slow performance for this task. The student is unlikely to enjoy the benefits of fluent performance — *skill retention, endurance, stability, and application* — at such a low rate of correct responding. Because of the importance of both accuracy and speed, the student would need to continue practicing this skill until both accuracy and speed at increased rates were achieved.

Fluency contributes to long-term learning.

- **Accuracy** measures the ability to recognize words, phrasing and syntax. The first component of a quality fluency-based instructional program involves teaching children new skills until they can perform the skill accurately. **Before we build speed, we establish accuracy**. When we establish accuracy, though, we do so only in parts of an instructional program rather than the whole program at one time.

- **Expression** includes the appropriateness of intonation and stress, appropriate emotion and speech approximation. The **prosody (or rhythm of speech) component of reading fluency stresses the appropriate use of phrasing and expression.** Fluent readers use cognitive resources to construct meaning through expressive interpretation of the text. Teaching a child to read aloud well can be difficult. They must read smoothly, while deciphering each word, comprehend what they are reading, and predict what emotion is needed in their voice while reading. Many children simply focus on sounding out the words and comprehending what they are reading while leaving out inflection or expression.
  When teaching a child to read with proper expression, students must be taught first the meanings behind the punctuation marks. A common way to teach this is to explain what your voice does at each punctuation mark.

  - A *comma* means to pause while reading. Use a short easy sentence to illustrate and have the child practice.
    - For example: "Andrei, come here."
  - A *period* means to come to a full stop.
    - When students have trouble with this, ask them to stop and take a breath at each period. Many students will read through the period until they run out of air, and then stop for a breath. Instead teach them to stop at the period, and then continue on.
  - A *question mark* means the speaker is asking something, so a questioning voice should be used. Have them practice this by asking a question and listening to what their voice does.

Fluent readers make appropriate use of phrasing, pitch and emphasis in their reading. Given this understanding of the role prosody plays in the ability to construct meaning from text, it is likely that instruction designed to develop learners' fluency will lead to improvements in their comprehension as well.

In short there are four essential components of prosody/expression:

1. Intonation;
2. timing;
3. stress; and
4. focus.

- **Intonation** includes:
  - pitch accent,

- tune,
- pitch resetting, and
- tones and breaks.

- **Timing** is the length or prosodic structure a reader gives to a sentence. It differs from intonation in the fact that it is not an adjustment to the tone, palette, or any other audible structure. Timing simply refers to the pace the reader gives a selection.
- **Stress** helps us determine how many syllables the word contains. Those who struggle for stress and pronunciation of the simplest words indicate a significant deficiency in language expression.
- **Focus** is often said to be the most difficult component of fluency because it has multiple layers. It has both semantic and phonological aspects. Focus can be signalled by the use of a particular type of grammatical structure, or it can be indicated solely with sound, via a pitch accent. Interestingly though, even when a syntactic device for focusing is used, pitch accenting seems to occur as well. The reader must have a focus in mind, and the reader must read the sentence with a certain intonation that conveys the full meaning and truth of the text. Usually your voice will go up at the end of the question, indicating that you are asking something:

Example:

"Mother, can I have a cookie please?"

Provide students with opportunities for reading simple questions. Remind students that they are asking a question and to use a questioning voice when they forget.

DO this: (Face to face activity)

Choose a co-learner as your partner. Select a text. Take turns in reading the text. The observer/listener could measure the rate, accuracy and expression of the reader applying the formula and the essential components above. Post your results.

How do we assess fluency?

Fluency can be assessed by analyzing the student's performance using criteria on an informal reading inventory. As a student reads a passage orally, the teacher can evaluate the student's fluency by taking a record of oral reading, noting miscues, rate of reading, and quality of phrasing.

1. Accuracy is measured by computing the number of words read correctly divided by the total number of words. To develop fluency, students need to read in texts in which their accuracy is 95% or greater.

   Accuracy=   No. of words read correctly
   **   Total number of words**

2. Speed or rate of reading is measured by how many words a student can read per minute.

   Rate= Number of words read per minute

3. Observations of the student's phrasing can be noted qualitatively according to use of expression, repetition, hesitation, and phrasing.

