

Updates on READING FLUENCY



Jan Hasbrouck, Ph.D.

Key Ideas about Reading Fluency

- Fluency is a complex skill.
- Fluency is necessary but not sufficient for reading comprehension & motivation.
- We can use rate PLUS accuracy measures (ORF) for important assessment purposes.
- Some students are fluent enough; others can be taught.
- **FLUENT** reading is **NOT** fast reading!



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My conclusions from reading research:

Compelling evidence from a convergence of reading research is indicating that **90% to 95% of all students can achieve literacy skills at or approaching grade level.** These statistics include students with dyslexia and other learning disabilities. Students succeed when they receive intensive, comprehensive, and high-quality prevention and early intervention instruction, provided by well-informed and well-supported teachers. The most powerful instruction is systematic, explicit, and intensive, designed to appropriately integrate elements of oral language development, phonemic awareness, phonics and decoding, fluency, vocabulary development, and reading comprehension skills and strategies.

Jan Hasbrouck, Ph.D.

Torgesen, 2007; Vellutino & Fletcher, 2007; Rashotte, MacPhee, Torgesen, 2001; Al Otaiba, Connor, Foorman, Schatschneider, Greulich, Sidler, 2009; *Every Child Reading: An Action Plan and Every Child Reading: A Professional Development Guide.* Available online from Learning First Alliance



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“The Science of Dyslexia”

Hearing of the Science, Space and Technology Committee
U.S. House of Representatives
September 18, 2014

Webcast available:

<http://science.house.gov/hearing/full-committee-hearing-science-dyslexia>

Set your
SAILS
for success!

S TANDARDS
A SSESSMENTS
I NSTRUCTION & INTERVENTION
L EADERSHIP
S USTAINED COMMITMENT



Hasbrouck & Denton (2005 & 2009)

CCSS Foundational Skills K-5

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition
- Fluency



National Governors' Association CCSS (2010)

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



Available online at www.gha-pd.com

What is Reading Fluency?

“...there are still a number of questions surrounding our understanding of what constitutes fluency...”

Kuhn, Schwanenflugel, & Meisinger (2010) p. 230



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**?

F _____!
F _____! and
F _____! **ACCURACY** is the
F _____ of
F _____!



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)



What is Reading Fluency?

Appropriate RATE?

_____ th %ile on oral reading
fluency (ORF) norms on
unpracticed, grade-level text



**“REALLY??
Only
AVERAGE ??”**

Appropriate
RATE (ORF)
For Students?

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

2 SIGNIFICANT EVIDENCE that it is crucial to help students read with fluency at or near the 50th%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”



Emphasis

- **ROBERT** borrowed my new bicycle.
(Robert, not Raymond, borrowed my bike.)
- Robert **BORROWED** my new bicycle.
(Robert did not steal my bike.)
- Robert borrowed **MY** new bicycle.
(Robert didn't borrow your bike, he borrowed mine.)
- Robert borrowed my **NEW** bicycle.
(Robert didn't borrow my old bike, he borrowed the new one.)
- Robert borrowed my new **BICYCLE**.
(Robert didn't borrow my new book, he borrowed my bike.)

Rasinski (2012)

What is Reading Fluency?

The ability to read

- accurately
- quickly
- with expression & phrasing



COMPONENTS of fluency

Expression & Phrasing?

Prosody **REFLECTS**
comprehension skill rather than
CONTRIBUTING to it



COMPONENTS of fluency

What is Reading Fluency?

Word Decoding Skills

- Phoneme awareness
- Letter sounds
- Phonograms

Text Decoding Skills

- Orthographic knowledge
- Sight words
- Decoding connected text
- Multiple cue efficiency

Comprehension Skills

- Metacognition
- Content knowledge
- Vocabulary
- Passage context
- Social context

MECHANICS of fluency

So...What is Reading Fluency?

A highly **COMPLEX** skill that is **NECESSARY** but not **SUFFICIENT** for students to read independently, proficiently, and with motivation.



FLUENT reading is *NOT* fast reading!

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)

Translation??

QT interval is a measure of the time between the start of the Q wave and the end of the T wave in the heart's electrical cycle. The QT interval represents electrical depolarization and repolarization of the ventricles.

QT prolongation is a measure of delayed ventricular repolarization. Excessive QT prolongation can predispose the myocardium to the development of early after-depolarizations, which in turn can trigger re-entrant tachycardias such as TdP.

