Reading FAST or Reading WELL?

Putting Fluency In Perspective

Presented by Jan Hasbrouck, Ph.D.

GIBSON HASBROUCK & ASSOCIATES

www.gha-pd.com

My conclusions from reading research:

Compelling evidence from a convergence of reading research is indicating that **90% to 95% of all students can achieve literacy skills at or approaching grade level.** These statistics include students with dyslexia and other learning disabilities. Students succeed when they receive intensive, comprehensive, and high-quality prevention and early intervention instruction, provided by well-informed and well-supported teachers. This instruction must be systematic, explicit, and intensive, and designed to appropriately integrate elements of oral language development, phonemic awareness, phonics and decoding, fluency, vocabulary development, and reading comprehension skills and strategies.

Jan Hasbrouck, Ph.D.

Torgesen, 2007; Vellutino & Fletcher, 2007; Rashotte, MacPhee, Torgeson, 2001; Al Otailba, Connor, Foorman, Schatschneider, Greulich, Sidler, 2009; *Every Child Reading: An Action Plan* and *Every Child Reading: A Professional Development Guide*. Available online from Learning First Alliance

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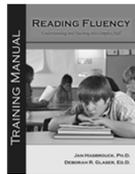# Reading Fluency:

Understanding and Teaching this Complex Skill

Jan Hasbrouck, Ph.D.
Deborah R. Glaser, Ed.D.

FOUR MODULES

- Defining & Describing this Complex Skill
- Assessing Reading Fluency
- Planning and Teaching Fluency
- Teaching Fluency through Skill Integration

Summary booklets sold in sets of 4

Available online at www.gha-pd.com

Educators as Physicians:

Using RTI Data for Effective Decision-Making

Jan Hasbrouck, Ph.D.

Four Modules

- Framework for Intervention
- Benchmark/Screening
- Diagnosis
- Progress Monitoring

Summary booklets sold in sets of 4

Available online at www.gha-pd.com

Key Ideas about Reading Fluency

- Fluency is a complex skill.

- Fluency is necessary but not sufficient for reading comprehension & motivation.

- We can use rate PLUS accuracy measures (ORF) for important assessment purposes.

- Some students are fluent enough; others can be taught.

- *FLUENT* reading is *NOT* fast reading!

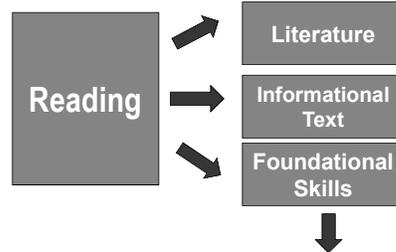## How to **DEFINE** Reading Fluency?

NRP Instructional Components

- Phonemic Awareness
  - Phonics
  - **Fluency**
  - Vocabulary
- Comprehension

National Reading Panel (2000)

CCSS Reading Standards

Reading → Literature

Reading → Informational Text

Reading → Foundational Skills

- Read more **complex text**
- Respond using **text evidence**
- **Close reading** model
- **50-50 balance** literature & information text

CCSS Foundational Skills K-5

- Print Concepts

- Phonological Awareness

- Phonics & Word Recognition

- **Fluency**

National Governors' Association CCSS (2010)

What is Reading Fluency?

"…there are still a number of questions surrounding our understanding of what constitutes fluency…"

Kuhn, Schwanenflugel, & Meisinger (2010) p. 230

What is Reading Fluency?

Fluent reading should sound like
SPEECH

Stahl & Kuhn (2002)

What is Reading Fluency?

Reasonably accurate reading at an **appropriate rate** with **suitable prosody** that leads to accurate and deep **comprehension** and **motivation** to read.

Hasbrouck & Glaser (2012)

What is Reading Fluency?

Reasonably ACCURATE?

Aim for at least _____ % accuracy
(Rasinski, Reutzel, Chard, Thompson, 2011)

Emerging readers: _____ %

What is Reading Fluency?

Appropriate RATE?

_____th %ile on oral reading fluency (ORF) norms on unpracticed, grade-level text

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What is Reading Fluency?

Suitable PROSODY?

Pitch, tone, volume, emphasis, rhythm

Mirrors spoken language
& conveys meaning

Robert borrowed my new bicycle.

- *ROBERT* borrowed my new bicycle.
  (Robert, not Raymond, borrowed my bike.)

- Robert *BORROWED* my new bicycle.
  (Robert did not steal my bike.)

