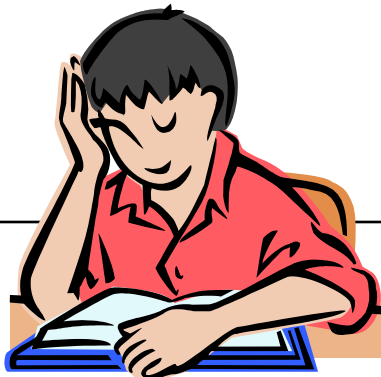


# Reading Fluency: Tasks, Texts, and Teaching

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What's All the Fuss About?



# General Research Findings

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Fluent reading, like the thread of life itself (Kendrew, 1966), is intrinsically elegant in both form and cadence... We certainly know it when we see it, and we are quick to celebrate it, along with the trajectory of success it portends.”



*Kame'neui, E.J., & Simmons, D.C. (2001). The DNA of Reading Fluency. Scientific Studies of Reading, 5(3), 203-210.*

# General Research Findings

## cont.

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The history of fluency research in the field of reading might be characterized as intellectually spasmodic: There are periods of great effort and creativity, followed by fallow periods of relative disinterest. In 1983 fluency was described as the “most neglected” reading skill (Allington, 1983).



*Wolf, M. and Katzir-Cohen, T. (2001). Reading fluency and its intervention. Scientific Studies of Reading, 5(3), 211-229.*

# General Research Findings

## cont.

- Skilled readers can read words in context three times faster and read words in lists two times faster than can struggling readers.
- With this distribution of fluency in a classroom whole class instruction and singular approaches will not be likely to meet the needs of all children.
- Struggling readers are slower because of problems in list reading as context doesn't make any unique contribution to fluency rates and accuracy.



*Jenkins, J.R., Fuchs, L. S., Van den Broek, P., Espin, C., & Deno. S. L. (2003) Accuracy and fluency in list and context reading of skilled and RD groups: Absolute and relative performance levels. Learning Disabilities Research and Practice, 18 (4), 237-245.*

# General Research Findings cont.

*25 words make up 33% of the words you read!*

The Lorge-Thorndike Magazine Count

	<u>Word</u>	<u>Frequency of Use</u>	<u>Cumulative % of Use</u>
1	the	236,472	.0515
2	and	138,672	.0817
3	a	117,222	.1072
4	to	115,358	.1323
5	of	112,601	.1568
6	I	89,489	.1763
7	in	75,253	.1926
8	was	58,732	.2055
9	that	55,667	.2176
10	it	52,107	.2290
11	he	49,268	.2397
12	you	42,581	.2490
13	for	39,363	.2576
14	had	34,341	.2651
15	is	33,404	.2723
16	with	32,903	.2795
17	her	31,824	.2884
18	she	31,087	.2932
19	his	30,748	.2999
20	as	30,693	.3066
21	on	30,244	.3132
22	at	26,250	.3189
23	have	24,456	.3242
24	but	23,704	.3292
25	me	23,364	.3345

Sum=1,535,783

Total Number of  
Words= 4,591,125



*Thorndike-Lorge magazine count. Ed. E.L Thorndike & I. Lorge. New York, 1944: Columbia Univ.. [entries from "The teacher's word book of 30,000 words"; on RLIN]*

# General Research Findings

## cont.

---

- *107 words make up over 50% of the words you read!*
- *930 words make up 65% of the words you read!*
- *5,000 words make up 80% of the words you read?*
- *13% of words occur only once in one million words*



*Zeno, S. M., Ivens, S. H., Millard, R.T., & Duvvuri, R. (1995). The educator's word guide. New York: Touchstone Applied Science Associates, Inc.*

*Hiebert, E. H. (2004). Texts for Fluency and Vocabulary: Selecting Instructional Texts that Support Reading Fluency*

# General Research Findings

## cont.

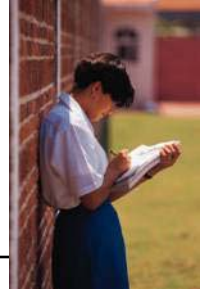


- *44% of American Fourth Graders cannot read fluently, even when they read grade-level stories aloud under supportive testing conditions.*
- *By Fourth Grade most children are fairly accurate but also very slow.*

*Pinnell, G.S., Pikulski, J.J., Wixson, K.K., Campbell, J.R., Gough, P.B., & Beatty, A.S. (1995). Listening to children read aloud: Oral fluency. Washington, DC: National Center for Educational Statistics, U.S. Department of Education.*

