



K-2 Teachers
Session Redelivery Plan
Session 7: Reading Fluency

[Slides](#)
[Recording](#)

Session Objectives:

By the end of this session, participants will be able to:

- explain the different components of reading fluency - rate, accuracy, and prosody
- explain how you can use fluency norms and prosody rubrics to gauge a student's ability to read with fluency.

- **Slides 1-3 - Introduction, Recap and Session Objectives**

- **Slides 4-5 -What is reading fluency and why is it important?**
 - How do you define reading fluency? What are the three components of reading fluency? (**rate, accuracy, and prosody**).

- **Slides 6-8 - How do you determine if a student is a fluent reader?**
 - What are some ways that you can assess a student's reading fluency? What are the most important considerations when measuring fluency?

- **Slides 9-10 - What do you do if a student is not reading fluently?**
 - How does decoding support sight recognition? Why is decoding an important step in the movement to sight recognition, and why is sight recognition important for reading?

- **Slides 11-12 - How do you ensure a student is making sufficient progress, and how do you address fluency with diverse learners?**
 - **Engage:** Raeanna is a first grade student who is currently reading 21 WCPM at 95% accuracy. Her fluency goal for this nine-weeks is 52, and she is not on track to meet that goal based on her current performance. Analyzing her weekly reading record, her teacher notices that she struggled to decode the following words "cake, late, jar, sir, and face." Her teacher notices that she will often spend considerable time decoding these words, only to decode them incorrectly. How would you support this student?



Session 7

Slide 1

Introduction

Slide 2

Recap - Review the Recap

Slide 3

So, we have one objective for today's session, and it's my goal that at the end of this session all of you are able to say, "yes, I can do that now!"

Read objectives.

Slide 4

Discuss the definition of reading fluency. Remember to emphasize that reading fluency is not simply rate, but includes three components: rate, fluency, and prosody.

Slide 5

Discuss the importance of reading fluency.

Slides 6-7

Discuss how you determine if a student is a fluent reader. Highlight the use of the Hasbrouck and Tindal norms, and have copies of the norms chart printed for participants to use.

Slide 8

Discuss how you should measure a child's reading prosody (expression). Have printed copies of fluency rubric for teachers. Remind them that measures of prosody are more subjective, but you can minimize the subjectivity by developing a shared understanding among teams.

Slides 9-12

Discuss what you will do when a student is not reading fluently or making sufficient progress.



Slides 13-14

Review final thoughts and lead teachers through a discussion around the Engage Question. Have them share their thoughts in small groups, and then come back together to share in the larger group.

