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## INTERNATIONAL LITERACY ASSOCIATION'S (ILA) DEFINES FLUENCY AND ITS ROLE IN READING PROFICIENCY

Newark, Del. (April 23, 2018) — Despite decades of research around the importance of fluency in reading, there is still widespread misunderstanding about what fluency is and the role it plays in skillful reading, according to ILA's latest brief, *Reading Fluently Does Not Mean Reading Fast*.

According to the brief, three mechanics, or skills, work together to enable fluent reading: accuracy, rate and expression. The brief defines fluency as “reasonably accurate reading, at an appropriate rate, with suitable expression, that leads to accurate and deep comprehension and motivation to read.”

Acknowledging that different situations demand different emphases of the three components of fluency, and that precisely defined standards do not exist, the brief sets reasonable expectations for students' reading accuracy, rate and expression.

The brief describes the purpose of fluency using the metaphor of a doorway that, when open, leads to understanding and motivation. If the “fluency door” is closed, readers can't access the meaning of print and the joy of reading. These students often become reluctant readers who continue to fall behind their peers, the “good readers,” because they read far less text and therefore miss critical opportunities to improve their decoding and word recognition skills, automaticity and vocabulary.

The brief ends with six actionable strategies for fostering fluency in the classroom.

Access the full brief [here](#).

### ***About the International Literacy Association***

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 78 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. ILA's Standards for the Preparation of Literacy Professionals 2017 provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit [literacyworldwide.org](http://literacyworldwide.org).

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