**Working with Non-fluent Readers**

Based on info by Dr. Tim Rasinski

Reading Fluency implies:
 a. Automaticity
 b. Expressive (prosodic) reading
 c. Accuracy

There are 2 types of non-fluent readers, and each type suggests a different intervention focus.

**Type 1:** Slow rate (below target)

* High accuracy >90%
* Can read at grade level

Intervention Focus:

* Fluency with connected text (phrase reading) with accuracy > 95%
* Build vocabulary skills
* Teach comprehension strategies
* Work on prosodic features such as emotion, syntax and pacing

**Type 2:** Slow rate (below target)

* Low accuracy < 90%
* Find instructional reading level

Intervention Focus K-3:

* Phonological awareness
* Phonics/Word play with patterns
* Vocabulary instruction (sight words and new vocabulary)
* Direct fluency work (modeling, echo reading, choral reading/singing, repeated readings)
* Teach comprehension skills (using context, reading for meaning)

Intervention Focus 4-7:

* Work on morphology
* Direct fluency work (modeling, echo reading, choral reading/singing, repeated readings)
* Vocabulary instruction (check sight word automaticity, content vocabulary)
* Teach comprehension skills (using context, reading for meaning, etc)

Good material s for reading orally: Reader’s theater, Song lyrics, Poetry, Nursery rhymes, Important speeches (<http://www.americanrhetoric.com/>), and letters from history

For more information on improving fluency by Timothy Rasinski see attached article and also:

<http://teacher.scholastic.com/products/fluencyformula/pdfs/Guided_Fluency_Instruction.pdf>

<http://www.timrasinski.com/> <http://www.timrasinski.com/presentations/from_phonics_to_fluency_ira2010.pdf>