Fluency

PART 2

Objectives

- **Define** components of fluency and its connection to comprehension
- **Recognize** the difference between reading accurately and reading automatically
- **Learn** about oral/passage reading fluency assessments including reading rate and accuracy
- **Learn** about informal measures that evaluate prosody or expression
- **Learn** explicit instructional methods to support fluent reading

Scarborough's Reading Rope (2001)
The Many Strands That Are Woven Into Skilled Reading

Language Comprehension (LC)

- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition (D)

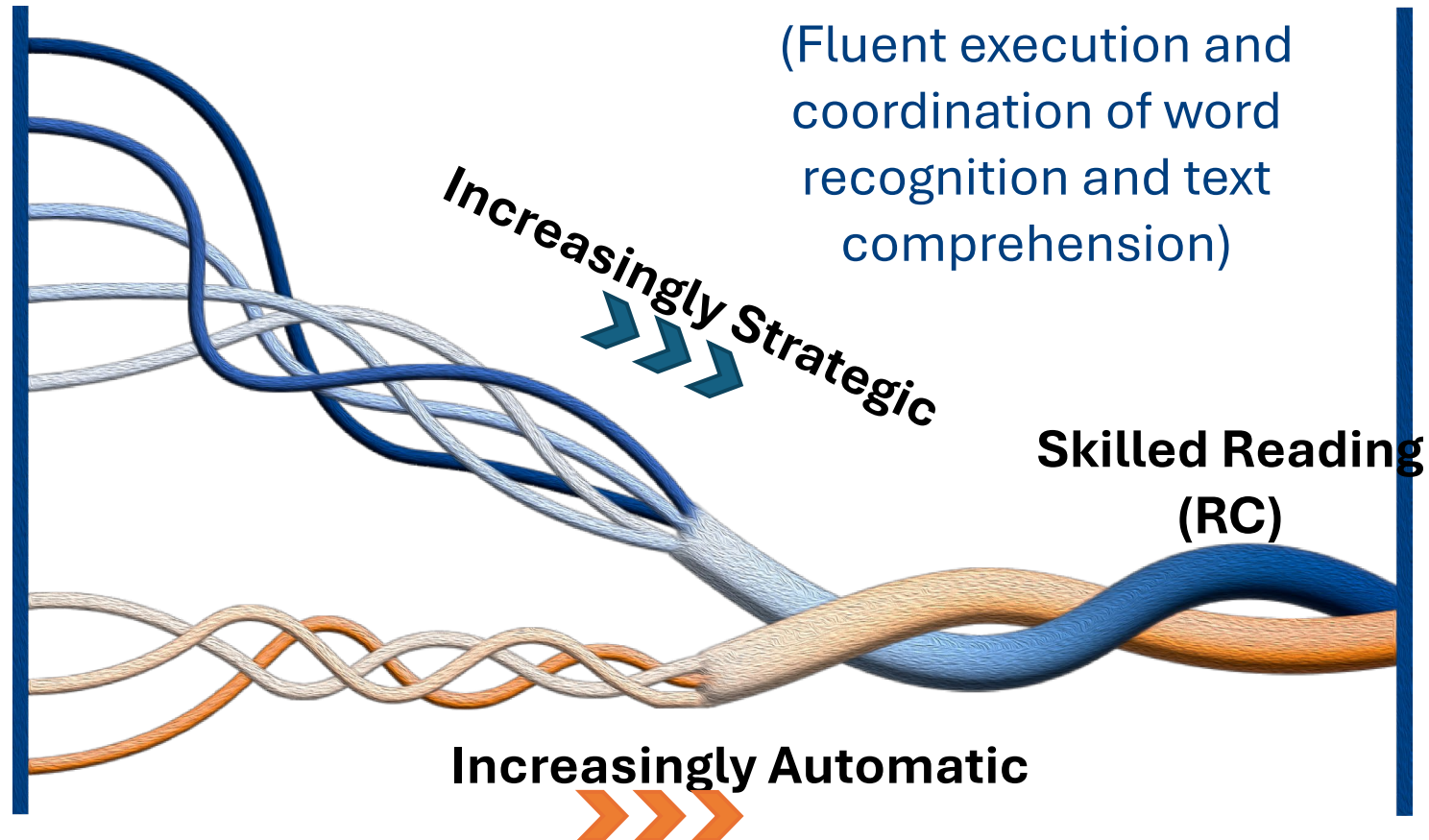- Phonological Awareness
- Decoding
- Sight Recognition

LC x D = RC

(Fluent execution and coordination of word recognition and text comprehension)

Increasingly Strategic

Skilled Reading (RC)

