

# School Leadership Series



## MODULE 6: FLUENCY

Understanding the Role of Fluency in “Bridging” Word Recognition and Comprehension



# EARLY LITERACY DEPARTMENT



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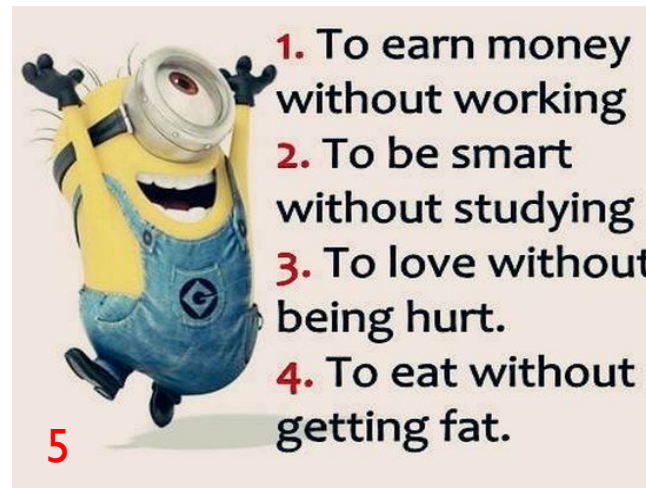


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# ICEBREAKER

# NEW YEAR'S RESOLUTION

- What is your school leader New Year's Resolution?
- Please indicate the number of your resolution in the chat box.
- Unmute and share with the group!



# VIRTUAL NORMS

- Make sure you are in a quiet area.
- Mute your microphone when you are not speaking.
- Use the chat feature to capture questions, when possible.
- Use the Raise Hand feature to signal that you'd like to comment verbally during the session. Once you've been called to share, please lower your hand.
- Stay ready! Actively engage and remain attentive so you are prepared to share when called upon.



# SESSION OBJECTIVES

## School Leaders will...

- **Know** the importance of fluency.
- **Understand** the 3 key elements of fluency and standards aligned instructional practices.
- **Be able to** support teachers with implementing high-quality foundational skills instruction in fluency.

# AGENDA

- I. **Definition** of Fluency
- II. **Research**
- III. **Standards** in Fluency
- IV. **Fluency in Action**
  - a. Example
  - b. Experience
- V. **Instruction & Alignment**
- VI. **Next Steps: “Look Fors”**



# FLUENCY QUICK CHECK

1. What are the components of fluency?

- a. rate, speed, accuracy       c. rate, accuracy, prosody  
b. rate, accuracy, fluency      d. rate, speed, reading.

2. Students are at the frustration level with a text if they read less than \_\_\_% of the text accurately.

- a. 80%       b. 90%      c. 75%      d. 95%

3. Fluency is important because it provides a bridge between word recognition and \_\_\_\_\_.

- a. prosody    b. accuracy    c. speed     d. comprehension

4. Working on one area of fluency will improve all three areas of fluency

True or  False

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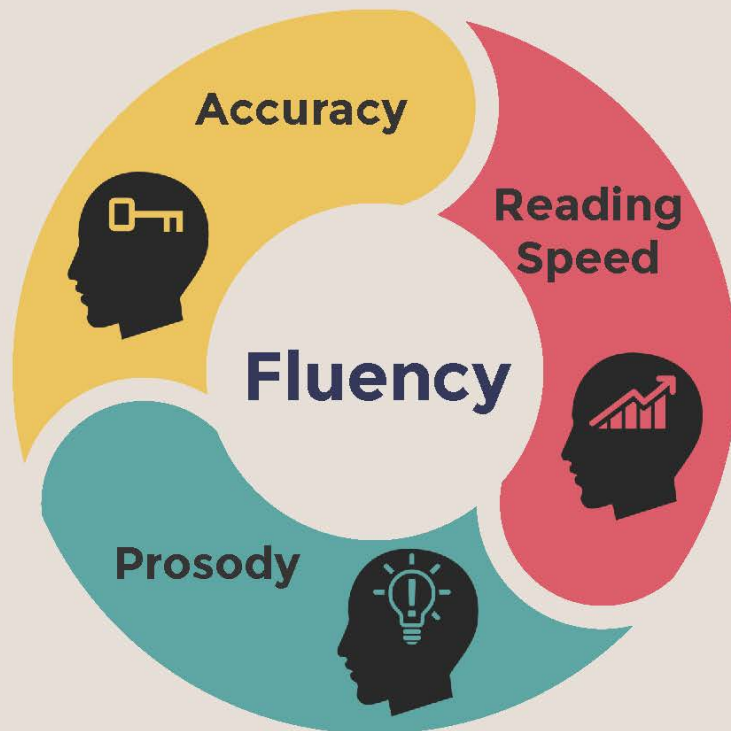
# DEFINITION: WHAT IS FLUENCY?





# What is Fluency?

Oral reading fluency includes 3 parts.



## Accuracy

Reading with few errors.

## Reading Speed

The rate at which a student reads.

## Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

## 3 KEY COMPONENTS OF FLUENCY

# THE GOAL OF FLUENCY INSTRUCTION

GOAL



*The goal of fluency instruction is to train students to **read effortlessly**. This allows students to **focus on comprehension** because they do not have to struggle with words.*

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# Accuracy



- 
- Automatic retrieval of words from long-term memory
  - Reading words in text without mistakes
  - Reflects the how well a student can decode

## WHAT IS Accuracy?

**Accuracy refers to reading words without mistakes.**

It is important to note that fluency instruction should be with a text that a student can read at their independent level. It is at this level where students can practice on speed and expression rather than decoding.

- **Independent level (95%-100% accuracy)**
- **Instructional level (90%-94% accuracy)**
- **Frustration level (<90% accuracy)**

# FLUENCY ACCURACY AND PHRASING

- While viewing the video, identify the teacher actions and student actions.
- How can the instruction be modified for virtual instruction?



# MODIFICATIONS FOR VIRTUAL LEARNING

Setting	Actions
Whole Group	<ul style="list-style-type: none"><li>• Call on a selected group of students to unmute and engage in echo reading.</li><li>• Allow the entire class to unmute and engage in echo reading.</li><li>• Display the text for students to engage in the reading.</li></ul>
Small Group	<ul style="list-style-type: none"><li>• Assign students to break-out rooms to engage in partner reading.</li></ul>

# PAUSES, PHRASES & PUNCTUATION!

**An English professor wrote the words:**

**“A woman without her man is nothing”**

on the chalkboard and asked the students to punctuate it correctly.

All of the men in the class wrote:

**A woman, without her man, is nothing!**

All of the women in the class wrote:

**A woman: without her, man is nothing!**

**Pausing, Phrasing, and Punctuation are POWERFUL!**



How would you punctuate this sentence? Type your punctuated sentence in the chat box.

# QUICK CHECK!

**Fluency instruction should not be provided for students at the frustration reading level because**

- a. the text is relatively easy for students to read (95% of the words accuracy).
- b.** the text is difficult for the students to read (less than 90% of the words accurately).
- c. the text is challenging but manageable for reader (90% of the words accuracy).

**Drop your response in the chat box.**





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# Reading Speed



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**Reading speed** is the rate at which a student reads.

**Reading rate is quite simply words read per minute.** It involves the automaticity of reading. The **more automatic reading** is, the **higher the rate** will be.

Rate is measured by counting the number of words in a specific passage and timing the reader. The mathematical equation for rate equals **(words divided by seconds) multiplied by 60.**

Grade	Percentile	Fall	Winter	Spring
		WCPM	WCPM	WCPM
1	90	NA	97	116
	75	NA	59	91
	50	NA	29	60
	25	NA	16	34
	10	NA	9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43

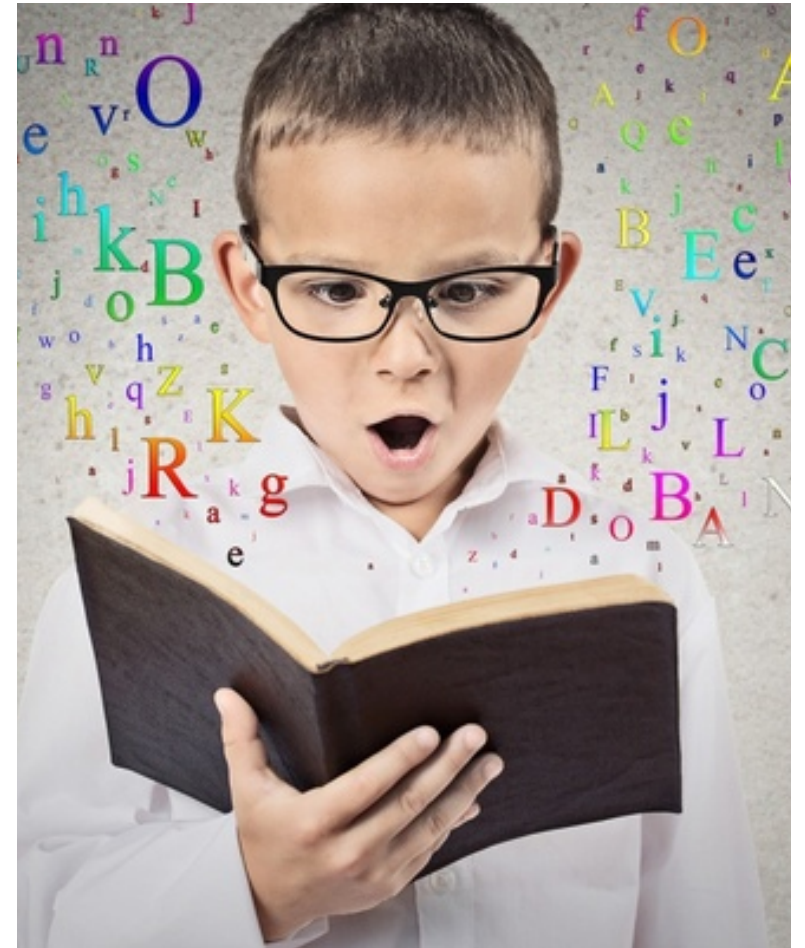
A student's scores should fall within a range of ten WCPM above or below the score shown.



