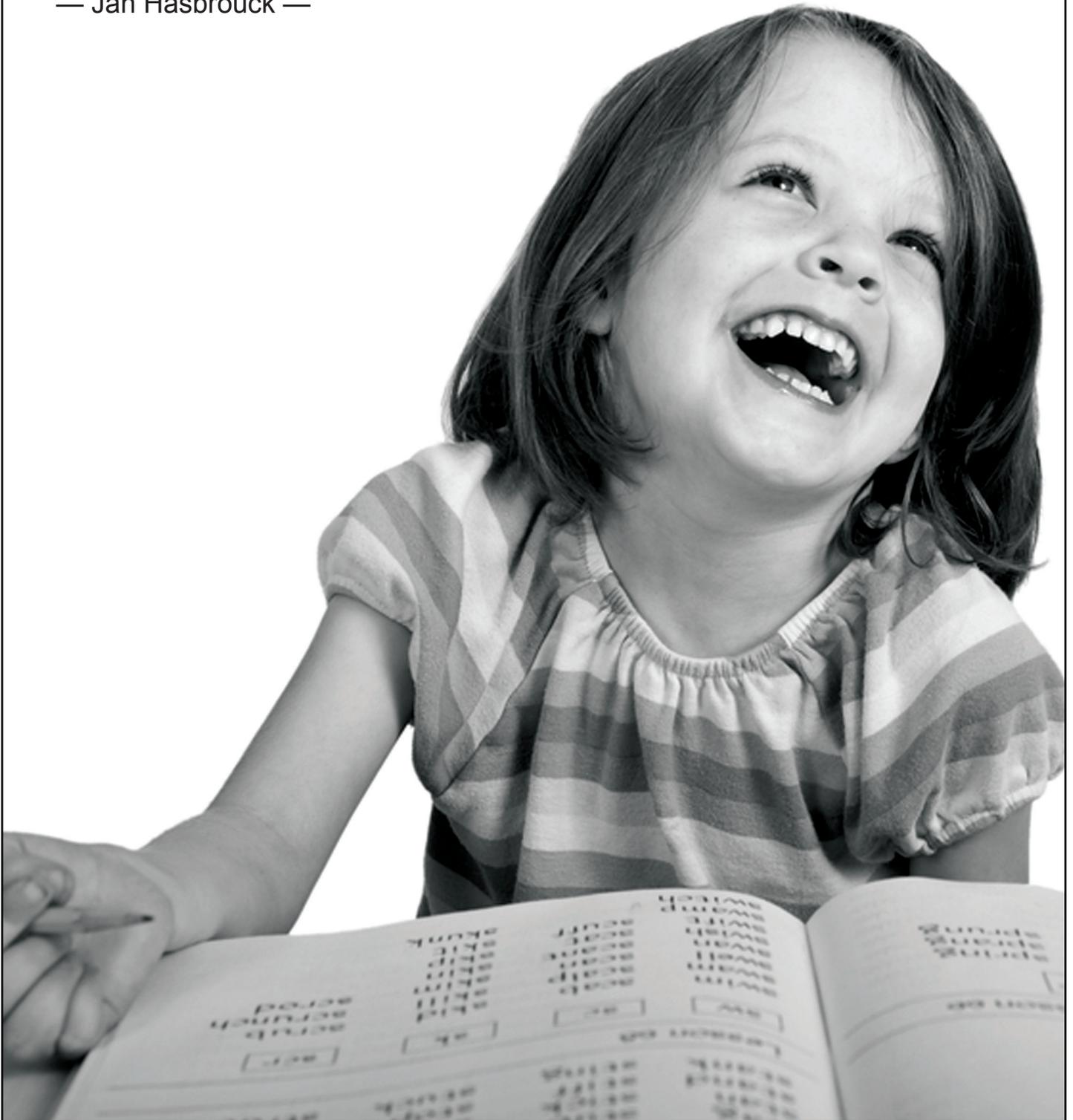


# Teaching Fluency NOT Speed Reading

— Jan Hasbrouck —



**PLAIN TALK ABOUT LITERACY AND LEARNING**  
New Orleans, LA | February 17-19, 2016



the Center for  
**DEVELOPMENT  
& LEARNING**

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# About the Presenter

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## **Jan Hasbrouck**

Jan Hasbrouck, Ph.D., is an educational consultant, trainer and researcher. She served as the executive consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Jan worked as a reading specialist and literacy coach for 15 years before becoming a professor at the University of Oregon and later Texas A&M University. She has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Her research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books including, *The Reading Coach: A How-to Manual for Success*, *The Reading Coach 2: More Tools and Strategies for Student-Focused Coaches*, and *Educators as Physicians: Using Rtl Data for Effective Decision-Making* as well as several assessment tools. In 2008, she and her colleague, Vicki Gibson, partnered to form Gibson Hasbrouck & Associates, with the mission to provide high quality professional development to educators nationally and internationally.

