

Building Reading Fluency Across the Curriculum

Gina Freeman and Elizabeth Haughton

The ability to read fluently establishes cultural literacy. It promotes a desire and a sense of urgency to enjoy life-long, independent reading through an understanding of comprehension, contextual vocabulary and a pace which provides sufficient material coverage to promote a keen interest in reading various books, articles and periodicals, not to mention ability to cover curriculum in a comfortable and satisfactory time frame. It is

essential that fluency be established first in order to assure its continuation across the curriculum at all levels of advancement.

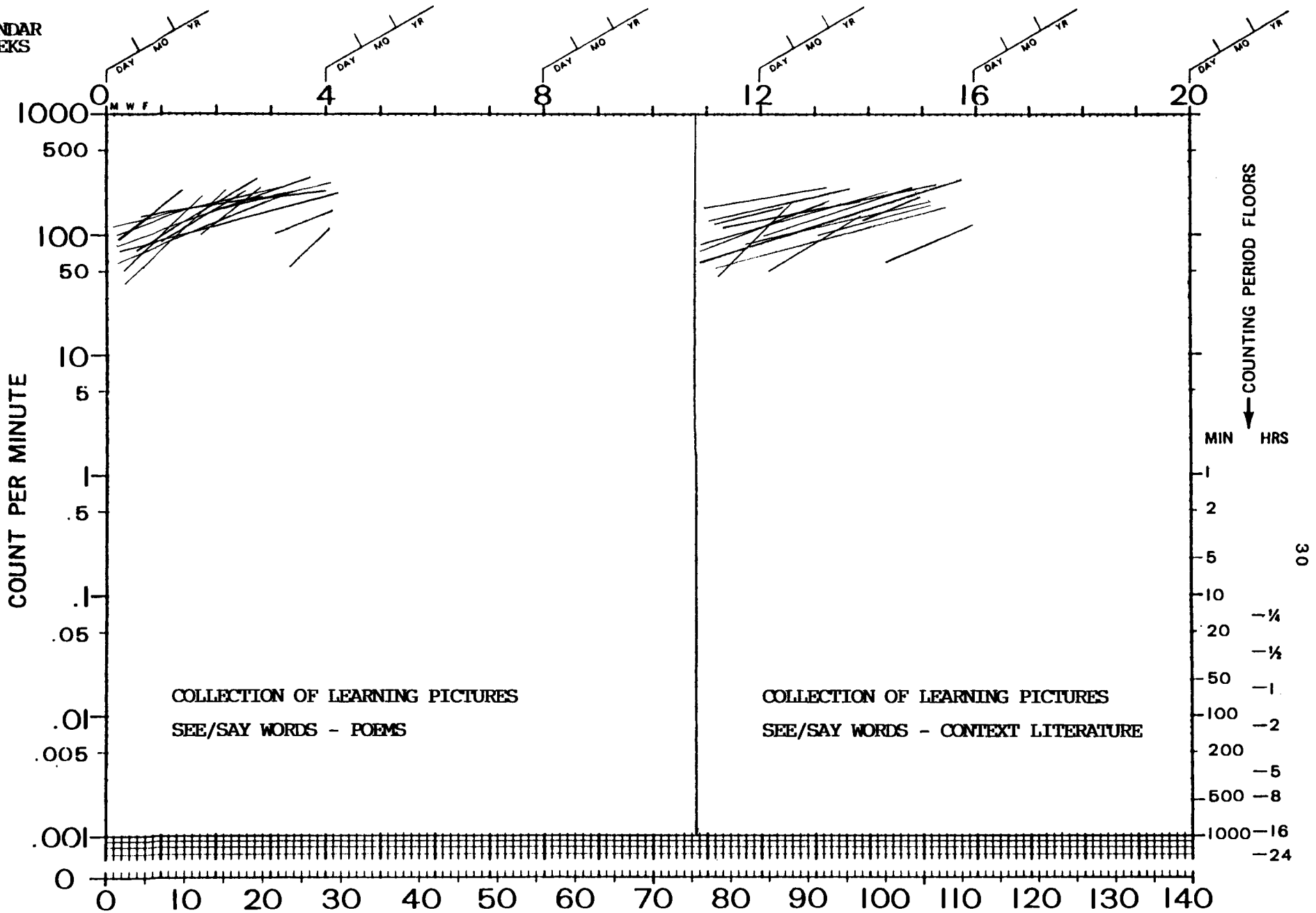
A major empirical question for Precision Teachers is what tool skill fluency ranges predict fluent composite skill performances. Our experience has taught us that some of the tool skills used to promote reading fluency are:

Fluency range

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|---|----------------|
| Think/say reasons for reading | 30-20/minute |
| See/say words from a poem | 300-200/minute |
| Think/say ideas in sequence | 40-30/minute |
| See/say contextual reading | 200+/minute |
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| Think/say A-Z; Z-A | 500-400/minute |
| See/say sounds | 120-100/minute |
| See/say letter names random | 150-130/minute |
| | |
| Think/say nouns in the room | 50+/minute |
| Think/say nouns (generally: home, office, play) | 40+/minute |
| See/say words (list) | 150-120/minute |
| See/say words (phrase sheet) | 150-120/minute |

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CALENDAR WEEKS



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| DR. CARL BINDER CONSULTANT | | GINA ELIZABETH ADVISER | | HLC STAFF MANAGER | | SUCCESSIVE CALENDAR DAYS | | STUDENT (HLC) BEHAVIOR | | 5-38 AGE | | REG. LABEL | | SEE/SAY WORDS COUNTED | |
| DEPOSITOR | | AGENCY | | TIMER | | COUNTER | | CHARTER | | | | | | | |