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Session 7:
Reading Fluency

Teacher Professional Development Series

Louisiana LITERACY

READING REVIVAL

Recap

In our last session, we spent time...

- describing decoding - what it is, why it's important, and how you can support your students' abilities to decode with automaticity.

Today's Objective

By the end of this session, participants will be able to:

★ explain the different components of reading fluency - rate, accuracy, and prosody

★ explain how you can use fluency norms and prosody rubrics to gauge a student's ability to read with fluency.

DON'T READ SO FAST, DADDY...

8-29

"...my ears are slow listeners."

What is reading fluency?

- The National Reading Panel (2000) defines reading fluency as the ability to read text with appropriate rate, accuracy, and prosody.

- Reading fluency depends on well-developed word-recognition skills that are acquired through systematic, explicit instruction in phonemic/phonological awareness and phonics. Strong language comprehension skills also support reading fluency.

- As a student's decoding automaticity increases, reading fluency increases.

Why is reading fluency important?

- Reading fluency alone is not the end goal of reading instruction.

- Reading fluency is highly correlated with reading comprehension.

- The brain is wired to comprehend text that is read at the rate of speech.

SOURCE: Hasbrouck and Glaser, 2018

How do you determine if a student is a fluent reader?

- To determine if a student is a fluent reader, it is essential to regularly monitor their reading performance by assessing their reading rate, accuracy, and prosody.

- Fluency norms have been established for students beginning at the middle of first grade until grade 6 (Hasbrouck and Tindal, 2017).

How do you determine if a student is a fluent reader?

- Students should be assessed using grade-level passages to determine their "words correct per minute" (WCPM) score and reading accuracy.

- Assuming a minimum accuracy rate of 95%, a student's WCPM score can be compared to fluency norms to determine their reading percentile.

First, foremost, and FOREVER,

the foundation of fluency is ACCURACY!

-Jan Hasbrouck

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How do you determine if a student is a fluent reader?

Although more difficult to measure objectively, rubrics to determine the level or quality of a student's reading prosody may also be used to support a complete understanding of a student's reading fluency.

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

SOURCE: Rasinski

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What do you do if a student is not reading fluently?

- If a student is reading 10 WCPM or more below the 50th percentile based on two "cold reads" of grade-level, decodable passages, targeted intervention is likely needed.

- Teachers should analyze the student's reading to diagnose what skills or understanding the student is lacking to determine the most effective interventions.

What do you do if a student is not reading fluently?

- Does the student struggle with decoding/blending?

- Does the student struggle with particular phoneme/grapheme correspondences?

- Does the student struggle to read with sufficient expression/prosody?

- Does the student struggle with phonemic/phonological awareness (can they discriminate and manipulate sounds in spoken words)?

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How do you ensure a student is making sufficient progress?

- Use a fluency tracking tool that identifies a student's WCPM, accuracy, and prosody over time to note progress.

- Set long- and short-term goals for fluency based on a student's current WCPM, and share their progress toward these goals with the student and their family.

- Regularly analyze reading records to identify gaps in understanding, and provide targeted intervention support in the identified areas (decoding, phoneme/grapheme correspondence, prosody, phonemic/phonological awareness).

- Analyze the results of universal screening assessments (Acadience, DIBELS 8, STEEP, STEP) to determine whether or not a student is at risk for reading difficulties.

How do you address fluency with diverse learners?

- Diverse learners have unique learning needs that must be addressed.

- Embrace the three principles of the Universal Design for Learning (UDL):
  - 1) provide multiple means of engagement
  - 2) provide multiple means of representation
  - 3) provide multiple means of action and expression

- It is the responsibility of the teacher and the school leader to ensure that all students are given the tools they need to be successful; reading fluency is not exempt from this responsibility.

- Regular monitoring of reading fluency will help teachers determine where there are gaps and where additional support or strategic intervention is needed.

Final Thoughts

- Reading fluency refers to a student's reading rate, accuracy, and prosody.

- Reading fluency is highly correlated with reading comprehension.

- Reading fluency is something that we can measure as students become increasingly proficient with decoding (around the middle of first grade).

- We can also determine a student's level of reading prosody using a prosody rubric.
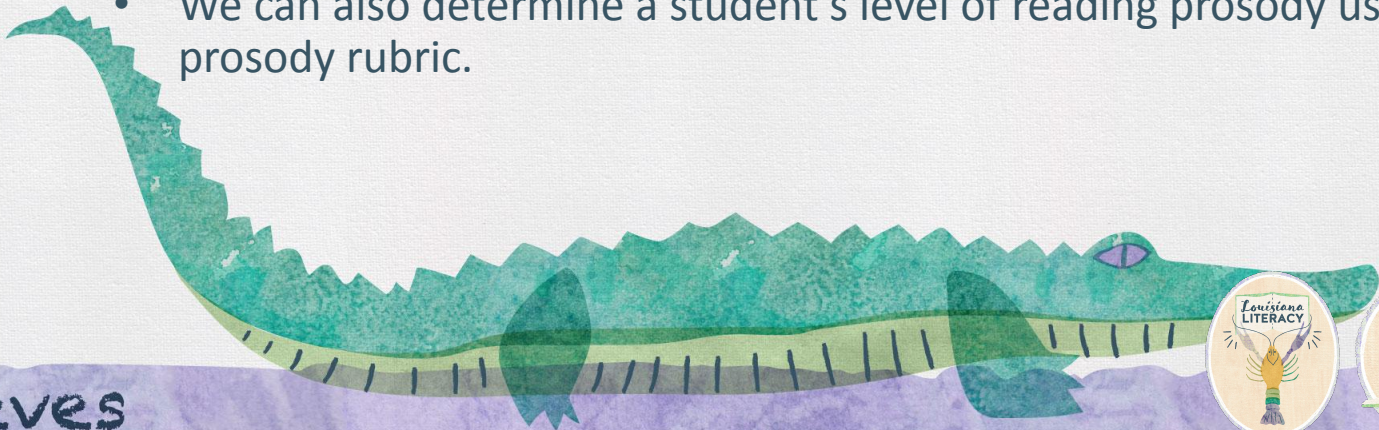
Engage!

Raeanna is a first grade student who is currently reading 21 WCPM at 95% accuracy. Her fluency goal for this nine-weeks is 52, and she is not on track to meet that goal based on her current performance. Analyzing her weekly reading record, her teacher notices that she struggled to decode the following words "cake, late, jar, sir, and face." Her teacher notices that she will often spend considerable time decoding these words, only to decode them incorrectly. How would you support this student?

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References

Hasbrouck, Jan, and Deborah Glaser. *Reading Fluency.* Benchmark Education, 2018.

Hasbrouck, Jan, and Gerald Tindal. "An update to compiled ORF norms." Technical Report No. 1702. Behavioral Research and Teaching, University of Oregon.

National Reading Panel. "Report of the National Reading Panel: Teaching Children to Read," 2000.

Rasinski, Tim. *Creating Fluent Readers.* ACSD, 2017.

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