

Slide 1

***Increasing Fluency in the Classroom Through Five Research Proven Strategies***

Presented By:  
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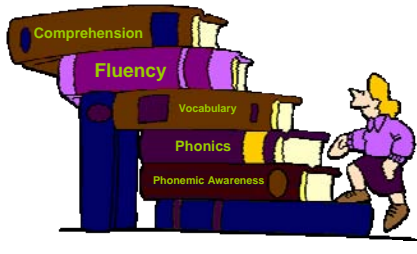
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Slide 2

Key Components of Teaching Reading



The illustration shows a woman with blonde hair, wearing a purple shirt and brown shoes, standing next to a stack of five books. The books are stacked vertically and labeled with the following components from top to bottom: Comprehension (yellow), Fluency (purple), Vocabulary (green), Phonics (orange), and Phonemic Awareness (brown).

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Slide 3

**What Is Fluency?**

Wolf & Katzir-Cohen (2001) define reading fluency as "...a level of accuracy and rate, where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension."

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Slide 4

**What Is Fluency?**

**Meyer & Felton (1999) defined fluency as.....**  
**“the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding.”**

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Slide 5

**What Is Fluency?**

**Schreiber, (1980; 1987) defined fluency as.....**  
**“the ability to group words appropriately into meaningful grammatical units for interpretation, underscoring the element of prosody in fluent reading.”**

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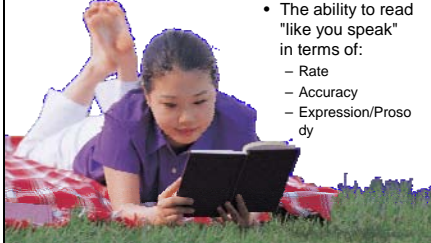
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Slide 6

**What Is Fluency?**



- The ability to read "like you speak" in terms of:
  - Rate
  - Accuracy
  - Expression/Prosody

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Slide 7

### Oral Reading Fluency Correlates Highly With Reading Comprehension

Results from a study of special education students by  
Fuchs, Fuchs, Hosp, & Jenkins, SSR, 2001

Measure	Validity Coefficients
Oral Recall/Retell	.70
Cloze	.72
Question Answering	.82
Oral Reading Fluency	<b>.91</b>

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Slide 8

Blue Red Orange Purple White Black  
Green Blue Yellow Black Red Gray  
Black Black Green Yellow Blue Orange  
Red Blue Yellow Red Green Orange  
Purple White Green Yellow Black Red  
Orange Gray Black Purple Yellow Blue  
Red Blue Red Gray Purple White Black  
Gray Yellow Green Blue Red Green  
Yellow Blue Gray Purple White Black  
Green Orange Red Blue Black Yellow

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Slide 9

### Fluency

Grade	Percentile	Spring			Grade	Percentile	Spring		
		Fall WCPM	Winter WCPM	Spring WCPM			Fall WCPM	Winter WCPM	Spring WCPM
1	90		61	111	5	90	106	102	191
	75		47	82		75	129	126	168
	50		25	53		50	110	127	150
	25		12	29		25	80	99	109
10		6	15	10	61	74	83		
2	90	106	123	142	6	90	177	182	201
	75	79	100	117		75	153	167	177
	50	61	72	89		50	127	140	150
	25	25	42	61		25	90	111	122
10	11	18	31	10	68	87	93		
3	90	120	116	162	7	90	190	182	202
	75	99	120	137		75	156	165	177
	50	71	82	107		50	126	136	150
	25	44	62	78		25	102	109	120
10	21	36	48	10	75	85	95		
4	90	150	160	190	8	90	190	189	199
	75	119	139	158		75	161	173	177
	50	94	112	123		50	133	148	151
	25	69	87	98		25	100	115	124
10	45	61	72	10	77	84	97		

\*WCPM = Words Correct Per Minute

Habronck, J., & Tindal, G.A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7), 636-644.

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Slide 10

Who Needs Fluency Help?

