

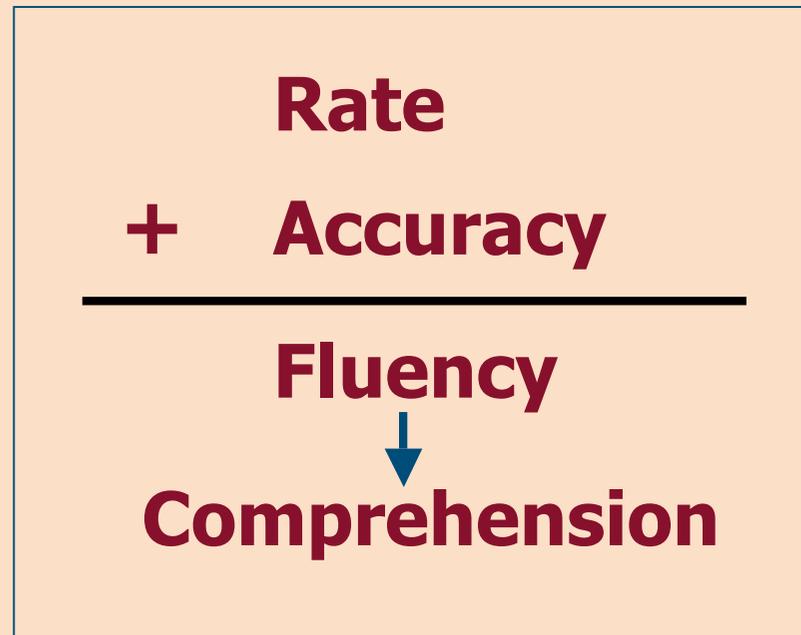
Reading Fluency

- **What is reading fluency?**
- **Why is fluency important?**
- **What instruction helps students develop fluency?**
- **How can we adapt instruction for students with special needs?**
- **How can we monitor students' progress in fluency?**

Fluency

Fluency: reading quickly, accurately, and with expression

- Combines rate and accuracy
- Requires automaticity
- Includes reading with prosody



Automaticity

Automaticity:

- **Is quick, accurate recognition of letters and words**
- **Frees cognitive resources to process meaning**
- **Is achieved through corrected practice**

Fluent Reading . . .

***What does fluent reading
sound like?***

**Fluent reading flows. It
sounds smooth, with
natural pauses.**

Why Is Reading Fluency Important?

- **“Fluency provides a bridge between word recognition and comprehension.”**
 - National Institute for Literacy (NIFL), 2001, p. 22
- **Fluent readers are able to focus their attention on understanding text.**
- **Because non-fluent readers focus much of their attention on figuring out words, they have less attention to devote to comprehension.**

What Students Need to Learn

- **How to decode words (in isolation and in connected text)**
- **How to automatically recognize words (accurately and quickly with little attention or effort)**
- **How to increase speed (or rate) of reading while maintaining accuracy**

How We Teach It

- **Provide opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents**
- **Match reading texts and instruction to individual students**
- **Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy**

Research Evidence

Repeated reading procedures that offer guidance and feedback are effective for improving word recognition, fluency, comprehension, and overall reading achievement through Grade 5.

—National Reading Panel, 2000

Students with low fluency benefit from repeated reading with a model and reading text that is “chunked” in words or phrases.

Fluency and the TEKS

(TEKS 1.9,
2.6, 3.6)

“Typical” first graders read 60 wpm.
“Typical” second graders read 70 wpm.
“Typical” third graders read 80 wpm.

INDEPENDENT-LEVEL

**≤1 in 20 words is
difficult**

**95%–100%
accuracy**

INSTRUCTIONAL-LEVEL

**≤1 in 10 words is
difficult**

**90%–94%
accuracy**

FRUSTRATIONAL-LEVEL

**Difficulty with >1 in 10
words**

**< 90%
accuracy**

Steps to Providing Fluency Instruction

- **Measure students' fluency**
- **Set fluency goals for individual students**
- **Select appropriate texts for fluency-building instruction**
- **Model fluent reading**
- **Provide repeated reading opportunities with corrected feedback**
- **Monitor student progress**

Measuring Students' Fluency

- **Assess fluency regularly and systematically**
- **Use formal or informal measures**
- **Establish baseline data**
- **Monitor progress**

One-Minute Reading

Calculating Reading Fluency

$$\begin{array}{|c|} \hline \text{Total} \\ \text{Number} \\ \text{of} \\ \text{Words} \\ \text{Read} \\ \hline \end{array} - \begin{array}{|c|} \hline \text{Number} \\ \text{of} \\ \text{Errors} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Words} \\ \text{Correct} \\ \text{Per} \\ \text{Minute} \\ \text{(wpm)} \\ \hline \end{array}$$

Example:

If a student reads **66** words and has **8** errors, the student reads **58** words correct per minute.

