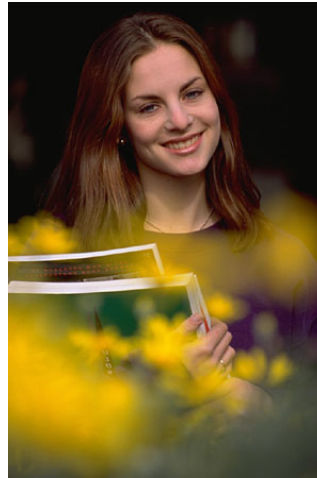


Fluency

Just Read, Florida!
Professional Development
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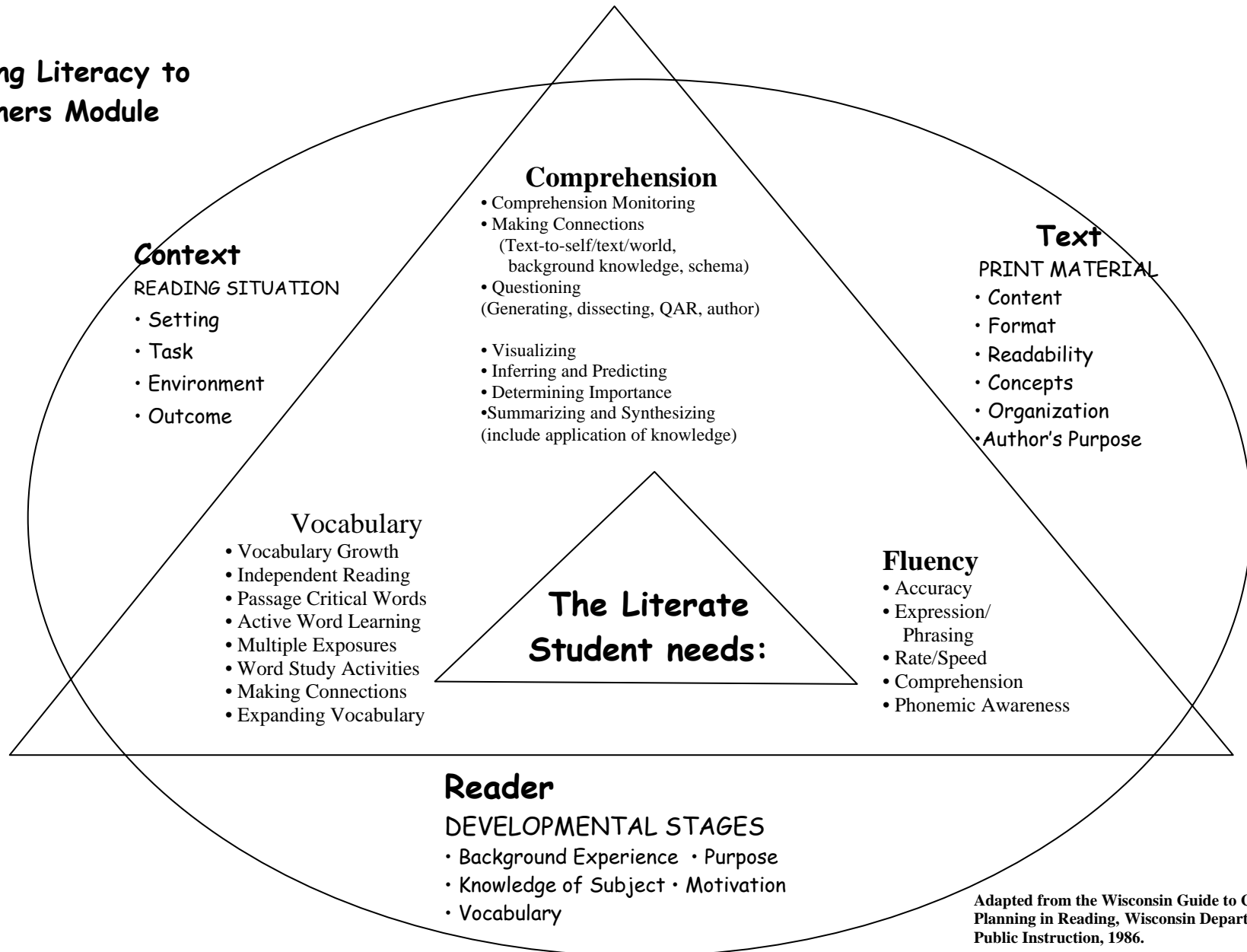
Florida K-12 Reading Endorsement
REESOL Bundle Inservice Training
Fluency



FLaRE is a Project of Just Read, Florida!

