**Developing Fluent Readers K-3**

*******Fluency is reading with appropriate phrasing, intonation, speed, pace, and attention to the punctuation. Fluent readers think and process what they read quickly so as not to lose the meaning of the text. We want readers to learn early on that reading should sound smooth, have expression, and reflect the meaning of the text. It is important for beginning readers to practice and become confident with sounding fluent.*

Pat Johnson & Katie Keir, *Catching Readers Before They Fall*, p. 124-125

**Classroom Strategies**

* ***Guided Oral Reading*** – repeated oral reading of a text that is slightly above with guidance and feedback from teacher or peers; includes:
	+ ***Echo Reading***
	+ ***Modeled Fluent Reading*** *(*teacher, recorded text, books online, etc.)
	+ ***Peer Reading*** –students take turns
	+ For more information on Guided Oral Reading please refer to: <http://www.readingrockets.org/article/what-guided-oral-reading>
* ***Independent Silent Reading*** – the more children read the better their fluency
* ***Choral Reading* –** use Big Books with repeating lines of text
* ***Readers Theatre* –** use text with a lot of dialogue
* ***Repeated Reading***
* ***Timed Reading –*** timing children's oral reading and recording individual children's reading rate and accuracy

**For more information on classroom strategies check out these websites:**

[**http://www.readingrockets.org/article/developing-fluent-readers**](http://www.readingrockets.org/article/developing-fluent-readers)

[**http://www.scholastic.com/teachers/article/5-surefire-strategies-developing-reading-fluency**](http://www.scholastic.com/teachers/article/5-surefire-strategies-developing-reading-fluency)