

Reading Fluency



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The National Reading Panel

- Why it is critical to know about the NRP?
- How it can shape best practice?

- National Reading Panel Report
- American Federation of Teachers
- National Institute of Child Health and Human Development
- U.S. Department of Education
- National Institute of Literacy



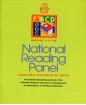
Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension



Automaticity or Fluency?

Automaticity:

- Fast, effortless word recognition without expression

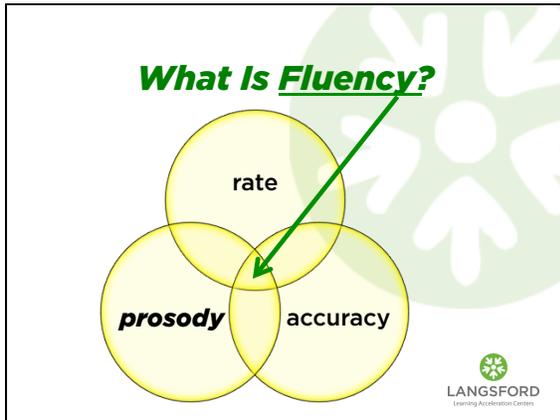
Fluency:

- The ability to read accurately, quickly and with appropriate **intonation** and **expression**

Put Reading First 2001, p. 22



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Fluency

Reasonably **accurate** reading at an appropriate **rate** with suitable **expression** that leads to accurate and deep **comprehension** and **motivation** to read.

Jan Hasbrouck, Ph.D.

Fluent reading sounds like speech"-- smooth, effortless, but not "as fast as you can" (*Stahl & Kuhn (2002)*)

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Fluent Readers ...

- Recognize words automatically
- Read effortlessly
- Read with expression
- Focus on comprehension



A black stick figure is shown in a dynamic, dancing pose. It is surrounded by several red dots of varying sizes, some above and some below it, suggesting movement or rhythm.

Put Reading First 2001, p. 22

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Assessing Fluency

- Select a grade-level passage
- Student reads for one minute
- Compute the number of words
- Count the number of errors
- Subtract the number of errors from the number of words read



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Are higher ORF scores better?

- Serious concern reading fluency has become a speed contest
- Rasinski & Hamman Reading Today Aug/Sept 2010
- Limited evidence to suggest that reading above 50%ile is of any benefit. Can be detrimental.
- Jan Hatcher, Ph.D 2017
- Significant evidence that it is crucial to help student read with fluency solidly at or very near the 50%ile to support comprehension and motivation.
- Jan Hatcher, Ph.D 2017



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Timothy Rasinski- Multidimensional Fluency Scale



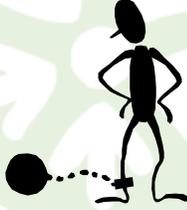
- Expression and volume
- Phrasing
- Smoothness
- Pace
- 1-4 rating of each area



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Some Factors That Inhibit Fluency...

- Decoding breakdown
- Limited vocabulary
- Comprehension skills
- Lack of practice
- Slow processing speed
- Weak orthographic knowledge:
 - An understanding of the patterns of language
 - Practice with words and phrases



Students Who Do Not Reach Fluency Targets

Determine whether the problem is accuracy or fluency

- Look for patterns:
 - More than 1 error every 10 words indicates a need to look at **accuracy**
 - Few errors but low rate - work on **fluency**
 - Rates less than 30-40 wpm typically indicate a need for word **recognition** instruction
- If students are not solid with word recognition skills, focusing on increasing speed will be counter-productive

Simmons & Kame'enui 1998



Skilled Readers Look at the Letters and See Letter Patterns

Deep orthographic knowledge:

- An understanding of the patterns of language
- Practice with words and phrases
- Passages



"The impressive ease and speed with which good readers process the individual letters of words in text is owed to the fact that they have learned, at an automatic level, a great deal about the sequences of letters they are likely to see."