Fluency

Linking Literacy to Learners Module



Adapted from the Wisconsin Guide to Curriculum Planning in Reading, Wisconsin Department of Public Instruction, 1986.

Fluency

Linking Literacy to Learners

I. Comprehension

Comprehension Monitoring
Questioning
Visualizing
Making Connections
Inferring and Predicting
Determining Importance
Summarizing

III. Fluency

Accuracy
Prosody
Rate/Speed

II. Vocabulary

Vocabulary Growth
Reading
Passage Critical Words
Active Word Learning
Multiple Exposures
Word Study Activities
Making Connections
Morphemic Knowledge

Each component contains the following areas:

Research
Strategic Teaching and Learning
Learner Modifications
Types of Assessment

Reflections Log

New things I've learned	How do I plan to use this information?	Questions I still have	How can I learn more?

Fluency

Outcomes

Knowledge

Participants will be able to:

- Define fluency.
- Explain the role of fluency in development of the reading process.
- Identify features of text that influence comprehension.
- Identify principles of reading fluency as they relate to reading development.
- Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance.
- Identify conditions for learning.

Skills

Participants will be able to:

- Utilize instructional strategies and activities that promote fluency.
- Implement assessment techniques for setting appropriate fluency goals and monitoring growth over time.

Attitudes

Participants will:

- Adopt the perspective that fluency plays a significant role in the comprehension processes of a skilled reader.

Fluency

Passage to Read

Richmond was in dire straits against St. Kilda. The opening pair who had been stroking the ball with beautiful fluency on past occasions were both out for ducks. Once again the new ball pair had broken through. Then Smith turned on surprising pace and, moving the ball off the seam, beat Mazaz twice in one over. Inverarity viciously pulled Brown into the gully but was sent retiring to the pavilion by a shooter from Cox.

Jones in slips and Chappell at silly mid on were superb, and Daniel bowled a maiden over in his first spell. Yallop took his toll with three towering sixes, but Thompson had little to do in the covers.

Grant was dismissed with a beautiful yorker and Jones went from a brute of a ball. Wood was disappointing. The way he hung his bat out to the lean-gutted Croft was a nasty shock. The rout ended when McArdle dived at silly leg and the cry of “How’s that!” echoed across the pitch.

T3.8 **Passage to Read** *Creating Support for Effective Literacy Education* by C. Weaver, L. Gillmeister-Krause, & G. Vento-Zogby, @ 1996. Portsmouth, NH: Heinemann. May be copied for transparency use only.

From Brian Cambourne, *The whole story: Natural learning and the acquisition of literacy in the classroom*. Zuckland, New Zealand: Scholastic, 1988, p. 161. Reprinted with permission

Fluency

Anticipation Guide for Fluency

Directions: Read each statement below and check whether or not you agree or disagree with the statement.

Agree	Disagree	
_____	_____	1. Fluency in reading is most relevant at the beginning stages of reading.
_____	_____	2. Fluency is independent of comprehension.
_____	_____	3. Research has identified several methods to increase reading fluency.
_____	_____	4. Oral reading fluency is developed best through independent reading.
_____	_____	5. One aspect of fluency can be judged by determining the student's rate of reading in words per minute (WPM).
_____	_____	6. It is appropriate to consider fluency in silent reading.
_____	_____	7. Fluency is actually speed of reading.
_____	_____	8. Fluency strategies are primarily for students experiencing difficulty in reading.
_____	_____	9. Students should adjust reading rate according to their purposes for reading.
_____	_____	10. A reasonable oral fluency rate for third-grade students is 160 words per minute (WPM) by the end of the school year.

