



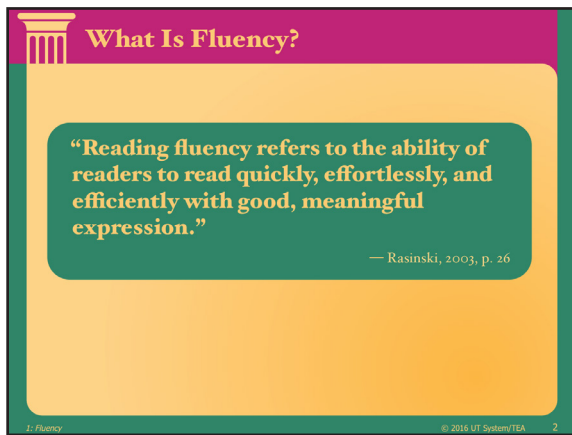
Fluency

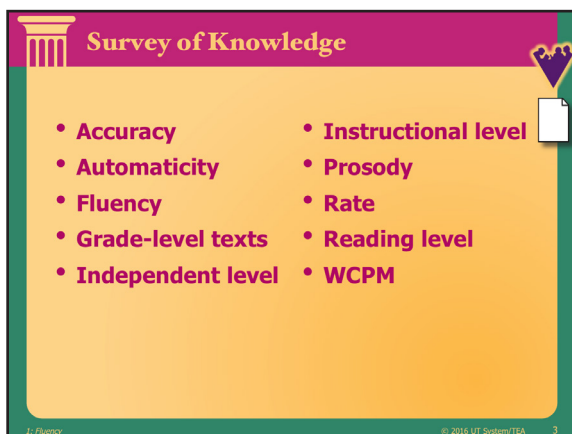
Participant Notes

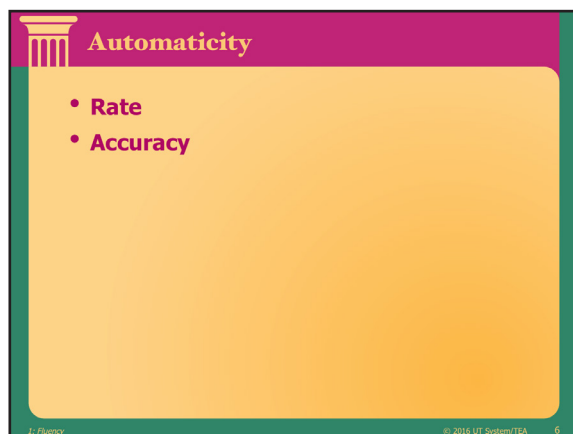
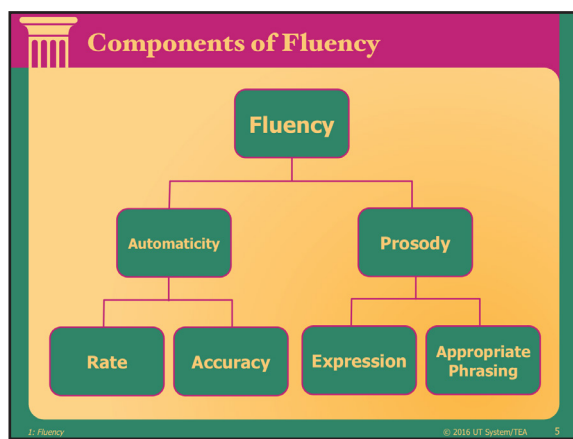



GRADE 1












Prosody

- Expression
- Appropriate phrasing

I: Fluency © 2016 UT System/TEA 7




Related Research

“Fluent readers...are able to read words accurately and effortlessly. They recognize words and phrases instantly on sight. Very little cognitive energy is expended in decoding the words. This means, then, that the maximum amount of cognitive energy can be directed to the all-important task of making sense of the text.”

— Rasinski, 2003, p. 26

I: Fluency © 2016 UT System/TEA 8



Fluency Instruction

Usually begins in the middle of first grade

“Children need to have some entering knowledge about words” to benefit from fluency instruction.

— Kuhn & Stahl, 2000, p. 23

I: Fluency © 2016 UT System/TEA 9

Accuracy

- The ability of a reader to decode and/or recognize words in text without error
- The percentage of words a reader reads correctly

I: Fluency © 2016 UT System/TEA 10

Measuring Students' Fluency

One-Minute Reading

Total Number of Words Read	Example If a student reads 53 words and has seven errors, the student reads 46 words correct per minute.
- Number of Errors	
Words Correct Per Minute (WCPM)	

Always encourage students to do their best reading.

