



GRADES 4 & 5

READING TO LEARN

ACADEMIES

GRADE 5

Fluency

Section Objectives



This section will enhance your knowledge of the following:

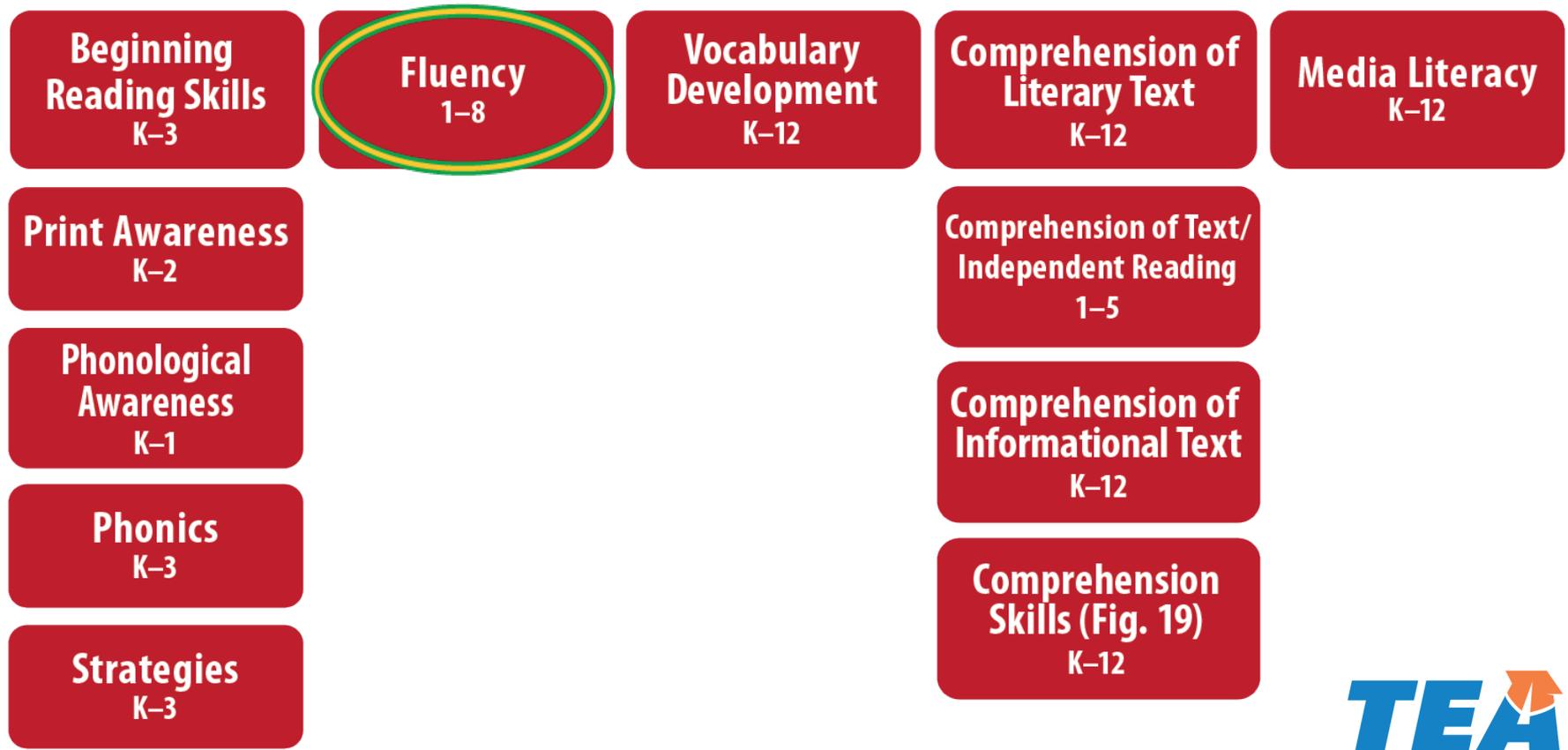
- The components of fluency and the factors that affect fluency
- How to assess and monitor a student's oral reading fluency
- Effective instructional practices for teaching fluency