# ORAL READING FLUENCY NORMS

## FLUENT READERS CAN...

- Read at an appropriate rate of speed for their age or grade level (measured in wpm)
- Visually scan 3 + words ahead when reading aloud
- Maintain smooth visual tracking line to line (sweep back)



# QUICK CHECK!

The more automatic reading is, the **lower** the rate will be.

True or **False**



**Drop your response in the chat box.**



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# Prosody



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“Prosody is the compilation of **spoken language features** that includes **stress or emphasis, pitch variations, intonation, reading rate, and pausing.**”

Osborn & Lehr, 2003

# PROSODY INCLUDES:

## ***Rhythm***

The flow of connected speech that comes from the combination of stressed words, unstressed words, and pauses in a phrase or sentence.

## ***Loudness***

The amount of volume used when speaking.

## ***Stress***

The force or emphasis used on a sound, syllable, or word in comparison to other sounds, syllables, or words.

## ***Speed***

The pace of speech, or how fast or slow we speak.

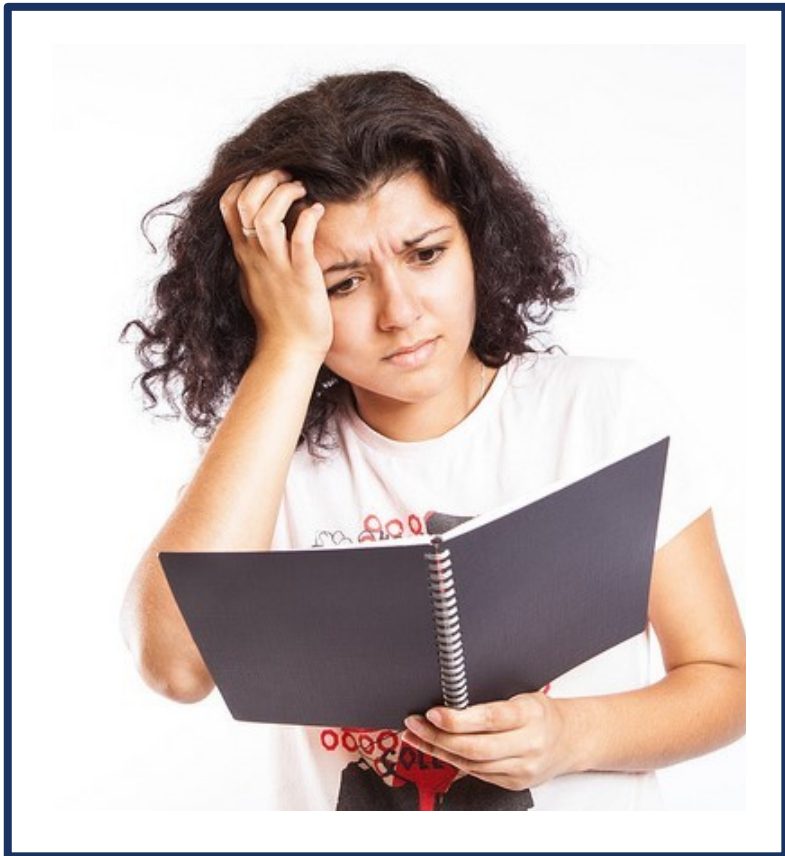
## ***Pitch***

The degree of highness or lowness in a person's voice.

## ***Intonation***

The rise and fall in pitch that occurs when we are speaking.

# Prosody



Not only does prosody help us **differentiate questions** from statements, but it also **helps us to recognize a speaker's emotional state** (through his/her “tone” of voice), **clarify communication** (e.g., “I asked for the time not a dime”), understand sarcasm and other variables.

**Prosody** is usually **acquired naturally** as children grow and listen to prosody being modeled around them.

# Prosody

- While viewing the video, think about the importance of prosody and the power of reading expression.
- Why is it imperative to teach prosody and reading with expression to students?



I did not say he stole the money.



# Prosody



It's a kitten.

joy

It's a kitten.

fear

It's a kitten.

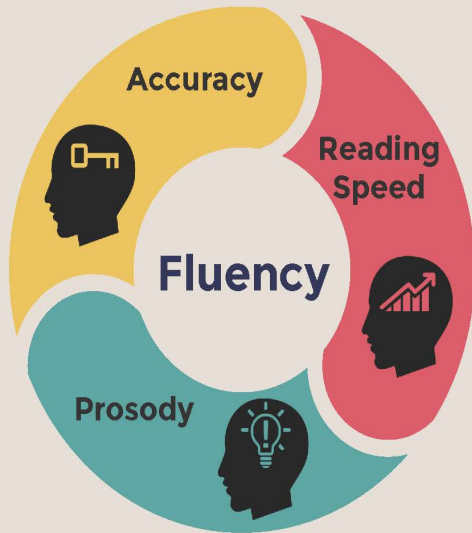
confusion



# The “Big Idea”

## What is Fluency?

Oral reading fluency includes 3 parts.