I: Fluency © 2016 UT System/TEA 11

Student Errors

Count as Errors	May Count as Errors
<ul style="list-style-type: none"> • Omissions • Substitutions • Hesitations (more than three seconds) • Mispronunciations (e.g., leaving off or adding <i>-s</i>, <i>-ed</i>, <i>-ing</i>) • Reversals 	<ul style="list-style-type: none"> • Insertions • Repetitions
	Do Not Count as Errors Self-corrections (within three seconds)

I: Fluency © 2016 UT System/TEA 12

Practice

Student Reading

It was s...spring. Mom, Pam, and Bill went on a hike. Just in the woods.

Pam wanted flowers. They saw yellow pretty and wild fill...flowers in a field.

"Let us pick some of these flowers for our table," said Pam. She began picking fl...flowers.

Bill cried...called. "Stop! I hear buzzing."

"Help! It's after me," cried Pam. She started running. A bee was chasing Pam.

"Be quiet, Pam," Mom tells her. "Try not to run. Let me help." Mom way...waved the bee away from Pam. The bee fell off.

"Let's live the flowers here," said Bill. "We don't want more bees ch...chasing us."

"Yes," said Pam, "the flowers belong to the bees."

Reading Passage

It was spring. Mom, Pam, and Bill went on a hike in the woods.

Pam wanted to pick flowers. They saw pretty yellow and white flowers in a field.

"Let's pick some of these flowers for our table," said Pam. They began picking the flowers.

Bill called, "Stop! I hear buzzing."

"Help! It's after me," cried Pam. She started to run. A bee was chasing Pam.

"Be still, Pam," Mom told her. "Try not to run. Let me help you." Mom waved the bee away from Pam's head. The bee flew off.

"Let's leave these flowers here," said Bill. "We don't want more bees chasing us."

"Yes," Pam said, "these flowers belong to the bees."

J: Fluency © 2016 UT System/TEA 13

Setting Fluency Goals


- Set instructional goals that will help your students become fluent readers.
- The recommended weekly improvement is one-and-a-half to three WCPM.

J: Fluency © 2016 UT System/TEA 14

Oral Reading Fluency Norms

	Percentile	Beginning-of-Year WCPM	Middle-of-Year WCPM	End-of-Year WCPM
Gr 1	90%		81	111
	75%		47	82
	50%		23	53
	25%		12	28
Gr 2	90%	106	125	142
	75%	79	100	117
	50%	51	72	89
	25%	25	42	61
Gr 3	90%	128	146	162
	75%	99	120	137
	50%	71	92	107
	25%	44	62	78


J: Fluency © 2016 UT System/TEA 15



Reading Levels

- **Independent level:** Texts in which no more than approximately one in 20 words is difficult for the reader.
- **Instructional level:** Texts in which no more than approximately one in 10 words is difficult for the reader.
- **Frustrational level:** Texts in which more than one in 10 words are difficult for the reader.

I: Fluency© 2016 UT System/TEA16



Levels of Performance for Word-Reading Accuracy

Number of words correctly read

÷

Total number of words read

=

Percent accuracy

Level of Performance	Accuracy
Independent level	95 percent to 100 percent
Instructional level	90 percent to 94 percent
Frustrational level	Less than 90 percent

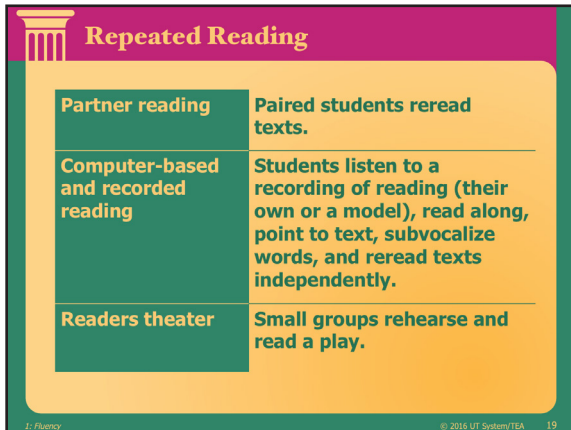
I: Fluency© 2016 UT System/TEA17



What We Know From Research

- **Repeated and monitored oral reading improves fluency.**
- **Repeated reading can benefit most students throughout elementary school, as well as struggling readers at higher grade levels.**

