

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

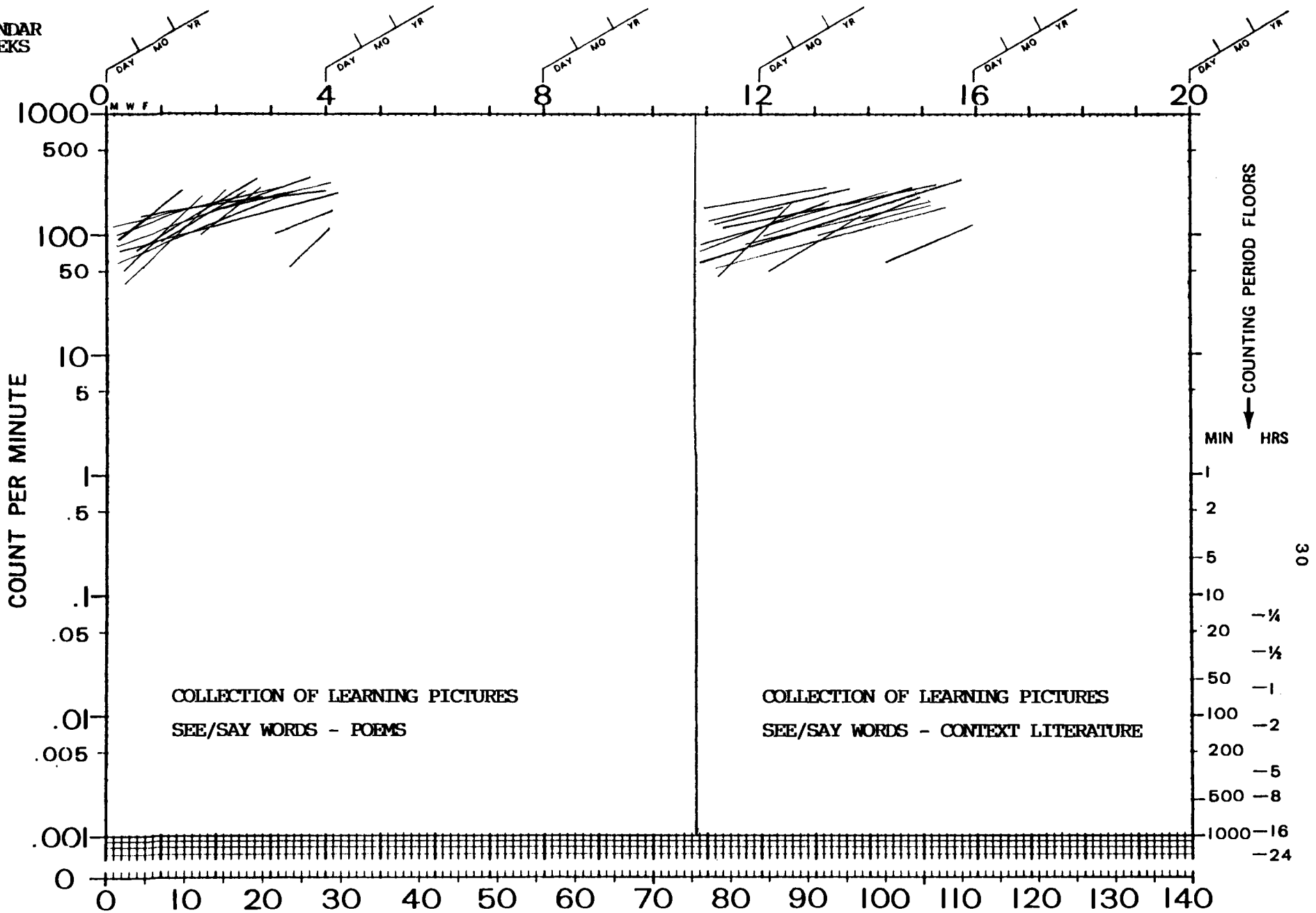
essential that fluency be established first in order to assure its continuation across the curriculum at all levels of advancement.

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
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
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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CONSULTANT		ADVISER		MANAGER		BEHAVIOR		AGE		LABEL		COUNTED	
HAUGHTON LEARNING CENTER													
DEPOSITOR		AGENCY		TIMER		COUNTER		CHARTER					