

Part 2: Fluency

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FOCUS ON FLUENCY



2016

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READING INSTRUCTION

- GOAL:** Comprehension
- TASK:** Obtain meaning from text
- MUST LEARN:**
- Alphabetic Principle
 - Sound/Symbol Correspondences
 - Blending & Segmenting Skills
 - Accurate Word Identification
 - Fluent Text Decoding

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Historical Highlights

- 1974: Interest in Fluency
La Berge & Samuels
"Theory of Automatic Information Processing in Reading"
- 1980's: Research Begins
Schreiber : "Prosody"
Stanovich: Spiral of Failure
- 1983: Seminal Article
Richard Allington: The Reading Teacher, February
"Fluency: The Neglected Goal in Reading"



2002 DYSLEXIA DEFINITION UPDATE
International Dyslexia Association

Dyslexia is a specific learning disability that is neurobiological in origin.

It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

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? **QUESTIONS** **?**

- WHAT IS FLUENCY?
- WHAT ARE THE KEY ELEMENTS OF FLUENT READING?
- WHY FOCUS ON FLUENCY?
- HOW CAN FLUENCY BE ASSESSED?
- WHAT RESOURCES & ACTIVITIES FOSTER FLUENCY IN TUTORIAL AND CLASSROOM SETTINGS?

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FLUENCY DEFINED

- Sounds as if the reader is speaking...

Carreker, Suzanne. Neuhaus Education Center; Bellaire, Texas. 2003

Fluent Reading is:
 accurate,
 adequate speed,
 appropriate phrasing and intonation.

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Characteristics Of Fluent Reading

ACCURACY: decode single words without error

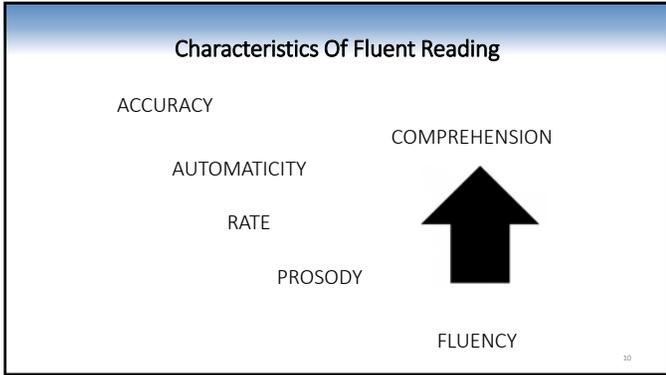
AUTOMATICITY: effortless word ID

RATE: tool to monitor progress and measure reading speed

PROSODY: oral reading with a smooth and even pace with expression and intonation.

"First, Foremost, and Forever: Accuracy"
 J. Hasbrouck IDA Conference 2010 Albuquerque, NM

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WHY FOCUS ON FLUENCY **?**

- Fluent Reading = More Reading
- More Reading = Richer Vocabulary
- Richer Vocabulary = Supports Comprehension

Stanovich & Cunningham Research

Matthew Effect

5th graders

Good Readers: 90% ile
READ IN **TWO DAYS**

Poor Readers: 10% ile
READ IN **ONE YEAR**

Stanovich, K. (1986) Matthew Effects in Reading: Some Consequences of Individual Differences. *Reading Research Quarterly* 21 (4), 360-407.

THE MATTHEW EFFECT

Poor Phonological Awareness

↓

Trouble With Alphabetic Code

↓

Decoding Demands Eliminate Comprehension

↓

Reading Is Effortful & Unpleasant

↓

Less Reading Creates Difficulty In All Academic Subjects

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Further Delay Of Word Identification & New Vocabulary

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Negative Emotional Side-effects

"Slow reading acquisition has cognitive, behavioral, and motivational consequences that slows the development of cognitive skills and inhibits performance academic tasks."

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Assessing Fluency

Criterion-Referenced Measures

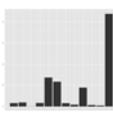
1. Accuracy
2. Rate
3. Fluency Scales
4. One Minute Reading Probes

Norm-Referenced Measures

1. Test of Word Reading Efficiency (TOWRE)
2. Test of Silent Word Reading Fluency (TOSWRF)

Checklist Of Oral Reading Prosody

Student Questionnaire



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Terms that measure fluency:

- **Accuracy:** The percentage of words read correctly.