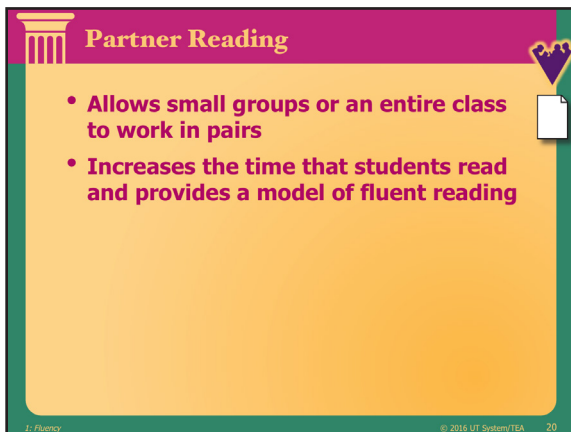
I: Fluency© 2016 UT System/TEA18



Repeated Reading

Partner reading	Paired students reread texts.
Computer-based and recorded reading	Students listen to a recording of reading (their own or a model), read along, point to text, subvocalize words, and reread texts independently.
Readers theater	Small groups rehearse and read a play.

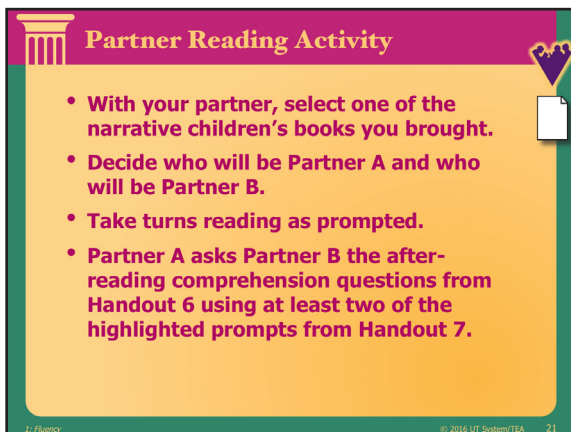
I: Fluency © 2016 UT System/TEA 19



Partner Reading

- Allows small groups or an entire class to work in pairs
- Increases the time that students read and provides a model of fluent reading


I: Fluency © 2016 UT System/TEA 20



Partner Reading Activity

- With your partner, select one of the narrative children's books you brought.
- Decide who will be Partner A and who will be Partner B.
- Take turns reading as prompted.
- Partner A asks Partner B the after-reading comprehension questions from Handout 6 using at least two of the highlighted prompts from Handout 7.


I: Fluency © 2016 UT System/TEA 21



More Repeated-Reading Practices

- **Computer-based and audio-recorded reading give struggling readers access to challenging text.**
- **Readers theater provides an opportunity to focus on prosody.**


I: Fluency© 2016 UT System/TEA22



More Fluency-Building Practices

- **Choral reading actively involves students as they read in unison.**
- **Chunking is reading phrases, clauses, and sentences by parsing, or dividing text into chunks.**

I: Fluency© 2016 UT System/TEA23




Consider Diversity: English Language Learners

Fluency practice for English language learners

Provide the following:

- **Models for students to hear English read aloud**
- **Multiple practice opportunities**
- **Meaningful activities**
- **A focus on English prosody and intonation**


I: Fluency© 2016 UT System/TEA24



Strategies for Students with Special Needs

- Repeated reading practice, especially expository or informational texts
- Partner reading and rereading
- Additional feedback and progress monitoring

I: Fluency © 2016 UT System/TEA 25




Monitoring Fluency Progress

Have students do the following:

- Independently read unpracticed text to you
- Graph their WCPM
- Practice by rereading the text several times
- Independently read the text again to you
- Graph the score in a different color

I: Fluency © 2016 UT System/TEA 26

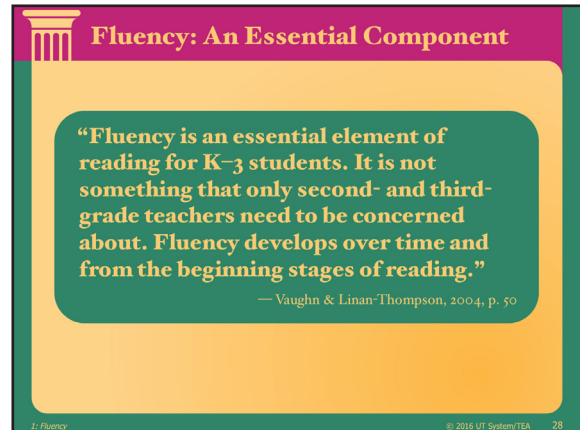


Remember

Fluency improves when students do the following:

