Fluency Differentiation with Corrective Feedback, K–2

This resource can be used before reading during the book introduction, during reading as differentiated support, or after reading as a teaching point.

If the student struggles to …	Then …
Read with accuracy	• Have students locate and read known high frequency words on the page before reading. • Tell students that something they read wasn't quite right and ask them if they can find it, correct it, and reread. • 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 automaticity and appropriate pacing	• Once students control one-to-one matching, have them remove their index finger when reading. • Show students two words at a time to put together fluently. Then gradually increase the number of words. • Slide the eraser of a pencil under the text. Encourage students to speed up the reading by telling them to keep up with the eraser. • Model phrasing while reading. Tell students explicitly what they should be listening for (phrasing, speed, etc.). Have students then read the same section of text and try to sound like you (echo or choral read).
Read with appropriate expression and/or intonation (prosody)	• Ask students to explain 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. Then ask them how someone might sound who feels that way. Then have students reread a page or two from the story sounding like the characters. • Point out punctuation and explain how that changes the way you sound when you read. (Ex. *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 sounds more excited or has more emotion.*) • Make a copy of a short piece of text. Have students use text, marking when appropriate. • Model reading with expression. Tell students explicitly what they should be listening for (expression, how you pay attention to punctuation, how your voice changes, etc.). Have students then read the same section of text and try to sound like you (echo read or choral read).