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# About CDL

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We provide professional learning that is specific and relevant to the needs of your students and your teachers.

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**Teaching  
FLUENCY  
NOT  
SPEED READING**



**Jan Hasbrouck, Ph.D.**

**KEY Idea for Fluency  
Instruction**

**BOTTOM LINE:**

“It is critical that we establish...instruction that assist(s) learners in becoming truly fluent readers rather than just fast ones.”



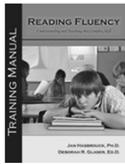
Kuhn, Schwanenflugel, & Meisinger, (2010) p. 246

**Reading Fluency:**  
Understanding and Teaching this Complex Skill

**Jan Hasbrouck, Ph.D.  
Deborah R. Glaser, Ed.D.**

**FOUR MODULES**

- Defining & Describing this Complex Skill
- Assessing Reading Fluency
- Planning and Teaching Fluency
- Teaching Fluency through Skill Integration




Summary booklets sold in sets of 4

Available online at [www.gha-pd.com](http://www.gha-pd.com)

**How to  
DEFINE  
Reading Fluency?**



**What is Reading Fluency?**

Reasonably **accurate** reading at an appropriate **rate** with suitable **prosody** that leads to accurate and deep **comprehension and motivation** to read.

Hasbrouck & Glaser (2012)



**What is Reading Fluency?**

Reasonably **ACCURATE?**

Aim for at least \_\_\_\_\_ % accuracy

Rasinski, Reutzel, Chard, Thompson (2011)

Emerging readers: \_\_\_\_\_ %





What is Reading Fluency?  
Appropriate RATE?



What is Reading Fluency?  
Fluent reading should sound like  
SPEECH

Stahl & Kuhn (2002)



CBM-R ORF Norms  
for Grades 1- 8



Hasbrouck & Tindal

ORF Norms: A Valuable Assessment Tool  
for Reading Teachers

The Reading Teacher (Spring 2006)

What is Reading Fluency?  
Appropriate **RATE**?

\_\_\_\_\_th %ile on oral reading  
fluency (ORF) norms on  
unpracticed, grade-level text



Appropriate  
RATE  
For Students (ORF)?

**# 1 LIMITED EVIDENCE** from research or  
theory or practice that suggest a benefit to reading  
significantly ABOVE the 50<sup>th</sup> %ile. Can be detrimental.

**# 2 SIGNIFICANT EVIDENCE** that it is  
crucial to help students read with fluency solidly at or  
very near the 50<sup>th</sup> %ile to support comprehension and  
motivation.

What is Reading Fluency?  
Suitable PROSODY?

Mirrors spoken language  
& conveys meaning

*BUT* abnormal pitch, intonation, phrasing,  
pauses can be "suitable"





## What is Reading Fluency?

The ability to read

- accurately
- quickly
- with expression & phrasing



**COMPONENTS** of fluency



- Reasonably accurate?
- Appropriate rate?
- Suitable prosody?

CCSS Foundation Skill: **FLUENCY**

Reading text\* with **PURPOSE** and **UNDERSTANDING!**

\*Kindergarten: Emergent reader texts

\*Grade 1+: On-level text



- Reasonably accurate?
- Appropriate rate?
- Suitable prosody?



### READING FLUENCY?

When the reader's **ACCURACY**, **RATE** and **PROSODY** correctly represent the **PURPOSE** of the task and facilitates the reader's **UNDERSTANDING!**

## What is the ROLE of Fluency in Reading?



## Characteristics of Nonfluent Readers

### DESCRIPTORS:

- Read word—by—word
- Slow, laborious readers
- Uncertain of sight words
- Ignore punctuation
- Unmotivated



## REAL ISSUE:

### Comprehension & Motivation!

#### MULTIPLE Causes of Comprehension Problems:

- Lack of sufficient background/vocabulary.
- Lack of sufficient language foundation.
- Fails to organize & use information to understand--Does not realize when s/he fails to understand.
- Poor decoding/fluency skills.





