

Fluency Phrases Intervention

The words in FRY INSTANT PHRASES come from Dr. Edward Fry's Instant Word List (High Frequency Words). According to Dr. Fry, the first 300 words in the list represent about 67% of the words students encounter in their reading. Successful readers decode words so that they are said "instantly". This automaticity is essential to comprehension.

What is Fluency? It is **not** just reading quickly. It **is** being able to master the surface level of reading (in order to dive deeper into reading). It **is** comprehension or the bridge to it. **The fact is, many students who have problems with comprehension are having difficulty with fluency.**

Adapted from: Teacher Talks Live Webcast Series: **Tim Rasinski on Fluency**, Jan. 13, 2011

OBJECTIVE

The student(s) will improve oral reading fluency by reading phrases accurately, with expression and at the appropriate speed. (These fluency phrases can be used in whole group, small group or individually with children.)

MATERIALS

1. Fry Fluency Phrase Cards
2. Master list of Fry Fluency Phrases
3. YES and NO header cards (optional)
4. Timer
5. Phrases Correct Per Minute record sheet

PROCEDURE

1. Explain that fluent reading means reading effortlessly and with expression, correct speed and comprehension.
2. Place YES and NO header cards face up on a flat surface (or track correct and incorrect responses).
3. Place the FRY FLUENCY PHRASE cards face down in a stack.
4. Set the timer for one minute, and direct the student to read each card one at a time.
5. Teacher (or partner) places each card below the YES or NO header to signal if the child read it correctly or not. Each word has to be read correctly for this to go into the YES stack. **(You may want to just record on master copy which phrases were incorrectly read rather than using the YES and NO header cards.)**
6. Continue for one minute.
7. Count the cards in the YES stack (phrases read correctly) and record phrases correct per minute on record sheet. Each student should have his/her own Phrases Correct per Minute record sheet.
8. Teacher (or partner) models correct reading of cards in the NO stack.
9. Student rereads each card in NO stack following the model.
10. Student and teacher read the NO stack together.
11. Student follows by reading the NO stack alone.
12. Can repeat this activity if time allows. (It is best to do 3 one-minute reads per session.)

ADAPTATIONS

1. The "teacher" could be a classmate who knows these phrases or a volunteer.
2. You can do this activity without timer and simply practice reading phrases accurately and with expression.
3. You may want to graph total number of words read per minute rather than phrases read.
4. This may be an activity for children to practice at home.