### Accuracy

Reading with few errors.

### Reading Speed

The rate at which a student reads.

### Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

- All three areas of reading fluency are **intertwined**
- Working on one area does **not necessarily** improve the others
- Attention to a single aspect of fluent reading such as rate **does not** preclude teaching attention to prosody and meaning

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# RESEARCH: WHY IS FLUENCY IMPORTANT?



# THE SIMPLE VIEW OF READING (SVR)

2 domains

**Printed Word  
Recognition**

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**Language  
Comprehension**

**Phoneme  
Awareness**

**Phonics**

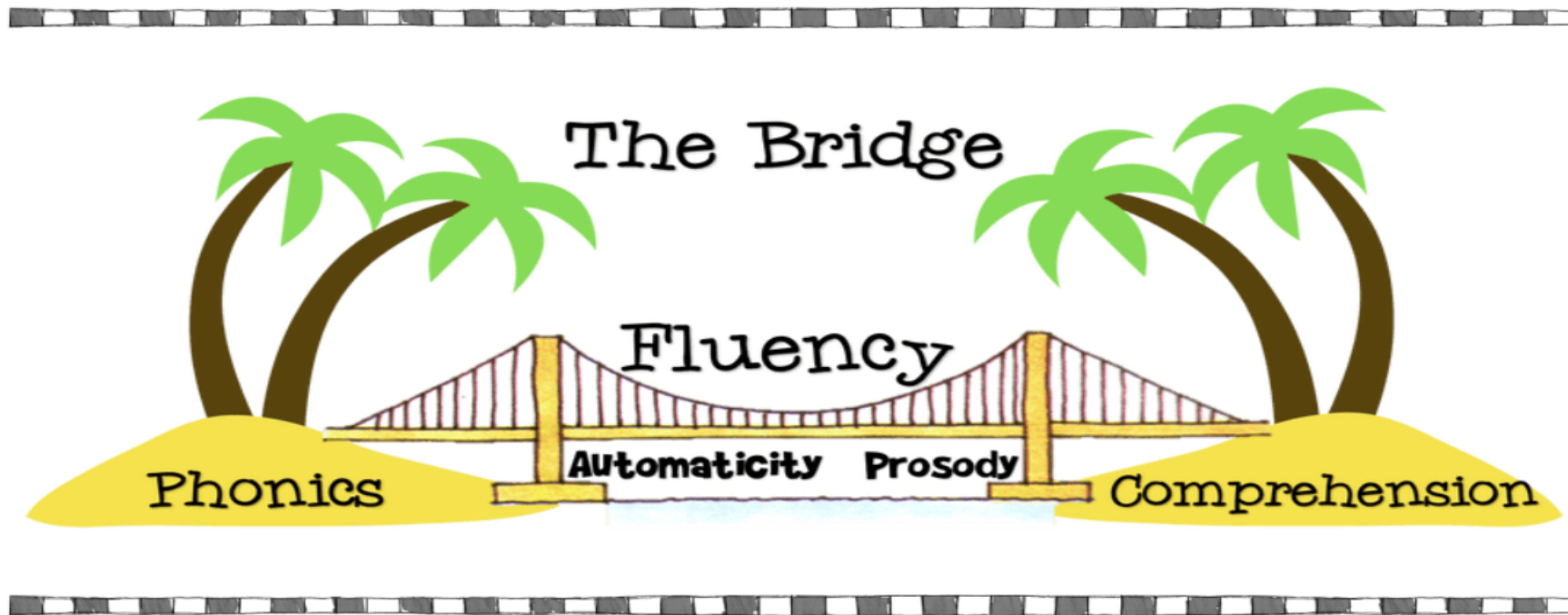
**Fluency**

**Vocabulary**

**Reading  
Comprehension**

5 components

# BRIDGE TO COMPREHENSION



Fluency forms the bridge between phonics and word recognition to comprehension

# TRAITS OF FLUENT READERS VERSUS DISFLUENT READERS

FLUENT READERS	DISFLUENT READERS
Use knowledge of language to keep reading.	Lack knowledge of language skills.
Use an appropriate reading rate.	Read word-by-word
Slow down to solve problems.	Think fast reading is good reading.
Have automatic word recognition.	Have a poor bank of sight words.
Have automatic word analysis skills.	Lack word analysis skills.
Use intonation to convey meaning.	Lack expression.
Adhere to punctuation cues.	Omit punctuation.
Use knowledge of story structure and expository text to keep reading.	Lack prior knowledge of story structure and expository text structure.
Reproduce the natural phrasing of the text.	Lack the ability to phrase text appropriately.

# QUICK CHECK!

Which statement is true about the importance of reading fluency?