“This table may not include all of the drugs that prolong the QT interval or cause torsades. Risk of drug-induced QT prolongation may be increased in women, the elderly, and in hypokalemia, hypomagnesemia, bradycardia, starvation, CHF, and CNS injuries. Hepatorenal dysfunction and drug interactions can increase the concentration of QT interval-prolonging drugs. Coadministration of QT interval-prolonging drugs can have additive effects.”



Tarascon Pocket Pharmacopoeia (2010)

**REAL ISSUE:**  
**Comprehension & Motivation!**

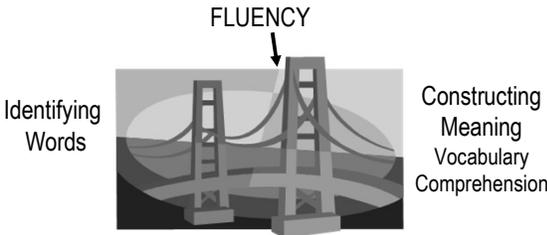
MULTIPLE Causes of Comprehension Problems:

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**Bridge to Comprehension**

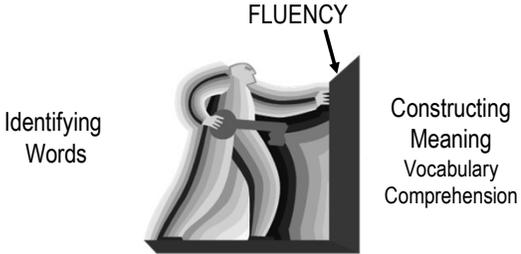
Fluency forms the bridge between word identification & constructing meaning



Pikulski & Chard (2005)

**Doorway to Comprehension?**

Fluency serves as a doorway between word identification & constructing meaning



Hasbrouck & Glaser (2012)

**The Role of Fluency in Reading?**

- **ACCURACY:** Comprehension is limited by **inaccurate** reading (below 95%).
- **RATE:** Comprehension is limited by inefficient, **slow**, laborious reading or reading **too fast**.
- Lack of fluency = lack of motivation = fewer words read = smaller vocabulary = limited comprehension (*self-perpetuating*)

**Who NEEDS Fluency Instruction?**





## FLUENCY INSTRUCTION

### Tier 1: On Level

Students at/above benchmark; able to succeed with classroom instruction

### Tier 2: Supplementary

Students needing some extra targeted skills instruction to keep them at level or catch them up

### Tier 3: Intensive

Students significantly behind their peers or with special learning challenges or disabilities



### WEAK comprehension

pervasive patterns of difficulty in interacting with & constructing meaning from text

### WEAK fluency

more than 10 words below 50<sup>th</sup> %ile on H&T norms on grade level ORF

- Assess listening comprehension to determine strengths/weakness in vocabulary or language-related issues
- Assess phonemic awareness & teach if necessary
- Assess phonics/decoding & teach if necessary
- **TEACH** fluency explicitly
- **TEACH** comprehension strategies
- **TEACH** vocabulary

### STRONG comprehension

### WEAK fluency

more than 10 words below 50<sup>th</sup> %ile on H&T norms on grade level ORF

- Assess phonics/decoding & teach if necessary
- Assess sight word knowledge
- **TEACH** fluency explicitly
- **CHALLENGE** with high-level comprehension and vocabulary

### WEAK comprehension

pervasive patterns of difficulty in interacting with & constructing meaning from text

### STRONG fluency

at or above 50<sup>th</sup> %ile on H&T norms on grade level ORF

- **TEACH** comprehension strategies
- **TEACH** vocabulary

### STRONG comprehension

### STRONG fluency

at or above 50<sup>th</sup> %ile on H&T norms on grade level ORF

- **CHALLENGE** with high-level comprehension and vocabulary

## How to **TEACH** Reading Fluency?





## Research on Fluency Instruction

### BOTTOM LINE:

The natural result of **INSTRUCTION**

- Explicit
- Systematic
- Comprehensive instruction

### PLUS

Lots of carefully orchestrated reading **PRACTICE**

Hudson, Pullen, Lane, & Torgesen, (2009)



## Fluency Instruction

### TRIPLE A:

Hasbrouck & Glaser (2012)

- Read words with reasonable **ACCURACY**
- Read words and connect with ideas **AUTOMATICALLY!**
- **ACCESS** meaning!



