

Fluency

Things to remember

Fluency is the ability to read quickly and accurately.

The reading choice should be the independent level which means they can miss about every 1 in 20 words.

The reading choice should be short. A student can just practice one part if it's too long.

A reader is fluent at something when they sound like they are talking.

A reader usually has to read something 3-4 times to be fluent.

Before Reading

Talk about the purpose of the reading (accuracy and speed).

Ask what they have been doing to practice (reading to themselves, a friend, other adults).

Remind them they should skip a word if they are stuck.

During Reading

Use the following checklist to help you remember what to look for:

___ chunking words	___ slowing to figure out words	___ stopping a lot to figure out words (Book is too hard to practice fluency. Stop and help them find a better book.)
___ sounds like talking	___ losing track of words/lines	
___ expression (means they are paying attention to punctuation)		

After Reading:

Use the following to give the student a compliment and a goal for next time:

Compliment	Goals For Next Time
I heard expression when you said _____.	Remember, good readers look at the punctuation question marks, exclamation points to tell them how to read it.
I noticed you said _____ smoothly instead of word by word	Let's mark some groups of words with a post it note so you can practice saying them faster.
When you read _____ you sounded like you were talking	Read this _____ more times and I'll listen again.

End of year fluency goals using unpracticed grade level text:

Grade	1	2	3	4	5	6
Correct Words Per Minute (WPM)	50-65	90-100	110-120	115-125	125-135	145-155

Quick Check of Reading Speed

- Student reads for 1 minute
- Adult makes mark on paper for each correct word
- # of marks = words per minute

Figuring Out Unknown Words

Good readers use a combination of strategies to figure out unknown words. Fluent readers use these strategies rapidly and effortlessly which allows them to focus on thinking about what they are reading.

To become fluent, readers practice these strategies using an instructional level book which means they can miss about 1 out of every 10 words.

Clues to help a reader figure out an unknown word are described in 3 ways:

Clue	What the reader should think	How to help
Graphophonic	What does the word look like? What sounds do the letters make?	You could try sounding it out. You guessed ____ does the word on the page end with a __ sound?
Syntactic	What word would sound right?	Try a word that sounds right. You guessed _____. Does that sound right?
Semantic	What word would make sense?	Try a word that would make sense. You guessed _____. Does that word make sense?

When a they come to a word they don't know, you can help a reader choose one or more of the following:

1. Sound it out
2. Guess and go on
3. Think of a word that makes sense
4. Go back and reread
5. Use the words around it
6. Skip the word and keep going
7. Skip the word and keep going
8. Look it up in a dictionary

In the following example, a reader tries to figure out the underlined word:

When I opened my eyes under the water, it was very blurry so I couldn't see.

The student guesses the word "beautiful".

Adult: Does that sound right?

Student: Yes

Adult: Does it look like the word "beautiful"?

Student: Yes

Adult: What sound do you hear in the middle?

Student: /t/

Adult: Do you see the letter that makes that sound?

Student: No

Adult: You read "So I couldn't see." Does it make sense they knew it was beautiful if they couldn't see?

Student: No

Adult: Go ahead and try another word.

Frustration

A frustrated student will not be excited about reading so it's okay to tell the student the correct word if you see this happening.