- a. Reading fluency is important because it helps readers encode words.
- b. Reading fluency is important because it is the building block of communication, so making **sentences** clear, concise, and complete is fundamental.
- c. Reading fluency provides a bridge between word recognition and comprehension.
- d. None of the above



**Drop your response in the chat box.**

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# **STANDARDS:** WHICH FOUNDATIONAL LITERACY STANDARDS ARE ADDRESSED THROUGH FLUENCY?





# FOUNDATIONAL LITERACY STANDARDS - KINDERGARTEN

## **K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.**

**a.** Read emergent-reader texts with purpose and understanding.

- *Fluency in Kindergarten is primarily about **rate** and **accuracy** of decoding.*
- *Teachers can model and encourage expressive reading, but the focus in Kindergarten is on **building automatic and reliable decoding and building students' vocabulary**.*
- *By the end of the year, teachers want kindergarteners to be able to fluently read “emergent-reader” texts with purpose and understanding.*

# FOUNDATIONAL LITERACY STANDARDS - GRADE 1

## **I.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.**

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- *To help first-graders develop fluency and understanding while reading grade-level texts, continue to primarily strive toward **decoding that is accurate, automatic and reliable**.*
- *Begin to include attention to the other elements of fluency—**appropriate rate and expressions. Model** for students how to **confirm or self-correct word recognition and understanding** as they read.*

# FOUNDATIONAL LITERACY STANDARDS - GRADE 2

## 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- *By the end of Grade 2, students should read with sufficient accuracy and fluency to support comprehension. By providing students with plenty of **reading practice** that **targets all three aspects of fluency**, teachers can help students begin to move beyond sound-by-sound decoding to word recognition.*
- *This is when regular oral reading becomes crucial; **the more oral practice readers have, the more fluent their reading becomes.***

# GRADES 3-5

K

1

2

3-5

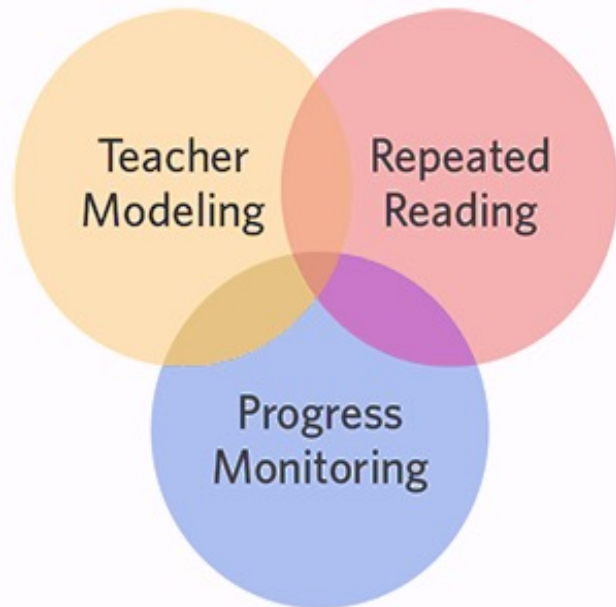
<b>3</b>	<b>3.FL.F.5</b>	<ul style="list-style-type: none"><li>a. Read grade-level text with purpose and understanding.</li><li>b. Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</li></ul>
<b>4</b>	<b>4.FL.F.5</b>	<ul style="list-style-type: none"><li>a. Read grade-level text with purpose and understanding.</li><li>b. Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</li></ul>
<b>5</b>	<b>5.FL.F.5</b>	<ul style="list-style-type: none"><li>a. Read grade-level text with purpose and understanding.</li><li>b. Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</li></ul>

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# STANDARDS IN ACTION: WHAT ARE THE EXPECTATIONS FOR INSTRUCTION IN FLUENCY?



# BUILDING READING FLUENCY



**Teacher Modeling:** The teacher models correct reading for a developing reader.

- Teacher modeling correct reading helps a student learn new words and master others as well as learn proper pronunciation, expression, and phrasing.

