



**K-3 Literacy Pilot: MoMEntum  
Common Professional  
Learning #10 Webinar**

**Fluency:  
A K-3 Literacy Essential**

# Learning Intentions

**Educators will:**

**discuss the importance of fluency.**

**develop a common understanding of the four components of fluency:**

- Automaticity
- Rate
- Accuracy
- Prosody

**discuss essentials for building fluency.**

# Fluency

**Reading fluency is the ability to read words quickly with accuracy and expression.**

**Reading fluency serves as a bridge between word recognition and text comprehension.**



# Fluency

## Four components of reading fluency:

- **Automaticity** – the ability to read words quickly.
- **Rate** – the speed at which the text is read.
- **Accuracy** – the ability to read words accurately.
- **Prosody** – the appropriate use of intonation, phrasing and expression.

# Automaticity

**Automaticity refers to any behavior that can be performed easily with little attention, effort, or conscious awareness.**

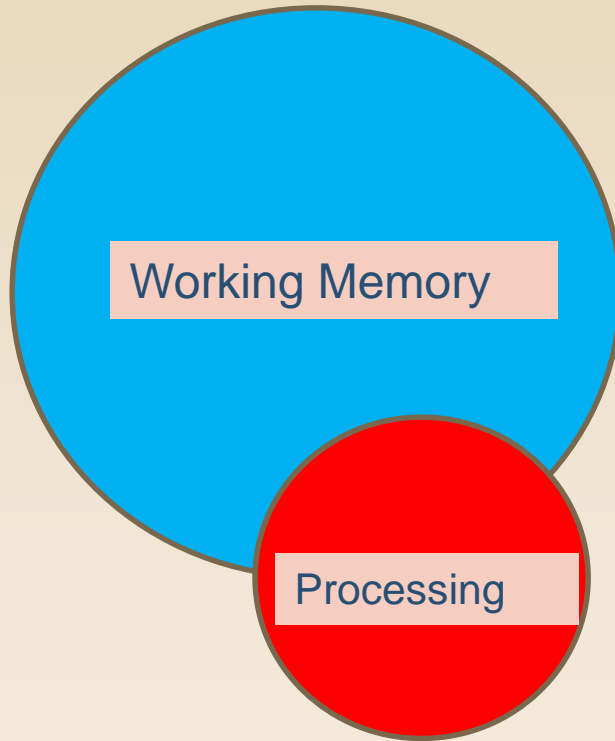
**The amount of working memory people have is finite.**

# Automaticity

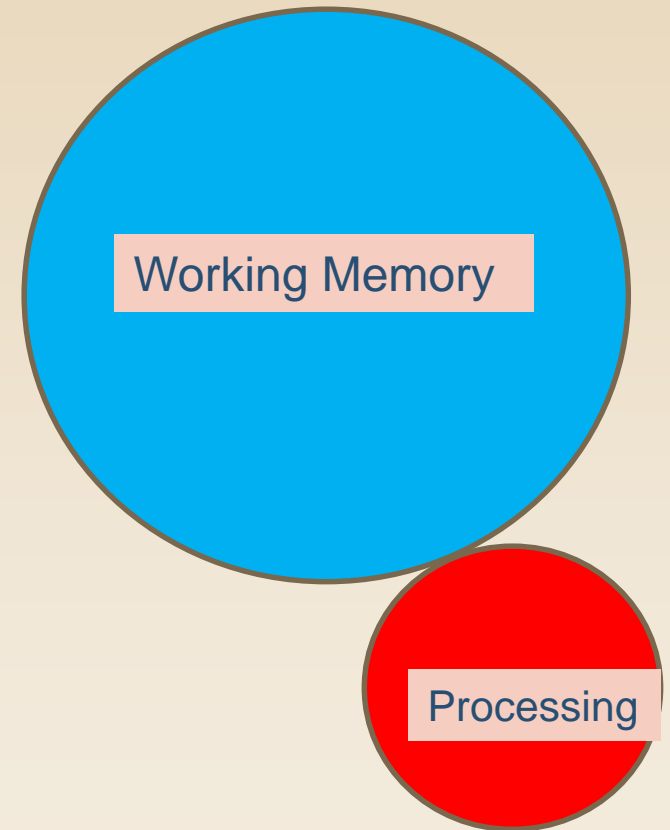
Two primary processes readers face are decoding and comprehending. Since, comprehending requires higher- level processing, decoding is the skill which needs to become automatic.