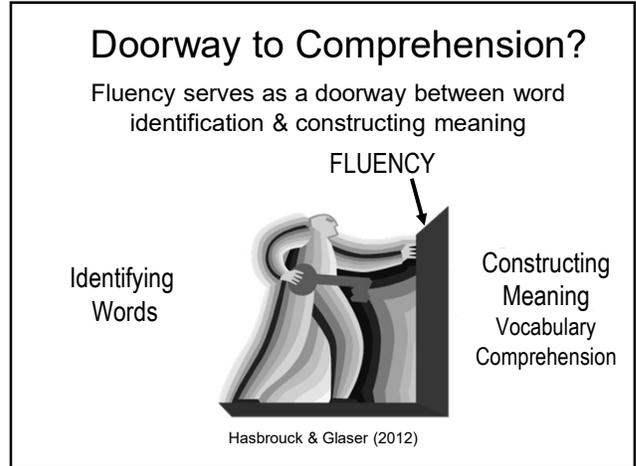
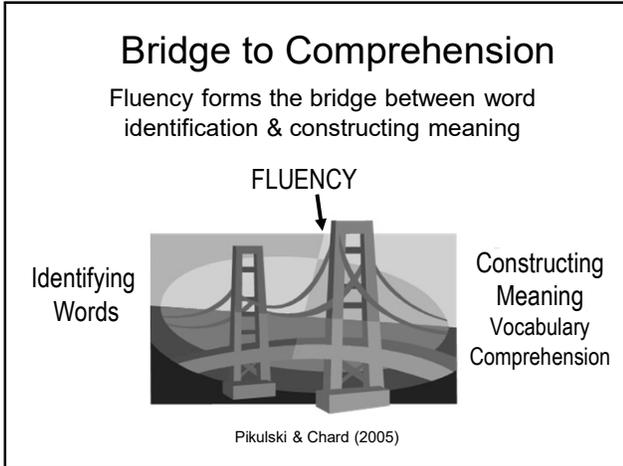


Translation!

"This table may not include of the all medicines that cause heart problems. The risk of heart problems may be increased in women, the elderly, and those with low potassium, low magnesium, slow heart rate, starvation, heart failure and brain injuries. Liver and kidney problems and medicine interactions can increase the risk of heart problems. Using more than one of these medicines at the same time causes more problems."



Thanks to Dr. Chris Noyes!



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*)

CCSS Foundational Skills K-5

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition
- **Fluency**

National Governors' Association CCSS (2010)

CCSS Foundational Skills: Fluency K - Gr 5



Kindergarten

Read emergent reader texts* with purpose & understanding

Grades 1-5

* **Emergent reader texts**— Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also *rebus*

* **Rebus**— A mode of expressing words and phrases by using pictures of objects whose names resemble those words

CCSS Foundational Skills: Fluency K - Gr 5



Kindergarten

Read emergent reader texts with purpose & understanding

Grades 1-5

Read with sufficient **ACCURACY** & **FLUENCY** to support comprehension:

“...a living work”

“The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.”



National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common Core State Standards*. Washington D.C.

CCSS Foundational Skills: Fluency K - Gr 5



Kindergarten

Read emergent reader texts with purpose & understanding

Grades 1-5

Read with sufficient **FLUENCY** to support comprehension:

- Reading on-level text with **PURPOSE & UNDERSTANDING**
- Reading on-level text orally with **ACCURACY**, appropriate **RATE**, & **EXPRESSION** on successive readings
- Using **CONTEXT** to confirm or self-correct word recognition and understanding, rereading as necessary

ASSESSING Reading Fluency



Common Assessments Using ORF

DIBELS Next Dynamic Indicators of Basic Early Literacy Skills K-6

AIMSweb Pearson K-8

easyCBM Riverside K-8

TPRI, FAIR, etc.

All are versions of CBM-R
ORF assessments

3 BIG IDEAS about fluency assessments

1. Assessments of accuracy + rate (ORF) can help determine which students *might* need support (benchmark/screening).
2. ORF assessments can help diagnose a student's individual skill level in reading fluency.
3. ORF assessments can help us determine if a student is making sufficient progress.



“Fluency”
Assessments
DO NOT
ASSESS
fluency!



Oral Reading Fluency
assessments were
MISNAMED!

More Accurate:
Performance measure of
ACCURACY + RATE



Some history...

