



Building Fluency: Do It Well and Do It Right!

Video Note Taking Guide

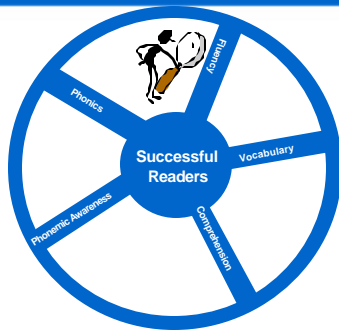
Presenter: Molly McCabe


Session Outcomes



Teachers will:


- Understand the role of fluency in word recognition, oral reading, silent reading, and comprehension
- Define and identify examples of text at a student's frustration, instructional, and independent reading levels
- Understand the stages of reading development and the consequences of practice and instruction



Why Fluency? 

- “44 % of a representative sample of the nation’s fourth graders were low in fluency. (NAEP)”
- “Fluency is a neglected skill in many American classrooms, affecting many students’ reading comprehension.”
- “It provides a bridge between word recognition and comprehension.”

Put Reading First 2001, pp. 22-23

Automaticity or Fluency? 


Automaticity:

- Fast, effortless word recognition without expression

Fluency:


- The ability to read accurately, quickly and with appropriate intonation and expression

Put Reading First 2001, p. 22

What Is Fluency? 

- Speed + Accuracy = Fluency
- Reading quickly and in a meaningful way (prosody)
- Decoding and comprehending simultaneously
- Freedom from word identification problems
- *Fluency* is derived from the Latin word *fluens* which means “to flow”
- Smooth and effortless reading


Fluent Readers ...



- Recognize words automatically
- Read aloud effortlessly and with expression
- Do not have to concentrate on decoding
- Can focus on comprehension


Put Reading First 2001, p. 22

The fluent reader sounds good, is easy to listen to, and reads with enough expression to help the listener understand and enjoy the material





Charles Clark 1999

Indicators of Fluency



- Words per minute
- Reading with expression
- Recall/Retelling

Partner Activity

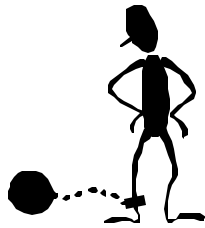


- Individually read aloud one of the passages given to you aloud to a partner
- Switch roles
- Discuss whether you read them fluently or not
- Identify the factors that may have inhibited fluent reading of the texts

Some Factors That Inhibit Fluency...




- Unfamiliarity with text
- Limited vocabulary
- Difficulty with syntax
- Decoding breakdown




Partner Discussion




Think about and discuss some ways a teacher might teach the concept of fluency to students


Assessing Reading Fluency 

- Formally and informally
- Timed grade-level passages
- Accuracy and speed
- Monitoring progress

Assessing Fluency 

- Select a grade -level passage
- Student reads for one minute
- Compute the number of words read in one minute
- Count the number of errors
- Subtract the number of errors from the number of words read

What Skills Do Students Need To Be Fluent? 

- Decoding skills 
- Comprehension skills

Decoding Component



- **Deep orthographic knowledge:**
 - An understanding of the patterns of language
 - Practice with words and phrases

Comprehension Component



- **Comprehension Component:**
 - Ability to combine textual information with personal knowledge and experience
 - An understanding of how punctuation works within text


Dysfluency



When the reader focuses all of his/her attention on word recognition, it drains cognitive resources, and thereby leaves little room for comprehension



Rate and Fluency Guidelines




Silent and Oral Words Per Minute (WPM)

	Grade 2	Grade 3	Grade 4
Silent	70-100 WPM	95-130 WPM	120-170 WPM
Oral	66-104 WPM	86-124 WPM	95-130 WPM

Taylor, Harris, Pearson & Garcia, 1995

Rate and Fluency Guidelines




Silent and Oral Words Per Minute (WPM)

	Grade 5	Grade 6	Grade 7
Silent	160-210 WPM	180-230 WPM	180-240 WPM
Oral	108-140 WPM	112-145 WPM	122-155 WPM

Taylor, Harris, Pearson & Garcia, 1995

What Do I Do for Students Who Do Not Reach Fluency Targets?



- **Determine whether the problem is accuracy or fluency**
 - Look for possible patterns:
 - More than 1 error every 10 words indicates a need to look at accuracy
 - Few errors but low rate - work on fluency
 - Rates less than 30–40 wpm typically indicate a need for word recognition instruction
 - If students are not firm on word recognition skills, focusing on increasing speed will be counter-productive

Simmons & Kameenui 1998

Rapid Naming

- **Colors**
- **Pictures**
- **Shapes**
- **Numbers** 2 4 1 2 5 4 4 3 2
- **Letters** B C A B C D A B D
- **Symbols**

Rapid Naming

- **Onset**

Which picture begins with 'gl'?

Which picture begins with 's'?