**Repeated Reading:** A student reads the story multiple times.

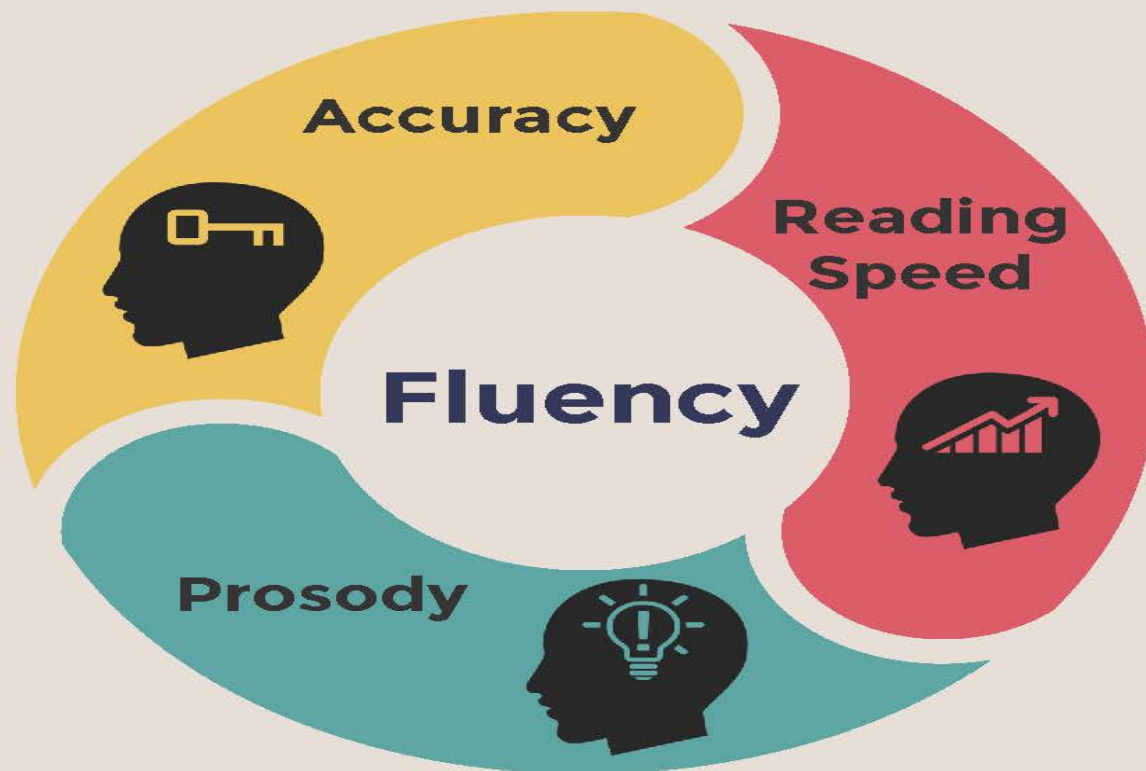
- Repeated reading helps a student master difficult words, increase accuracy, and improve expression to become a fluent reader.
- Reading a story repeatedly also increases comprehension and builds confidence.

**Progress Monitoring:** The student uses graphs to track his or her performance.

- Progress monitoring involves the student in the learning process, motivates the student to improve, and increases reading achievement.

# What is Fluency?

Oral reading fluency includes 3 parts.



## Accuracy

Reading with few errors.

## Reading Speed

The rate at which a student reads.

## Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

# Let's Practice Prosody

- **Reader's Theatre**  
**“Room for More” (2<sup>nd</sup>)**
- **4 volunteers needed**



**Molly:** There's no more room for us in here.  
I wish that I could disappear.

**Mom:** Let's go outside for some fresh air.

**Dad:** Go out, go out and take a chair!

**Narrator:** Mom picked up the cat, Ling Shoo.  
Out went Dad and Molly, too.  
Grandma Claire and Gramps Pierre,  
and Buster, Bart, and Bill and Blair,  
and Auntie Jane and Uncle Lee,  
and Puddin'head and Bobbie Dee,  
all went out for some fresh air.  
Each one dragged a folding chair.

**Mom:** Everybody have a seat.  
There's lots and lots of food to eat.

**Dad:** That's right! Dig in! It sure looks great!  
Does anybody need a plate?

**Narrator:** They tasted food from France and Spain.  
Not one relative complained.  
As Mom served Grandma's Irish stew,  
Molly smiled at what she knew.

**Molly:** We'll always welcome a new guest.  
Unplanned things are often best.

**Mom:** There's always room for just one more.  
[Knock, knock!]







## LET'S PRACTICE READING RATE

- You will have 1 minute to read a passage.
- When you have finished reading, give me a thumbs up in the chat box.
- Volunteer to retell what was read.


Exemplar text from  
*Roll of Thunder, Hear My Cry*

- Two participants needed: Reader and Teacher.
- The reader reads for 15 seconds.
- The teacher: 1) notes the errors, 2) count the number or correct items & 3) multiply by 4 to get words/word parts read per minute.



**How many words per minute did you read?**





# LET'S CHAT ABOUT IT

**What does fluency instruction sound and look like in the virtual classrooms in your school building?**



# WONDERS Alignment



*When might I see fluency instruction in the Wonders curriculum?*

## **Whole Group Instruction**

### **Weekly Text Set**

- Shared Read in the Reading/Writing Companion
- Literature Big Book
- Interactive Read Aloud
- Literature Anthology
- Reader's Theatre plays for each unit, available online.