By 1980's research on reading acquisition was indicating a promise of **PREVENTION!**



"Research has shown that effective primary classroom teachers can reduce the percentage of children who do not perform on grade level to about 5-7%, or about one child in a 20 child classroom."

Al Otaiba et al. (2009), p. 14

"A large body of research evidence shows that with appropriate, intensive instruction, all but the most severe reading disabilities can be ameliorated in the early grades and students can get on track toward academic success...."

Moats (2011), p. 51

FACT: 90-95% of ALL students can be taught to read at or near grade level

Some history...

Stan Deno & colleagues
University of Minnesota IRLD 1980s



Building on work of Ogden Lindsley (*Precision Teaching*) and Edward Gickling (*Curriculum Based Assessment*):

Precise and systematic methods to evaluate instruction and curricula:

- Focus on directly observable behaviors.
- Frequency as a measure of performance.
- Charting performance.
- "The learner knows best." O. Lindsley

Some history...

Stan Deno & colleagues
University of Minnesota IRLD 1980s



GOAL:

To develop **QUICK**, classroom-friendly assessments that were **RELIABLE** and **VALID** to help teachers:

1. Identify students who *MIGHT* need academic help.
2. Determine if instruction was **EFFECTIVE**.

Some history...

Short, standardized assessments
(60-seconds to 3-minutes) of students'
accuracy and rate on academic tasks:



- Easy to construct.
- Brief in administration and scoring.
- Having technical adequacy (reliability and validity evidence for use in making educational decisions).
- Alternate forms to allow data to be collected on student progress across time without practice effect.

Some history...

Short, standardized assessments
(60-seconds to 3-minutes) of students'
accuracy and rate on academic tasks:



- Compare student's **CURRENT READING PERFORMANCE** to peers':
BENCHMARK /SCREENING
- **PREDICT** student's **FUTURE PERFORMANCE** compared to individual goals:
PROGRESS MONITORING

curriculum-based measurement (CBM)

Curriculum-Based Measurement (CBM)

Reading (letter name or letter sound fluency; word fluency; passage ORF; maze), plus **Math, Spelling, Writing**

LNF; LSF; NWF; ORF

- Oral read lists or text
- Unpracticed "cold read"
- **BEST** effort
- 1:1 for 60 seconds
- Score: wcpm
(words correct per minute)

Maze Assessment

The Visitor

Tap, tap, tap. I was reading a book. But (l, top, bit) kept hearing a noise at the (red, eat, window). Tap, tap. I began reading again. (Clunk, Top, Ball) scrape, tap, tap. I looked out (stick, of, sit) the window. It was dark outside. (I, Did, A) couldn't see anything. I looked back (tick, pit, at) my book. It was hard to (so, find, and) my place.

From Hosp, Hosp, & Howell (2007). *The ABCs of CBM*

Maze Assessment

“...although correlations between reading aloud and criterion measures remained moderate-to-strong across elementary school grades, they were strongest at the primary grades and decreased at the intermediate grades. No such decrease was seen for maze, which remained fairly stable across the grades... **For secondary-school students, maze may be the best choice.**”

Wayman, Wallace, Wiley, Tichá, & Espin (April, 2007).
 Literature Synthesis on Curriculum-Based Measurement in Reading

Some history...



Norms & Benchmarks

ORIGINALLY: Schools directed to establish building-level norms to develop their own benchmarks, using unpracticed passages from their actual curriculum materials.

CURRENTLY: Large scale (national) norms established using standardized materials that “reflect” typical curriculum. Including commercially available CBM assessments (e.g., DIBELS, AIMSweb, easyCBM, TPRI, FAIR, etc.).

CBM-R ORF Scores Correlate with Reading Comprehension

Fuchs, Fuchs, Hosp, & Jenkins, SSR, 2001

Measure Validity Coefficients

Oral Recall / Retell	
Cloze	
Question Answering	
Oral Reading Fluency	

accuracy + rate measures predict comprehension

Some history...



30+ years of CBM research:

ORF measures have a moderate-to-strong correlation with reading comprehension.

Fuchs, Fuchs, Hosp, & Jenkins (2001)
 Wayman, Wallace, Wiley, Tichá, & Espin (2007)
 Reschly, et al. (2009)
 Tindal (2013)

There is a moderate-
to-strong correlation

ONLY
if the ORF
assessment is
correctly
administered!!!