- Develop instant, efficient word recognition (automaticity)
- Reread texts multiple times
- Receive feedback and guidance from others

I: Fluency © 2016 UT System/TEA 27

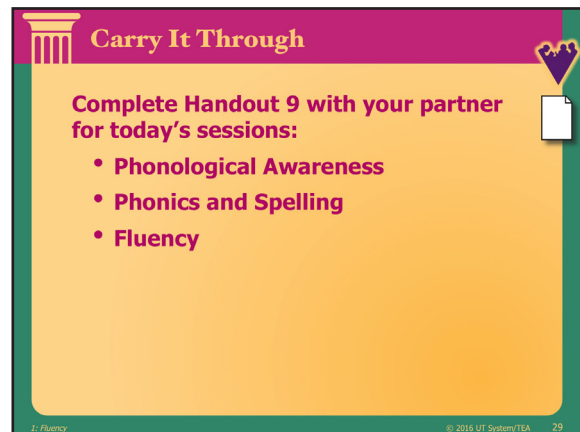


Fluency: An Essential Component

“Fluency is an essential element of reading for K–3 students. It is not something that only second- and third-grade teachers need to be concerned about. Fluency develops over time and from the beginning stages of reading.”

— Vaughn & Linan-Thompson, 2004, p. 50

I: Fluency © 2016 UT System/TEA 28



Carry It Through

Complete Handout 9 with your partner for today's sessions:

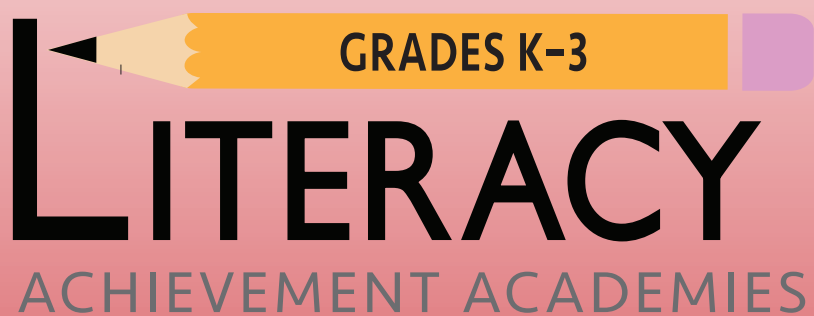
- **Phonological Awareness**
- **Phonics and Spelling**
- **Fluency**

I: Fluency © 2016 UT System/TEA 29



Fluency

Handouts



GRADE 1

Survey of Knowledge

Write the word(s) in the blank.

1. _____ is the ability to read words quickly with accuracy and expression.
2. _____, with regard to fluency, is the ability to read words correctly.
3. _____ is quick and accurate recognition of letters and words.
4. _____ have been evaluated to establish difficulty and grade appropriateness.
5. _____ gives information to teachers about how accurately a student can read a text. The categories are independent, instructional, and frustrational.
6. _____ is the level at which a student reads with no more than one error in 20 words with good comprehension.
7. _____ is the level at which a student reads with no more than one error in 10 words with satisfactory comprehension.
8. _____ is the appropriate use of intonation and phrasing, or reading with expression.
9. _____ is the speed at which text is read.
10. _____ stands for words correct per minute; it is used to determine a student's fluency score.

Answer Key

1. Fluency is the ability to read words quickly with accuracy and expression.
2. Accuracy, with regard to fluency, is the ability to read words correctly.
3. Automaticity is quick and accurate recognition of letters and words.
4. Grade-level texts have been evaluated to establish difficulty and grade appropriateness.
5. Reading level gives information to teachers about how accurately a student can read a text. The categories are independent, instructional, and frustrational.
6. Independent level is the level at which a student reads with no more than one error in 20 words with good comprehension.
7. Instructional level is the level at which a student reads with no more than one error in 10 words with satisfactory comprehension.
8. Prosody is the appropriate use of intonation and phrasing, or reading with expression.
9. Rate is the speed at which text is read.
10. WCPM stands for words correct per minute; it is used to determine a student's fluency score.

Identifying Fluency Errors

Below, read the text as it was presented to the student and the notes of how the student misread it. Write the letter that indicates the type of error the student made. Then decide whether the error should be counted in a fluency measure.