# General Research Findings

## cont.



- *Context reading fluency is highly dependent upon word-recognition skills as well as the context.*
- *Skilled readers do not rely upon context to predict or recognize words as do poorer readers.*
- *Context-free or word-recognition reading skill helps poorer readers' fluency while comprehension processes help skilled readers' fluency.*

*Jenkins, J.R., Fuchs, L. S., Van den Broek, P., Espin, C., & Deno. S. L. (2003). Sources of individual differences in reading comprehension and reading fluency. Journal of Educational Psychology, 95(4), 719-729.*

*Stanovich, K. (1980). Toward an interactive-compensatory model of individual differences in the development of reading fluency. Reading Research Quarterly, 16(1), 37-71.*



# General Research Findings

## cont.

---

- *Letter naming fluency uniquely predicts 1<sup>st</sup> grade oral reading fluency – more so than does letter-sound fluency.*

*Stage, S., Sheppard, J., Davidson, M. M., & Browning, M. M. (2001). Prediction of first-graders' growth in oral reading fluency using kindergarten letter fluency. Journal of School Psychology, 39 (3), 225-237.*



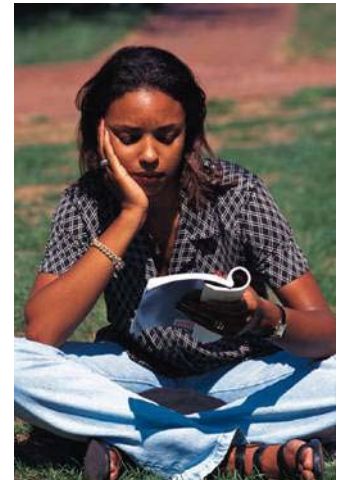
# General Research Findings

## cont.

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- *Effective fluency lessons include practice and explicit instruction.*
- *Fluency practice is effectively accomplished using a variety of grouping strategies and methods such as whole class readings, performance, oral repeated readings, buddy or paired reading, assisted reading, closed caption TV, etc.*

*Worthy, J., & Broaddus, K. (2002). The Reading Teacher, 55(4), 334-343.*  
*Worthy, J., & Prater, K. (2002). The Reading Teacher, 56(3), 294-297.*



# General Research Findings

## cont.

---

- *Word recognition automaticity is achieved through practice because practice provides successive exposures to print.*
- *Practice doesn't fully explain how prosody develops.*
- *Prosody may be the link between fluency and comprehension because it provides cues to an otherwise invisible process.*
- *There are many unresolved issues and questions about text difficulty, practice conditions, time allocation, self monitoring, oral vs. silent, etc.*

*Kuhn, M.R., & Stahl, S. A. (2000). Fluency: A review of developmental and remedial practices. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.*



# Fluency: A Definition/Essential Components

## *Accuracy and Automaticity of Decoding Processes*

- Readers decode words accurately
- Readers decode words effortlessly

## *Reading Speed or Rate*

- Readers read with an age or grade level appropriate rate
- Reading speed is adjusted for purpose and text difficulty

## *Expression and Prosody*

- Readers read with smoothness, phrasing, and inflection.

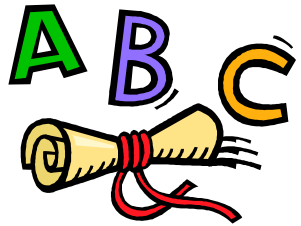
## *Comprehension*

- Readers comprehend important ideas in



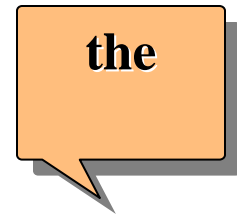
# Fluency: Tasks

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□ **Fluent letter recognition**

□ **Fluent word recognition**



□ **Fluent word decoding**

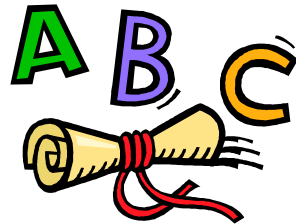
□ **Fluent reading of connected text**



# Fluency: Task Considerations

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## □ **Fluent letter recognition**



- **Name**
- **Produce**
- **Search**

*Remember that fluent letter recognition predicts early reading achievement!*



# Fluency: Tasks

---

- **Fluent word recognition**

- **Focus on High Frequency Words**

- **Recognize (Say)**

- **Produce (Write)**

- **Search (Find)**

- **Focus on Highly Useful Word Patterns**

- **Recognize (Say)**

- **Produce (Write)**

- **Search (Find)**



the



# Fluency: Tasks

---

- **Fluent word recognition**
  - **Focus on High Frequency Words**
    - **Fry Instant Words – First 100**

