Fluency

Review: Simple View of Reading

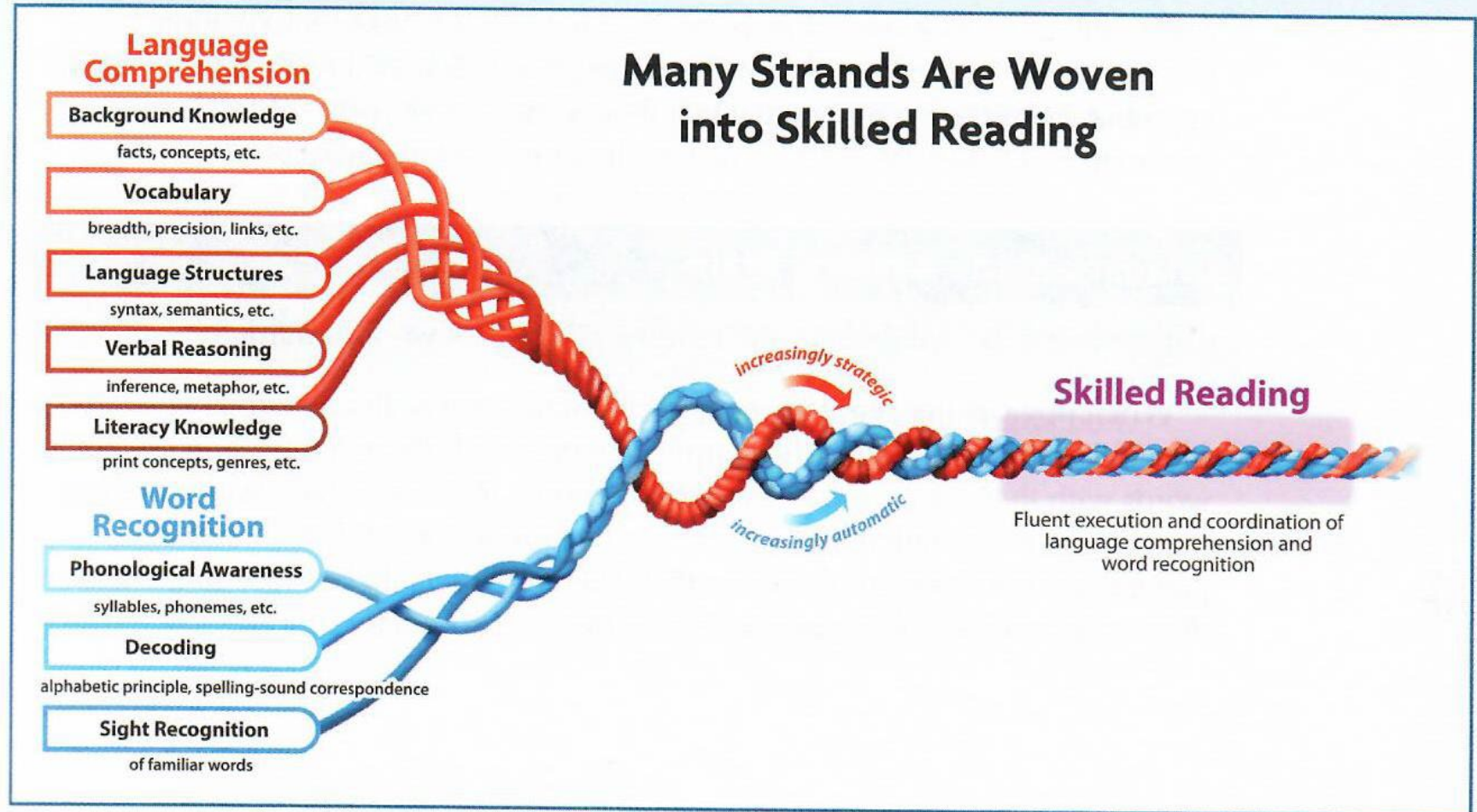| Word Recognition	X	Language Comprehension	=	Reading Comprehension
1	X	1	=	1

Word Recognition X **Language Comprehension** = **Reading Comprehension**

Review: The Reading Rope

Many Strands Are Woven into Skilled Reading

Language Comprehension
- **Background Knowledge** — facts, concepts, etc.
- **Vocabulary** — breadth, precision, links, etc.
- **Language Structures** — syntax, semantics, etc.
- **Verbal Reasoning** — inference, metaphor, etc.
- **Literacy Knowledge** — print concepts, genres, etc.

