



Fluency: The Essential Link to Building Comprehension

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<http://www.sde.ct.gov>

**CONNECTICUT'S BLUEPRINT
FOR READING ACHIEVEMENT**

The Report of The Early Reading Success Panel



Connecticut State Department of Education — 2000

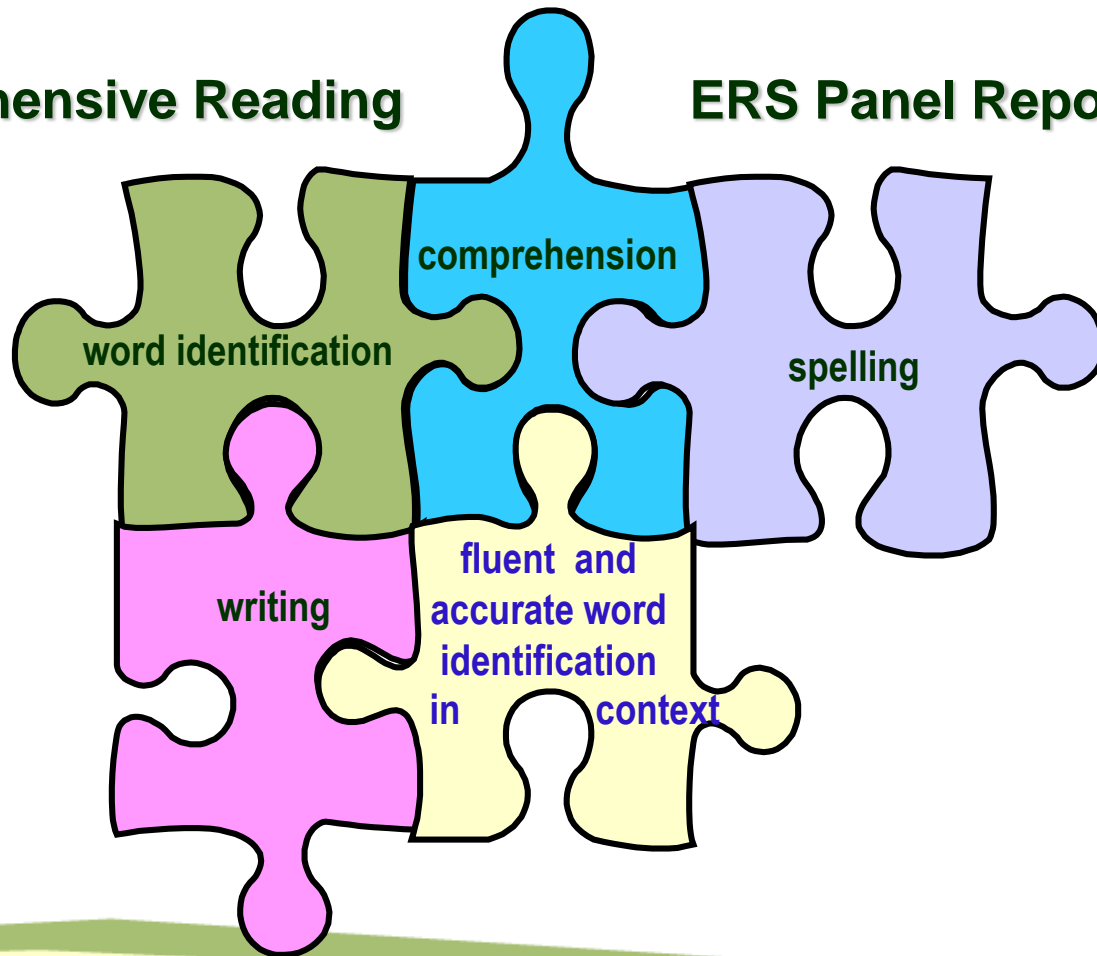
Go to:

- **Curriculum & Instruction**
- **Key Curriculum Resources**
- **Connecticut's Blueprint for Reading Achievement**

These five areas and their components must be standard in any K-3 reading curriculum

Comprehensive Reading

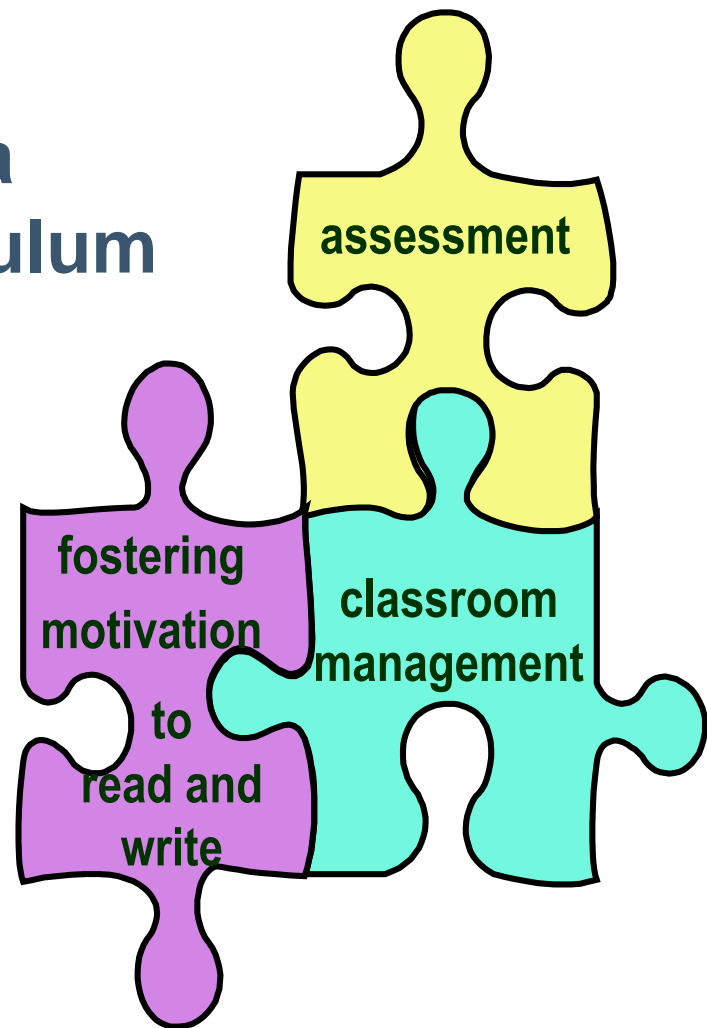
ERS Panel Report



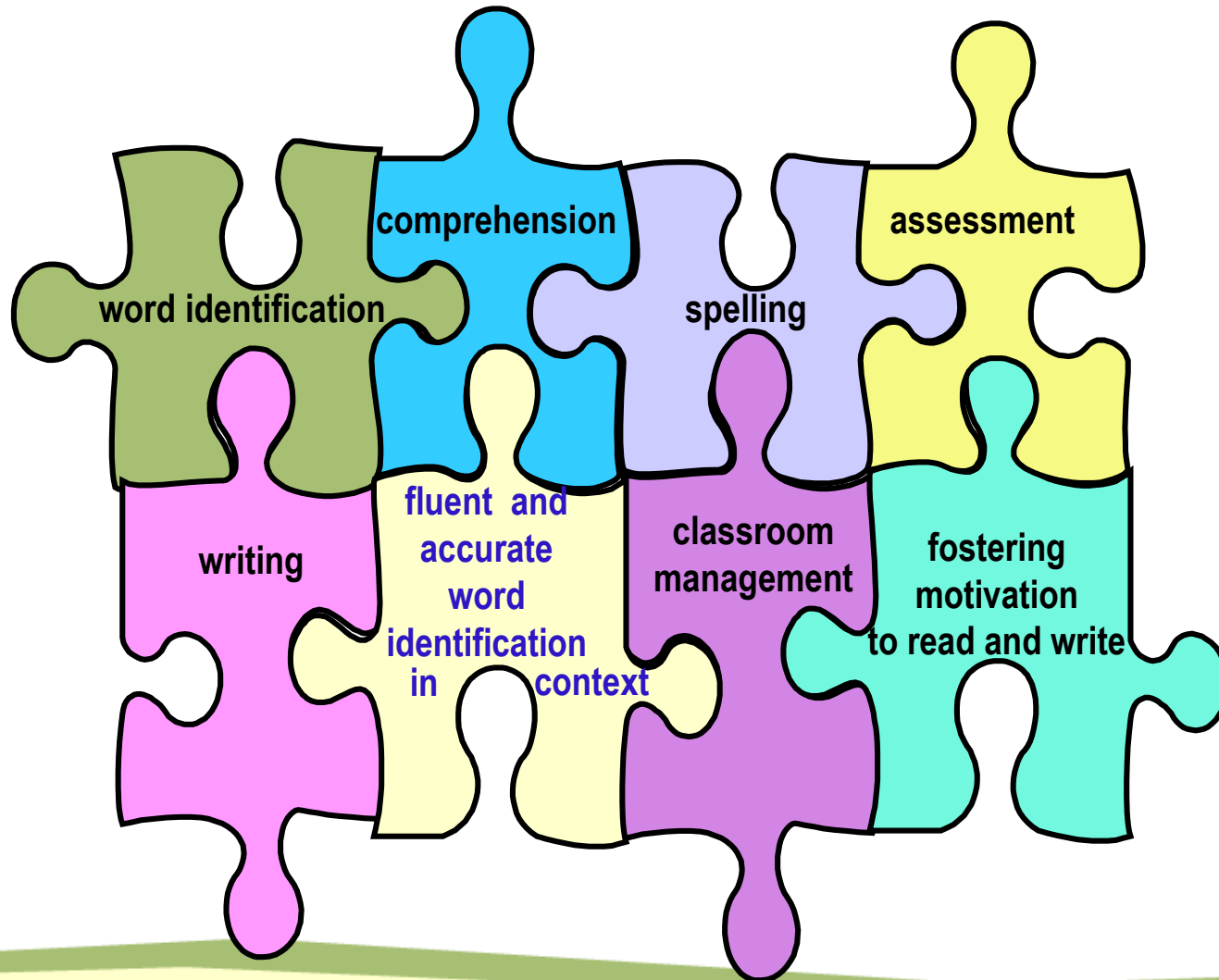
Other Important Considerations in a Comprehensive Curriculum

**Comprehensive
Reading**

**ERS Panel
Report**



COMPREHENSIVE READING



Connecticut ERS Panel Report Professional Development Recommendations

- reading instruction which meets individual differences and needs
- oral language development
- on-going assessment which informs instruction
- explicit, systematic teaching of word identification skills, phonics and phonemic awareness

Connecticut ERS Panel Report Professional Development Recommendations

- explicit teaching of writing
- explicit teaching of comprehension
- integrating teaching of word identification skills, comprehension, spelling and writing
- specialists serve as resources to classroom teachers



