

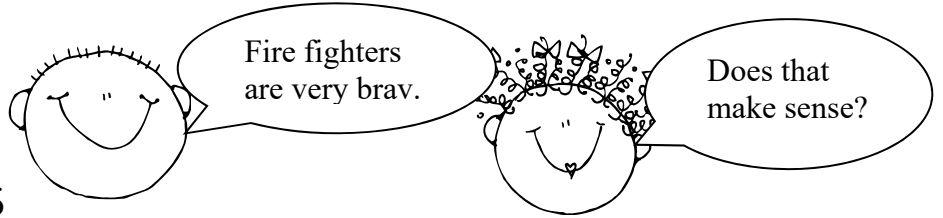
FLUENCY

Reading with Accuracy, Automaticity, Prosody

ACCURACY

WITHOUT MISTAKES

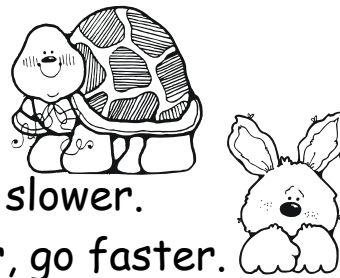
1. Listen carefully, "Does that make sense?"
2. Try reading the sentence again.



READING SPEED

NOT TOO SLOW, NOT TOO FAST

1. When text is difficult, read slower.
2. When text is easy & familiar, go faster.



PHRASING

WATCHING THE PUNCTUATION, COMMAS, PERIODS, ETC.

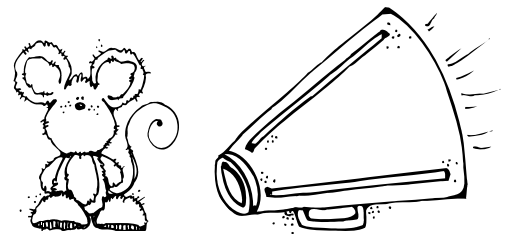
1. Read 3 or more words before stopping.
2. Take a big breath, read to comma or end punctuation without stopping for another breath.



VOLUME OF VOICE

APPROPRIATE LEVEL-LOUD/SOFT

1. Make sure the level of your voice fits what you are reading.



EXPRESSION

VOICE CHANGES TO SHOW MEANING

1. Read so you sound like "someone talking."



Is the student dysfluent because they...

...are inaccurate?

- Missing phonics skills
- Doesn't know many sight words?
- Doesn't have the oral vocabulary to match their decoding attempts?
- Not using all the information in the text?
- Not monitoring?

...are slow?

- Decodes letter by letter?
- Takes too many tries to read the words?
- Doesn't read words automatically?
- Doesn't understand what they are reading?
- Is making a speed accuracy trade off?

...lack prosody?

- Doesn't notice punctuation?
- Lacks syntactic knowledge?
- Isn't paying attention to the meaning?
- Can't pay attention to meaning because of attention to decoding?