

Fluency Instruction

TE 842-Section 730
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What is Fluency?

Fluency has three main elements:

- Accuracy in word decoding
- Automaticity in recognizing words
- Appropriate use of prosody or meaningful oral expression

Hudson et al (2005)
article "Reading Fluency assessment
and instruction: What, why, and how?"

Worthy & Broaddus,
(2001/2002) claim that

"Fluency is an intragal part to comprehension and is a critical component of successful reading, but even researchers don't agree on a single definition...it consists not only of rate, accuracy, and automaticity, but also of phrasing, smoothness, and expressiveness" (p.334).

Fluent readers are able to
read...

- ◊ Smoothly
- ◊ Accurately
- ◊ Naturally
- ◊ With expression
- ◊ With appropriate phrasing

Poor Readers...

- ❖ Make excessive decoding errors
- ❖ Read words correctly but too much effort into the text
- ❖ Exhaust their cognitive resources (that should be devoted to comprehension)
- ❖ Are able to decode, but cannot put words together in a way that gives expression and meaning to their oral reading

“The result of any of these manifestations is often poor comprehension, a decided lack of enthusiasm for reading, and a personal sense of failure” (Rasinski, 2006, p.704).

Proficient Readers Have Knowledge, Skills, and More

Readers must be able to perform *at least two tasks interdependently*

- “...determine what words constitute the text while simultaneously constructing meaning” (Kuhn & Stahl, 2000, p.5)

and

- Read with expression

Proficient Readers Have Knowledge, Skills, and More

By the end of second grade students are able to read...

- Blends
- Consonant digraphs
- Compound words/Contractions
- Multisyllabic words
- Words with irregular vowel patterns
- Punctuation

These vocabulary and phonics skills aid in the rate at which students can read. The smoother the child can read, the easier it is to work on expression (a rhythm and flow that sounds like music).

A green chalkboard is the central focus, set against a light brown wood-grain background. A yellow ruler with black markings is positioned horizontally across the middle of the board. In the bottom right corner, there is a blue chalk container with a white chalk stick resting on top. The container has the words "Chalkboard" and "Eraser" written on it in a cursive font. The text "What is considered proficient?" is written in a white, cursive font on the left side of the chalkboard.

What is considered
proficient?

Chalkboard
Eraser

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

**Average words per week growth

Fluency's Relationship with Other Components of Reading

Students must understand...

Phonics/Phonemic Awareness

- Concepts of print
- Phoneme awareness
- Basic sound-symbol correspondences
- Words are recognized for their visual features

Vocabulary

- Information about sight words: spelling, pronunciation, and meaning through four distinct phases: prealphabetic, partial alphabetic, full alphabetic, and consolidated alphabetic
- Recognize grade-level appropriate words
- Determine the meaning of unknown words through context clues

Fluency is the *gateway to comprehension*

Rasinski (2006) stated that

“Readers must be able to decode words correctly and effortlessly (automaticity) and then put them back together into meaningful phrases with the appropriate expression to make sense of what they read” (p.704).

Kuhn & Stahl (2000) stated that

“automatic word recognition allows readers to concentrate on the meaning of the text, rather than on identifying words. Thus, automatic word recognition allows one to focus contextual analysis on constructing meaning, rather than on decoding” (p.5).

What the states' standards say all second graders should know about fluency

◦ Georgia:

ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.*
- b. Automatically recognizes additional high frequency and familiar words within texts.*
- c. Reads familiar text with expression.*
- d. Reads second-grade texts at a target rate of 90 words correct per minute.*
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.*

◦ Michigan:

R.FL.02.01 automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.

R.FL.02.02 use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.

R.FL.02.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.

What else should they know?

- In order to be proficient in fluency, students similarly, need to be proficient in vocabulary, phonics, phonemic awareness standards.
- These standards can be accessed at:

Georgia:

<https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Grade-Two-GPS.pdf>

Michigan:

http://www.michigan.gov/documents/2nd_ELA-Intro_Ltrweb_135110_7.pdf

Order of Instruction

“Because improvements in automaticity are determined by gains in reading rate, it is not difficult to see why students (and teachers) begin to focus almost exclusively on improving reading rate as a goal for fluency instruction.”