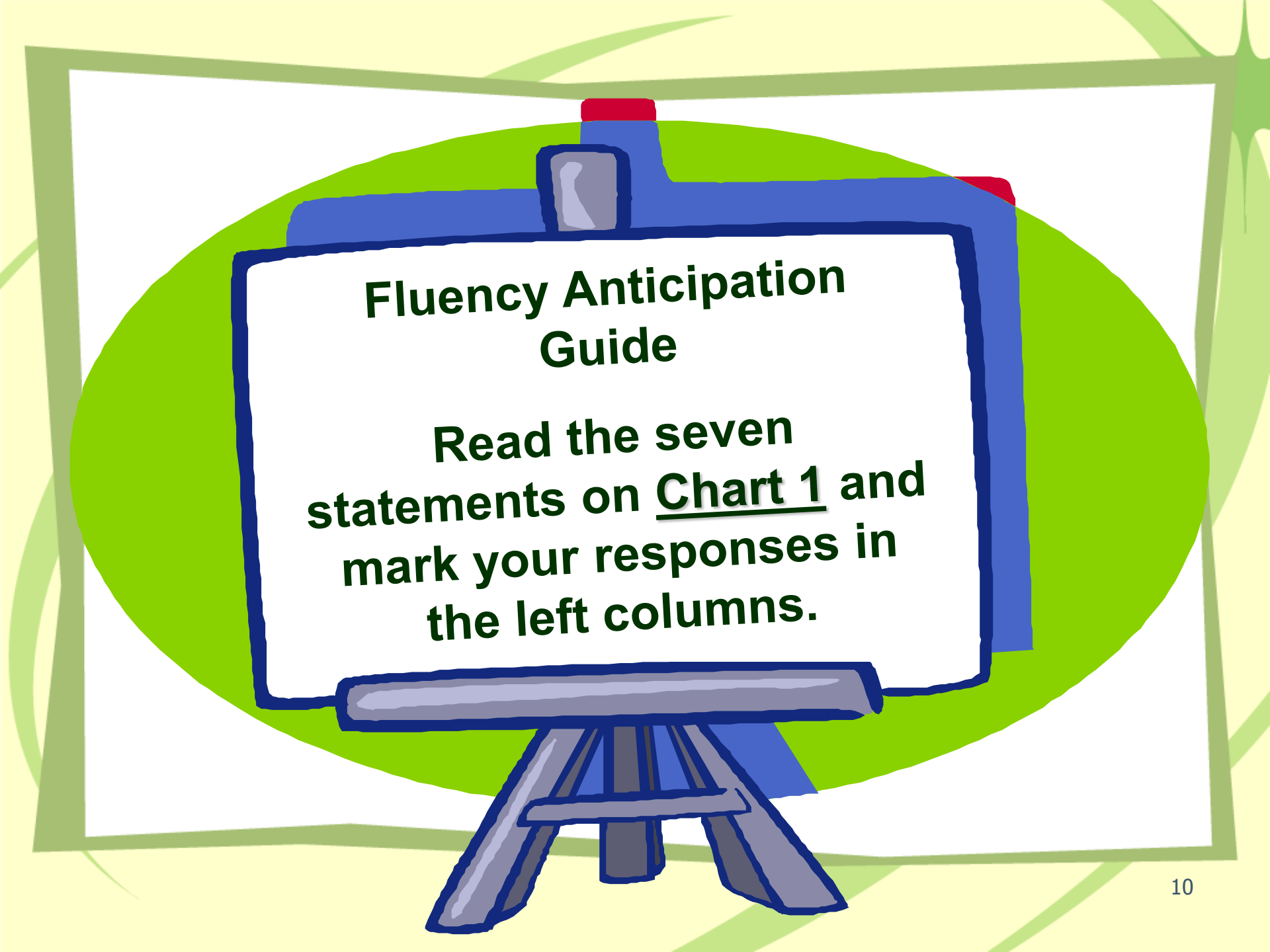
Instructional content should include instruction in:

- phonemic awareness
- systematic, explicit phonics
- vocabulary
- text comprehension
- **fluency**



Instructional design elements should include:

- explicit instructional strategies
- coordinated instructional sequences
- ample practice opportunities
- aligned student assessments



Fluency Anticipation Guide

**Read the seven
statements on Chart 1 and
mark your responses in
the left columns.**

Activity

Share your thinking.

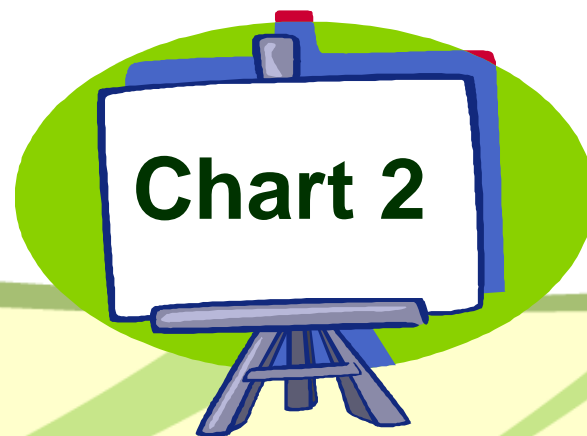
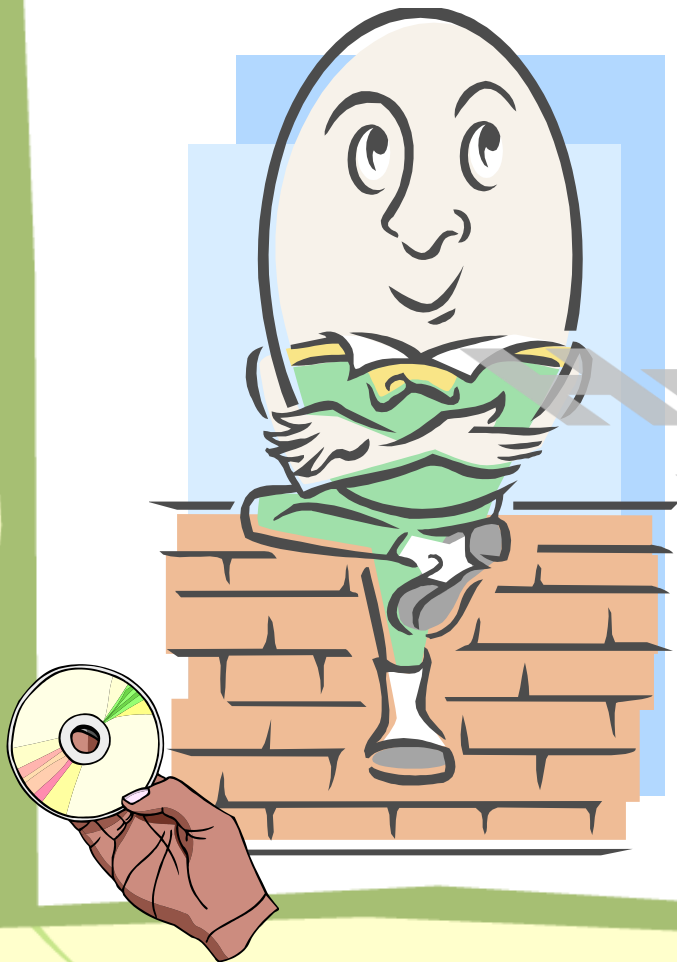
Turn and talk to your partner about your responses.



We will revisit this guide at the conclusion of the module to see how your thinking has changed.

Get “Egg-cited” About Fluency!

Humpty Dumpty



Fluency is:

... the ability of readers to read quickly, effortlessly, and efficiently with good, meaningful expression. It is much more than mere accuracy in reading.

Timothy V. Rasinski



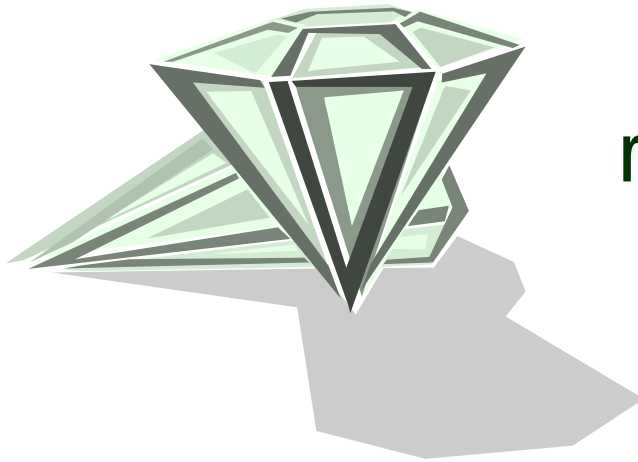
Fluent Reading



Fluent reading comprises three key elements: ***accurate*** reading of connected text at a conversational ***rate*** with appropriate ***prosody*** or expression.

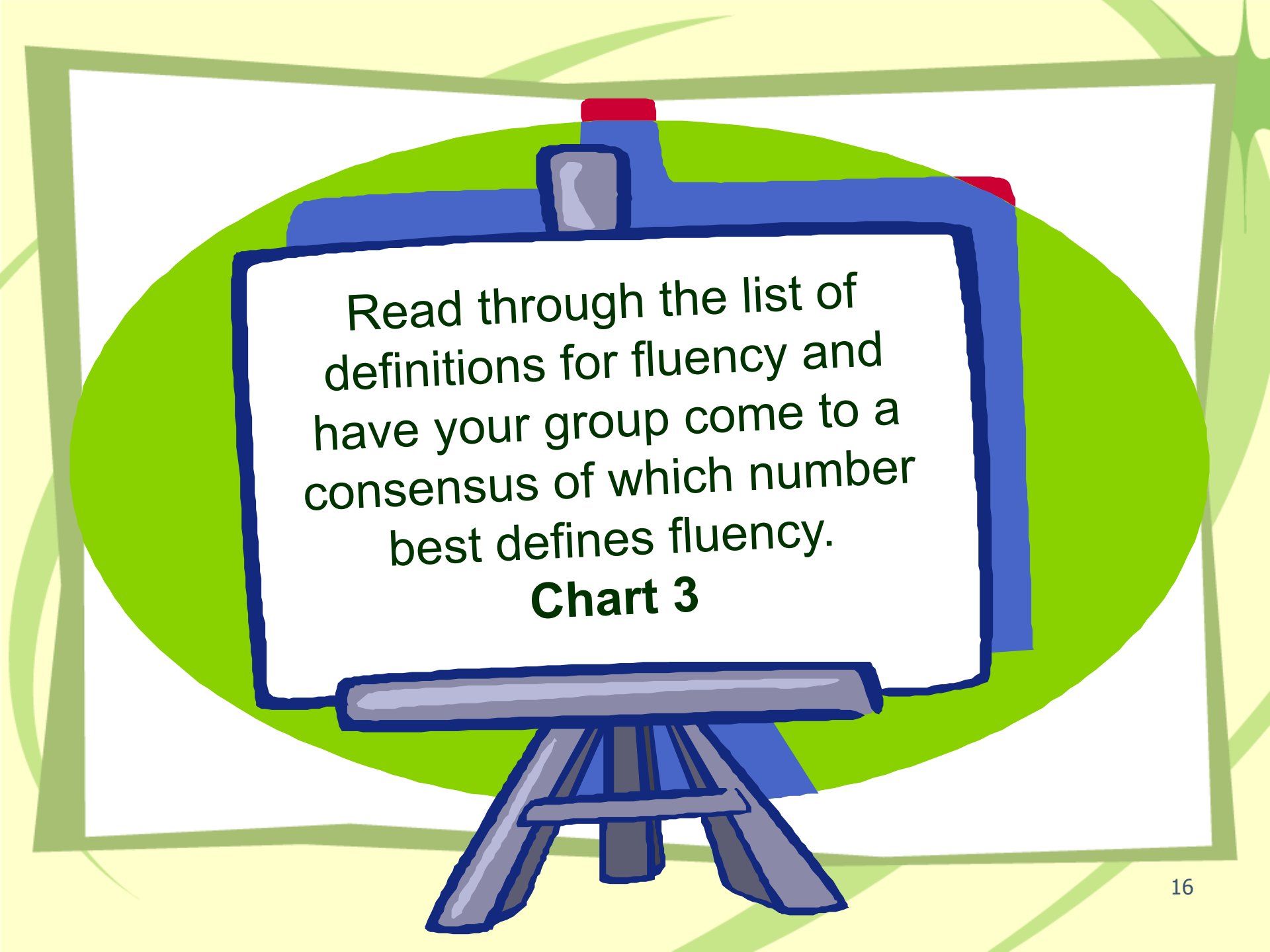
Hudson, Mercer, & Lane, 2000

What is Reading Fluency?



Reading fluency is a **multifaceted skill** that requires the orchestration of many different processes and subskills.

Brenitz, 2006; Fuchs, Fuchs, Hosp & Jenkins, 2001; Wolf & Katzir-Cohen, 2001



Read through the list of definitions for fluency and have your group come to a consensus of which number best defines fluency.

Chart 3



What Does the Research Say About Fluency?

- The National Research Council (Snow, Burn, & Griffin, 1998) recommended that reading fluency be regularly assessed in the classroom and effective instruction be provided when dysfluent reading is detected.
- Fluency develops most readily from practice. (National Reading Panel, 2000)



What Does the Research Say About Fluency?

Differences in reading fluency not only distinguish good readers from poor, but lack of reading fluency is also a **reliable predictor** of reading comprehension problems.

Stanovich, 1991



What Does the Research Say About Fluency?

Successful readers...

- rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words.
- process virtually every letter.
- use letter-sound correspondences to identify words.
- have a reliable strategy for decoding words.
- read words a sufficient number of times for words to become automatic.

-(Hasbrouck, 1998)



Why Focus on Fluency?

- National Assessment of Educational Progress (1995) reported that almost half of the fourth graders tested were unable to read fluently.
- Reading fluency is one of the defining characteristics of good readers, and lack of fluency is a common characteristic of poor readers.



Why Focus on Fluency?

- Many researchers have noted that fluency is one of the most neglected aspects of literacy instruction.

Allington, 1983; Reutzel & Hollingworth, 1993; Samuels, 2002

- Students who can read fluently can devote more attention to meaning and increase their comprehension.
- Teaching oral reading fluency leads to clear and substantial improvement in silent reading comprehension.

Timothy Shanahan



Why Focus on Fluency?

