

FLUENCY

Waterford’s Instructional Strands for Literacy are aligned with the Essential Components of Reading identified by the National Reading Panel (NICHD, 2000).

Building a large bank of sight words is the beginning of building reading fluency. This happens through **ORTHOGRAPHIC MAPPING**, which is the process that adds words to a student’s long-term memory so they are recognized instantly without decoding. This mapping process involves **phonological awareness skills** and **phonics skills**.

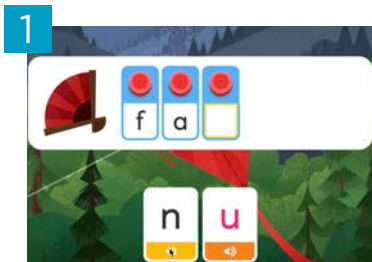


← LESS COMPLEX ————— MORE COMPLEX →



← ORTHOGRAPHIC MAPPING TO BUILD SIGHT-WORD BANK →

← PARALLEL FOCUS ON COMPREHENSION →



Students hear the sounds (phonemes) and then connect the phonemes to the letters (graphemes) to map CVC words.

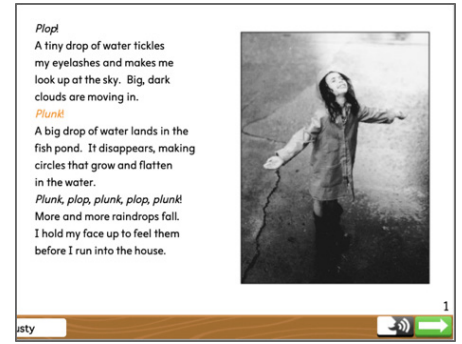
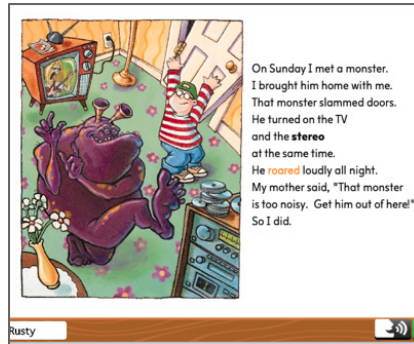
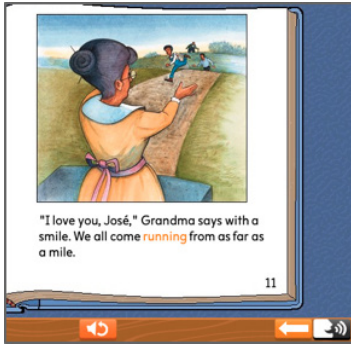


Students map words by connecting sounds/phonemes—/s/ /a/ /k/— to letters/graphemes—s-a-ck.

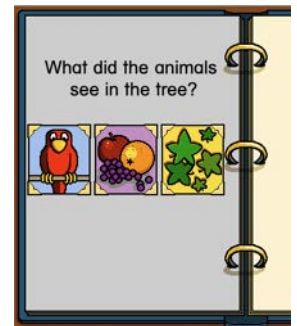
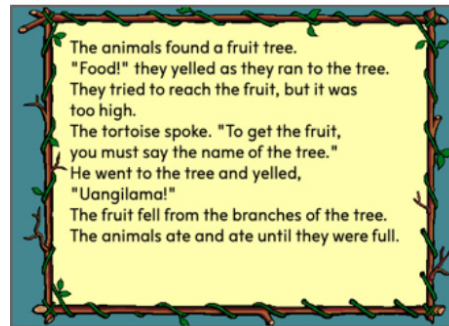
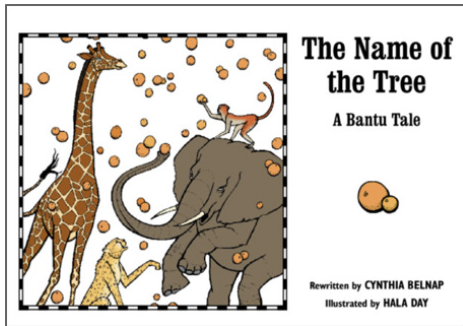


Students use the oa-t pattern to map similar words such as goat, throat, coat, and float.

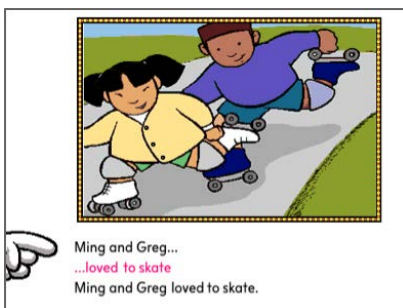
Waterford includes hundreds of decodable and read-along books, both narrative and informational, that provide fluency practice at all stages of reading development. Many of the books include narration as a *model* for fluency.



Short passages from a number of these books are used in fluency activities, allowing students to practice *repeated reading* of familiar text. Because *comprehension* is the ultimate goal of reading, many fluency activities in the program are followed by a check for understanding.



Reading with expression supports comprehension. To read with appropriate expression, students must pay attention to punctuation and think about the events of the story. Waterford provides explicit instruction and practice in this area.



View example fluency activities [here](#).



Check the student's reading fluency and accuracy as they read aloud. Encourage students to read with appropriate expression.

The Show (Fluency Unit 1)

Lane and Kate can do a show for us.
"Let the show begin!" says Lane.
Kate comes out with a big black hat.
"I can pull a snake out of this hat!" she says.
A snake! Kate is brave!
She takes a magic stick, waves it over the hat,
and pulls out a . . .
. . . silly snake! What a trick!

TOTAL NUMBER OF WORDS: 58 TOTAL NUMBER MISSED: _____
TIME: _____ WORDS PER MINUTE: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Encourage students to read with appropriate expression.

The Giant and the Hare (Fluency Unit 5)

A hare lived in a quiet forest.
One day a grumpy giant with squeaky boots
went tromping across the creek.
His boots went creak, creak,
scaring the mice, deer, and birds.
Suddenly the hare had an idea!
The giant was taking a nap.
The mice brought fur, the birds brought
feathers, and the deer brought hair
to stuff into the giant's boots.
The giant's boots didn't creak anymore!

TOTAL NUMBER OF WORDS: 68 TOTAL NUMBER MISSED: _____
TIME: _____ WORDS PER MINUTE: _____

COMMENTS:

Because fluency is best assessed offline by a teacher, Waterford includes printable fluency passages that are designed for one-on-one use with students.