

Fluency Prompting Guide

If a student...	Then...	Examples
makes decoding errors	Use the decoding prompting guide.	
reads too slowly	remind student of goal and model.	“Let’s reread at a faster pace. Read the sentence along with me. Now, read it on your own.”
reads word by word	modeling phrasing.	“Listen to me read this sentence smoothly, without breaks between each word. Now, read like me.”
pauses too long while reading	remind student to breathe and try again.	“Take a quick breath and scoop your next phrase.”
is not reading smoothly	remind student of goal and model.	“Remember, we’re working on reading smoothly. Listen to me read this sentence smoothly, without breaks. Now, read like me.”
skips punctuation	pause student to consider the punctuation.	“What punctuation mark do you see in this sentence? [a comma] What should we do when we see a comma? Reread the passage and show me what to do when you come to a comma.”
does not read with appropriate emotion	pause student to consider the context.	“How does your character feel at this point in the script? How can you match your voice to the emotion?”

Fluency Planning Template

Date:	Group members:
Targeted need: <input type="checkbox"/> Speed <input type="checkbox"/> Phrasing <input type="checkbox"/> Other <input type="checkbox"/> Expression	Group goal:
Text:	
Other materials:	

Lesson Plan

Review (Optional)	Chorally read the passage from your last lesson with this group.	Text
Explicit instruction	Create or remind students of goal, fluency target, or element. Model fluent reading.	Write explicit language here:
Practice	Choral reading of <input type="checkbox"/> Whole passage. <input type="checkbox"/> Individual words. <input type="checkbox"/> Phrases or sentences. <input type="checkbox"/> Script parts.	Write your selection:
Application	Re-reading <input type="checkbox"/> At a whisper <input type="checkbox"/> With partner <input type="checkbox"/> Independent *Don't forget to schedule the performance for Reader's Theater!	Write basic text-dependent follow up question:

Next steps

Who was successful (90% or more correct during practice and application)?	Who needs more application (success at practice, but not during application)?	Who needs more practice (less than 80% correct during practice)?
During independent or partner time, this group should work what focus skill: _____ using what materials: <input type="checkbox"/> Listening to eBooks <input type="checkbox"/> SPORT reading <input type="checkbox"/> Re-reading other texts		