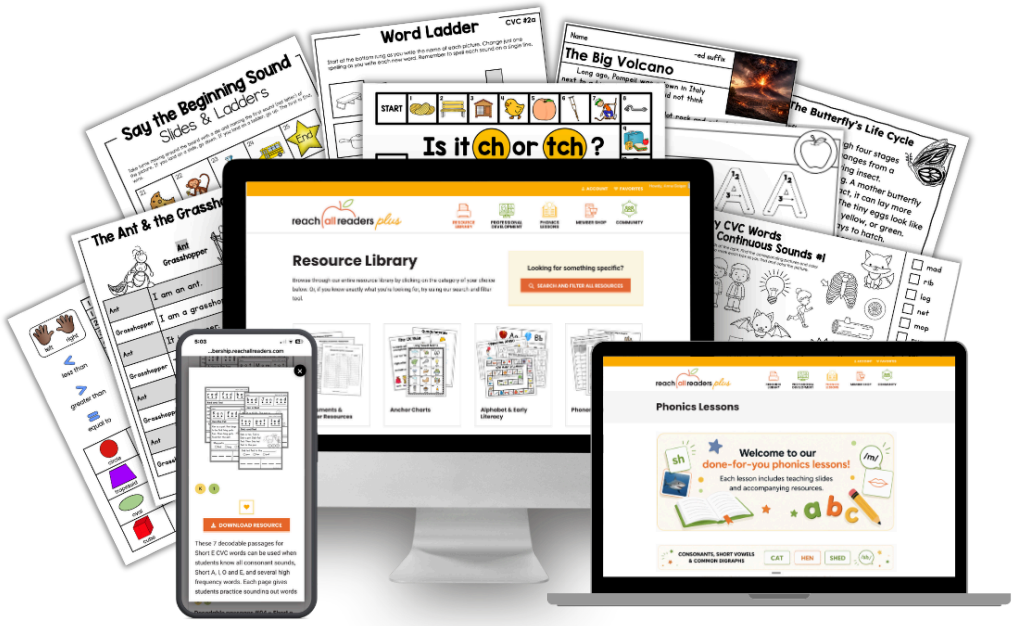
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Fluency Fast Facts

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Fluency
Fast Facts

› INTRODUCTION

Fluency is reading that is reasonably accurate, at an appropriate rate, with suitable expression.

The three components of fluency are accuracy, rate, and prosody. **Accuracy** refers to reading words accurately. **Rate** refers to the speed of reading and is measured in WCPM (words correct per minute). **Prosody** refers to reading with expression.

› WHY TEACH FLUENCY?

Fluency is the bridge between word recognition and comprehension.

If students are not automatic at word recognition, they must use their cognitive energy to decode. As a result, they pay less attention to understanding what they read.

› RESEARCH SUMMARY

- Automaticity is a prerequisite for good reading comprehension.
- Fluency takes time. Children must build their reading brains by decoding words until they've orthographically mapped them.
- Oral Reading Fluency (ORF) is an assessment tool that measures accuracy and rate. These measures combined help teachers know how their students are doing with automaticity in word reading.
- Repeated reading with feedback is an excellent way to improve reading fluency.
- Giving students oral reading practice with phrase-cued text, in which phrase boundaries are marked with lines or slash marks, can positively affect reading proficiency.
- Echo reading and choral reading are both ways to improve reading fluency.
- Reader's Theater builds fluency by giving struggling readers a model of fluent reading, offering many opportunities for re-reading, and allowing for feedback from peers and the teacher.
- Sustained silent reading has not been shown to improve reading fluency.

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› IMPLICATIONS FOR INSTRUCTION

- When beginners "read" leveled, predictable books by memorizing the pattern and using pictures to identify words, they sound fluent. But this is only fake fluency.

  Instead, beginners should read decodable books so they practice connecting letters to sounds and create new circuits in the brain.

- Students should develop fluency at the letter, word, and text level.

- Use echo and choral reading to support the reading of complex text.

- Instead of giving students long periods of silent independent reading, use partner reading to give them oral reading practice.

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