Fluency is the ability to read a text quickly, accurately, and with proper expression (McKenna & Stahl, 2003; NRP, 2000).

- Fluency and comprehension are highly correlated and lack of reading fluency is a predictor of poor reading.
- Students lacking strong reading fluency often have trouble understanding what they read.
- Lack of reading fluency is a good predictor of poor reading comprehension (Stanovich, 1991)

Variables Influencing Fluency
- Speed and accuracy of decoding skill
- Number of words student can recognize automatically
- Metacognitive ability
- Vocabulary knowledge
- Syntactic skill
- Type of text (difficulty, novelty of content etc.)

Assessing Fluency
- Fluency can be evaluated in terms of accuracy, rate and prosody (rhythm of speech) of reading.
  - Initial Sounds Fluency (ISF)
  - Letter Naming Fluency (LNF)
  - Nonsense Word Fluency (NWF)
  - Oral Reading Fluency (ORF)
- Selecting Appropriate Probes: Choose oral reading fluency probes that are suitable to your student and his/her reading level.
  - Grades K-1
    - Initial Sound Fluency
    - Letter Naming Fluency
    - Nonsense Word Fluency
  - Grades 1-3
    - Nonsense Word Fluency
    - Oral Reading Fluency
• 34-40wpm Instructional (3-7 errors)
• 50+ Mastery (2 or fewer errors)
  o Grades 4 and up
    ▪ Oral Reading Fluency
      • 50-100 Instructional (3-7 errors)
      • 100+ Mastery (2 or fewer errors)
• DIBELS probes are available at
  o https://dibels.uoregon.edu/measures/index.php

### Strategies to Increase Reading Fluency

#### Sight Word Instruction
- Instruction in sight words to a point of automaticity aides reading fluency
- See the Dolch Word List or the Fry Instant Sight Words for a starting point
- Also teach common words in content-area instructional units and textbooks
- Strategies:
  o Teach words by level and in small chunks rather than introducing all sight words at one time
  o Create flash cards and play “top it”. Have students try to “top” the number of words they read previously
  o Use double sets of cards to create “Go Fish” or “Concentration” games
  o Have students use sight word flash cards to create sentences.
  o Post common sight words on Word Walls and/or make a “Sight Word Dictionary” for each student to assist them when writing.
  o “Ring words” - Each day students practice 5-10 words that are kept on a metal ring. Words are chosen for each student by the teacher. When the student is able to successfully read the word without any help, a tally mark is given. Once ten tallies are on a word card, it is taken off and placed in a “Words I Can Read” binder. (readingresource.net)

#### Repeated Oral Reading
- Repeated reading of a text shows an overall positive effect on reading fluency (NRP)
- Types of Repeated Reading
  o Choral
  o Audio assisted
  o Peer/Buddy
- Use text that:
- Is at or below student’s instructional level
- Repeatedly uses high-frequency words
- Has a minimum of new, rare, or multisyllabic words
- Has familiar content or multiple stories with overlapping content words
- Is of high interest

**Readers Theater**

- Engaging students in meaningful reading for the purpose of “performing” a story
- Excellent for motivating readers to read aloud and teaching reading with expression
- Begin with simple scripts that have many roles and few words per reader
- Always perform the script at least twice

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- [https://dibels.uoregon.edu/measures/index.php](https://dibels.uoregon.edu/measures/index.php)

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