Abstract

This qualitative study documented first grade students exploring reading fluency in a variety of meaningful ways over a twelve week period. General education students were instructed in all areas of reading fluency including rate, accuracy, prosody, and comprehension. The teacher used teaching strategies such as direct instruction, repeated readings, interactive learning, strong modeling, and setting high goals. Students also participated in various reading fluency activities with partners including phrase memory, Word Tac Toe, words/phrases/sentences, sentence stars, and punctuation posters. Throughout the study the teacher collected data through observation, interviews, student work, and diagnostic reading assessments. The data from this study suggests that providing varied instruction and practice in all areas of reading fluency can lead to increased fluency performance, the development of social and cooperative skills, increased student engagement, and success in spelling and writing.