**Fry, E.B., Kress, J.E., Fountoukidis, D. L. (2000). The Reading Teacher's Book of Lists, 4<sup>th</sup> Edition. Paramus, NJ: Prentice Hall.**



**the**



# Fluency: Tasks

- **Fluent word recognition**
- **Focus on Highly Useful Word Patterns**

-ack	-all	-ain	-ake	-ail
-ame	-an	-ank	-ap	-ash
-at	-ate	-aw	-ay	-eat
-ell	-est	-ice	-ike	-ick
-ide	-ight	-ill	-in	-ine
-ing	-ink	-ip	-ir	-ock
-oke	-op	-ore	-or	-uck
-ug	-ump	-unk	*-(y)	

- Adams, M. J. (1990a). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

# Fluency: Tasks

---

- **Fluent word decoding**
- **Reading CV, CVC, CVCE, CVVC words**



- **Blending**
- **Writing**
- **Searching**



## Fluency: Selecting Supportive Texts

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- **The texts we select for practice scaffold what and how children become fluent**
- **Controlled texts that attend to the repetition of words are important to support fluency acquisition in the early grades**
- **Practice with short, 100 word segments that can be read in one minute**

# Fluency: Selecting Supportive Texts

---

- **The texts we select for practice scaffold what and how children become fluent!**

**Brown, K. J. (1999). What kind of text – for whom and when? Textual Scaffolding for Beginning Readers. *The Reading Teacher*, 53(4).**



# Fluency: Selecting Supportive Texts

**Controlled texts that attend to the repetition of words are important to support fluency acquisition in the early grades**



## **Scaffolding Instruction with Beginning Reading Texts\***

- **Uncontrolled Narratives and Information Books**
- **Syntactic Pattern Books**
- **Easy Readers – I Can Read**
  - **Decodable Books**
  - **Simple Predictable and Transitional Books**
    - **Big Books**
- **Lap or Bedtime Reading Books**

Brown, K. J. (1999). What kind of text – for whom and when? Textual Scaffolding for Beginning Readers. *The Reading Teacher*, 53(4).

# Fluency: How Do Readers Become Fluent?



*Readers become fluent from:*

- *exposure to appropriate and inappropriate models of reading.*
- *explicit instruction, feedback, and guidance.*
- *practicing with appropriately challenging and varied text genres.*
- *oral - - and silent? -- reading practice on a frequent basis.*

Reutzel, D. R., & Cooter, R.B. (2003). *Strategies for reading instruction and assessment: Every child a successful reader*. Upper Saddle River, NJ: Merrill/Prentice-Hall.

# Explicit Fluency Lessons: Three Critical Components - EMS

---

- **Explanations** – explicit teaching of the terms and components of fluency.
- **Modeling** – teacher demonstrations of fluency and disfluency characteristics.
- **Scaffolding**
  - **ME, YOU and ME, YOU**
  - **Easier texts to more difficult** →
  - **Charts, visuals, diagrams to convict you of teaching fluency terms, concepts, and fluency fix-up strategies**



# Fluency: Explicit Instruction

---

**Define explicitly the “characteristics” of fluent reading for students.**

## **Fluent Readers:**

- ❑ **read what is on the page most of the time.**
- ❑ **vary the speed of their reading by the difficulty of the text and why they are reading.**
- ❑ **make oral reading interesting by reading with appropriate volume, expression, phrasing, and smoothness.**
- ❑ **can retell what they’ve read remembering important ideas.**

