

## Resource #6: Planning for Connected Text Fluency

### Reminders

- For fluency instruction to be appropriate, the student must be able to complete the skill with a high level of accuracy (>90-95%). Before focusing on TEXT fluency, ensure that the student has adequate accuracy of the skill (e.g., knows majority of words, text consists of words known to the child).
- Not a replacement for beginning reading instruction.
- Not intended to constitute the reading curriculum.
- A short duration, frequently scheduled procedure to increase oral reading fluency.

### Guidelines

- Select passages students can read with 90-95% accuracy.
- Schedule repeated opportunities for students to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Aim to reduce the time and number of errors.
- Incorporate reading with expression once students reach 60 words correct per minute on grade level passages.

### Goals

- Identify starting words correct per minute (e.g., 30 wcpm).
- Identify end of year grade level target (e.g., 90 wcpm)
- Subtract current wcpm from target & determine whether this is a realistic target (i.e., 60 wcpm is highly ambitious).
- Set goal and define weekly learning targets (i.e., amount of growth/number of instructional weeks).
- Monitor progress over time.

### Repeated Reading Examples

- Fixed-timed readings (1 minute) in which student reads the same text repeatedly (e.g., 3 times).
- Fixed-passage readings (e.g., 100 words) in which student calculates the time it takes to read the same 100 words on successive trials.
- Tape-recorded repeated readings.
- Peer preview.
- Partner reading.