Word Recognition
- **Phonological Awareness** — syllables, phonemes, etc.
- **Decoding** — alphabetic principle, spelling-sound correspondence
- **Sight Recognition** — of familiar words

increasingly strategic

increasingly automatic

Skilled Reading — Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)

Proficient Word Recognition → Fluency

Figure 1.9 Reading Rope (Scarborough, 2001)
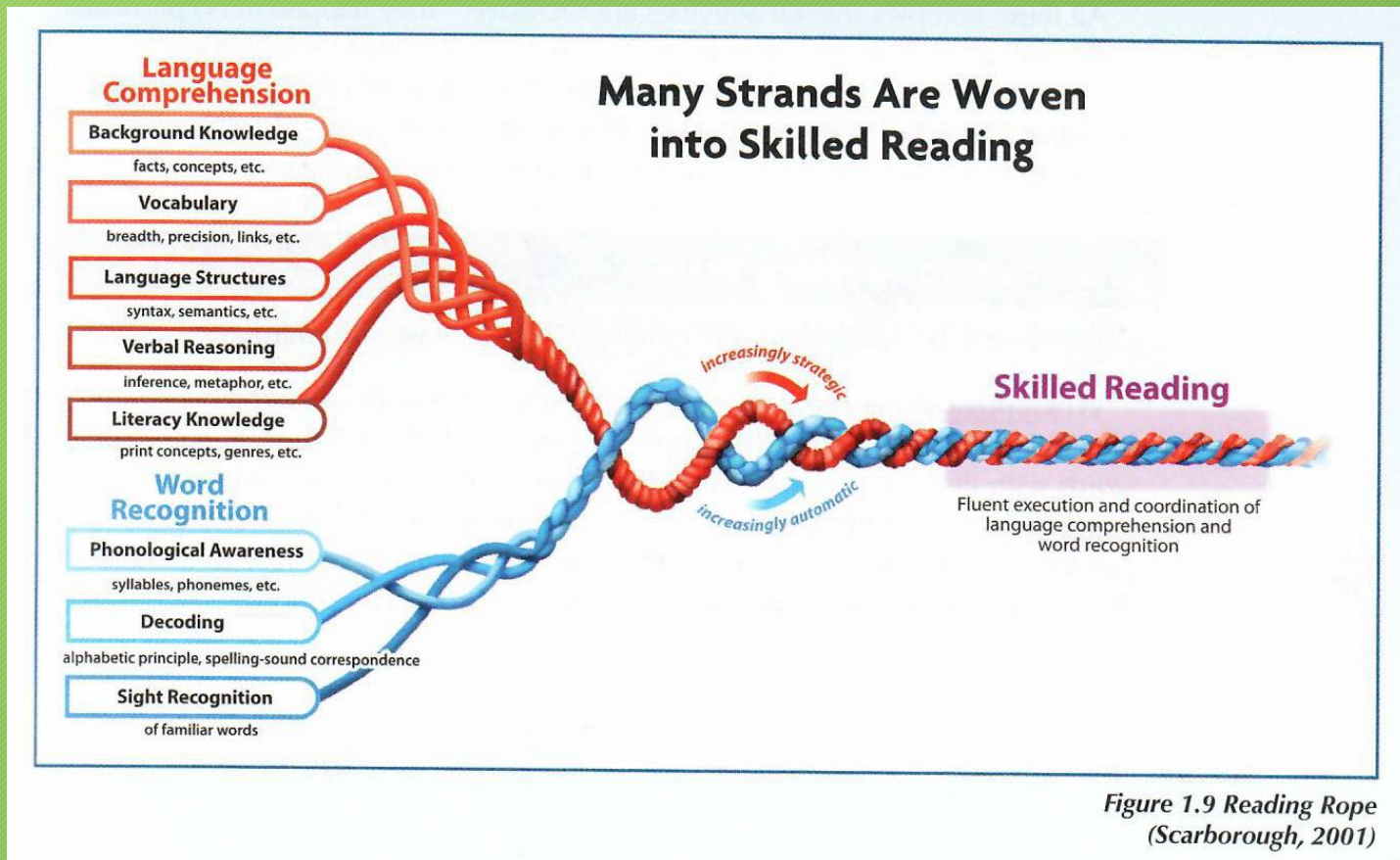
…the hallmark

of fluent reading is the ability to decode and comprehend at the same time…

The 3 Dimensions of Reading Fluency

- Reading Fluency
  - Most essential component: Ability to decode & comprehend at the same time
  - Less important Characteristics: Accuracy and speed

- 3 Dimensions:
  1. Accuracy in Word Decoding
  2. Automatic Processing, using little mental effort
  3. Prosody: reading with expression

Accuracy in Word Decoding

- Accuracy: ability to recognize or decode words correctly
  - ✓ Need: Knowledge of alphabetic principle, ability to blend sounds, and large bank of sight words
  - ✓ Requires well-developed schemata & schemata activation processes that enable reader to retrieve word accurately
  - ✓ If word isn't in memory, student must decode word using phonics, structural analysis, or context clues
- Need to know 95% of words to read a text successfully
  - ✓ *Note: Teacher should pick independent-level text to practice fluency skills. This is not for learning new phonics skills with instructional text.
- Repetition is extremely important in learning to recognize words

Automatic Processing

- Automaticity: ability to apply word recognition skills quickly, without conscious effort (automatic)

- With practice…

  Decoding becomes easier…

  requires less attention…

- Accuracy → Automaticity

Comprehension always requires considerable attention, especially if the concepts are unfamiliar, so saved mental energy can be utilized for comprehension

Automatic Word Recognition Experiment

Directions. First, name the colors of the print (not the words) as quickly as possible. Time yourself…

Then, read the words themselves. Time yourself…

Which trial was faster? Why?