- A. Mispronunciation
- B. Substitution
- C. Insertion
- D. Repetition
- E. Reversal
- F. Hesitation
- G. Self-correction
- H. Omission

Text	How Student Read the Text	Kind of Error	Is Error Counted?
She saw a cat.	She saw a scary cat.		
I see the worm.	I see the word.		
He went to town.	He went to tent...town. (changed within three seconds)		
I see a bird.	I see a birb.		
He had a beach ball.	He had a beach ball, a beach ball.		
I was walking in a park.	I saw walking in a park.		
I like his kindness.	I like his... (more than three-second pause)		
She went to school.	She went school.		

Answer Key

Text	How Student Read the Text	Kind of Error	Is Error Counted?
She saw a cat.	She saw a scary cat.	C	No
I see the worm.	I see the word.	B	Yes
He went to town.	He went to tent...town. (changed within three seconds)	G	No
I see a bird.	I see a birb.	A	Yes
He had a beach ball.	He had a beach ball, a beach ball.	D	No
I was walking in a park.	I saw walking in a park.	E	Yes
I like his kindness.	I like his... (more than three-second pause)	F	Yes
She went to school.	She went school.	H	Yes

Monitoring Reading Fluency

Materials

- Two copies of text (one for recording errors and one for the student to read)
- Optional: Stopwatch and tape recorder

Procedure

“When I say to begin, start reading at the top of the page. Read across the page.”

Demonstrate by pointing.

“Try to read each word. If you come to a word you don’t know, I will tell it to you. Do your best reading.

“Are there any questions?”

Answer any questions.

“Begin.”

Start timing when the student begins reading aloud. If students “speed read,” stop and remind them to do their best reading, not their fastest reading.

Follow along on your copy. Put a slash (/) through words to reflect the following errors:

- Substitutions
- Mispronunciations
- Omissions
- Hesitations of more than three seconds (Say the word for the student.)
- Reversals

Do not count the following as errors:

- Insertions
- Repetitions
- Self-corrections

Stop timing at the end of one minute.

Mark the last word read. You may allow the student to finish reading to the end of the passage.

Adapted from Bos & Vaughn, 2002; Hasbrouck, & Tindal, 1992; Reutzel & Cooter, 1999.

Practice

Student Reading

It was s...spring. Mom, Pam, and Bill went on a hike...hike in the woods.

Pam wanted floors. They saw yellow pretty and wild fff...flowers in a feld.

“Let us pick some of these flowers for our table,” said Pam. She began picking fl...flowers.

Bill cried...called, “Stop! I hear buzzing.”

“Help! It’s after me,” cried Pam. She started running. A bee a bee was chasing Pam.

“Be quiet, Pam,” Mom tells her. “Try not to run. Let me help.” Mom way...waved the bee away from Pam. The bee fell off.

“Let’s live the flowers here,” said Bill. “We don’t what more bees ch...chasing us.”

“Yes,” said Pam, “the flowers below to the bees.”

Reading Passage

It was spring. Mom, Pam, and Bill went on a hike in the woods. 8
14

Pam wanted to pick flowers. They saw pretty yellow and white flowers in a field. 21
29

“Let’s pick some of these flowers for our table,” said Pam. They began picking the flowers. 36
43
45

Bill called, “Stop! I hear buzzing.” 51

“Help! It’s after me,” cried Pam. She started to run. A bee was chasing Pam. 58
66

“Be still, Pam,” Mom told her. “Try not to run. Let me help you.” Mom waved the bee away from Pam’s head. The bee flew off. 74
84
92

“Let’s leave these flowers here,” said Bill. “We don’t want more bees chasing us.” 98
106

“Yes,” Pam said, “these flowers belong to the bees.” 112
115

Answer Key

Student Reading

It was s...spring. Mom, Pam, and Bill went on a hike...hike in the woods.

Pam wanted floors. They saw yellow pretty and wild fff...flowers in a feld.

"Let us pick some of these flowers for our table," said Pam. She began picking fl...flowers.

Bill cried...called, "Stop! I hear buzzing."

"Help! It's after me," cried Pam. She started running. A bee a bee was chasing Pam.

"Be quiet, Pam," Mom tells her. "Try not to run. Let me help." Mom way...waved the bee away from Pam. The bee fell off.

"Let's live the flowers here," said Bill. "We don't what more bees ch....chasing us."

"Yes," said Pam, "the flowers below to the bees."

