DEVELOPING FLUENCY

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WHAT FLUENCY IS NOT

IT IS NOT

An automatic by-product of phonics instruction

An “add-on” component of reading instruction

Easily achieved
WHAT DO WE KNOW

• We know it when we hear it
• Proficient readers are fluent readers
• Fluency is linked to comprehension
• Efficient text processing is a good thing
• Dysfluent readers are slow over all levels of text difficulty
• Appropriate intervention can make a difference
WHAT MAY ACCOUNT FOR DYSFLUENT READING

• Lack of “automaticity” at the single word level
• A deficit in naming speed
• Attention and executive processes such as planning
• Other mechanisms involving timing including rate of speech production
• Facility with other aspects of language
DEFINITIONS OF FLUENCY

• “...the ability to read a text accurately and quickly” (Put Reading First)
• “...the ability to read with accuracy, expression, comprehension, and appropriate rate” (Fluency by Johns and Berglund)
• Fluency is the ability to read “like you speak.” (Read Naturally manual)
• “...the bridge or link between the ability to identify words quickly and the ability to understand text.” (Fluency by Johns and Berglund)
Fluency involves automatic word identification and the application of appropriate prosodic features (rhythm, intonation, and phrasing) at the phrase, sentence, and text levels. Speeded practice alone is not sufficient. Students need to develop an anticipatory set. This is particularly important for comprehension.

(Hook and Jones, 2002; Grigorenko, 2001)
DEFINITIONS OF AUTOMATICITY

• “Automaticity refers only to accurate, speedy word recognition, not to reading with expression. Therefore, automaticity (or automatic word recognition) is necessary, but not sufficient, for fluency.” (Put Reading First, 2001)

• “fast, accurate and effortless word recognition at the single word level” (Hook and Jones, 2002)

• “Automaticity is quick and effortless identification of words in or out of context.” (Hudson, Lane, and Pullen, 2005)
COMPONENTS OF FLUENCY

• **Speed:** words per minute (WPM) or words correct per minute (WCPM)

• **Accuracy:** student recognizes most words automatically with little effort or attention

• **Expression:** proper phrasing, tone and pitch so that it sounds conversational (prosody)
CHARACTERISTICS OF A DYSFLUENT READER

• Reads haltingly
• Slow, laborious reader
• Uncertain about sight words
• Reads word-by word
• Ignores punctuation
• Makes many errors

(from Read Naturally manual)
WHY IS FLUENCY IMPORTANT?

• It frees the student to use cognitive skills for comprehension rather than decoding.
• To be successful at a complex task, the components need to be automatic.
• “Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge.” (Put Reading First, 2001)
• A study by Fuchs, Fuchs, Hosp, & Jenkins in 2001 shows oral reading fluency correlates with comprehension more closely than tests of retelling, cloze, or question answering.

• A study by the National Assessment of Educational Progress found 44% of the sample of nation’s fourth graders low in fluency and found a close relationship between low scores on fluency and low scores on reading comprehension. (Put Reading First, 2001)
Why is the reader dysfluent?

What skills should be emphasized?

- **Accuracy?** Examine word recognition skills, both phonics and sight vocabulary.

  “Because comprehension requires higher order processes that cannot become automatic, word identification must become the automatic process…. It is not enough to get the word right if a great deal of cognitive effort is required to do so; automaticity frees up cognitive resources that can be devoted to text comprehension.”  
  
  (Hudson, Lane, and Pullen, 2005)
Drill on accuracy needs to be at the letter, sound, morphological pattern, orthographic pattern, word, and phrase level in addition to work with connected text. It is a developmental process.

Mary Ann Wolfe, an advisor to Scholastic’s Fluency Formula programs
• **Rate?** Time student in grade-level materials (average two or three if possible) and use normative data such as the Hasbrouck & Tindal table.

• **Expression?** NAEP Scales
This table is for students in grades 1-8 for fall (not grade 1), winter, and spring. Enter WCPM for the grade and time of year to find the percentile.