Increasingly Automatic

Ehri's Phases of Word Reading

| Prealphabetic	Early Alphabetic	Full Alphabetic	Consolidated Alphabetic	Automatic
PreK – Early K	Early K – Mid K	End of K – Grade 1	Grade 2 – Automaticity	**Quick, effortless**
No phonemic awareness (PA)	Begins connecting graphemes with phonemes	PA segmenting and blending	Multi-letter patterns are read automatically	**Most words are sight words**
May know letters	First and last letter/s and guess	Converts letters into sounds	Syllables and morphemes are read as units	**A variety of effective strategies to read unfamiliar words**
"Reads" the environment		Decodes slowly	Decodes unfamiliar words accurately	
Uses context, pictures, guessing				

Maximizing Limited Capacity

Fluent Readers

- Decoding skills are **accurate** and **automatic**
- Because little **attention** is devoted to decoding, it is **available for comprehension**

Not Yet Fluent Readers

- Must attend to the act of decoding
- This leaves limited attention capacity for comprehension
- May be accurate, but have not yet achieved automaticity

Fluency Benefits Comprehension

Fluent Readers

Attention is **available** for comprehension

Non-Fluent Readers

Attention is **divided** between decoding and comprehension
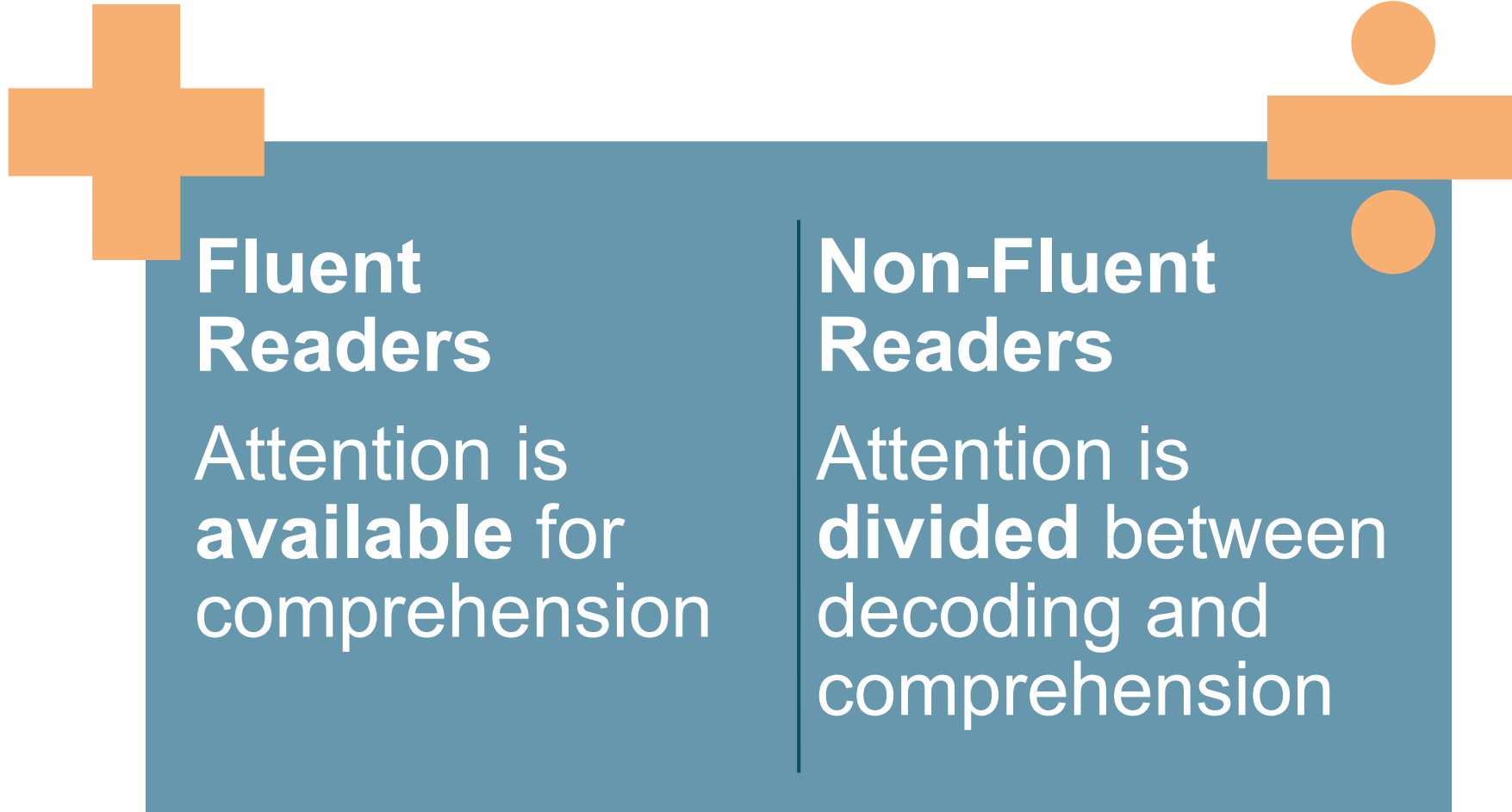
Fluency Defined

International Literacy
Association (2018)

Fluency is: "reasonably **accurate** reading,
at an appropriate **rate**,
with suitable **expression**,
that leads to accurate and
deep comprehension and
motivation
to read."