CBM assessments
are standardized.

Scores are
INVALID
if administration
procedures not
followed *exactly*.



Curriculum-Based Measurement (CBM)- Passage Reading

STANDARDIZED PROCEDURES

- Production-based: Oral reading
- 1:1 for 60 seconds
- Unpracticed ("cold" read)
- "Do your best reading"— **NEVER** "read as fast as you can!"
- Standardized procedures for scoring errors
- Compute words correct per minute (wcpm)

Say these specific directions to the student:

"I would like you to read this story aloud for me. Please start here (point to the first word on the student's copy) and read aloud. **This is not a race.** Try each word. If you come to a word that you do not know, you may skip it and go to the next word."

FROM: Hosp, Hosp, & Howell (2007). *The ABCs of CBM*, p. 145

Say to the student:

"When I say "Begin," start reading aloud at the top of this page. Read across the page (demonstrate by pointing across page). Try to read each word. If you come to a word you don't know, I'll tell it to you. **Be sure to do your best reading.** Are there any questions?"

FROM: AIMSweb Reading CBM Admin & Scoring Guide (2012), p. 6

Follow these directions exactly each time with each student. Say the words verbatim:

"I would like you to read a story to me. **Please do your best reading.** If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish."

FROM: DIBELS® Next Assessment Manual (2011) p. 80

"Oral reading fluency in connected text...**is not speed-reading.**"
DIBELS® Next Assessment Manual (2011) p. 78

A SERIOUS CONCERN...

"Reading fluency has become a speed reading contest."

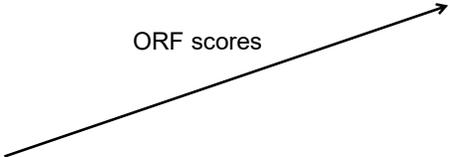
Rasinski & Hamman

Reading Today August/September 2010

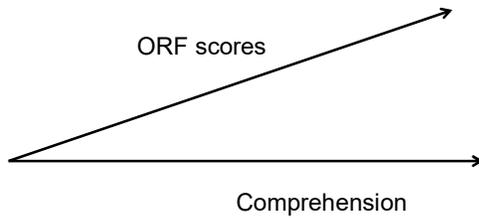
ORF (rate) scores steadily increasing

Rasinski & Hamman (2010)

ORF scores



...which would be a **VERY GOOD** thing except:



Whoa. Can this be fixed?



SURE! Here's the script!

Curriculum-Based Measurement (CBM)- Passage Reading

STANDARDIZED PROCEDURES

- Production-based: Oral reading
- 1:1 for 60 seconds
- Unpracticed ("cold" read)
- "Do your best reading"– **NEVER** "read as fast as you can!"
- Standardized procedures for scoring errors

CBM-R ORF Scoring

- Mispronunciation/Substitutions (counted every time)
- Hesitations/No Attempt (3-5 seconds)
- Omissions
- Transposed words

Note but **DO NOT** count as errors:

- ✓ Self-corrections
- ✓ Repetitions
- ✓ Dialect, speech impairments
- ✓ Punctuation errors
- ✓ Insertions





CBM Research Review

April, 2007

Wayman, Wallace, Wiley, Tichá, & Espin

KEY IDEA of ALL ASSESSMENTS

All assessments are
conducted to answer a
QUESTION!



PURPOSE #1 of ORF

Assessments of accuracy + rate
(ORF) can help identify which students
might need support

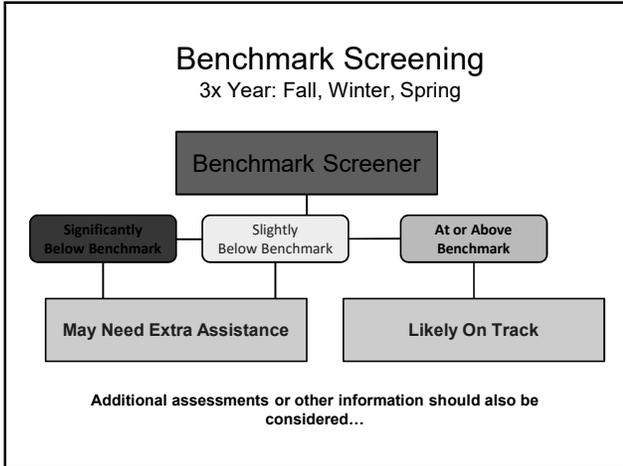


Benchmark or Screening Assessments



The Question
for benchmark
assessments?