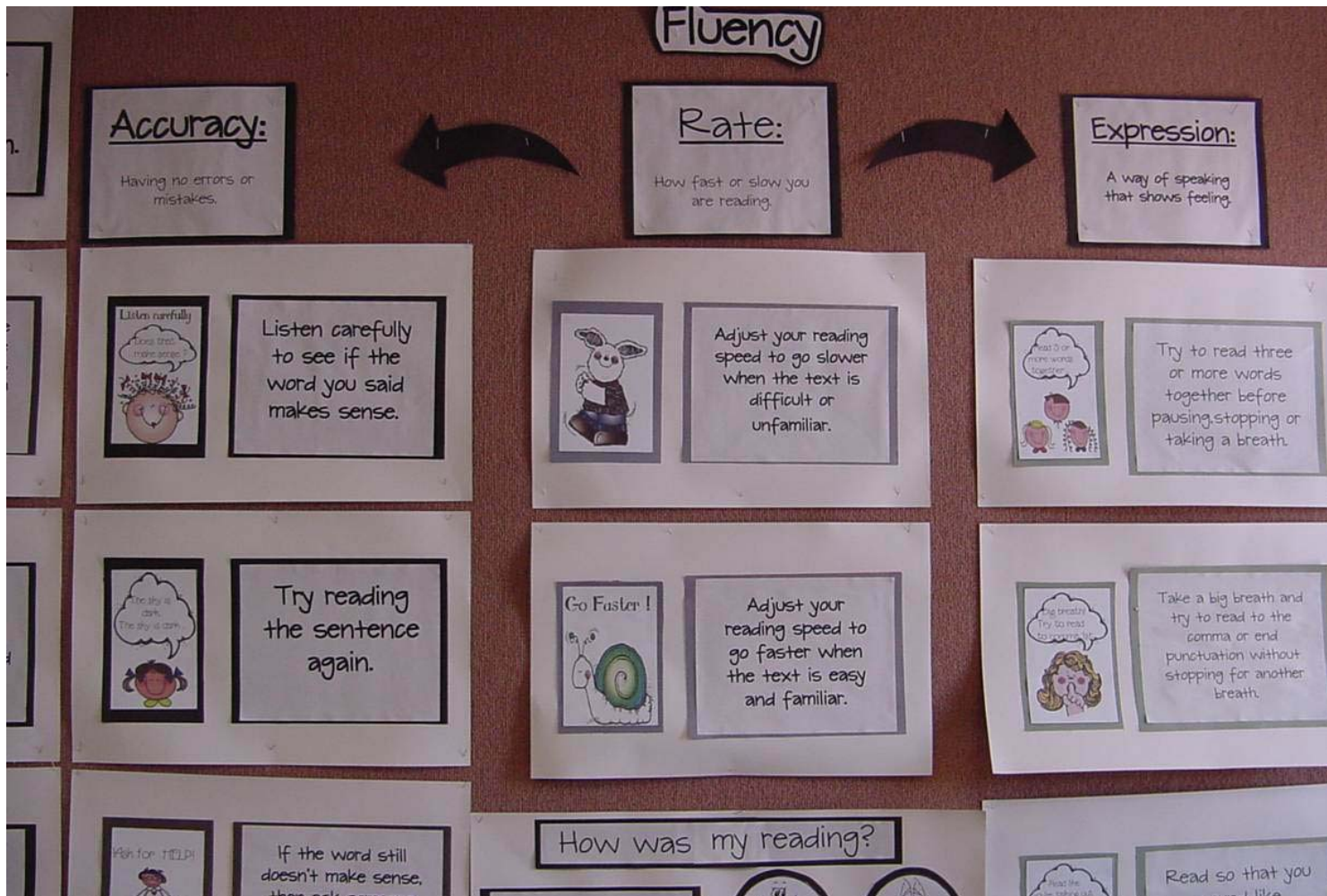




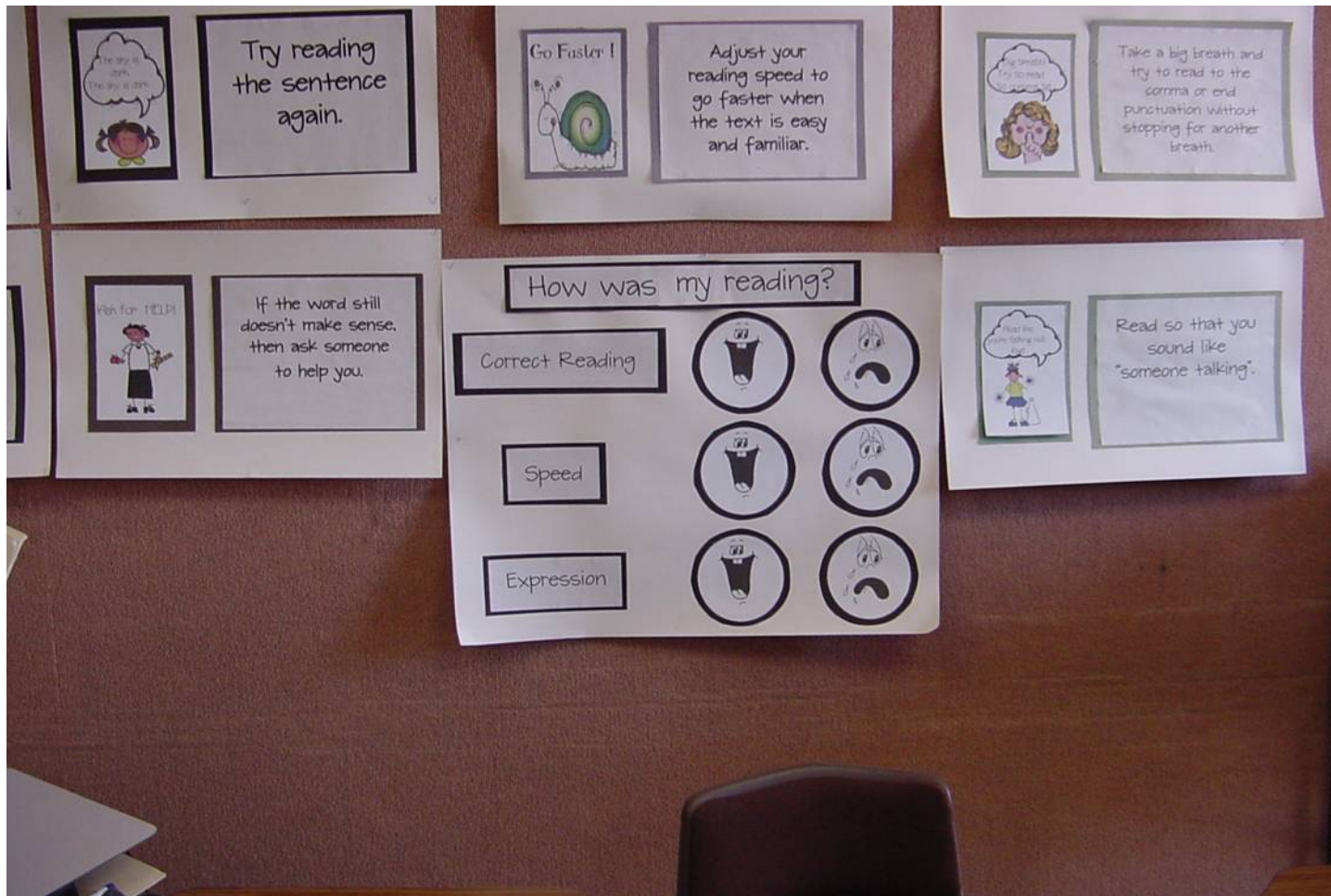
# Define explicitly the “characteristics” of fluent reading for students.



# Define explicitly the “characteristics” of fluent reading for students.



# Define explicitly the “characteristics” of fluent reading for students.



# Define explicitly the “characteristics” of fluent reading for students.



# Fluency: Demonstrations/Modeling

---

**Model or Demonstration through read aloud varied examples of the characteristics and non-characteristics of fluent reading with connected text or word lists.**

- **Accurate Reading**
- **Inaccurate Reading**
- **Appropriate Speed**
- **Inappropriate Speeds**
- **Smoothness**
- **Hesitating, Halting**
- **Expressive**
- **Monotone**
- **Appropriate Phrasing**
- **Word-by-Word**



# Fluency: Demonstrations/Modeling

---

## Goldilocks and the Three Bears

Once there was a little girl named Goldilocks.

“What a sweet child,” said someone new in town.

“That’s what you think,” said a neighbor.

One morning Goldilock’s mother sent her to buy muffins in the next village. “You must promise not to take the shortcut through the forest,” she said.