- **Rate:** Number of words read correctly in one minute. (WCPM)

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Multidimensional Fluency Scale

Use the following subscales to rate reader fluency on the four dimensions of accuracy, phrasing, attention, and pace. Scores will range from 4 to 16. Scores of 9 and above indicate that fluency has been achieved for the grade level of the passage used. Scores below 9 indicate that fluency may be a concern.

A. Accuracy

1. Word recognition accuracy is poor; generally below 85%. Reader clearly struggles in decoding words. Makes multiple decoding attempts for many words, usually without success.
2. Word recognition accuracy is marginal; 86%-90%. Reader struggles on many words. Many unsuccessful attempts at self-correction.
3. Word recognition accuracy is good; 91%-95%. Self-corrections are more successful.
4. Word recognition accuracy is excellent; 96%. Self-corrections are few (not successful) or nearly all words are read correctly on initial attempt.

B. Phrasing

1. Monotone, with little sense of phrase boundaries. Frequent word-by-word reading; usually visible tongue stress and intonation that fail to mark ends of sentences and clauses.
2. Frequent two- and three-word phrases giving the impression of choppy reading; lacks appropriate stress and intonation that mark ends of sentences and clauses.
3. Misuse of pauses, mid-sentence pauses for breath, and possibly some choppyness; noticeable stress and intonation.
4. Consistently well phrased; readily in phrase, clause, and sentence units; with adequate attention to expression.

C. Intonation

1. Frequent repeated phrases, hesitations, filler words, word-outs, repetitions, and/or multiple attempts.
2. Several "rough spots" in text where extended pauses, hesitations, etc. are more frequent and disruptive.
3. Occasional lapses in intonation caused by difficulties with specific words and/or structures.
4. Consistently smooth reading with minimal lapses; but word and structure difficulties are resolved quickly, usually through self-correction.

D. Pace (during sections of maximal difficulty)

1. Slow and laborious.
2. Moderately slow for clarity and inappropriately fast.
3. Unseen mixture of fast and slow reading.
4. Consistently conversational and appropriate.

Rasinski, T. *The Fluent Reader*. Scholastic Professional Books, P. 173

Scholastic Professional Books The Fluency Scale 18

Great Leaps High School Stories

Can and Will

Can you? I can.
Will you? I will.
Did you? I did. (13)

Can he? He can not.
Will he? He will not.
Did he? He did not. (20)

Can she? She can.
Will she? She will.
Did she? She did. (42)

Can they? They can not.
Will they? They will not.
Did they? They did not. (27)

Michael: 57 words; gr 1
Accuracy: ?
Rate: ?
Multidimensional
Fluency Scale (MFS): ?



Copyright ©1998. Kenneth U. Campbell. All rights reserved. Stories Probe 4

Can and Will 57 Words

- **Accuracy:**
 - How many errors?
57 words in passage-2 errors = 55 words correct
 $55 \div 57 = 96\%$ (0.964)
- **Rate:**
 - Compute how many words correct in 1 minute ?
55 words = 71 seconds
X = 60 seconds
X = 46 WCPM
- **MFS:**

Accuracy:	3
Phrasing:	1
Smoothness:	1
Pace:	$\frac{1}{1}$
Total:	6

ONE MINUTE PROBE



- Choose a passage at student's reading/grade level
- Copy for Teacher – draw lines through errors
- Student reads aloud for 1 minute
- Can administer 3 probes and take the mean score
- Count Number of words read correctly (WCPM)
- Errors:
 - Mispronunciations, substitutions, reversals, or omissions
 - Three seconds delay
 - Immediate self corrections are not errors

**Three Rating Levels
(WCPM)**

- **INDEPENDENT LEVEL:**
 - 96-100% Accuracy - Reads text independently
- **INSTRUCTIONAL LEVEL:**
 - 90-95% Accuracy - Reads with some assistance
- **FRUSTRATION LEVEL:**
 - Below 90% Accuracy - Reads with difficulty; even with assistance



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TOWRE
Test of Word Reading Efficiency
Torgesen, Wagner, Rashotte Pro-Ed

Normed: 1,500 individuals; 30 states; ages 6-24.