Which of our students **MIGHT**
need help with their reading?



PURPOSE #2 of ORF

ORF assessments can help diagnose a student's individual skill level in reading fluency



The Question for diagnostic assessments?

What are this student's **SKILL** strengths and needs?

Reading Fluency is a **COMPLEX** Skill

Reasonably accurate reading at an appropriate rate with suitable prosody that leads to accurate and deep comprehension and motivation to read. Hasbrouck & Glaser, 2012

COMPONENTS *plus* MECHANICS!



Some history...

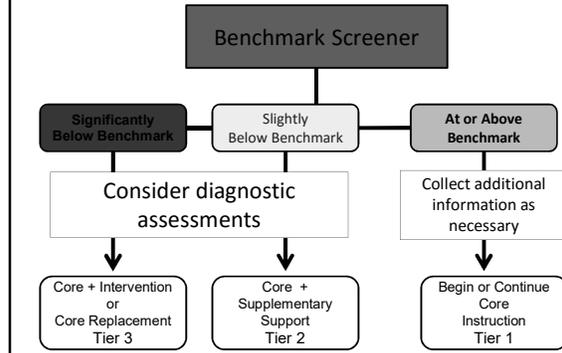


By design benchmark assessments
DON'T provide information to guide the
development of interventions or
instruction.

DIAGNOSTIC assessments should follow
benchmarking--as needed--to identify specific
SKILL strengths and weaknesses.

Results from diagnostic assessments then used
to plan targeted intervention.

DIAGNOSTIC ASSESSMENTS



PURPOSE #3 of ORF

ORF assessments can help us
determine if a student is making
sufficient progress.



The Question
for progress
monitoring
assessments?

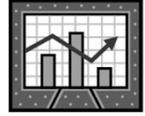
Is the student making
PROGRESS
toward instructional goals?

CBM-R for Progress Monitoring



Scores compare students' to individual goals rather than grade norms

Research on CBM Progress Monitoring



- Insufficient research
- Schools must use multiple sources of information to support decisions about progress
- All CBM scores are estimates
- Confidence intervals must be used

Ardoin & Christ (2009)

CBM-R Progress Monitoring DIFFERENCES

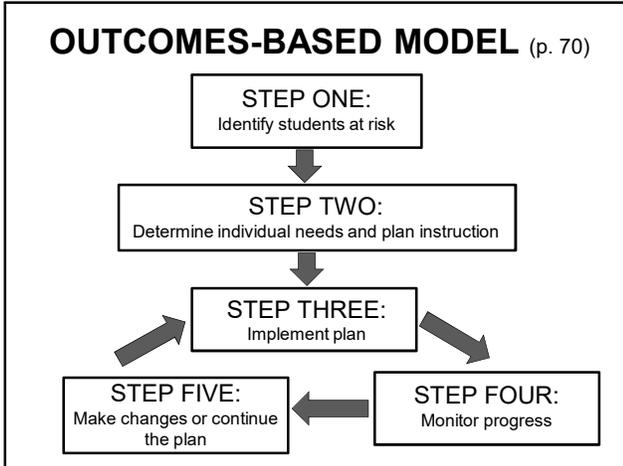


- Frequency (?)
- Level of passages (?)
- Number of passages (?)
- Graph results

CBM Monitoring Reading Progress using CBM-R accuracy + rate measures

- Assess 1x week or 2x month (?)
- Use **INSTRUCTIONAL** or **GOAL** or level (?)
- Obtain equivalent passages
- One passage each time (?)
- Set up a graph with an "aimline"
- Administered 1:1
- 1 minute oral reading sample or maze
- Score for words correct per minute





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 50th %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 50th %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 50th %ile on H&T norms on grade level ORF

- Teach comprehension strategies
- Teach vocabulary

STRONG comprehension

STRONG fluency
at or above 50th %ile on H&T norms on grade level ORF

- Challenge with high-level comprehension and vocabulary

How to
TEACH
Reading Fluency?



Providing Fluency Instruction to
BEGINNING Readers?

FOUNDATION of fluency?
ACCURACY!
CONFIDENCE!



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

Developing Fluency

A product of accuracy and automaticity at the letter sound, letter-pattern, word, and connected text levels.