Students who do not develop reading fluency, regardless of how bright they are, are likely to remain poor readers throughout their lives.

National Reading Panel, 2000

Why is fluency important?



Fluency is the bridge or link between the ability to identify words quickly and the ability to understand text.

Competitive Cognitive Demands

meaning awareness

focused attention

prior experiences

print concepts

in-the-head strategies



word recognition

decoding skills

vocabulary knowledge

memory & recall

oral prosody

language development

concept formation

Working Memory (Mental Space)

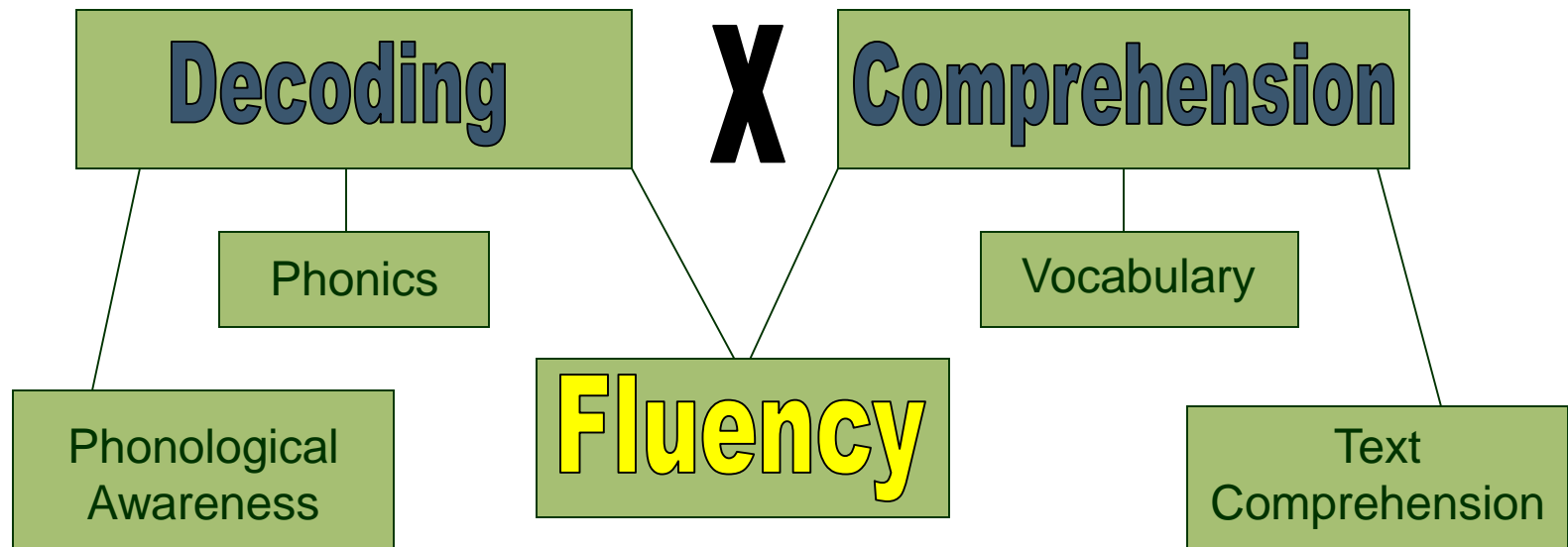


Working memory, sometimes called M-space, is very different from long or short term memory.

It is, in effect, a measure of the number of discrete elements which the mind can cope with at any one time.

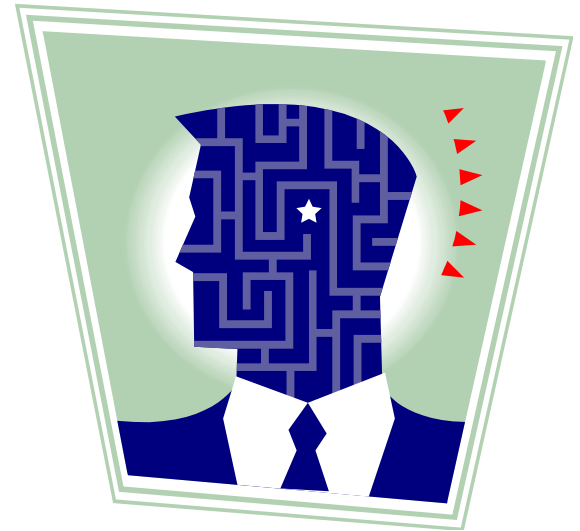
Reading is...

...the product of **decoding** (the ability to read words on a page) and language **comprehension** (understanding those words).



Point to Remember:

Fluency is **NEVER**
an end in itself.
COMPREHENSION
is always the goal.



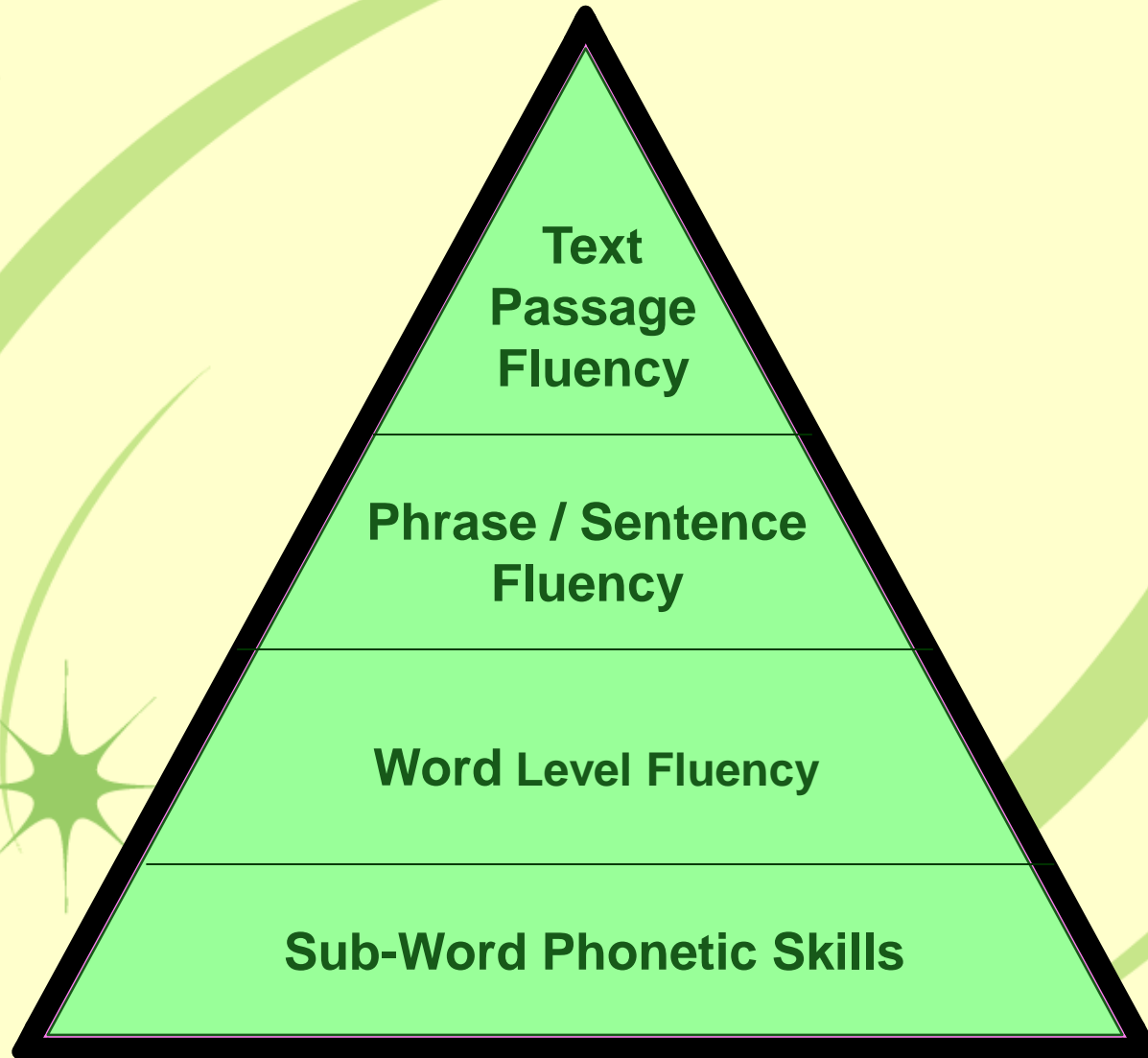


**Connecticut's Blueprint
for Reading Achievement**

Fluency Competencies

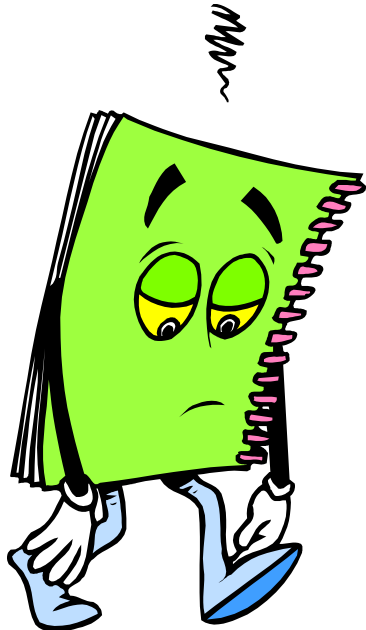
Chart 4

Stages of Fluency



Indicators of Fluency

- Words per minute
- Reading with expression
- Recall/retelling



Indicators of Dysfluency

- Choppy reading
- Inefficiency in word recognition
- Mispronunciations and substitutions
- Incorrect phrasing
- Inattention to punctuation

Questions to Answer



- ✓ How do we assess reading fluency?
- ✓ Who needs fluency instruction?
- ✓ What/How should we teach them?

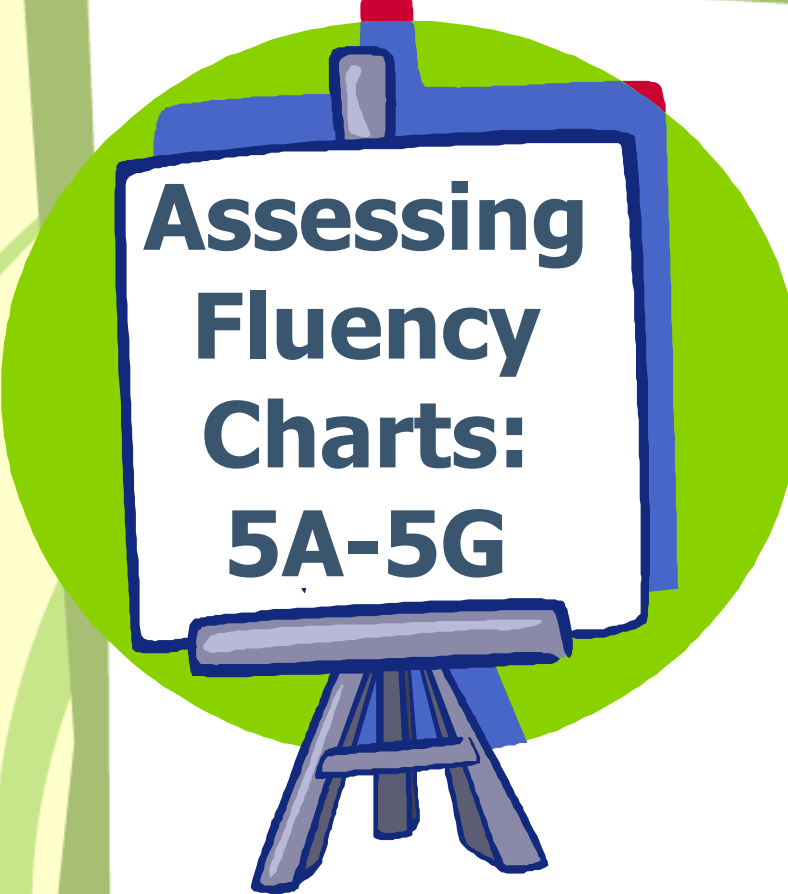


**How do we
assess
reading
fluency?**

How Do We Measure Students' Fluency?

