

# *The Bridge to Fluency*



*Teaching reading fluency skills  
to struggling readers*

*Collected by Adam Meyersieck*

# SLOOM Teaching!

Teaching for students with literacy difficulties should be SLOOM! SLOOM teaching ensures deep learning and takes into account an individual's starting points.

**S**caffolded materials



*Intervention materials for improving reading skills should match a student's "instructional level". This is the level in which they have 93-97% success.*

**L**ittle & **O**ften



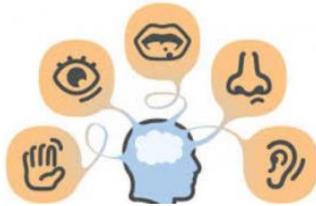
*Short and sweet! Keep intervention teaching sessions to under 20-minutes rather than longer, drawn out lessons.*

**O**verlearning



*Introduce a concept/idea/strategy and then revisit. Then revisit again and again and again and... you get the point! The goal is mastery.*

**M**ulti-sensory



*Interactive and engaging multi-sensory teaching helps embed learning across the senses and supports student engagement in lessons.*

# PingPong! Reading

PingPong! is based on the research-based strategy “supported cloze procedure”. It targets reading fluency (accuracy) by modelling correct word reading through repeated readings.



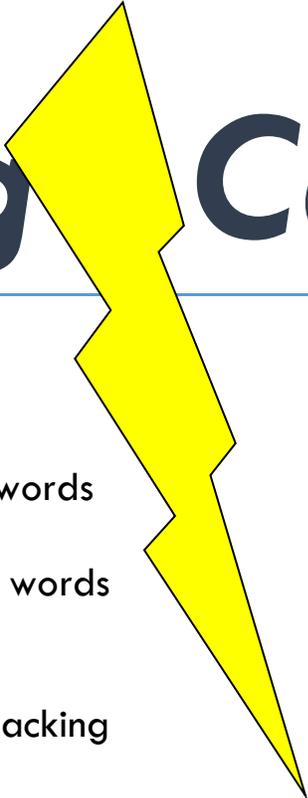
## How to:

1. Find a skill-level appropriate reading material for the student (this ought to be a meaningful text).
2. The student reads aloud for 2-minutes. If they make an error, point to the word and say “*That word is \_\_\_\_ . What word is that?*” If they say it correctly, say “*Yes, that word is \_\_\_\_ . Good.*” If they do not say it correctly, repeat it again.
3. After they have read the text, say “*This time we are going to read it together. You will read the first word, then I’ll read the second. We will go back and forth like PingPong until we have read the whole passage. Any questions?*”
4. The student reads the first word, you read the second, and keep going. **MAKE SURE YOU DO NOT READ “ROBOTICALLY”** as you are still looking to tell the story.
5. Any error is corrected as in Step 2
6. After completing the passage, read it again... except this time you read the first word and the student will read the second (and so on...). This way, the student reads all the words in the text. Correct any errors as in Step 2.
7. After completing the passage together a second time, have the student read it independently.

## Materials:

Photocopy of the text

# Lightning Cards



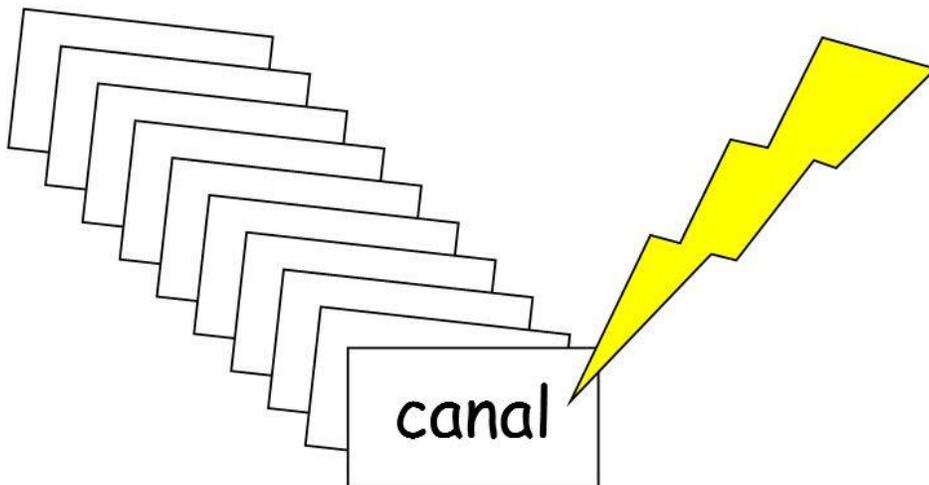
Based on *Incremental Rehearsal* (MacQuarrie et al. (2002))

