

Fluency is ...

...automatic word recognition and prosodic, expressive reading. Fluent readers direct attention toward text meaning rather than word decoding and are able to read aloud with speed, accuracy, and proper expression while comprehending the text.

Skills to develop:

Kindergarten

- Blend and segment words orally quickly and accurately.
- Say letter names and sounds quickly (within 3 seconds) and accurately.
- Read sight words quickly (within 3 seconds) and accurately.

First Grade

- Read sight words quickly (within 3 seconds) and accurately.
- Blend words quickly (within 3 seconds) when reading.
- Read connected text quickly (60 words per minute [wpm]) and accurately (90 percent or more of words correct).
- Attend to punctuation.
- Read with appropriate expression, inflection, and intonation.

Second Grade

- Blend words quickly (within 3 seconds) when reading.
- Read connected text quickly (90 wpm) and accurately (90 percent or more of words correct).
- Attend to punctuation.
- Read with appropriate expression, inflection, and intonation.
- Read text in a variety of contexts and genres.

Third Grade

- Blend words quickly (within 3 seconds) when reading.
- Read connected text quickly (120 wpm; Spanish: 70 wpm on Tejas LEE) and accurately (90 percent or more of words correct).
- Attend to punctuation.
- Read with appropriate expression, inflection, and intonation.
- Read text in a variety of contexts and genres.

Effective strategies and grouping formats

All Grouping Formats

- **Repeated reading:** Students practice rereading letters, letter sounds, words, phrases, and/or connected text to increase oral reading fluency.

Whole Group and Teacher-led Small Group

- **Model fluent reading:** Teacher reads text aloud accurately and with prosody, modeling proper oral reading fluency.
- **Choral reading:** Teacher reads text aloud accurately and with prosody, and students read along. Students should choral read in smaller subsets within whole group.
- **Echo reading:** Teacher reads text aloud accurately and with prosody; students repeat the same text. Students should echo read in smaller subsets within whole group. Teacher should adequately “chunk” text in phrases, sentences, or short paragraphs, depending on the skill level of the students.

Whole Group, Small Group, and Partners/Pairs

- **Phrase reading fluency:** Students practice reading phrases from sentence strips, flashcard strips, or connected text. Students should read these phrases quickly, accurately, and with proper prosody.

Small Group and Partners/Pairs

- **Letter name/sound fluency:** Students time each other as they name the letters or the sounds of the letters quickly and accurately.
- **Word reading fluency:** Students time each other as they read words in a list or from a word wall or flashcards. Students should read these words quickly and accurately.

Partners/Pairs

- **Partner reading:** Students practice reading connected text with a reader who is not at the same level of reading fluency. Students practice the text several times to increase fluency.