Building a large bank of sight words is the beginning of building reading fluency. This happens through ORTHOGRAPHIC MAPPING, which is the process that adds words to a student’s long-term memory so they are recognized instantly without decoding. This mapping process involves **phonological awareness skills** and **phonics skills**.
Waterford includes hundreds of decodable and read-along books, both narrative and informational, that provide fluency practice at all stages of reading development. Many of the books include narration as a *model* for fluency.

Short passages from a number of these books are used in fluency activities, allowing students to practice *repeated reading* of familiar text. Because *comprehension* is the ultimate goal of reading, many fluency activities in the program are followed by a check for understanding.

*Reading with expression* supports comprehension. To read with appropriate expression, students must pay attention to punctuation and think about the events of the story. Waterford provides explicit instruction and practice in this area.

[View example fluency activities here.]
Because fluency is best assessed offline by a teacher, Waterford includes printable fluency passages that are designed for one-on-one use with students.