, whose work forever changed how people learn about space and understand their place in the universe. ***Zathura***, Chris Van Allsburg: Two brothers take an intergalactic journey, which dramatically changes their relationship. ***Starfield***, Vija Celmins: Combining mezzotint with drypoint, this work portrays through a small slice of the night sky the beauty and vastness of space. ***Space Object Box: "Little Bear, etc." motif***, Joseph Cornell: This assemblage of printed images and small, everyday objects conveys the power of space to inspire human imagination.			
End-of-Module Task	**Writing Type**: Opinion Students write an essay for a class website in which they express their opinion about humankind's most important attempt to learn more about space.			
Learning Overview	**Knowledge:** Students discover how outer space inspires both artists and scientists. They also gain valuable information about the moon, the earth, and the Apollo 11 mission. **Reading:** Students explore how authors organize complex ideas in informational texts. They compare how different authors present information about the same topic. Students learn to distinguish their own points of view from that of the author. **Writing:** Students learn to write opinion pieces, in particular, how to state an opinion clearly and to use reasons based in text to support that opinion. **Speaking and Listening:** Students focus on clearly explaining their thinking.			
Focus Standards	**Reading:** RI.3.2, RI.3.3, RI.3.6, RI.3.9	**Writing:** W.3.1, W.3.2, W.3.4, W.3.5, W.3.8	**Speaking and Listening:** SL.3.1.d, SL.3.2, SL.3.4	**Language:** L.3.1.a, L.3.1.b, L.3.1i, L.3.4.a, L.3.4.b, L.3.5.a, L.3.5.c

Wit and Wisdom Grade 3

ReadWorks

Rocket Ships

This text is adapted from an original work of the Core Knowledge Foundation.

NASA is the American group of scientists who study outer space. Besides sending telescopes into space, NASA has also launched rocket ships into space. Scientists believed it was too dangerous for humans to ride the first rocket ships into space. They did not know what **effects** space travel might have on humans. So, NASA first sent apes into space on rocket ships. "Why apes?" you might ask. Apes are mammals and belong to the same group of animals, called primates, as humans. By studying the apes, scientists hoped to learn how space travel might affect humans. In 1961, NASA were the first American astronaut into space on a rocket ship. His name was Alan Shepard. He stayed in space for only 15 minutes.

Top image: Ham, one of the first apes launched into space.
Bottom image: Alan Shepard was the first American astronaut in space.

ReadWorks

What's It Like in Space?

This text is adapted from an original work of the Core Knowledge Foundation.

In 1969, a group of American astronauts visited the moon on a **rocket** ship called Apollo 11. Since then, many more astronauts have traveled in space. Scientists have learned that there are many differences between Earth and space. One of the biggest differences has to do with gravity. Gravity is a **force** of attraction that pulls things toward one another. The **force** of gravity on Earth is pretty strong. Even the best jumpers can only jump a few feet off the ground. (Try it and see!)

Want to jump high? You will have to fight against gravity.

Two of the American astronauts who visited the moon were Buzz Aldrin and Neil Armstrong. When they were on the moon, they were easily able to jump up high. They didn't come down quickly either. Instead, they seemed to **float** down slowly. That was because the **force** of

ReadWorks

gravity on the moon is not as strong as on Earth. The moon is not as big as Earth. So the **force** of gravity is not as strong on the moon.

If you think that is cool, wait until you read what happens out in space, away from the moon or planets. Out in space, astronauts do not feel the **effects** of gravity. They and their spaceship are moving freely in space. Since the astronaut and spaceship are moving freely together, the astronauts look and feel as if they are **floating**!

This astronaut is inside a spaceship in space, where the force of gravity is less.

Up in space, lots of things are different. You can do a flip and not worry about whether you will make it all the way around before you come down!