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Slide 11

**Describe a Non-Fluent Reader**

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




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Slide 12

**Who Needs Fluency Help?**

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90	81	87	92	5	90	166	187	198
	75	72	77	82		75	129	150	160
	50	53	57	63		50	110	127	133
	25	23	25	28		25	89	99	106
2	90	108	125	143	6	90	377	425	504
	75	79	100	117		75	320	367	437
	50	61	75	85		50	277	340	400
	25	42	52	61		25	242	291	344
3	90	176	194	215	7	90	450	500	550
	75	99	120	137		75	398	450	500
	50	71	87	107		50	338	398	450
	25	51	59	71		25	291	350	400
4	90	145	166	180	8	90	585	658	720
	75	119	139	152		75	501	573	637
	50	94	112	125		50	433	494	551
	25	69	81	90		25	359	419	471

\*WCPM = Words Correct Per Minute

Hiebrock, J., & Tindal, G.A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7), 636-644.

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Slide 13

**Steps for Screening**

1. Time student reading a grade-level passage aloud for one minute.
2. Count errors and subtract from words read to get wcpm score.
3. Repeat with two more passages and calculate average score.
4. Compare average wcpm score to Hasbrouck-Tindal norms.

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Slide 14

**Guidelines for Counting WCPM**

- Count a word read correctly as correct.
- Don't say the correct word after the student has said an incorrect word.
- Wait three seconds before supplying a word to a student who is stuck.

<b>Errors</b>	<b>Not Errors</b>
<ul style="list-style-type: none"><li>• Mispronunciations and dropped endings</li><li>• Omissions</li><li>• Out of sequence (count as two errors)</li><li>• Words supplied by teachers</li><li>• Substitutions with synonyms</li><li>• Repeated errors are counted each time</li></ul>	<ul style="list-style-type: none"><li>• Mispronunciations or dropped endings due to dialect or speech problems</li><li>• Repetitions</li><li>• Insertions</li><li>• Self-corrections</li></ul>

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Slide 15

**Exercise: Who Needs Fluency Help?**

When tested against grade-level material in the Fall:

- **Lee, third-grader, read 80 wcpm**  
Reading above 50<sup>th</sup> percentile; extra fluency help not needed
- **Susan, a fifth-grader, read 86 wcpm**  
Reading well below 50<sup>th</sup> percentile; extra fluency help needed as well as further diagnosis in phonemic awareness and phonics
- **Juan, a eighth-grader, read 130 wcpm**  
Reading near 50<sup>th</sup> percentile; extra fluency help not needed at this time, but closely monitor progress

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Slide 16

Students become fluent by reading.



Just setting aside time for independent silent reading is not sufficient.

National Reading Panel Report  
Langenberg et al., (2000)  
Peer: [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)

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Slide 17

In 10 minutes of independent reading...

- A fluent reader might read 2,000 words
- A struggling reader might read only 500 words



Equal practice time, unequal practice

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Slide 18

Fluency Building Strategies

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Slide 19

**Research-Proven Strategies**

- Echo & Choral Reading
- Buddy Reading
- Sub vocalized Reading with Tapes/CD's
- Reader's Theater
- Neurological Impress Method

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Slide 20

**Research-Proven Strategies  
(Modeling)**

Echo & Choral Reading

- Large Group / Small Group Instruction?
- Homogeneous / Heterogeneous Grouping?
- Samuels/ Skinner/ Heckleman Research

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Slide 21

**Research-Proven Strategies  
(Modeling)**

Buddy Reading

- Homogeneous / Heterogeneous Grouping?
- Samuels/ Skinner/ Heckleman Research
- The 10 Word Difference Rule

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Slide 22

**Research-Proven Strategies  
(Modeling)**

Sub vocalized Reading with Tapes/CD's

- Material should be at the student's Instructional Level
- Human versus Electronic Voice

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Slide 23

**Research-Proven Strategies  
(Modeling)**

Reader's Theater

- Time Allotment
- Homogeneous / Heterogeneous Grouping?
- Rasinski/Griffith Research

Griffith L., Rasinski T. (2004).A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *The Reading Teacher* 58.2.1. 126-137

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Slide 24

**Research-Proven Strategies  
(Modeling)**

Neurological Impress Method

- Heckleman Research
- Possible Parent Intervention

[www.nelliedge.com/resources\\_neuro.htm](http://www.nelliedge.com/resources_neuro.htm)

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Slide 25

**A Research-Proven Strategy  
With a Twist**

Sub vocalized Reading with Tapes/CD's

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Timed Reading With a Goal

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Monitoring Progress

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Slide 26

**Research-Proven Strategies**  
Repeated Reading with a GOAL

Unless there is a purpose for anyone to reread a text, rereading most often does not occur.