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Eumycetes or Fungi

Fungi are thallophytes without chlorophyll that reproduce by means of spores. A thallophyte is a plant without differentiation into stem, leaves, and roots; consequently it has a very simple structure and is devoid of any special vascular system. Fungi are either saprophytes or parasites, the latter causing many and varied diseases of forest trees. Fungi generally have two reasonably distinct phases in their development, the vegetative and the reproductive stage, the latter usually being the most conspicuous. For example, the microscopically fine mycelium hidden from view in the cells of the heartwood is the vegetative stage of a wood-destroying fungus causing decay in a living tree, whereas the fructification or conk plainly visible on the trunk is the reproductive stage.

--taken from Forest Pathology, 1948.

Definition of Fluency

Fluency is the ability to read with accuracy, expression/phrasing, appropriate rate and comprehension.

Fluency is often thought about in relation to oral reading; nevertheless, fluency is also important in silent reading if students are to be efficient and effective readers.

Fluency

Key Elements of Fluency

Fluency is not the final goal in any overall reading program, but a gateway to comprehension. Fluent reading frees resources to process meaning (*Allington, 1983*).

Accuracy refers to the ability to decode and comprehend words with few or no errors. Once accurate, fluency develops through plentiful opportunities for practice in which the task can be performed at a high rate of success (*Zutell, 1998*).

Automaticity refers to the ability to read words with no noticeable mental effort. Word recognition skills are so “automatic” they do not require conscious attention (*Logon, 1997*).

Expression refers a particular manner of wording and pacing in speech to convey meaning. Fluent readers use appropriate tone and pitch in reading, and have the ability to group words appropriately into meaningful grammatical units (*Harris & Hodges, 1995*).

Reading Rate refers to the rate of reading, usually determined in correct words read per minute. Incremental improvements can be achieved through practice (*Samuels, 1997*). Reading rate reflects one part of reading fluency and can indicate how meaningfully students process text (*Opitz & Rasinski, 1998*).

Fluency

Procedures for Most Fluency Lessons

- Give students copies of appropriately leveled passage consisting of 50 - 200 words.
- Read the text aloud while students read silently. Repeat as necessary.
- Discuss the content. Ask how you used your voice, rate, and expression to help convey meaning.
- Use “echo” or “choral” reading for students to read aloud.
- When approaching proficiency, have students practice in pairs.
- Share aloud as a group.
- Give specific oral praise for reading proficiency.

Fluency

Sentence Tunes

We did not tell them you brought rotten apples.
(*Someone else said it*)

We **did** not tell them you brought rotten apples.
(*Disputatious denial*)

We did **not** tell them you brought rotten apples.
(*Disputatious denial*)

We did not **tell** them you brought rotten apples.
(*We implied or suspected*)

We did not tell **them** you brought rotten apples.
(*We told someone else*)

We did not tell them **you** brought rotten apples.
(*Someone else did*)

We did not tell them you **brought** rotten apples.
(*You did something else with the rotten apples*)

We did not tell them you brought **rotten** apples.
(*You brought another kind of apples*)

We did not tell them you brought rotten **apples**.
(*You brought something else rotten*)

Gettysburg Address

Fourscore and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war testing whether that nation so conceived...

Fluency

Phrase-Cued Weekly Practice Sessions

Practice sessions should take about 10 minutes a day and should be done several times a week. Passages should be selected based on each student's instructional reading level. Make two copies of the passage, marking the natural phrase boundaries on one copy and leaving the other copy unmarked.

Day 1

1. Select and distribute a marked text passage (100-250 words) written at the reading level of a group of students.
2. Explain the format, informing students that good phrasing will improve their comprehension; and with practice, they will become familiar with reading from marked text.
3. Demonstrate by reading the marked text aloud as students use their copies to follow along silently. This can be done 2-3 times.
4. Encourage students to comment on what they observed about your phrasing and expression.
5. Have students use the marked text to read aloud chorally. They will have additional opportunities to practice throughout the week.

Day 2

1. Demonstrate by reading the marked text aloud.
2. Have students chorally read aloud from copies of their marked text two or three times.
3. Encourage students to comment on their reading and give them your feedback.
4. Discuss the content of the passage.
5. Have students practice reading aloud the marked text in pairs or small groups.
6. Encourage them to exchange constructive feedback.

Fluency

Day 3

1. Have students use the marked text to read aloud chorally.
2. Follow up by having students practice reading aloud in pairs or small groups
3. You may wish to have students tape-record themselves, so they can assess their own reading.
4. Encourage students to find opportunities during the day to practice reading their marked text.