- Fluency / accuracy intervention using KNOWN and UNKNOWN words
- Can be used for sight words, target words or maths facts.
- Ratio of 1 unknown word to 9 known words
- Meanings/ uses of unknown words

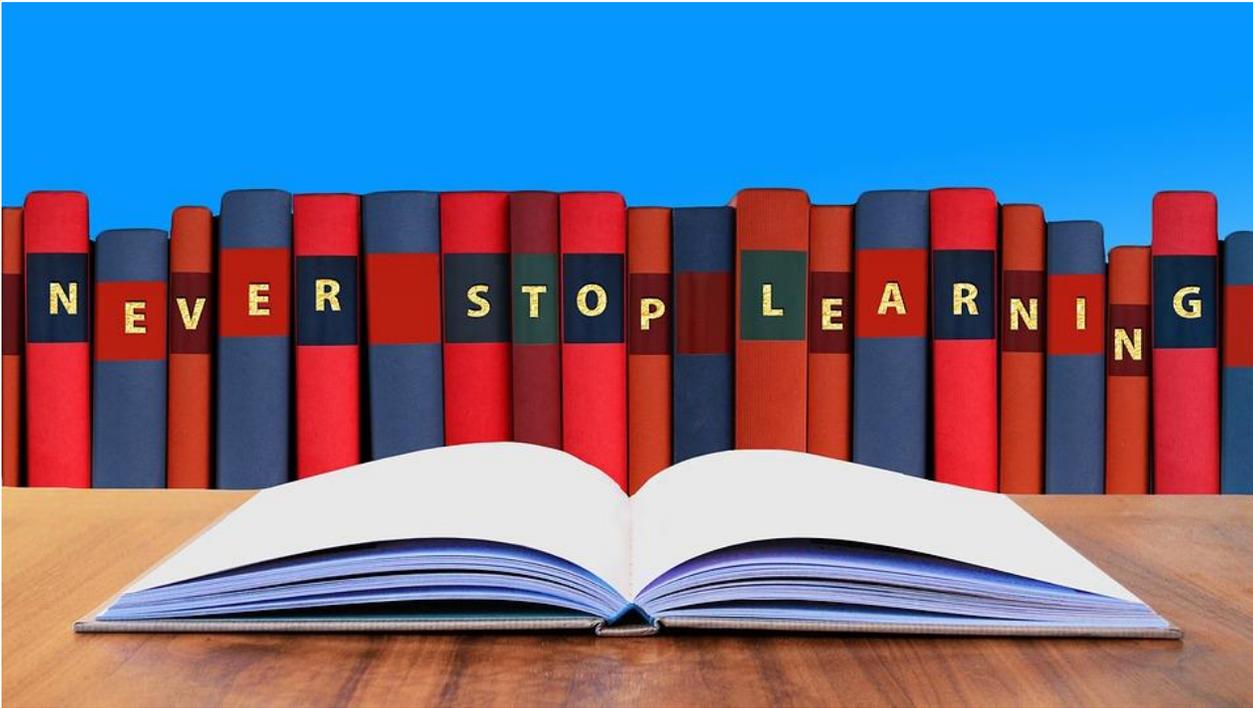
Materials: flashcards, pen, monitoring tracking

## How to:

- Put 'unknown' word in the front of the card stack
- Model reading the new word and ask student to use it in a sentence
- Go through words 1. Then words 1 and 2
- Go through words 1, 2 and 3; then 1-4, 1-5... up to 1-9
- Add an unknown word, get rid of a known word and repeat up to 3-4 times
- Make sure the student reads each word within 2 seconds.
- Encourage vocabulary development throughout
- If student makes errors with new words, correct and gauge for general reading ability of that word



# Repeated Reading



Timed repeated readings are an instructional practice for monitoring students' fluency development. Timed repeated readings can increase students' reading speed, which can improve comprehension.