Procedure:

1. Prepare the following:
   - 2 copies of text at the student's independent or instructional reading level (one for the teacher to record errors and one for the student to read);
   - stopwatch or timer;
   - a tape recorder may be used.
2. Teacher reads the title.
3. Teacher tells the student.
   - You have one minute to read the text.
   - Read across the page.
   - Try to read each word.
   - If you come to a word you don't know, I will tell you the word.
   - Do your best reading.
4. Start timing when the student begins reading aloud. Encourage the student not to "speed" read, but to do their best reading.
5. Count as Errors for Fluency Assessment the following:

   - **Omissions** – omits a word
   - **Mispronunciations** – words that are misread or are not words
   - **Substitutions** - says one word for another (ex. top for tip)
   - **Reversals** – reverses letters in a word (ex. 'on' instead of 'no')
   - **Hesitations** – does not say a word within 4 seconds (after 4 seconds the teacher gives the word)

6. Do **not** count as errors:

   - **Insertions** – words that are added
   - **Self-corrections** – errors that are corrected within 3 seconds
   - **Repetitions** – a repeated word or series of words

   These will lower the fluency score, but do not subtract from total words read.

7. Calculate words correct per minute using this formula: (1- minute reading)

Total No. of Words Read − Number of Errors = Words Correct Per Minute (WCPM)

Example:

64 (Total No. of Words Read) − 7 (Errors) = 57 (Words Correct Per Minute (WCPM)

If a student reads 64 words and has 7 errors, the student reads 57 words correct per minute.

8. Compute the average number of words read per minute.
9. Count the number of errors the student made on each passage. Compute the average number of errors per minute.
10. Subtract the average number of errors read per minute from the average total number of words read per minute. The result is the average number of words correct per minute (WCPM).
11. Repeat the procedure several times during the year. Graphing students' WCPM throughout the year easily captures their reading growth.
12. Compare the results to determine whether students are making suitable progress in their fluency.

For example, according to one published norm, students should be reading approximately:

- 60 words per minute correctly by the end of first grade,
- 90-100 words per minute correctly by the end of second grade, and approximately,
- 114 words per minute correctly by the end of third grade.

Do this:

1. *Choose a partner.*
2. *Apply the procedure above to your learner.*
3. *Post your work for some comments.*

How to calculate accuracy and fluency rates?

We can easily calculate accuracy and fluency rates by using this formula:
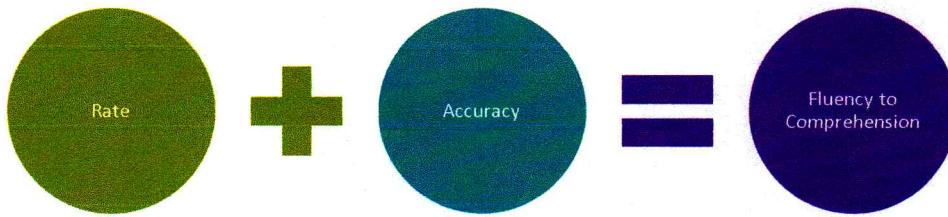
Do this:

1. *Refer to your previous activity.*
2. *Calculate the reading rate and accuracy of your learner by using the formula above.*
3. *Post your work.*

How do we calculate text difficulty?

In calculating text difficulty, just follow the formula below:

1. Subtract number of words read incorrectly from the number of words in the passage (words read correctly)

No. of Words in the passage − Number of words read incorrectly = TExt difficulty

2. Divide the number of words read correctly by the total number of words to calculate the percentage accuracy level

Number of words read correctly ÷ Total number of words = Percentage accuracy level

Example:

75 Total No. of Words in the passage − 12 Number of words read incorrectly = 63 words read correctly

63 (Number of words read correctly) ÷ 75 Total number of words = .84(84%) Percentage accuracy level
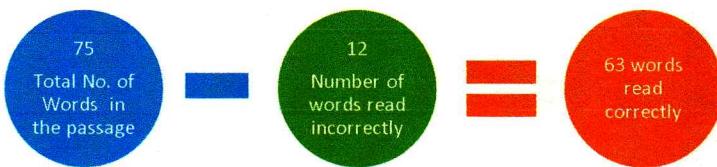
This would be a frustration level text for the student.

How to build fluency in developing readers?

To build fluency in developing readers, the 3Rs formula can be used:
- 1st R= READ.
- 2ndR=READ more.
- 3rdR=READ some more.

If students read more, they are more likely to achieve fluency. However, students who lack the necessary foundations for developing decoding skills are in no position to 'read, read and read some more'. Modeled reading, repeated reading of familiar text, wide independent reading, coached reading of appropriately selected materials and word reading practice will assist

students who need additional support.

How to develop fluent readers?

You can help your students become more fluent readers by:

- providing them with models of fluent reading; and
- having students repeatedly read passages as you offer guidance.

