



Reading Fluency 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](#)). 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.	



Strategy	Description	How I Can Use This Strategy
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>

Let 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.

This resource was developed in 2024 by the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department's Office of Elementary and Secondary Education. Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the federal government. This resource is in the public domain and is available at 21stcclcntac.org. Authorization to reproduce it in whole or in part is granted.