Prosody

- Characteristics of oral reading that allow it to sound expressive

- Aids in conveying meaning

- Includes: intonation, pitch, stress, pauses, and duration placed on specific syllables

Prosody Experiment

Directions. Read each sentence with stress on the word highlighted.

My mom knows your dad.

My **mom** knows your dad.

My mom **knows** your dad.

My mom knows **your** dad.

My mom knows your **dad.**

Does prosody affect comprehension? YES!!!!

Ultimate Goal of Fluency:
Independent, **Silent** **Reading**

Characteristics of a Fluent, Seasoned Reader:
- Knows how to read and stay focused on reading for long periods of time
- Choose what they are going to read, for what purpose, and how long they need to read to suit those purposes
- Know about the task of reading, about themselves as readers, and how to self-monitor their reading
- Engage in reading with confidence

There is a convincing body of research that shows time spent reading is highly correlated with reading achievement.

Sample Test Question

Question:
During a small-group literacy workshop, a teacher reads a classic fairy tale aloud to students. While reading, the teacher stops to discuss how good readers adjust the pitch and volume of their voice, use punctuation cues to attend to proper phrasing, and read with natural expression. The teacher's instruction primarily emphasizes which of the following components of reading fluency?

A. Accuracy
B. Prosody
C. Automaticity
D. Rate

ANSWER

Correct Answer: B

Option (B) is correct. The teacher uses a read-aloud activity to model for students the elements of prosodic oral reading fluency (adjusting pitch and volume, reading with appropriate phrasing, and reading with natural expression).

Effective Fluency Instruction

3 Parts:

1. Fluency Instruction: Incorporate teaching of basic skills—phonemic awareness, phonics, modeling fluency

2. Fluency Practice: use decodable text & independent-level text, repeated re-readings, teaching fluent oral reading strategies

3. Fluency Assessment: accuracy, automaticity, and prosody

Fluency Instruction

Alphabetic Prosody

- Helps students pay attention to punctuation marks & to understand what they represent, rapidly and automatically

- Once students have mastered the meaning of punctuation marks → transfer knowledge to sentences and connected text

- Extension: Try it with simple words or phrases

Directions. Read each letter with expression

A!	A?	A.	A.	A?
A?	A!	A?	A!	A.
A.	A?	A!	A!	A?
Dog.	Dog!	Dog?	Dog.	Dog?

Fluency Practice with Letter Names

1. Give each student a letter card with multiple rows of five letters. Tell them that "Today we'll practice saying the letter names fast."

2. Have students point to each letter and say its name.

3. "Let's see how many letters you can name in one minute" and time students as they say the letter names quietly to themselves.

4. Have students practice several times.

Developing Speed Drills

- Time students reading at different word levels
- Can include word parts, words, high-frequency words, irregular words, phrases, or sentences

- At the partial word level (Have students read the *sound* that the letter *c* makes in each combination.)

ci	ce	co	cu	ca	cu
ca	ci	cy	co	ce	ca
co	cy	cu	ci	ce	co
ce	cy	ca	ci	cu	co

- At the word level

cite	cent	cart	cups	camp	cyst
cost	city	cans	cell	calf	cede

- At the phrase level

in the city	when I camp
under the cart	over in the campsite
within the cup	around the cyst
after the calf	when I cede

- At the sentence level
  - When the boy from the city went to summer camp, he had a great time.
  - The cyst on his wrist was gone after he went to see the doctor.

Phrase-Cued Oral Reading

1. Explain that grouping words together into phrases will help students with fluency and comprehension
2. Display and model reading the list of phrases
3. Display the chosen text.
4. Mark the phrases in an example sentence, using a dot or slash after each phrase.
5. Use a pencil eraser to scoop under the phrases while reading aloud
6. Have students take turns reading the sentences, scooping phrases with an eraser.

Example:

Alice / fell way down / into the rabbit hole.

Alice / was beginning / to get very tired /

of sitting / by her sister / on the bank, /

and of having nothing / to do.

Fluency Practice

Simultaneous Oral Reading

1. Preview the text—discuss the topic, illustrations, title, challenging vocabulary

2. Read a section of the text aloud, using good expression, while the student follows along with a finger or pencil eraser.

3. Read the text aloud together as "one voice." Track with a pencil or eraser. Repeat several times.

4. Have the student read aloud to you.

5. Help the student record time and errors on a simple graph.

My Fluency Progress!