“I’ve heard that bears live there.”

“I promise,” said Goldilocks. But to tell the truth Goldilocks was one of those naughty little girls who do exactly as they please.



Marshall, J. (2000). In Scott-Foresman Image That, Grade 3, pg. 47-67.



# Fluency: Guided Practice

**Select an appropriately challenging, engaging, and short reading selection.**

**Start with:**



- Choral reading – echoic, unison, pop corn, antiphonal, mumble, line-a-child, etc.

*THEN*

- Assess – using the characteristics of fluent reading assessment chart (Next)

# Fluency: *Wall Chart*

## *Developing Meta-Fluency: Monitoring Fluent Reading*

---

Accurate Reading



Speed or Rate



Expression



Comprehension





## Fluency: Supported Practice *OR*

---

**Select an appropriately challenging and engaging piece of reading or word list.**  
**Start with:**

- Paired Reading – Buddy, NIM, Read along tapes, CDs, etc.

*THEN*

- Assess – using the fluent reading characteristic assessment chart



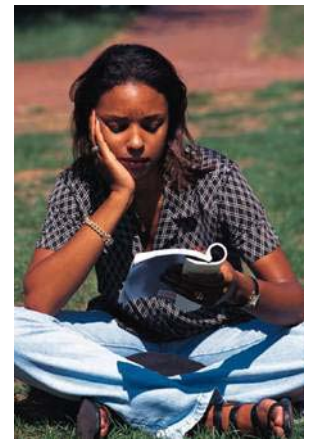
# Fluency: Recorded Practice

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**Select an appropriately challenging and engaging piece of reading or word list.**