- Assess fluency regularly and systematically
- Use formal or informal measures
- Establish baseline data
- Monitor progress

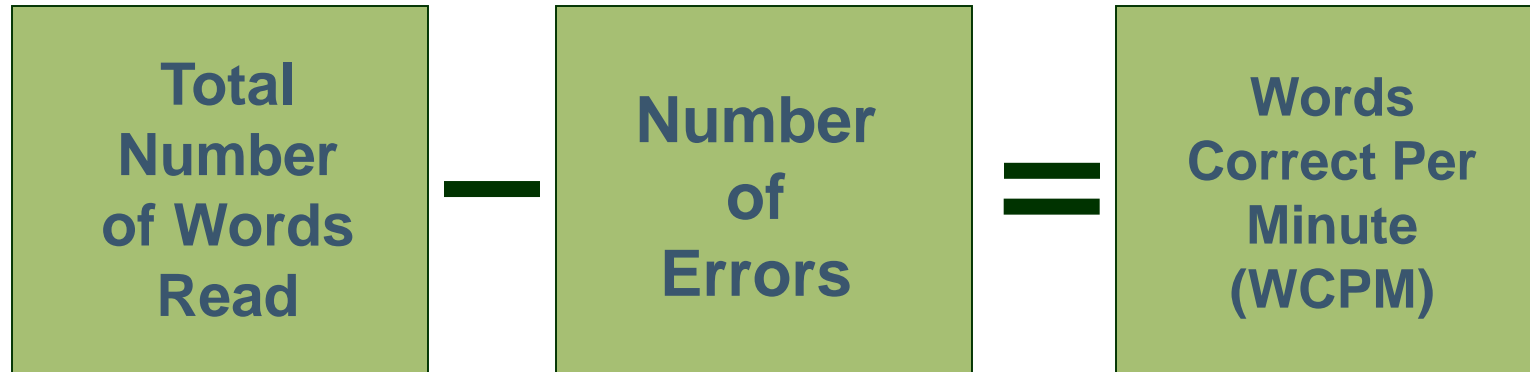




**Assessing
Fluency
Charts:
5A-5G**

- **Calculating Words Correct Per Minute (WCPM) (5A)**
- **NAEPs' Oral Reading Fluency Scale (5B)**
- **Multidimensional Fluency Scale (5C)**
- **Oral Reading Rubric (5D)**
- **Retelling Rubric (5E)**
- **Scale for Assessing Fluency (5 F&G)**

Calculating Student Fluency

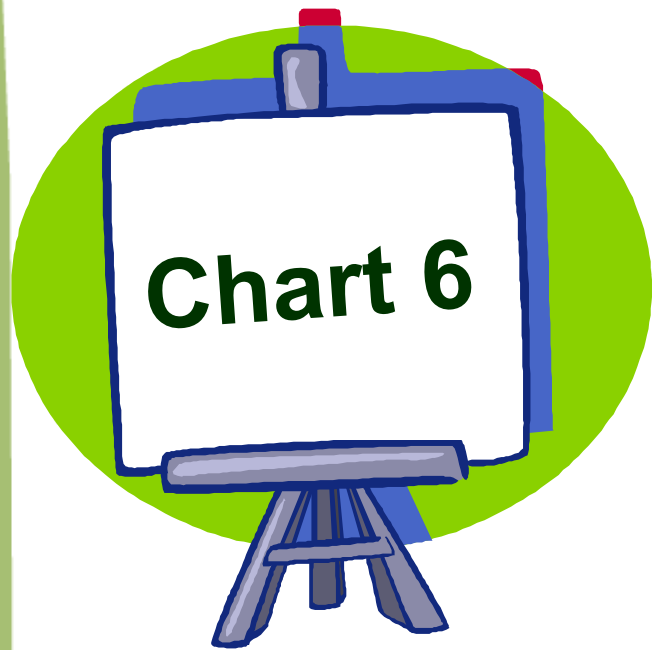


If a student reads 69 words per minute and has 7 errors, the student reads 62 words correct per minute.



Who needs
fluency
instruction?

2005 Hasbrouck & Tindal Oral Reading Fluency Data



Students scoring below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.

Setting Fluency Goals

Establishing baseline fluency scores helps determine students' fluency goals.

- Determine the number of words the student needs to improve each week to reach an end-of-year goal.
- With the student, mutually set incremental goals leading to fluent reading.

Oral Reading Fluency Score

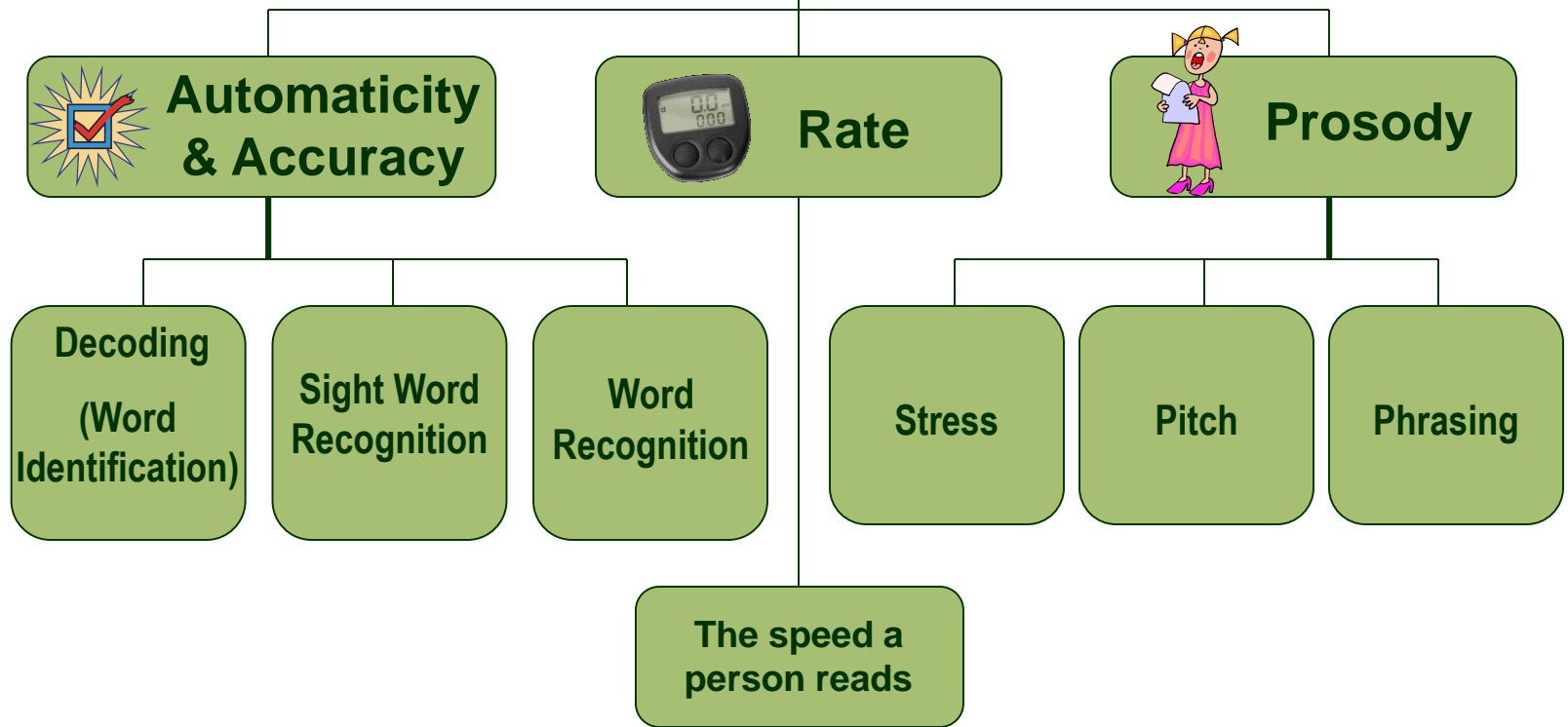


An oral reading fluency score (ORF) will tell you **who** is having problems. It will **NOT** tell you **why** or **what** to do about it.



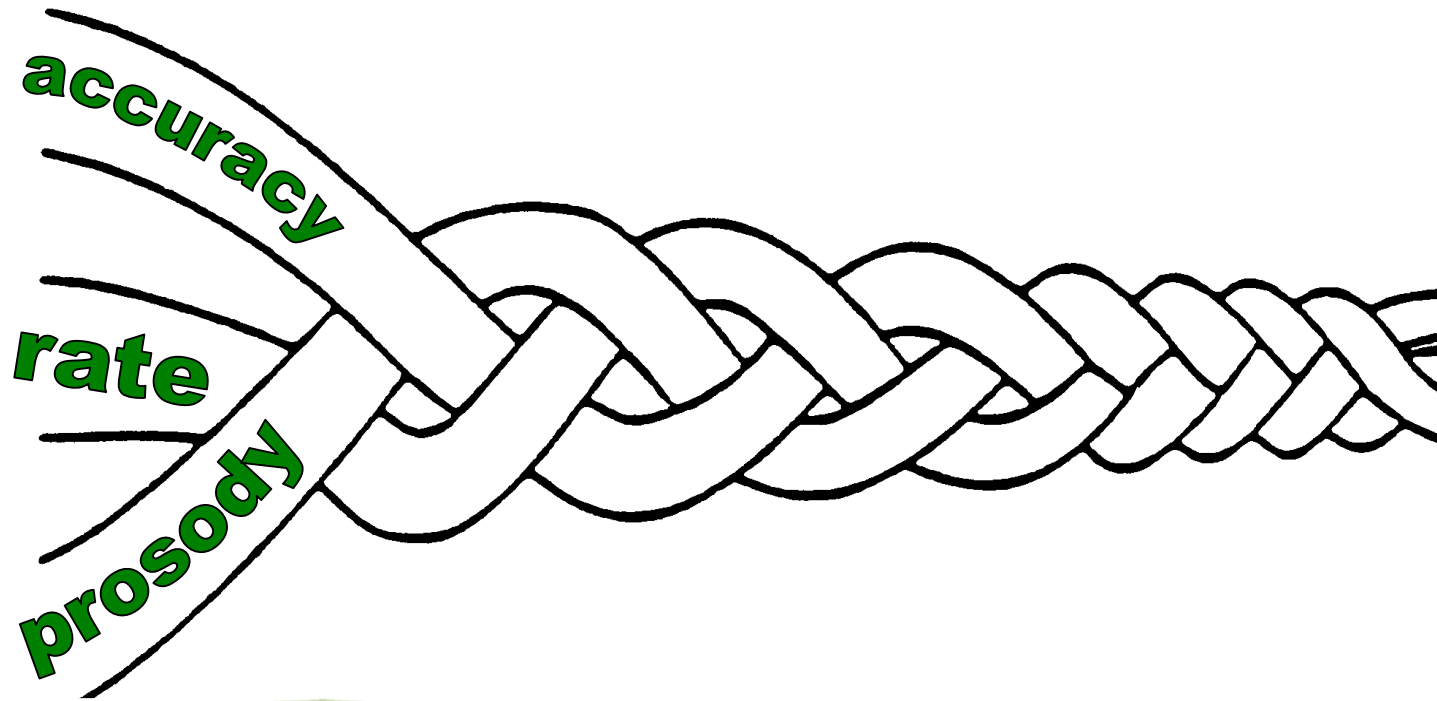
What/How
should we
teach
them?

Fluency



Keep in Mind:

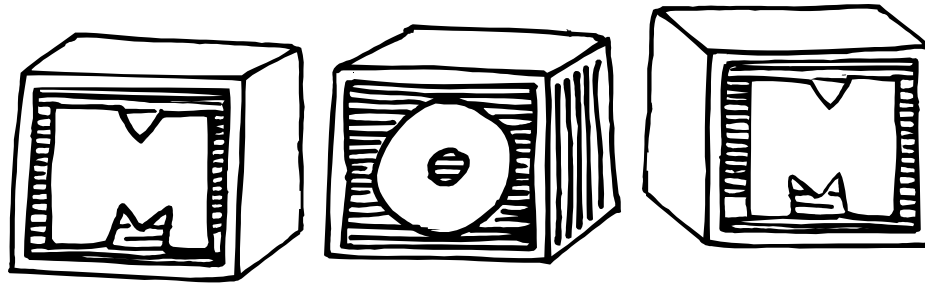
Accuracy, rate and prosody are intertwined, and working on one area often means simultaneously working on another.



Improving Automaticity

Teachers must attend to automaticity in their phonics instruction to ensure all their students can apply the phonics skills when they encounter unknown words in connected texts.





Students develop automaticity NOT through decoding, BUT through repeated exposure to words they can already decode.

(Beers, Kyleene. 2003. *When Kids Can't Read What Teachers Can Do*. Heinemann)

Examples of automaticity:



- shifting gears on a car
- playing a musical instrument
- playing a sport (serving a tennis ball)



Accuracy is...