Name: Destiny
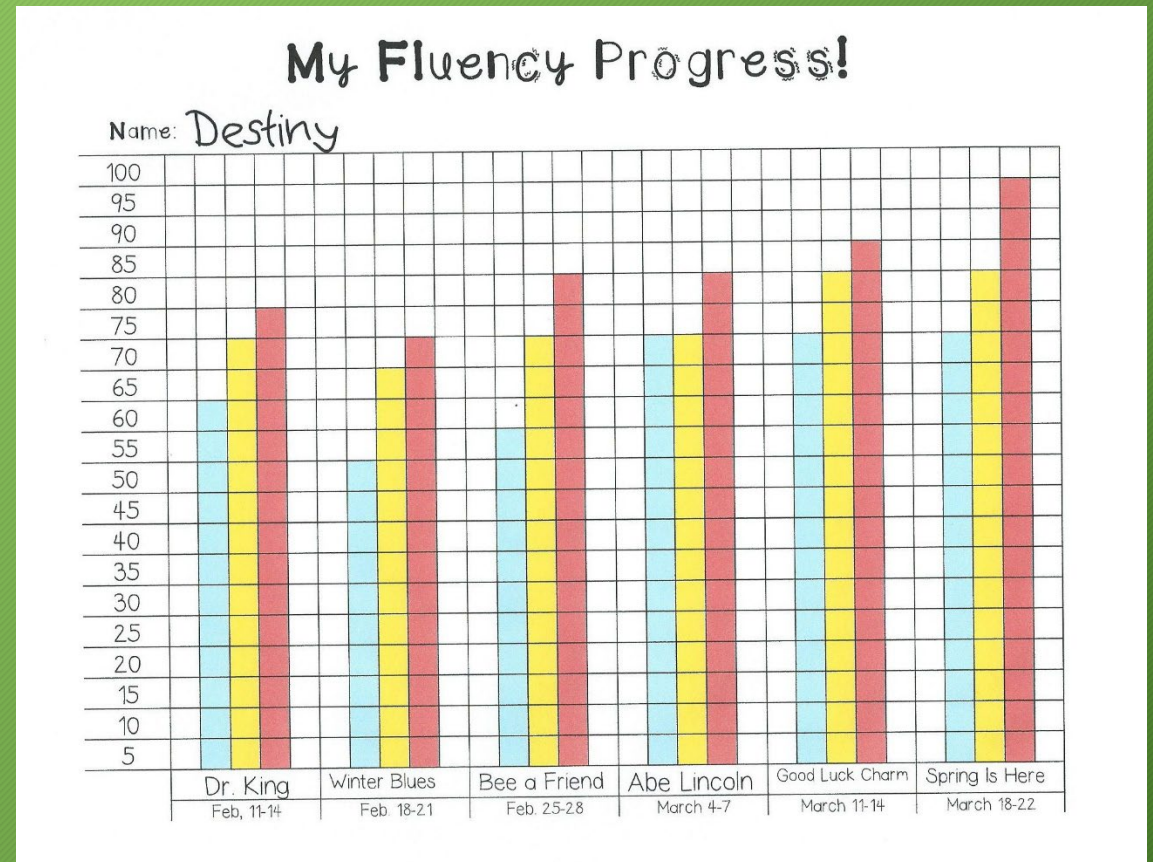
Partner Reading (including Modeling)

1. Put students into partners—assign one as "coach" and the other as "reader"
2. Have the "reader" start reading. When the "reader" makes a mistake, the coach will say, "Check that word!"
3. When the reading is finished, the "coach" will ask the "reader" what the text was about.
4. Exchange roles

- Teacher Tips:
    - -Role-play making mistakes
    - -Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read
    - -The first "reader" should be the stronger reader of the two
    - -Pair pairs up and have them summarize their texts to one another

Repeated Readings

1. Preview the topic and vocabulary with students

2. Time the student reading for one or two minutes. Say, "Mark your paper at one minutes, but keep reading until you reach a good stopping point."

3. Calculate the Word Count per Minute (WCPM)

4. Over the next two days, have the students read the same text 3 or 4 more times during untimed practice.

    -Provide feedback on word-recognition errors

    -Check for student's comprehension

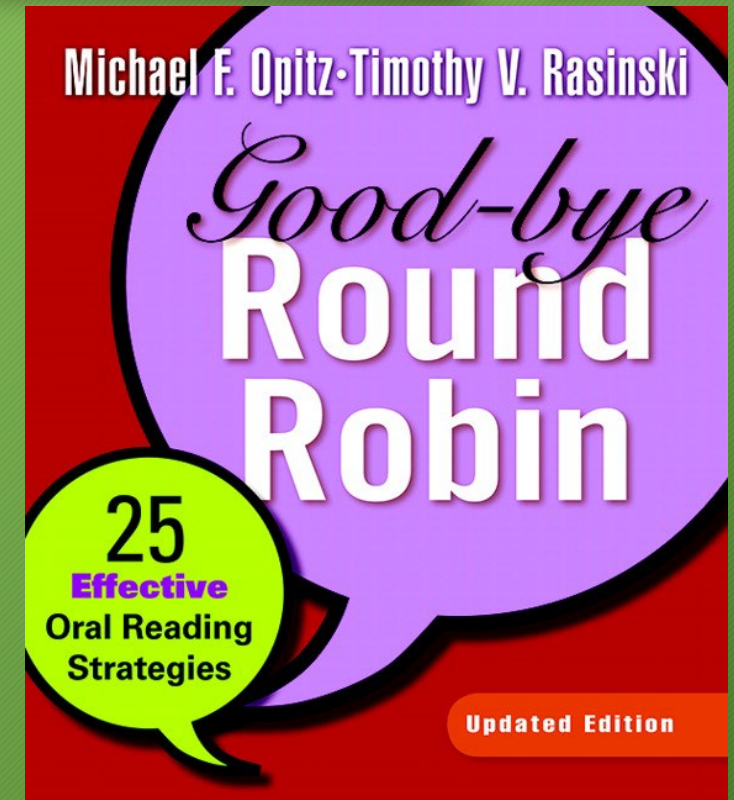| Table 4.12: Estimated Rate of Increase in WCPM Each Week		
Grade Level	Realistic Goal	Ambitious Goal
1	2.0	3.0
2	1.5	2.0
3	1.0	1.5
4	0.85	1.1
5	0.5	0.8
6	0.3	0.65

