

Practicing Reading Fluency at Home

“**Fluency is** the ability to read a text accurately and quickly. Fluency is **important** because it frees students to **understand** what they read. Reading Fluency **can be developed** by modeling fluent reading by having students engage in repeated oral reading.” – Put Reading First

What your child should read:

“Fluency develops as a result of many opportunities to practice reading with a high degree of success. Therefore, your child should practice orally rereading text that is reasonably easy for him/her. (Put Reading First) This is text that contains mostly words that are known or can be easily decoded. If the text is too difficult your child will be focusing on word recognition and will not be able to read fluently. The text should be short — 50-100 words, depending on your child’s reading level. A variety of materials may be used: fiction, nonfiction, and poetry. Poetry is especially good for practicing fluency because children’s poems are short and have rhyme, rhythm and meaning, making the practice fun.

How to have your child read:

- Child-adult reading: The adult reads the text first which provides the child with a model. The child then reads the same passage with assistance if necessary. Continue rereading until the child reads fluently (3-4 times).
- Echo reading: This is similar to the first technique. The adult reads one line and the child “echoes” the same line. The adult gradually increases the speed and amount of text to be echoed.
- Choral reading: The adult reads the text first. Then the child reads with the adult. After several rereading’s together, the child should be able to read the passage independently.
- Taped reading: The child practices reading text and then records himself/herself.
- Timed reading: The adult times the child reading a passage. The child tries to increase him/her speed in subsequent readings. Children love trying to beat their previous times.
- Performance reading: The child chooses a favorite passage or page of a story and practices in preparation for “performance” for mom or dad.

The development of fluency is also dependent upon daily independent reading and word recognition skills (sight vocabulary and phonics), so these skills should also be reinforced.

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Information from:

Put Reading First by Bonnie B. Armbruster, Fran Lehr, and Jean Osborn
Developed by the Center for the Improvement of Early Reading Achievement
Teach Them ALL to Read by Elaine K. McEwan
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