HOWEVER

*“I fear that a single-minded focus on using repeated reading to improve reading rate, without commensurate emphasis on reading for meaning, will not have the desired result of improving comprehension”
(Rasinski, 2006, p.705).*

*Chalkboard
Eraser*

Fluency Instruction

- Fluency needs to be explicitly taught in classrooms and students need experiences that **target** fluency in second grade. Worthy & Broaddus (2001/2002) stated “Students also need to understand that the goal of reading is constructing meaning and that fluency in oral reading helps to develop ease, rate, and understanding while reading silently” (p.334).
- Lessons should target both automaticity and prosody separately
- Both automaticity and prosody contribute to comprehension

Fluency Instruction

Direct Instruction should include the following components in any order:

- ❖ Choral reading
- ❖ Repeated reading
- ❖ Taped reading
- ❖ Cross-aged reading
- ❖ Readers Theatre
- ❖ Buddy Reading
- ❖ Peer-Mediated Reading
- ❖ Shared Reading
- ❖ Performing monologues, poems, songs, chants, etc.

Implementing Fluency Instruction

- The teacher will also use information learned from students' oral reading, primarily in guided reading groups, to determine lessons to increase student proficiency.
- Lessons can be taught in differing environments: one-on-one, small group, and large group instruction.

One Way to Assess Fluency Instruction

- ❖ Select a passage at the students instructional level
- ❖ Have student read for one minute
- ❖ Count number of correct words per minute
- ❖ Provide student with at least one method of direct instruction via teacher, peer, or tape
- ❖ Have student retell the passage
- ❖ The student will reread the passage for one minute
- ❖ Count the number of correct words per minute
- ❖ Compare results

Scaffolding Instruction

- Teachers should motivate students by providing them with multiple experiences that target fluency
- Readings should be presented in different ways to engage students
- Students should be given a choice with their reading material (it can be funny, silly, or about a topic of interest)
- Peer-mediated grouping or cross-age grouping can engage lower achieving students to learn from their higher achieving partner
- Fluency should be assessed as the student progresses to reading at higher levels
- It is important to look at the child's fluency AND comprehension when determining independent/instructional levels.

Fitting Fluency Into a Comprehensive Reading Program

- ❖ First and foremost, make sure to provide explicit fluency instruction!
- ❖ Modeling fluent reading and providing student with independent reading time is not enough
- ❖ Students should practice fluent reading in the classroom *daily*
- ❖ Use repeated readings with caution: the aim is not only for faster reading, it should also be meaningful and expressive

Fitting Fluency Into a Comprehensive Reading Program

Whole Group Instruction (Across Subject Areas)

- Read-alouds
- Repeated reading
- Shared reading
- Performances (songs, chants, poems, etc.)

Small Group/Guided Reading

- Repeated reading
- Readers' Theater
- Performances (monologues, paragraphs, any of the above)
- Buddy reading (peer mediated, cross-age, etc.)

Independent Practice

- Books on tape
- Repeated reading
- DEAR (independent reading time)

Explicit Teachers of Fluency...

- provide explicit fluency instruction that targets both automaticity and prosody in the classroom daily.
- use high-interest texts such as poems, songs, monologues, and Readers' Theatre to motivate students.
- differentiate instruction to meet the needs of all students in the classroom by using whole class, small group, and one-on-one methods
- allow students to practice fluency orally and silently everyday
- model fluent reading in read-alouds
- teach students that fluency is the gateway to comprehension. If they read fluently, they will be able to understand what they read much easier
- know that the goal of fluency is NOT speed reading

These components will make a successful comprehensive reading program

In an effective teacher of fluency's classroom, students will be successful readers. They will apply phonemic awareness, phonics, and vocabulary skills to decode words and make meaning of text. When they have these components of reading "under their belts" it is evident with their fluency. Hearing and assessing fluency is an indicator that students are comprehending what they read. An effective teacher of fluency clearly understands that all components of reading are important and influence one another. "General growth in reading and, perhaps most significant, enjoyment of reading have also increased" in classrooms where explicit fluency instruction is targeted (Rasinski, 2006, 704). Fluency instruction is a necessary component of any comprehensive reading program.

Remember...

“Teacher read-alouds provide models of fluent reading, and explicit instruction shows students how to develop their own fluency” (Worthy & Broaddus, 2001/2002, p.342).



References

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