



My Kids Brain

Fluency Intervention

OVERVIEW

This intervention is designed to help students improve their reading fluency, which is the ability to read accurately, smoothly, and with expression.

PURPOSE

The primary goal of this intervention is to:

1. **Increase reading rate:** Help students read faster and more efficiently.
2. **Improve reading accuracy:** Reduce the number of errors students make while reading.
3. **Enhance reading comprehension:** Strong fluency allows students to focus on understanding the text, rather than decoding individual words.
4. **Build confidence:** Fluent readers are more likely to enjoy reading and feel confident in their abilities.

EDUCATION STANDARDS

1. The specific educational standards that this intervention addresses may vary depending on the state and grade level. However, it typically aligns with the following common core standards:

Foundational Skills

- a. Kindergarten:
 - i. Print Concepts
 - ii. Phonological Awareness
 - iii. Phonics and Word Recognition
 - iv. Fluency
- b. First Grade:

- i. Phonics and Word Recognition
 - ii. Fluency
- 2. This intervention specifically targets the fluency standard, which involves:
 - a. Reading with accuracy and fluency
 - b. Using appropriate phrasing and expression
- 3. By addressing these standards, this intervention can significantly impact students' reading development.

OBJECTIVES

- 1. Students will improve their reading fluency by reading accurately, smoothly, and with expression.

MATERIALS NEEDED

- 1. Leveled reading books
- 2. [Stopwatch or timer](#)
- 3. Reading fluency checklist
- 4. Highlighters or markers

PROCEDURE

- 1. **Warm-up (5 minutes):**
 - a. **Oral Reading:**
 - i. Have students read aloud a short, familiar text.
 - ii. Provide positive reinforcement and corrective feedback.
- 2. **Phonics Skill Instruction (10 minutes):**
 - a. **Fluency Skill Instruction:**
 - i. **Introduce a Fluency Skill:**
 - 1. Introduce a specific fluency skill, such as phrasing, punctuation, or expression.

2. Model the skill using an exaggerated reading of a text.
3. Explain the importance of the skill and how it can improve comprehension.

3. Guided Practice (15 minutes):

a. Paired Reading: Students take turns reading aloud to each other, with one student reading and the other listening and supporting.

- i. Pair students of similar reading levels.
- ii. Have students take turns reading aloud from a leveled text.
- iii. Encourage students to provide feedback and support each other.

b. Choral Reading: a reading technique where students read a text aloud in unison, usually with the guidance of a teacher.

- i. Read a text aloud together as a class or in small groups.
- ii. Focus on reading with expression and proper phrasing.

4. Independent Practice (10 minutes):

a. Timed Reading:

- i. Have students read a leveled text silently for a set amount of time.
- ii. Encourage students to focus on accuracy and speed.
- iii. Use a reading fluency checklist to assess students' performance.

5. Closure (5 minutes):

a. Reflection:

- i. Discuss the importance of fluency and how it impacts comprehension.
- ii. Ask students to share their goals for improving their fluency.
- iii. Encourage students to practice reading at home.

DIFFERENTIATION

1. For advanced learners: Provide more challenging texts and encourage them to focus on reading with expression and intonation.
2. For struggling learners: Provide additional support and guidance, and break down tasks into smaller steps.

Note:

1. Use a variety of texts to expose students to different genres and reading levels.
2. Provide opportunities for students to practice reading aloud regularly.
3. Celebrate students' progress and achievements.

By incorporating these strategies into your fluency instruction, you can help students become more confident and fluent readers.