Characteristics of Fluency

- Fluency is about how easily the student can read words

- Crucial cognitive resources are not devoted to figuring out how to read or decode; attention is left to think about the ideas

- The goal is not fast reading; instead, it is about automatic reading or reading with ease

RED	GREEN	BLUE	YELLOW	PINK
ORANGE	BLUE	GREEN	BLUE	WHITE
GREEN	YELLOW	ORANGE	BLUE	WHITE
BROWN	RED	BLUE	YELLOW	GREEN
PINK	YELLOW	GREEN	BLUE	RED

Questions or Observations

Assessment

Review | Fluency Terms

Fluency

- "Reasonably accurate reading, at an appropriate rate, with suitable expression, that leads to accurate and deep comprehension and motivation to read."

Prosody

- The patterns and stress of intonation in language

Automaticity

- Automaticity is not just about reading rate, but also about the ability of a reader to decode print instantly without conscious thought or effort; in other words, ease of processing

Accuracy

- Determined by the words read correctly

Assessing Oral Reading Fluency

Fluency does not equal speed

Emphasize meaning when assessing fluency

Tell students you will ask questions after the oral reading

Multi-Dimensional Fluency Scale (see handout)

Helps teachers separate and evaluate elements of prosody
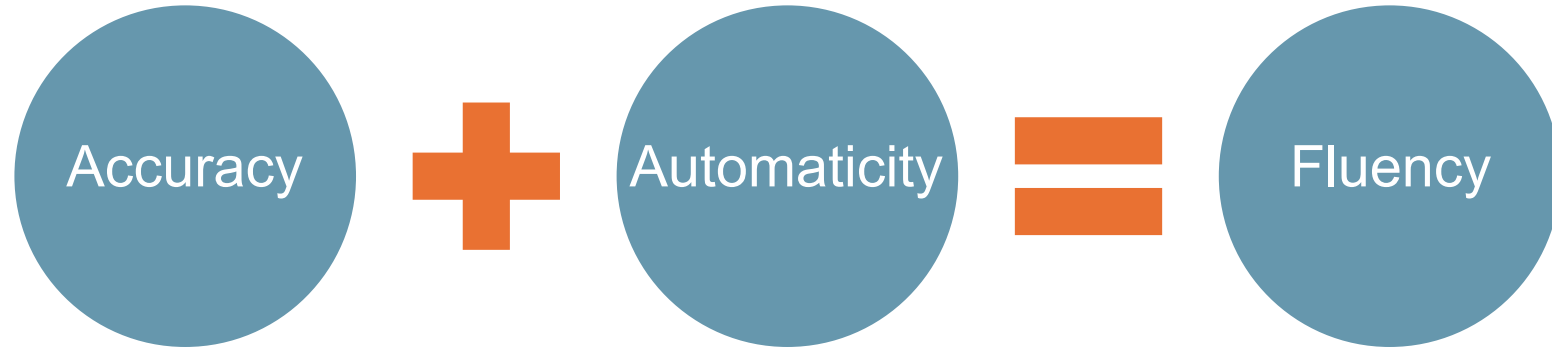
- Accuracy
- Expression and Volume
- Phrasing
- Smoothness
- Pace

Using CBMs to Assess Fluency

Accuracy ➕ **Automaticity** ➖ **Fluency**

Curriculum-Based Measures (CBMs)

- Norm-referenced (compare skill and rate with other students in the same grade)
- Skill = **accuracy**
- Rate = **automaticity**

Determining Automaticity easyCBM

Grade 1 Reading Measures – English Language

Percentile	Phoneme Segmenting			Letter Names			Letter Sounds			Word Reading Fluency			Passage Reading Fluency		
	FA	W	SP	FA	W	SP	FA	W	SP	FA	W	SP	FA	W	SP
10th	12	31	35	20	34	42	13	25	27	1	7	12	1	6	10
25th	26	41	44	30	44	52	22	32	36	6	12	23	3	12	27
50th	36	51	52	40	56	68	30	39	44	12	23	43	7	25	53
75th	44	59	61	47	69	80	37	49	53	27	47	65	17	66	90
90th	54	66	67	59	80	90	46	58	61	50	69	82	43	100	124

Varying Recommendations for Additional Instruction

Needed for students who score below the 25th percentile

Others suggest instruction for students reading 10 or more words below the 50th percentile