- Two Alternate Forms
- Quick – 90 seconds!
- Contains Two Subtests:
 - Sight Word Efficiency
 - Phonemic Decoding Efficiency
- Monitors growth: decoding and sight words skills



Michael:	Gr. Level	SS	%ile
Sight Word Efficiency:	2.2	80	9%
Phonemic Decoding:	1.4	72	3%

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TOSWRF
Mather, Hammill, Allen, Roberts
www.proedinc.com

- Test of Silent Word Reading Fluency
 - Measures ability to recognize printed words accurately and efficiently
 - Normed: 3,500 students: 6-6 to 17-11
 - Two forms
 - Quick administration (3 minutes timed subtest)
 - May be administered in groups

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STUDENT QUESTIONNAIRE

- Would you describe yourself as a good reader?
- Do you like to read?
- How often do you read at home?
- Do you do extra reading at school? When?
- Do you think you need to improve your reading?
- When you come to a word you don't know, what do you do?
- Do you think you read too fast, too slow, or just right for your grade level?
- What do you do when you have to read something that is too difficult?
- What will help you become a better reader?

Adapted from: Rasinski, *The Fluent Reader*. (2003)

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INSTRUCTIONAL RESOURCES

Great Leaps	Diarmuid	Tutorial: K-12 & Adults
Jamestown Timed	Jamestown Education	Program to help secondary struggling readers 400 word non-fiction passages & comp quest
Quick Reads	Modern Curriculum Press	Program grades 2-4; 15 minutes non-fiction lessons; field tested + fluency and comprehension
Read Naturally	One Minute Readers	Individually paced program; software & audio, and iPad versions One Minute Reader app for iPads
Soliloquy Reading Assistant	Soliloquy Learning	Software program; opportunities for oral practice
Read-Along Radio Dramas	Balance Publishing	Recording of a radio play with full cast and sound effects Read-along script

The Department of Education does not endorse any specific programs or materials.

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Classroom Practices to Support Fluency

All strategies are modeled, directly taught, and monitored by Teacher

- Echo Reading:** Teacher assisted oral reading strategy
 - Teacher reads aloud/student follow on their copy
 - Student reads same selection aloud in soft classroom voices
- Choral Reading (Unison Reading):** Teacher and students simultaneously read a section aloud
 - Teacher models inflection; sets pace
 - Can divide into groups (boy/girl; A-L/M-Z)
- Partner Reading (Paired Reading):** Pair students to provide support to one another
 - Strong/weak partnerships
 - Alternate pages/paragraphs
 - Embedded in several Literacy programs; Success for All (Slavin & Madden, 2000) & Peer-Assisted Learning Strategies (PALS Fuchs, et. al. 1997)



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What Does the Research Say?

- Echo Reading:**
 - Combined with other fluency activities, ER advanced vocabulary and comprehension of elementary students (Schneeberg, 1977)
- Choral Reading:**
 - Effective strategy that can be presented in several formats (w/adult or taped books) (Dowhower, 1987; Gamby, 1987)
 - Improvement in basic reading skills (word attack/ID) for student w/ DD using predictable text (Mefford & Pettigrew, 1997)
- Partner Reading:**
 - 3rd grade partner reading two/three times per week for 12 weeks increased 29% in reading rate on standardized test of ORF (Vaughn et al., 2000)



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NEUROLOGICAL IMPRESS (Paired Reading)

- PAIRED READING THAT MODELS:**
 - Rate and Accuracy and FLUENT reading
- EASY TO IMPLEMENT:**
 - T & S read same text repeatedly
 - Teacher softens her voice until
 - Student becomes dominate and independent (student signals)
- SEND PASSAGES HOME FOR PRACTICE**
- TAPE RECORD:**
 - Compare beg & end recordings. S, can decide when to move on.



15 minute sessions for six weeks 24 students: advanced two grade levels; 1 student: nearly 6 grade levels
 Heckelman, R.G. (1969). A Neurological Impress Method Of Reading Instruction. Academic Therapy, 4, 277-282.

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FLUENCY ACTIVITIES

- **SINGLE WORD LEVEL**
 Design Word Lists
 Timed Word Lists
- **PHRASE LEVEL**
 Present Punctuation
 Phrase Text Reading
- **CONNECTED TEXT LEVEL (Classroom Activities)**
 Poetry Coffeehouse
 Readers' Theatre
 Repeated Readings

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SINGLE WORD READING

Can it help improve fluency?

