

Multidimensional Fluency Scale

Rasinski and Zutell

Name _____	Date _____
Fluency Score _____	
Book or Passage Title _____	Level _____

Scores will range from 4 to 16. Scores of 9 and above indicate that fluency is adequate for the grade level passage read. Scores below 9 indicate that fluency may be a concern.

Multidimensional Fluency Scale	4 Excellent	3 Good	2 Marginal	1 Poor
Accuracy <i>(timed reading for one minute)</i>	96% or above words read accurately with few successful self corrections	91%-95% words read accurately with successful self corrections	86%-90% struggles on many words; unsuccessful attempts at self-correction	85% and below struggles in decoding, unsuccessful decoding attempts
Phrasing	well-phrased in clauses and sentences with adequate attention to expression	mixture of run-ons and mid-sentence pauses, some chopiness, reasonable stress and intonation	frequent 2 and 3 word phrases, choppy reading, lacks stress and intonation that mark ends of sentences and clauses	monotone, little phrasing, word-by-word reading, improper stress and intonation that fail to mark ends of sentences
Smoothness	generally smooth with minimal breaks, word and structure difficulties are resolved quickly	occasional breaks caused by difficulty with specific words and/or structures	several "rough spots", pauses, hesitations, etc. are more frequent and disruptive	frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts
Pace	consistently conversational and appropriate	uneven mixture of fast and slow reading	moderately slow (or overly and inappropriately fast)	slow and laborious

Fluency Related Processes

<u>Accuracy</u> Automaticity with Subskills	<u>Speed</u> Processing Speed
<ul style="list-style-type: none"> – Letter perception (letter ID) – Phonological knowledge – Word identification skills (phonics, orthographic patterns, automatic word identification) – Language (structure of language, meaning of words) – Inference and comprehension 	<ul style="list-style-type: none"> –Lexical access and retrieval –Rapid retrieval
<p>Both Accuracy and Speed</p> <p>Fluent readers process both accurately and rapidly. They are self-regulated.</p>	

Adapted from *The Fluent Reader* by Tim Rasinski

Fluency in the Literacy Block – First Grade

Familiar Reading	Shared Reading	Phonics/Spelling
Small Group Reading	Read Aloud	Literacy Corners

Familiar Reading – First Grade

Time	Materials	Role of Child	Role of Teacher
Independent Reading 12-15 Minutes	previously read texts that the child can read with 90-95% accuracy Texts should include a variety of genres. additional materials, based on the needs of the child may include: <ul style="list-style-type: none"> • decodable texts • ABC books, charts, or cards • sight word cards • sight phrases • poems from phonics lessons 	Quietly reread continuous texts. Practice items in isolation to build automaticity with known information.	Monitor reading and provide coaching and feedback to individual children. Take accuracy checks of 2-3 children. Provide feedback. Take one-minute fluency check of 2-3 children. Provide feedback. Take one-minute fluency checks for letter naming if needed.
Partner Re-reading 5 Minutes	assigned passage that child can read with 90-95% accuracy	Reread assigned passage for one minute. Monitor and provide feedback to partner.	Monitor two one-minute timed readings; record WPM.
Automaticity 2-3 Minutes	high frequency words and phrases	Practice to build automaticity with words and phrases in isolation.	Monitor high-risk children.

Procedure for Fluency Phrase Practice During Familiar Reading

Monday

- The teacher writes the three new phrases on sentence strips and places them in the pocket chart.
- Students read the phrases chorally as the teacher runs a hand smoothly under the words.
- The teacher mixes in six or seven phrases from previous weeks. The teacher may choose phrases that include words with which the children need to develop automaticity. These may be phrases from the prior grade's list, or they could be phrases that incorporate the week's high frequency spelling words. Students will need to practice approximately three new phrases per week in order to have the opportunity to practice all the phrases on the grade level list by the end of the school year.

Tuesday- Friday

- The teacher will give the list of phrases to the students. The list should be kept in the student's fluency folder.
- Students will practice these phrases for the rest of the week. This list includes the review phrases.
- They will read the list to their partner and receive corrective feedback if needed. This fluency phrase practice will take place daily, immediately before the timed reading. *This activity should not take more than two minutes.*
- The teacher should monitor by walking around the room.
- The teacher may mix up the phrases in the pocket chart and use for practice with small groups or individuals needing intervention in oral reading fluency.

See *The Fluent Reader*, Timothy Rasinski, pp. 95-96, for a list of fluency sight phrases for First Grade.

Sample First Grade Phrases:

the people
Write it down.
by the water
Who will make it?
you and I
What will they do?
He called me.
We had their dog.
What did they say?
When would you go?
no way
a number of people
one or two
How long are they?