- Correctly decoding unknown words
- Recognizing familiar or high-frequency words

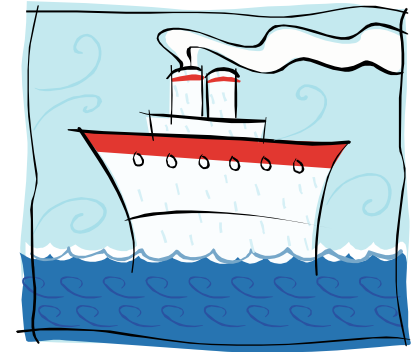


3 Stages in Word Recognition

- **Non-accurate stage**—student has difficulty identifying words in a beginning reading text.
- **Accurate but not automatic stage**—with appropriate instruction student is able to recognize sight words and other words by sounding them out. Rate of reading is slow and laborious.
- **Accurate and automatic stage**—fluent stage. Student can decode and comprehend simultaneously.
--S. Jay Samuels

Improving Accuracy

- Focus on early reading instruction (phonics)
- Explicit, systematic instruction
- Can be accomplished with a variety of manipulative materials that make the alphabetic principle concrete and understandable for readers
- Variety of activities provided in *Explicit and Systematic Code Instruction* module



sh	i	p
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Sight Word Vocabulary



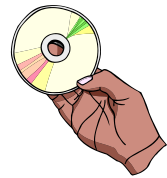
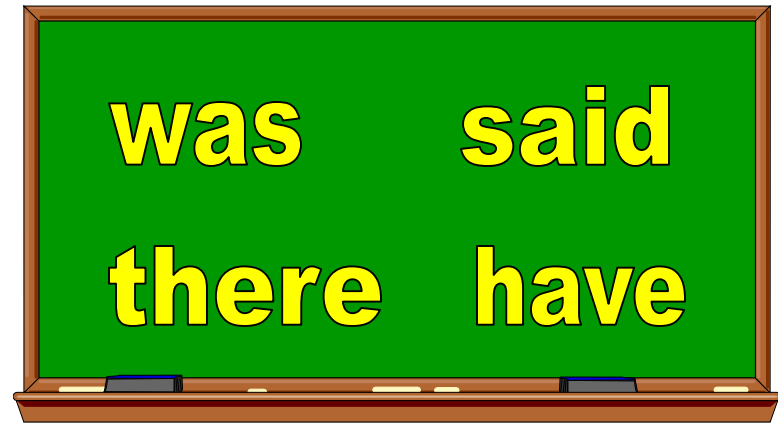
- Ehri (1995) contends that each time a reader sees a word in print, it triggers in their memory information about the word's spelling, pronunciation, and meaning.
- A mere 107 words make up almost half the total words in written text (Zeno, Ivens, Millard, & Duvvuri, 1995).

Repeated Reading of High-Frequency Words



A *limited* amount of word-reading practice, whether in the form of flash cards (Nicholson, 1998; Tan & Nicholson, 1997), word banks (Bear et al., 1996), or word walls (Cunningham, 1995) can have a beneficial effect on students' word-recognition skills.

Sight Word Activities



- Stirring Up Sight Words
- Sight Word Speedway
- Park the Cars





Rate is the speed
a person reads.

NOTE:

Students need to read as fast as
they can ***without interfering
with comprehension.***

Improving Reading Rate

- Ensure fluency in prerequisite skills needed for reading
- Practice with timed readings and oral repeated readings



After students have learned phonetic principles:

- Letter-Sound
- Onset and rime
- Blends and digraphs
- Vowel patterns
- Syllables
- Prefixes and suffixes

Let them practice speed drills.

f = /f/

black

snai

pa per

boxes

reviewing

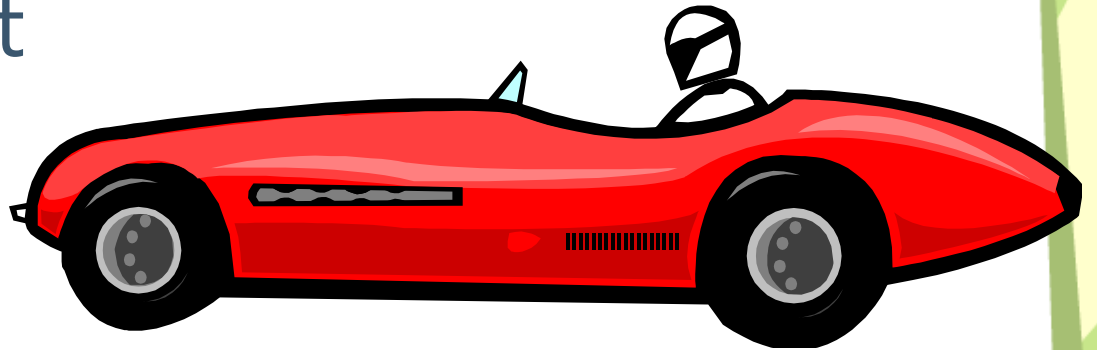
Speed Drills


- Letter-Sound Mix-up
- Digraph & Diphthong Dash



Word Part Race

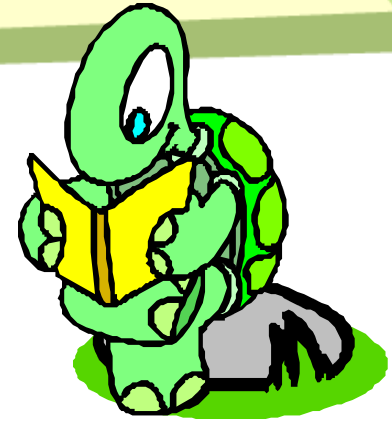
- Syllable Sprint
- Pick-A-Part
- Affix Zip





Jigsaw:
Sight Word Activities
and
Speed Drills

Reading in Phrases



Some scholars argue that the phrase is the key component in gaining meaning through written text and helping students learn to read in phrases will improve their reading fluency and overall reading achievement. (Rasinski, 1990; 1994).

Increasing Length and Difficulty



Fry Instant
Phrases and
Short Sentences

Chart 8

- To improve fluency, students must practice reading connected text
- Begin with short phrases, then move to longer passages
- **Children reading 40 words correctly per minute with 90% accuracy are ready for connected text.**

Sentence Sailboats



*The Gruffalo's
Child*

Charts 9A-E



Phrase-Cued Text

Without prosody (sounding like spoken language)

Brown/
bear brown/
bear what/
do/
you see?/

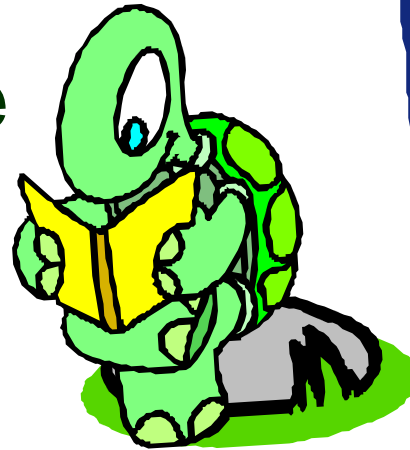


With prosody (sounding like spoken language)

Brown bear/
Brown bear/
What do you
see?/

**Phrased Text Lesson:
A Quick Guide**

**Charts
10 - 10B**





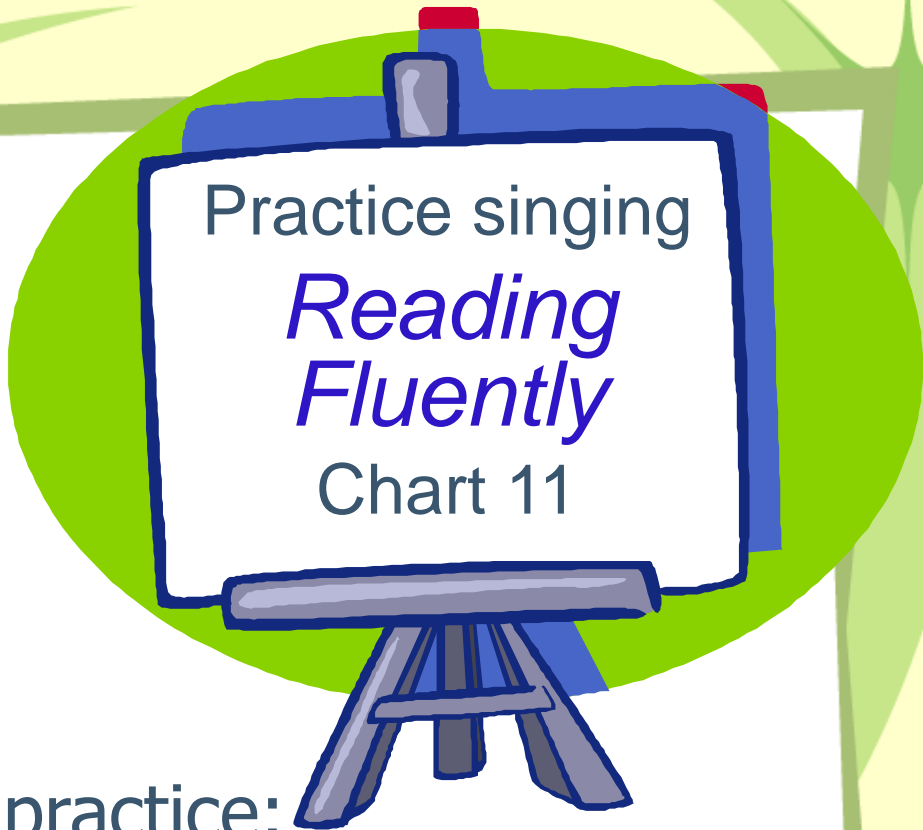
Phrase-Cued Text Activity

1. With your partner, choose one passage from the *Quick Reads* book.
2. One of you will insert phrase cues (/) to indicate appropriate phrase boundaries while your partner incorrectly inserts phrase boundaries to the same passage.
3. Read your passage to each other.
4. **How did inappropriate phrase boundaries impact your comprehension?**

Singing for Fluency



Research on students who failed the FCAT (Florida Comprehensive Aptitude Test) showed that with 30 minutes of singing, 3 times per week, for 10 weeks, students made 1 year's progress.



Other songs for fluency practice:



You're a Grand Old Flag

- *The More We Get Together*
- *Five Little Ducks*
- *Take Me Out to the Ball Game*



What should students read to develop fluency?

- Relatively short passages (about 250 words)
- Text from a variety of genres, such as stories, nonfiction, poetry, songs
- Text that is motivating to the individual student
- Texts that contain mostly words they know or can easily decode (95% accuracy)



How difficult should the text be?

- Students should practice text that is reasonably easy for them—at their independent (95% accuracy) level—Allington, 2002.
- Most successful instructional practices to build fluency involve students reading text at their instructional (90% accuracy) or even their frustration (less than 90% accuracy) level, if they have strong guidance and feedback—Kuhn & Stahl, 2003.

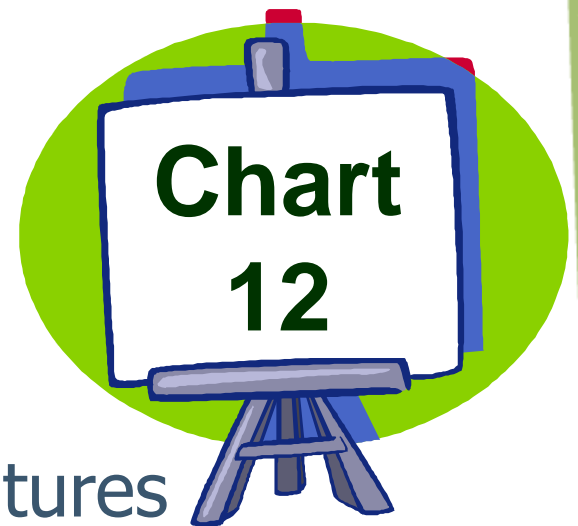
Controlled or natural language texts?

- It helps young children to read texts—sometimes called “natural language texts”—that are very close to the way they really talk.
- Fluent readers see written language as *language*, and use everything they know about language in the processing.
- While you may want to use a slightly controlled text for a specific reason, most of the time you will want even your youngest readers to process texts with normal syntax. The more a text is “contrived”, the harder it will be for young readers to achieve fluency.

--Fountas and Pinnell

Relationship Between Demands of Text and Fluency

- Readers are more fluent when they have prior understanding of the text to be read. Fluency is impacted by:
 - Genre
 - Text Structure
 - Content
 - Themes and Ideas
 - Language and Literary Features



Try it out!