## **Small Group Instruction**

### **Text-Based Lessons**

- Leveled Readers
- Differentiated Genre Passages

### **Skills-Focused Lessons**

- Differentiated Lessons

### **Literacy Workstations**

- Workstation Task Cards
- Digital Activities

# FLUENCY PRACTICE TECHNIQUES

Technique	Description
<b>Echo Reading</b>	<ul style="list-style-type: none"><li>Teacher(or student partner) reads the text one sentence or paragraph at a time, then the student (or partner) repeats using the same speed and expression.</li></ul>
<b>Choral Reading</b>	<ul style="list-style-type: none"><li>Teacher and students read a text aloud together, maintaining the same speed and expression. It can be helpful to use pre-correction prompts, such as “Keep your voice with mine.”</li></ul>
<b>Cloze Reading</b>	<ul style="list-style-type: none"><li>The teacher reads text aloud and the students follow along silently. Every few words the teacher pauses and the students say the next word (a meaningful word) aloud and in unison. This assists students in reading difficult material.</li></ul>
<b>Repeated Reading</b>	<ul style="list-style-type: none"><li>The student sits in a quiet location with a teacher and reads a passage aloud at least three times.</li></ul>
<b>Reader’s Theater</b>	<ul style="list-style-type: none"><li>Involves students in oral reading through reading parts in scripts.</li></ul>

# WONDERS Fluency Resources



## READ WORDS WITH SHORT *e*

### OBJECTIVES

Decode regularly spelled one-syllable words.

Decode words with short *e*



Unit 2 Decodable Reader pages 1–12

### Focus on Foundational Skills

Review the high-frequency words *again*, *help*, *new*, *there*, and *use* with children. Review that the letter *e* and the letters *ea* can stand for the short *e* sound. Guide children to blend the sounds to read the words.

### Read the Decodable Readers

Guide children to read “Ted Gets a Job” and “I Sell Crabs.” Identify the high-frequency words and words in which *e* or *ea* stands for the short *e* sound. If children struggle sounding out words, model blending.

### Focus on Fluency

With partners, have children read “Ted Gets a Job” and “I Sell Crabs.” As children read the text, guide them to focus on their accuracy and rate. Children can provide feedback to their partners.

## BUILD FLUENCY WITH PHONICS

### Sound-Spellings Fluency

Display the following Word-Building Cards: *e*, *ea*, *sp*, *sn*, *sl*, *cr*, *fr*, *tr*, *o*, *pl*, *fl*, *cl*, *bl*, *i*, *a*, *s*, *r*, *l*, *t*, *m*, *n*, *c*, *p*, *b*, *f*, *g*. Have children chorally say the sounds.

### Fluency in Connected Text

Have children review the **Decodable Reader** selections. Identify words with short *e* and blend words. Have partners reread the selections for fluency.

# WONDERS Fluency Resources



## Comprehension

### READ FOR FLUENCY



#### OBJECTIVES

Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text orally with accuracy, appropriate rate, and expression.

**Set Purpose** Tell children that they will now focus on reading *Pick Up Day*. Remind them that this story is realistic fiction and that they will be reading it to learn about garbage pick-up time in a boy's neighborhood. Tell children that they need to read with accuracy and at an appropriate rate.

**I Do** Read the first page of **Leveled Reader** *Pick Up Day*. Model reading at the appropriate rate. Tell children as they read it should sound like speech. Also explain to children that they need to read each word accurately.

**We Do** Read the next page and have children repeat each sentence after you. Point out how you read the words accurately and at the appropriate rate. Provide corrective feedback as needed. Correct all errors children make as they read.

**You Do** Have children read aloud the rest of the story independently or with a partner. Remind them to read each word accurately and to read so that it sounds like speech. Have children provide corrective feedback to their partners when necessary.

# Fluency Resources

Early Literacy Resources  
Visit the Early Literacy webpage:  
[www.scsk12.org/earlyliteracy/](http://www.scsk12.org/earlyliteracy/)

