



## WHAT THE EXPERTS SAY

### SPOT: Captain Fluency *Developing Reading Fluency* (are you fluent?)



### Fluency Is a Goal of Reading Instruction

Readers need to know that fluency is a goal of reading instruction. It requires proficiency of all the elements of fluency – accuracy, expression, phrasing, rate, and volume. When readers are fluent, they have more attention available to focus on meaning of the text, which results in better comprehension.

### Developing Metafluency: Being Fluency Aware

For readers to become self-regulating, fluent readers, they must become aware of what fluency is, whether or not it is going along as it should, and what can be done about it if it is not. That means they must understand:

- elements and concepts associated with fluency,
- language necessary for talking and thinking about fluency, and
- what fluency should sound like in oral reading.

Metafluent readers are able to process and reflect upon audience responses to their oral reading. They think about and notice whether the audience is enjoying their read-aloud. They also begin to develop explicit awareness of their own processing. They think about effective strategies they might apply to a variety of texts.

Readers who develop this deep processing of fluency have greater confidence, self-worth, and resilience as a reader. This satisfaction becomes the self-reinforcement and motivation associated with independent learning.

Reference:

Rasinski, T., Blachowicz, C. & Lems, K. (2006). *Fluency instruction: Research-based best practices*. New York: Guildford Press.