## Providing Fluency Instruction to BEGINNING Readers?

**FOUNDATION** of fluency?

**ACCURACY!**

**CONFIDENCE!**

At the **SOUND, WORD, & PHRASE** level



## Research on Fluency Instruction

- **Oral, guided** reading practice **with feedback** improves fluency for “typical” students.
- Independent practice (**silent reading**) **NOT** sufficient to improve fluency.

NICHHD (2000)



## Research on Fluency Instruction

- **Repeated reading (deep reading)** remains the “gold standard”.
- **Assistance** more effective (feedback; reading with model).
- **Prosody** develops from acquiring efficient word & text reading skills.

Kuhn & Stahl (2003)

Kuhn, Schwanenflugel & Meisinger (2010)



## Research on Fluency Instruction

- **Wide reading** (vs. repeated reading) may be best strategy for improving fluency for some.
- Wide reading must be **monitored** & students held **accountable**.

Kuhn et al., 2006

Reutzel et al., 2008





## Research on Fluency Instruction

- Structured **partner reading** improves fluency.

Osborn, Lehr & Hiebert (2002)

- **Cueing** for accuracy & rate helps improve fluency.

O'Shea & Sindelar (1984)



## Research on Fluency Instruction

- **Challenging** passages (85% accuracy) beneficial with sufficient support & monitoring.

Stahl & Heuback (2005)

- **Combining** three research-proven strategies (modeling, repeated reading, progress monitoring) effective & motivating.

Hasbrouck, Innot, & Rogers (1999)



## Research on Fluency Instruction

How can we **APPLY** this fluency research to real world classroom instruction?



**DIFFERENTIATE BASED ON IDENTIFIED NEEDS!**

## Passage Reading Practices to Improve Fluency

### TRADITIONAL PRACTICE:

Round robin reading from science, social studies, literature, chapter books

Students take turns reading parts of a text aloud



## Disadvantages of Round Robin Reading:



Drop everything and read: But how?  
Jan Hasbrouck (Summer, 2006)

## ALTERNATIVES to Round Robin



- ✓ Choral Reading
- ✓ Cloze Reading
- ✓ Partner Reading



## CHORAL READING

Whole class reads **ALoud & TOGETHER** from same selection  
**NON-THREATENING** practice

### PROCEDURE

- Orally read with students
- Read at a moderate rate
- Use pre-correction procedures:  
*"Keep your voice with mine."*



## CLOZE READING

**ASSISTS** students in reading difficult material  
Provides **GROUP PRACTICE & MAINTAINS** student **ATTENTION**

### PROCEDURE

- Orally read the material to students
- Read at a moderate rate
- Pause & have students say the next word
- Intentionally delete "meaningful words"

## The Right to Read

Reading is important. It is a useful skill. People who can read have an easier time in life. They can read traffic signs, menus and maps. They can pass a test to get a driver's license. They can apply for a job. Reading is also powerful. People who can read can learn about all kinds of things.

However, not everyone can read. Some experts study reading. They say that one out of every sixth person in the world can't read. There are many reasons for this problem. Some countries do not let girls go to school. In those countries, many women cannot read. Other people live in very poor countries. No one can afford to learn to read in these countries. They are busy trying to find food to eat. Many countries are at war. Their people are fighting to stay alive. They do not have time to learn to read.

## STRUCTURED PARTNER READING

### PROCEDURE

- ASSIGN** students partners
- Designate amount to read to partner
- When an error is heard, teach students to use the "Ask, then Tell" procedure:

**ASK** "Can you figure out this word?"

**TELL** "The word is \_\_\_\_." "Read the sentence again."

## Establishing Partners

- Avoid pairing highest and lowest skilled readers
- Consider taking lowest readers into a small group for practice with the teacher



## Establishing Partners

- |            |   |                |
|------------|---|----------------|
| 1. Ebonie  | → | 11. Michael    |
| 2. Jazmine | → | 12. Andrea     |
| 3. Bobby   | → | 13. Ezra       |
| 4. Celisse | → | 14. Juan       |
| 5. Marsha  | → | 15. Amy        |
| 6. Krishon | → | 16. Hyun Ha    |
| 7. Sammy   | → | 17. Mari       |
| 8. Isaac   | → | 18. Harry      |
| 9. Orlando | → | 19. Sarah Jane |
| 10. Miquel | → | 20. Ashley     |

- |               |
|---------------|
| 21. Quan      |
| 22. Kyesha    |
| 23. Francisco |
| 24. Angelica  |





### PARTNER READING VARIATIONS

#### Side by Side- Reading to a Partner

Students sit next to each other with one book between them. One partner reads & points to the words; the other partner follows along.