- Robert borrowed *MY* new bicycle.
  (Robert didn't borrow your bike, he borrowed mine.)

- Robert borrowed my *NEW* bicycle.
  (Robert didn't borrow my old bike, he borrowed the new one.)

- Robert borrowed my new *BICYCLE*.
  (Robert didn't borrow my new book, he borrowed my bike.)

Rasinski (2012)

What is Reading Fluency?

Suitable PROSODY?

Mirrors spoken language
& conveys meaning

BUT abnormal pitch, intonation, phrasing, pauses can be "suitable"

What is Reading Fluency?

The ability to read
✓ **accurately**
✓ **quickly**
▪ with expression & phrasing

COMPONENTS of fluency

Expression & Phrasing?

Prosody **REFLECTS** comprehension skill rather than **CONTRIBUTING** to it

COMPONENTS of fluency

What is Reading Fluency?

Word Decoding Skills
- Phoneme awareness
- Letter sounds
- Phonograms

Text Decoding Skills
- Orthographic knowledge
- Sight words
- Decoding connected text
- Multiple cue efficiency

Comprehension Skills
- Metacognition
- Content knowledge
- Vocabulary
- Passage context
- Social context

MECHANICS of fluency

CCSS Foundational Skills:
Fluency K - Gr 5

Kindergarten

Read emergent reader texts* with purpose & understanding

Grades 1-5

* Emergent reader texts– Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also *rebus*

* Rebus– A mode of expressing words and phrases by using pictures of objects whose names resemble those words

CCSS Foundational Skills:
Fluency K - Gr 5

Kindergarten

Read emergent reader texts with purpose & understanding

Grades 1-5

Read with sufficient **ACCURACY** & **FLUENCY** to support comprehension:

"…a living work"

"The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly."

National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common Core State Standards.* Washington D.C.

CCSS Foundational Skills:
Fluency K - Gr 5

Kindergarten

Read emergent reader texts with purpose & understanding

Grades 1-5

Read with sufficient **FLUENCY** to support comprehension:

- Reading on-level text with **PURPOSE & UNDERSTANDING**
- Reading on-level text orally with **ACCURACY**, appropriate **RATE**, & **EXPRESSION** on successive readings
- Using **CONTEXT** to confirm or self-correct word recognition and understanding, rereading as necessary

So…What is Reading Fluency?

A highly **COMPLEX** skill that is **NECESSARY** but not **SUFFICIENT** for students to read **independently**, **proficiently**, and with **motivation**.

FLUENT reading is not *FAST* reading!

What is the **ROLE** of Fluency in Reading?

Characteristics of Nonfluent Readers

DESCRIPTORS:

- Read word—by—word
- Slow, laborious readers
- Uncertain of sight words
- Ignore punctuation
- Unmotivated

REAL ISSUE:
Comprehension & Motivation!

MULTIPLE causes of comprehension problems:

- Lack of background knowledge
- Lack of language foundation
- Fails to organize and use information to understand--Does not *realize* when s/he fails to understand (metacognition)
- Decoding and/or fluency skills are weak

Bridge to Comprehension

Fluency forms the bridge between word identification & constructing meaning

FLUENCY

Identifying Words

Constructing Meaning
Vocabulary
Comprehension

Pikulski & Chard (2005)
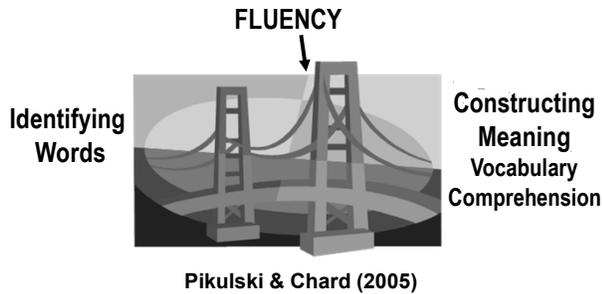
Doorway to Comprehension?

Fluency serves as a doorway between word identification & constructing meaning

FLUENCY

Identifying Words

Constructing Meaning
Vocabulary
Comprehension

Hasbrouck & Glaser (2012)
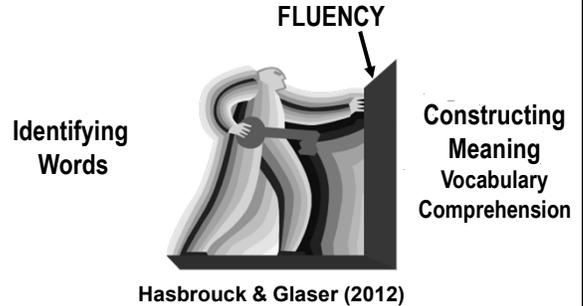
The Role of Fluency in Reading?