Day 4

1. Distribute the unmarked version of the text.
2. Ask each student to read aloud the passage without the phrases marked. Give each student feedback on his or her reading.
3. Have students practice reading the unmarked text in pairs. They may also tape-record themselves and compare their various readings.

Day 5

1. Meet with each student individually. Ask him or her to read the unmarked version of the text. Note phrasing, appropriate pauses, expression, and reading rate. Give the student positive feedback.
2. Encourage students to take the passage home and read it to an adult.

Fluency

Observation as Evaluation

Anecdotal Records

Good teachers constantly engage in kidwatching to evaluate students, but seldom record their observations. According to Bush and Huebner, “recording these observations is an absolute necessity because teachers may forget previous behaviors as new ones appear” (1979).

An anecdotal record is the recording of a description of an observed significant incident in which the description and interpretation are separate. The anecdotal record should be recordings of what the child said or did – not interpretations.

***(Bush, C. & Huebner, M. 1979, *Strategies for reading in the elementary school (2nd ed.)*. New York: Macmillan pg 355)

Almost any observation that can shed light on a student’s literacy behavior is a suitable entry for an anecdotal record, including notes on strategies, miscues, interests, interactions, and work habits (Rhodes, 1990).

Recording several observations of a student as he or she reads orally *and* silently reveals a great deal of information about the student and how this information can be used to plan his or her instructional program.

Observation Checklist for Silent Reading

Name of Student _____ Date _____

	Never	Seldom	Occasionally	Frequently
Appears comfortable while silently reading				
Uses a card or finger to follow while reading				
Vocalizes while silently reading				
Subvocalizes while silently reading				

Fluency

Student's Self-report Checklist on Strategies for Learning from Text

Self-Evaluation

Name of Student _____ Date _____

	Usually	Often	Sometimes	Never
While reading <i>silently</i> ...				
I am easily distracted.	_____	_____	_____	_____
I use a card, piece of paper or my finger as a guide.	_____	_____	_____	_____
I whisper/mumble the words I "hear" in my head.	_____	_____	_____	_____
I move my lips while making little or no sound as I "hear" the words in my head.	_____	_____	_____	_____
I visualize what I read.	_____	_____	_____	_____
While reading <i>orally</i> ...				
I am easily distracted.	_____	_____	_____	_____
I use a card, piece of paper or my finger as my guide.	_____	_____	_____	_____
I sound words out before I read them.	_____	_____	_____	_____
I sound words out as I read them.	_____	_____	_____	_____
I visualize what I read.	_____	_____	_____	_____

Fluency

Reading Miscue Inventory (Goodman and Burke, 1979)

1. Select a passage of interest to the student that is different enough so that miscues will be made. The student reads into a tape recorder for 10 to 15 minutes. The examiner is not allowed to provide any assistance to the reader. While the student is reading, the examiner records errors on the worksheet.
2. Only five types of errors are recorded: substitutions, omissions, insertions, reversals, and repetitions. However, these errors are broken down into fine detail.
3. After reading, the student is asked to retell the information in as much detail as possible. The examiner may ask probing questions. It is also helpful to tape this for further analysis.
4. Following the session, the examiner plays the recording of the session, checking to see if miscues were correctly identified. The miscues are then analyzed in detail. This analysis begins with the asking of nine questions about each miscue.
 1. Dialect: Is a dialect variation involved in the miscue?
 2. Intonation: Is a shift in intonation involved in the miscue?
 3. Graphic Similarity: How much does the miscue look like what was expected?
 4. Sound Similarity: How much does the miscue sound like what was expected?
 5. Grammatical Function: Is the grammatical function of the miscue the same as the grammatical function of the word in the text?
 6. Correction: Is the miscue corrected?
 7. Grammatical Acceptability: Does the miscue occur in a structure that is grammatically acceptable?
 8. Semantic Acceptability: Does the miscue occur in a structure that is grammatically acceptable?
 9. Meaning Change: Does the miscue result in a change of meaning?
5. Finally the examiner evaluates the reader's retelling. Identify ways in which the miscues affected the reader's comprehension. Provide a written analysis of the results.