Research on 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

Research on Fluency Instruction

BOTTOM LINE:

“Reading fluency, in all its multifaceted glory...is the natural result of explicit, systematic, and comprehensive instruction coupled with large amounts of carefully orchestrated reading practice.”



Hudson, Pullen, Lane, & Torgesen, (2009), p. 26

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!



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).
Kuhn & Stahl (2003)
- **Prosody** develops from acquiring efficient word & text reading skills.
Kuhn, Schwanenflugel & Meisinger (2010)



Research on Fluency Instruction

- **Wide reading** (vs. repeated reading) may be best strategy for improving fluency for some.
Kuhn et al., 2006
- Wide reading must be **monitored** & students held **accountable**.
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, Ilnhot, & Rogers (1999)



Research on Fluency Instruction

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

**DIFFERENTIATE BASED ON
IDENTIFIED NEEDS!**



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.



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 INTERVENTION

THREE PART MODEL

✓ ACCURACY

✓ RATE

✓ GRAPHING FOR MOTIVATION



READ NATURALLY www.readnaturally.com

FLUENCY INTERVENTION

PLACEMENT FIRST!

1. Place students in appropriate level:
CHALLENGING!

Placement Packet online
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

(1) FOLLOWING A MODEL

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

OR a skillful reader

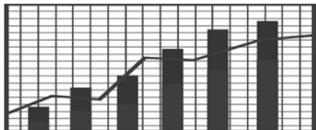


(2) REPEATED READING

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

10 Steps for Instruction + optional retell



READ NATURALLY
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1. Select a Story Gives students ownership of the learning process.

Students choose any passage from the set shown for their assigned level. Because students select which stories they want to read, they develop a sense of ownership of their own learning. (Folder of passages OR log on to computer)

2. Key Words Develops vocabulary.

Students read along subvocalizing quietly as key words and definitions are read aloud by a narrator. Helps readers learn how to pronounce the words and understand what they mean.

3. Prediction Promotes comprehension. CAN BE MODIFIED

Students use the story title, key words, and pictures to write a brief prediction of what they think the story is about. Students prepare to read by first thinking about the topic.

4. Cold Timing Establishes a baseline for progress monitoring.

Students read aloud quietly and time themselves for one minute, marking (estimating!) unfamiliar or difficult words ("Stop, Skip, Stumble"). Helps students note unfamiliar words and alerts teachers to words or word patterns they may need to teach. CAN BE MODIFIED

5. Graph the Cold-Timing Score Establishes baseline for monitoring.

Students graph their (estimated!) wcpm. Cold-timing scores—total number of words read correctly minus the number of difficult words—are typically marked in blue.

6. Read Along Develops fluency through teacher modeling.

Students read along quietly with a recording of the story several times. Students learn new words, proper pronunciation, expression, and phrasing.

7. Practice Develops fluency through repeated reading.

Students time themselves as they practice reading the story aloud quietly several times without the recording. They continue to reread the story until they achieve or exceed their predetermined goal rate.

8. Answer Questions Promotes comprehension.

Students answer quiz questions about the story, a process that encourages students to read for comprehension and ensures that they understand what they are reading.

9. Pass Verifies that students can meet the pass criteria.

The teacher times the student as he or she reads the story. The teacher subtracts the number of errors from the number of words read in a minute to get the correct words-per-minute score.

To pass a story, students must (#1) read at assigned goal rate—wcpm, (#2) make no more than three errors, (#3) read with good expression, and (#4) answer the questions correctly. If a student does not pass, the teacher points out areas that need more work, and, if necessary, assigns remedial action, such as reading along again with the narrator or continuing to practice independently.

10. Graph the Hot-Timing Score Motivates students.

Once students "pass", they graph their hot-timing score in red above the blue bar representing their cold-timing score. When students see their progress, they build self-esteem and feel motivated to continue improving.

11. Retell Promotes comprehension. OPTIONAL STEP

Students retell the story, either in writing or orally, which requires them to think about the ideas in the story rather than just the words.

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*



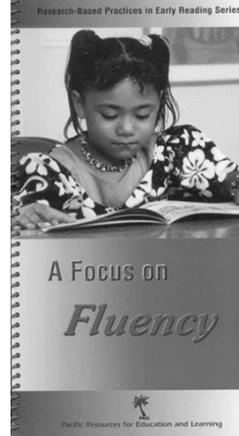
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