Fluency Is More than Reading FAST…

ASDN Rigorous Reading Webinar Series
January 11, 2012

Today’s Objectives

• Understand that multiple factors interact with fluency, both at the skill level and the passage level

• Learn which universal screening assessments may be helpful in looking for key fluency issues for struggling students

• Share fluency building strategies aimed at increasing reading rate and improving reading expression
Fluency is more than reading fast...
• How would you define fluency?

• What are the attributes of a fluent reader?

“Fluency is the ability to read a text quickly, accurately, and with proper expression”
National Reading Panel, 2000

“Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct the meaning of a text. Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension.”
Pikulski & Chard, 2005

“The ability to read connected text rapidly, smoothly and effortlessly with little attention to mechanics of reach such as decoding.”
Meyers and Felton, 1999


Dysfluent Readers...

- Read with great effort
- Read **word by word** instead of phrases or chunks
- Typically fail to attend to punctuation or use intonation
- May attempt to sound out irregular words
- May reread the same phrase or sentence over and over
- Do not usually choose reading for pleasure
- Often skip words
- Often do not form connections between the word and how they read it last time

*Reading Fluency: What is it and Why is it Important?* By Linda Balsiger, M.S., CCC-SLP

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Fluent Readers...

- Read every **letter** within in word
- Read **almost** every word
- Break words into syllable
- Rely little on context clues
- Sound like speaking
- Activates vocabulary
- Uses knowledge base to predict what comes next
- Attention is focused on connections, comprehension

*Reading Fluency: What is it and Why is it Important?* By Linda Balsiger, M.S., CCC-SLP
4 “Processors” in the Brain

1) Phonological
2) Orthographic
3) Meaning
4) Context

FLUENCY is possible when ALL processors are engaged

LETRS by Louisa Moats

Research Identifies 9 Steps to Building Fluency

1. Develop phonemic awareness, letter knowledge & phonics foundations
2. Increase vocabulary and oral language skills
3. Effectively teach high frequency words
4. Teach common word parts and spelling patterns
5. Teach/practice decoding skills (including multi-syllabic)
6. Provide students time in appropriate text to build fluent reading skills
7. Use guided oral repeated reading strategies
8. Support and encourage wide reading
9. Implement screening and progress monitoring assessments

Pikulski & Chard (2005)
Big Ideas from research

- The more attention readers must give to identifying words, the less attention they have left to give to comprehension.
  (Foorman & Mehta, 2002; LaBerge & Samuels, 1974; Samuels, 2002)

- Reading requires the coordinated use of multiple brain processors.
  (Rayner et al., 2001, 2002)

- Effective fluency instruction encompasses 9 key steps.
  (Pikulski & Chard 2005)

AIMSweb, DIBELS and Fluency

Universal Fluency Screening Assessment measure how successfully a child is progressing in critical early reading skill areas.

These measures have been shown to reliably predict whether a child is on track to become a reader by the end of 3rd grade.
  (Good, Gruba & Kaminski 2001)
Screening Assessments...

Fluency screening measures are given quickly and they are easy to score.
- They are indicators of reading ability.
- They are NOT thorough assessments of reading skills.
- They are not designed to diagnose specific reading difficulties.

Can begin to help us answer the question: “Is the student reading as well as we expect for his grade level?”

MEASURING Fluency at the Skill level

- **Letter Sound Fluency**—(measures student’s ability to automatically associate sounds with letter symbols)
- **Letter Naming Fluency**—(measures student’s ability to automatically name symbols of the alphabet)
- **Phonemic Segmentation**—(measures student’s ability to automatically isolate phonemes in a word)
- **Nonsense Word Fluency**—(measures student’s ability to automatically demonstrate sound-symbol blending)
MEASURING Fluency at the Passage Level

• Reading Curriculum Based Measure (RCBM, ORF)
  ○ Measures student’s ability to read a passage quickly and accurately
  ○ Does not measure comprehension
  ○ Fluency is a positive contributor to comprehension and RCBM, ORF measures the fluency part, not comprehension itself
Words Correct Per Minute = RATE

Shows how quickly words are read correctly in a minute, established norms/benchmarks for age/grade level.

WCPM is calculated by measuring the # of words read correctly in 1 minute. It is calculated:

\[(\text{Total # words read}) - (\# \text{ errors}) = \text{RATE}\]

Recommended Accuracy Benchmarks
End-of-Year Grade-Level Materials

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
</tr>
<tr>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>92%</td>
</tr>
<tr>
<td>3-12</td>
<td>97%</td>
</tr>
</tbody>
</table>

Until more research is conducted on accuracy percentage, consider using the accuracy benchmarks above as part of oral reading fluency screening data.

Students who do not meet BOTH the WCPM and Accuracy Percentage benchmarks should be diagnosed for specific weaknesses that are the cause of the student not meeting benchmark.
Practical Implication of Accuracy and Comprehension

- Even the smallest inaccuracy in reading can make a difference in comprehension.