▪ **ACCURACY:** Comprehension is limited by **inaccurate** reading

▪ **RATE:** Comprehension is limited by inefficient, **slow**, laborious reading

▪ Lack of fluency = lack of motivation = fewer words read = smaller vocabulary = limited comprehension *(self-perpetuating)*

ASSESSING
Reading Fluency

3 BIG IDEAS
about fluency assessments

1. Assessments of accuracy + rate (ORF) can help determine which students *might* need support (benchmark/screening).

2. ORF assessments can help diagnose a student's individual skill level in reading fluency.

3. ORF assessments can help us determine if a student is making sufficient progress.

"Fluency" Assessments **DO NOT ASSESS** Fluency!

Oral Reading Fluency assessments were

MISNAMED!

More Accurate:

Performance measure of **ACCURACY + RATE**

Assessing ORF

the number of words in text read correctly per minute (wcpm)

or…

letters, sounds, words

Assessing ORF

the number of words in text read
correctly per minute (wcpm)
or…
letters, sounds, words

Assessing ORF

the number of words in text read
correctly per **minute** (wcpm)
or…
letters, sounds, words

CBM Assessments of ACCURACY and RATE (ORF)

DIBELS Dynamic Indicators of Basic Early Literacy Skills K-6

Reading Fluency Benchmark Assessor
  (**RFBA**) Read Naturally K-8

AIMSWeb   Pearson K-8

EasyCBM   Riverside K-8

Curriculum-Based Measurement (CBM)

Long research history…

Stan Deno University of Minnesota

GOAL:
Develop **QUICK** assessments that were **RELIABLE**
and **VALID** to help teachers:

1. Find students who *MIGHT* need academic help

2. Determine if instruction was EFFECTIVE

Curriculum-Based Measurement (CBM)- Reading

STANDARDIZED PROCEDURES

- Production-based: Oral reading

- 1:1 for 60 seconds

- Unpracticed ("cold" read)

- "Do your best reading"– **NEVER** "read as fast as you can!"

- Standardized procedures for scoring errors
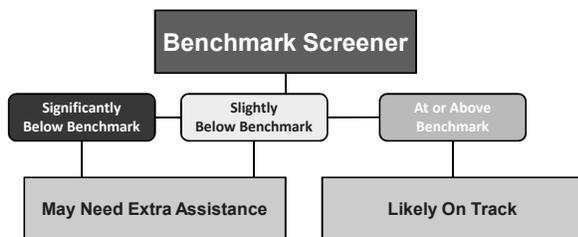
- Compute words correct per minute (wcpm)

BIG IDEA #1

Assessments of accuracy + rate (ORF) can help determine which students *might* need support

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Benchmark Screening
3x Year: Fall, Winter, Spring

Benchmark Screener

| Significantly Below Benchmark | Slightly Below Benchmark | At or Above Benchmark |

| May Need Extra Assistance | Likely On Track |

Additional assessments or other information should also be considered…

WHAT
Do ORF Scores <u>REALLY</u> Tell Us?

Serve as an **INDICATOR** much like a thermometer…

QUICKLY provide information

- Valid (relevant, useful, & important)
- Accurate (reliable)
- Compared to benchmark…

FEVER FACTOIDS:

98.6 F or 37.0 C

1861 German physician Dr. Carl Reinhold August Wunderlich from a large sample of healthy individuals

1992 JAMA 98.2 F +/- 0.126 (98.1 F to 98.4 F "normal")

QUICKLY provide information

- Valid (relevant, useful, & important)
- Accurate (reliable)
- Compared to benchmark…

BUT… body temperature only one single indicator of general health or illness:

Normal?   103 degrees?

CBM-R measures of accuracy + rate provide **one reasonably dependable indicator** of a student's academic "health" or "illness"—**NEVER** a diagnosis for a treatment plan!