Reading Passage

It was spring. Mom, Pam, and Bill went on a hike in the woods. 8
14

Pam wanted to pick flowers. They saw pretty yellow and white flowers in a field. 21
29

"Let's pick some of these flowers for our table," said Pam. They began picking the flowers. 36
43
45

Bill called, "Stop! I hear buzzing." 51

"Help! It's after me," cried Pam. She started to run. A bee was chasing Pam. 58
66

"Be still, Pam," Mom told her. "Try not to run. Let me help you." Mom waved the bee away from Pam's head. The bee flew off. 74
84
92

"Let's leave these flowers here," said Bill. "We don't want more bees chasing us." 98
106

"Yes," Pam said, "these flowers belong to the bees." 112
115

A Closer Look at Reading Levels

Reading Level	Description	Accuracy Level	Use
Independent level	Texts in which no more than one in 20 words is difficult for the reader	95 percent to 100 percent	For students who read independently with little or no instructional support
Instructional level	Texts in which no more than one in 10 words is difficult for the reader	90 percent to 94 percent	For small-group instruction (including pairs) when teachers or others provide assistance before, during, and after reading
Frustrational level	Texts in which more than one in 10 words are difficult for the reader	Less than 90 percent	For advanced readers and with extensive teacher support and instruction

Note. Reading accuracy levels vary from source to source.

1. Calculate the percent accuracy.

Divide the number of words read correctly by the total number of words read to calculate the percent accuracy.

For example, if a student reads 120 words correctly from a passage that contains 125 words, the accuracy level is 96 percent.

$$120 \div 125 = .96, \text{ or } 96 \text{ percent}$$

2. Determine the reading level.

Consult the chart above or a similar source. In our example, 96 percent accuracy means that the text is at the student's independent reading level.

Your Turn

In February, a first-grade student read 49 words correctly in a passage that contains 52 words. What is the student's percent accuracy and reading level?

$$\underline{\quad} \div \underline{\quad} = .\underline{\quad}, \text{ or } \underline{\quad} \text{ percent}$$

 reading level

Adapted from Gunning, 2002.

Partner Reading

Partner reading involves pairing students to practice rereading texts. Partner reading increases the time that students read and enhances fluency.

Preparation

Pair high-performing readers with lower-performing readers for fluency practice.

One example of pairing is to split the class in half. The higher-performing (HP) half is paired with the lower-performing (LP) half. The top-ranked HP student is paired with the top-ranked LP student. The same pairing is done for the remaining students.

Partner A	Partner B
Top-ranked HP	Top-ranked LP
Second-ranked HP	Second-ranked LP
Third-ranked HP	Third-ranked LP

Provide reading material at the LP student's instructional reading level.

One easy way to match books to students' reading levels is to give the students a list of words from the text. If students have difficulty with no more than one in 10 words, the text is considered to be at their instructional level.

Independent-level text can also be used.

Model and explain partner reading procedures before students read together.

Procedures

Assign roles to student pairs.

Group Partner A (HP student) and Partner B (LP reader). Do not explain to students why they are Partner A or Partner B.

Give each student a copy of a text at Partner B's reading level.**Have students take turns reading.**

- Partner A reads the text aloud (modeling fluent reading) for 1 minute. Partner B follows along.
- Partner B reads aloud the same text for 1 minute.
- When using this procedure, the whole class can participate while you time the readings.

Variation

Have students alternate reading pages, rather than reading for a specific time. This procedure is often used while the teacher is working with other students or teaching a small group.

After both students have read, they take turns checking their comprehension. Cue cards can be developed for students to use.

Sample After-Reading Comprehension Questions

- Did your prediction(s) come true?
- What happened first?
- What happened next?
- How did the story end?
- What is the most important thing about the main character? Use 10 words or less in your answer (count words on fingers).

Adapted from Bos & Vaughn, 2002; Fuchs, Fuchs, Mathes, & Simmons, 1997; Mastropieri, Leinart, & Scruggs, 1999.