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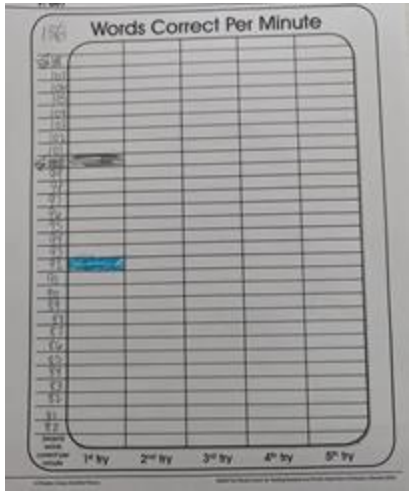
Pairing Text – Topic

Unit 4: Eureka! Student Inventor (10 Days)

Reader: *Eureka! Files*

Eureka! Student Inventor *is a 10-day ELA Quest. Quests are narrative-driven units that immerse students in close reading adventures. Through them, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. Beyond this, Quests are deliberately varied. Each aims to immerse students in a new world, with new content and challenges. Quests are also more flexible than other units. We have provided suggestions for how to customize the Quest throughout and encourage you to make your own variations to suit your students' needs.*

Amplify CKLA Grade 4



The Father of Canned Food

by Tracy Vonder Brink

[1] Ugh, what smells? Is it the bag of sliced turkey somebody forgot to put back in the refrigerator? Yep, that's it. The meat has spoiled. It stinks, and it will make you really sick if you eat it. Better throw it out! Keeping food safe to eat is why we have refrigerators, but most homes didn't have them until the 1940s.

[2] Through much of history, foods were dried, salted, or put in vinegar to preserve them. Those methods[1] could ruin the foods' taste. Worse, they didn't always work. Food still went bad, and people still got sick from eating it. In 1790, a French chef named Nicolas Appert set out to invent a better way to store food.

[3] Can you imagine working on a science experiment for nearly fifteen years? That's what Appert did. At that time, nobody knew exactly why food went bad. The bacteria[2] that make food rot hadn't been discovered yet. But Appert had a hunch[3] that heat might help, so he ran test after test. He experimented with soups, fruits, jellies, and other foods. All that hard work finally paid off. Appert discovered a way that worked to store food safely.

[4] First, he put the food in a glass bottle. Then he closed the bottle with a cork. He crossed two wires over the top to hold the cork tight. Finally, he put the bottle in boiling water. After experimenting on his own, he decided to test his new bottled food in the real world. In

Paragraph 2

1. Why did Nicolas Appert want to invent a new way to store food?

A. He hoped to make a lot of money and become famous.

B. He wanted to stop food from going bad and making people sick.

C. He enjoyed experimenting with new dishes and unusual flavors.

D. He was told that it was impossible and wanted to prove people wrong.

[1] **Method** (noun): a way of doing something

[2] **Bacteria** (noun): tiny living things that can cause things to break down

[3] a strong guess

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Pairing Text – Resources

CommonLit.org

Achieve The Core Fluency Packet

- Grades 2-3
- Grades 4-5
- Grades 6-8

Readworks.org

Fluency Packet Grades 4-5

Instructions

The packet below can be used regularly over the course of a school year to help students build fluency. There are enough passages to work on one per week. Teachers can use the protocol outlined below to engage students in short, daily fluency practice. Teachers can also send passages home for additional practice.

This packet is designed to strengthen the components of reading fluency: accuracy, rate, and prosody (expression). Students should understand what they are reading, thus embedded supports, such as student glossaries and 'right there' comprehension questions, are included. However, these passages are not intended for close reading or deep comprehension work.

