

6 Dimensions of Oral Reading Fluency Student Checklist

Fluency Indicator	SOME of the time	MOST of the time	ALL of the time
<p>I pause my voice by using punctuation.</p> <p>For example: a short breath at a comma; a full stop with voice going down at periods and up at questions marks; a full stop at dashes.</p>			
<p>To phrase, I put words together in groups to represent meaningful phrases.</p> <p>Sometimes my phrases are cued by punctuation such as commas, but often they are not. My reading sounds like a conversation.</p>			
<p>I use a louder tone, or stress, particular words to reflect the meaning of the text.</p>			
<p>I use intonation to vary my voice in tone, pitch, and volume to reflect the meaning of the text. This shows expression.</p>			
<p>I read the text at a good rate- not too slow or too fast. I read steadily with few slow-downs, stops or pauses to solve words.</p> <p>If I have only a few short pauses for word-solving, I pick up the pace again quickly.</p>			
<p>I smoothly integrate fluency strategies evenly and consistently, including rate, phrasing, pausing, intonation, and stress.</p>			