Students who score below the 40th percentile will need adequate instruction to meet the next benchmark

Determining Comprehension Issue Causes

- If **accuracy rates** are low, it is likely that underdeveloped decoding skills are interfering with comprehension
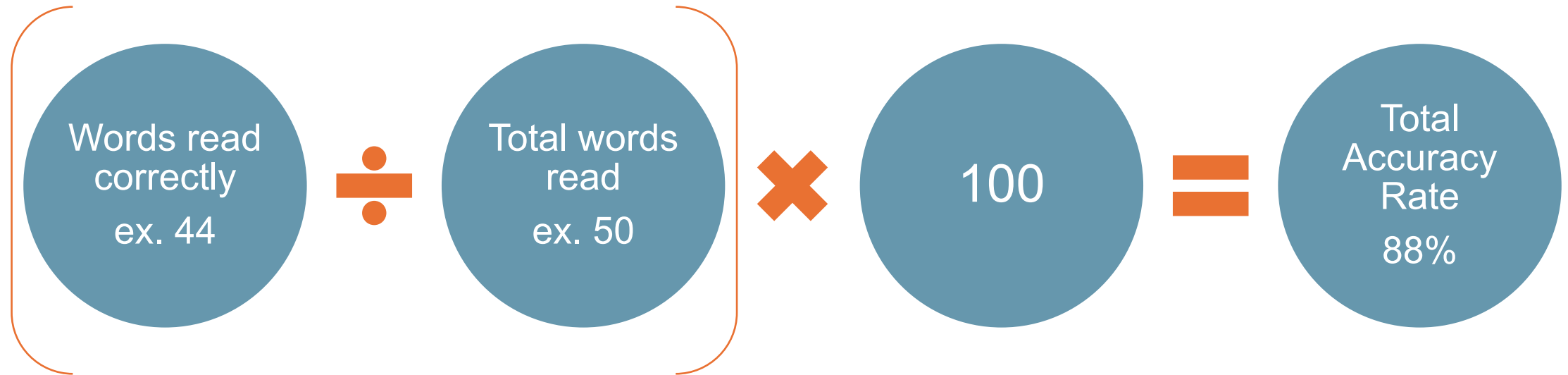
Accuracy Rate

- If **the reading rate** is low, then a lack of automaticity is likely interfering with comprehension
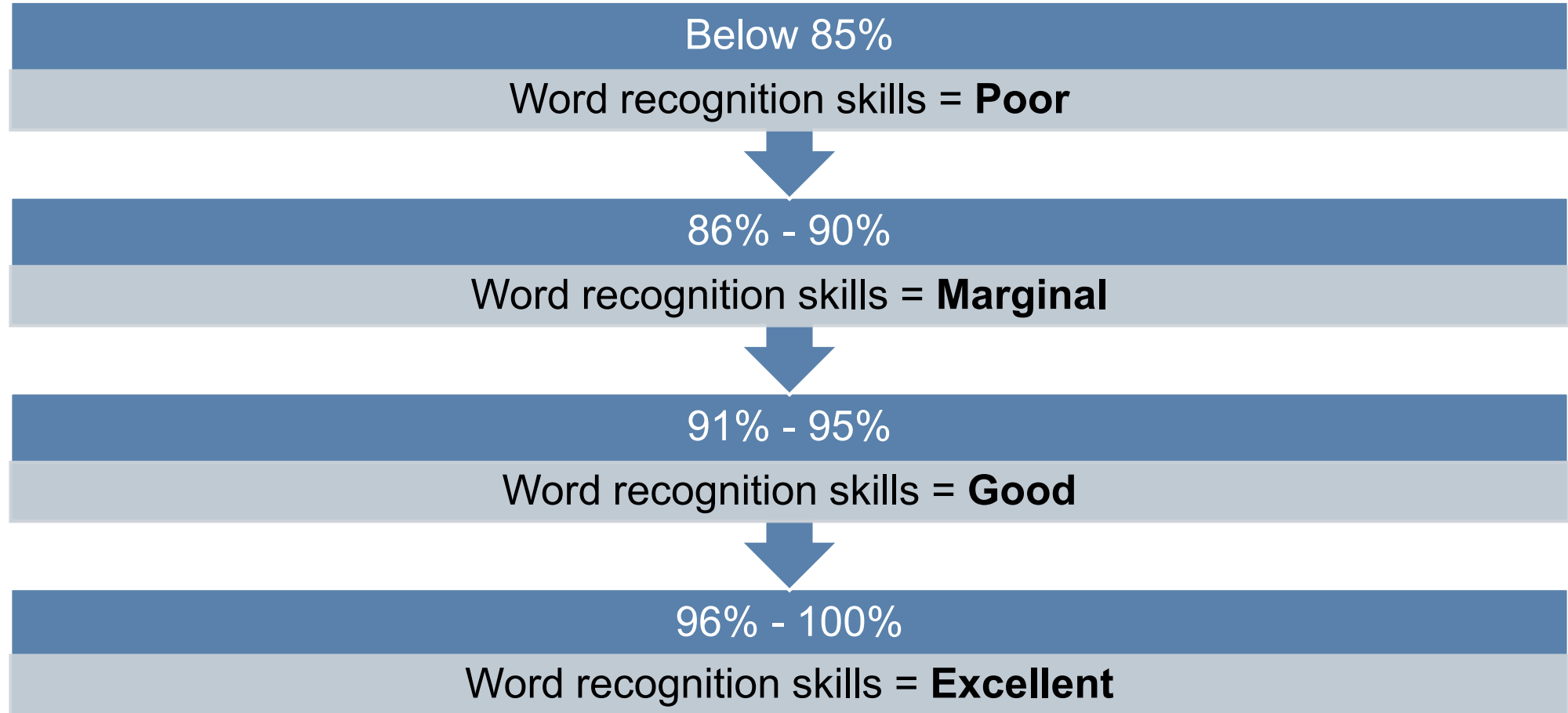
Reading Rate

