

### Why Model?

When you model reading fluently and expressively, you demonstrate your own interpretation of the character, information, and concepts in a book. Your tone, phrasing, pacing, and mood all help children make sense of the story. Your expressive reading is a scaffold for children's comprehension.

### Why Guide?

When children are reading on their own, you have the perfect opportunity to catch them in the act of reading and coach them on fluent reading behaviors in the moment. You can hear and respond to them by affirming fluent reading behaviors, or, prompt them to change their phrasing, expression, or pace in order to best comprehend what they are reading.

### Why Independent Practice?

Children need an opportunity to apply what they have learned about fluency in their own reading. Reading and rereading lots of books on their own allows them to practice fluent reading behaviors. Reading at an independent level allows for this practice because they don't have to expend mental energy on decoding, so they can concentrate on reading smoothly and with expression.

### In which practices do modeling, guiding, and independence occur?

The chart below shows which practices are best for modeling fluent reading, guiding fluent reading, and providing independent practice to increase fluency. In all practices below, you need to pre-read the text to become aware of the fluency demands (where are places where you may read with certain expression or pace, for example) and practice fluent reading on your own first.

Gradual Release	Instructional Practice	Text Type	Description
Model	Interactive Read Aloud	A high-quality children's book that is above the level in which children can read on their own. Book should include opportunities for teaching and sophisticated vocabulary words.	Demonstrate fluent reading every time you read to children as a way to model for children what fluent reading sounds like (smooth, expressive, appropriate pace and intonation). As you read aloud, occasionally name aspects of fluent reading so children know what you are doing. Be explicit about how your fluent reading is connected to comprehension. For example, point out that reading with a certain pace and intonation is critical for understanding what characters are feeling, or when there is suspense or drama.

Gradual Release	Instructional Practice	Text Type	Description
Guide-High Support	Shared Reading	Short text that is enlarged and posted. In K–1 this is often a nursery rhyme, poem, or another short text that has rhythm. In grades 2 and up, this may be a short article, an excerpt from a book, etc.	<p><b>During shared reading, you are going to demonstrate fluency reading as you read with children.</b> You may begin with a high level of support with echo reading—where children are echoing your fluent reading—and then move to choral reading—where all readers are reading together and you are beginning to read less of the words as children read more.</p> <p>Because text is enlarged and posted, shared reading is a good opportunity to hone in on one teaching point related to fluency by, for example, showing them how we scoop phrases or group words to make meaning. Again, you should plan to make the specific connection between fluency and comprehension by guiding children to read character voices, a repetitive line, sentences with expressive punctuation, or language that sounds scary, or lyrical, or sad. Showing how we read these parts with a certain pace, rhythm, and emotion demonstrates this connection.</p>
Guide-Lower Support	Guided Reading	Instructional-level text: Text children can read with 90–95% accuracy and sufficient comprehension. The text should provide appropriate level of challenge so that children can try out fluent reading behaviors, yet not be too frustrating that children have to spend too much time focused on decoding words.	<p>Guided Reading is a practice in which you are guiding readers as they tackle instructional-level texts. The child is doing the reading, but you may model and prompt fluent reading behaviors while listening in on their reading. You may affirm fluent reading behaviors by saying things like: I notice how you just read that character's voice with so much expression. It helps me to understand how he must be feeling. Or, as you listen to readers read, you can prompt readers to reread with more expression, group words together in phrases, understand how their pace affects meaning, etc.</p>
Guide-Lower Support	Reading Conferences	Independent-level text: Text in which readers can read with 96–100% accuracy and proficient comprehension. These texts allow readers to easily practice reading fluently, as they don't need to focus on decoding words.	<p>As children read independent-level books to you in reading conferences, you may give them feedback on their fluent reading, affirming their fluent reading behaviors. You may also teach an element of fluency that is a specific need and/or what they are ready to learn next. Encouraging rereading of independent-level text, especially for emergent or early readers, helps to further increase fluency. Every time you read it, you read it more fluently.</p>

Gradual Release	Instructional Practice	Text Type	Description
Practice	Independent Work Time	<p>Independent-level text: Text in which readers can read with 96–100% accuracy and proficient comprehension. These texts allow readers to easily practice reading fluently, as they don't need to focus on decoding words.</p>	<p>During Independent Work Time, children should have a large amount of time devoted to high volume, wide reading of high-success texts (independent level). In addition to time spent reading on their own, readers may get additional practice listening to fluent reading during Independent Work Time (at a listening center or partner reading), practicing repeated readings of familiar text, and practicing a bank of sight words that will help them recognize high frequency words quickly and effortlessly.</p>