Note for teachers of English Language Learners (ELLs): Regular fluency practice is essential for helping ELLs improve their overall literacy skills. Those acquiring a second language benefit especially from additional support with decoding, pronunciation, word identification, and prosody—all of which are the focus of regular fluency practice. Activities found in the Achieve the Core Fluency Packet reflect several best practices for English Language Learner instruction including:

- Having a text read aloud by a fluent reader prior to the student engaging with the text.
- Giving students multiple opportunities to hear the text read aloud by a fluent reader so that they can mirror the pronunciation and prosody of well-spoken English.
- Providing repeated opportunities for students to practice decoding skills both on their own and with support via active monitoring.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions, and to reinforce newly learned vocabulary through repeated practice with the same text and opportunities to use that vocabulary to respond to comprehension questions.
- Calling out work with "juicy sentences," a strategy developed by Dr. Lily Wong Fillmore, that allows students to look deeply at word choice, sentence structure, and other text features that build their understanding of how English is used to convey different meanings.
- Providing numbered lines that allow students to quickly focus in on specific sections of the text.
- Providing space for students to annotate the text with their own notes.

We recommend that students who need practice do so by reading one passage at least 3x daily (no more than 15-20 minutes at a time) for a week.

1. First give students the opportunity to listen to a reading by a fluent reader, while "following along in their heads." It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation!

2. Then have students read the passage aloud while monitored for accuracy in decoding words.

Supporting English Language Learners

Students don't need to finish an entire passage in one sitting.

Variations in reading practice can include:

- Have students perform a choral read
- Have students engage in a Reddy/partner read

Recordings of the text can be used to provide additional opportunities to hear expert reading.

Support students in chunking the text into smaller portions.