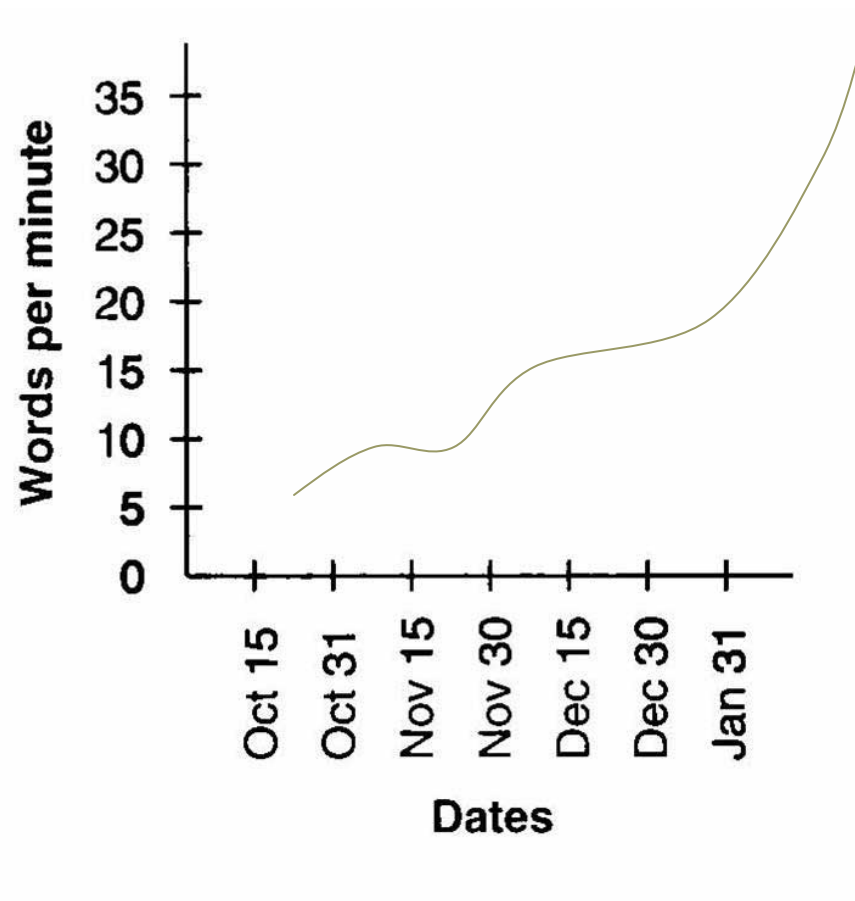
**Start with:**

- Individual Recorded Reading – Cassette tapes
- THEN*
- Assess – using the fluent reading characteristic assessment chart and personal progress folder



# Fluency Self Assessment: Charting Personal Progress

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# Fluency: Performance

---

**Select an appropriately challenging and engaging piece of reading or word list.  
Start with:**

- Reader's Theater, Radio Reading, etc. –

*THEN*

- Self or Group Assess – using the fluent reading characteristic assessment chart





# Fluency: Assessment

## Fluency in Grades 2-5 (Medians)\*

Grade	%ile	Fall WCPM*	Winter WCPM	Spring WCPM
2	75	82	106	124
	50	53	78	94
	25	23	46	65
3	75	107	123	142
	50	79	93	114
	25	65	70	87

\*=Words Correct Per minute- Hansbrouck, J.E., & Tindal, G. (1992). Curriculum-Based Oral Reading Fluency Norms for Students in Grades 2 Through 5." *Teaching Exceptional Children*, Spring 41-44.



# Fluency: Assessment

□ Analyzing Rate (continued)

■ Fluency in Grades 2-5 (Medians)\*

Grade	%ile	Fall WCPM*	Winter WCPM	Spring WCPM
4	75	125	133	143
	50	99	112	118
	25	72	89	92
5	75	126	143	151
	50	105	118	128
	25	77	93	100

\*=Words Correct Per minute - Hansbrouck, J.E., & Tindal, G. (1992). Curriculum-Based Oral Reading Fluency Norms for Students in Grades 2 Through 5." *Teaching Exceptional Children*, Spring 41-44.



# Fluency: Assessment of Expression

---

## Multidimensional Fluency Scale\*

### A. *Expression and Volume*

1. Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.
2. Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a voice that is quiet.
3. Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.
4. Reads with good expression and enthusiasm throughout the text. Sounds like natural language. Reader is able to vary expression and volume to match his/her interpretation of the passage.

\* Rasinski, T.V. (2003). *The Fluent Reader*. NY: Scholastic, Inc.