(table is found in handout)
NAEP Reading Fluency Scale

Level 4  Expressive Interpretation
Level 3  3-4 word phrase groups
Level 2  Awkward and unrelated groupings
Level 1  Word-by-word
MULTIDIMENSIONAL FLUENCY SCALE

by Zutell and Rasinski

A. Accuracy
1. Poor: below 85%
2. Marginal: 86-89% (Frustration)
3. Good: 90-95% (Instructional)
4. Excellent: 96%+ (Independent)

B. Phrasing
1. Monotonic
2. Choppy, lacks appropriate stress and intonation
3. Mixture of run-ons, mid-sentence pauses and some choppiness; reasonable stress and intonation
4. Generally well phrased
C. Smoothness
1. Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, multiple attempts
2. Several spots like # 1
3. Occasional breaks in smoothness caused by difficulties with specific words and/or structures
4. Generally smooth; word difficulties resolved quickly, generally through self-correction

D. Pace
1. Slow and laborious
2. Moderately slow or overly and incorrectly fast
3. Uneven mix of fast and slow
4. Conversational and appropriate
MATERIALS FOR ASSESSING FLUENCY

- DIBELS
- Reading Fluency Benchmark Assessor and Reading Fluency Progress Monitor by Read Naturally
- Scholastic Fluency Formula Assessment System for Grades 1-6
- Graded basal texts
- If possible average scores of three unpracticed one-minute readings to get WCPM for table
PURPOSES FOR ASSESSING FLUENCY

• **Screening**
  Which students may need extra assistance?

• **Diagnostic**
  What are a student’s skills, strengths, and needs?

• **Progress Monitoring**
  Is learning happening?

• **Outcome**
  Did the student make progress toward standards?
  (Jan Hasbrouck)
• Reading Fluency Benchmark
• Reading Fluency Progress Monitor
  get baseline
  set goals and graph
  monitor weekly to see how close student is to realistic and/or ambitious goals
GENERAL INTERVENTION GUIDELINES

- Develop automaticity at the single word and phrase level
- Repeated reading of text 3-5 repetitions
- Need frequent practice sessions
- Provide modeling
- Progress monitoring
- Read orally
- Appropriate text selection
DEVELOPING RATE AND PROSODY

(assuming diagnosis shows these to be weaknesses)

- Work on rate by modeling, supported or assisted reading, and repeated reading

- Work on prosody by the above and other specific exercises that do not necessarily involve complete integrated text
Children

• see reading as emotionally powerful
• are motivated to read more
• witness fluent reading
• are exposed to multiple genres
• explore sophisticated words and text structures (Rasinksi)
“Reading orally to students”

- stimulates language development
- helps students move naturally into reading
- shows that reading is pleasurable
- demonstrates that print is meaningful
- fosters an interest in printed materials
- stimulates students to react to what is read
• develops favorable attitudes toward reading

• encourages student to listen actively

• serves as a model

• builds rapport

• shares the joy of reading

• helps enlarge vocabulary”  (Johns and Berglund)
RESPONSE TO MATERIAL READ ALOUD

(Rasinski)

• Oral (discussion; Think, Pair, Share)
• Written (prompt, open-ended, journal, poetry)
• Visual (pictures, Sketch-to-Stretch)
• Physical (pantomime, dance)
“Oral support reading (OSR) activities require students to read a text while simultaneously listening to a fluent rendition of the same text—from a parent, teacher, or other more proficient reader, or from a recording.” (Rasinski, p. 123)
Choral Reading
Paired Reading
Neurological Impress Method
Recorded Reading
Echo Reading
Buddy Reading
In unison
Refrain
Line-a-child
Dialogue
Antiphonal
Call and response
Cumulative
Singing
• The parent or teacher is paired with a reader using material the child has selected.

• The two read aloud together with an understood signal for the adult to stop and allow the child to read alone.