Reading Fluency Defined

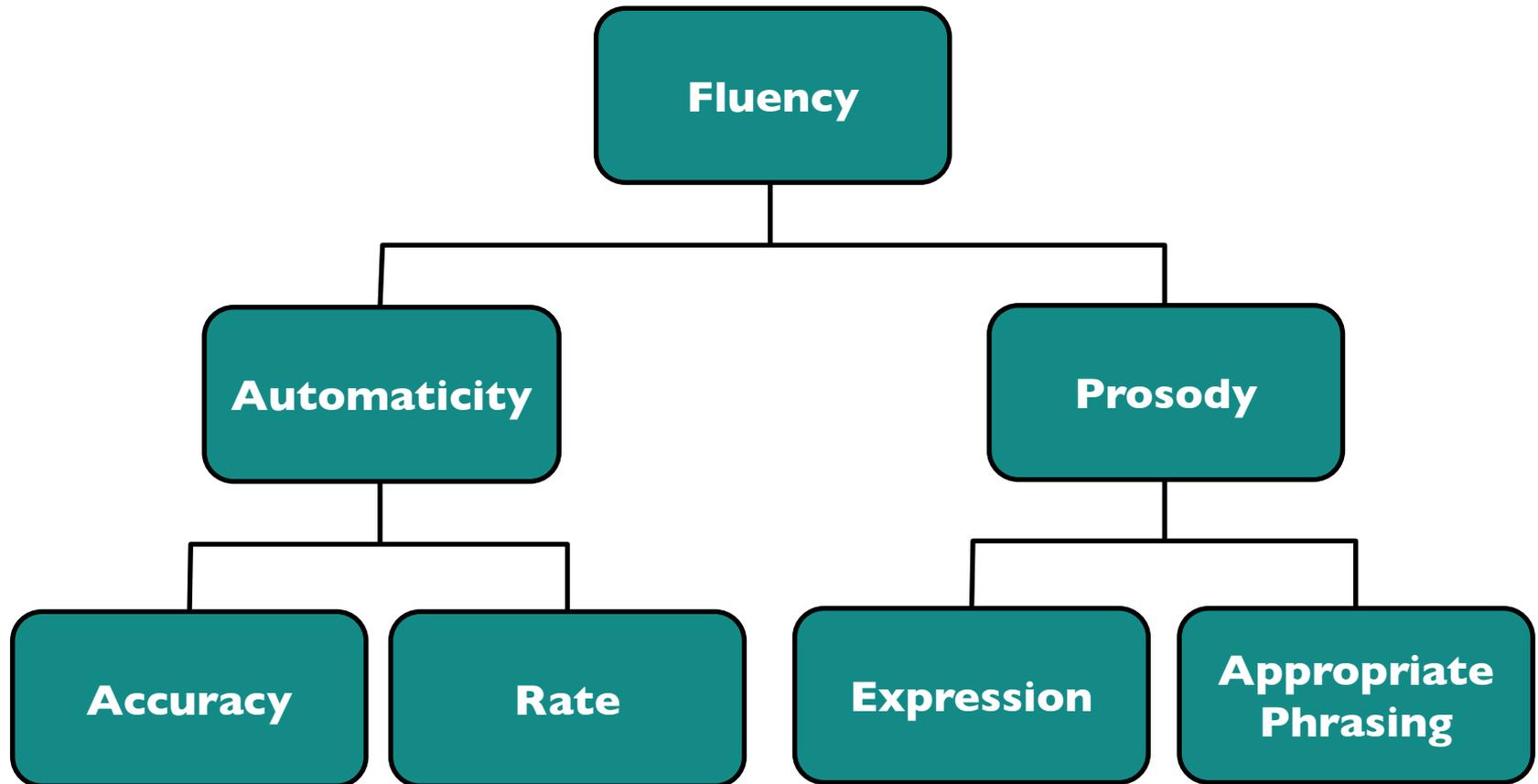
Reading fluency is “reasonably accurate reading at an appropriate rate with suitable prosody that leads to accurate and deep comprehension and motivation to read.”