“MS2 Phage Coat Protein- RNA Interaction”

Chart 13

- Read the passage three times.
- Time your partner.
- See how your reading rate improves with each “reread”!

ON THE OTHER HAND, WHO'S
GOING TO KNOW THAT I HAD
TO READ THIS PARAGRAPH
THREE TIMES?



C. Barzotti



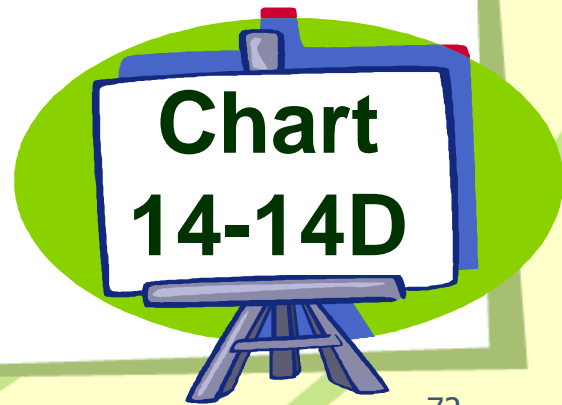
What Does the Research Say About Repeated Readings?

These three elements are **critical for success**:

- All students should read passages to an adult rather than a peer.
- Instructors should provide corrective feedback after every session.
- Students should read until they reach a rate and accuracy criterion rather than a set number of readings.

Repeated Reading

- Use text at the student's **Independent** reading level.
- Research indicates **3 to 4** repeated readings of text will provide optimal results.



Reading Aloud or Silently?

- As students become more proficient readers, they need to practice reading silently.
- Students can time themselves or a partner with silent and oral reading.
- Ultimately, what matters is the student's ability to **transfer fluency from oral to silent reading.**





Effective Silent Reading *Training for Fluency*

- For the goal of increasing fluency, simply asking students to pick their own texts and to read on their own isn't useful (although this activity may serve other purposes).
- Data are beginning to document that “scaffolded silent reading” (The New SSR) can be effective as part of fluency training (Reutzel, 2005; Samuels, 2005)

What evidence is there that students are reading fluently?

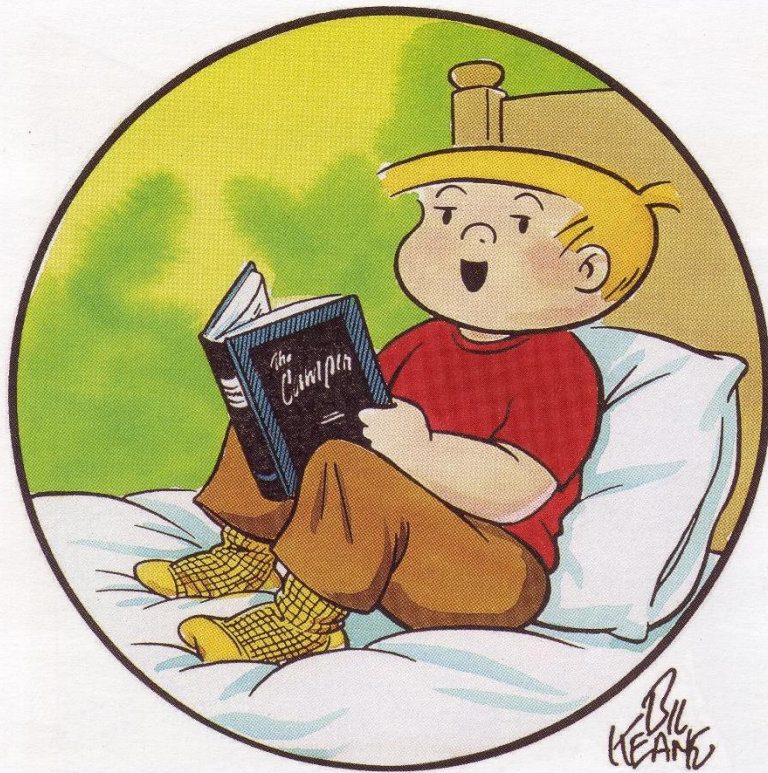
Students are reading fluently if they:

- move through text in a reasonable period of time
- can talk coherently about the text in a way that shows they understand it
- can remember and return to specific evidence in the text that supports their opinions

Practice with Quick Reads book

- With your partner timing you, read one passage orally.
- Reread the same passage silently recording your own time.
- Compare your oral and silent reading rates.



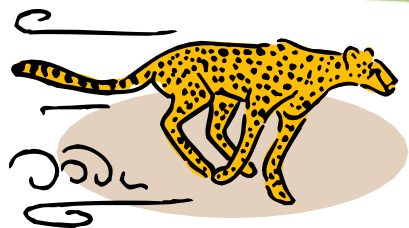


“Know what I like about books? You can have as many instant replays as you want.”

News Flash!

Captioned television
improves fluency





Speed and Fluency

Speed and fluency are **NOT** the same. Speed may be a good measure of fluency, but it is no more than that. While speed is an important part of fluency, it is not the whole of fluency. It is most decidedly the whole of fluency – **speed and interpretation** – we are after when we work with students.

Rasinski, 2003

Prosody is...



- Making reading sound natural or like spoken language
- Using appropriate inflection and expression
- Pausing appropriately at phrase boundaries.



What Does the Research Say About Prosody?

While automatic word recognition ensures that fluent readers can accurately and effortlessly decode text, it does not account for their ability to make oral reading sound like spoken language.



Stahl & Kuhn, 2002

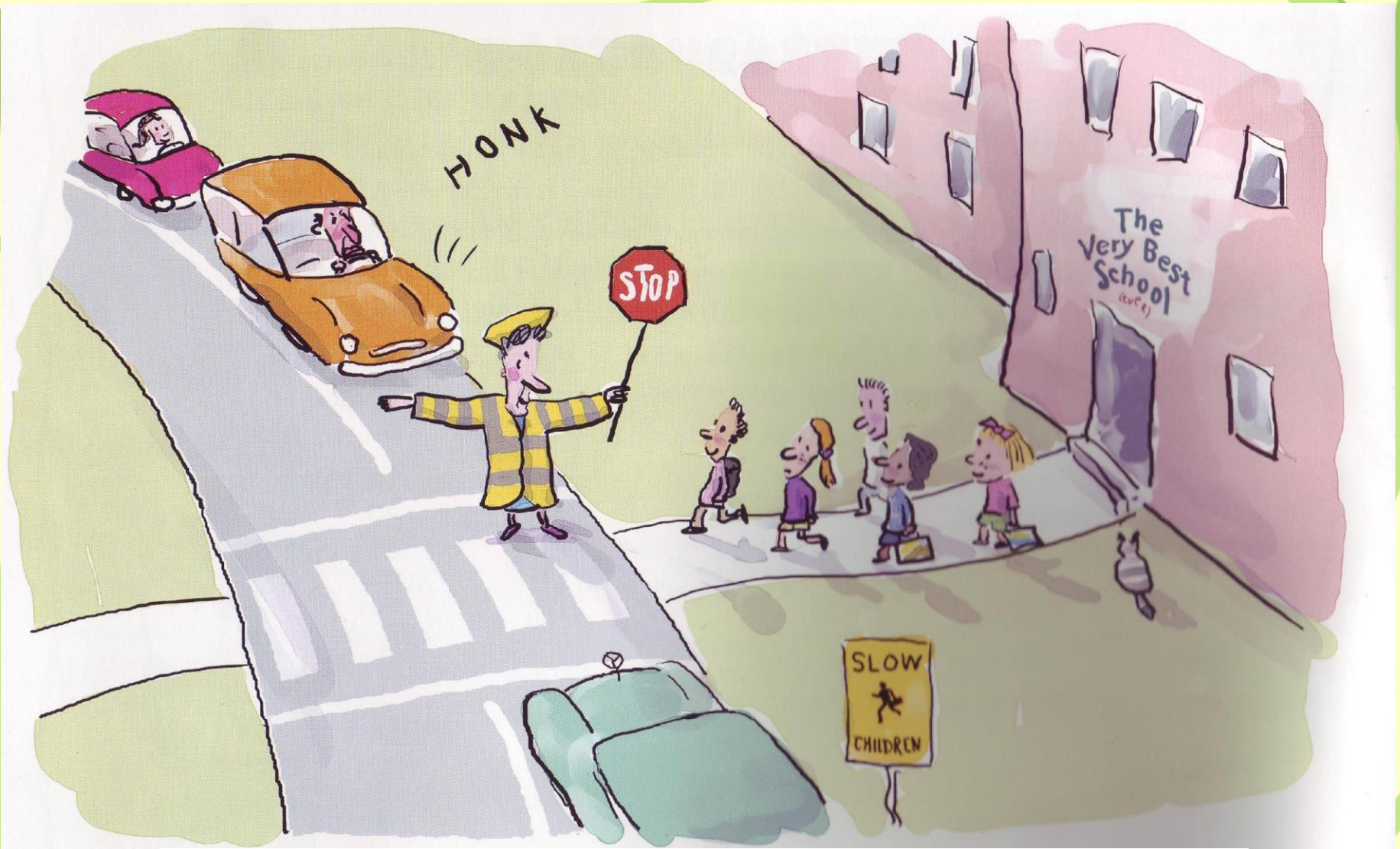
Jack & Jill

Read Jill's letter to Jack and answer the following two questions.

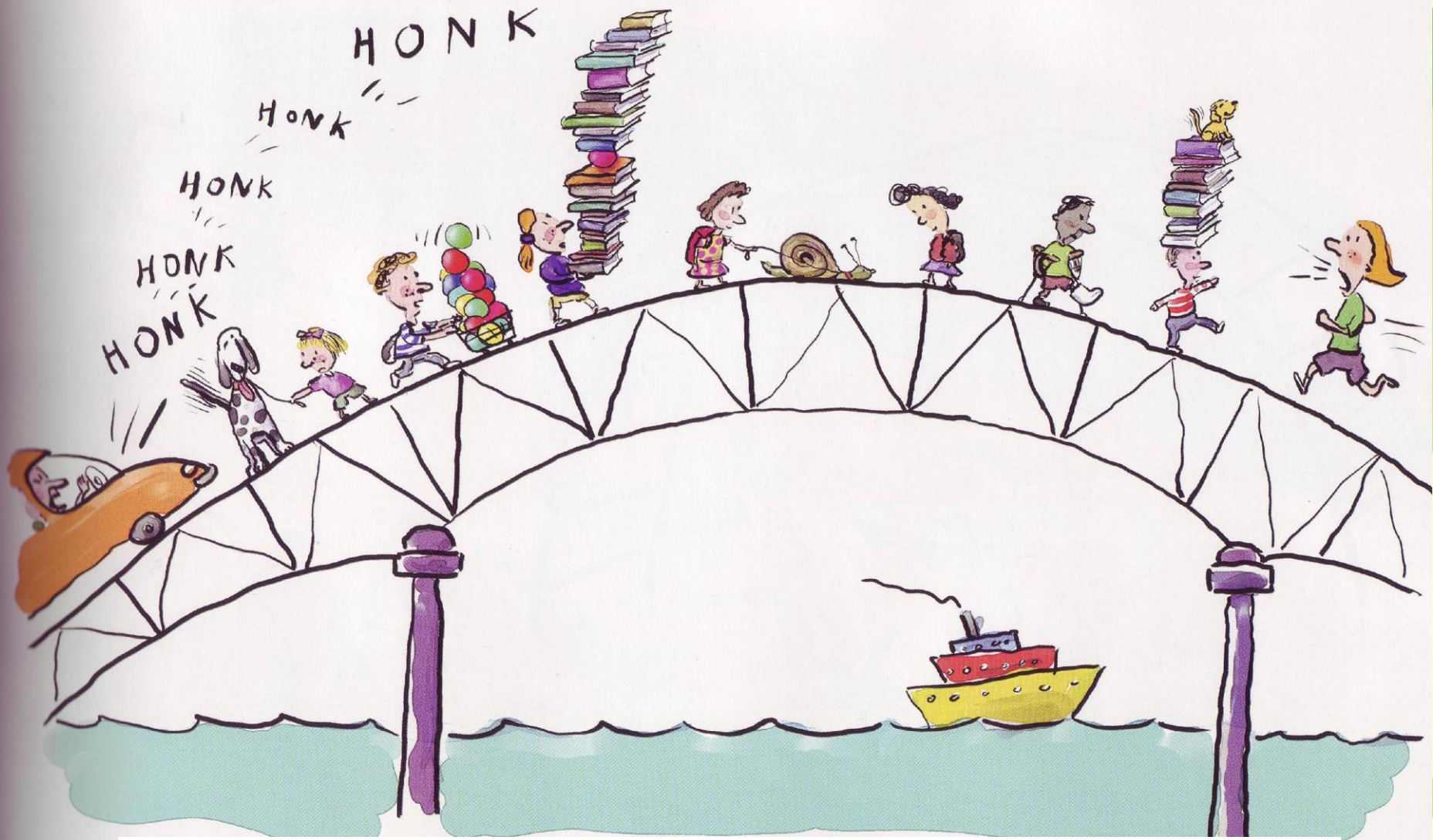


1. What is their relationship?
2. How do you know?





Slow, children crossing.



