

## Fluency Resources

These resources were compiled to provide educators with essential foundational knowledge to support students' reading fluency. The information is not meant to be comprehensive. For more information, please refer to the references. This document includes an introduction and information about:

- ▶ **Components of fluency**
- ▶ **Fluency across the grade levels**
- ▶ **Reading levels**
- ▶ **Descriptions of activities to practice reading fluently**

### Introduction

In order to become a fluent reader, a student must be an accurate reader. Therefore, the development of fluency depends on strong instruction in phonemic awareness and phonics, many opportunities to listen to a model of fluent reading, and multiple opportunities to practice reading with text at the right level of difficulty. Teachers can use read-alouds, recorded books, peer reading, and discussions to model the elements of expression, intonation, phrasing, and rate.

### Components of Fluency

The **components of fluency** include accuracy, rate, and prosody. Not all students will need instruction focused on building fluency. Use formative assessment to determine which students need fluency building instruction as well as which aspects of fluency are needed. Some struggling readers may need to work primarily on accuracy. Other students may just need to work on prosody while still others will need to work on a combination of accuracy, rate, and prosody.

Fluency Component	Description	Prerequisite	Connection to Comprehension
Accuracy	Ability to recognize or decode words correctly.	<ul style="list-style-type: none"> <li>● Understand the alphabetic principle.</li> <li>● Ability to blend sounds into words.</li> <li>● Knowledge of a large number of high-frequency words.</li> </ul>	If words are misread, then the text will, most likely, be misinterpreted.
Rate	How quickly one reads connected text.	<ul style="list-style-type: none"> <li>● Able to read a great number of words with automaticity.</li> </ul>	Reading too slowly will make it difficult to keep a mental picture of what one is reading.
Prosody	Reading orally with expression, including proper intonation, pausing, and phrasing.	<ul style="list-style-type: none"> <li>● Understand meaningful phrasing and syntax.</li> </ul>	The text may be confusing if words are not grouped correctly or if inappropriate expression is used.

(Honig, Diamond, Gutlohn, 2008)

## Fluency Across the Grade Levels

Here is a snapshot of the type of fluency instruction that typically occurs at each grade level. Students in kindergarten through second grade should have daily opportunities to hear text read out loud in a fluent manner. Beginning readers work on fluency building when teachers provide opportunities to build automaticity with letter sounds and words before working on connected text. First graders should engage in guided repeated oral readings of familiar texts. Although second graders typically show a greater amount of growth in reading fluency, students in grades 2-5 should still have daily practice reading out loud with corrective feedback. As students move to reading more complex text, fluency, along with vocabulary and background knowledge, continues to contribute to reading comprehension.

Type of Instruction	When to Teach Fluency				
	Kindergarten	Grade 1	Grade 2	Grades 3-5	Grade 6 and Above
Letter Naming Fluency	X	X			
Sound–Spelling Fluency	X	X			
Regular Word Reading Automaticity	X	X	X		
Irregular Word Reading Automaticity	X	X	X		
Multisyllabic Word Reading Automaticity			X	X	X
Reading Decodable Text	X	X	X		
Prosody–Phrasing		X	X	X	
Prosody–Expressiveness		X	X	X	
Reading Connected Text (Narrative and Informational)		X	X	X	X
Modeled Fluent Reading	X	X	X	X	X
Independent Silent Reading	X	X	X	X	X

(Honig, Diamond, Gutlohn, 2008)

## Considerations For Fluency Instruction

It's important to match students to appropriate text for fluency instruction and practice. Frequent oral reading practice with teacher feedback should be provided at the student's instructional reading level. Practice reading text at the student's independent reading level is also necessary. As text difficulty increases from independent level to instructional level and finally to frustration level, students require more teacher scaffolding and support to read it accurately.

Description	Setting
Text that students can read <u>independently</u> is relatively easy to read accurately without support.  No more than approximately 1 in 20 words is difficult for the reader.	Students read independently with little or no instructional support.
Text that students still require <u>instruction</u> is challenging but manageable for readers to read accurately with support.  Students should be able to read most of the words and grammatical structures.  No more than approximately 1 in 10 words is difficult for the reader.	Small-group instruction when teachers or a better-able reader provide modeling, scaffolding, and feedback to support all components of fluency (accuracy, rate, prosody).
Text that is frustrating is difficult for readers to read accurately.  More than 1 in 10 words are difficult for the reader.	Teacher models reading the text to the students and facilitates discussion about the text.

## Activities to Practice Reading Fluently

**Echo reading** A more proficient reader reads a sentence or paragraph out loud while a less proficient reader follows along by moving a finger under each word. Then the less proficient reader reads the same sentence or paragraph out loud. During echo reading, it is important that the less proficient reader follows along by looking at and moving a finger under each word as the more proficient reader reads. This is to make sure the student pays attention to the words and not just repeat what is said.

**Choral reading** The same text is read out loud by two or more people at the same time and pace. Students read out loud in unison as a whole class, small group, or in pairs along with the teacher or better-abled reader. The teacher or better-abled reader sets the pace.

**Repeated reading** Students practice reading aloud the same text, typically for one minute, at least three times. Between each reading, the teacher provides corrective feedback on word reading and pace. The goal is for the student to read more words with fewer errors.

**Partner reading** is when pairs of students take turns reading aloud to each other. A better-abled reader is paired with a less-able reader. The pair provide word identification help and feedback to each other.

**Computer-based reading** The student follows along in their text as he reads and hears a recording of a fluent reader read the text. It is important that the text is at the student's independent reading level since there will not be a better-abled reader offering support. After reading with the recording, students may record their own reading of the text.

## References

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