

Supporting CLD Students FLUENCY

Research has shown that for both Monolingual and English Learners (EL) students, decoding and reading comprehension have a strong relationship, as do word reading fluency and reading comprehension. One key difference is that for EL, oral language is “an important foundation that supports the role of fluency as a bridge to comprehension” (Cárdenas-Hagan, p. 93, 2020).



Science-based Instructional Practices



Engaged and repetitive reading practice that is embedded with systematic support is most effective in the early grades

(Chard, Vaughn, & Tyler, 2002).

- Re-read texts students are familiar with and can understand.
- CLDs can participate in echo, choral, and partner readings. Be ready to provide explicit and corrective feedback.



Incorporating instruction about the prosodic features (accent, stress, rhythm, tone, pitch, and intonation) of the text being read can aid with fluency

(Rasinski et al., 2009).

- “Choral reading can reduce anxiety in ELs over mispronunciations and provide a comfortable way to practice reading and hearing fluent reading” (Carlson, 2020, p. 98).



Practicing reading with accuracy, automaticity, and appropriate prosody allows students to gain valuable insights about the sounds and cadences of the English language. This, in turn, contributes to the development of oral language fluency, reading comprehension, and listening comprehension

(Cárdenas-Hagan, 2020).

- During technology-assisted readings (e.g. e-books), have students read along with the audio to become familiar with expected speed (reading rates) and prosody.



Fluency instruction for CLD must...

- Have well-defined learning objectives.
- Present tasks in an easily understandable manner.
- Model the task’s process and expectation.