In addition, you can help students improve their fluency by combining reading instruction with opportunities for them to read books that are at their independent level of reading ability.

Model fluent reading

By listening to good models of fluent reading, students learn how a reader's voice can help written text make sense. Read aloud daily to your students. Large print text such as big books and posters are useful here as students can see the punctuation. By reading effortlessly and with expression, you are modeling for your students how a fluent reader sounds during reading. After you model how to read the text, you must have the students reread it. By doing this, the students are engaging in repeated reading. Usually, having students read a text four times is sufficient to improve fluency. Remember, however, that instructional time is limited, and it is the actual time that students are actively engaged in reading that produces reading gains.

How do we consider the independent reading level of the learners?

It is very important for students to practice fluency at their independent, instructional or frustration level by referring to this table:

Levels	Accuracy	Difficulty
Independent Level	95 % to 100 % accuracy	$\leq$ 1 in 20 words is difficult
Instructional Level	90 % to 94 % accuracy	$\leq$ 1 in 10 words is difficult
Frustration Level	< 90 % accuracy	> 1 in 10 words is difficult

Then have the students practice reading the leveled text:

- **Independent level text**

Relatively easy text for the reader, with no more than approximately 1 in 20 words difficult for the reader (95% success)

- **Instructional level text**

  Challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader (90% success)

- **Frustration level text**

  Difficult text for the reader, with more than 1 in 10 words difficult for the reader (less than 90% success)

Have students repeatedly read passages aloud with guidance

The best strategy for developing reading fluency is to provide your students with many opportunities to read the same passage orally several times. To do this, you should first know what to have your students read. Second, you should know how to have your students read aloud repeatedly. **When the goal is to help students increase comprehension of any particular text, asks students to read the text several times over.**

How can we teach fluency?

Other ways that students can practice orally rereading text, include student-adult reading, choral (or unison) reading, tape-assisted reading, partner reading, and readers' theatre. Following are some Techniques teachers can use to increase fluency in the classroom:

(1) **Student-adult reading**
   In student-adult reading, the student reads one-on-one with an adult. The adult can be a teacher, a parent, a tutor. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four rereading.

   > Do this:
   >
   > 1. *Prepare an activity plan for student-adult reading strategy.*
   > 2. *Post your work for some comments.*

(2) **Choral reading**

   This activity provides practice for fluency and also helps build self-confidence while students read as part of a group. It promotes an appreciation for oral expression. There are many contexts in which to use choral reading: rehearsing poetry, emphasizing important information in text, and practicing roles in plays or other genres.

In choral, or unison reading, students read along as a group with you (or another fluent adult reader). Students must be able to see the same text that you are reading. They might follow along as you read from a big book, or they might read from their own copy of the book you are reading.

Procedure:

1. Choose a book that is not too long and that you think is at the independent reading level of most students. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to join in.
2. Begin by reading the book aloud as you model fluent reading. Then reread the book and invite students to join in as they recognize the words you are reading.
3. Continue rereading the book, encouraging students to read along as they are able. Students should read the book with you three to five times (though not necessarily on the same day). By then, students should be able to read the text independently.

Do this:

1. *Make a 40 minute lesson plan for using the choral reading technique.*
2. *Try out your lesson activity in your classroom or school.*
3. *Record your observations.*
4. *Post your work for some comments.*

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(3) **Tape-assisted reading**

In tape-assisted reading, students read along from their books as they hear a fluent reader reading the book on an audiotape. For tape-assisted reading, you need a book at a student's independent reading level and a tape recording of the book read by a fluent reader at about 80-100 words per minute. The tape should not have sound effects or music.

Procedure:

1. Let the student follow the story while listening to the tape.
2. Point to each word in the book as the reader reads.
3. Invite the reader to read aloud along with the tape.
4. Allow this reading along with tape to continue until the student is able to read the book independently without the support of the tape.

Do this:

1. *Choose a target audience.*
2. *Select a book that is at the level of the target recipients.*
3. *Record the story that you have chosen.*
4. *Design a lesson using a tape-assisted reading technique.*
5. *Try out your lesson in your school/classroom. Record your observations.*
6. *Post your work for some comments.*

---

(4) Partner reading

In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers.

Procedure:

1. Request the stronger reader to read a paragraph or page first, providing a model of fluent reading.
2. Let the less fluent reader reads the same text aloud.
3. Instruct the stronger reader student give help with word recognition and provides feedback and encouragement to the less fluent partner.
4. Make the less fluent partner rereads the passage until he or she can read it independently.

Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.

