

Fluency Pillar - Jessica Espinosa

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<https://youtu.be/IB9UL8JFoaE?si=EMjKEOhVKEJ3Py0v>

Narrator: According to the National Reading Panel, fluency is the ability to read text with accuracy, appropriate rate, and good expression. When readers are fluent, they can focus their attention on comprehending text instead of concentrating on decoding individual words. Explicit fluency instruction, incorporate strategies such as teacher modeling, choral reading, echo reading, and partner reading, and should provide opportunities for students to read aloud while receiving guidance and correction. These are called signals.

Teacher: When your parents drive, do they have stop signs? Red lights, green lights, they tell them what to do, right? Our text signals. Text means what we're reading. Tell us what to do. But look at your text signals. We just went over this. What does the exclamation point say?

Students: Read with excitement.

Teacher: Read with excitement! So, let's read that. Stew's ready!

Students: Stew's Ready!

Teacher: Good job.

Narrator: Although fluency includes a focus on reading rate, it's not just about the speed at which students can read a text. Fluency instructions should include opportunities for students to increase their reading rate and accuracy while learning how to read text with appropriate expression. When students are directed to pay attention to text signals such as punctuation, quotations, and phrasing, their increased fluency helps convey the appropriate meaning of a text.

Teacher: All right, listen to me and then you'll, when I tell you to repeat. Repeat. Okay. So I go. Then you go. All right. Something smells good.

Students: Something smells good.

Teacher: What's cooking?

Students: What's cooking?

Teacher: Jim's grandma told him they would have beef stew for dinner.

Students: Jim's grandma told him they would have beef stew for dinner.

Teacher: I love beef stew.

Students: I love beef stew.

Narrator: Said Jim

Students: said, Jim,

Teacher: I can't wait to eat!

Students: I can't wait to eat!

Teacher: Why did we get a little excited there?

Students: Because of the exclamation point.

Teacher: Because of the exclamation point! Commas are so important. Exclamation points are so important. Periods, question marks, quotation marks, not just because it helps us with our writing, because it also helps us with our what? Reading. We need it for reading too, not just for writing.

Narrator: Students need opportunities to hear fluent reading and to practice fluent reading themselves. Dr. Tim Rasinski shares that automaticity is measured by reading rate. Normally increases through regular engagement in the active reading, not through an instructional focus on increasing the reading speed itself. For fluency, regular engagement and repeated oral reading should include opportunities for choral reading, echo reading, and partner practice. As students become effective decoders, fluency instruction and practice should occur in grade level text. For older students, in addition to that explicit fluency instruction, repeated reading routines should be built into comprehension and content lessons as scaffolds to help all students build fluency and successfully access that grade level text under study.