Students with reading difficulties experience greater problems decoding new words than their typically developing counterparts. Poor readers take longer to learn words by "sight" and need more exposures to "unitize" them (recognized the letter patterns)...
 Ehri and Wilce, (1983)

"...readings of single words and phrases can improve fluency."
 Meyer & Felton, (1999)

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SILENT "E" WORDS



The "e" is silent;
 The vowel before the "e" is "long". dime

dime 1	vote	cave	home
nine	cave	vote	dime 5
home	nine	cave	vote
dime 2	home	nine	cave
vote	dime 3	home	nine
cave	vote	dime 4	home

DATE	TIME (seconds)	FASTER?
10/9	74, 60	14 seconds
10/11	52, 48	26 seconds
10/16	45, 44	30 seconds
10/30	41, 35	39 seconds
3/5	29, 25	49 seconds

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RED WORD LIST

February	pretty	build	sure
sure	only	flood	only
flood	build	February	flood
only	February	pretty	pretty
pretty	flood	only	February
February	pretty	build	sure

Date	Time	Faster?
9/17	57, 52	5 Seconds
9/19	46, 41	16 Seconds
9/23	35, 29	28 Seconds

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FLUENCY ACTIVITIES

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Timed Word Lists
- **PHRASE LEVEL**
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Phrase Text Reading
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Repeated Readings

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ORAL LANGUAGE: PROSODIC FEATURES

- Intonation: Pitch
- Stress: Syllable Prominence
- Duration: Length of time
- Rhythm
- Phrase boundaries ("I won't go!")



PRINT: LACKS PROSODY

Prosodic features are signaled through:

- ✓ Punctuation
- ✓ Phrasing

Tasks:

- ✓ Use punctuation to help change print into language
- ✓ Practice reading phrases with varied punctuation
- ✓ Practice grouping word into meaningful units



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TEACH FLUENCY THROUGH PHRASING

The young man the jungle gym. 

The young man/ the jungle gym. 

The young/ man the jungle gym.

Poor prosody often leads to confusion through meaningless grouping of words

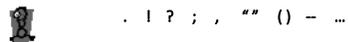
MEANING OFTEN RESIDES IN PHRASES NOT WORDS

"...group words into meaningful grammatical units for interpretation..." Schreiber, 1987

Rasinski, T.V., (2003). *The Fluent Reader*. New York: Scholastic Professional Books 40

ENCOURAGE FLUENCY THROUGH PUNCTUATION

Infuse print with meaning by using punctuation. 



1. Jane said that she would call Ted later.
2. Jane said that she would call Ted later?
3. Jane said that she would call Ted later!
4. Jane said, "I will call Ted later."
5. Jane said that she would call Ted later (much later).
6. Jane said that she would ... call Ted later. 

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CHECKLIST OF ORAL READING PROSODY
(Zutell & Rasinski 1991 rating scale) 1 3 5

<ol style="list-style-type: none"> 1. Emphasis on appropriate words 2. Voice tone rose and fell at appropriate points 3. Inflection reflected punctuation in text 4. Dialogue: correct vocal tone 5. Pauses at phrase boundaries 6. Uses subject/verb divisions to pause at phrase boundaries 7. Uses conjunctions to pause at phrase boundaries 8. Uses prepositional phrases to pause at phrase boundaries 			
--	--	--	--

1 = below expectations 3 = instruction warranted 5 = excellent performance 42

PHRASE TEXT LESSON

Individual/Small Group – 10-15 minutes; two consecutive days



Before Edward Jenner/ the killer disease /smallpox / swept through many countries. // The faces / of the unlucky victims/ were covered with red blisters.//

DAY 1

- Prepare a phrased-cued text/Discuss importance of reading in phrases.
- Explain the purpose of the phrase markings in the text.
- Teacher & students read text together several times.
- Students read chorally two times.
- Students read to a partner two times.
- Students volunteer to read for the class.

DAY 2

- Repeat procedure from Day 1; use same text without phrase boundaries.

Before Edward Jenner, the killer disease, smallpox, swept through many countries.
The faces of the unlucky victims were covered with red blisters.