Focus on the Foundation		Grade 1
Issue #3 September 28, 2020 Early Literacy: <a href="http://www.scsk12.org/earlyliteracy/">www.scsk12.org/earlyliteracy/</a>		Unit 1: Weeks 2 and 3
<b>Week 2</b> <b>Key Concept:</b> Where I Live <b>Weekly Texts:</b> Alicia's Happy Day, Six Kids, Go, Pip, A Surprise in the City,	<b>Week 3</b> <b>Key Concept:</b> Our Pets <b>Weekly Texts:</b> Cool Dog, School Dog, A Pig for Cliff, Pip	
<a href="#">Workstation Activity Cards</a>	<a href="#">Workstation Activity Cards</a>	
Word Work		
<b>Phonological Awareness:</b> Phoneme Blending, Alliteration, Phoneme Categorization, Phoneme Segmentation <b>Phonics:</b> Blend and Build Words with Short i <b>HF Words:</b> down, out, up, very <b>Structural Analysis:</b> Double Final Consonants <b>Fluency:</b> Intonation <b>Decodable Texts:</b> Jill and Jim, Jim and Nick Zip <b>Additional Resources:</b> <a href="#">Short i Video</a> , <a href="#">Short i PPT</a> , <a href="#">Short i Interactive Game</a> , <a href="#">Oral Blending and Segmentation</a> , <a href="#">Flossy Works Video</a> , <a href="#">Floss Rule Poster</a>	<b>Phonological Awareness:</b> Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation <b>Phonics:</b> Beginning Consonant Blends: H-blends <b>HF Words:</b> be, come, good, pull <b>Structural Analysis:</b> Plural Nouns (-s) <b>Fluency:</b> Appropriate Phrasing <b>Decodable Texts:</b> <i>Cliff Has a Plan: A Good Black Cat</i> <b>Additional Resources:</b> <a href="#">Consonant H-blends</a> , <a href="#">Consonant Blends The Letter I Video</a> , <a href="#">Plural Nouns Fluency Activities</a>	
Grammar & Writing	Grammar & Writing	
<b>Grammar:</b> Word Order, Sentence Punctuation <b>Writing:</b> Write About the Text <b>Additional Resources:</b> <a href="#">Word Order</a> , <a href="#">Sentence Building</a>	<b>Grammar:</b> Statements, Capitalization & Punctuation <b>Writing:</b> Write About the Text <b>Additional Resources:</b> <a href="#">The Sentence Song</a> , <a href="#">What is a Sentence?</a>	
Comprehension		
<b>Skill:</b> Key Details <b>Strategy:</b> Visualize <b>Essential Question:</b> What is it like where you live? <b>Academic Vocabulary:</b> chart, title, author, illustrator, characters, discuss, character, setting, fantasy, sequence, visualize <b>Oral Vocabulary:</b> city, country, bored, feast, scurried <b>Leveled Readers:</b> <b>A:</b> What Can We See? <b>O:</b> A Trip to the City, <b>B:</b> Harvest Time, <b>E:</b> A Trip to the City	<b>Skill:</b> Key Details <b>Strategy:</b> Visualize <b>Essential Question:</b> What makes a pet special? <b>Academic Vocabulary:</b> cooperate, relationship, chore, collect, deliver <b>Oral Vocabulary:</b> care, train, groom, companion, popular, <b>Leveled Readers:</b> <b>A:</b> Mouse's Moon Party, <b>O:</b> Pet Show, <b>B:</b> Polly the Circus Star, <b>E:</b> Pet Show	
Habits of Learning	Classroom Culture	
<ul style="list-style-type: none"><li>I believe I can succeed.</li><li>I am part of a community of learners</li><li>I am a problem solver.</li><li>I talk with my peers to help make my writing better</li><li>I use rubrics to analyze my own writing.</li><li>I use different tools when I write and present my writing.</li></ul>	<ul style="list-style-type: none"><li>We learn through modeling and practice.</li><li>We build knowledge.</li><li>I can share ideas and listen.</li><li>I know that every person has a unique background.</li></ul>	



A woman with dark hair, wearing a blue polka-dot shirt, is smiling on a laptop screen. The screen shows a video conference with several other participants in smaller windows. The laptop is on a desk, and a pen holder with pens is visible to the left. The background is a blurred office setting.

**SUPPORT: HOW CAN I HELP MY  
TEACHERS WITH FLUENCY?**

## SUPPORTING COLLEAGUES



- During grade level or collaborative planning sessions, **model** the activities/strategies (as practiced in this training).
- Lessons should be taught individually or with small groups of students (3-5 students), so the teacher can closely monitor students' work.
- Wonders instructional routines for fluency instruction.

# Wonders

## Instructional Routines Handbook



Mc  
Graw  
Hill  
Education

### Instructional Routines for Fluency

- Echo reading
- Choral reading
- Cloze reading
- Structured partner reading

# **BACK IN THE BUILDING: WHAT SHOULD I LOOK FOR IN OUR REMOTE CLASSROOMS?**



## KEY “LOOK FORs”

In addition to **Instructional Practices 1, 2 and 3**, the following should be “looked for” during classroom observations:

1. Teachers modeling fluent reading.
2. Teachers providing explicit (GRR) fluency instruction.
3. Students engaging in Wonders Fluency instructional routines.
4. Students practicing independently and collaboratively.

# CONCLUSION



- Reading fluency is important because it **bridges between word recognition and comprehension**. It allows students time to focus on what the text is saying.
- Reading fluency should be taught explicitly.
- Reading fluency can be developed by engaging students in **guided, oral, repeated reading activities**.
- Monitoring student progress in reading fluency:
  - can be **motivating** to students.
  - is useful in setting **instructional goals**.

## **REVIEW** Session Objectives: HOW DID WE DO?

### School Leaders will...

- **Know** the importance of fluency.
- **Understand** the structure and components of fluency and standards aligned instructional practices.
- **Be able to** support teachers with implementing high-quality foundational skills instruction in fluency.

# MARK YOUR CALENDAR!

<b>Module</b>	<b>Date</b>	<b>Time</b>	<b>PLZ Code</b>
Module 6: Fluency (Repeat)	January 22, 2021	9:00am – 11:00am	24246
Module 7: Sentence Composition & Vocabulary Acquisition	February 4, 2021	4:00pm – 6:00pm	24246
Module 7: Sentence Composition & Vocabulary Acquisition (Repeat)	February 19, 2021	9:00am - 11:00am	24246



# Attendance Survey: **MODULE 6: FLUENCY**



<http://bit.ly/SCSLSSurvey>

# QUESTIONS



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For additional information, please visit the Early Literacy  
webpage: [www.scsk12.org/earlyliteracy/](http://www.scsk12.org/earlyliteracy/)



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