Other Fluency Strategies for Pairs & Individuals

1. <u>Paired Repeated Readings</u>: Students read aloud their passage 3 times to one another
2. <u>Support Reading Strategy</u>: Teacher reads the story, then students practice reading it on the 2nd day, and then reads it to the teacher individually on the 3rd day
3. <u>Fluency Development Lesson</u>: Teacher reads the passage → read it chorally as a class → practice reading it individually → volunteers read it to the class
4. <u>Oral Recitation Lesson</u>: Teacher models how to read story, students practice reading it, and then take turns reading portions of it aloud to the rest of the class
5. <u>Peer Tutoring</u>: Older students mentor younger students while reading
6. <u>Automated Reading</u>: Students listen to a recording of a story and follow along several times until they can read the story themselves
7. <u>Cross-Age Reading</u>: Older student practices reading a book several times and then reads it to a younger student

Other Fluency Strategies for Groups

1. Choral Reading: Reading aloud in unison with a whole class or group of students
2. Echo Reading: Teacher reads a sentence/passage, then the students repeat it
3. Fluency-Oriented Reading Instruction (FORI): Teacher reads a passage & then does comprehension activity; Students take passage home and read it to their parents
4. Reader's Theater: Oral presentation of reading
5. Fluency Idol: Students perform a recitation of a poem → students vote on who did the best job.

Michael F. Opitz·Timothy V. Rasinski

Good-bye Round Robin

25 Effective Oral Reading Strategies

Updated Edition

**NO ROUND ROBIN READING!!!

Sample Test Question

To address the fluency difficulties faced by students in a guided reading group, the teacher decides to implement readers' theater lessons. Which of the following instructional steps will best support the students' improvement of reading fluency?

A. Permitting the students to work as a group to select a text based on their collaborative interests
B. Assigning each student a character part prior to reading the text as a group
C. Modeling the reading of three possible texts for students to decide on one
D. Asking students to read the text independently and orally before choosing character parts

ANSWER

Correct Answer: D

Option (D) is correct. This is an essential step in the process of readers' theater. It provides students with time to develop familiarity, practice, and ownership that supports their growth in reading with fluency.

Fluency Assessment

Assessing Accuracy and Automaticity

Words-Correct-Per-Minute (WCPM)

✓ Students are assessed individually as they read aloud for 1 minute from an unpracticed, unfamiliar, grade-level text.

✓ Subtract the total # of errors from the total # of words read in 1 minute

✓ Best to take several samples and average them.

✓ Use Oral Reading Fluency Norms Chart (DIBELS; Hasbrouck & Tindal; Carver; Mather & Goldstein)

✓ May use handheld technological devices

✓ Research shows that reaching 50th percentile is good enough to attain comprehension

Table 4.11: ORF Norms
(Adapted from Hasbrouck & Tindal, 2017)

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

Assessment: Leveling Students

- Some assessment will level students—give students a "reading level"
- No longer utilized, because it has been found to be ineffective & not based on science (based on 3-cueing system)
- Types of Assessments that Level Students:
  - ✓ Informal Reading Inventories (IRI's)
  - ✓ Miscue Analysis
  - ✓ Reading Records
  - ✓ Developmental Reading Assessment (DRA's)

READING LEVEL	PERCENTAGE CORRECT
Independent	95 to 100 percent
Instructional	90 to 94 percent
Frustration	below 90 percent

Sample Test Question

A teacher selects both fiction and nonfiction texts that all students in a guided reading group can read independently with 95 percent accuracy. The teacher instructs the students to read the texts aloud together chorally four times over a period of time. Which of the following changes to the activity best facilitates reading fluency?

A. Including only texts that students can read with 100 percent accuracy
B. Choosing either all fiction or all nonfiction texts
C. Modeling how to read the selected texts before asking the students to read them
D. Introducing key vocabulary words before having students read the texts

ANSWER

Correct Answer: C

Option (C) is correct. The weakness in the teacher's plan is the lack of modeling to enable students to hear fluent oral reading.

