

FLUENCY FOLDER

SET OF 10

Designed to meet these objectives:

Language

- Students will improve reading fluency.
- Students will practice reading with appropriate speed and pacing.

These Fluency Folders are designed to help students track their own fluency progress. Each folder includes a chart where students can record reading sessions and fluency scores. Plus, students get fluency checklists and an easy-to-complete graph that lets them see at a glance how much they have improved—a great way to motivate any reader! The folders help you to set fluency goals for individual students and instantly assess their progress. They're also perfect for updating parents on their children's work.

What's Included

- 10 ready-to-use fluency folders
- Reproducible student checklist, fluency rubric, and extra chart (in this guide)

Using the Fluency Folders

Meet with each student individually to determine a fluency goal. Make sure the goal is within the student's reach during the time you will be using the fluency folders; goals that are unrealistic may discourage readers. Once you and the student have agreed upon a goal, write it on that student's folder. Read and discuss the fluency strategies on the back of the folder. Then, help the child choose an unfamiliar reading passage at the student's own independent reading level. Use this passage to model how to use the fluency folder.

- Write the name of the passage on the first line of the folder. Then, have the child read the passage aloud while you use a one-minute timer or a watch with a second hand to time the reading. At the end of one minute, mark the last word the student read. Also, mark any words that were read incorrectly.
- Help the student count how many words were read in one minute. Subtract the number of words read incorrectly, and mark the score on the fluency folder in the "1st try" column.
- Provide a copy of the reproducible "My Fluency Checklist" from the back of this guide. Review it with the student and discuss areas that need improvement. Then, have the student read the same passage two more times and record each score in the appropriate column.

When students understand how to use the fluency folders, encourage them to practice fluent reading with partners or on their own. Provide timers and set a regular schedule for students to record their fluency scores, such as once a week or daily. If students run out of room in their folders, make copies of the reproducible record sheet on the next page and place one in each student's folder.

Once a month, have students draw a line on the graph to show their current fluency score. (Decide in advance whether students will mark their best score or an average score for that month.) Prompt them to color the area below the line to create a bar graph that lets you see each student's progress at a glance.

Meeting Individual Needs

ELL

- Meet with a small group and select a passage with vocabulary and phonics that are appropriate for the students. Discuss any unfamiliar vocabulary words. Then, have students follow along while you read the passage aloud, emphasizing appropriate phrasing, pacing, and expression. Afterwards, check for comprehension. Once students have heard your modeled reading, have them practice the passage on their own.
- Provide a recording of the passage and have students read aloud along with it. As you listen to the students, be alert for areas where they experience difficulty so that you can provide individual help.

Reteach/Extra Support

- Provide tape recorders and encourage students to record themselves as they read aloud. Then, listen to the tape with the student. Point out which skills are strong, and help the student to choose one skill that needs work.
- Practice “echo reading” with a small group. Read one sentence or paragraph at a time, modeling good fluency. Have students immediately read the same sentence or paragraph back to you.

Challenge

- Encourage students to focus on expression as they read aloud. Discuss the meaning of the passage and how expression can help make it clearer for listeners. Prompt students to practice using appropriate pitch, rhythm, volume, and tone.
- Provide readers’ theater scripts for partners or small groups. Encourage students to practice reading them with each other, and then invite them to perform the scripts for their classmates.

My goal is to read

correctly per minute.

words

Date

Title

1st try

2nd try

3rd try

Date

Title

1st try

2nd try

3rd try

My Fluency Checklist

Name _____	Almost Always	Most of the Time	Need to Improve
1. I read smoothly. I don't stop after every word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If a word or sentence doesn't sound right, I read it again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My reading sounds natural, as if I'm talking to a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I group words into meaningful phrases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I read with expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I pay attention to punctuation. I pause after commas and periods. I let my voice rise at the end of questions. I sound excited when I read exclamations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I understand what I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fluency Rubric

Student's name: _____ **Date:** _____

Passage: _____

Words read in one minute: _____ **- Words read incorrectly:** _____ **= Fluency score:** _____

Accuracy: _____

- 4** 90%–100% correct
- 3** 80%–89% correct
- 2** 70%–79% correct
- 1** Less than 70% correct

Expression: _____

- 4** Reads with natural, conversational expression
- 3** Expression is usually good; pays attention to punctuation
- 2** Little expression; seldom pays attention to punctuation
- 1** Reads in a monotone, with no regard to punctuation

Speed: _____

- 4** 90%–100% of goal
- 3** 80%–89% of goal
- 2** 70%–79% of goal
- 1** Less than 70% of goal

Pace and phrasing: _____

- 4** Pace and phrasing are appropriate and match the meaning of the text
- 3** Mostly reads at a good pace and groups words into phrases
- 2** Reads haltingly; only groups familiar phrases
- 1** Reads word-by-word