BIG IDEA #2

ORF assessments can help **diagnose** a student's individual skill level in reading fluency
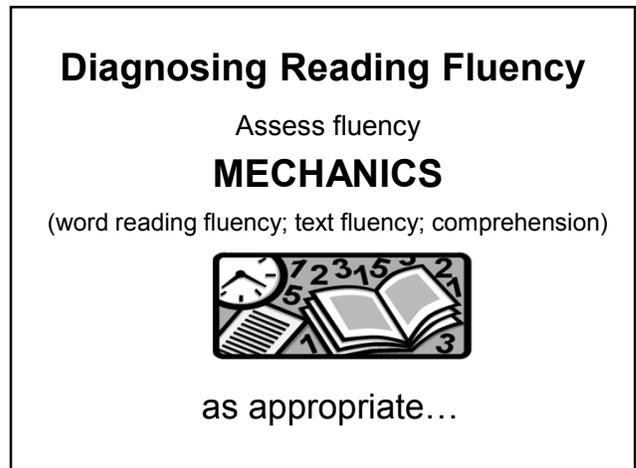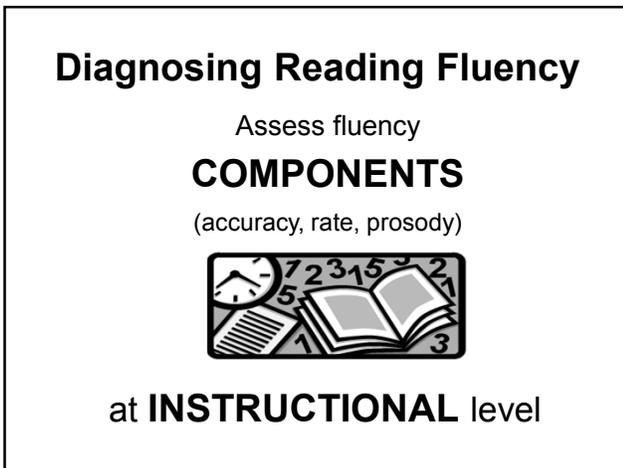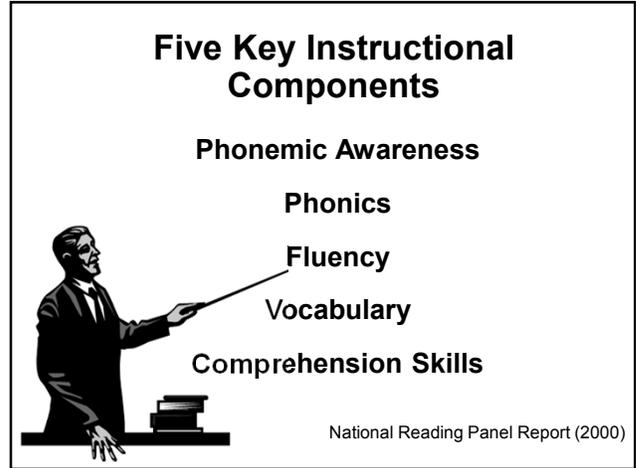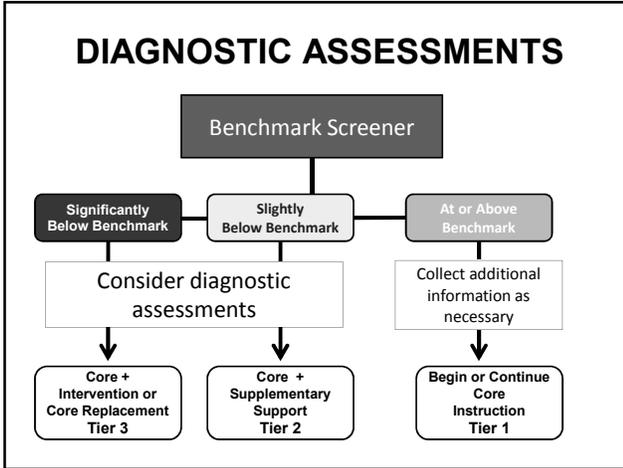

Reading Fluency is a COMPLEX Skill

Reasonably accurate reading at an appropriate rate with suitable prosody that leads to accurate and deep comprehension and motivation to read.   Hasbrouck & Glaser, 2012

COMPONENTS *plus* **MECHANICS!**

DIAGNOSTIC ASSESSMENTS

Benchmark Screener

Significantly Below Benchmark	Slightly Below Benchmark	At or Above Benchmark
Consider diagnostic assessments	Consider diagnostic assessments	Collect additional information as necessary
Core + Intervention or Core Replacement Tier 3	Core + Supplementary Support Tier 2	Begin or Continue Core Instruction Tier 1