What sound does 'lamb' begin with?
- **Phonemes**

/l/ /e/ /t/ /p/ /a/ /ss/

/o/ /k/ /s/ /s/ /ai/
- **Nonsense Words**

sim lut poc tob

hef vog mid fub

DIBELS - Univ. of Oregon

Sample Vowel Patterns

<u>Short Vowels</u> A E I O U	<u>Long A</u> a_e ai __ay a eigh	<u>Long E</u> e ea ee e__e __y	<u>Long I</u> i i__e ie igh __y
<u>Long O</u> o o__e oo ow	<u>Long U</u> u u_e	<u>/OO/</u> oo ew ue ou	<u>/oi/</u> oi Oy

Designing Word Recognition Instruction



- Identify word recognition error types
- Provide systematic word recognition instruction on specific skills
- Pre-teach word types in the text prior to reading
- Structure time for student to practice the text with a peer, adult, or tape

High Frequency Word Instruction



- High frequency/sight words: is, be, to, us, am, in
- High frequency phrases:
 - by the dog
 - for the day
 - on the bed
 - over the top

Reading Decodable Text and Phrases



- The bad cat
- The bad cat sat
- The mad cat sat
- The mad cat's hat
- The sad cat's black hat
- The black cat's sad dad



Fluency and Beginning Readers



- Rapid naming
- Explicit phonics instruction
- Sight word practice
- Rebus books
- *Decodable text*
- Teacher modeling

If the Problem Is Fluency...



Students who read significantly below fluency targets will require:


- Fluency instruction and modeling
- Daily fluency practice

Teacher Instruction and Modeling




- Read aloud
- Think aloud
- Echo reading
- Choral reading


Prosody



- Teacher reads the text with and without prosody
- Students analyze text for clues to prosody
- Students add “signals” to text
- Students practice reading




Partner Activity




With your partner, use the passages provided to practice the prosody instructional techniques. Discuss how these could be adapted and/or develop other ideas for prosody instruction.

Reading Aloud With Guidance



- Repeated readings with guidance
- Text at their independent level
- With an adult, partner, group or a tape


Your Turn



With a partner:


- Select a piece of text to model
- Read the passage
- Mark phrases and punctuation marks you would like to emphasize
- Partner A reads the text to his/her partner with mental modeling
- Switch roles

How To Build Reading Fluency



- Daily practice
- Timed repeated readings
- Set goals
- Graph fluency progress

Identifying Appropriate Text




Independent reading level:


- 95% accuracy
- Misread one of every 20 words

- 50–200 words
- Various genres

Put Reading First 2001, p. 27

Repeated Readings 

- Read the same passage several times until the desired rate is reached
- Keep reading at the same level until the same rate is reached (three times), then move on to a new level and repeat procedure
- Do daily
- Perform at least 3-4 repetitions of the text each day
- Read with a partner

Repeated Readings (RR) 

Assisted RR (student or adult):

- Child and fluent reader read aloud together
- Fluent reader pushes finger along rapidly


Choral RR:

- Child listens to fluent reader, then read passage together

Tape-assisted:

- Listen to the tape
- Read with the tape

Put Reading First 2001, pp. 27-28

Partner Reading 

- Children read in pairs
- One child reads the text three times
- The other child reviews errors and rates the reader on fluency on the third reading
- The children reverse roles

Koskinen & Blum 1986, pp. 70-75

Organizing Repeated Reading

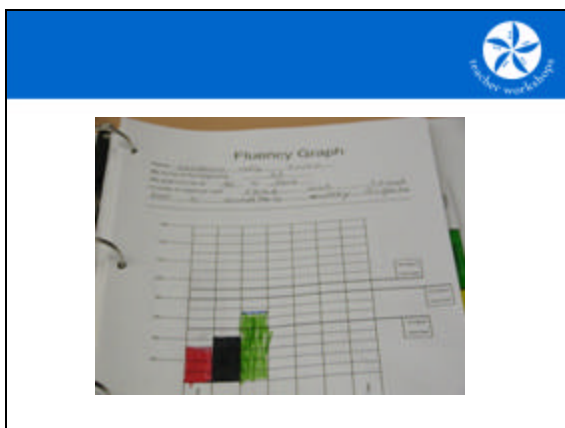


■ Student fluency folders:

- Graphs
- Laminated text
- Color coded

■ Structures and routines:

- Teach routines and expectations
- Where to get materials





Why Repeated Reading?



- Fluency rate increases with each reading
- Word recognition errors drop
- Improves rate on the next passage

Your Turn



- Practice repeated reading with a partner
- Use the text provided
- Graph your rate for three readings

Home Reading



- Encourage students to read at home
- Provide appropriate text when possible
- Encourage students to continue repeated readings at home

Closing



- **Imagine a student that you are working with who is struggling with reading fluency**
- **Select two or three instructional strategies that you learned today that you feel would be helpful in improving the student's fluency**
- **Share with a partner what strategies you have selected to assist this student**
