**Fluency Continuum – “Important Transitions”**

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| **From:** ---🡪 ---🡪 ---🡪 ---🡪 ---🡪  | ---🡪 ---🡪 ---🡪 ---🡪 ---🡪  | **To:** |
| * Slow, careful, and precise pointing.
 | * Pointing but moving along the line quickly.
 | * Occasional pointing and sometimes sliding the finger or removing it altogether on easy parts of the text.
 |
| * Space between each word, coordinated with pointing.
 | * Less space between words, with some following one another smoothly.
 | * Putting many words together in groups with little space between.
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| * Frequent repeating to correct when pointing is “off” (for example, running out of words).
 | * Making pointing match most of the time without needing to self-correct.
 | * Automatic pointing with more attention to checking visual information with words than with matching.
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| * “Sing-song” quality to reading, monotonous most of the time.
 | * Evidence of putting words together on easy-to-say phrases like “said David” or “to the zoo.”
 | * Phrasing within most sentences, reflecting the meaning of the text.
 |
| * Little stress on words or change of pitch.
 | * Stress on important words and change of pitch.
 | * Using stress and variation in pitch to convey the meaning of the text.
 |
| * Some voice reflection of basic punctuation such as periods and question marks.
 | * Consistent voice reflection of basic punctuation such as periods and question marks.
 | * Automatic voice reflection of a range of punctuation.
 |
| * Emphasis on “reading” for it own sake.
 | * More attention to and emphasis on the story.
 | * Overt signs of enjoyment or interest in the story [text].
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| * Stopping frequently to check on reading , solve words slowly, and assure matching.
 | * Forward movement, stopping less frequently.
 | * Few stops for problem solving; matching is automatic and does not need correction even when slightly “off.”
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“Important Transitions” from Ch. 7 “Recognizing Change over Time in Fluent Reading in *Teaching for Comprehending and Fluency,* Fountas and Pinnell (2006)