Assessing Prosody

Figure 7.3 National Assessment of Educational Progress Fluency Scale

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
Fluent	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-Fluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
Non-Fluent	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur but these are infrequent and/or they do not preserve meaningful syntax.

Source: *Fourth-Grade Students Reading Aloud: NAEP 2002 Special Study of Oral Reading*, by M. C. Daane, J. R. Campbell, W. S. Grigg, M. J. Goodman, and A. Oranje, NCES 2006-469, U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (Washington, DC: Government Printing Office, 2005).

NAEP's Oral Reading Fluency Scale

- ✓ 4-Level Rating Scale of proper phrasing, expression, and intonation

- ✓ Best if paired with anecdotal records

Importance of Prosody

More Fluent Readers:

- Focus their attention on making connections among ideas & their background knowledge
- They are able to focus on comprehension
- Exception: "Word Spitters" (**harder to "word spit" if you have prosody)

Less Fluent Readers:

- Must focus attention primarily on decoding individual words
- Therefore, they have little attention left for comprehension
- Exception: "Walking Memory Banks" (**usually while reading picture books)

Timeline of Typical Reading Development & the Window for Maximum Effect of Intervention

Sound and Language Processing

Visual processing

Phonological/ Phonemic Processing

Letter Recognition

Grapheme-Phoneme Mapping

Reading of Single Words

Reading Sentences and Connected text

Reading Complex Text

Reading Fluency

Reading Comprehension

Too soon?

Window for most effective intervention

Typical window for a "diagnosis" – Too late for most effective prevention and intervention

Looking at ORF Expectations during the "Window of Opportunity"

Winter (MOY) WCPM

- 90%ile: 97
- 75%ile: 59
- 50%ile 29
- 25%ile: 16
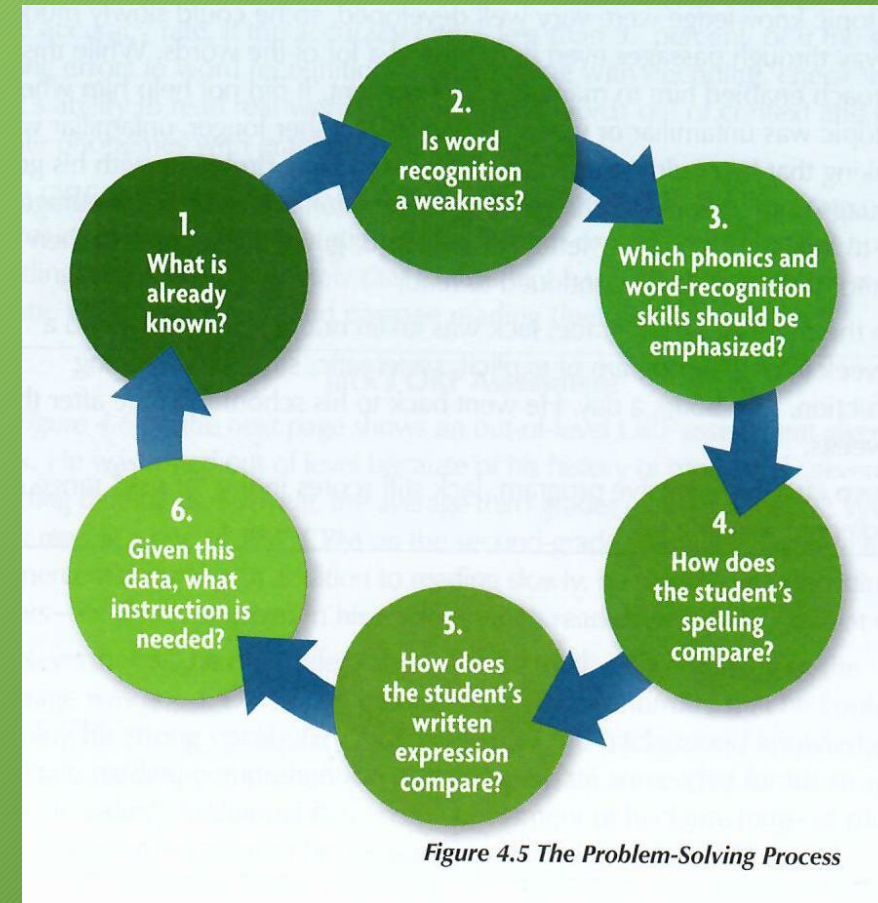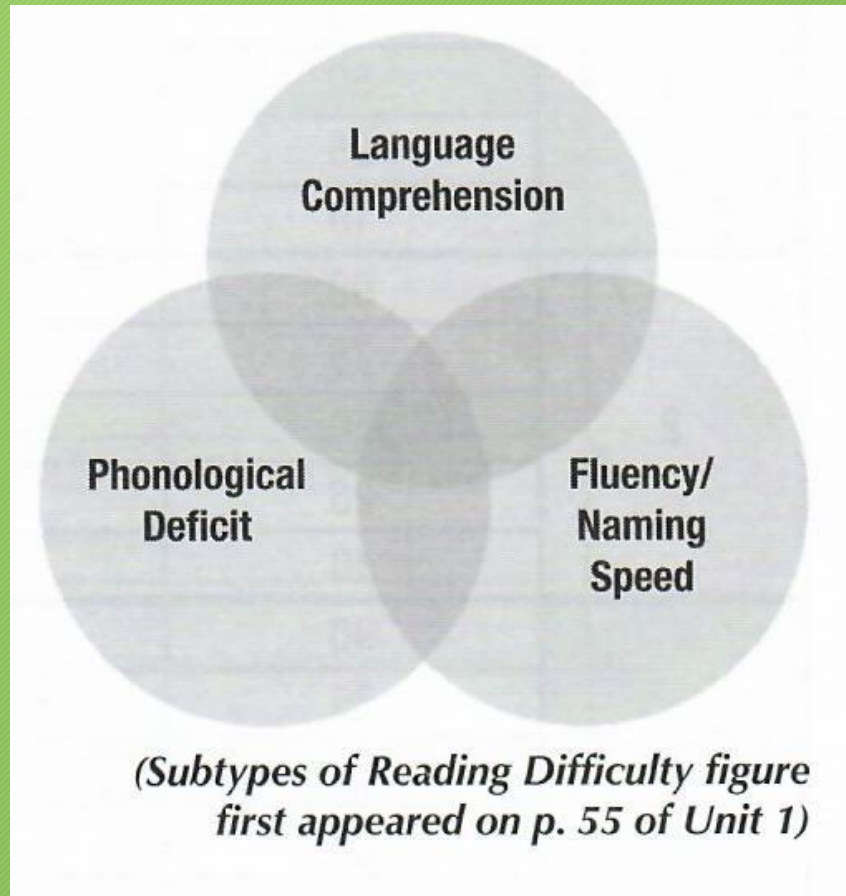- 10%ile   9