Providing Instructional Feedback

Prompts to help students notice errors	Prompts to help students find errors
<p>Does that sound right?</p> <p>You're nearly right.</p> <p>Try that again.</p> <p>Try it another way.</p> <p>You've almost got that.</p>	<p>Find the part that's not right.</p> <p>Look carefully to see what's wrong.</p> <p>Where is the part that's not right?</p> <p>What made you stop?</p> <p>Can you find the problem spot?</p>
Prompts to help students fix errors	Prompts to help students write words
<p>What do you hear first? Next? Last?</p> <p>What word starts with those letters?</p> <p>Do you think it looks/sounds like _____?</p> <p>What does an <i>e</i> do at the end of a word?</p> <p>What do you know that might help?</p> <p>What could you try?</p> <p>You said _____. Does that make sense?</p> <p>Can you think of a better way to say _____? (Repeat what student said.)</p>	<p>You have only one letter to change.</p> <p>That sounds right, but does it look right?</p> <p>One more letter will make it right.</p> <p>It starts like that. Now check the last part.</p> <p>Did you write all the sounds you hear?</p> <p>Did you write a vowel for each syllable?</p> <p>What do you hear first? Next? Last?</p> <p>It starts/ends like _____. </p> <p>There's a silent letter in that word.</p>
Prompts of Encouragement	
<p>I like the way you worked that out.</p> <p>The results are worth all your hard work.</p> <p>You've come a long way with this one.</p> <p>That was some quick thinking.</p> <p>That looks like an impressive piece of work.</p> <p>You're right on target.</p> <p>You're on the right track now.</p> <p>That's an interesting way of looking at it.</p> <p>Now you've figured it out.</p> <p>That's quite an improvement.</p> <p>That is quite an accomplishment.</p>	<p>That's a powerful argument.</p> <p>That's coming along.</p> <p>You're really settling down to work.</p> <p>You've shown a lot of patience with this.</p> <p>You've been paying close attention.</p> <p>You've put in a full day today.</p> <p>I knew you could finish it.</p> <p>You make it look so easy.</p> <p>You've really tackled that assignment.</p> <p>This shows you've been thinking/working.</p> <p>You've put a lot of work into this.</p>

Adapted from Fountas & Pinnell, 1996; Fry, Kress, & Fountoukidis, 1993; Pinnell & Fountas, 1998.

Repeated-Reading Record

Name: _____

Date: _____

Selection or book title: _____

Pages read: _____

First Reading

Number of words read: _____

Subtract number of errors: _____

Words correct per minute: _____

Graph results

Practice reading three to four times

Second Reading

Number of words read: _____

Subtract number of errors: _____

Words correct per minute: _____

Practice more or, if improved words correct per minute (WCPM), check out with teacher.

Third Reading

Number of words read: _____

Subtract number of errors: _____

Words correct per minute: _____

Graph results after teacher checkout

Carry It Through

Topic(s): _____

Key Ideas

My Questions

What I Need and Who Can Help

Actions I'll Take

Topic(s): _____

How can I enhance my instruction to address the needs of each student?

1. Consider the features of effective instruction:
- Explicit instruction with modeling
 - Systematic instruction with scaffolding
 - Multiple opportunities to practice and respond
 - Immediate and corrective feedback

2. Identify areas for differentiating instruction:

Struggling Readers and Writers	Other Strategies
English Language Learners	
Other	

References

- Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York, NY: Guilford Press.
- Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston, MA: Allyn and Bacon.
- Chard, D. J., Ketterlin-Geller, L. R., Baker, S. K., Doabler, C., & Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children*, 75(3), 263–281.
- Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35(5), 386–406.
- Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (1993). *The reading teacher's book of lists* (3rd ed.). Paramus, NJ: Prentice Hall.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22, 27–48.
- Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174–206.
- Geva, E., & Farnia, F. (2012). Developmental changes in the nature of language proficiency and reading fluency paint a more complex view of reading comprehension in ELL and EL1. *Reading and Writing*, 25(8), 1819–1845.
- Gunning, T. G. (2006). *Assessing and correcting reading and writing difficulties* (3rd ed.). Boston, MA: Allyn and Bacon.
- Hasbrouck, J., & Hougen, M. (2012). Fluency instruction. In M. Hougen & S. Smart (Eds.), *Fundamentals of literacy instruction and assessment, PK–6*. Baltimore, MD: Brookes.
- Hasbrouck, J. E., & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students in grades two through five. *Teaching Exceptional Children*, 24(3), 41–44.
- Hasbrouck, J. E., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59(7), 636–644.
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how. *The Reading Teacher*, 58(8), 702–714.
- Hudson, R. F., Pullen, P. C., Lane, H. B., & Torgesen, J. K. (2008). The complex nature of reading fluency: A multidimensional view. *Reading & Writing Quarterly*, 25(1), 4–32.

