



Fluency Skills

Skill Area	Evidence of Skill	Evidence of Need	Strategies
<p><u>Accuracy</u></p> <p>Ability to correctly break words into individual parts using phonic knowledge</p>	<p>Student makes minimal errors in reading.</p> <ul style="list-style-type: none"> • applies phonic knowledge to unknown words • decodes words quickly and accurately • monitors own reading and self corrects 	<p>Student makes frequent errors in decoding.</p> <ul style="list-style-type: none"> • says: sat for sad, protest for protect • makes multiple attempts at pronunciation says “sat, set, sad” • does not self correct when meaning is lost: “The cat <i>sad</i> on the chair.” 	<p>1,2,3,4,5</p>
<p><u>Automaticity</u></p> <p>Ability to quickly recognize words and word parts</p>	<p>Student can automatically apply phonic knowledge when reading.</p> <ul style="list-style-type: none"> • focuses on phrases or chunks of text with eyes • applies knowledge of blends, affixes, word families, etc. • word/phrase recognition appears to be effortless • reads fluidly with natural breaks in phrases 	<p>Student’s reading is “choppy.”</p> <ul style="list-style-type: none"> • reads words sound by sound instead of in chunks /b/ /l/ /o/ /t/ for blot • reads at a laborious pace with minimal sight word knowledge • may read word by word instead of phrase by phrase: “in-the-tree” for “in the tree” • reads with hesitations-poor phrasing: “The/man got/off of/the ladder when/the bell/rang.” 	<p>6,7,8,9, 10,11</p>
<p><u>Expression / Prosody</u></p> <p>Ability to read print with an understanding of phrasing, intonation, and punctuation</p> <p><i>* Note: prosody is associated with rhythm, meter, and verse and comes into play frequently when reading poetry or lyrical prose.</i></p>	<p>Student is able to read text fluently with expression and prosody.</p> <ul style="list-style-type: none"> • reading sounds like conversation • uses punctuation as meaning cues • divides text into meaningful chunks while reading 	<p>Student reading is monotone and lacks natural pauses and expression.</p> <ul style="list-style-type: none"> • reads through punctuation marks • “robot” reading-student reads in a choppy manner: “Jon-a-thon ask-ed the tea-cher if he could be the lea-der.” • frequent pauses or unnatural pausing: “I went-to the-store” 	<p>12,13,14, 15,16,17</p>