Marilyn Adams: *Beginning to Read*



***If the Problem Is Fluency...
Research Based Guidelines***

- Modeling fluent oral reading (Hornes, 2011; Rasinski, 2010; Chard et al., 2002 as cited in Hudson, Lane & Pullen, 2005)
- Providing oral support and modeling (Rasinski, 2010 as cited in Hudson, Lane & Pullen, 2005)
- Reading to an adult rather than peer (Tharion, 2004 as cited in Horn & Chard, 2008)
- Clearly stated purpose focused on comprehension
- Repeatedly reading passages 3-4 times (Tharion, 2004 as cited in Horn & Chard, 2008)
- Encouraging prosody development through cueing phrase boundaries (Rasinski, 2010; Schuchert, 1980 as cited in Hudson, Lane & Pullen, 2005)
- Establishing a reading goal and providing corrective feedback (Dunstan, 2004 as cited in Horn & Chard, 2008)
- Providing students with plenty of materials at their independent reading level (Allington, 2000 as cited in Hudson, Lane & Pullen, 2005)



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If the Problem Is Fluency...

Students who read significantly below fluency targets will require:

- Modeling
- Guided Repeated Oral Reading
- Progress Monitoring (goals & graphs)
- Daily practice



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Identifying Appropriate Text

- **Independent Level:** Easy to Read:
 - No more than about 1 in 20 words are difficult (95% success)
- **Instructional Level:** Challenging to Read:
 - No more than about 1 in 10 words are difficult (90% success).
- **Frustration Level:** Difficult to Read:
 - More than 1 in 10 words are difficult (less than 90% success).



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Repeated Readings

- Read the same passage several times until the desired rate is reached
- Keep reading at the same level until the same rate is reached (three times), then move on to a new level and repeat procedure
- Do daily
- Perform at least 3-4 repetitions of the text
- Read with a teacher/partner



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Research has shown:

Repeated Readings:

- improve both fluency and comprehension (Samuels, 1997).
- increase word recognition (Johns & Berglund, 2002) and lead to decrease in word recognition errors (Samules, 1997).
- lead to faster processing of text (Dowhower, 1989).
- increase factual retention (Dowhower, 1989).
- help comprehension and encourage deeper questioning and insights (Dowhower, 1989).
- help struggling readers break out of word-by-word reading to read with more meaningful phrasing (Dowhower/Raskinski, 2003).
- is equal to if not better than other more complicated strategies (Dowhower 1989).

The number of rereadings required reaching criterion-reading speed decreases as students continue the technique (Samuels, 1997).



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“Children with word recognition difficulties avoid reading. . . thus it is extremely difficult for them to “catch up” to their peers in total amount of reading practice time...” Dr. Joseph Torgesen



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“Students who have not become fluent readers by the end of third grade can and must still be taught to become successful readers.”

Dr. Joseph Torgesen



Journal of School Psychology
Volume 40, Issue 1, January-February 2002, Pages 7-26



Types of Assessment

- **Benchmark Assessments:** Screening assessments used with all students to determine who is performing at benchmark and who needs extra instructional support. Benchmark assessments are typically given to all students three times per year—in the fall, winter, and spring.
- **Diagnostic Assessments:** Criterion-referenced assessments used to determine the skills and needs of a struggling reader. Diagnostic assessments are used to help match interventions to a student's needs and to monitor progress in specific skills.
- **Progress Monitoring Assessments:** Valuable, sensitive, and reliable measurement tools used to determine whether the prescribed interventions are effective for students. Progress monitoring assessments are given regularly throughout the year (for example, weekly, biweekly, or monthly).
- **Outcome Assessments:** Annual, high-stakes statewide tests used to determine whether students have met grade-level standards. Examples: State-adopted high-stakes assessments and Common Core State Standards assessments

Read Naturally, Inc



Reading Fluency Scoring Procedures

- Benchmark Assessment is grade level passage
- One minute timed reading (do 2 passages and average)
- 2 copies of text (1 for student, 1 for recording errors)
- Stopwatch
- Directions:
“When I say begin, start reading out loud. Try to read each word. If you come to a word you don't know, I will tell it to you. Be sure to do your best reading, not your fastest reading”
- Start when they say 1st word & mark last word read
- Determine correct words per minute (CWPM)
- ex: 47 words read minus 4 errors = 43 CWPM
- Accuracy %: Divide the CWPM by the WPM
- ex: 43/47 = 91%
- Prosody Rubric



