**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. |
| * 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. |
| * “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]. |
| * 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)