







Building Fluency in Reading

<p style="text-align: center;">Effective Strategies that Foster Fluency in Reading</p>	 Rainbow Reading; targeted intervention for struggling readers and English Language learners.  Modernised Rainbow Reading, with larger sized books and more pages.  Selections for struggling readers 14 yrs+ reading at 6 – 10 yr rdg level.  ToXic and Totally ToXic; for reluctant readers aged 8 years+ reading at 7 – 10 yr reading level.  Choose a Path; chapter book style with multiple paths and choices.	 <p style="text-align: center;">Reader's Theatre Literacy for all students in groups of mixed ability</p>
<p>Explicit Instruction (actively teaching skills and strategies)</p>	<p>Explicit instruction takes place during the orientation and conference.</p>	<p>Explicit instruction takes place with a group demonstration/practice script and during orientation to each script.</p>
<p>Listening to fluent models</p>	<p>Audio support features clear, fluent models reading at targeted paces (appropriate for age and stage) with no distracting noises. Male and Female voices for Rainbow Reading, New Heights and Selections; Young male for ToXic stories and Choose a Path.</p>	<p>Audio support features clear, fluent models reading at targeted paces with no distracting noises. Male and Female voices.</p>
<p>Reading a variety of different text types</p>	<p>Features fiction and non-fiction titles by many authors, in a variety of genre, on many different topics, in various styles. Choose a Path genre is novel and intriguing.</p>	<p>Features fiction and informational scripts by many authors on a variety of different topics.</p>
<p>Reading texts of high interest</p>	<p>Texts are authentic and deal with topics students are interested in and can relate to. ToXic is especially interesting, humorous and informative for reluctant readers. Selections are of interest to students 14 yrs+.</p>	<p>Scripts are interesting; featuring humour, links to the curriculum and local content.</p>
<p>Texts and tasks are at achievable levels</p>	<p>Texts are professionally levelled and students practise at their instructional reading level. The audio support helps bridge any discrepancies in readability.</p>	<p>Scripts are multi-levelled for mixed ability grouping so students can learn with and from each other. Favoured part is often the easiest. All parts have similar amount to read. Only teacher knows the levels.</p>

Repeated readings	There are many opportunities for supported practice, independent practice, rehearsal and demonstration of reading skills. Choose a Path requires a return to the start to make new choices.	Repeated readings are essential to a polished presentation. Incentive: presenting to an audience.
Supported reading practice	Students can listen to the audio support as often as they choose. Tutor facilitates gradual release to independence.	Audio support in synchronised with text highlighting in digitised SORT.
Responding orally and/or in writing to what they have read	Students discuss what they have read with their teacher during conference time and may respond in writing when completing activities which are meaningful and designed to extend and enrich skills learned while reading.	Students discuss what they are reading with their teacher and each other; especially how a character is feeling and how/why they may have said what they did. Optional writing activities are supplied.
Documented ongoing assessment and monitoring	Assessment sheets, conference notes, progress graphs so students know where they are at, where they are going, what it will feel like when they get there and what they will need to do next.	Teachers' feedback to students and students feedback to self and each other. Fluency Assessment rubric included.
Control, Responsibility and goal setting	Students take control of learning process and responsibility for their learning and success.	Students take control of learning process and responsibility for their learning and success.
Positive performance readings with feedback	Students read, when they are ready, to their teacher during conference time. Teacher and students give feedback to each other to ensure "visibility" of learning and to bridge the gap to the next step.	Students present to an audience once they've had time to practise. Feedback is given by teacher, peers and self.
Developing an awareness of fluency and an ability to monitor it (meta-fluency)	Fluency must be achieved before a student moves to a new book. Self-monitoring and self-management are key features of Rainbow Reading, New Heights, ToXic and Selections.	Students decide when they're ready to present. Assessment rubrics included for more formal monitoring. Students can record and monitor their reading.