Steps to Determine Accuracy

Words read correctly ex. 44 ÷ Total words read ex. 50 ✕ 100 = Total Accuracy Rate 88%

Interpreting Accuracy

Below 85%

Word recognition skills = **Poor**

86% - 90%

Word recognition skills = **Marginal**

91% - 95%

Word recognition skills = **Good**

96% - 100%

Word recognition skills = **Excellent**

Addressing Accuracy Struggles

Students with decoding issues are not reading accurately and are likely not reading with automaticity; both issues will cause comprehension challenges

Teachers should **look at the words read incorrectly** to determine what is causing the word reading problems and administer further diagnostic measures to determine the cause of the fluency issue.

Teachers can provide additional instruction to help students build these skills and work towards meeting the next benchmark

Expression or Prosody

When students read with expression,
it sounds much like speech

Students struggling with accuracy and/or automaticity, focus on
reading words, not on meaning

We should not expect students to read with expression before they
have addressed decoding and automaticity

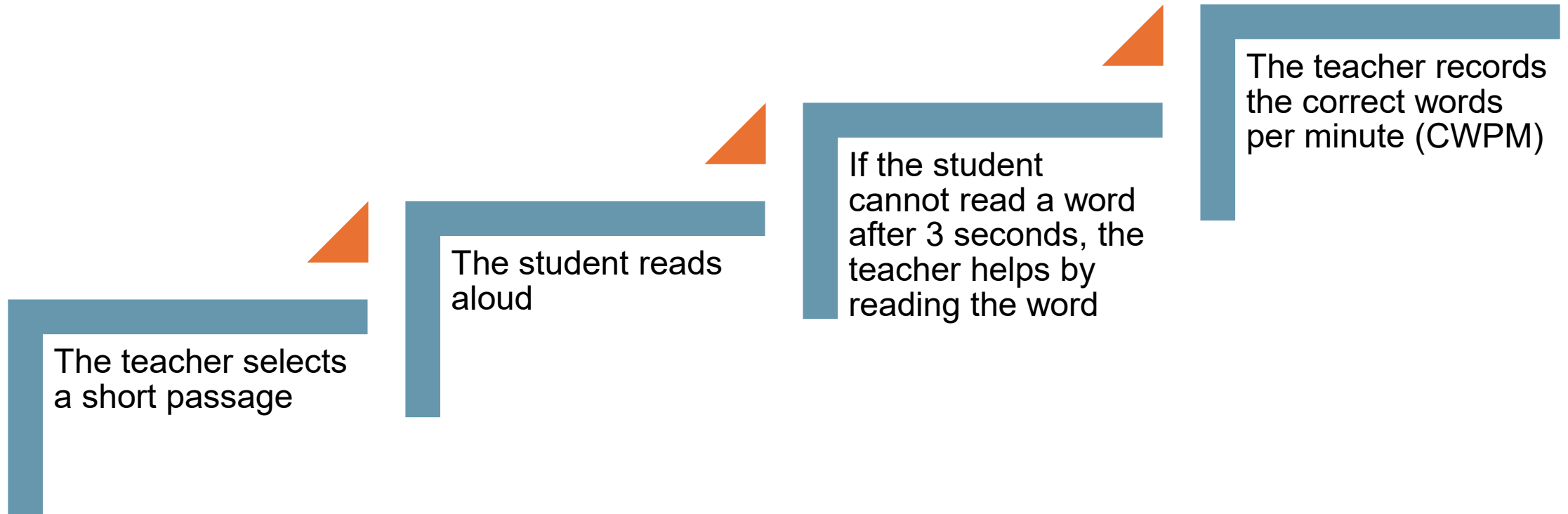Teachers can model fluent reading with expression