Slow children crossing.

Shared Reading

**Charts
15-16A**

Shared reading provides an opportunity for teachers to model fluent reading and have students practice with a variety of stories, rhymes, songs and poems.



- Choral Reading
- Echo Reading

Improving Prosody



Readers need to become aware of the connection between written and oral language.

Assisted Reading



- Paired Reading
- Neurological Impress

A whiteboard on a blue stand with a blue eraser at the top. The text 'Charts 17-18' is written on the board in green.

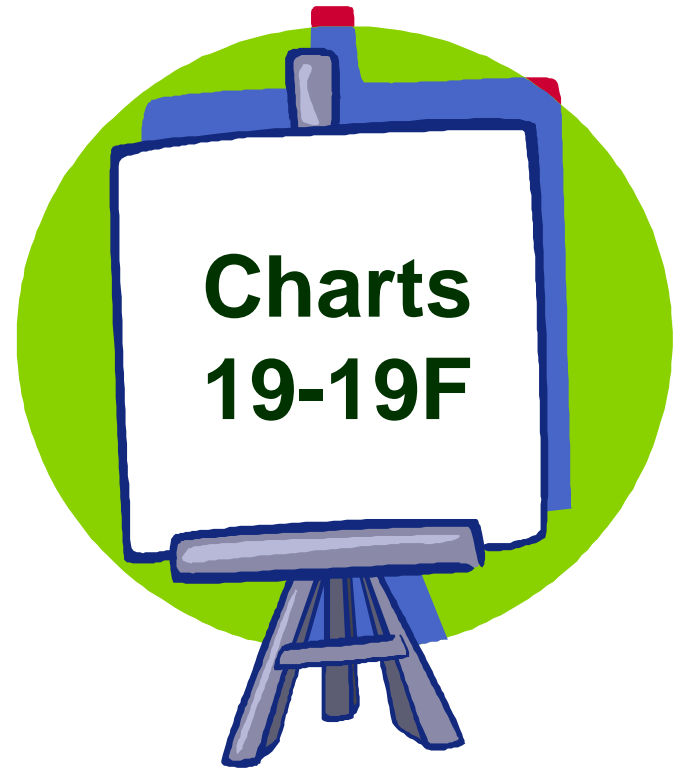
**Charts
17-18**

Performance Reading



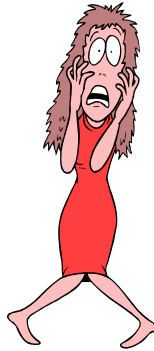
Performance Reading allows students an opportunity to practice prosody while reading for an audience.

Guess My Emotion Activity



Can You Guess My Emotion?

frightened



silly



ANGRY



brave





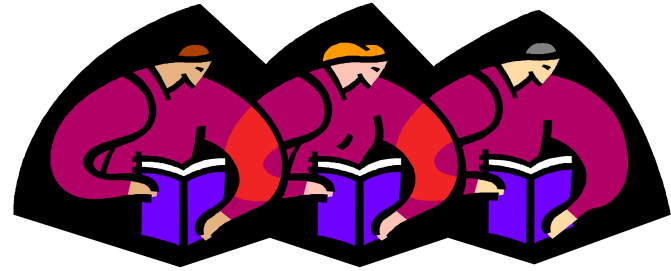
What Does the Research Say About Readers' Theater?

There is limited direct evidence of effectiveness in improving reading fluency



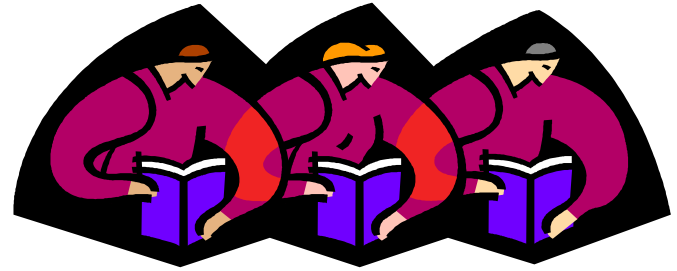
So, should we use Readers' Theater to build reading fluency?

Benefits of Readers' Theater



- Provides an authentic purpose, legitimate reason, and motivation for rereading text multiple times.
- Through repeated readings, helps students develop accuracy, rate and prosody.
- Helps students understand the importance of intonation and how it relates to context.

Benefits of Readers' Theater



- Improves students' comprehension of text through repeated readings and variations in interpretation.
- Requires teamwork among students
- Sanctions peer interaction and fun

Research-Based Components of Readers' Theater

- **LOTS** of practice, which means **lots of reading**, not listening to others.
- Repeated readings of text with feedback – evidence suggests 3 to 4 readings
- Focus on helping students think about how to read the text to best represent the meaning.

Readers' Theater

Readers' Theater is valuable for providing the **motivation** to read text multiple times; an authentic reason to reread text.

For many struggling readers, the **motivating factor** is a very strong and critical component of helping them develop into fluent readers.

Prosody Activity Readers' Theater



*Little Red and
the Wolf*



*The Paper Bag
Princess*



*Humpty Dumpty
Cracks Up*

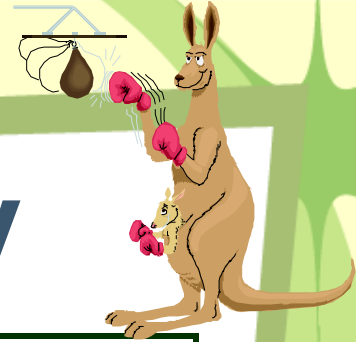
Charts - 20-20G





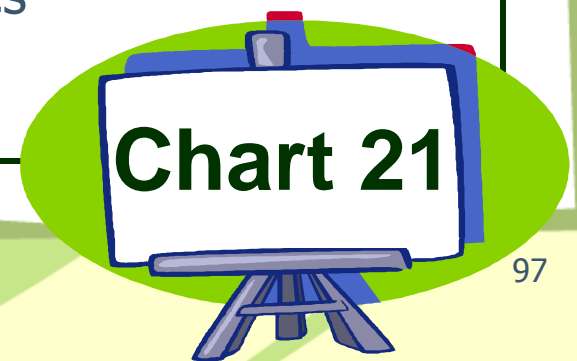
Round robin reading has been found to have **little** or **no** relationship to gains in reading achievement.

--NRP Report of the Subgroups (2000)



Round Robin vs. Fluency

Round Robin	Purposeful Oral Reading
<ul style="list-style-type: none">• Focus on accuracy over meaning• Public correction of words• Encourages off-task behavior• Makes dysfluent reading public• Practice is discouraged• Transfers ineffective reader strategies	<ul style="list-style-type: none">• Focus on meaning over accuracy• Makes fluent reading public• Encourages engaged participation• Makes fluent reading public• Practice is encouraged• Transfers effective reading strategies



The bottom line



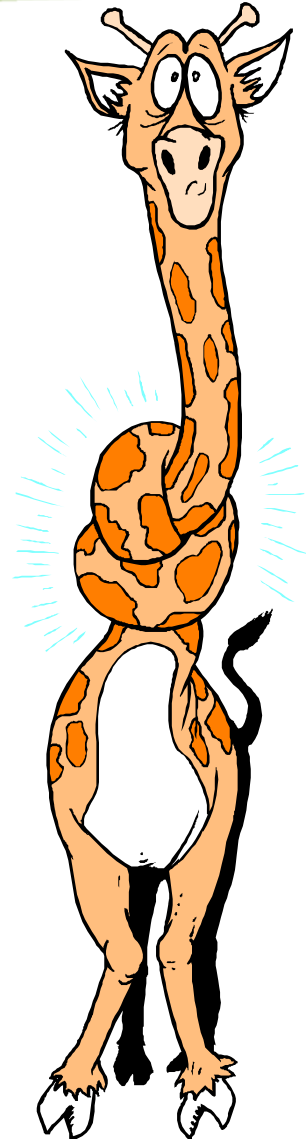
As with any skill that requires an individual to coordinate a series of smaller actions to create a unified process, it is **PRACTICE** that allows the learner to develop expertise.

Kuhn & Stahl, 2002

Dysfluency

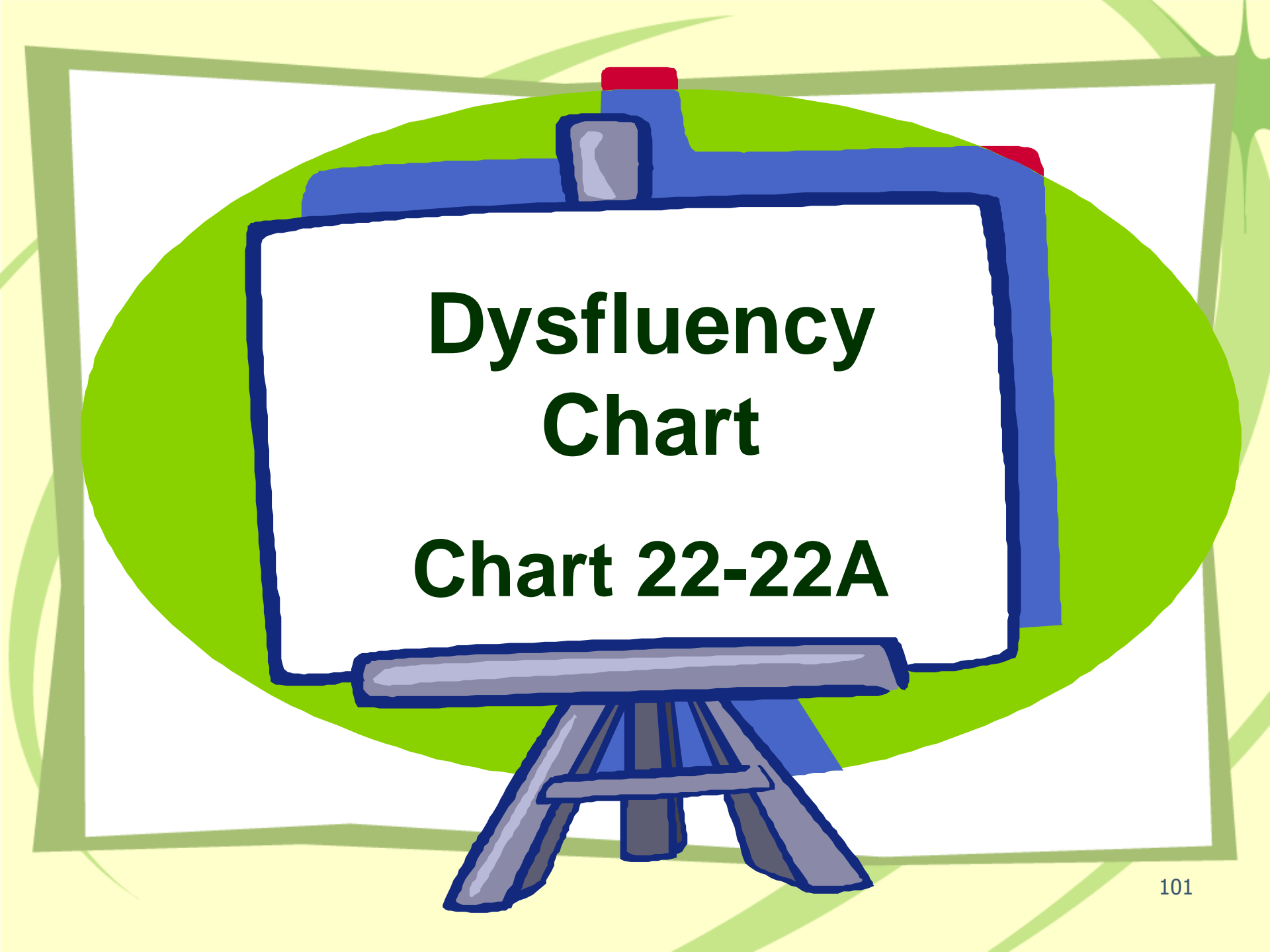
Diagnosing the Weakness:

When a student is dysfluent, teachers need to gather additional information to determine what is causing the student trouble. Without this knowledge, it is difficult to provide explicit instruction necessary to accelerate student learning.