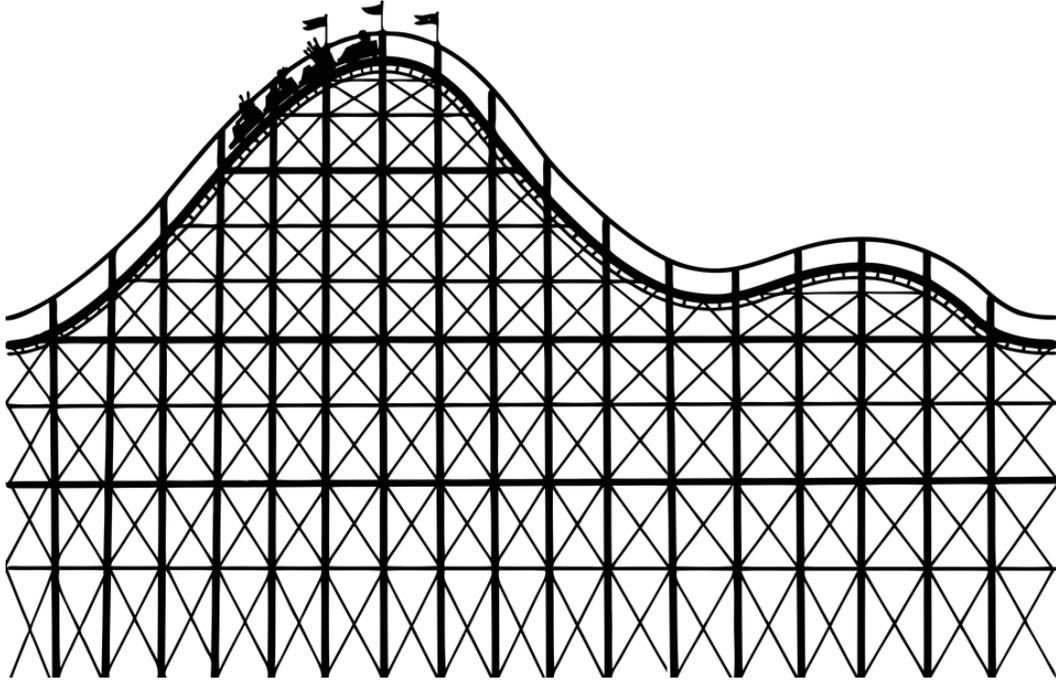
You will need to have found their “*Instructional level*” (93-97% accuracy) and locate a text or a selection of texts that build upon the instructional level, promoting “*independent level*” (97-100%) reading of increasingly difficult texts.

**Materials:** 2 copies of instructional (93-97% accuracy) or independent level (97%+) reading passage, stopwatch, pencil/pen, coloured pencils/ thin felt tips

## How to:

- 1) Have student read for 1 minute – correct and note mistakes as they are reading
- 2) After 1 minute, mark where they finished and count the words
- 3) Ask the student if they remember any mistakes they learnt
- 4) Graph their progress on the chart
- 5) Repeat steps 1-4 two more times
- 6) After 3 readings 97% accuracy or higher, work at building reading rate (words correct per minute) or change the text to a different part of the story, or a new text

# Rollercoaster Reading



Expression is a key aspect of *fluent* reading. When we alter our voice to match the text, our reading naturally changes (goes *up* and *down* and *up* and *down* – like a rollercoaster!). This allows students to hear good fluency modelled, practice reading with expression, and then analyse their own reading by listening to the recording.

## Materials:

- Book or passage at student's *independent* or *instructional* level
- Voice recorder

## How to:

- 1) Make audio recording of the student reading 1-3 sentences (depending on reading ability)
- 2) *Pause* the recording
- 3) Model how to read with a great deal of expression
- 4) Ask the student to read the passage just like you did with a great deal of expression
- 5) Play both recordings out loud and back to back. Ask students which reading sounded more “exciting” to listen to

# Race-Yourself-Reading

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Race-Yourself-Reading gives students an opportunity to practice “automatic” word recognition while practicing short-term memory skills. These are key skills in literacy and language development.



## Materials:

- Stopwatch
- Book or passage at student’s *independent* or *instructional* level

## How to:

- 1) Tell student they are going to read some sentences out loud and that you will time them (1-4 sentences, depending on their ability)
- 2) Say “*Ready. Set. Go!*” and the student begins reading
- 3) Stop the timer when they are finished reading
- 4) Show them their time for reading out the pages
- 5) Repeat steps 2-4 two more time