In order for rereading to occur, there must be a reason, a clarification of understanding, or a goal to attain.

Why do you reread text?

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Slide 27

**Research-Proven Strategies**  
Progress Monitoring of Words Read

- With any of the strategies listed, it is important to be able to monitor progress frequently in order to be sure that the strategy is increasing fluency.
- To determine a beginning point, have the student read the passage for one minute, counting the number of errors in a minute and subtracting those errors from the total number of words read. This will give you a cold read score.
- To determine growth, have the student reread the passage several times for one minute, counting the number of errors in a minute and subtracting those errors from the total number of words read. This will give you a growth score.

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Slide 28

**Research-Proven Strategies**  
Progress Monitoring & Comprehension

While increasing fluency is the instructional goal, successful comprehension is a very necessary component of reading and highly correlated to fluency.

Comprehension needs to be also monitored.

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Slide 29

**The Original Results**

Mean for words read correctly per minute and average number of words gained per week

	October Mean	November Mean	March Mean	Average Weekly Gain Phase 1 Phase 2
Special Education	34.0	50.7		
Title 1	50.2	58.7	86.7	1.23 

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Slide 30

**Teacher Responsibilities**  
**Planning**

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Slide 31

**Teacher Responsibilities**

Picking Appropriate Passages

Since Teacher Modeling should be a part of your fluency program:

- Passages should be at the instructional reading level
- Passages should be interesting & nonfiction
- Passages should be 50 – 500 words in length
- Passages should be accompanied by

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Slide 32

**Teacher Responsibilities**

- **Planning and setting up**
  - Setting up workspace and schedule
  - Preparing materials/equipment
- **Determining correct level of reading materials and goal** (Running Record, DRA, DIBELS, Fluency Assessments)
- **Implementing the steps**
  - How to use the equipment if using tape recorders / CD players
  - How to follow your plan
- **Monitoring student progress**
- **Communicating with students and parents**

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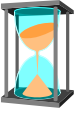
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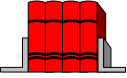
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Slide 33

Increase  
time  
spent  
reading



Increase number  
of words read



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Slide 34

Planning and Setting Up

### Setting Up Workspace and Schedule

- Workspace
  - Resource room
  - Reading lab
  - Classroom station
  - Extended day
- Scheduling
  - 30 minutes per session preferred
  - 3 days per week minimum; 5 days preferred



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Slide 35

Planning and Setting Up

### Preparing Materials

- Passages
- Graphs
- Folders
- Tapes or CDs if needed
- Audio players & headphones if needed
- Power strips & extension cords or batteries if needed
- Timers

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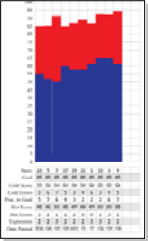
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Slide 36

### A Sample Graph



Category	Blue	Red
Math	20	10
Science	15	15
Reading	10	10
Writing	5	5
Art	5	5
Music	5	5
Physical Education	5	5
Foreign Languages	5	5
Electives	5	5
Other	5	5

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Slide 37




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Slide 38

### Determining Long-Term Fluency Goals

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		81	111	5	90	100	102	194
	75		47	80		75	130	156	168
	50		23	33		50	110	127	129
	25		12	28		25	85	95	100
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Slide 39

### Monitoring Student Progress

How can I tell if a student is making progress?

- Periodically monitor the student's cold timing.
- Review graphs.
- Observe student behavior.

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Slide 40

Monitoring Student Progress

**Sample Questions to Guide Your Analysis**

Not Making Progress	Making Progress
Is the level appropriate?	Is the level appropriate?
Is the goal appropriate?	Is the goal appropriate?
How many practices to pass?	How many practices to pass?
Is the student reading along?	How many times is the student reading along?
How does the student spend time? Too much waiting?	Any problems with comprehension (quiz, retell)?
Too much graphing? Too much writing?	Is it time to wean the student from your fluency program?
Other obstacles to progress? Student attendance?	

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Slide 41

Review Strategies

- **Modeling**
- **Repeated Reading**
- **Monitoring of Progress**

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