Recording Errors

- **Errors: Put a slash “/” on errors**
 - Mispronunciations (dig for dog)
 - Omissions (each word left out counts as error)
 - Hesitations >3 seconds
(then say the word for student)
 - Word order/reversal
(2 adjacent words read out of order – walked quietly for quietly walked – counts as 2 errors)
- **Not Errors but mark if possible:**
 - Insertions (caret with word)
 - Repetitions (R with arrow)
 - Self-corrections within 3 seconds (SC)
 - Dialect/speech (wif for with)
 - Skipped row



Marking Fluency Errors

<p>A. Mispronunciation B. Insertion C. Repetition D. Reversal</p>	<p>E. Hesitation F. Self-correction G. Omission</p>
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Text	Misread	Kind of Error	Is Error Counted
She saw a cat.	She saw a scary cat.	<u>B</u> _____	<u>no</u> _____
I see the worm.	I see the word.	<u>A</u> _____	<u>yes</u> _____
He went to town.	He went to tent..town.	<u>F</u> _____	<u>no</u> _____
I see a bird.	I see a birb.	<u>A</u> _____	<u>yes</u> _____
He had a beach ball	He had a beach ball, a beach ball	<u>C</u> _____	<u>no</u> _____
I like her car.	I like her ...(>3) car.	<u>E</u> _____	<u>yes</u> _____
She went to school.	She went school.	<u>G</u> _____	<u>yes</u> _____



Passage Two

It was spring. Mom, Pam, and Bill went on a hike in the woods.	8
Pam wanted to pick flowers. They saw pretty yellow and white flowers in a field.	14
"Let's pick some of these flowers for our table," said Pam. They began picking the flowers.	21
Bill called, "Stop! I hear buzzing."	29
"Help! It's after me," cried Pam. She started to run. A bee was chasing Pam.	36
"Be still Pam," Mom told her. "Try not to run. Let me help you." Mom waved the bee away from Pam's head. The bee flew off.	43
"Let's leave these flowers here," said Bill. "We don't want more bees chasing us."	45
"Yes," Pam said, "these flowers belong to the bees."	51
	58
	66
	74
	84
	92
	98
	106
	112
	115



Scoring

- Words read minus errors
CWPM: _____
- Words read correctly divided by
words read
Accuracy: _____%



Prosody Rubric

1 2 3 4 on each:

- Expression & Volume _____
- Phrasing _____
- Smoothness _____
- Pace _____
- Total Prosody Score: _____



Strategies to develop Fluency

- Modeling
- Guided Repeated Oral Reading
- Progress Monitoring



Modeling

- Teacher reads to students model fluent vs. disfluent
- Choral reading with teacher
- Echo reading with teacher
- Tape assisted reading
- Partner reading



Reading Activities

- Words - accuracy, rate
- Phrases - accuracy, rate
- Poems - accuracy, prosody
- Readers Theater - accuracy, prosody

- Guided Oral Reading - all 3!
Main Focus!



Guided ORAL Reading

- Not silent!
- Student reads out loud to teacher or proficient reader
- Student is given feedback, correction and suggestions
- Same passage 3-4 times
- Daily practice



Guidance & Feedback

- Offer positive comment first 😊
- Ask them to critique themselves
- Accuracy - Check vowel, rule - don't just supply word
- Discuss phrasing, punctuation, expression, pace
- Use context - does that make sense?



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Phrasing

*I pledge allegiance / to the Flag /
of the United States of America /
and to the Republic /
for which it stands /
one Nation / under God /
indivisible /
with liberty and justice for all./*



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Progress Monitoring

- **Cold Read** (first read)
 - The student reads new passage for 1 minute. The teacher calculates the number of words read correctly in one minute (WCPM). The student records on the graph with blue pencil.
- **Practice Read** (warm reads)
 - The student reads the same passage along with teacher and/or CD recording. This can be done after the cold read or next instruction day.
 - Repeat 3-4 times.
- **Hot Read** (final read)
 - The student reads for 1 minute. The teacher calculates WCPM. The student records on graph in red pencil.
- **Goal is for the next COLD read to be 1-2 words higher per week**



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Measuring Progress

- **CWPM - Hasbrouck & Tindal norms**
 - Per grade level
 - 3 times a year and weekly goals
- **Accuracy -**
 - 95% Independent, 90% Instructional
- **Prosody - Rasinski Fluency Rubric**
 - 10 or above good progress
 - Below 10 needs attention



**“No child is born a reader;
all children in literate
societies have to be
taught to read.”**

Dr. Reid Lyon (NICHD)

