# STEPPING Together

## Fluency Differentiation with Corrective Feedback (K–2)

| If the Student struggles to ... | Then ... |
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| **Read with accuracy** | • Have the student locate and read the known high-frequency words on the page before reading.<br>• Tell the student that something they read wasn't quite right and ask them if they can find it and correct it.<br>• Read the text the way the student did and ask them to identify the error. Then remind them to look closely as they read. |
| **Read with appropriate pacing** | • Once the student controls one-to-one matching, have them remove their pointer finger when reading.<br>• Show the student two words at a time to put together fluently. Then gradually increase the number of words.<br>• Use the eraser of a pencil and slide it under the text. Encourage the student to speed up their reading by telling them to keep up with the eraser.<br>• Model phrasing while reading. Tell the student explicitly what they should be listening for (phrasing, speed, etc.). Then have the student read the same section of text and try to sound like you. |
| **Use appropriate expression and/ or intonation** | • Ask the student to tell you what they are reading about. If they are not comprehending the text, start by making sure they have a literal understanding. Then discuss how the character is feeling. Encourage them to make a connection to that feeling. Next, ask them how someone might sound when they feel that way. Then have the student reread a page or two from the story sounding like the characters.<br>• Point out punctuation and explain how that changes the way you sound when you read. *(If there is a comma, the reader pauses. If there is a question mark, the reader's voice gets a little higher at the end of the sentence. If there is an exclamation point, the reader will sound more excited or have more emotion.)*<br>• Model reading with expression. Tell the student explicitly what they should be listening for (expression, how you pay attention to punctuation, how your voice changes, etc.). Then have the student read the same section of text and try to sound like you. |