

## WHAT IS FLUENCY?

Fluency refers to reading easily, smoothly, and with expression when reading aloud. When students read fluently, aloud or silently, the reading appears automatic and effortless. Most fluent readers also read with better comprehension.

Poor readers read with less fluency for a variety of reasons. It is possible that they:

- may not have been read to at home
- find the text too difficult
- focus too much on accuracy
- have received instruction with excessive focus on words, sounds, and letters

Reference: Conversations by Regie Routman

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## Improving Fluency

### Model reading for students:

- Explain that reading should “sound like talking.”
- Read with phrasing.
- Read with expression.

### Use easy, familiar book:

- Students cannot be fluent on text that is too hard.
- Give students opportunities to read books multiple times.
- Have students practice reading fluently, using phrasing and expression with a partner.
- Always begin your guided reading groups with familiar reading. This is the time to encourage fluency.

### Stress fluency:

- As soon as students have one-to-one matching under control demand fluent reading.
- Encourage and praise fluency. Don't accept choppy, slow reading. Have students go back and read the story so that it “sounds like talking.”
- Have students practice reading with fluency at home and come back and share.

### Kindergarten Fluency based on SC Indicators:

- Engage in imitative reading at an appropriate rate.
- Read orally from familiar texts at an appropriate rate.

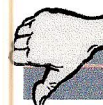
### First Grade Fluency based on SC Indicators:

Read orally from familiar texts at an appropriate rate.

- Read orally from familiar text at an appropriate rate.
- Read grade-level text accurately.
- Read grade-level text with expression.



## Seven Ways to Interfere With Fluency



- **Overloading the child with new things to attend to**  
“The beginning reader has many new things to learn about literacy and a heavy load of new concepts, new ideas, and new language slows the reader down.”
- **Asking the child to “read it fast” when he/she is attempting to coordinate speech with looking at print**  
“Only good observation and good judgment by the teacher will tell her when the child should be encouraged to speed up his responding because his one-to-one matching is secure.”
- **Making sure you emphasize letters, sounds, and words**  
“Over attention to these levels of language will displace the child’s mind, the idea that there are meaningful stretches of language involved.”
- **Interrupting the child’s reading with your teaching**  
So that “it sounds to the child like a string of unlinked words.”  
\*Save your teaching until the child has completed the page or book.
- **Making the child verbalize all the problem-solving and self-instruction**  
“... some teachers believe that such self-instruction will be helpful but again this slows down the processing of information in print.”
- **Increasing the level of difficulty of texts too rapidly, without regard to the child’s behavior**  
“Orchestrating oral reading with efficient processing of information is fluent when it comes together well and occurs on material that is just challenging enough. To achieve smooth integration of all the processing activities, the teacher will sometimes need to drop the difficulty level of text until things are working well.”
- **Making the child read very controlled texts with abbreviated samples of language**  
“If all he has to work on are restricted texts, and restricted texts are made up of limited vocabulary, they are not necessarily easy texts.”

Reference: Reading Recovery Guidebook, M. Clay and Becoming Literate, M. Clay

# Making Connections

- Relate what I am reading to
  - My own experiences (text-to-self)
  - Other texts I have read (text-to-text)
  - My knowledge of the world around me (text-to-world)

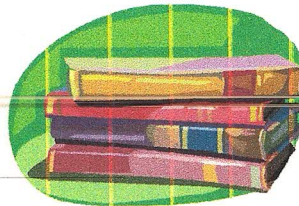
## Thinking Starters:

This reminds me of...

I have a connection...

What happened is just like...

The character is like...



# Visualize

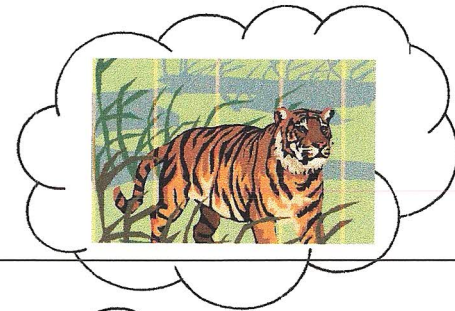
- Make pictures in your mind of what you are reading.

## Thinking Starters:

I visualized...

I have a picture in my mind of...

I see..



# Evaluate



## Ask yourself:

- Do I like what I have read?
- Do I agree or disagree with it?
- Am I learning what I wanted to know?
- How good a job has the author done?

## Thinking Starters:

I like...

I don't like...

I wish the author...

I think the author...

# Summarize

- Think about the main ideas or the important parts of the story.
- Tell the important things in your own words.

## Thinking Starters:

**(Fiction)**      The story is about...  
                      What happened is...

**(Non Fiction)** I learned that...  
                      The main idea is...

First, the wolf blew down the straw house. Next, he blew down the stick house. Then, he...



# Question

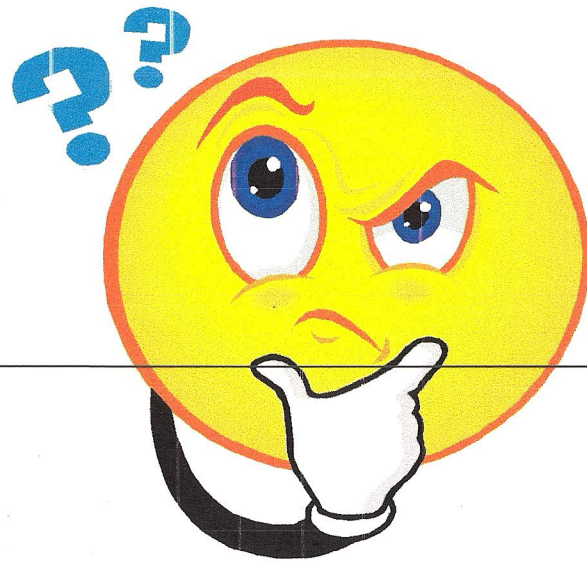
- Ask yourself questions as you read.

## Thinking Starters:

I wonder...

Why...

How come...



# Phonics/Decoding

- Look carefully at the word
- Look for chunks you know
- Sound it out
- Make sure it makes sense

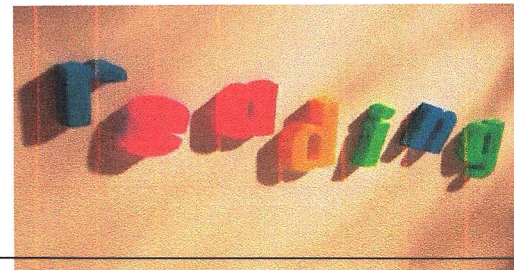
## Thinking Starters:

I recognize...

This part sounds like...

This part is...

It could be...



# Monitor/Clarify

- Ask yourself if what you are reading makes sense.
- If you don't understand something, reread, read ahead, or use the illustrations.

## Thinking Starters:

**Monitor** - I'm confused about...  
I don't understand...  
What doesn't make sense is...

**Clarify** - It could be...  
Maybe...  
Oh, I see...



I didn't understand that part. I am going to read it again and think about it.

# Predict

- Think about the title, the illustrations, and what you have read so far.
- Tell what you think will happen or what you will learn.

**Thinking Starters:** I predict...

What I think will happen next is...