Spring (EOY) WCPM

- 90%ile: 116
- 75%ile   91
- 50%ile   60
- 25%ile: 34
- 10%ile: 18

(Hasbrouck & Tindal, 2017)

**Ensuring that students are proficient in word identification strategies in the early elementary years is <u>CRUCIAL</u> to proficient reading abilities later

Students Who are Struggling with Word Identification...

Language Comprehension

Phonological Deficit

Fluency/ Naming Speed

(Subtypes of Reading Difficulty figure first appeared on p. 55 of Unit 1)

1. What is already known?

2. Is word recognition a weakness?

3. Which phonics and word-recognition skills should be emphasized?

4. How does the student's spelling compare?

5. How does the student's written expression compare?

6. Given this data, what instruction is needed?

Figure 4.5 The Problem-Solving Process

Sample Test Question

The table shown represents data gathered by a classroom teacher after administering diagnostic reading assessments to a second-grade class over the course of the school year. Shown are the data for a specific student as well as the class averages.

Which of the following instructional supports is best justified by the data shown?

A. Enhancing self-monitoring strategies
B. Strengthening vocabulary development
C. Developing greater reading fluency
D. Increasing text comprehension

AVERAGE NUMBER OF WORDS READ CORRECTLY PER MINUTE			
	Fall	Winter	Spring
Grade 2 class average	51	72	89
Daniel	48	67	80

ANSWER

Correct Answer: C

Option (C) is correct. The data in the running record indicate that, compared to the grade-level average, the student is underperforming over time in the area of words read per minute. As words read per minute is one component of reading fluency, instruction designed to enhance that area is most indicated.

Question

When planning instruction to support students' reading development, a third-grade teacher includes the following activities.

- Engaging students in reader's theater
- Requiring students to participate in repeated readings
- Modeling fluent reading of various genres
- Providing opportunities for independent reading
- By engaging students in the activities listed, the teacher best demonstrates an understanding of which of the following principles related to growth in literacy?

A. A reader's ability to consistently process all genres of text at a rapid rate results in deeper comprehension of complex ideas.

B. A reader's participation in oral reading activities with peers promotes the reader's interest in wide reading of complex texts.

C. A reader who can fluently and automatically decode words can give full attention to comprehending a written text.

D. A reader's exposure to texts in various genres allows the reader to absorb linguistic differences in authors' writing styles.

ANSWER

Correct Answer: C

Option (C) is correct. Research has shown that a reader's fluency level is highly correlated with the reader's ability to comprehend text. To become a proficient reader, a student needs to be able to decode automatically and use mental energy to think about the meaning of a text.

Question

A third-grade teacher notices that many students in class exhibit poor reading fluency when asked to read sentences or longer passages aloud and plans to incorporate activities to support fluent reading behaviors. Which THREE of the following activities best accomplish the teacher's objective?

