Fluency Skills
Checklist for Accuracy

The accuracy element of fluency refers to the ability to read the words in the text as they are written. Before accuracy is fully developed, readers learn to decode. The skills on this checklist help to support children in becoming accurate, and increasing their accuracy, at different stages of their reading development. These skills align with the following Common Core Standards:

Grade	CCSS Standard
K	**RF.K.4:** Read emergent-reader texts with purpose and understanding.

1–2	**RF.1.4/RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.
	    RF.1.4.A/RF.2.4.A: Read grade-level text with purpose and understanding.
	    RF.1.4.B/RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	    RF.1.4.C/RF.2.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

3–5	**RF.3.4/RF.4.4/RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.
	    RF.3.4.A/RF.4.4.A/RF.5.4.A: Read grade-level text with purpose and understanding.
	    RF.3.4.B/RF.4.4.B/RF.5.4.B: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	    RF.3.4.C/RF.4.4.C/RF.5.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

At the emergent reading stage (Level A–C), look for the reader to:

☐ Track word by word with finger (*at end of level C, point only as needed)

☐ Rely on the pattern to read

☐ Recognize when they've reached an unknown word

☐ Use the picture clue to predict the new word outside of the pattern

☐ Use the beginning sound to predict the unknown word (to do this, they need to be able to identify most letter sounds)

At the early reading stage (Levels D–I), look for the reader to:

Levels D–F

☐ Use first sound/gets mouth ready to read first sound to figure out word

☐ Rely on known letter sound and word patterns to decode words (levels D–F: beginning and ending digraphs, beginning and ending consonant blends, long vowels with final silent e, soft and hard g and c)

☐ Cross-check picture with sounds

☐ Immediately recognize known high frequency words in context

Levels G–I

☐ Chunk increasingly longer words to decode (Levels G–I: vowel digraphs – long vowels, inflectional endings (-ed, -ing))

☐ Monitor reading by utilizing strategies like cross-checking, rereading, and self-correcting

☐ Begin to read silently

At the transitional reading stage (Levels J–M), look for the reader to:

☐ Chunk increasingly longer words to decode

☐ Use a combination of strategies to decode words independently (integrating meaning, phonics, and syntax)

☐ Rely on letter patterns (specifically, knowledge of prefixes and suffixes) to decode

☐ Monitor reading by utilizing strategies like cross-checking, rereading, and self-correcting

At the early fluent and fluent reading stages (Levels N+), look for the reader to:

☐ Monitor and cross-check using multiple sources of information
☐ Use word meaning and structure to solve unfamiliar words