

# Fluency

The entire section on decoding in this framework emphasizes that beginning readers need to carefully attend to and process print. Sequential decoding, for example, is an effective route to identifying a word unknown in print to a reader; however, another, perhaps ultimately more important, consequence of careful attention to the letters of words is the ability to recognize words easily and effortlessly so that the reader's attention can be focused on comprehending and enjoying the text. Fluency, the ability to read words quickly and effortlessly, develops through the learning of sequential decoding and the reading and rereading of appropriately challenging texts.

All of the above points were made throughout the section of this framework that addressed decoding; however, they are repeated here, under a separate heading, to emphasize their central importance for becoming a proficient reader. While reading fluency is not sufficient for reading comprehension, it is absolutely necessary. Many of the quotations from previous sections of this paper provide verification of the central importance of fluency; following are additional quotes:

- **1985 - Anderson, Hiebert, Scott, & Wilkinson**

“Phonics instruction is just the first step toward the ultimate goal of fast, accurate word identification and fluent reading. What must occur is that students become so familiar with letter sound associations that words are identified automatically, that is, with little conscious attention.” (p. 46)

“Independent reading is probably a major source of reading fluency... Practice in this form is likely to be particularly effective in increasing the automaticity of word identification skills.”

- **1990 - Adams**

“More generally, repeated reading of text is found to produce marked improvement in word recognition, fluency, and comprehension.” (p. 153)

- **1998 - Hiebert, Pearson, Taylor, Richardson, & Paris**

“Rapid recognition of this core group of high-frequency words is gained through extensive involvement in reading and writing. For young children these occasions often involve oral reading where

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children can read quickly, expressionally, and with good phrasing, a process described as fluent reading.” (Topic 4, p. 2)

“For children to become fluent readers who devote their attention to the meaning of texts, many opportunities to read appropriately difficult text are needed throughout the primary grades.” (Topic 4, p. 4)