Questions or Observations

Instruction

Let's Talk About Fluency Instruction
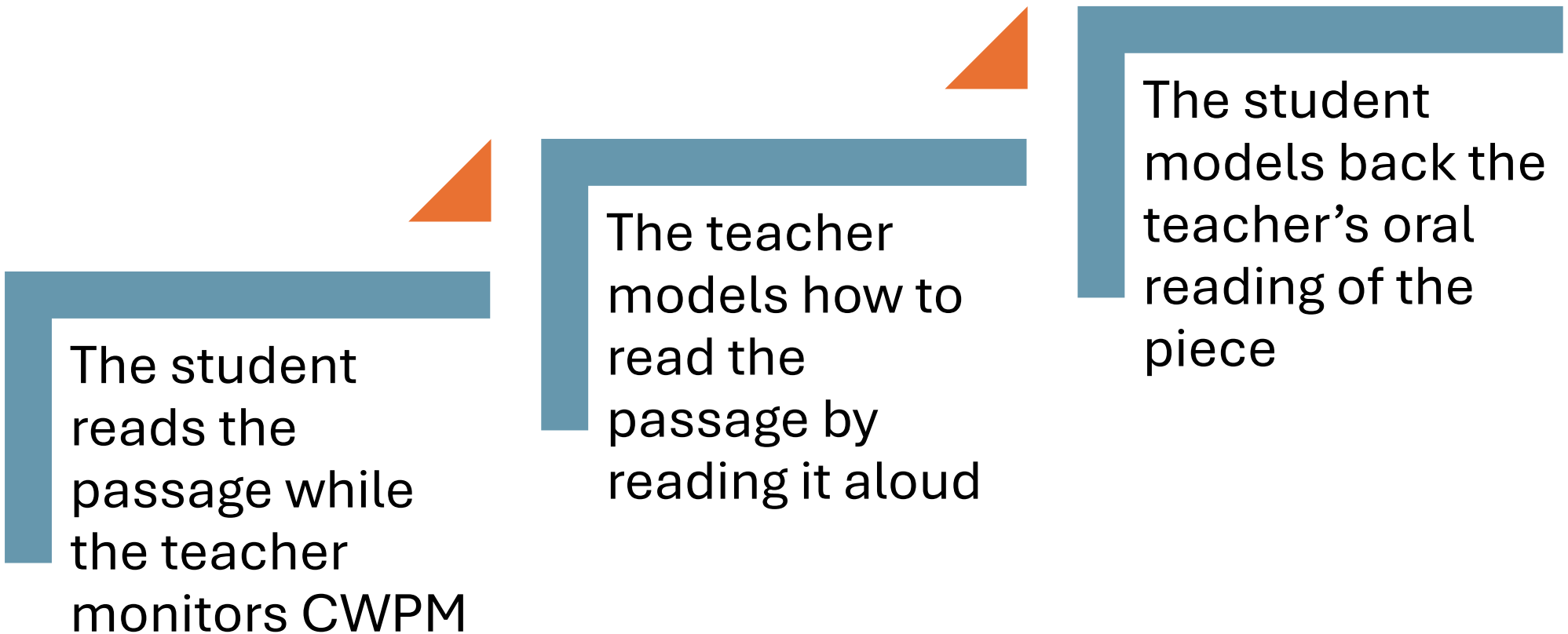
What have you seen?

Repeated Reading

Beneficial for students who have acquired initial word reading skills, but are not reading automatically

The teacher selects a short passage

The student reads aloud

If the student cannot read a word after 3 seconds, the teacher helps by reading the word

The teacher records the correct words per minute (CWPM)