Five Key Instructional Components

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension Skills

National Reading Panel Report (2000)

Diagnosing Reading Fluency

Assess fluency

COMPONENTS

(accuracy, rate, prosody)

at **INSTRUCTIONAL** level

Diagnosing Reading Fluency

Assess fluency

MECHANICS

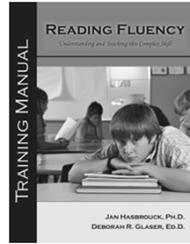(word reading fluency; text fluency; comprehension)

as appropriate…

Reading Fluency:
Understanding and Teaching this Complex Skill

ASSESSMENT CHECKLISTS:

- Phoneme Awareness
- Phoneme Fluency with Print
- High-Frequency Words
- Phonics & Decoding
- Phonograms (e.g., -ake, -ick, -igh)
- Orthographic (spellings)

MODULE 2: Pages 52-54

How
FLUENT
Should Students Be?

How FLUENT Should Students Be?

The ability to read with…

- Sufficient accuracy:

  at least **95%** (or 97-98% for emerging readers)
- Appropriate rate:

  50%ile on unpracticed, grade-level text

What are the
ACCURACY & RATE
scores we should be looking for?

 # 1 LIMITED EVIDENCE from research or theory or practice that suggest a benefit to reading significantly ABOVE the 50th%ile

 # 2 SIGNIFICANT EVIDENCE that it is crucial to help students read with fluency at or near the 50th%ile to support comprehension and motivation

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Using DIAGNOSTIC Data

- Examine assessment results: Skill **STRENGTHS**? Skill **NEEDS**?

- Appropriate **SERVICE DELIVERY**: Classroom **only**? **Supplementary**? **Intervention**?

- Select proven instructional tools **MATCHED** identified needs-- *Provide professional development & support*

- Plan for sufficient instructional **TIME**

CHECKLIST FOR CONSIDERING DIAGNOSTIC DATA

STUDENT: DATE:

DATA USED FOR MAKING DECISIONS:

EXAMINE ASSESSMENT RESULTS	
• Skill STRENGTHS?	
• Skill NEEDS?	
APPROPRIATE SERVICE DELIVERY	
• Classroom only?	
• Supplementary?	
• Intervention?	
SELECT PROVEN INSTRUCTIONAL TOOLS	
• MATCH to identified needs	
• Provide professional development & support to teacher/instructor	
PLAN FOR SUFFICIENT INSTRUCTIONAL TIME	
SUMMARY:	

ACTION PLAN: Who? Do What? By When?

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Available for download at:

www.gha-pd.com/resources

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BIG IDEA #3

ORF assessments can help us determine if a student is making sufficient **progress**
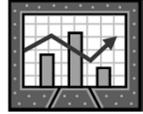

CBM-R for Progress Monitoring

Scores compare students' to
individual goals
rather than grade norms

CBM-R Progress Monitoring
DIFFERENCES

- Frequency **(?)**

- Level of passages **(?)**

- Number of passages **(?)**

- Graph results

Research on CBM Progress Monitoring

- Insufficient research.

- Schools must use multiple sources of information to support decisions about progress.

- All CBM scores are estimates.

- Confidence intervals must be used.

Ardoin & Christ (2009)

CBM Monitoring Reading Progress
using CBM-R accuracy + rate measures

- 1 minute oral reading sample
- Obtain equivalent passages
- Administered 1:1
- Score for words correct per minute
- Assess 1x week or 2x month **(?)**
- Use **INSTRUCTIONAL** or **GOAL** or level **(?)**
- One passage each time **(?)**
- Set up a graph with an "aimline"

INTERPRETING
Progress Monitoring Graphs
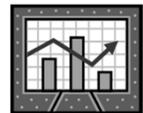
General Rules:
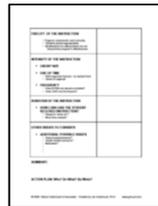from *National Center for Student Progress Monitoring*

Use 5 consecutive scores.

- If all **ABOVE** goal-line:
Keep current intervention and increase goal

- If all **BELOW** goal-line:
Keep current goal and modify the instruction

- If **NEITHER ABOVE OR BELOW** goal-line:
Maintain current goal & instruction & continue monitoring

What to MODIFY ?