Fluency

Multidimensional Fluency Scale (T. Rasinski, 2003)

Student's Name _____ Date _____

Text Selection: _____

Directions: Use the scale in all four areas to rate reader fluency. Circle the number in each category that best corresponds to your observations. Scores of 9 and above indicate that fluency has been achieved for the grade level of the passage read. Scores below 8 indicate that fluency may be a concern.

Accuracy

1. Word recognition accuracy is poor: generally below 85%. Reader clearly struggles in decoding words. Makes multiple decoding attempts for many words, usually without success.
2. Word recognition accuracy is marginal: 86%-90%. Reader struggles on many words. Many unsuccessful attempts at self-correction.
3. Word recognition accuracy is good: 91%-95%. Self-corrects successfully.
4. Word recognition accuracy is excellent: 96%. Self-corrections are few but successful as nearly all words are read correctly on initial attempt.

Phrasing

1. Monotonic with little sense of phrase boundaries; frequent word-by-word reading.
2. Frequent two- and three- word phrases, giving the impression of choppy reading; improper stress and intonation that fails to mark ends of sentences and clauses.
3. Mixture of run-ons, midsentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.
4. Generally well phrased, mostly in clause and sentence units with adequate attention to expression.

Smoothness

1. Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.
2. Several "rough spots" in text where extended pauses, hesitations, and so on, are more frequent and disruptive.
3. Occasional breaks in smoothness caused by difficulties with specific words and/or structures
4. Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.

Pace

1. Slow and laborious
2. Moderately slow
3. Uneven mixture of fast and slow reading
4. Consistently conversational

Fluency

5-Point Fluency Scale for Oral Reading

Student _____ Grade _____ Teacher _____

1	2	3	4	5
Word-by-word	Some word-by-word, some 2-3 word phrases	Phrases; some word-by-word	Mostly in phrases	Phrasing consistently used
Long pauses between words; struggles with words	Some hesitations; sounds out words; disrupts flow	Some smooth, some choppy	Generally smooth; may exhibit difficulty with some words	Generally smooth; good use of self-corrections
Reading in monotone	Reads mostly in monotone	Combines uses of expression with monotone	Appropriate expression throughout much of the piece	Appropriate expression; intonation maintained throughout
Little evidence of use of punctuation	Shows some use of punctuation	Shows some use of punctuation, but still ignores some	Use of punctuation is generally good	Uses punctuation consistently
Rate is generally slow and laborious	Slow rate	Rate varies	Rate is generally conversational	Rate in conversational and consistent throughout

Date	Level	Selection	Comments

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The One Minute Read

1. Provide the student with an appropriately leveled passage (100 - 200 words). This should be within the student's identified independent level.
2. Use a timer and stop the student after one minute.
3. Determine the number of words read, subtract the number of incorrect words read, and this results in Correct Words Per Minute (CWPM)
4. Refer to the chart to see the grade equivalency of the student

Silent Reading Rate Chart

Below is information on silent reading rates. According to Carver, this rate is considered in tandem with comprehension (1989).

Silent Reading Rates for Students in Various Grades Who Understand the Material

Grade	WPM	Grade	WPM
1	< 81	7	175 - 185
2	82 - 108	8	186 - 197
3	109 - 130	9	198 - 209
4	131 - 147	10	210 - 224
5	148 - 161	11	225 - 240
6	162 - 174	12	241 - 255

Fluency

Median Annual Oral Reading Rate Increases for Students in Grades 4 through 8

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
4	75	125	133	143
	50	99	112	118
	25	72	89	92
5	75	126	143	151
	50	105	118	128
	25	77	93	100
6	90	171	85	201
	75	143	160	172
	50	115	132	145
	25	91	106	117
	10	73	81	90
7	90	200	207	213
	75	175	183	193
	50	147	158	167
	25	126	134	146
	10	106	116	124
8	90	208	217	221
	75	183	196	198
	50	156	167	171
	25	126	144	145
	10	100	113	115

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Fluency

Summing Up

Fluency is a separate, yet integral part, of the reading process. Fluency results from a complex interrelationship of processes that is more than the sum of these components. Teachers who make fluency a part of their comprehensive reading program and implement instruction with engaging materials help students solve the reading puzzle.

