**Fluency Instructions 4 Coordinators**

Fluency consists of two parts: (1) speed - the ability to accurately read text at a standard reading rate, and (2) prosody - the ability to read text with proper pause and expression. Fluent readers automatically recognize words accurately and effortlessly building self-confidence as a reader. They group words into phrases and meaningful chunks as they read with vocal expression and fluidity.

Reading in a laborious manner, and expending energy to decode each word, makes it difficult for readers to remember what they have read, to connect what they have read to prior knowledge, and to make meaning from the text. Fluent readers devote energy used to read to understand what is being read. Fluency is a key factor needed for comprehension.

Research suggests that repeated reading aloud to someone (a mentor) who can listen while providing feedback and support is a very effective fluency building strategy.

The position of Mentoring 4 Reading Achievement is that students reading at level F and above should practice fluency from 5 to 10 minutes every mentoring session. The fluency passage is the first step in the Comprehension Packs beginning at Level F. **(Now Fluency Passages are also available for Levels B-E)** The mentor will time and help graph the correct words per minute (wpm) fluency readings three times. The mentor makes notes on the words the student has difficulty with, then discusses and practices these words with the student before the next reading.

**One Minute COLD READ: BLUE:** **Always use the fluency passage**

When a student is given a new book (Level F and above), the student is given a fluency passage that he/she has not read. The mentor will do a one minute timed reading.

When needed, the mentor will tell the student: ***“Do you know how we become better at hitting a baseball or kicking a soccer ball or baking a cake? We have to practice doing it; usually many times. The more we practice, the better we become. Learning to read is the same. Every one of us has to practice to read better. Each time you are given a new book; there will be three timed readings. You have a graph to fill in the number of words you read correctly. This will help you to see just how your reading is improving.”***

Point to the first word (student will not read titles)and say: ***“Please read this out loud. If you get stuck on a word*** (struggling for more than 3 seconds) ***I will tell you the word so you can keep reading until I say stop.”***

Start the stopwatch when the student reads the first word.

After one minute say, ***“STOP”*** and place a bracket **]**  after the last word read. Subtract the number of errors (see Directions for Scoring) from the total words read to get the words per minute (wpm). The mentor fills in the date,title of book, f/nf and wpm, on the student’s graph. The student will graph/color the number of words read correctly in **Blue.**

www.M4RA.org 23

**Practice and One Minute WARM READ: YELLOW**

**During the same lesson**, the mentor reads the ENTIRE fluency passage to the student. The mentor reads a bit faster and with expression; hence, more fluently than the student just read. This gives the student a good model for reading. Now have the student practice reading the passage aloud, helping with words missed.

Next the student does the WARM read for **ONE MINUTE** and graphs the wpm in **YELLOW**. The student likes graphing his/her immediate improvement.

**During the following sessions (could be 2,3,4…) continue doing the Comprehension Lessons and practice the fluency passage.**

**One Minute HOT READ: RED**

During **the last session** of the comprehension pack, have the student practice reading the fluency passage, and then do the **HOT** read for **ONE MINUTE** and graph it in **RED**.

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**Directions for Scoring**

During the independent reading, resist the urge to correct mistakes. Mistakes and self-correction will be counted in the score. If the student has extreme difficulty, stop the test. You should select a lower level reader for the next fluency check.

Follow along on the mentor’s copy and make a slash mark ( **/** ) over words read incorrectly.

During the Cold Read: use the blue crayon, Warm Read: use the yellow crayon, and Hot Read: use the red crayon. One mentor passage is all that is needed, plus the mentor can see missed words to practice each day.

Errors include:

* Skipped words
* Mispronounced words
* Word substitutions, including incorrect forms of the word
* Words in the wrong order; both or all words are counted as wrong
* Struggling that lasts for 3 seconds, or more

The following are **not** considered errors:

* + Added words
  + Varying pronunciation due to accent, dialect, or speech impediment
  + Repetitions in which the wording is correct
  + Self-correcting a mistake; the word is scored as correct.

**Pages \_\_25\_ and \_26 should be copied in color for mentor use.**

-Excerpted from https://dibels.uoregon.edu/

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