- Appropriate "**MATCH**" of instruction
- **QUALITY** of program & instruction
- **FIDELITY** of instruction
- **INTENSITY** of instruction
- **DURATION** of instruction

Available for download at:

www.gha-pd.com/resources

GIBSON HASBROUCK & ASSOCIATES

CBM Information Sources

The ABCs of CBM
Hosp, Hosp, & Howell (2007)

CBM: From Skeptic to Advocate
Hasbrouck & Ihnot (2007)

**National Center on
Student Progress Monitoring**
www.studentprogress.org

Fluent Reader.org
www.fluentreader.org
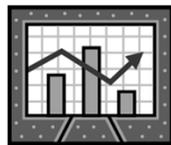
How to
TEACH
Reading Fluency?

Research on Fluency Instruction

BOTTOM LINE:

"It is critical that we establish…instruction that assist(s) learners in becoming truly fluent readers rather than just fast ones."

Kuhn, Schwanenflugel, & Meisinger, (2010) p. 246

Research on Fluency Instruction

BOTTOM LINE:

The natural result of **INSTRUCTION**
- Explicit
- Systematic
- Comprehensive instruction

PLUS

Lots of carefully orchestrated reading **PRACTICE**

Hudson, Pullen, Lane, & Torgesen, (2009)

Fluency Instruction

TRIPLE A:

Hasbrouck & Glaser (2012)

- Read words with reasonable **ACCURACY**

- Read words and connect with ideas **AUTOMATICALLY**

- **ACCESS** meaning

Providing Fluency Instruction to BEGINNING Readers?

FOUNDATION of fluency?

At the **SOUND**, **WORD**, & **PHRASE** level

Research on Fluency Instruction

- **Oral, guided** reading practice **with feedback** improves fluency for "typical" students

- Independent practice (**silent reading**) NOT sufficient to improve fluency
  NICHD (2000)

Research on Fluency Instruction

- **Repeated reading (deep reading)** remains the "gold standard"

- **Assistance** more effective (feedback; reading with model)
  Kuhn & Stahl (2003)

- **Prosody** develops from acquiring efficient word & text reading skills
  Kuhn, Schwanenflugel & Meisinger (2010)

Research on Fluency Instruction

- **Wide reading** (vs. repeated reading) may be best strategy for improving fluency for some
  Kuhn et al., 2006

- Wide reading must be **monitored** & students held **accountable**
  Reutzel et al., 2008

Research on Fluency Instruction

- Structured **partner reading** improves fluency
  Osborn, Lehr & Hiebert (2002)

- **Cueing** for accuracy & rate helps improve fluency
  O'Shea & Sindelar (1984)

Research on Fluency Instruction

- **Challenging** passages (85% accuracy) beneficial with sufficient support & monitoring
  Stahl & Heuback (2005)

- **Combining** three research-proven strategies (modeling, repeated reading, progress monitoring) effective & motivating

  Hasbrouck, Ihnot, & Rogers (1999)

Research on Fluency Instruction

How can we **APPLY** this fluency research to real world classroom instruction?

DIFFERENTIATE BASED ON IDENTIFIED NEEDS!

FLUENCY INSTRUCTION

Tier 1: On Level

Students at benchmark and able to succeed with classroom instruction

Tier 2: Supplementary

Students needing some extra targeted skills instruction to keep them at level or catch them up

Tier 3: Intensive

Students significantly behind their peers or with special learning challenges

FLUENCY INSTRUCTION

ALL STUDENTS Tiers 1, 2, 3

In-class practice opportunities

SUPPLEMENTAL & INTERVENTION
Tiers 2 & 3

Explicit, systematic, intensive, active instruction with supervised, sustained guided practice

Passage Reading Practices to Improve Fluency

TRADITIONAL PRACTICE:

Round robin reading from science, social studies, literature, chapter books

Students take turns reading parts of a text aloud

Disadvantages of Round Robin Reading:

Drop everything and read: But *how?*

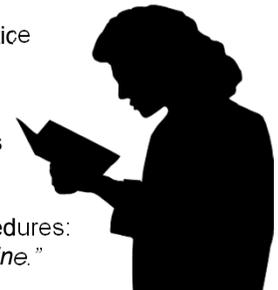Jan Hasbrouck (Summer, 2006)

ALTERNATIVES to Round Robin

✓ Choral Reading

✓ Cloze Reading

✓ Partner Reading

CHORAL READING

Whole class reads **ALOUD & TOGETHER** from same selection
NON-THREATENING practice

PROCEDURE

- Orally read with students
- Read at a moderate rate
- Use pre-correction procedures: *"Keep your voice with mine."*

CLOZE READING

ASSISTS students in reading difficult material

Provides **GROUP PRACTICE** & **MAINTAINS** student **ATTENTION**

PROCEDURE
- Orally read the material to students
- Read at a moderate rate
- Pause & have students say the next word
- Intentionally delete "meaningful words"

STRUCTURED PARTNER READING

PROCEDURE
- ASSIGN students partners
- Designate amount to read to partner
- When an error is heard, teach students to use the "Ask, then Tell" procedure:

ASK "Can you figure out this word?"