Always encourage students to do their best reading.

Practice

Mrs. Mooney was a butcher's daughter. She was	8
a woman who was quite able to keep things to herself:	19
a determined woman. She had married her father's	27
foreman and opened a butcher's shop near Spring	35
Gardens. But as soon as his father-in-law was dead	44
Mr. Mooney began to go to the devil. He drank,	54
plundered the till, ran headlong into debt. It was no	64
use making him take the pledge: he was sure to	74
break out again a few days after. By fighting his	84
wife in the presence of customers and by buying	93
bad meat he ruined his business.	99
One night he went for his wife with the cleaver	109
and she had to sleep in a neighbor's house. After	119
that they lived apart. She went to the priest and	129
got a separation from him with care of the children.	139
She would give him neither money or food nor	148
house-room; and so he was obliged to enlist himself	157
as a sheriff's man.	161

—Joyce, J. (1996). *The boarding house*. In *Dubliners* (pp. 61-69). New York: Penguin Books.

Setting Fluency Goals



Establishing baseline fluency scores helps determine students' fluency goals.

Recommended weekly improvement = 1.5 to 2.0 wpm

- **Determine the number of words the student needs to improve each week to reach an end-of-year goal.**
- **Set a goal for the student to reach by the middle of the year.**

Guidelines for Developing Fluency

- **Begin when students demonstrate requisite skills**
- **Select appropriate texts**
- **Model fluent reading**
- **Provide practice opportunities**

Fluency-Related Instructional Decisions

Student Data Shows

Makes steady progress
but does not meet goals

Meets goals on first
reading

Has difficulty achieving
goals

Instructional Decision

Continue in same level of
text

Move to higher level of text
or raise the fluency goal

Move to lower or easier
level of text or lower the
fluency goal

A Closer Look at Reading Levels



To determine a student's reading level for a specific text, calculate:

Correct number of words read

÷

Total number of words read

Percent accuracy

Ex: 48 ÷ 50 = (.96) 96%
(Independent level)

Repeated Reading

Partner Reading	Pair students to practice rereading text
Computer-Based/ Tape-Assisted Reading	Students listen, read along, or record their own reading, point to text, subvocalize words, and reread texts independently
Readers Theatre	Small groups rehearse and read a play

Providing Feedback

Teach ways to provide feedback:

- **Model**
- **Provide guided practice**
- **Monitor students**

Partner Reading . . .



- **Involves pairing students to practice rereading text**
- **Increases the amount of time students are reading and can provide a model of fluent reading**

Partner Reading Adaptations

Adapt partner reading for struggling readers:

- **Modify setting**
- **Adapt instructional content**
- **Modify delivery of instruction**
- **Consider requisite abilities**
- **Adapt material or use assistive technology**
- **Consider strategies or interventions**

Repeated- Reading Practices



Computer-Based/Tape-Assisted Reading

- Models the proper phrasing and speed of fluent reading

Readers Theatre

- Involves small groups of students rehearsing and reading a play

More Fluency- Building Practices



Choral reading

- **Actively involves students as they read in unison**

Chunking

- **Involves reading phrases, clauses, and sentences by parsing, or dividing text into chunks**

Consider Diversity: English Language Learners

Fluency practice for English language learners involves:

- **Listening to models**
- **Repeated readings**
- **Choral reading**
- **Partner reading**

Students with Special Needs

Students with disabilities usually benefit from:

- **Repeated reading practice, especially in expository or informational texts**
- **More time on task**
- **Paired reading and rereading**
- **Additional feedback and progress monitoring**

Monitoring Fluency Progress

Students:

- **Independently read unpracticed text to the teacher and graph their wpm**
- **Practice rereading the same text several times**
- **Independently read the text again to the teacher**
- **Graph score in a different color**

When Students Need Fluency Interventions

- **identify fluency-related skills to target in instruction**
- **set individual goals**
- **provide intensive instruction with lots of practice**
- **monitor progress**

Remember . . .

Fluency is increased when students:

- **Develop instant, efficient word recognition (automaticity)**
- **Practice repeated reading of texts**
- **Receive feedback and guidance from others**