— Hasbrouck & Glaser, 2012

English Language Arts and Reading TEKS: Reading Strand



Components of Fluency



Accuracy, Rate, and Prosody

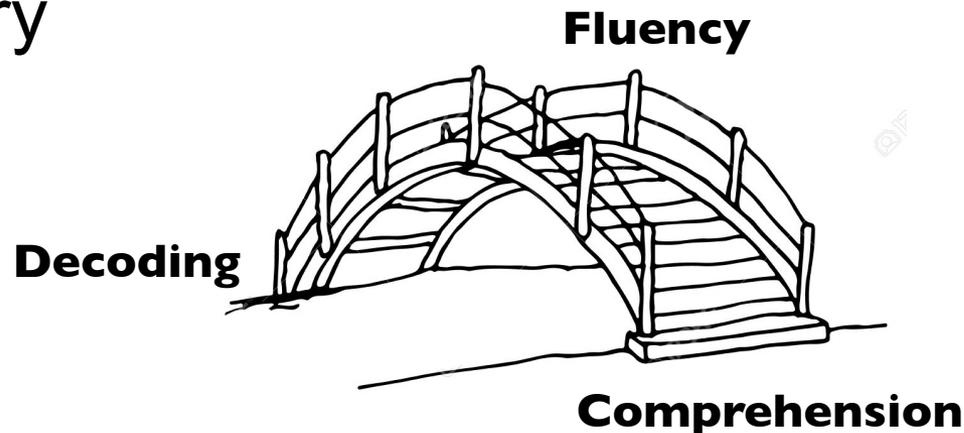
Fluency Component	Description	Prerequisite
Accuracy	Ability to recognize or decode words correctly	<ul style="list-style-type: none">• Understanding of the alphabetic principle• Ability to blend sounds and syllables into words• Knowledge of high-frequency words
Rate	The speed at which one accurately reads connected text	Ability to read words with automaticity
Prosody	Reading orally with expression, including proper intonation, pausing, and phrasing	Understanding of meaningful phrasing and syntax

How Fluency Connects to Comprehension

- **Accuracy:** If words are not read correctly, the reader may misinterpret the author's intended meaning.
- **Rate:** Slow, laborious reading makes it difficult for the reader to construct an ongoing interpretation of the text.
- **Prosody:** Poor prosody can lead to confusion if words are inappropriately grouped or if inappropriate expression is used.

Factors That Affect Fluency

- Reading comprehension
- Words recognized automatically
- Automaticity and accuracy of decoding
- Metacognition and purpose for reading
- Motivation and engagement
- Vocabulary



Why Teach Fluency?

When students must put more effort into recognizing words, they have less attention to devote to comprehension.

“At its heart, fluency instruction is focused on ensuring that word reading becomes automatic so that readers have sufficient cognitive resources to understand what they read.”

— Honig et al., 2008, p. 321

Fluency Assessment

- Listen to students read aloud and collect information about their accuracy, rate, and prosody.
- Use the information collected to make instructional decisions about how to help students improve reading fluency with the overall goal of improving reading achievement.

Measuring Students' Reading Accuracy



- To determine a student's reading accuracy for a specific text, use the following formula:

$$\begin{aligned} &\text{number of words read correctly} \\ &\div \text{total number of words read} \\ &= \text{percent accuracy} \end{aligned}$$

- Use the percent accuracy to determine whether the text is at the student's independent level, instructional level, or frustration level.

Activity

In September, a fifth-grade student reads 112 words correctly out of 122 total words read. What are the percent accuracy and reading level?

$$\underline{\quad} \div \underline{\quad} = .\underline{\quad} = \underline{\quad} \text{ percent (} \underline{\hspace{2cm}} \text{ level)}$$

Measuring Students' Reading Rate

In a one-minute reading, subtract the errors from the total words read to determine the number of words read correctly per minute (WCPM).

Example

If a student reads 112 words and makes eight errors in one minute, the student reads 104 WCPM.

$$112 \text{ words} - 8 \text{ errors} = 104 \text{ WCPM}$$

Oral Reading Fluency Norms



- Compare your students' fluency scores to those of fifth-graders at the beginning, middle, and end of the year.
- Determine each student's fluency progress.
- Reflect on the type and intensity of fluency instruction needed to improve fluency outcomes.

There is significant evidence that supports all students reading at or near the 50th percentile to increase motivation, comprehension, and achievement.

(Hasbrouck, 2006)

Setting Oral Reading Fluency Goals



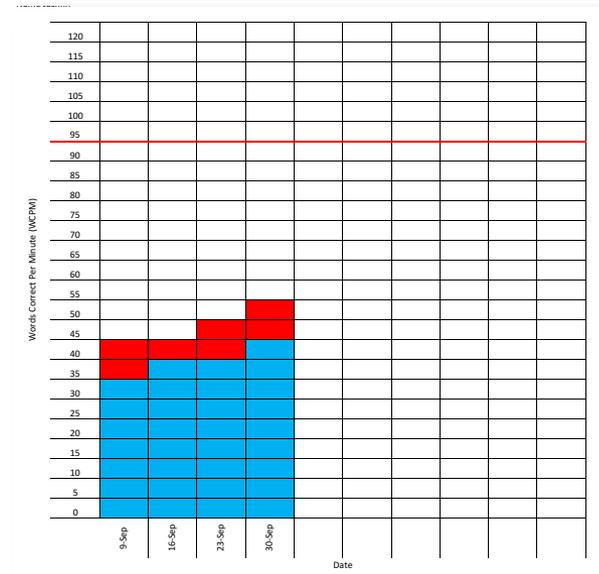
- Baseline fluency scores can be used to determine students' fluency goals.
- The recommended weekly improvement for fifth-grade students is 0.5 to 0.8 WCPM.