# Automaticity

Dysfluent Reader



Fluent Reader



# Automaticity

Automaticity in reading should occur at two levels:

- Word Level – quick and effortless recognition of words.
- Text Level – fluid rate of reading connected text.

It is important for teachers to maintain an instructional focus on meaning while attending to the need of automaticity.



# Rate & Accuracy

**“ Reading fluency is the ability to read quickly and accurately, with appropriate and meaningful expression.” (Rasinski, 2003)**

**Rate is the speed at which the learner reads.**

**Accuracy refers to the ability to read the words correctly.**

# Prosody

Prosody includes using proper phrasing (pauses), expression, (considering intonation– pitch, stress and juncture), and attention to syntax (or word order).

# Fluency

**Students fluent in oral reading, must also be fluent in silent reading.**

**Slow, inefficient and disfluent reading should be taken seriously.**

**For students to develop fluency with reading and writing, they must perform the fore mentioned skills accurately, quickly, and effortlessly. Once accurate and automatic, fluency develops through plentiful opportunities for practice in which the task can be performed with a high rate of success.**

# Fluency Instruction

Research has shown that teachers can effectively teach fluency. Chard and Pikulski (2005) offer nine steps for building fluency:

- Develop orthographic/phonological foundations (i.e. phonemic awareness, letter knowledge, and phonics).
- Effectively teach high-frequency words and provide adequate practice.
- Teach common word-parts and spelling patterns.
- Effectively teach decoding skills and provide adequate practice.
- Increase vocabulary and oral language skills.
- Provide students with appropriate texts to assist in building fluent reading.
- Use *guided* oral repeated reading strategies for struggling readers.
- Support, guide, and encourage wide reading.
- Implement appropriate screening and progress monitoring assessments.

# Fluency in Action

## Effective Literacy Practices - Phrasing in Fluent Reading

### 2<sup>nd</sup> grade fluency

# Essentials for Building Fluency

**Teachers should:**

**Assess learner performance to determine whether fluency building is an appropriate objective.**

**Set appropriate fluency goals.**

**Select and sequence text to enhance oral reading fluency.**

**Assess fluency growth over time.**

# Essentials for Building Fluency

**Teachers must also:**

**Select and deliver instructional strategies to promote automaticity and fluency in letter sounds, irregular words, and passage reading (and writing).**

**Select appropriate instructional tasks (i.e. letter sounds students can produce accurately, but not fluently, in both reading writing).**

**Schedule sufficient practice (multiple opportunities per day).**

# Essentials for Building Fluency

In reading, teachers can select and sequence texts to support fluency development by:

- Systematically increasing the rate of response (i.e. repeated reading using appropriately leveled texts-95% accuracy or better), and by
- Selecting texts in which there is overlap in words (i.e. words show up multiple times in different texts).



# Essentials for Building Fluency

In writing, teachers can provide many opportunities for repeated practice after giving:

- Direct instruction in letter formation (letter-sound level), and
- Direct instruction in spelling (word level),
- Repeated, guided opportunities for students to write, revise, and edit during writers' workshop.

# Cautions and Considerations

**Not all students will require intense direct instruction in fluency. Many students will develop fluency with repeated reading activities, either whole group or during small group differentiated instruction.**

**A student's lack of fluency development may be an indication that more work is needed with phonemic awareness, and/or phonics.**

**Some students may have acquired phonemic awareness and phonics skills but struggle with fluency due to the rate they can process written language.**

# Success Criteria

**I will know I am successful if I can:**

**discuss the importance of fluency.**

**develop a common understanding of the four components of fluency:**

- Automaticity
- Rate
- Accuracy
- Prosody

**discuss essentials for building fluency.**

# Completing the Survey

Copy and paste the link to the survey into a browser window.

Complete the survey.

<https://www.surveymonkey.com/r/Webinar10Fluency>

A certificate of one contact hour will be issued by your literacy coach.