Comprehension and Fluency

Part 2: Fluency

Presented by: Georgette C. Dickman

Georgette Dickman is a Certified Learning Consultant, Dyslexia Specialist, Orton-Gillingham Therapist-Trainer, Upper-Level Curriculum Coordinator/Adjunct Professor at Fairleigh Dickinson University.

FOCUS ON FLUENCY

2016

READING INSTRUCTION

GOAL: Comprehension

TASK: Obtain meaning from text

MUST LEARN:

- Alphabetic Principle
- Sound/Symbol Correspondences
- Blending & Segmenting Skills
- Accurate Word Identification
- Fluent Text Decoding
Historical Highlights

- 1974: Interest in Fluency
  La Berge & Samuels
  "Theory of Automatic Information Processing in Reading"

- 1980's: Research Begins
  Schreiber: "Prosody"
  Stanovich: Spiral of Failure

- 1983: Seminal Article
  Richard Allington: The Reading Teacher, February
  "Fluency: The Neglected Goal in Reading"

2002 Dyslexia Definition Update

Dyslexia is a specific learning disability that is neurobiological in origin.
It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Questions

- What is fluency?
- What are the key elements of fluent reading?
- Why focus on fluency?
- How can fluency be assessed?
- What resources & activities foster fluency in tutorial and classroom settings?
FLUENCY DEFINED

- Sounds as if the reader is speaking...

Carreker, Suzanne. Neuhaus Education Center; Bellaire, Texas. 2003

Fluent Reading is:
- accurate,
- adequate speed,
- appropriate phrasing and intonation.

QUESTIONS

- WHAT IS FLUENCY?
- WHAT ARE THE KEY ELEMENTS OF FLUENT READING?
- WHY FOCUS ON FLUENCY?
- HOW CAN FLUENCY BE ASSESSED?
- WHAT RESOURCES & ACTIVITIES FOSTER FLUENCY IN TUTORIAL AND CLASSROOM SETTINGS?

Characteristics Of Fluent Reading

ACCURACY: decode single words without error

AUTOMATICITY: effortless word ID

RATE: tool to monitor progress and measure reading speed

PROSODY: oral reading with a smooth and even pace with expression and intonation.

"First, foremost, and forever: Accuracy"

J. Hadcock 9th Conference 2013 Indianapolis, IN
Characteristics Of Fluent Reading

ACCURACY

AUTOMATICITY

RATE

PROSODY

FLUENCY

QUESTIONS

• WHAT IS FLUENCY?
• WHAT ARE THE KEY ELEMENTS OF FLUENT READING?
• WHY FOCUS ON FLUENCY?
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• WHAT RESOURCES & ACTIVITIES FOSTER FLUENCY IN TUTORIAL AND CLASSROOM SETTINGS?

WHY FOCUS ON FLUENCY

– Fluent Reading = More Reading
– More Reading = Richer Vocabulary
– Richer Vocabulary = Supports Comprehension
**Comprehension and Fluency**

**Stanovich & Cunningham Research**

5th graders

<table>
<thead>
<tr>
<th>Good Readers: 90%</th>
<th>READ IN TWO DAYS</th>
</tr>
</thead>
</table>

| Poor Readers: 10% | READ IN ONE YEAR |

Matthew Effect


**THE MATTHEW EFFECT**

- Poor Phonological Awareness
- Trouble With Alphabetic Code
- Decoding Demands Eliminate Comprehension
- Reading Is Effortful & Unpleasant
- Less Reading Creates Difficulty in All Academic Subjects
- Further Delay Of Word Identification & New Vocabulary
- Negative Emotional Side-effects

"Slow reading acquisition has cognitive, behavioral, and motivational consequences that slows the development of cognitive skills and inhibits performance academic tasks."

**QUESTIONS**

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Comprehension and Fluency

Assessing Fluency

Criterion-Referenced Measures
1. Accuracy
2. Rate
3. Fluency Scales
4. One Minute Reading Probes

Norm-Referenced Measures
1. Test of Word Reading Efficiency (TOWRE)
2. Test of Silent Word Reading Fluency (TOSWRF)

Checklist Of Oral Reading Prosody

Student Questionnaire

Terms that measure fluency:

• Accuracy: The percentage of words read correctly.

