



FLUENCY

WHAT IS IT AND WHY IS IT IMPORTANT?

FLUENCY IS RATE, ACCURACY AND EXPRESSION.

IT IS DEFINED AS FREEDOM FROM WORD-IDENTIFICATION PROBLEMS THAT MIGHT HINDER COMPREHENSION IN SILENT READING OR THE EXPRESSION OF IDEAS IN ORAL READING; AUTOMATICITY (HARRIS & HODGES, 1995).

- **FLUENCY** IS A COMBINATION OF READING SPEED AND ACCURACY.
- FLUENT READERS ARE BETTER ABLE TO UNDERSTAND THE TEXT, AND IMPROVE THEIR ABILITY TO INTERPRET THE TEXT AND MAKE CONNECTIONS AMONG THE IDEAS IN THE TEXT.
- NON-FLUENT READERS MUST FOCUS ATTENTION ON DECODING INDIVIDUAL WORDS, LEAVING LITTLE ATTENTION FREE FOR COMPREHENSION.

THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR ENGLISH LANGUAGE ARTS AND READING, TEKS, ADDRESS FLUENCY IN:
READING/FLUENCY 3.6 A-E:

GRADE LEVEL EXPECTATIONS

1ST GRADE— 60 CORRECT WORDS PER MINUTE
2ND GRADE— 90 CORRECT WORDS PER MINUTE
3RD GRADE— 120 CORRECT WORDS PER MINUTE
4TH GRADE— 135 CORRECT WORDS PER MINUTE
5TH GRADE— 150 CORRECT WORDS PER MINUTE

FREQUENTLY ASKED QUESTIONS

Q: HOW IS MY CHILD'S READING FLUENCY ASSESSED?

A: CLASSROOM TEACHERS ADMINISTER A RUNNING RECORD. THIS IS A TEXT THAT THE CHILD WILL READ OUT-LOUD FOR THE TEACHER. THE TEACHER WILL TIME THE ORAL READING AS WELL AS MONITOR FOR ERRORS OF WORDS AND ASK COMPREHENSION QUESTIONS.

Q: WHEN IS MY CHILD'S READING FLUENCY ASSESSED?

THE CLASSROOM TEACHER IS CONSISTENTLY WORKING ON FLUENCY GROWTH AS WELL AS OBSERVING FOR FLUENCY PROGRESS. THERE ARE HOWEVER, THREE ASSESSMENT TIMES DURING THE SCHOOL YEAR WHEN FLUENCY IS FORMALLY ASSESSED BY ADMINISTERING A RUNNING RECORD.

Q: WILL FLUENCY BE SOMETHING THAT MY CHILD'S CLASSROOM TEACHER WORKS ON ?

YES, YOUR CHILD'S TEACHER WILL USE A VARIETY OF STRATEGIES TO SUPPORT FLUENCY GROWTH. THIS COULD RANGE FROM TEACHER TABLE ACTIVITIES, TO COMPUTER ACTIVITIES TO STATION WORK.

Q: ARE THERE FLUENCY GUIDELINES SPECIFIC TO EACH GRADE LEVEL?

A: YES, 1ST GRADE THROUGH 5TH GRADE HAVE END OF YEAR FLUENCY EXPECTATIONS. PLEASE SEE **GRADE LEVEL EXPECTATIONS** FOR A COMPLETE LIST.

FREQUENTLY ASKED QUESTIONS

Q: IS THERE ANYTHING THAT I CAN DO AT HOME TO HELP MY CHILD DEVELOP HIS/HER FLUENCY?

A: YES, THERE ARE A VARIETY OF ACTIVITIES THAT YOU CAN DO AT HOME TO HELP YOUR CHILD INCREASE READING FLUENCY. PLEASE SEE THE **THINGS YOU CAN DO AT HOME** SECTION OF THIS FLYER FOR A COMPLETE LIST! REMEMBER, WE ARE A TEAM: HOME + SCHOOL = SUCCESS!

Q: ARE THESE EXPECTATIONS NEW AND IF SO, WHY DID THEY CHANGE?

A: THE STATE OF TEXAS HAS CONDUCTED FURTHER RESEARCH ON FLUENCY RATES. BASED ON STUDY FINDINGS, THE STATE HAS INCREASED THE MINIMUM FLUENCY RATE REQUIRED FOR READING . THE MORE FLUENT A READER IS, THE BETTER HE/SHE WILL BE ABLE TO UNDERSTAND COMPLEX INFORMATION. LAST YEAR A FIFTH GRADE STUDENT NEEDED TO BE READING 100 CORRECT WORDS PER MINUTES AT THE END OF THE YEAR. THIS YEAR THE MINIMUM HAS BEEN RAISED TO 150 CORRECT WORDS PER MINUTE. DURING THIS TRANSITION TIME, YOU MAY SEE A TEMPORARY DECLINE IN YOUR CHILD'S INDEPENDENT READING LEVEL. BE ASSURED THAT FLUENCY IS A STRONG COMPONENT OF OUR BALANCED READING PROGRAM AND HAVE SET IN PLACE MANY STRATEGIES TO HELP YOUR CHILD IMPROVE HIS/HER FLUENCY.

THINGS YOU CAN DO AT HOME

BOOKS USED TO PRACTICE FLUENCY SKILLS SHOULD BE EASY FOR YOUR CHILD TO READ.

- READ AT HOME ON A REGULAR BASIS, (MON-THURS). YOUR CHILD'S TEACHER CAN PROVIDE THE INDEPENDENT LEVEL ALONG WITH A RESOURCE LIST FOR BOOKS.
- CHECK OUT THE FLUENCY ACTIVITIES AT THE WEBSITE WWW.FCRR.ORG
- PRACTICE SIGHT WORDS, (WORDS THAT DON'T FOLLOW PHONETIC RULES SUCH AS: THERE, THEIR, WOULD, BECAUSE.) PLAY "MEMORY" WITH THESE WORD CARDS OR , HAVE YOUR CHILD MAKE THE WORDS WITH PLASTIC LETTERS.
- DO A QUICK-WRITE. ASK YOUR CHILD TO WRITE WORDS THAT HE OR SHE CAN SPELL AND READ CORRECTLY . AFTER ONE MINUTE, COUNT THE WORDS AND HAVE YOUR CHILD READ THEM TO YOU. SET A GOAL FOR IMPROVEMENT.
- CHOOSE A STORY FOR THE WEEK. TIME A ONE MINUTE SAMPLE, COUNT THE NUMBER OF WORDS READ CORRECTLY IN THAT ONE MINUTE SAMPLE. HELP YOUR CHILD SET A REALISTIC GOAL, (2-3 WORDS) TO IMPROVE . START AT THE SAME POINT THE NEXT DAY AND TIME FOR ONE MINUTE AGAIN. REPEAT EVERY FEW DAYS. ACKNOWLEDGE IMPROVEMENT.
- READ-A-LOUD TO YOUR CHILD AND MODEL FLUENT AND EXPRESSIVE READING FOR YOUR CHILD.
- TAPE RECORD YOUR CHILD'S READING OF A STORY, PLAY IT BACK AND DISCUSS HOW IT SOUNDS.
- REREAD, REREAD, REREAD TEXT.
- READER'S THEATER, SEE WWW.ARRONSHEP.COM
- SEE YOUR CHILD'S TEACHER FOR MORE SPECIFIC GRADE LEVEL ACTIVITIES AND INFORMATION.