#### Shoulder to Shoulder- Reading to a Partner

Students sit facing opposite directions with shoulders aligned. Each partner has a book.

#### Reading WITH a Partner

Students sit side to side with one book between them. Both partners read at the same time as partner one touches the words.

### Commercial Fluency Practice

#### Core Reading Programs

#### Six Minute Solution

K-2 Gr 3-6 Gr 6-9  
Partner reading practice



### FLUENCY INSTRUCTION

#### ALL STUDENTS

Tiers 1, 2, 3

In-class practice opportunities.

#### SUPPLEMENTAL & INTERVENTION

Tiers 2 & 3

Explicit, systematic, intensive, active instruction with supervised, sustained guided practice.



### FLUENCY INTERVENTION

#### THREE STEP MODEL

✓ **ACCURACY**

✓ **RATE**

✓ **GRAPHING FOR MOTIVATION**

**READ NATURALLY** [www.readnaturally.com](http://www.readnaturally.com)



### FLUENCY INTERVENTION

#### (1) FOLLOWING A MODEL

Reading along with a model of **ACCURATE** reading from an audio tape/CD or computer

**OR** a skillful reader

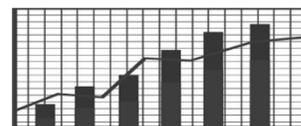


#### (2) REPEATED READING

Students **REREAD** passage orally to themselves or a partner until goal achieved (4-10 times)

#### (3) MONITORING PROGRESS

Students **GRAPH** their performance:  
"Cold" reading first- **BLUE**; then again after practice- **RED**





**FLUENCY INTERVENTION**

**PLACEMENT FIRST!**

1. Place students in appropriate level:  
**CHALLENGING!**  
Placement Packet online  
[www.readnaturally.com](http://www.readnaturally.com)
2. Assign wcpm goal:  
Placement baseline **+ 30** for Gr. 1.5 to Gr. 4  
Placement baseline **+ 40** for Gr. 5+



**FLUENCY INTERVENTION**

**10 Steps**  
for Instruction  
+ optional retell



**READ NATURALLY**  
[www.readnaturally.com](http://www.readnaturally.com)

**PROVIDING FLUENCY INTERVENTION AT A CHALLENGING LEVEL**

- Model to provide SCAFFOLDING
- Students must **WORK HARD** toward achieving goal to see real progress
  - **3X PER WEEK**  
25 minutes *minimum*

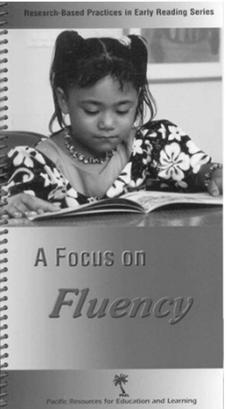


**Commercial Fluency Intervention**

- **Read Naturally**  
Levels .8- 8.0  
Audio tapes/CD or software & internet editions



[www.readnaturally.com](http://www.readnaturally.com)



**Focus on Fluency**  
Osborn, Lehr & Heibert  
[textproject.org](http://textproject.org)  
**Free download**

**TEACHING Reading Fluency**

- **Triple A!**  
Accuracy! Automaticity! Access meaning!
- **Tiered instruction**  
**All students:** Choral, cloze, partner reading  
**Tier 2 & 3:** Explicit 3-Step process





# NATIONAL ORAL READING FLUENCY NORMS

Hasbrouck & Tindal (2006)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>1</b>	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
<b>2</b>	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
<b>3</b>	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
<b>4</b>	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
<b>5</b>	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
<b>6</b>	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
<b>7</b>	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
<b>8</b>	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

\*WCPM = Words Correct Per Minute



# NATIONAL ORF NORMS

50<sup>th</sup> Percentiles Hasbrouck & Tindal (2006)

Grade	Fall wcpm	Winter wcpm	Spring wcpm
1	53	23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

GREEN zone 10 or more to -4    YELLOW Zone -5 to -10    RED Zone > 10 below