

# FLUENCY

## At a Glance



### What is fluency?

Fluency is the ability to read text with sufficient speed and accuracy to support comprehension. Because of the close relationship between fluency and reading comprehension, students who are disfluent readers may have difficulty getting the meaning of what they read. Therefore, instruction to increase reading fluency of connected text (multiple sentences related to each other rather than isolated word reading; decodable text instead of a word list) is critical to both reading comprehension and future reading success and ease.

### Recommendations for the Classroom

- Ensure students read connected text (sentences, paragraphs, literary and informational texts in addition to words in isolation) every day to support reading accuracy, fluency and comprehension.
- Have students repeatedly read texts featuring words that contain learned sound spelling patterns to build automaticity.
- Model expression and phrasing in fluent reading.
- Introduce, explain and model how to read while adhering to punctuation.
- When students encounter words they find difficult to read, avoid giving hints that may encourage guessing. Instead, prompt students to apply explicitly taught word-reading strategies.
- Model and teach students to self-monitor and self-correct errors to ensure what they are reading makes sense.
- Provide opportunities for repeated reading, partner reading, choral reading, echo reading and alternated reading in connected texts with immediate feedback.

*Evidence of these instructional practices should be present in High-Quality Instructional Resources (HQIRs). When gaps are identified, supplement to ensure all recommendations are carried out.*

### Alignment to the Kentucky Academic Standards for Reading and Writing

Fluency is found in the K-5 Kentucky Academic Standards for Reading and Writing in the Reading Foundational (RF) Skills strand. Because fluency is not taught in isolation, grade level standards must be met through intentional scaffolding. To meet this expectation, students must read widely and deeply from a broad range of high-quality, complex literary and informational texts and non-print texts. Students must develop the habit of reading closely, and teachers must provide them with guidance and direction using text-dependent questions that will lead to both explicit and inferential understandings all while providing feedback on fluency.

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