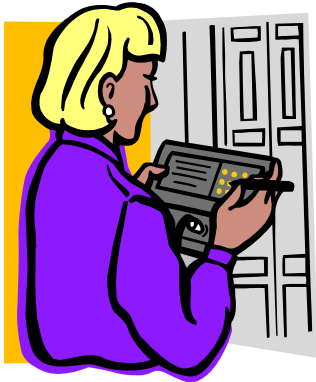
# Fluency: Assessment of Expression

Analyzing Expression Cont.

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## *B. Phrasing*

- 1. Monotonic with little sense of phrase boundaries, frequent word-by-word reading.**
- 2. Frequent two and three word phrases giving the impression of choppy reading; improper stress and intonation that fails to mark ends of sentences and clauses.**
- 3. Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.**
- 4. Generally well-phrased, mostly in clause and sentence units, with adequate attention to expression.**



\* Rasinski, T.V. (2003). *The Fluent Reader*. NY: Scholastic, Inc.

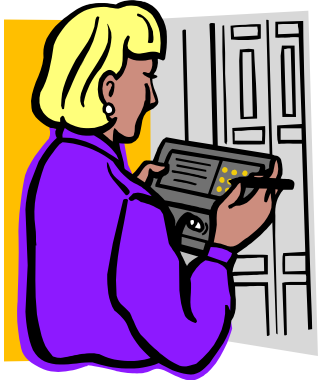


# Fluency: Assessment of Expression

Analyzing Expression (continued)

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## *C. Smoothness*



- 1. Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.**
- 2. Several “rough spots” in text where extended pauses, hesitations, etc., are more frequent and disruptive.**
- 3. Occasional breaks in smoothness caused by difficulties with specific words and/or structures.**
- 4. Generally smooth reading with some breaks, but word and structure difficulties is resolved quickly, usually through self-correction.**

\* Rasinski, T.V. (2003). *The Fluent Reader*. NY: Scholastic, Inc.

# Fluency: Assessment of Expression

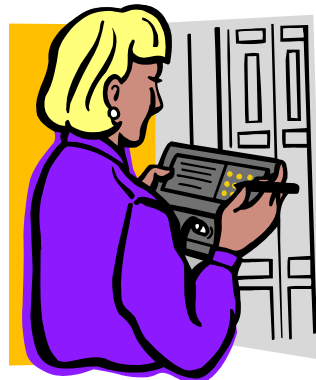
Analyzing Expression (continued)

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## ***D. Pace (during sections of minimal disruption)***

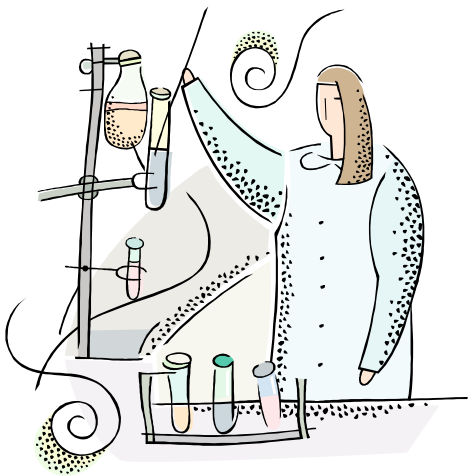
- 1. Slow and laborious.**
- 2. Moderately slow.**
- 3. Uneven mixture of fast and slow reading.**
- 4. Consistently conversational.**

\* Rasinski, T.V. (2003). *The Fluent Reader*. NY: Scholastic, Inc.



# Fluency Development: Examining the Form and Function

- **Nine Teachers**
- **Nine Classrooms of 3<sup>rd</sup> Grade Children**
- **Two Matched High Poverty/Low Performing Elementary Schools**
- **Teachers were Three Year Participants in REA Training**
- **Randomly Assigned Students into Four Groups during summer months**
  - **Practice Group 1 – Monitored Silent Sustained Reading**
  - **Practice Group 2 – Variety of Oral Fluency Practice**
  - **Explicit Instruction Only Group – Explicit Instruction, Goal Setting, and Monitoring**
  - **Combined Explicit Instruction and Oral Fluency Practice Group**



# Fluency Development: Examining the Form and Function

- Instruction took place daily for 25 minutes
- Teachers taught  $\frac{1}{4}$  of year in each of the four groups rotating through all four to control for teacher effects
- Student fluency was measured by recording on audio tapes:
  - One passage to establish a baseline –a grade level passage taken from the Third Grade DIBELS ORF site.
  - One passage at end of year– a grade level passage taken from the Third Grade DIBELS ORF site.
  - Accuracy measured as % correct
  - Rate measured in one minute sample of Words Correct per Minute (WCPM)
  - Expression measured using the Multi-Dimensional Fluency Scale (4 category, 4 point version)
  - Student and teacher pre and post structured interview, class observations, and teacher reflection journals.