• Rate: Number of words read correctly in one minute. (WCPM)
Comprehension and Fluency

New Jersey Department of Education - Office of Special Education Programs
DETERMINING DIFFICULTY LEVEL OF A PASSAGE

- COMPUTER METHOD:
  - Type passage.
  - Tools menu: Click “Readability” or “Spelling”
    - Click “Options”

<table>
<thead>
<tr>
<th>Can and Will</th>
<th>Readability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words: 57</td>
<td>Passive Sentences: 0%</td>
</tr>
<tr>
<td>Sentences: 20</td>
<td>Flesch-Kincaid Gr. Level 0.0</td>
</tr>
<tr>
<td>Words per Sentence: 2.2</td>
<td></td>
</tr>
</tbody>
</table>


Results published in a technical report, “Oral Reading Fluency: 90 years of Measurement”.
[eric.ed.gov/?id=ED531458](http://eric.ed.gov/?id=ED531458)
[www.brtprojects.org/publications/technical](http://www.brtprojects.org/publications/technical)

WCPM: 50%

Silent Reading Rates
2nd grade: 121 wpm
3rd grade: 138 wpm
4th grade: 158 wpm
5th grade: 175 wpm
6th grade: 189 wpm
7th grade: 199 wpm
8th grade: 204 wpm
9th grade: 214 wpm
10th grade: 224 wpm
11th grade: 233 wpm
12th grade: 250 wpm
College/University: 240 wpm

Oral Reading Rates
2nd grade: 99 wpm
3rd grade: 107 wpm
4th grade: 124 wpm
5th grade: 138 wpm
6th grade: 140 wpm
7th grade: 140 wpm
8th grade: 151 wpm

Scores that are reading levels beyond the 8th grade are not recommended for use. Additionally, scores are generically do not reflect that which correlates with scores in any normative tasks.
Three Rating Levels (WCPM)

- **INDEPENDENT LEVEL:**
  - 96-100% Accuracy - Reads text independently
- **INSTRUCTIONAL LEVEL:**
  - 90-95% Accuracy - Reads with some assistance
- **FRUSTRATION LEVEL:**
  - Below 90% Accuracy - Reads with difficulty, even with assistance

**TOWRE**
Test of Word Reading Efficiency
Torgesen, Wagner, Rashotte Pro-Ed

Normed: 1,500 individuals; 30 states; ages 6-24.
- Two Alternate Forms
- Quick – 90 seconds!
- Contains Two Subtests:
  - Sight Word Efficiency
  - Phonemic Decoding Efficiency
- Monitors growth: decoding and sight words skills

<table>
<thead>
<tr>
<th></th>
<th>Gr. Level</th>
<th>%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight Word Efficiency</td>
<td>2.2</td>
<td>80 9%</td>
</tr>
<tr>
<td>Phonemic Decoding</td>
<td>1.4</td>
<td>72 3%</td>
</tr>
</tbody>
</table>

**TOSWRF**
Mather, Hammill, Allen, Roberts
www.proednc.com

- Test of Silent Word Reading Fluency
  - Measures ability to recognize printed words accurately and efficiently
  - Normed: 3,500 students; 6-6 to 17-11
  - Two forms
  - Quick administration (3 minutes timed subtest)
  - May be administered in groups
STUDENT QUESTIONNAIRE

• Would you describe yourself as a good reader?
• Do you like to read?
• How often do you read at home?
• Do you do extra reading at school? When?
• Do you think you need to improve your reading?
• When you come to a word you don’t know, what do you do?
• Do you think you read too fast, too slow, or just right for your grade level?
• What do you do when you have to read something that is too difficult?
• What will help you become a better reader?

Adapted from: Rasinski, The Fluent Reader (2003)

QUESTIONS

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• WHAT RESOURCES & ACTIVITIES FOSTER FLUENCY IN TUTORIAL AND CLASSROOM SETTINGS?

INSTRUCTIONAL RESOURCES

<table>
<thead>
<tr>
<th>Resource</th>
<th>Publisher/Developer</th>
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</thead>
<tbody>
<tr>
<td>Great Leaps</td>
<td>Download / 6-12 &amp; Adult</td>
</tr>
<tr>
<td>Jamestown Education</td>
<td>Program to help secondary struggling readers 400 word non-fiction passages &amp; comp. read.</td>
</tr>
<tr>
<td>Quick Reads</td>
<td>Modern Curriculum Press</td>
</tr>
<tr>
<td>Read Naturally</td>
<td>One Minute Readers</td>
</tr>
<tr>
<td>Read Along Radio Dramas</td>
<td>Balance Publishing</td>
</tr>
</tbody>
</table>

The Department of Education does not endorse any specific programs or materials.
Classroom Practices to Support Fluency

All strategies are modeled, directly taught, and monitored by Teacher

• **Echo Reading:** Teacher assisted oral reading strategy
  - Teacher reads aloud/student follow on their copy
  - Student reads same selection aloud in soft classroom voices

• **Choral Reading (Unison Reading):** Teacher and students simultaneously read a section aloud
  - Teacher models inflection; sets pace
  - Can divide into groups (boy/girl; A-L/M-Z)

• **Partner Reading (Paired Reading):** Pair students to provide support to one another
  - Strong/weak partnerships
  - Alternate pages/paragraphs
  - Embedded in several Literacy programs: Success for All (Slavin & Madden, 2000) & Peer-Assisted Learning Strategies (PALS Fuchs, et. al. 1997)

What Does the Research Say?

