

# Fluency Protocol

The Fluency Protocol consists of five sessions, approximately 20 minutes each. The protocol should be repeated as many times as needed over time as students work to improve fluency.

To implement this protocol with fidelity and in accordance with research on promoting fluency, ALL sessions should be completed in the order provided. The same text should be used throughout the protocol, only switching to a new text when the protocol begins again.

Educators should teach mini-lessons on affixes and syllables before beginning to work with this protocol. An example of each mini-lesson has been provided separately, targeted to grade 6, but can be adapted for different grade levels.

Texts used for fluency practice should be grade-level appropriate using both a readability index and teacher analysis and can be a part of the curriculum or a supplemental selection chosen by the teacher.

## Fluency Protocol session design

Adapted from the Student Achievement Partners (2018) protocol

LENGTH	LEARNING ACTIVITY
<b>Session 1 (total time: 20 minutes)</b>	
<b>3 minutes</b>	<b>Modeling:</b> Passage is read aloud by the teacher to the whole class, with attention to proper pacing, expression, and accuracy. Students will actively listen and follow along with a copy of text in hand. Tell students your goal for them this week is to be able to read the text fluently to someone outside of school.
<b>6 minutes</b>	<b>Echo reading:</b> Teacher reads one sentence at a time, with students then reading the sentence aloud, mirroring the teacher's pacing, expression, and accuracy.
<b>11 minutes</b>	<b>Noting challenging words:</b> On their own paper copy of the text, students circle words that were difficult to read. Have students write the words on sticky notes and put them on the board. The educator reads the words aloud, one at a time, pronouncing carefully, and students repeat the words as they are read. Then the educator reads the words again, providing simple definitions aloud.
<b>Session 2 (total time: 20 minutes)</b>	
<b>3 minutes</b>	<b>Modeling:</b> The same passage from the previous day is read aloud by teacher, with attention to proper pacing, expression, and accuracy. Students will actively listen and follow along in the text.
<b>3 minutes</b>	<b>Choral reading:</b> The teacher and students read the text one time in unison as a whole class.
<b>7 minutes</b>	<b>Independent reading:</b> In pairs, each student reads aloud the text while their partner monitors for pace, accuracy of words and punctuation, and appropriate expression, and then provides feedback. Students should be allowed to struggle with some words, sounding out if needed, but a group partner or the teacher should intervene with guidance at points to avoid student frustration.
<b>7 minutes</b>	<b>Decoding using affixes:</b> Still in pairs, students will work together to determine which words in the passage have a prefix or suffix. Special attention should be paid to the challenging words identified in Session 1. You may need to remind students of the mini-lesson they had on affixes prior to beginning the Fluency Protocol, redefining what a prefix is and what a suffix is. Students should circle prefixes and suffixes throughout the passage to better understand the variety that exists so they can better identify them as chunks that can be easily read.

LENGTH	LEARNING ACTIVITY
<b>Session 3 (total time: 20 minutes)</b>	
<b>3 minutes</b>	<b>Choral reading:</b> The teacher and students read the text one time in unison as a whole class.
<b>7 minutes</b>	<b>Independent reading:</b> In pairs, each student reads aloud the text while their partner monitors for pace, accuracy of words and punctuation, and appropriate expression, and then provides feedback. Students should be allowed to struggle with some words, sounding out if needed, but a group partner or the teacher should intervene with guidance at points to avoid student frustration.
<b>3 minutes</b>	<b>Check for understanding:</b> In pairs, each student will discuss one text-based question to check for understanding of the text that students have been reading.
<b>7 minutes</b>	<p><b>Decoding using syllables and vowel sounds:</b> Still in pairs, using some of the prefix/suffix words identified in Session 2, students should underline each vowel that they believe makes a sound. Remind them of the syllable mini-lesson taught prior to starting the Fluency Protocol, noting that every syllable will always have a vowel sound and that sometimes vowel combinations make a single sound.</p> <p>Ask students to divide the word into syllables. These syllables will also include the prefixes or suffixes. Next, they should read each syllable independently from others. Then, they should blend the syllables together to sound out the whole word. Students should discuss the meaning of the root word and how it changes based on the addition of the prefix or suffix.</p>
<b>Session 4 (total time: 20 minutes)</b>	
<b>3 minutes</b>	<b>Choral reading:</b> The teacher and students read the text one time in unison as a whole class.
<b>7 minutes</b>	<b>Independent reading:</b> In pairs, each student reads aloud the text while their partner monitors for pace, accuracy of words and punctuation, and appropriate expression, and then provides feedback. Students should be allowed to struggle with some words, sounding out if needed, but a group partner or the teacher should intervene with guidance at points to avoid student frustration.
<b>10 minutes</b>	<b>Juicy sentence analysis:</b> Whole class instruction—To help students better comprehend the meaning of the text, help students dig into one juicy sentence in the text, focusing on sentence structure, word choice, and meaning. Follow the <a href="#">Juicy Sentence Guidance</a> .

LENGTH	LEARNING ACTIVITY
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<b>Session 5 (total time: 20 minutes)</b>	
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<b>7 minutes</b>	<b>Independent reading:</b> Explain to students that this is their final practice session with this particular passage. They will be expected to read the text aloud that evening to their chosen audience (e.g., caregiver, sibling, pet, friend) at home. In pairs, each student reads aloud the text while their partner monitors for pace, accuracy of words and punctuation, and appropriate expression, and then provides feedback. Students should be allowed to struggle with some words, sounding out if needed, but a group partner or the teacher should intervene with guidance at points to avoid student frustration. Charge them with reading to someone outside of school.
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<b>13 minutes</b>	<b>Final feedback and reflection for this week:</b> Have students lightly cross through previously troublesome words that are no longer problematic. Next, each student in the pairing should provide oral feedback on overall progress, what step(s) in the protocol seemed most helpful, and what was learned overall about both improving reading and the text itself. (Note: The teacher should post these sentence frames and sample responses in the classroom and read them aloud. Students can reference as needed.)
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**Sentence frames:**

I feel like my reading of this passage (did not improve yet/slightly improved/moderately improved/improved a lot) this week.

I think the thing that helped me the most this week was (hearing the passage read aloud many times/learning how to use prefixes, suffixes, and syllables to figure out hard words/tracking which words got easier for me as I practiced/working in pairs on reading aloud/focusing on one sentence/keeping the goals I set for myself in mind/other, and if so, what?).

One thing I learned from reading about the topic this week is

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