TELL "The word is _____." "Read the sentence again."

Establishing Partners

- Avoid pairing highest and lowest skilled readers

- Consider taking lowest readers into a small group for practice with the teacher

Establishing Partners

1. Ebonie ⟶ 11. Michael
2. Jazmine ⟶ 12. Andrea
3. Bobby ⟶ 13. Ezra
4. Celisse ⟶ 14. Juan
5. Marsha ⟶ 15. Amy
6. Krishon ⟶ 16. Hyun Ha
7. Sammy ⟶ 17. Mari
8. Isaac ⟶ 18. Harry
9. Orlando ⟶ 19. Sarah Jane
10. Miquel ⟶ 20. Ashley

21. Quan
22. Kyesha
23. Francisco
24. Angelica

PARTNER READING VARIATIONS

Side by Side- Reading to a Partner
Students sit next to each other with one book between them. One partner reads & points to the words; the other partner follows along.

Shoulder to Shoulder- Reading to a Partner
Students sit facing opposite directions with shoulders aligned. Each partner has a book.

Reading WITH a Partner
Students sit side to side with one book between them. Both partners read at the same time as partner one touches the words.

Commercial Fluency Programs

- **Core Reading Programs**

- **Six Minute Solution**
  K-2   Gr 3-6   Gr 6-9
  Partner reading practice

FLUENCY INTERVENTION

THREE STEP MODEL

✓**ACCURACY**

✓**RATE**

✓**GRAPHING FOR MOTIVATION**

READ NATURALLY   **www.readnaturally.com**

FLUENCY INTERVENTION

(1) **FOLLOWING A MODEL**

Reading along with a model of **ACCURATE** reading from an audio tape/CD or computer
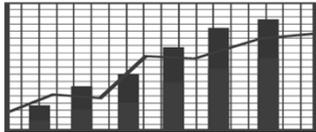
OR a skillful reader

(2) **REPEATED READING**

Students **REREAD** passage orally to themselves or a partner until goal achieved (4-10 times)

(3) **MONITORING PROGRESS**

Students **GRAPH** their performance:
"Cold" reading first- **BLUE**; then again after practice- **RED**

FLUENCY INTERVENTION

PLACEMENT FIRST!

1. Place students in appropriate level: ***CHALLENGING!***
   Placement Packet online
   www.readnaturally.com

2. Assign wcpm goal:

   Placement baseline **+ 30** for Gr. 1.5 to Gr. 4

   Placement baseline **+ 40** for Gr. 5+

FLUENCY INTERVENTION

10 Steps
for Instruction
+ optional retell

READ NATURALLY
www.readnaturally.com

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1. **Select a Story** *Gives students ownership of the learning process.*
   Students choose any passage from the set shown for their assigned level. Because students select which stories they want to read, they develop a sense of ownership of their own learning. (Folder of passages OR log on to computer)

2. **Key Words** *Develops vocabulary.*
   Students **read along subvocalizing quietly** as key words and definitions are read aloud by a narrator. Helps readers learn how to pronounce the words and understand what they mean.

3. **Prediction** *Promotes comprehension.* CAN BE MODIFIED
   Students use the story title, key words, and pictures to write a brief prediction of what they think the story is about. Students prepare to read by first thinking about the topic.

4. **Cold Timing** *Establishes a baseline for progress monitoring.*
   Students **read aloud quietly** and time themselves for one minute, marking (estimating!) unfamiliar or difficult words ("Stop, Skip, Stumble"). Helps students note unfamiliar words and alerts teachers to words or word patterns they may need to teach. CAN BE MODIFIED

5. **Graph the Cold-Timing Score** *Establishes baseline for monitoring.*
Students graph their (estimated!) wcpm. Cold-timing scores—total number of words read correctly minus the number of difficult words—are typically marked in blue.

