Preparing Teacher Candidates to Build Fluency in Struggling Readers
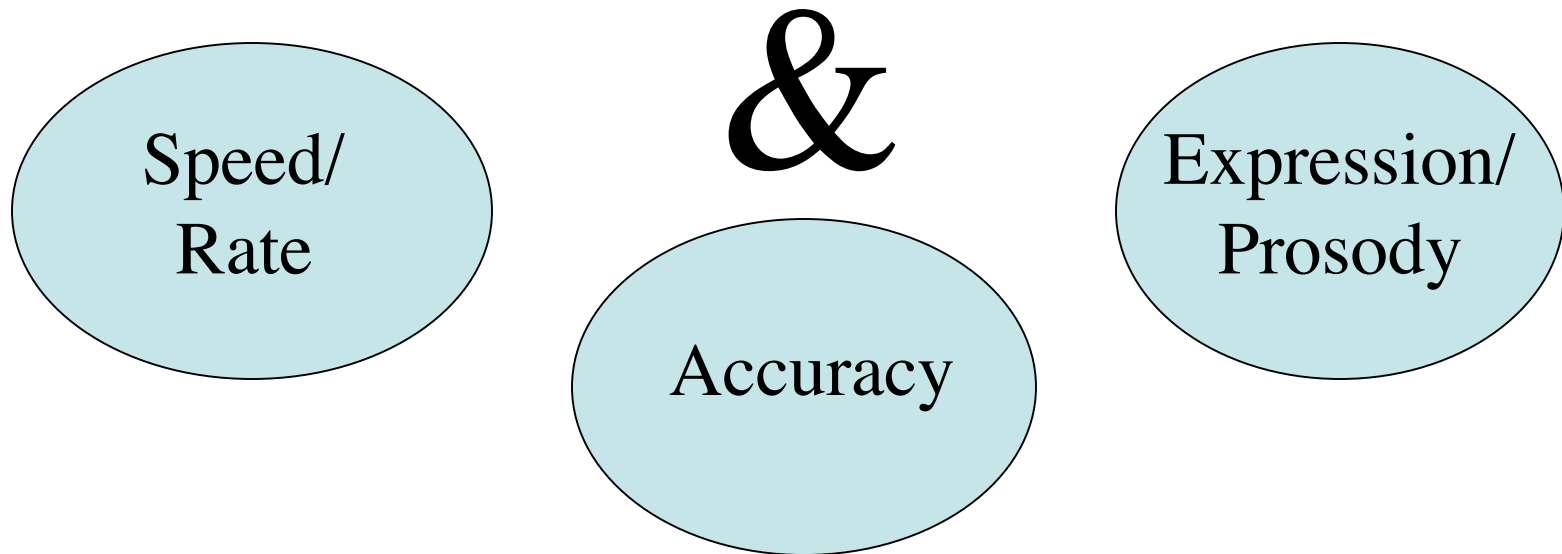
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What Is Reading Fluency?

Fluency is the ability to read a text quickly, accurately, and with expression.

Speed/ Rate

&

Accuracy

Expression/ Prosody

Characteristics: Fluent Readers

- Demonstrate automatic word recognition skills

- Have the ability to self-correct while reading

- Adjust their reading rate based on the purposes for reading

- Read orally at a rate that helps facilitate comprehension

- Read regularly from independent-level materials

- Read regularly from instructional-level materials that are challenging but manageable

- Read proficiently from diverse texts

- know many sight words

- read aloud in ways that both reflect understanding of the text and engage the listener(s)

Characteristics: Nonfluent Readers…

- Display difficulties with accuracy and speed

- Demonstrate basic word recognition difficulties

- Know a few sight words

- Read word by word

- Do not self-correct during their reading

- Are unable to read aloud in ways that reflect understanding of the text and are unable to engage listeners.

Oral Reading Fluency
Why is it important?

Fluent readers are able to:	Nonfluent readers must:
Focus their attention on understanding the text (and are therefore better able to interpret the text, make connections among the ideas in the text)	Focus their attention on decoding and accessing the meaning of individual words (thus leaving little attention free for comprehension)

(National Reading Panel, 2000)

Oral Reading Fluency Goals

The following range of fluency standards (Hasbrouck and Tindal, 1992) can help teachers evaluate scores for placing students in appropriate reading level materials and setting reasonable goals:

Grade	Fall wcpm	Winter wcpm	Spring wcpm
2	53-82	78-106	94-124
3	79-107	93-123	114-142
4	99-125	112-133	118-143
5	105-126	118-143	128-151

(*Note: Fluency standards vary depending upon sources.)

Calculating Percent Accuracy

To determine the appropriate level of text for a student, calculate the following:

Number of Words Read Correctly	÷	Total Words Read	=	Percent Accuracy

Example: 55 (words correct ÷ 62 (total words read) = 89 **(89%)**

	Text Level	
Independent	**Instructional**	**Frustration**
95%-100% accuracy (good/excellent comprehension)	95%-90% accuracy (good/satisfactory comprehension)	Less than 90% (satisfactory/fair/poor comprehension)

(*Note: Percent accuracy varies depending upon sources)

Calculating Reading Fluency

One-minute reading
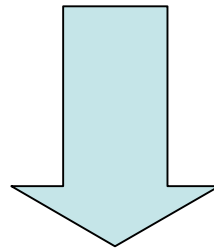
| Total Words Read | - | Errors | = | Words Correct Per Minute (WCPM) |

Example: In the beginning of second grade material

53 words read - 3 errors = 50 wcpm

Errors

- **Mispronunciations:** Words that are misread as pseudowords (e.g., pib for pin)
- **Substitutions:** Words that are substituted for the correct word (e.g., dog for dig)
- **Hesitations:** Words that are not read within 3 seconds (e.g., supply the word after 3 seconds)
- **Omissions:** Words that are skipped
- **Reversals:** The order of words in a phrases, sentences, or a part of a word is changed (e.g., Saw I a cat for I saw a cat, was for saw)

Nonerrors/Mistakes

- **Insertions:** Words that are added (e.g., big brown bear for big bear)
- **Self-corrections:** Errors that are corrected within 3 seconds
- **Repetitions:** A repeated word or series of words

Activity

Directions for Assessing Reading Fluency

- Say, "When I say begin, start reading this passage titled _____." (Point to the beginning of the passage.)