# Fluency Development: Examining the Form and Function

Comprehension measured by oral retellings and an idea unit recalled rating scale ala' *Developmental Reading Assessment*

## Retelling Guide: Keiko the Killer Whale

- **Oral Retelling Procedure:** Highlight information the student recalls during the oral retelling.
- **\_\_:\_\_ Beginning Time**    **\_\_:\_\_ Ending Time**
- **Big Idea 1:**        **Keiko is an Orca whale.**
- **He was captured near Iceland and brought to California.**
- **He became a famous performer.**
- **He did tricks at a theme park.**
- **He starred in a movie.**
- **Orcas are called killer whales.**
- **They eat seals.**
- **Big Idea 2:**        **Keiko was not healthy when he lived at the theme park.**
- **He was thin.**
- **His skin was covered with sores.**
- **The water wasn't cold enough for him to be comfortable.**
- **He couldn't get enough exercise.**
- **He was not a happy whale.**



# Fluency Development: Examining the Form and Function

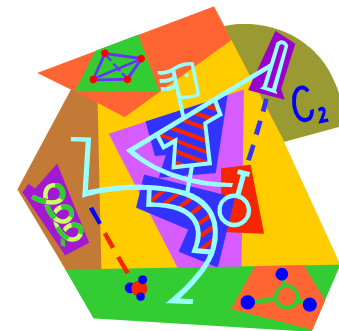
- **Big Idea 3:** Keiko will eventually be released into the wild.
- He was taken to the Oregon Coast Aquarium to get healthy.
- He ate the kind of fish he'd have to catch himself in the ocean.
- His tank was very large and had cool ocean water.
- His trainers helped him remember what it was like to be wild.
- He ate well and exercised every day.
- He gained two tons and got healthy again.
- **Big Idea 4:** Keiko's new home is a pen in the ocean.
- He was so big he had to be flown in a special plane.
- The plane had a pool that took up the entire inside.
- Maybe he will find his original family of Orcas.
- \*If necessary, use one or more of the following prompts to gain further information.
- Tell me more.
- You said \_\_\_\_\_. Tell me more about that.
- Tell me about Keiko.
- Tell me about what life was like for Keiko at the theme park.
- Tell me about Keiko's experience at the aquarium.
- Tell me about where Keiko is now.
- **Scoring:** Big Ideas: \_\_\_\_/4      Details: \_\_\_\_/20      Total: \_\_\_\_\_/24



# Fluency Development: Examining the Form and Function

- **Preliminary Findings\*** – ANCOVAs on pre and post fluency accuracy, rate, expression, and retell data using DIBELS 3<sup>rd</sup> Grade ORF Passages
- **All groups began with N.S.D. on Fluency**
- **All groups made significant growth from pretest to posttest over the year, e.g. - over 1 word per week in rate when the national average is .5 words per week increase.**
- **N.S.D. in Accuracy scores from Pre to Post among four treatments**
- **N.S.D. in Rate scores from Pre to Post among four treatments**
- **S.D. in Expression scores from Pre to Post among four treatments (Combined > Practice Group 2 - Oral and Instruction Only Group – Practice Group 1 – Monitored SSR was N.S.D. from Combined, Oral Practice or Explicit Instruction Only Groups)**
- **S.D. in Oral Retelling scores from Pre to Post among four treatments (Combined > Practice Group 2 - Oral and Instruction Only Group – Practice Group 1 – Monitored SSR was N.S.D. from Combined, Oral Practice or Explicit Instruction Only Groups)**

\* Not for distribution



# Read Me A Memory\*

- **Read me a mem'ry, tell me a tale. Speak of wondrous adventures, together we'll sail off to forests enchanted and lands far away, fairies and kings and magical rings. My heart has wings when I sit at your knee and you read to me.**
- **Years turn like pages, soon I'll be grown. Maybe someday I'll read to a child of my own. Though I may not remember the stories we shared. I always knew through the time spent with you that you loved me too for I sat at your knee and you read to me.**
- **Childhood, like summer days; dew on the grass, Soon will be yesterdays. Don't let it pass 'til you Read me a mem'ry, tell me a tale, speak of wondrous adventures. Together we'll sail off to forests enchanted and lands far away, fairies and kings and magical rings. My heart has wings when I sit at your knee and you read to me.**

*\* Performed by Northridge Elementary School Children's Choir. Music by Jay Richards Music, Copyright 2000.*



# If You Would Like to Get this Full Presentation:

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