

Fluency



Fluency is

- The ability to read a text accurately and quickly

Fluency is important because

- It frees students to understand what they read.

Reading fluency can be developed

- By modeling fluent reading by having students engage in repeated oral reading

Monitoring student progress in reading fluency

- Is useful in evaluating instruction and setting instructional goals
- Can be motivating to students

Fluency strategies:

Student-adult reading. --In student-adult reading, the student reads one-on-one with an adult. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four rereadings.

Echo reading. -- The reading level of the book would be slightly lower than the student's reading level. The student would be seated slightly in front of the adult, with both adult and student holding the book. This allows the projection of the adult's words to be close to the student's ear. They would read together as the adult followed along with her finger. When the student feels comfortable reading, the student would place his finger on the text and begin to read independently. When the student makes an error, the adult places her finger back on the text and they begin reading again together.



Tape-assisted reading. --In tape-assisted reading, students read along in their books as they hear a fluent reader read the book on an audiotape. For tape-assisted reading, you need a book at a student's independent reading level and a tape recording of the book read by a fluent reader. For the first reading, the student should follow along with the tape, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the tape. Reading along with the tape should continue until the student is able to read the book independently, without the support of the tape.

End of the year fluency goals (R-CBM Test):

- Gr. 1 - 59 WPM (words per minute)
- Gr. 2 - 100 WPM (words per minute)
- Gr. 3 - 118 WPM (words per minute)
- Gr. 4 - 131 WPM (words per minute)

- Gr. 5 - 147 WPM (words per minute)
- Gr. 6 - 159 WPM (words per minute)
- Gr. 7 - 157 WPM (words per minute)
- Gr. 8 - 158 WPM (words per minute)