• If the child encounters trouble, the adult resumes reading orally with the student.
NEUROLOGICAL IMPRESS

METHOD

Heckelman, 1969

- Similar to paired reading

- The adult reads slightly faster and louder than the student with his voice going into the child’s left ear.
• Students should read along “whisper reading” or “mumble reading.”
• Should not be a listening station if the purpose is reading instruction
• Commercial materials often have too much background noise and are read at too fast a speed.
• Have older students make tapes for younger ones.
• Can tape same selection at different speeds
• Similar reading levels

• Students agree how to read (alternate, choral, multiple times, etc.)

• Discuss and decide what should be read at home at night to prepare for the next day
• The teacher reads a sentence or phrase, says “Echo,” and a student or group then echoes it back, reading with expression.
REPEATED READING
VARIATIONS
(can be done in connection with modeling and supported reading)

Radio Reading
Reader’s Theater
Cooperative Repeated Reading
Fluency Development Lesson (FDL)
and Fast Start
Commercial Materials
  Great Leaps
  Read Naturally
  QuickReads
Students are assigned a portion of text the day before to practice at home and prepare for oral reading like a radio announcer. The next day students read their part in the order it appeared in text. The teacher can have props like a microphone. The audience can question the speakers.
This is a play without movement, costumes, props, or scenery. Students read a script that they have practiced. Their voice is the only means of making the performance interesting.
• Similar to Buddy Reading

• Evaluation
  (www.auburn.edu/~murraba/fluency.html)

I noticed that my partner....

After 2\textsuperscript{nd} reading  After 3\textsuperscript{rd} reading

- remembered more words
- read faster
- read smoother
- read with expression
FLUENCY DEVELOPMENT

LESSON

(often used with poetry; I use Wilson stories)

- Teacher reads aloud several times
- Teacher and students read together several times. Vocabulary and concepts are discussed.
- Students pair up and read to partner several times.
- Partners can perform for group or another class.
- Students take a copy home to read to family.
- Review the next day.
- Fast Start is similar but is primarily done at home.
One-to-One

Three major areas: phonics, sight phrases and paragraphs
• 1st-8th grade (two levels per grade with 24 stories in each level)
• Can purchase stories on audiocassette, CD, or computerized version
• Timers
• Progress monitoring very important
Read Naturally Story # _____

1. **Pick** a story.
2. **Read along to learn** key words.
3. **Write a prediction.**
4. **Have teacher do** cold timing.
5. **Mark graph** in blue.
6. **Read along** 3 or more times.
7. **Practice** on your own.
8. **Have teacher do** hot timing.
9. **Mark graph** in red.
10. **Answer questions.**
11. **Write a retell.**
• Non-fiction paragraphs
• 2nd-6th grades
• 98% high-frequency and decodable words
• Silent reading
• Comprehension questions pull several stories together
SPECIFIC ACTIVITIES FOR PROSODY

(pitch, stress, duration, phrasing)

• Say It Like the Character
• Read the same sentence showing different emotions. Student can select a sentence from 1 pile and an emotion card from another. (West Virginia beat Georgia.)
• Read the same sentence as different sentence types. (I’m tired! I’m tired? I’m tired.)
• Phrased Text Lesson with slashes or scooping; / means a short pause, // longer; then read same text without marks
• Chunking Machine
SPECIFIC ACTIVITIES FOR PROSODY

• Punctuation Police: Read with incorrect phasing and have students issue “tickets.”
• Read selection in a monotone and then with expression. Discuss.
• Read sentences with and without punctuation inserted. What is this thing called, love? What is this thing called love? (from Eats, Shoots and Leaves)
• Beam it up: Project a text for group to read and use a laser marker or similar device to show phrasing.
• Whisper phone or HearIt
“Good oral reading instruction involves reading to children, reading with children, and listening to children read.”

(The Fluent Reader, Timothy V. Rasinski)
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Materials


Dynamic Indicators of Basic Early Literacy Skills (DIBELS), University of Oregon and Sopris West.


Phonic Phones, Peterborough, NH: Crystal Springs Books.


Bibliography