• **Echo Reading:**
  - Combined with other fluency activities, ER advanced vocabulary and comprehension of elementary students (Giniewski, 1977)

• **Choral Reading:**
  - Effective strategy that can be presented in several formats (w/adult or taped books) (Dowhower, 1987; Gamby, 1987)
  - Improvement in basic reading skills (word attack/ID) for student w/DD using predictable text (Hirtz & Finsiew, 1997)

• **Partner Reading:**
  - 3rd grade partner reading two/three times per week for 12 weeks increased 29% in reading rate on standardized test of ORF (Vaughn et al., 2000)

NEUROLOGICAL IMPRESS (Paired Reading)

• **PAIRED READING THAT MODELS:**
  - Rate and Accuracy and FLUENT reading

• **EASY TO IMPLEMENT:**
  - T & S read same text repeatedly
  - Teacher softens her voice until
  - Student becomes dominate and independent (student signals)

• **SEND PASSAGES HOME FOR PRACTICE**

• **TAPE RECORD:**
  - Compare beg & end recordings. S, can decide when to move on.

20 minute sessions for six weeks. 24 students: advanced two grade levels; 1 student: nearly 6 grade levels.

Comprehension and Fluency

FLUENCY ACTIVITIES

• SINGLE WORD LEVEL
  Design Word Lists
  Timed Word Lists

• PHRASE LEVEL
  Present Punctuation
  Phrase Text Reading

• CONNECTED TEXT LEVEL (Classroom Activities)
  Poetry Coffeehouse
  Readers’ Theatre
  Repeated Readings

SINGLE WORD READING

Can it help improve fluency?

Students with reading difficulties experience greater problems decoding new words than their typically developing counterparts. Poor readers take longer to learn words by “sight” and need more exposures to “unitize” them (recognized the letter patterns)...

“...readings of single words and phrases can improve fluency.”
Meyer & Felton, (1988)

SILENT “E” WORDS

The “e” is silent;
The vowel before the “e” is “long”,  

dime nine home vote cave dime
nine cave vote dime home
home nine cave vote dime
vote dime home nine cave

dime home nine vote cave

DATE  TIME (seconds)  FASTER?
12/9   74.00        14 seconds
12/11  52.48        26 seconds
12/16  45.44        30 seconds
3/9    41.35        49 seconds
3/5    29.25        68 seconds
Comprehension and Fluency

RED WORD LIST

February pretty build sure
sure only flood only
flood build February flood
only February pretty pretty
pretty flood only February
February pretty build sure

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Faster?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/17</td>
<td>57, 52</td>
<td>5 Seconds</td>
</tr>
<tr>
<td>9/19</td>
<td>46, 41</td>
<td>16 Seconds</td>
</tr>
<tr>
<td>9/23</td>
<td>35, 29</td>
<td>28 Seconds</td>
</tr>
</tbody>
</table>

FLUENCY ACTIVITIES

• SINGLE WORD LEVEL
  Design Word Lists
  Timed Word Lists

• PHRASE LEVEL
  Present Punctuation
  Phrase Text Reading

• CONNECTED TEXT LEVEL
  Poetry Coffeehouse
  Readers’ Theatre
  Repeated Readings

ORAL LANGUAGE: PROSODIC FEATURES

• Intonation: Pitch
• Stress: Syllable Prominence
• Duration: Length of time
• Rhythm
• Phrase boundaries (“I won’t go!”)

PRINT: LACKS PROSODY

Prosodic features are signaled through:
  ✓ Punctuation
  ✓ Phrasing

Tasks:
  ✓ Use punctuation to help change print into language
  ✓ Practice reading phrases with varied punctuation
  ✓ Practice grouping words into meaningful units
TEACH FLUENCY THROUGH PHRASING

The young man the jungle gym.

The young man/ the jungle gym.

The young/ man the jungle gym.

Poor prosody often leads to confusion through meaningless grouping of words.

MEANING OFTEN RESIDES IN PHRASES NOT WORDS

“... group words into meaningful grammatical units for interpretation...” Schreiber, 1987


ENCOURAGE FLUENCY THROUGH PUNCTUATION

Infuse print with meaning by using punctuation.

. ! ? ; " " ( ) – ...

1. Jane said that she would call Ted later.
2. Jane said that she would call Ted later?
3. Jane said that she would call Ted later!
4. Jane said, "I will call Ted later."
5. Jane said that she would call Ted later (much later).
6. Jane said that she would... call Ted later.