Echo Reading

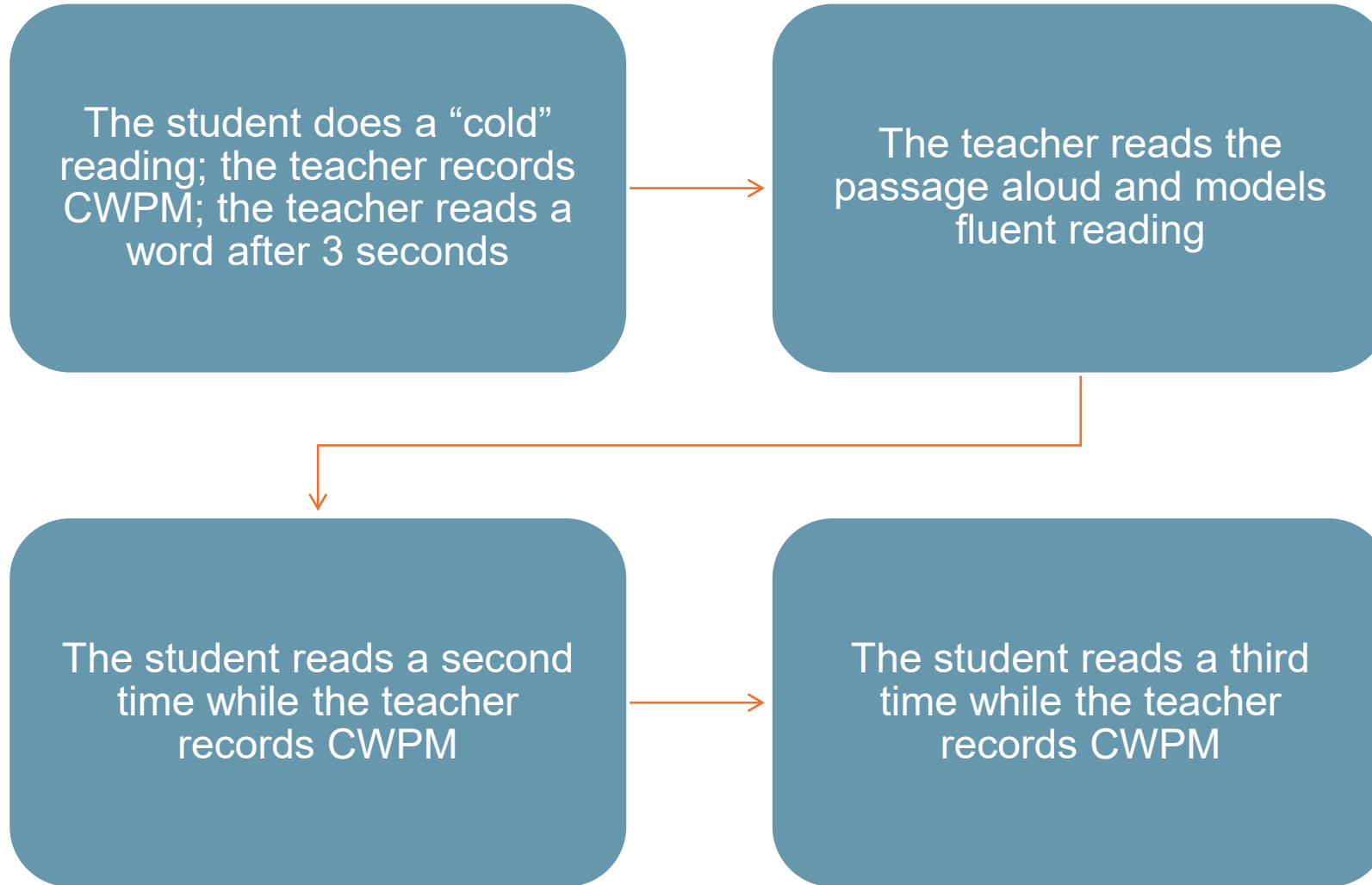Valuable practice because it provides a model of fluent reading

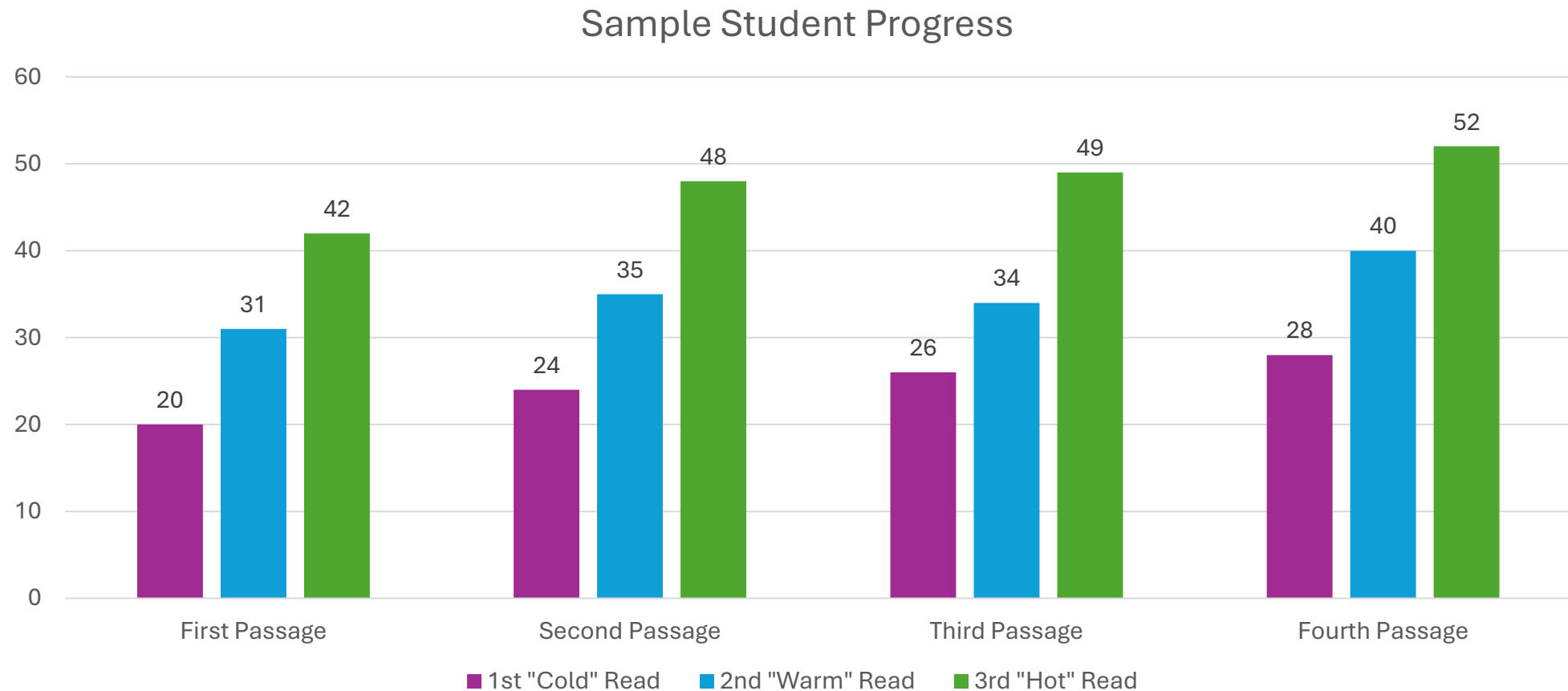The student reads the passage while the teacher monitors CWPM