6. **Read Along** *Develops fluency through teacher modeling.*
Students **read along quietly** with a recording of the story several times. Students learn new words, proper pronunciation, expression, and phrasing.

7. **Practice** *Develops fluency through repeated reading.*
Students time themselves as they practice reading the story **aloud quietly** several times without the recording. They continue to reread the story until they achieve or exceed their predetermined goal rate.

8. **Answer Questions** *Promotes comprehension.*
Students answer quiz questions about the story, a process that encourages students to read for comprehension and ensures that they understand what they are reading.

9. **Pass** *Verifies that students can meet the pass criteria.*
The teacher times the student as he or she reads the story. The teacher subtracts the number of errors from the number of words read in a minute to get the correct words-per-minute score.

To pass a story, students must **(#1)** read at assigned goal rate--wcpm, **(#2)** make no more than three errors, **(#3)** read with good expression, and **(#4)** answer the questions correctly. If a student does not pass, the teacher points out areas that need more work, and, if necessary, assigns remedial action, such as reading along again with the narrator or continuing to practice independently.

10. **Graph the Hot-Timing Score** *Motivates students.*
Once students "pass", they graph their hot-timing score in red above the blue bar representing their cold-timing score. When students see their progress, they build self-esteem and feel motivated to continue improving.

11. **Retell** *Promotes comprehension.* OPTIONAL STEP
Students retell the story, either in writing or orally, which requires them to think about the ideas in the story rather than just the words.

PROVIDING FLUENCY INTERVENTION AT A

CHALLENGING LEVEL

- Model to provide SCAFFOLDING
- Students must WORK HARD toward achieving goal to see real progress
- 3X PER WEEK 25 minutes *minimum*
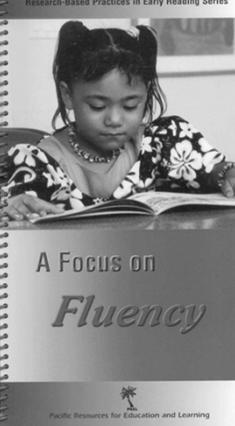

Commercial Fluency Programs

- **Read Naturally**
  Levels .8- 8.0
  Audio tapes/CD or software & internet editions

  www.readnaturally.com

Focus on Fluency

Osborn, Lehr & Heibert

www.prel.org

Free download

How to **DEFINE** Reading Fluency?

Reasonably accurate reading at an **appropriate rate** with **suitable prosody** that leads to accurate and deep **comprehension** and **motivation** to read. *Hasbrouck & Glaser (2012)*

Components: Accuracy, rate, & prosody
   PLUS
Mechanics: Word decoding, text decoding, & comprehension

A *COMPLEX* SKILL!

What is the **ROLE** of **R**eading Fluency?

Comprehension! Comprehension! Motivation!

ASSESSING Reading Fluency

1. BENCHMARK/SCREENING

Assessments of accuracy + rate (ORF) can help determine which students *might* need support

2. DIAGNOSTIC ASSESSMENTS

ORF assessments can help diagnose a student's individual skill level in reading fluency

3. PROGRESS MONITORING

ORF assessments can help determine if a student is making sufficient progress

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TEACHING Reading Fluency

- **Who needs fluency instruction?**

  Determine skills levels first

- **Triple A!**

  Accuracy! Automaticity! Access meaning!

- **Tiered instruction**

  All students: Choral read, cloze read, partner read

  Tier 2 & 3: Explicit 3-Step Process

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NATIONAL ORAL READING FLUENCY NORMS

Hasbrouck & Tindal (2006)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

*WCPM = Words Correct Per Minute

NATIONAL ORF NORMS

50th Percentiles   Hasbrouck & Tindal (2006)

Grade	Fall wcpm	Winter wcpm	Spring wcpm
1		23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

GREEN zone 10 or more to -4   YELLOW Zone -5 to -10   RED Zone > 10 below

Diagnostic Assessment Sequence

Informal Reading Inventory (modified) + Fluency

+ Continue appropriate instruction based on assessment results

- **Gr. 2--12+ begin here**

Phonics & Decoding

+ Continue appropriate instruction based on assessment results

K--1 begin assessments here

Assess phonics & decoding if instruction has started for this skill

PA & Sight Words

- Teach blending, segmenting sounds, & sight words

FROM: *Educators as Physicians: Using RTI Data for Effective Decision-Making* Jan Hasbrouck, Ph.D. (2010) www.gha-pd.com