CHECKLIST OF ORAL READING PROSODY

(Duell & Rasinski 1991 rating scale)

1. Emphasis on appropriate words
2. Voice tone rose and fell at appropriate points
3. Inflection reflected punctuation in text
4. Dialogue: correct vocal tone
5. Pauses at phrase boundaries
6. Uses subject/verb divisions to pause at phrase boundaries
7. Uses conjunctions to pause at phrase boundaries
8. Uses prepositional phrases to pause at phrase boundaries

1 = below expectations   3 = instruction warranted   5 = excellent performance
**PHRASE TEXT LESSON**

**Individual/Small Group – 10-15 minutes; two consecutive days**

- Prepare a phrased-cued text; discuss importance of reading in phrases.
- Explain the purpose of the phrase markings in the text.
- Teacher & students read text together several times.
- Students read to a partner two times.
- Students volunteer to read for the class.

**DAY 1**

- Repeat procedure from Day 1; use same text without phrase boundaries.

**FLUENCY ACTIVITIES**

- **SINGLE WORD LEVEL**
  - Design Word Lists
  - Timed Word Lists

- **PHRASE LEVEL**
  - Present Punctuation
  - Phrase Text Reading

- **CONNECTED TEXT LEVEL**
  - Poetry Coffeehouse
  - Readers' Theatre
  - Repeated Readings

**POETRY COFFEEHOUSE**

**Monday:**
- Teacher reads poems to students
- Each student selects a poem to learn

**Tuesday – Thursday:**
- Students practice throughout the week
- Teacher models, listens, and coaches

**Friday: Mood set**
- Lights lowered, shades drawn, table lamps lit; stool placed on “stage”
- (Volunteer/Parent arrives with refreshments)
**POETRY COFFEEHOUSE PERFORMANCE**

**Teacher:** Master of Ceremonies
- Reads her/his poem
- Introduces the students

**Students:** In sets of three
- Strive to "interpret" the author’s words
- Audience discusses positive points between sets

**Visitors:** Welcomed
- Price of Admission – Read a poem

Music during and with readings

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**READERS’ THEATRE**

**OVER THE WEEKEND**
- SELECT A SCRIPT (copy for each student)

**MONDAY**
- ASSIGN PARTS

**TUESDAY - THURSDAY**
- PRACTICE IN CLASS AND AT HOME

**FRIDAY**
- PRESENTATION

www.aaronshep.com/rt

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**REPEATED READINGS**

1970 Dahl & Samuels
- Increase reading speed
- Transfer to subsequent material
- Enhance comprehension

2000 National Reading Panel
- Most efficacious method to improve reading through 5th grade
- Positive effects for older students w/reading difficulties
- Superior to Silent Reading
- Gains in Fluency & Comprehension
- Include RR to supplement reading instruction
Comprehension and Fluency

REPEATED READING
TEN TO TWENTY MINUTES PER DAY

- FOUR READINGS
- 90% ACCURACY (Instruction-Independent Levels)
- READING RATE (Compare performance to Grade Level)
- SHORT PASSAGES (Jokes) (50-200 WORDS)

REPEATED READINGS: DURING READING

Counts Errors  Times Reading
Supplies Word if Student Misuses

REPEATED READING: AFTER READING

Check Comprehension:

6+ Strategically Gains in Fluency & Comprehension (Vaughn et al., 2000)

Graph Results:
### Repeated Readings

<table>
<thead>
<tr>
<th>The Lost Duck</th>
<th>Primary Phonics, Set 3 Book 9</th>
<th>61 Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trial 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate:</td>
<td>69 sec/8 E</td>
<td></td>
</tr>
<tr>
<td>Accuracy:</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td><strong>Trial 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate:</td>
<td>34 sec/2 E</td>
<td></td>
</tr>
<tr>
<td>Accuracy:</td>
<td>97%</td>
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</tbody>
</table>

### General Principles of a Successful Fluency Program

1. Build Grapho/phonic foundations.
2. Phonological awareness, letter knowledge, and phonics
3. Build vocabulary and oral language skills.
4. Practice high frequency words.
5. Teach common word parts and spelling patterns.
6. Teach, model, and provide practice in the application of decoding strategies.
7. Use appropriate text to coach strategic behaviors and build speed.
8. Use Repeated Readings for struggling readers.

### Recap: Fluency Activities

**ACCURACY/AUTOMATICITY: SINGLE WORD LEVEL**
- Design Word Lists
- Timed Word Lists

**ACCURACY/AUTOMATICITY/PROSODY: PHRASES**
- Present Punctuation
- Phrase Text Reading

**ACCURACY/AUTOMATICITY/PROSODY: TEXT**
- Poetry Coffeehouse
- Readers’ Theatre
- Repeated Readings
### Bibliography

Please pause for discussion

Suggested time: 15-20 minutes

This concludes the Comprehension and Fluency webinar. Thank you for your participation.