**Fluency: Excerpts from the CA ELA/ELD Framework**

*“Fast accurate reading is not synonymous with fluent reading.” (ch.5, pg.38)*

Teachers of all grades need to keep in mind the primary purpose of developing children’s fluency with text: Fluency supports comprehension. Children who are fluent with print have the mental resources available to attend to meaning making. Standard 4 (RF.K-5.4) of the Reading Foundational Skills in the CA CCSS for ELA/Literacy makes this purpose clear: Read with sufficient accuracy and fluency *to support comprehension* (italics added). The focus on comprehension is also clear as children use context to confirm or self-correct word recognition and understanding, rereading as necessary. (ch.4, pg.39)

***Chapter 3, grades TK-1***

They make great strides in fluency, which involves an emphasis on accuracy with progress also being made in automaticity and prosody during this span. (pg.29)

…young children should learn *from the start* that the purposes of written language include conveying information, sharing ideas, provoking questions, igniting curiosity, persuading, and entertaining, and they should be provided instruction that facilitates thoughtful interactions with text. To delay instruction that targets meaning making until after children have acquired foundational skills is to ill-serve children. (pg.11)

***Chapter 4, grades 2-3***

The development of fluency is a major goal during this grade span. Fluency involves accuracy, appropriate rate (which demands automaticity), and prosody (expression, which includes rhythm, phrasing, and intonation). (pg.39)

Rate is essential in that reading at a sufficient pace supports comprehension. It is important to note, however, that fluency instruction is not a matter of having students mindlessly race through text. Pace is just one aspect of fluency, and the ultimate goal is comprehension. In order to use context to confirm or self-correct word recognition and understanding, as called for by the CA CCSS for ELA/Literacy (RF.2-5.4c), children need to attend to meaning as they read. Rate should be appropriate for meaning making. Some text will be read aloud more slowly than other text intentionally. (pg.62)

***Chapter 5, grades 4-5***

The primary purpose of fluency development is to support comprehension. Accurate and automatic word recognition allows for mental resources to be devoted to comprehension. Thus, attention is given to accuracy and automaticity. In addition, fluency instruction is tied to meaning making and teachers’ provide instruction in the use of context for self-correction. Rote oral reading exercises in fluency without attention to meaning are inappropriate. (pg.38)

As noted in previous chapters, fluency includes accuracy, appropriate rate (which demands automaticity), and prosody (expression, which involves rhythm, phrasing, and intonation). Fast accurate reading is not synonymous with fluent reading, and although the rate at which words in a text are read accurately is the most common measure of fluency, rate by itself it does not indicate fluency. Prosody is an important component of fluency, and it may be an indicator of understanding as students convey meaning through pitch, stress, and appropriate phrasing (Rasinski, Rikli, and Johnston 2009). (pg.38)

***Chapter 6, grades 6- 8***

Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, however, as it should, with the text and the task. (pg.50)

The primary way to support students’ fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students should have authentic reasons to reread text because rereading also supports fluency. For example, they may reread text several times as they rehearse for recording narration in a digital presentation or prepare for a poetry reading or other performance. (pg.51)

***Chapter 7, grades 9-12***

Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, however, as it should, with the text and the task. Fluency is important in that it supports comprehension. The greater the ease with which students can identify words accurately, the more cognitive resources they have available to engage in meaning making. If students are experiencing difficulty with fluency, that is their reading is slow and labored, it is critical to determine the reason. Some students may have inadequately developed decoding skills. Others may not be familiar with the language (e.g., vocabulary, grammatical structures) or the content knowledge in the text, both of which may also impact fluency. Still others may not have developed automaticity with printed language. (pg.66)

The primary way to support students’ fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students should have authentic reasons to reread text because rereading also supports fluency. For example, they may reread text several times as they rehearse for a spoken word poetry performance or a play or when they read a famous speech aloud in order to understand the impact that spoken language has on audiences. (pg.67)