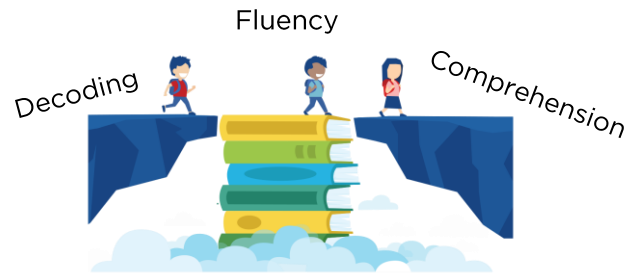


Supporting Reading Fluency

What Is Reading Fluency?

Reading fluency is the ability to read accurately, automatically, at an appropriate pace, and with expression (prosody). Fluency allows readers to spend less energy figuring out words and more energy understanding what they read.



Think of fluency as the bridge between decoding and comprehension.

Accuracy	Rate	Expression (Prosody)
Read words correctly	Read at a conversational pace	Read with natural phrasing and expression

Five Research-Based Ways to Build Fluency

Build accuracy first. Fluent reading begins with accurate word reading. Continue supporting decoding and phonics skills while practicing with texts that children can read successfully.

Reread familiar texts. Repeated reading of passages helps children build automaticity, confidence, and expression while strengthening comprehension.

Read together. Model fluent reading, then engage students in supported oral reading, such as echo reading, choral reading, partner reading, or repeated reading with feedback, to build accuracy, prosody, and confidence.

Choose appropriate texts. Practice with books that match a child's age, including decodable texts, familiar books, poetry, or Reader's Theater, to encourage successful, confident reading.

Make reading meaningful. Give children authentic reasons to reread by performing a poem, reading to a sibling or pet, or sharing a favorite story, helping build motivation alongside fluency.

***Want more ideas?** Watch RIF's on-demand [fluency webinar for educators](#) on Literacy Central.

Supporting Reading Fluency

What Fluency Looks Like Across the Grades

Fluency expectations evolve over time. In the primary grades, instruction emphasizes accuracy and automatic word recognition. As students move into the intermediate and middle grades, fluency increasingly supports comprehension, vocabulary, and analysis of complex texts.

Grade	Purpose	Teacher Planning Moves	Student Actions
Grade 1 (RF.1.4)	Build accurate decoding and begin developing automatic, expressive reading.	Model fluent reading daily. Use decodable texts aligned to taught phonics patterns. Provide echo, choral, and repeated reading with immediate corrective feedback.	• Read grade-level text accurately • Decode unfamiliar words using phonics • Reread familiar texts • Begin reading in phrases with appropriate expression
Grade 2 (RF.2.4)	Increase automaticity while developing phrasing and expression.	Continue repeated oral reading with feedback. Introduce partner reading. Select increasingly complex connected texts.	• Read smoothly and accurately • Self-correct when meaning breaks down • Read dialogue with expression • Read in meaningful phrases
Grade 3 (RF.3.4)	Strengthen fluency so attention shifts from decoding to comprehension.	Model prosody across genres. Use poetry, Reader's Theater, and repeated reading. Teach students to monitor their own fluency.	• Read multisyllabic words automatically • Adjust expression to match meaning • Reread difficult sections • Read with increasing stamina

*Grade-level expectations are aligned to the [Common Core State Standards](#) (CCSS) for English Language Arts (NGA Center & CCSSO, 2010).

Supporting Reading Fluency

Grade	Purpose	Teacher Planning Moves	Student Actions
Grade 4 (RF.4.4)	Apply fluent reading to increasingly complex literary and informational texts.	Use authentic grade-level texts. Teach how punctuation, sentence structure, and genre influence phrasing and pacing. Continue oral reading opportunities.	• Read complex text smoothly • Adjust pace based on purpose • Use expression to support comprehension • Read independently with confidence
Grade 5 (RF.5.4)	Read complex texts fluently to support deep comprehension and analysis.	Incorporate fluency into close reading and discussion. Continue modeling expressive reading while emphasizing vocabulary and morphology.	• Read complex texts accurately and automatically • Adjust fluency across genres • Self-monitor comprehension while reading • Read with appropriate pacing and expression
Grades 6–8* <i>*The CCSS no longer include separate RF standards. Fluency is applied through increasingly complex reading in the literature and informational text standards.</i>	Use fluent reading to comprehend, analyze, and communicate ideas from increasingly complex texts.	Integrate fluency into content-area instruction. Model expressive reading of complex passages. Provide opportunities for oral presentations, discussion, and performance reading. Continue supporting vocabulary and morphology development.	• Read grade-level texts independently • Adjust pacing and expression for audience and purpose • Read academic vocabulary accurately • Demonstrate fluency that supports comprehension and analysis

*Grade-level expectations are aligned to the [Common Core State Standards](#) (CCSS) for English Language Arts (NGA Center & CCSSO, 2010).

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