20 + Creative and Fun Ways to Get Students Reading Fluently

Teacher Read and Think Aloud - This perhaps is one of the most effective methods for improving student fluency and comprehension, as the teacher is the expert in reading the text and models how a skilled reader reads using appropriate pacing and inflection. Aim for a 10-30 minute Teacher Read and Think Aloud every day to help boost student motivation.

- Read books that are your favourites
- Expose students to sophisticated words to help build vocabulary
- Choose books that connect life to classroom
- Focus on Award winning books
- Think beyond books (articles of interest from newspapers and magazines)
- Select books that have a strong voice
- Have students respond to the reading (Think, Pair and Share)

Shared Reading - By reading aloud while students follow along in their own books, the instructor models fluency. Students help out and assist the reading.
ASSISTED REPEATED READING - The teacher selects a passage between 50-500 words. The passage should be in the student's INSTRUCTIONAL reading range. The student orally practices the passage until he/she has achieved the criterion reading rate. The teacher may have to orally assist until student is more confident.

COOPERATIVE REPEATED READING - During Guided Reading or independent reading, students work with a classmate or two on a short passage. Partner's give feedback after listening to each other read.

RADIO READING - Round Robin Readings are often disfluent, inexpressive, uninspired, and filled with word recognition errors. In radio reading, as in round robin reading, groups of four to six students read aloud an assigned text. The difference is that the parts to be read are assigned the day before. Students are to think of themselves as radio or television announcers.

UNASSISTED REPEATED READING - During these sessions, students are given short reading passages (50-200 words) at their INDEPENDENT reading level. Passages can be taken from any type of reading material - basal readers, trade books, the internet or poetry. The students orally read his/her passage several times independently to reach a pre-determined level of fluency. Students record & chart their progress. Students benefit from orally reading the passage 3-5 times. They move to another piece of text when complete.

SAY IT LIKE THE CHARACTER - This activity allows the students to become book characters as they read monologues and dialogues aloud with expression. Based on the reading, listeners make inferences about the character's emotions, feelings and personality. To be successful, readers need to both practice the reading and consider feelings and disposition of the character.

MUMBLE READING - With mumble reading, repeated readings can be done at the same time without causing a distraction to others. Students choose 50 to 100 words from their guided reading to practice in a soft and low voice for 5 minutes. After practicing, they read their selection aloud to the teacher or entire reading group.
PHRASE READING- In order to reduce word-by-word reading, teachers begin by recording students as they read a passage. The teacher then models reading word-by-word vs. reading meaningful phrases. Next look at the passage sentence by sentence, marking phrases that go together. The teacher first models how this looks, and then it is finished cooperatively. Have the student practice reading aloud using meaningful phrases, and then record again. Discuss how the two recordings differ.

RATE MOVER- Have students read the paragraph two or three times to a partner, attempting to read it a little faster each time, but never too fast. It may be necessary to help the reader’s eyes move across the text by moving a small card across the text to speed up tracking. Afterward, the text can be read again quickly and smoothly without the card.

TAPE, CHECK, CHART- Students listen to recordings of their own reading and record their miscues on a copy of the text. Next they record the same passage again, when they listen they record miscues in another color. This same procedure is done a third time. The student should tally and chart the number of miscues for each reading. At this point, teachers meet with the student to discuss his or her progress.

AUDIO RECORDING READING- Give students books and other reading materials on audiotape or CD and allow them to listen on their own while reading a print version of the text.
PERFORMANCE READING

BOOK TALKS- The goal of the book talk is not only for students to share their views on a book they’ve read recently, but to “sell” the book to fellow students.

BOOK BUDDIES- Book buddies meet periodically, usually once or twice a week for 20 to 30 minutes before, during, or after school. The older student may read to the younger student, the younger student may read to the older student, or two students may read aloud together.

RECORDED BOOKS- Older students can record books for younger students. Usually a difference of two grade levels is ideal- grade 5 students make recorded books for grade 3, grade 4 students for grade 2, and so on. This is a great strategy for struggling older readers who need to read easier material to gain proficiency.

READER’S THEATRE- Reader’s theatre is a very enjoyable and powerful way to help readers read with fluency. It lends students’ desire to perform with their need for oral reading practice. Any text that includes dialogue, can be turned into scripts featuring speaking characters and a narrator.

Although readers’ theater is often thought of as a primary grade activity, it can be applied in the upper grades for developing fluency and promoting thoughtful, enjoyable engagement.

POETRY COFFEEHOUSE- The rhyme, rhythm and repetition that pervade poetry- the elements that make reading it easy and fun- also serve to build fluency. Students select a poem on Monday morning. They practice their selected poems throughout the week in school, during recess, after school, and at home. The teacher gives some coaching and instruction throughout the week. Friday is performance day.

SONG AND SONG LYRICS- The key to using songs for reading fluency is to ensure that students are actually tracking the written text visually, even when they have memorized the song lyrics.
Student's read aloud in unison with a whole class or group of students. This type of reading builds students' fluency, self-confidence, and motivation. It is one of the MOST COMMON forms of reading in the primary grades.

- **Refrain Choral Reading** - one student reads most of the text and the whole group chimes in to read key segments chorally.

- **Line-a-Child** - each child (or group of two or three students) reads individually one or two lines of a text - usually from a rhyme or poem.

- **Dialogue** - Similar to Reader's Theatre - One student or a portion of the class reads the part of narrator, and another the part of the character(s).

- **Antiphonal Reading** - Divide the whole class into groups and assign a section of a text to each group.

- **In Call and Response** - One student reads a line or two of a text, and the rest of the class responds by repeating the lines or reading the next few lines or the refrain. Song Lyrics work well.

- **Echo Choral reading** - One person reads one sentence or phrase at a time, and the other echoes back the same sentence or phrase.

- **Cumulative Choral Reading** - An individual or a small group reads one line or section of a passage. Another reader chimes in for the next line, add a few more readers for the lines that follow. By the time the end of the text is reached the entire class should be reading.
• **Choral Singing**- a variation of choral reading is choral singing, which offers the same benefits as the other forms of choral reading. This is an excellent way to introduce beginning readers to written text because once students have memorized the lyrics, you can read them as a text, separate from the melody.

• **Impromptu Choral Reading**- A group of three or four readers standing in front of an audience reading a poem aloud. In impromptu choral reading, each reader essentially chooses whatever line, word, or phrase that he/she would like to read.

• **NIM (Neurological Impress Method)**- A student reads orally and simultaneously with a partner who acts as a tutor. Ideally, the text is at the student’s instructional reading level. The more proficient partner, reading slightly faster and louder than the student, makes a conscious effort to direct his or her voice into the student’s left ear to “imprint” a sound-symbol match in his or her head. These sessions should last no longer than 15 minutes.

• **Paired Reading**- A form of choral reading done by a pair of readers, usually one more proficient than the other. It is a friendlier version of the Neurological Impress Method. Rather than reading into someone’s ear, in paired reading, students read together side by side.

• **Buddy Reading**- Students at a similar reading level are paired up for about 20-30 minutes/session. Buddy Reading can be an excellent alternative to sustained silent reading.