- Jimerson, S. R., Hong, S., Stage, S., & Gerber, M. (2013). Examining oral reading fluency trajectories among English language learners and English speaking students. *Journal of New Approaches in Educational Research*, 2(1), 3–11.
- Koskinen, P. S., Blum, I. H., Bisson, S. A., Phillips, S. M., Creamer, T. S., & Baker, T. K. (1999). Shared reading, books, and audiotapes: Supporting diverse students in school and at home. *The Reading Teacher*, 52(5), 430–444.
- Kuhn, M., & Schwanenflugel, P. J. (2006). Fluency oriented reading instruction: A merging of theory and practice. In K. Stahl & M. McKenna (Eds.), *Reading research at work: Foundations of effective practice* (pp. 205–216). New York, NY: Guilford Press.
- Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 45(2), 230–251.
- Kuhn, M. R., & Stahl, S. A. (2000). *Fluency: A review of developmental and remedial practices*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.
- Linan-Thompson, S., & Vaughn, S. (2007). *Research-based methods of reading instruction for English language learners*. Alexandria, VA: ASCD.
- Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). Strategies to increase reading fluency. *Intervention in School and Clinic*, 34(5), 278–283.
- National Institute for Literacy. (2001). *Put reading first: The research building blocks for teaching children to read*. Baltimore, MD: Jessup. Retrieved from <http://www.nifl.gov>
- National Reading Panel (NRP). (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- O'Connor, R. E., White, A., & Swanson, H. L. (2007). Repeated reading versus continuous reading: Influences on reading fluency and comprehension. *Exceptional Children*, 74(1), 31–46.
- Oddo, M., Barnett, D. W., Hawkins, R. O., & Musti Rao, S. (2010). Reciprocal peer tutoring and repeated reading: Increasing practicality using student groups. *Psychology in the Schools*, 47(8), 842–858.
- Pinnell, G. S., & Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.
- Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), 510–519.
- Ramírez, D., Domínguez, R., & Shapiro, E. S. (2007). Cross language relationship between Spanish and English oral reading fluency among Spanish speaking English language learners in bilingual education classrooms. *Psychology in the Schools*, 44(8), 795–806.
- Rasinski, T. V. (2012). Why reading fluency should be hot! *The Reading Teacher*, 65(8), 516–522.

- Rasinski, T., Blachowicz, C., & Lems, K. (Eds.). (2012). *Fluency instruction: Research-based best practices* (2nd Ed.). New York, NY: Guilford Press.
- Rasinski, T., Homan, S., & Biggs, M. (2009). Teaching reading fluency to struggling readers: Method, materials, and evidence. *Reading & Writing Quarterly*, 25(2–3), 192–204.
- Rasinski, T. V., Reutzel, D. R., Chard, D., & Linan-Thompson, S. (2011). Reading fluency. In M. Kamil, D. Pearson, E. Moje, & P. Afflerback (Eds.), *Handbook on reading research* (Vol. IV, pp. 286–319). Philadelphia, PA: Routledge.
- Reutzel, D. R., & Cooter, R. B. (1999). *Balanced reading strategies and practices: Assessing and assisting readers with special needs*. Upper Saddle River, NJ: Prentice Hall.
- Sáenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children*, 71(3), 231–247.
- Samuels, S. J., & Farstrup, A. (2006). *What research has to say about fluency instruction*. Newark, DE: International Reading Association.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Stevens, E. A., Walker, M. A., & Vaughn, S. (2016). The effects of reading fluency interventions on the reading fluency and reading comprehension performance of elementary students with learning disabilities: A synthesis of the research from 2001 to 2014. *Journal of Learning Disabilities*. Advance online publication. doi:10.177/0022219416638028
- Strickland, W. D., Boon, R. T., & Spencer, V. G. (2013). The effects of repeated reading on the fluency and comprehension skills of elementary-age students with learning disabilities (LD), 2001–2011: A review of research and practice. *Learning Disabilities: A Contemporary Journal*, 11(1), 1–33.
- Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. *Remedial and Special Education*, 25(4), 252–261.
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction*. Alexandria, VA: ASCD.
- Worthy, J. (2005). *Readers' theater for building fluency*. New York, NY: Scholastic.
- Yurick, A. L., Robinson, P. D., Cartledge, G., Lo, Y., & Evans, T. L. (2006). Using peer-mediated repeated readings as a fluency-building activity for urban learners. *Education and Treatment of Children*, 29, 469–506.
- Zadeh, Z. Y., Farnia, F., & Geva, E. (2012). Toward modeling reading comprehension and reading fluency in English language learners. *Reading and Writing*, 25(1), 163–187.

