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Description automatically generated with medium confidenceReading Fluency Strategies

**Implementation Strategies**



**What to do:** Choose fluency improvement strategies that fit your students, resources, time, and staff. You can use multiple strategies at once or use different strategies at different times.

**Why it matters:** Reading fluency is the ability to read text accurately, quickly, and with proper expression ([National Reading Panel, 2005](https://files.eric.ed.gov/fulltext/ED489535.pdf)). It’s the all-important bridge between word recognition and comprehension. Fluent readers can focus on the content of what they’re reading, rather than on the process of sounding out words. The more fluent a reader is, the better equipped they are to tackle longer and more complex texts.

| **Strategy** | **Description** | **How I Can Use This Strategy** |
| --- | --- | --- |
| **Read Aloud (Modeling)** | The teacher reads the text aloud to model or demonstrate fluency. |  |
| **Audio-Assisted Reading or Audiobooks** | Students listen to recordings of stories fluently read aloud while following along in a book. (See next page for ideas.) |  |
| **Buddy Reading** | An adult or older-grade/higher-ability student reads aloud to model reading. |  |
| **Choral Reading** | All the students read the same text aloud at the same time along with the teacher. |  |
| **Echo Reading** | The teacher reads a line, paragraph, or page of the text aloud and all the students repeat it aloud together. This continues until they read all of the designated text. |  |
| **Repeated Reading** | Students practice rereading text individually, in pairs, or in a small group. Students may reread part of a book or specific phrases. |  |
| **Partner/Paired Reading** | Each student has a copy of the text. Students can take turns reading aloud and giving support or feedback to one another. |  |
| **Independent or Silent Reading** | Students practice reading text on their own. They may also read at home and track hours in a log. |  |
| **Poetry/Rhymes** | Students learn and read various types of poetry/rhymes. Students recite poetry/rhymes independently or aloud to others as they are comfortable. |  |
| **Readers Theater** | Students receive copies of a text and practice reading for performance. Memorization of text isn’t necessary. Students may have individual roles to act out using props. |  |

# Audiobook Resources

Reading aloud to children is one of the best ways to improve their reading skills. Audio-assisted reading can allow more children in your program to benefit from hearing fluent readers model for them:

* **PBS Kids Read-Alongs** offers YouTube videos of authors and famous people reading books aloud. Perfect for story time or read-alongs.

<https://www.youtube.com/playlist?list=PLa8HWWMcQEGStVxurBtLn8nkDxGc3j3ow>

* **Story Seeds** is a podcast that features short story collaborations between children’s authors and students ages 6-12. Also, students can submit their own story ideas. <https://www.storyseedspodcast.com>
* **Storyline Online** allows you to stream videos of celebrities reading children’s books: <https://storylineonline.net/library/>
* **Storynory** is a podcast that features short retellings of myths, fables, fairy tales, and folklore from all over the world. Most are just a few minutes long. <https://www.storynory.com/>
* **The Libby app** lets you borrow audiobooks for free from your local library. Check for English and Spanish. <https://libbyapp.com>

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Description automatically generatedLet families know about these resources, and consider helping them access the resources during a Family Literacy Night. You can help them sign up for a library card (if they don’t have one already), download the Libby app, and bookmark other sites on their smartphones.

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