Monitoring Fluency Progress



One way to monitor students' fluency progress is to have students do the following:

- Individually read unpracticed text (cold read) to you and graph the WCPM
- Practice rereading the same text several times
- Individually read the same text again to you
- Graph the WCPM in a different color



Find customized fluency graphs at www.fluentreader.org

Marking Fluency Errors



- Mark with a slash (/) substitutions, mispronunciations, omissions, hesitations greater than three seconds (when providing the student with the correct word), and reversals.
- Note that in some measures, mispronunciations of proper nouns are not counted as errors.
- Do not mark insertions, repetitions, and self-corrections.

Measuring Students' Prosody



- Listen to a student orally read an independent-level text.
- Compare the characteristics of the student's prosody to a prosody rating scale, or rubric.
- Determine instruction in one or more areas of prosody—stress, phrasing, intonation, expression, or pausing.

Features of Effective Instruction and Reading Fluency

- **Explicit instruction with modeling**
Modeling of fluent and nonfluent reading
- **Systematic instruction with scaffolding**
Consistent routines and highly structured scaffolds that are reduced over time
- **Multiple opportunities for students to practice and respond**
Carefully orchestrated oral reading practice
- **Immediate and corrective feedback**
Monitoring of oral reading accuracy, rate, and prosody and adaptations of instruction as needed

Effective Fluency Instructional Practices

Teacher Support	Practice
Structured	Modeled reading Choral reading, teacher-led reading, echo reading, audio-recorded reading
Scaffolded	Phrase-cued reading Repeated reading
Facilitated	Partner reading Reading performances Readers theater, radio reading, TV performances Student-recorded reading Whisper reading

Structured Fluency Instruction



- Demonstrate examples and nonexamples of fluent reading.
- Have students listen to recordings of different levels of fluent reading.
- Review fluency keywords and definitions.
- Help students chunk words into manageable phrases or statements.

Structured Fluency Instruction: Modeling Fluent Reading



- **Choral reading:** Students read aloud with you.
- **Teacher-led reading:** Students follow along as you read. Adjust your volume to highlight difficult parts of the text.
- **Echo reading:** Students read after you have read a section of the text.
- **Audio-recorded reading:** Students listen to, follow along, and read recorded texts at their independent level.

Scaffolded Fluency Instruction



- Remind students of the goals during fluency instruction.
- Provide immediate feedback.
- Ask follow-up fluency questions.
- Scaffold self-regulation of fluency components.
- Implement teacher-supported reading activities in small groups.

Scaffolded Fluency Instruction: Phrased-Cued Text



One of the chief characteristics / of the disfluent reader / is staccato, / word-by-word / oral reading. // Decoding tends to be so difficult for these readers / that they stumble / over nearly every word. // They do not easily grasp / the meaning of phrases / because they don't process text / in phrasal units. //

— Rasinski, 2003, p. 140

Scaffolded Fluency Instruction: Repeated Reading

- Has been shown to improve reading fluency
- Should be practiced with previously read text
- Can be implemented after most fluency instructional activities
- Works best when students are told that the goal is to improve fluency

Facilitated Fluency Instruction



- Provide explicit reminders of fluency goals.
- Continue to review fluency components and keywords.
- Integrate the keywords into your feedback.
- Have students engage in activities such as reading performances, audio-recordings of their own reading, whisper phones, and partner reading.

Facilitated Fluency Instruction: Partner Reading—The Basics



- An advanced reader is paired with a less advanced reader.
- Partners practice rereading text at the independent or instructional level of the less advanced reader.
- Each pair reads and receives feedback from each other or the teacher.

Partner Reading: A Teacher's Step-by-Step Outline



1. Prepare student folders, including two copies of the text and two graphs for students to use when recording their WCPCM.
2. Have students move to their partner reading locations.
3. Distribute the folders.

Partner Reading: A Teacher's Step-by-Step Outline (cont.)