A. Encouraging students to record events from a story while they read
B. Engaging in choral reading as a class for a page of text
C. Asking questions during and after reading a familiar text
D. Modeling one sentence at a time aloud for students to imitate
E. Providing students with a script to practice and read orally in front of their peers

ANSWER

Correct Answer: B, D, E

Options (B), (D), and (E) are correct. Choral reading is a literacy technique that helps students build their fluency, self-confidence, and motivation in reading. During choral reading, a group of students or an individual student reads a passage aloud, with or without a teacher. Echoing is an effective method to learn to read with greater expression, phrasing, and prosody. It incorporates modeling with an action that students must do themselves. Readers' theater is an oral performance of a script, it is one of the best ways to promote fluency.

Sample Test Question

A first-grade teacher informally assesses students' reading skills by periodically conducting running records. The teacher measures individual student progress in reading rate, word-recognition accuracy, and comprehension of fictional text. Results from a running record are given in the following chart.

Which of the following actions can the teacher take to best use the data to guide instruction?

A. Holding a conference with each student to provide immediate feedback regarding performance in the assessed literacy areas

B. Creating small groups of students with mixed abilities to engage in hands-on activities that reinforce recently introduced literacy skills

C. Providing whole-class direct instruction in recognized areas of weakness by using alternate teaching strategies to improve student skill mastery

D. Organizing flexible groups comprising students with similar strengths and weaknesses to reteach or enrich targeted skills

Date: February 15 Student	Words Read Per Minute	Word Accuracy Rate	Comprehension Questions Answered Correctly
Dylan	61	44	10
Andrea	64	42	8
Janice	53	38	5
Scott	39	37	3
Tyler	25	29	2
Amy	60	43	9
David	54	33	6

ANSWER

Correct Answer: D

Option (D) is correct. The purpose of forming homogeneous flexible groups based on formative assessments is to structure lessons in a way that provides targeted instruction in supportive small-group settings. Such a setting allows students to practice skills they need to learn and enriches students who are proficient in the assessed areas. Reteaching and reinforcement give students an additional opportunity to succeed.

Summary

Fluency is dependent upon:

1. Instant (automatic) word recognition skills
   * Repeated exposures to words – Practice!
   * Over learning the patterns of the language for reading (creating mental orthographic images)

2. The imitation of the features of spoken language

3. An appreciation of syntax

Fluency includes accuracy, automaticity (speed), and prosody

Oral Reading Fluency & Comprehension

It is important to remember that fluency is not just

about reading quickly.

Fluency is about

decoding words and comprehending

at the same time.

Constructed Response Example

Read the scenario below and then respond to the TWO tasks in the answer sheet booklet. The suggested time to spend on this question is 10 minutes.

Scenario
While Jenny, a first-grade student, reads a grade-level-appropriate passage that she has not previously read, the teacher makes the following observations.
- Pauses frequently as she attempts to recognize many of the words
- Often reads words incorrectly and doesn't apply strategies to self-correct errors
- Uses her finger to point to each word while reading orally and reads at a slow rate with poor natural expression

The teacher's observation notes also indicate that when a text is read to Jenny, she performs at a proficient level in comprehension and seems to enjoy having an adult or a peer read to her. Her scores on summative reading comprehension measures show below-average performance in recalling details and identifying story elements in a fictional text.

Tasks:
I. Based on the information provided, identify and describe TWO difficulties in literacy that Jenny is experiencing. Support each identified difficulty with specific details about Jenny's observed reading performance.

II. Describe ONE informal and ONE formal reading assessment tool Jenny's teacher can use to evaluate and monitor her future growth in EACH of the areas of need identified in Task 1. Explain in your response how the teacher can use the data collected from each evaluative measure to drive further instruction.

Constructed Response Scoring Guide

Score 3

The response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question.

A response in this category:

- Clearly and specifically answers all parts of the question in a way that directly addresses the instructional situation described.
- Shows strong knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology are minor and do not detract from the thorough understanding shown.
- Provides strong supporting evidence and rationales.

Score 2

The response demonstrates general understanding of the elements of reading and reading instruction relevant to the question.

A response in this category:

- Adequately answers most or all parts of the question in a way that is appropriate for the instructional situation described.
- Shows general knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors do not detract from the general understanding shown.
- Provides adequate supporting evidence and rationales.

Constructed Response Scoring Guide

Score 1

The response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

A response in this category:
- Answers some part (or parts) of the question at a basic level.
- Has one or more of the following weaknesses:
  - Fails to answer most parts of the question and/or fails to address crucial aspects of the instructional situation described.
  - Shows weak or limited knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. The weakness may be indicated by errors or misconceptions.
  - Any evidence or rationales provided are weak or limited.

Score 0

The response demonstrates no understanding of the elements of reading and reading instruction relevant to the question.

A response in this category
- Fails to respond appropriately to any part of the question.
- Shows no knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question; or any information presented about reading and reading instruction is seriously in error.

Note: The mere presence of reading-specific words or phrases that might be used in an adequate response does not by itself indicate knowledge.
Also receiving a score of 0 would be responses that are blank, completely off-topic, or not written in English