The teacher models how to read the passage by reading it aloud

The student models back the teacher's oral reading of the piece

Combined Repeated and Echo Reading

The student does a "cold" reading; the teacher records CWPM; the teacher reads a word after 3 seconds

The teacher reads the passage aloud and models fluent reading

The student reads a second time while the teacher records CWPM

The student reads a third time while the teacher records CWPM

Fluency Growth Chart (see handout)

Sample Student Progress

First Passage
- 1st "Cold" Read: 20
- 2nd "Warm" Read: 31
- 3rd "Hot" Read: 42

Second Passage
- 1st "Cold" Read: 24
- 2nd "Warm" Read: 35
- 3rd "Hot" Read: 48

Third Passage
- 1st "Cold" Read: 26
- 2nd "Warm" Read: 34
- 3rd "Hot" Read: 49

Fourth Passage
- 1st "Cold" Read: 28
- 2nd "Warm" Read: 40
- 3rd "Hot" Read: 52

Legend:
- 1st "Cold" Read
- 2nd "Warm" Read
- 3rd "Hot" Read

Fluency Self Evaluation

Students rate their own oral reading or a teacher's interpretation of non-fluent reading

(see handout)

Accuracy:
Were the words read correctly?

Rate:
Was the passage read not too fast and not too slowly?

Expression:
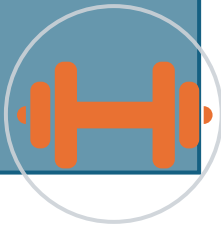Was it read with feeling and the right tone?

Phrasing:
Was it read in phrases and not word-by-word?

Building Reading Stamina

- Start small; then increase time requirements

1

- The complexity of the texts should vary

2

- Students should read across content areas

3

Language Experience Approach (see handout)

- The student dictates a story about a personal experience.

- While the teacher writes the story, the student helps by spelling some words.

- The student reads the sentences after the teacher writes them.

- To expand the story, the teacher asks questions such as "what did you do when that happened?" Or "what happened next?" Or "tell me more about…"

- This story is now used to build skills – and rereading for fluency

Poetry is Perfect for Repeated Reading!

- https://poets.org/poem/soon-fred-gets-out-bed
  - https://web.archive.org/web/20200920030833/https://poets.org/poem/learning

- https://www.poetryfoundation.org/education/children

Ineffective Instructional Practices

- Round Robin Reading or Popcorn Reading

- Overcorrecting while students are reading

- Using text that is too easy
  - Or only a line or two in Readers' Theater
  - https://irrc.education.uiowa.edu/sites/irrc.education.uiowa.edu/files/2023-07/Reader%27s%20Theatre%20Scripts%203-5.pdf

- Not addressing accuracy challenges

Instructional Resources

- https://www.nysmigrant.org/resources/library/ela/fluency
- https://fcrr.org/student-center-activities/kindergarten-and-first-grade
- https://fcrr.org/student-center-activities/second-and-third-grade
- https://fcrr.org/student-center-activities/fourth-and-fifth-grade

Questions or Observations

HAVE A WONDERFUL SUMMER!