

Changes in Fluency over Time

<p>“Pretend Reading” (After Listening to a Text) Shared Reading (Without Leveled Texts)</p>	<p>Levels A-C</p>	<p>Levels D-I</p>	<p>Levels J-Z</p>
<p>Reading Reenactment “Talking Like A Book”</p>	<p>Early Reading Behaviors</p>	<p>Fluent and Phrased Oral Reading</p>	<p>Fluent and Phrased Oral Reading, Rapid Silent Reading</p>
<ul style="list-style-type: none"> • Responding to meaning and language • Imitating adults • Remembering stretches of familiar text, cued by the pictures • Sounding fluent, but not tied to print • Stretches of fluent reading in shared reading when teacher is supporting 	<ul style="list-style-type: none"> • Checking language with print • Using word-by-word matching • Reading slowly and carefully with crisp pointing under words • Sounding dysfluent but sometimes indicating an awareness of phrases 	<ul style="list-style-type: none"> • Tracing print with eyes • Fast, smooth word recognition and word solving • Reading faster and in phrased units that show an awareness of meaning and syntax • Sounding fluent on easy texts • Sounding fluent on stretches of challenging novel texts 	<ul style="list-style-type: none"> • Tracking print with eyes • Quick word recognition and word solving • Reading faster • Processing longer texts • Implicitly aware of language syntax and phrase units • Sounding fluent in oral reading of easy texts and stretches of reading in challenging texts