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:** reading quickly, accurately, and with expression

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

\[
\text{Rate} + \text{Accuracy} \Rightarrow \text{Fluency} \Rightarrow \text{Comprehension}
\]
Automaticity:

- Is quick, accurate recognition of letters and words
- Frees cognitive resources to process meaning
- Is achieved through corrected practice
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.
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<tr>
<th>What Students Need to Learn</th>
<th>How We Teach It</th>
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<tbody>
<tr>
<td>▪ How to decode words (in isolation and in connected text)</td>
<td>▪ Provide opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents</td>
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<tr>
<td>▪ How to automatically recognize words (accurately and quickly with little attention or effort)</td>
<td>▪ Match reading texts and instruction to individual students</td>
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<tr>
<td>▪ How to increase speed (or rate) of reading while maintaining accuracy</td>
<td>▪ Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy</td>
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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.

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<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Accuracy</th>
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<tr>
<td><strong>INDEPENDENT-LEVEL</strong></td>
<td>≤1 in 20 words is difficult</td>
<td>95%–100% accuracy</td>
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<tr>
<td><strong>INSTRUCTIONAL-LEVEL</strong></td>
<td>≤1 in 10 words is difficult</td>
<td>90%–94% accuracy</td>
</tr>
<tr>
<td><strong>FRUSTRATIONAL-LEVEL</strong></td>
<td>Difficulty with &gt;1 in 10 words</td>
<td>&lt; 90% accuracy</td>
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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
Calculating Reading Fluency

One-Minute Reading

Total Number of Words Read - Number of Errors = Words Correct Per Minute (wpm)

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.
Mrs. Mooney was a butcher’s daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father’s foreman and opened a butcher’s shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the devil. He drank, plundered the till, ran headlong into debt. It was no use making him take the pledge: he was sure to break out again a few days after. By fighting his wife in the presence of customers and by buying bad meat he ruined his business.

One night he went for his wife with the cleaver and she had to sleep in a neighbor’s house. After that they lived apart. She went to the priest and got a separation from him with care of the children. She would give him neither money or food nor house-room; and so he was obliged to enlist himself as a sheriff’s man.

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

<table>
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<tr>
<th>Student Data Shows</th>
<th>Instructional Decision</th>
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<tbody>
<tr>
<td>Makes steady progress but does not meet goals</td>
<td>Continue in same level of text</td>
</tr>
<tr>
<td>Meets goals on first reading</td>
<td>Move to higher level of text or raise the fluency goal</td>
</tr>
<tr>
<td>Has difficulty achieving goals</td>
<td>Move to lower or easier level of text or lower the fluency goal</td>
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To determine a student’s reading level for a specific text, calculate:

\[
\text{Percent accuracy} = \frac{\text{Correct number of words read}}{\text{Total number of words read}}
\]

Ex: \( \frac{48}{50} = (0.96) 96\% \) (Independent level)
# Repeated Reading

<table>
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<tr>
<th>Method</th>
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<tr>
<td>Partner Reading</td>
<td>Pair students to practice rereading text</td>
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<tr>
<td>Computer-Based/Tape-Assisted Reading</td>
<td>Students listen, read along, or record their own reading, point to text, subvocalize words, and reread texts independently</td>
</tr>
<tr>
<td>Readers Theatre</td>
<td>Small groups rehearse and read a play</td>
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Teach ways to provide feedback:

- Model
- Provide guided practice
- Monitor students
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
Fluency practice for English language learners involves:

- Listening to models
- Repeated readings
- Choral reading
- Partner reading
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
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
Fluency is increased when students:

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