



Chapter 4 Leader's Lens

Fluency

Consider the following supervision supports and classroom connections as you lead and guide teachers as they implement effective fluency instruction.

Supervision Supports	
Practical Research	<ul style="list-style-type: none"> Have you shared practical fluency research with teachers? What do you consider essential to know? Have teachers discussed the bridge analogy? How can you help teachers explore how fluency bridges the gap between decoding and comprehension?
Professional Development	<ul style="list-style-type: none"> What do you consider essential professional development for fluency? How would you support collaborative teams as teachers implement fluency practices within the literacy block? How would you provide professional development for important assisted reader strategies for struggling readers? Consider conducting teacher and interventionist training in the strategies, such as Neurological Impress Method and dyad reading, that support struggling readers.
Feedback and Expectations	<ul style="list-style-type: none"> What expectations do you have for integrating fluency practice into the literacy block? How would you provide feedback as teachers implement fluency strategies?
Financial Focus	<ul style="list-style-type: none"> Is there money budgeted to provide materials that would be beneficial for fluency practice? Is there money budgeted to provide classroom materials that could be used for fluency support?
Classroom Connections (Look-Fors)	
Literacy-Rich Environment	<ul style="list-style-type: none"> Notice if there are fluency resources and materials to support fluency practice. Are there paired reading books (fiction and nonfiction) to support paired reading?
Assisted Reading and Modeled Reading	<ul style="list-style-type: none"> Notice teacher read alouds. Are the three dimensions of fluency explicitly mentioned—reading at an appropriate speed, phrasing, and expression? Do students participate in choral reading and echo reading? Notice if technology-assisted reading strategies are used purposefully
Paired Oral Reading Strategies	<ul style="list-style-type: none"> Notice if teachers integrate Neurological Impress Method and dyad reading with struggling readers. Notice if teachers are pairing students strategically according to the paired reading protocol.
Repeated Reading Strategies	<ul style="list-style-type: none"> Notice if fluency instruction incorporates repeated reading strategies. Do students participate in reader's theater? Consider providing resources for teachers to support reader's theater.