Fluency Components

RATE	ACCURACY
• the speed at which students read text • speed alone is not sufficient to enable comprehension • reading fast is not fluency – teachers should not encourage simply reading fast	• reading words correctly • more important than speed • consensus: less than 95% accuracy will impair comprehension (Note: RATE and ACCURACY together are required for fluency)
PROSODY	**AUTOMATICITY**

• reading with good expression
 	
• includes pitch, tone, volume, emphasis, rhythm in oral reading
 	
• chunking the words together into appropriate meaningful phrases
 	
• knowing how to pause appropriately within and at the end of sentences
	• ability to quickly, and without conscious effort, recognize words while reading
	
	• As automaticity is increased, the cognitive load is reduced and "thinking" resources can be devoted to comprehension
	   - at the **Letter** Level: Quick and effortless identification of letter sounds
	   - at the **Word** Level: Quick and effortless word recognition or decoding
	   - at the **Text** Level: Fluid pace in reading connected text; includes rate and accuracy; measured in Words Correct Per Minute (WCPM)