  "Try to read each word. If you come to a word you don't know, I will tell you the word. Do your best reading. Are there any questions?"

Directions for Assessing Reading Fluency (cont'd)

- Say, "Begin."
- Start timing when the student begins reading aloud.
- Follow along on your copy. Put a slash (/) through words read in error.
- Stop timing at the end of 1 minute.
- Mark the last word read by the student. (You may allow the student finish reading to the end of the passage.)
- Count the total number of words read-Subtract the number of errors from the total number of words read-The resulting difference is word correct per minute, an index of oral reading fluency.

Guidelines for Building Fluency

- Begin when students demonstrate requisite skills.
  - Identify the names and sounds of previously learned letters
  - Read phonetically regular consonant-vowel-consonant (CVC) words
  - Recognize a few sight words
- Select appropriate texts.
  - Are not too difficult for students to use (at the independent or instructional reading levels)
  - Contain common sight words and familiar vocabulary
  - Are decodable to help struggling readers reinforce automatic word recognition while building reading fluency
  - Reflect students' cultures and interests

Guidelines for Building Fluency (con't)

- Model fluent reading by reading aloud to students
  - Daily for approximately 10-20 minutes
  - In an expressive manner with correct phrasing and intonation
  - Using "best reading"
  - With appropriate prompts (e.g., modeling a sweeping motion) as needed

- Provide ample opportunity to practice.
  - Reading target passages more than once

Fluency Instruction Guidelines for English Language Learners

- Provide English language learners opportunities to read fluently on a daily basis (e.g., taped-assisted reading, choral reading).

- Use judgment when correcting differences in speech sounds (e.g., speech sounds in English may be different than those of the student's home language and do not need to be corrected continuously.)

- Practice words with English language learners to allow them to feel how these sounds are made in their mouth and throat.

- Have students "echo" the reading of a text after the teacher reads a short segment of the text.

A SYNTHESIS of Research on Effective Interventions for Building Reading Fluency

- **Warm-up:** Provide struggling readers with text chunked in words or phrases
- **Explicit model of fluent reading:** Read aloud to students
- **Tape- or computer-modeled reading** is effective, but may not be as effective as teacher modeling
- **Providing feedback** for words misread
- **Repeated reading:** Provide multiple opportunities to repeatedly read familiar text independently and with corrective feedback
- **Controlling the difficulty of text** and advancing students through **progressively more difficult text** based on their performance

(Chard, Vaughn, & Tyler, 2002)

Fluency Building Activity: Partner Reading

- Pairing reading partners

- Selecting reading materials

- Assembling materials

- Implementing Partner Reading

Pairing Reading Partners

1. Rank order all students in class according to their reading ability.

2. Split the list in half to form pairs.

3. Pair the top-ranked student in the higher-performing half (HP) with the top-ranked student in the lower-performing half (LP); do the same for the two students who are second from the top in each half; continue this process until all have partners.

Higher (More advanced partners)	Lower (Less advanced partners)	Pairs
Top-ranked HP	Top-ranked LP	Pair A
Second-ranked HP	Second-ranked LP	Pair B
Third-ranked HP	Third-ranked LP	Pair C

Selecting Reading Materials

- Select reading materials that is written at:
  - an independent level for the more advanced partner
  - an instructional level for the less advanced partner
- Give each student a copy of the reading passage
  - Reading materials may be different across student pairs.

Assembling Materials

- Student folder
  - Reading passage
  - Graph paper
  - Pencil/Markers
- Timer

Implementing Partner Reading

- (Student Pairing) Pair students.
- (Reading Material) Select reading material that is an independent level for the more advanced partner and at an instructional level for the less advanced partner.
- (3-minute Practice Reading) Instruct students to read the passage for 3 minutes each, with the more advanced partner reading first as the less advanced partner follows along. When finished, have the students reverse roles.
  - The more advanced partner helps the less advanced partner decode any unfamiliar words-error correction).
- (1-minute Timed Reading) Tell the students to reread the passage for 1 minute ("best reading"), with the more advanced partner reading first.
  - The partner who is not reading follows along and marks the passage where the last word was read at the 1-minute mark.
- (Charting) After the lesson, the students count and graph the number of words read in 1 minute.

Fluency Building Activities

- Objective: The student will read passages with improved rate and accuracy.
- Partner Reading
- Tape-assisted Reading

Activity
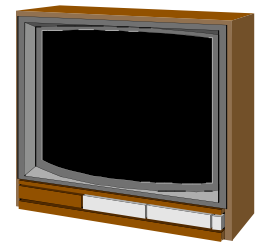
Additional Strategies
for
Enhancing Fluency

- Mentor Reading

- Radio Reading

- Read Around

- Readers' Puppet Theatre

- Reading Critics

- Chunking

- Phrase Card Reading

Activity