4. Time students for one minute while they complete each of the following reads.
 - **Unrehearsed, or “cold,” read:** The less advanced reader reads first while the advanced reader provides error-correction support, then the advanced reader reads, and then both readers graph their WCPM.
 - **Practice read:** The advanced reader reads first, the less advanced reader practices the passage next, and then both students discuss differences in fluency from the cold read to the practice read.
 - **Final read:** The less advanced reader reads first; the advanced reader follows; and then both readers graph their WCPM, compare it to the cold read, and discuss goals.

Partner Reading: A Teacher's Step-by-Step Outline (cont.)

5. Collect the folders.
6. Confer with student pairs about their fluency achievements and goal setting for their next partner reading.

Partner Reading Resources



- Handout 11: Repeated-Reading Record
- Handout 12: Partner Reading With Error Correction
- Handout 13: Partner Reading With Retell
- Handout 14: Partner Reading With Comprehension Check
- Handout 15: Instructional Feedback

Fluency in the Classroom



- Examine the instructional checklist for fluency.
- Note that the third row contains the fluency activities and lessons that we have discussed.
- Use the checklist to examine grouping formats, explicit instruction elements, activities and lessons, and materials in a fluency lesson.
- After the video, work with your tablemates to compare notes.

More Ways to Support Students' Fluency

- Identify and teach challenging words before students read a text.
- Remind students that the purpose for reading is to understand the meaning of the text.
- If students begin to guess how to read challenging words instead of using the strategies they have been taught, temporarily reduce fluency practice and increase activities to support word-reading accuracy.

Elements Related to Fluency

- Regular, irregular, and multisyllabic word-reading automaticity
- Sight-word development
- Literary and informational text reading
- Handwriting fluency
- Writing fluency

English Language Learners



- English oral language development and comprehension are critical factors in ELLs' development of reading fluency.
- Strong English skills can help ELLs with their reading fluency.
- Ensure that all texts used for fluency instruction are accessible to ELLs.
- Provide an overview of the story and explain unknown words and topics before ELLs read texts.

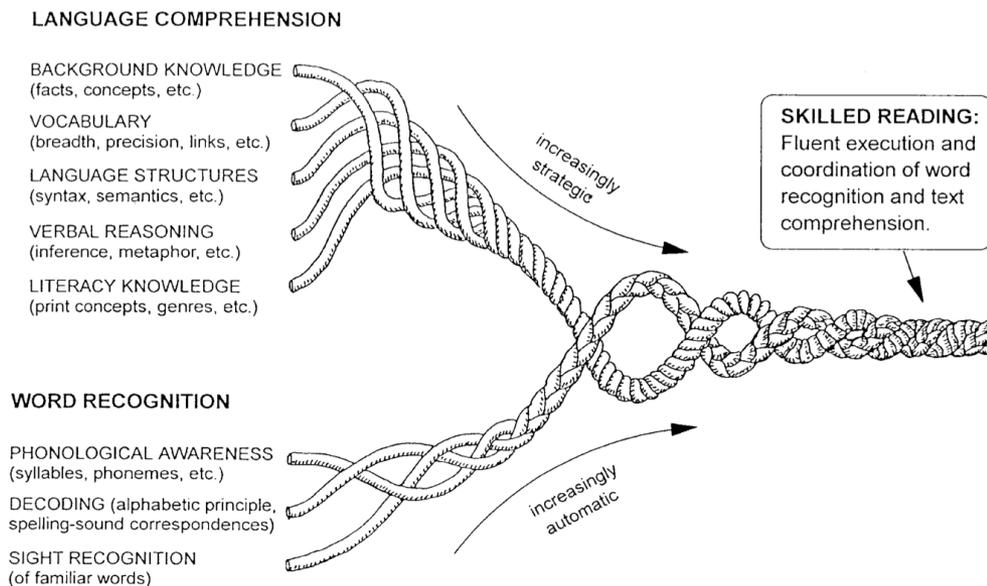
Students With Special Needs

Use assessment to determine at which level of intervention to begin.

- Letter-sound correspondence
- Single-syllable word decoding
- Two-syllable or compound word decoding
- Fluency with phrases
- Fluency with decodable text
- Fluency with a variety of instructional-level text

The Reading Rope

How could you use these instructional practices to improve the fluency of English language learners, struggling students, and gifted students?



Scarborough, 2001

My Synthesis and Summary



Three to four **example activities and lessons** you want to use

Three to four **workstation ideas**

Fluency

Two to three ideas you want to use with **struggling learners**

At least one scaffold you will provide to **English language learners** who need it