Do this:

1. *Make a 40 minute lesson plan using the partner reading technique.*
2. *Try out your lesson and record what worked well and what didn't and why.*
3. *Post your work.*

---

(5) Readers' theatre

In readers' theatre, students rehearse and perform a play for peers or others. They read from scripts that have been derived from books that are rich in dialogue. Students play characters who speak lines or a narrator who shares necessary background information. Readers' theatre provides readers with a legitimate reason to reread text and to practice fluency. Readers' theatre also promotes cooperative interaction with peers and makes the reading task appealing. This activity is another form of fluency practice that involves a performance of text. It focuses on the oral interpretation of the words in a script (Sloyer, 1982). Students use literature, poems, songs, or scenarios they write themselves. The essence of the performance is the oral reading, not the props, costumes, or actions.

Do this:

1. *Choose a story book and develop a script for readers' theater.*
2. *Make a 40 minute lesson activity using readers' theater reading technique.*
3. *Post your work.*

---

(6) Echo Reading

This activity is a process in which students read each line after the leader. It can be

facilitated in the following manner:

- small group readings in which each group is assigned a section of the text;
- cumulative reading, where one group begins and others join in as the group moves through the text; or
- a leader-chorus format in which the leader reads the main part and the group reads the recurrent verse.

> Do this:
>
> 1. *Choose a story book.*
> 2. *Make a 40 minute lesson plan for an echo reading technique.*
> 3. *Post your work for some comments.*

(7) Listening as a classroom activity

Struggling readers who need to improve fluency can become skilful by following along and listening to text read by an experienced reader. This strategy provides a model of proper phrasing and intonation which assists in comprehension. Teachers who incorporate listening as a classroom activity help prevent the struggling reader from feeling singled out. Listening to books on tape provides critical support, scaffolding, which provides confidence and strong motivation for practice, which is essential to develop skilled, fluent readers.

> Do this:
>
> 1. *Choose a story book.*
> 2. *Make a 40 minute lesson plan for an echo reading technique.*
> 3. *Post your work.*

8. Jazz Chant

This gives students the maximum opportunity to practice the sounds of English. This has a clear, steady beat and rhythm to make students aware of natural rhythmic patterns in English. Provide students with specific structures or patterns and vocabulary that they can use outside the classrooms (Graham 1978).

9. Poem/Rhyme Reading

This involves a literary composition written to express ideas or feelings expressed in a vivid or imaginative way. This is characterized by:
a. language chosen for its sound;
b. use of literary techniques such as meter, figurative language and rhyme.

Round Up

Fluency is the ability to read a text accurately and quickly. Building fluency is important because it frees students to understand what they read. Reading can be developed by modelling fluent reading by having students engage in repeated exercises. To help students improve fluency, it is important to assess fluency

regularly and systematically; establish a baseline measure of fluency; and monitor progress. In monitoring student's progress in Reading Fluency is useful in evaluating instruction and setting instructional goals and can be motivating to students.

In practicing fluency, it is very important to set fluency goals for individual students, move to a higher level of text as students meet their fluency goals, model fluent reading and provide repeated reading opportunities with corrected feedback.

Provide text box here where user can type an answer.

Journal Activity

Now answer the following questions. Write your answers in your journal and discuss it with your co-learners.

1. How do you define fluency?
2. What makes fluency important to reading comprehension?
3. How do we measure accuracy, rate and expression?
4. Why do we consider the independent reading levels of the learners in building fluency?
5. What other strategies do you think would be useful in building fluency?

Next Lesson/Module	In this lesson you learned what fluency is all about, how to calculate and measure rate, accuracy and expression, and some strategies for building fluency. In the next lesson, you will be able to see how fluency affects comprehension before, during and after reading any informative or narrative text.

Glossary Items		
	Automaticity	The ability to translate letters-to-sounds-to-words fluently, effortlessly.
	Fluency	The ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading such as decoding.
	Passage Reading	Structured activity in which students can read stories or connected text designed to provide practice and application of decoding and comprehension skills. Passage reading provides students the practice to become accurate and fluent.
	Student-adult reading	A one-on-one reading with an adult, who provides a model of fluent reading.
	Choral reading	Reading aloud simultaneously in a group.

	Tape-assisted reading	Reading aloud simultaneously or as an echo with an audio-taped model.
	Partner reading	Reading aloud with a more fluent partner (or with a partner of equal ability) who provides a model of fluent reading.
	Readers' theatre	Involves rehearsing and performing before an audience of a dialogue rich script derived from a book.
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