

Oral Reading Fluency Resources

This guide includes three resources that educators can use to support oral fluency development through peer-guided, repeated, or varied practice reading activities. These include a goal setting template, an error correction procedure, and a reflection guide.

Additional Resource

For information on oral fluency practice in the classroom, read the Iowa Reading Research Center blog post [“Repeated Reading with Goal Setting for Reading Fluency: Focusing on Reading Quality Rather Than Reading Speed”](#) by Dr. Leah Zimmerman and Dr. Deborah K. Reed.

Oral Reading Fluency**Goal Setting**

Name: _____ Date: _____

Fluent Readers:

Read at an appropriate rate.	Sound like they are talking when they are reading.	Re-read to correct mistakes.
Make few pronunciation errors.	Make a plan to figure out unknown words.	Do not stop frequently to ask for assistance.

Today's Fluency Goal: I will work to improve my fluency by (circle 1-2 choices)**Reading Strategies**

- Taking my time and reading at a reasonable rate that helps me understand the text.
- Stretching the sounds in unknown words.
- Listening carefully to feedback and focusing on correcting my errors in the next reading
- Asking my partner for help if I cannot identify a word after a couple of tries.
- Using familiar word parts to identify unknown words.
- Re-reading the sentence if I make a mistake or get stuck on a word.

Positive Behaviors

- Remaining on-task for ____% of the lesson.
- Remaining calm and not giving up when I make a pronunciation error.
- Remaining calm and respectful when I receive feedback on my reading.
- Tracking the text with my finger as I read.
- Sitting up straight in my chair with both feet on the floor and my body pointed toward the text.
- Staying focused on my goal and not worrying about other students' goals.

ReflectionToday I (*circle one*) did / did not meet my goal.

I was successful today because I _____

Next time I will work on _____



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Error Correction Procedure

During oral reading fluency practice, you and your partner will work together to acknowledge and correct any errors that are made as you take turns being the “reader” and the “coach.”

Follow these steps after you complete each reading of your text.

1. The coach identifies each word read incorrectly by the reader and models the correct pronunciation.
2. The reader repeats the correct pronunciation of each word.
3. The coach asks the reader to identify any additional difficult words.
4. The pair repeat steps 1 and 2 for any words identified by the reader.

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Reflection Guide

Fluent readers spend time reflecting on their reading **every time** they read aloud. This helps them identify strengths and weaknesses in their fluency, as well as things to improve in the future. After reading, consider the following descriptions of fluent readers. Which of these describe your reading today? Which do you need to work on?

Did I...

Read at an appropriate rate?

- I sounded like I was talking.
- I did not read too fast.
- I did not read too slow.

Make few errors?

- I knew how to pronounce almost all of the words in the passage.
- I did not skip over words.
- I did not ask my partner to say words so that I could repeat them.
- I needed the Error Correction Procedure for no more than a couple of words.

Use helpful reading strategies when I made a mistake?

- I stretched sounds of unknown words.
- I used familiar word parts to identify unknown words.
- I re-read the sentence when I got stuck.
- I asked my partner for help if I could not identify a word after a few tries pronouncing it.

Accept feedback from my partner?

- I listened carefully during the Error Correction Procedure.
- I focused on correcting my errors in the next reading.
- I remained calm and respectful when my partner identified my errors.

Stay calm when I made an error?

- I focused on reading fluently even after I made a mistake.
- I moved on without becoming frustrated.
- I did not give up.

Remain on-task and focused on achieving my fluency goal?

- I stayed on-task for almost the entire lesson.
- I sat up straight with my body pointed toward the text.
- I thought about my goal while I was reading and when I made a mistake.
- I did not worry about anyone else's goal.
- I tracked the text with my finger as I read