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FLUENCY ACTIVITIES

- **SINGLE WORD LEVEL**
 - Design Word Lists
 - Timed Word Lists
- **PHRASE LEVEL**
 - Present Punctuation
 - Phrase Text Reading
- **CONNECTED TEXT LEVEL**
 - Poetry Coffeehouse
 - Readers' Theatre
 - Repeated Readings

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POETRY COFFEEHOUSE

Monday:

- Teacher reads poems to students
- Each student selects a poem to learn

Tuesday – Thursday:

- Students practice throughout the week
- Teacher models, listens, and coaches

Friday: Mood set

- Lights lowered, shades drawn, table lamps lit; stool placed on "stage"
- (Volunteer/Parent arrives with refreshments)



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POETRY COFFEEHOUSE PERFORMANCE

Teacher: Master of Ceremonies

- Reads her/his poem
- Introduces the students

Students: In sets of three

- Strive to “interpret” the author’s words
- Audience discusses positive points between sets

Visitors: Welcomed

- Price of Admission – Read a poem




Music during and with readings



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READERS’ THEATRE

OVER THE WEEKEND

- SELECT A SCRIPT (copy for each student)

MONDAY

- ASSIGN PARTS

TUESDAY - THURSDAY

- PRACTICE IN CLASS AND AT HOME

FRIDAY

- PRESENTATION

www.aaronshp.com/rt



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REPEATED READINGS

1970 Dahl & Samuels

- Increase reading speed
- Transfer to subsequent material
- Enhance comprehension

2000 National Reading Panel

- Most efficacious method to improve reading through 5th grade
- Positive effects for older students w/reading difficulties
- Superior to Silent Reading
- Gains in Fluency & Comprehension
- Include RR to supplement reading instruction




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REPEATED READING
TEN TO TWENTY MINUTES PER DAY

- FOUR READINGS
- 90% ACCURACY (Instruction-Independent Levels)
- READING RATE (Compare performance to Grade Level)
- SHORT PASSAGES (Jokes) (50-200 WORDS)



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REPEATED READINGS: DURING READING

Counts Errors  Times Reading 

Supplies Word if Student Miscues 

REPEATED READING: AFTER READING

Check Comprehension: 

RR+ Strategic Reading= Gains In Fluency & Comprehension (Vaughn et al., 2000)

Graph Results: 

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The Lost Duck
(Primary Phonics Set 2 Book 3)

 A cricket and a rabbit came to an egg.

"It is a rock," said the cricket.

"No," said the rabbit.

"It is an egg."

The cricket gave the egg a kick.

"Stop the racket," said the egg.

The rabbit gave the egg a smack.

"Get lost," said the egg.

"Peck! Peck!" 

The egg had a crack in it.

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Repeated Readings

The Lost Duck Primary Phonics: Set 3 Book 9
61 Words

	Trial 1	Trial 4
	69 sec/8 E	34 sec/2 E
RATE wcpm	46 words	104 words
ACCURACY	87 %	97%

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General Principles of a Successful Fluency Program

1. Build Grapho/phonics Foundations.
Phonological awareness, letter knowledge, and phonics
2. Build vocabulary and oral language skills.
3. Practice high frequency words.
4. Teach common word parts and spelling patterns.
5. Teach, model, and provide practice in the application of decoding strategies.
6. Use appropriate text to coach strategic behaviors and build speed.
7. Use Repeated Readings for struggling readers.
8. Extend fluency through wide independent reading.
9. Monitor fluency through assessment.

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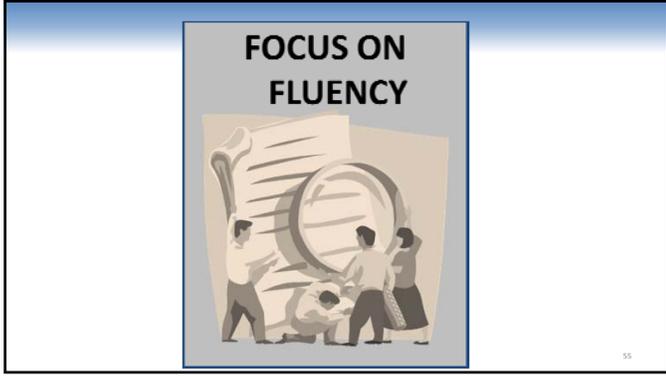
Recap: Fluency Activities

ACCURACY/AUTOMATICITY: SINGLE WORD LEVEL
Design Word Lists
Timed Word Lists

ACCURACY/AUTOMATICITY/PROSODY: PHRASES
Present Punctuation
Phrase Text Reading

ACCURACY/AUTOMATICITY/PROSODY: TEXT
Poetry Coffeehouse
Readers' Theatre
Repeated Readings

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Please pause for discussion

Suggested time: 15-20 minutes

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This concludes the
Comprehension and Fluency webinar.
Thank you for your participation.

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