Fluency and ELLs

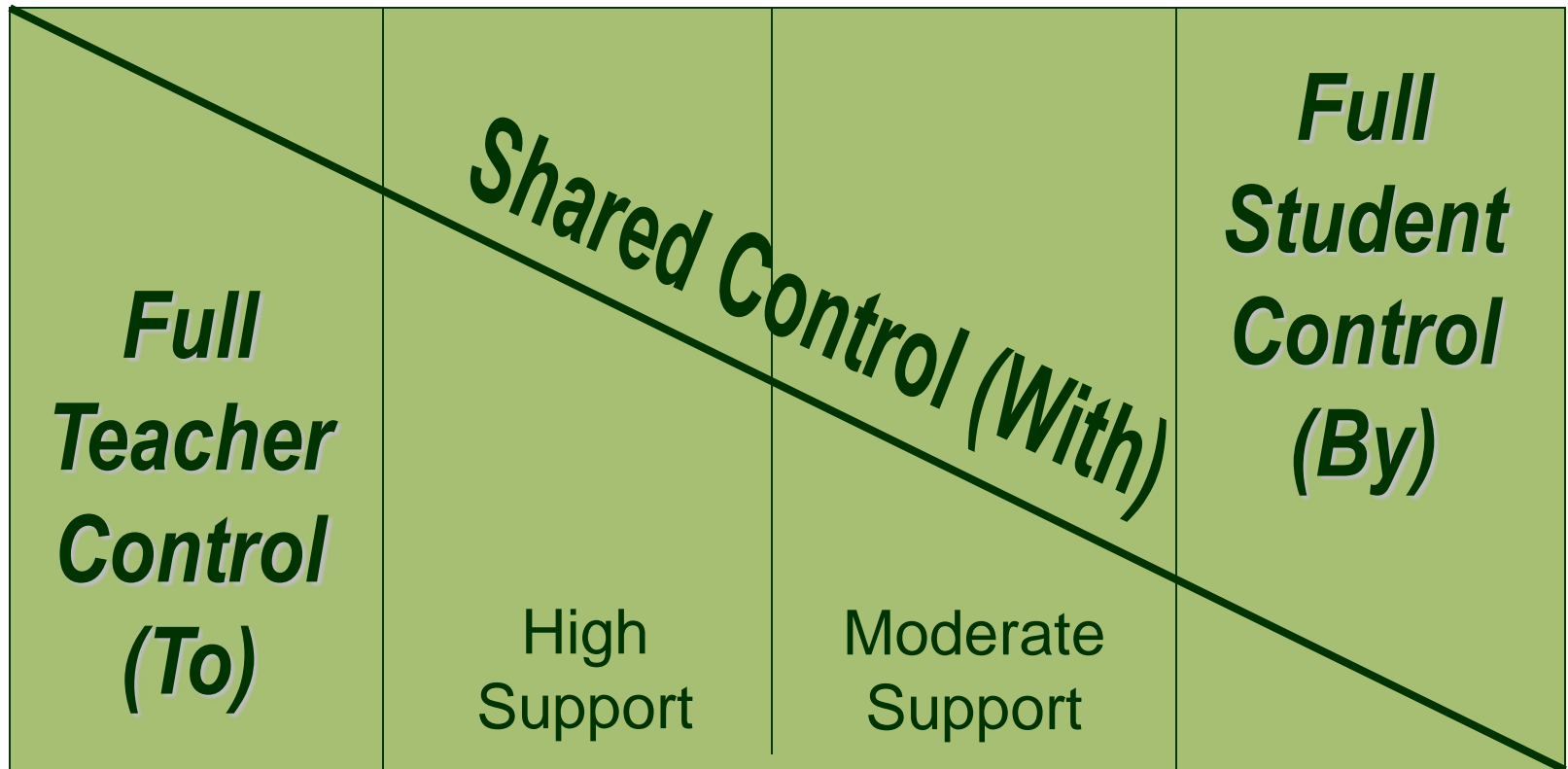
- Dysfluent ELLs often read syllable by syllable in their native language and may attempt to use this strategy while reading in English.
- Repeated reading, teacher modeling, and progress monitoring have been successfully used with at-risk ELLs (De la Colina, Parker, Hasbrouck, & Lara-Alecio. 2001).



**Dysfluency
Chart**

Chart 22-22A

The Gradual Release of Responsibility TO - WITH - BY



Fluency Components



TO - Modeling fluent reading to children

WITH - Practicing fluent reading and fluency strategies with children

BY - Applying fluent reading strategies by children

Gradual Release Activities for *The Gruffalo's Child*



TO:	Choral Reading
WITH:	Choral Reading Sentence Sailboats Guess My Emotion Say it Like the Character Paired Reading Echo Reading Neurological Impress
BY:	Guess My Emotion Say it Like the Character Paired Reading



Create Synergistic Instructional Routines

The Fluency Development Lesson (FDL) combines several oral reading strategies to create multiple opportunities for readers to hear and practice fluent reading.

Rasinski & Padak, 1996



What is the key to building fluency?



practice

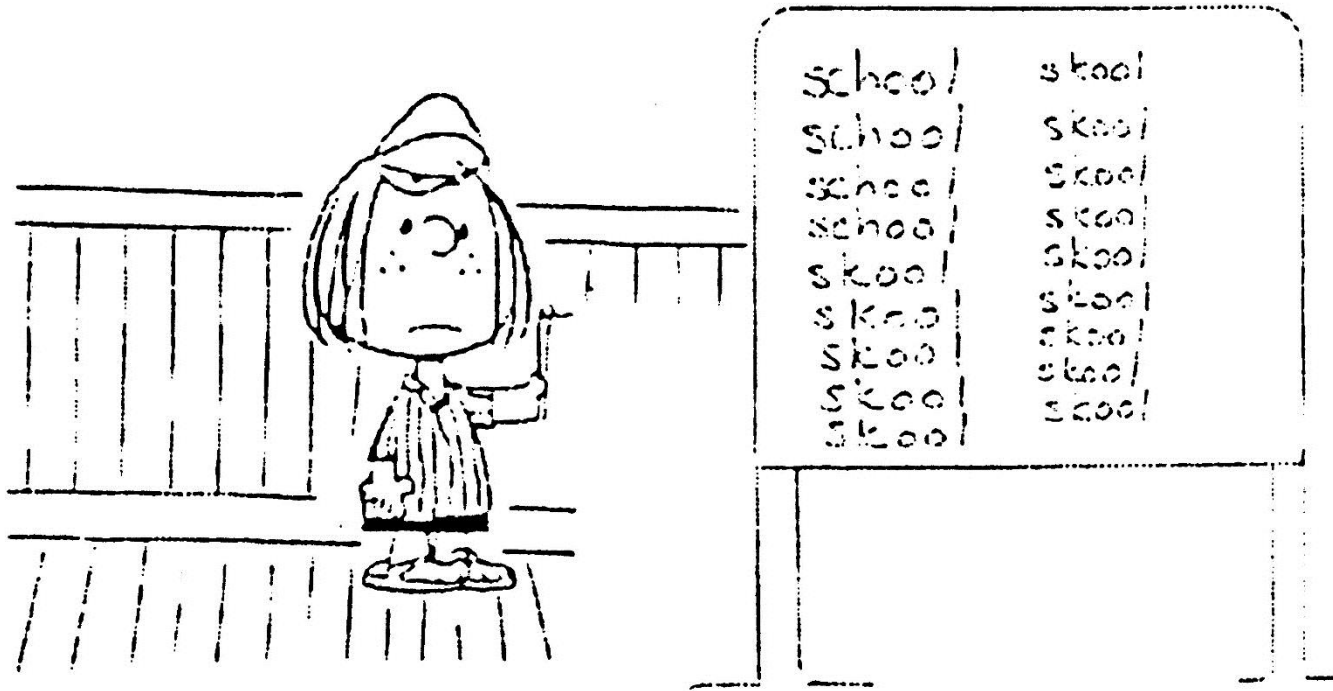


practice

practice



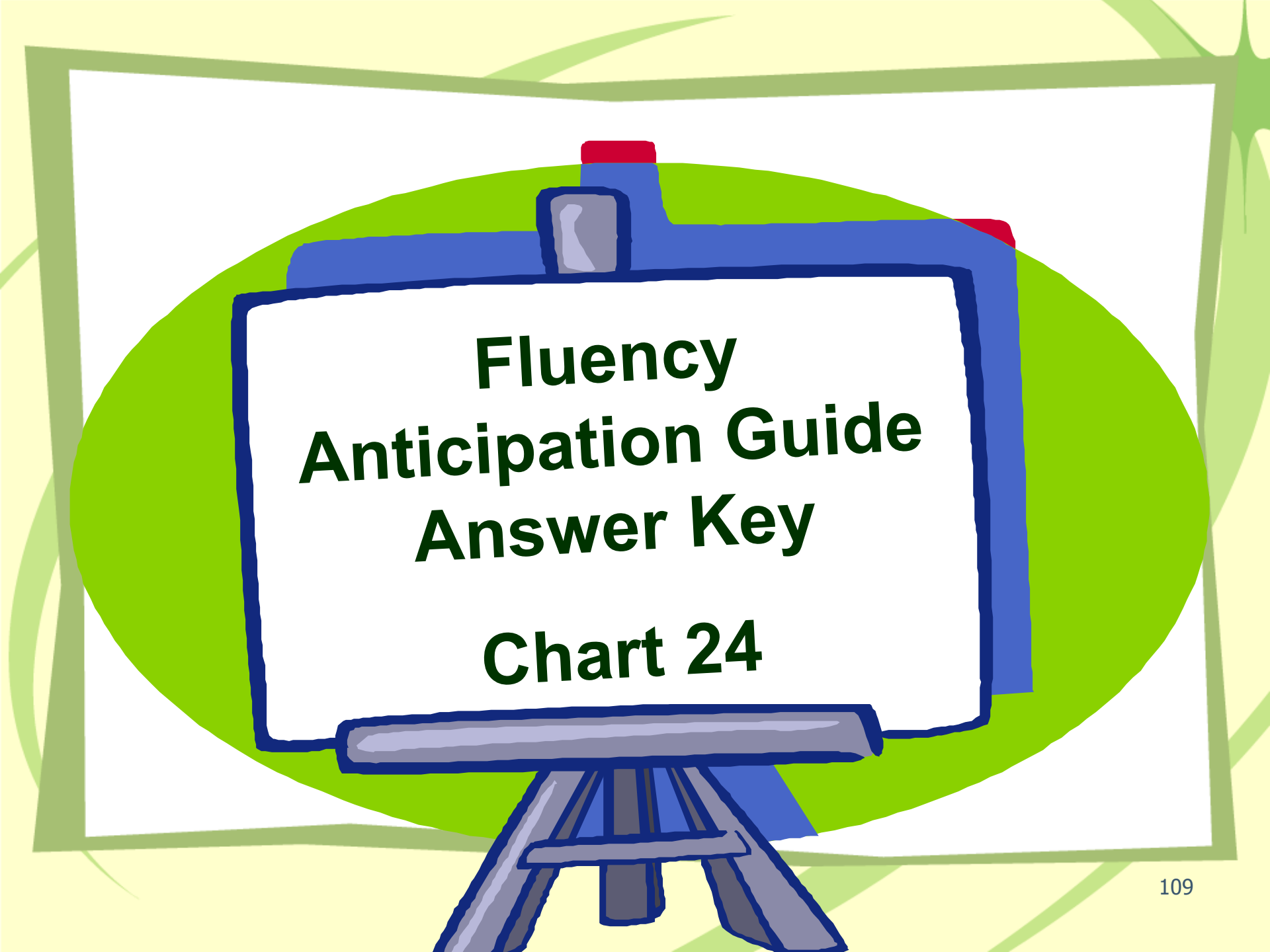
PRACTICE DOES NOT MAKE PERFECT
PERFECT PRACTICE MAKES PERFECT....
AND PERMANENT.





Fluency Anticipation Guide

Reread the seven statements on **Chart 1** and mark your responses in the right hand columns. Look back through the slides and your notes to provide evidence to support your thinking.



**Fluency
Anticipation Guide
Answer Key**

Chart 24

Take a closer look at the Resource Section



...so it is with children who learn to read fluently and well: they begin to take flight into whole new worlds as effortlessly as young birds take to the sky.

William James

