OVERVIEW

Fluency is reading quickly and accurately with comprehension and appropriate expression. This guide shares four key components of fluency and briefly summarizes over 25 of the major ways fluency can be taught and practiced in a variety of instructional settings (whole group, small group, partner, and individual). Keep this guide handy to help you teach and evaluate the four key components of fluency: comprehension, accuracy, speed, and expression. For more in-depth information about fluency activities and step-by-step teaching suggestions for fluency strategies, please refer to Johns, J. L., & Berglund, R. L. (2010), Fluency: Differentiated Interventions and Progress-Monitoring Assessments (4th ed.).

DEFINITION OF FLUENCY: FOUR KEY COMPONENTS

Comprehension of text is the ultimate goal of reading instruction. A reader can focus primarily on comprehension when reading is accurate, well-paced, and expressive. Thus, effective fluency instruction includes activities that focus on each of these four aspects, separately and in combination with each other.

Accuracy means that the student recognizes most words automatically. For recreational reading, accuracy should be at least 99%; for instructional purposes, accuracy should be at least 95%.

Speed, or reading rate, is generally measured in words per minute (WPM) or words correct per minute (WCPM). Maintaining a smooth, conversational pace contributes to good comprehension of the text.

Expression includes phrasing, tone, and pitch. Appropriate phrasing, attention to punctuation, expressive reading of dialogue, and emphasis of key words/ideas are indications that the student is constructing an accurate interpretation of the material.
### WHOLE GROUP STRATEGIES

**Antiphonal Reading**

This strategy is an adaptation of choral reading. Students are divided into groups and read an assigned part in unison or take turns as cued by the placement of text on the page. [p. 63]

**Book Bits**

Combines fluency practice with prediction. Prior to reading the entire selection, students read short excerpts and predict the rest of the content of the selection. Students also listen to other students read their excerpts and then refine their predictions. [p. 126]

**Choral Reading**

Involves students reading text in unison, helping to build confidence and extend their enjoyment of reading. [p. 61]

**Echo Reading**

Involves modeling fluent reading for students, encouraging them to reread or echo the model, providing support as needed. [p. 60]

**Fluency Development Lesson**

Designed to be used four times per week; it involves extensive teacher modeling and guided practice of fluent reading. [p. 68]

**Guess the Emotion**

Provides students with an opportunity to read short sentences using their voices to convey a feeling. Classmates guess the emotion being conveyed. [p. 102]

**Just Joking**

Has students practice and use jokes to enhance enjoyment from an audience. [p. 106]

**Klassroom Karaoke**

Enables students to build reading fluency through music. Students sing songs while reading the lyrics from compact discs with graphics. [p. 97]

**Oral Recitation Lesson**

Is a structured process involving both direct and indirect instruction using narrative text. It includes a focus on story elements and the modeling of effective oral reading, choral reading, and independent reading. [p. 22]

**Phrase Boundaries**

Involves clustering reading into appropriate phrases, modeling appropriate phrasing, giving students guided practice in phrasing, and then moving toward independent practice in using proper phrasing. [p. 67]

**Radio Reading**

Provides an opportunity for students to model fluent reading by communicating a message to their peers like a news announcer. [p. 129]

**Read and Relax**

Increases the number of words read and students’ engagement as students self-select easy material (99% accuracy) to read silently. The teacher models and monitors selection of reading materials. [p. 114]

**Readers Theater**

Improves oral fluency as two or more readers repeatedly practice a text in order to present it aloud, expressively and dramatically. [p. 109]

**Say It Like the Character**

Helps students learn to make inferences as they become more fluent readers. Students read aloud using the intonation and expression they believe the character in the story might use when speaking. [p. 100]

**Shared Book Experience**

Provides an opportunity for a group of students to listen to and reread stories, rhymes, songs, and poems in an enjoyable manner with teacher modeling and support. [p. 58]

**Super Signals**

Helps students look for and understand typographic signals, such as exclamation marks, that convey the author’s message. [p. 65]

**Sustained Silent Reading**

Encourages students to practice reading self-selected materials for a designated length of time in the school day. [p. 117]