Fluency Building Routines

1st Grade Example

Lesson Focus:
Long /a/ vowel sound

1. Sorting words with ai and ay
2. Teacher explains the pattern

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1st Grade Example

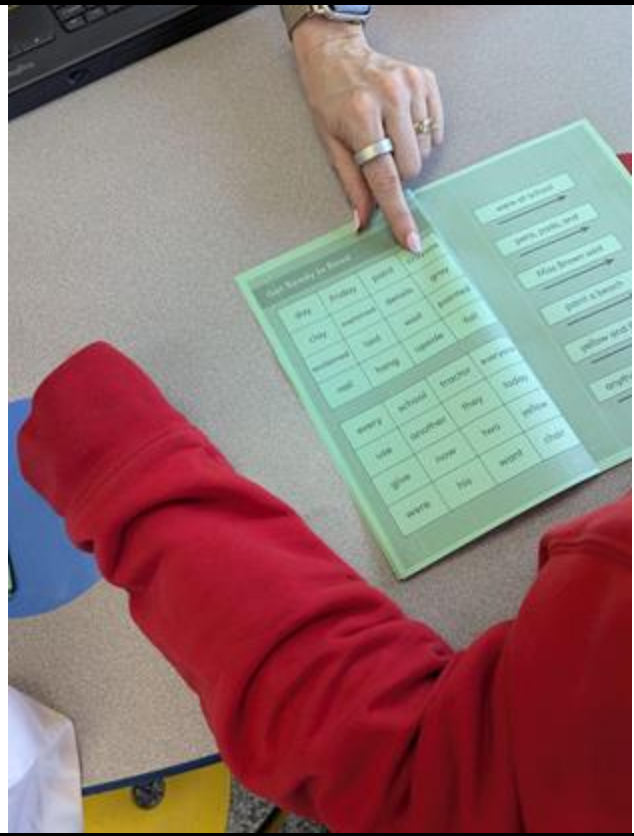
Lesson Focus:
Long /a/ vowel sound

3. Read the vocabulary words and provide a definition

1st Grade Example

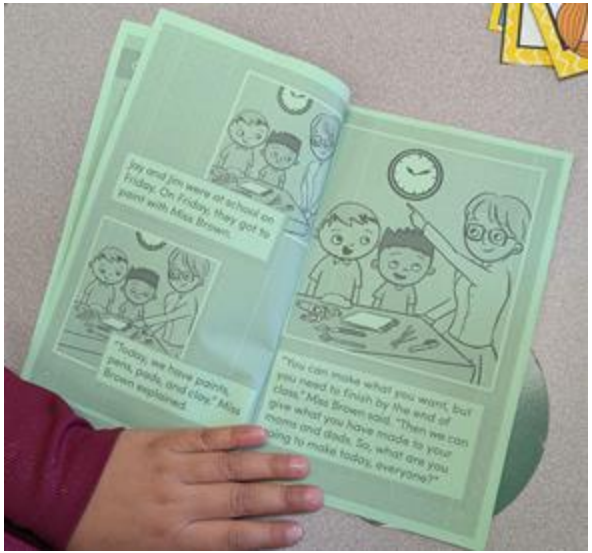
Lesson Focus:
Long /a/ vowel sound

4. Choral read words with the focus pattern (Group 1)
4. Echo read words with the focus pattern (Group 2)



1st Grade Example

5. Read to yourself with whisper phones. Teacher listens to each student read.



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1st Grade Example

6. Writing words with the focus pattern

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Repeated Reading with Purpose

It is recommended to have students read a text 3-4 times with a different purpose for each reading.

Reading with expression

Focus on punctuation

Answering questions

Summarizing the text

Identifying unknown words

Modeling fluent reading

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Repeated Reading with Purpose

"Students with reading difficulties benefit from hearing fluent reading. Teachers can model this by reading aloud or playing an audio recording before students read independently."

***The audio or teacher read aloud does not replace the students reading the text.**

Example 2.3. Interventionist asking a small group of students to read a passage on coal mining multiple times to build fluency

Teacher: *We are going to work on reading with ease now. This means you are going to read the same short passage several times. Each time I am going to ask you to do something different. First, I want you to skim the passage and tell me which words do not look familiar to you or any words you do not know the meaning of.*

The students identify six words, and the teacher briefly reviews how to read them and what they mean.

Teacher: *Now I want you to read along in your copy of the text while I read this passage. Listen to how I read because I want you to read this paragraph after me.*

The teacher reads the passage with appropriate expression and pacing.

Teacher: *Let's read this paragraph together now.*

The students and teacher read the passage aloud together.

Teacher: *Now I want the first reader to read this passage to the second reader. The second reader will follow along as the first reader is reading the passage.*

The students read the passage.

Teacher: *Now I want the second reader to read this passage to the first reader. The first reader will follow along as the second reader is reading the passage. Then I want you to discuss how coal mining impacts our environment.*

The teacher and students briefly discuss the impacts of coal mining on our environment that are described by the author, and the teacher clarifies any misconceptions.

Source: Vadasy and Sanders (2008).

Repeated Reading with Purpose

1. Students identify unknown words
2. Teacher reads the passage with expression
3. The students and teacher read the passage aloud together (choral read)
4. The students partner read the passage.
5. The students and teacher discuss the content of the passage.

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Repeated Reading with Purpose

1. Students scan paragraph and identify unknown words
2. Students read passage silently and explain what it is about to a partner.
3. Students partner read and answer questions
4. Discussion of answers and students identify sentences that helped them answer the question

Example 2.2. Interventionist asking a small group of students to read a paragraph on issues related to poverty and feeding a family

Teacher: *Scan the paragraph and underline any words you can't read or don't understand.*

The teacher briefly reviews any words in the passage that the students identified, as well as any that the teacher deemed difficult, including proper nouns. The teacher pronounces each word, asks students to repeat the pronunciation, and provides a short, clear definition or explanation.

Teacher: *Now I want you to read this passage silently and explain what the passage is about to your partner.*

The students read the passage and turn to their reading partner to explain what the passage is about.

Teacher: *For this reading, the purpose will be to answer questions about the text that are listed on the board. I would like the first reader to read the paragraph aloud. If you are the second reader, read along silently and help your partner when they get stuck on a word by saying the word and asking them to repeat the word before they continue reading the rest of the paragraph.*

When the first reader is done, answer questions 1 and 2. Then it is time for the second reader to read the passage while first reader assists. After the second reader is done, answer questions 3 and 4.

