



International Reading Association

A membership organization of literacy professionals

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IRA Insights: Rasinski on Fluency

In this podcast, Timothy Rasinski describes the Fluency Development Lesson, which he developed with Nancy Padak. Below is a more detailed outline of the approach.

The Fluency Development Lesson: Synergistic Fluency Instruction

Timothy Rasinski and Nancy Padak

The Fluency Development Lesson (FDL; Rasinski, Padak, Linek, & Sturtevant, 1994) is an effective approach to teaching reading fluency that includes modeling, assisted reading, repeated reading, performance reading, word study, and home and school involvement. It was recognized by the U.S. National Reading Panel as an effective approach to fluency instruction. The FDL employs relatively short reading passages (poems, rhymes, songs, story segments, or other texts) that students read and reread over a brief period of time. The lesson format follows a routine of the teacher taking responsibility for reading the daily passage and gradually shifting responsibility for the reading to the students.

1. The teacher introduces a new short text to the class and reads it aloud two or three times, while the students follow along silently. The text can be a poem, segment from a basal passage or trade book, etc.
2. The teacher and students discuss the nature and content of the passage as well as the quality of the teacher's reading of the passage.
3. The teacher and students read the passage chorally several times. Antiphonal reading and other variations are used to create variety and maintain engagement.
4. The teacher organizes students into pairs or trios. Each student practices the passage three times while his or her partner listens and provides support and encouragement.
5. Individuals and groups of students perform their reading for the class or other audience (such as another class, a parent visitor, the school principal, or another teacher).
6. The students and their teacher then choose four or five interesting words from the text to add to students' word banks or to the classroom word wall.
7. Students engage in 5 to 10 minutes of word study activities (e.g., word sorts with word bank words, word walls, flash card practice, defining words, word games, etc.).
8. The students take a copy of the passage home to practice with parents and other family members.
9. The following day students read the passage from the previous day to the teacher or a fellow student for accuracy and fluency. Words from the previous day are also read, reread, grouped, and sorted by students and groups of

students. The instructional routine then begins again with step 1, using a new passage.

References and Related Reading

- Rasinski, T.V. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic.
- Rasinski, T.V. (Ed.). (2009). *Essential readings on fluency*. Newark, DE: International Reading Association
- Rasinski, T.V., Padak, N.D., Linek, W.L., & Sturtevant, E. (1994). Effects of fluency development on urban second-grade readers. *Journal of Educational Research*, 87, 158–165.

Download the “Rasinski on Fluency” podcast at www.reading.org