1. The horse got a cold.
2. The horse got cold.

Four Groups Based on ORF Accuracy

Accuracy 97% or higher

<table>
<thead>
<tr>
<th>Group</th>
<th>WCPM</th>
<th>ORF</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strong Rate &amp; High Accuracy</td>
<td>Caitlin 172</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>2. Low Rate &amp; High Accuracy</td>
<td>Timothy 92</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>3. Strong Rate &amp; Low Accuracy</td>
<td>Edward 91</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>4. Low Rate &amp; Low Accuracy</td>
<td>Junior 57</td>
<td>91%</td>
<td></td>
</tr>
</tbody>
</table>

Accuracy Below 97%

<table>
<thead>
<tr>
<th>Group</th>
<th>WCPM</th>
<th>ORF</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strong Rate &amp; High Accuracy</td>
<td>Lamar 169</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>2. Low Rate &amp; High Accuracy</td>
<td>Monay 91</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>3. Strong Rate &amp; Low Accuracy</td>
<td>Dejay 91</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>4. Low Rate &amp; Low Accuracy</td>
<td>Taylor 37</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

WCPM above Benchmark

- Yellow = Strategic
- Red = Intensive

WCPM Below Benchmark

- Green = Benchmark
- Black = Benchmark
Instruction/Intervention Approaches

- Programatic
  - Read Naturally
  - Six Minute Solution

- Data/Classroom Driven
  - Choral Reading
  - Partner Reading
  - Repeated Reading
  - Reader’s Theater
  - Intervention Central  http://www.interventioncentral.org
IN-CLASS Fluency Building Strategies

There are many strategies that can be incorporated into daily lesson plans that will help students increase their reading accuracy, rate and build expression to help construct meaning.

ALL students need to HEAR and PRACTICE fluent reading.

Repeated Reading Strategy

- Use this strategy with students who are accurate but slow. This is not appropriate for students who are already fluent or who are not accurate.

- Focused practice that can be used to increase accuracy and automaticity with letters, sounds, sight words, phrases, connected text.

- Passages can be found everywhere. Students need to be able to read the passage with 95-97% accuracy.

- At least 3 times a week

- 5-10 minutes
Repeated Reading Strategy

- “Cold timing” - students are timed for one minute, reading a new text. Record # of words.

- Teacher models fluent reading of passage, students choral read with the teacher (possibly more than once). Sharing information about text meaning and unknown vocabulary is also helpful.

- Students practice the passage independently.

- “Hot timing;” charting growth (can be done in partners)

Goals for Fluency \textit{Fuchs, et al., 1993}

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fuchs, et al. Realistic Goals</th>
<th>Fuchs, et al. Ambitious Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 words/wk</td>
<td>3 words/wk</td>
</tr>
<tr>
<td>2</td>
<td>1.5 words/wk</td>
<td>2.0 words/wk</td>
</tr>
<tr>
<td>3</td>
<td>1.0 words/wk</td>
<td>1.5 words/wk</td>
</tr>
<tr>
<td>4</td>
<td>.85 words/wk</td>
<td>1.1 words/wk</td>
</tr>
<tr>
<td>5</td>
<td>.5 words/wk</td>
<td>.8 words/wk</td>
</tr>
<tr>
<td>6</td>
<td>.3 words/wk</td>
<td>.65 words/wk</td>
</tr>
</tbody>
</table>
Sticky Reading

- Give each student three stickies of various colors along with passage to read.
- Students begin whisper reading for one minute. At the end of one minute, student place on sticky at the end of the last word they read.
- Students go back to the beginning of the selection. Time them again for one minute and again put the sticky at the end of the last work they read.
- Repeat the above procedure one more time.
- Ask students to observe how much faster they got by sticky number three. Why do they think they got this far?
- Note: As with any new learning, preteach this strategy. First, the teacher models, then students practice with the teacher. Finally, students try this on their own.

Partner Reading

- Intentional “pairing” of students to practice reading (often students paired: low/medium; medium/high; lowest readers in triads)
- Procedures for partner reading need to be modeled and practiced
  - Seating arrangement
  - Assign partners in advance
  - Decide who is number 1 & 2 in the partnership
  - Tell students what to do when finished with passage
  - Length of reading (alternate sentences, paragraphs, pages...)
  - Correction procedures (ex. STOP CHECK: “Can you figure out that word?” TELL: “The word is ____”)
Choral Reading

- Read selection with your students
- Read at a moderate rate
- Tell your students, “Keep your voice with mine.” Model fluent reading with expression.

Story Reading With Parts

- Use curriculum passages that lend themselves to a group “reader’s theatre” style.
- Assign multiple students to each part, maximizing the time ALL are reading.
Assisting students with “phrasing” to build fluency

- Reading phrases with good expression can be taught directly
- Put the text on the overhead/document camera.
- The teacher models the “scooping” process then asks students to practice
- Text can be written and read in phrases
- Scooping process – students use the eraser of a pencil as they scoop and read phrases

Round Robin Reading is not best practice.
(or any practice that has one student reading aloud while whole class “follows”)

“Good-bye Round Robin,” Opitz, Rasinski points out:
With the exception of occasional use in SMALL GROUPS for the purpose of monitoring progress, Round Robin reading poses problems such as:
- Causing inattentive behaviors
- Modeling poor or inaccurate reading
- Promoting anxiety or embarrassment
- Allowing others to correct before student self corrects
- Consuming valuable class time that could be more effectively used
Six things you can do to develop fluency

- 1. Model fluent reading.
- 2. Provide direct instruction and feedback.
- 3. Provide reader support (choral reading, echo reading)
- 4. Use repeated readings of one text.
- 5. Cue phrase boundaries in text.
- 6. Provide students with easy reading materials

Support, Guide and Encourage Wide Reading
Promote reading opportunities throughout the day and at home!

Reflection: Type in Chat Box

Name one or two specific fluency building strategies you are taking away and plan to use in your classroom. Why this strategy?
Resources

- “Good-bye Round Robin,” Opitz, Rasinski
- Intervention Central
  – http://www.interventioncentral.org

Fluency Resource List-(attachment)