The following questions are on the board:

1. *Who is going to the market in this story?*
2. *How did the main character get to the market?*
3. *How long did it take to get there?*
4. *How was the main character able to feed their family?*

The teacher and students briefly discuss the students' answers to the questions after questions 1 and 2 and after questions 3 and 4. The teacher asks students to read the sentences that helped them answer the questions. The teacher clarifies any misconceptions.

Source: Toste et al. (2019); Vaughn et al. (2016).

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Pairing Text – Topic

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by Tracy Vonder Brink

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Paragraph 2

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B. He wanted to stop food from going bad and making people sick.

C. He enjoyed experimenting with new dishes and unusual flavors.

D. He was told that it was impossible and wanted to prove people wrong.

1. Each student reads for 1 minute and tracks their WPM on their chart.
2. Students choral read paragraph 2 and answer question.
3. Each student reads silently for 1 minute.
4. Each student reads for 1 minute and tracks their WPM on their chart.
5. Students partner read the rest of the article and answer the provided questions.

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Fluency: Prosody

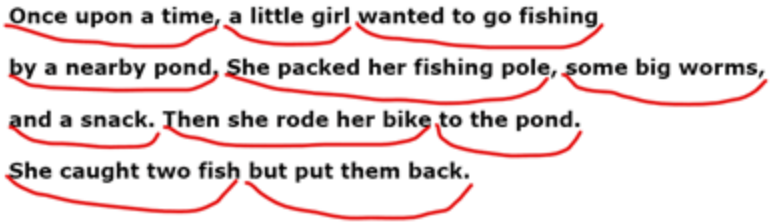
- Oral reading prosody requires awareness of stress, intonation, pitch, tone, volume, emphasis and rhythm.

- It comes more naturally for conversation. Explicit instruction is needed for reading.

Instruction focus:

- Prosody based on reading context
- Attention to punctuation
- Chunking words into logical phrases

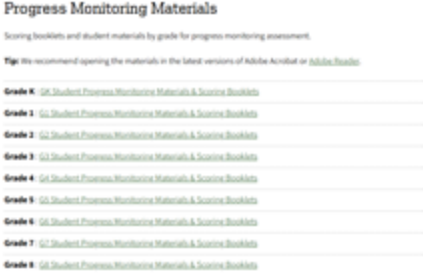
Once upon a time, / a little girl / wanted to go fishing / by a nearby pond. // She packed her fishing pole, / some big worms, / and a snack. // Then she rode her bike / to the pond. // She caught two fish / but put them back.



**Ohio's Science of Reading Course Pathway A: Module 7*

Don’t Forget to Progress Monitor!

https://dibels.uoregon.edu/materials/dibels



https://acadiencelearning.org/resource-hub/

Intervention program unit assessments

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Increasing Time Reading

- Add a passage to the beginning of your HQIM lesson to introduce the topic
- Add partner reading to your centers while you are working with small groups (teach the routine)
- Include controlled or grade level text in every intervention lesson (Are you always missing this because you run out of time?)
- Integrate more student reading throughout your HQIM lesson (partner, choral, cloze, echo)

What other ideas do you have?

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Links to Resources

2026 Literacy Academy
Fluency in Focus: Supporting Rate and Prosody Using a Variety of Text Types

Articles

- Tis the Season of Test Prep - Shanahan on Literacy Blog
- Providing Reading Interventions for Students in Grades 4-9
- Hasbrouck and Tindal's Fluency Norms Chart (Reading Rockets)
- Target the Problem - Fluency (Reading Rockets)

Videos

- Repeated Reading Example
- Choral Reading Example
- Partner Reading Example
- Echo Example
- Alternated Reading Example

Additional Text Resources

UFLI Decodables

Achieve the Core Fluency Packets
Grades 2-3
Grades 4-5
Grades 6-8

https://www.commonlit.org/

Assessments
DIBELS 8
Acadience Reading
Really Great Reading

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