

Reading Fluency

SPCD 587

Fluency

- “Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly in ways that help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.” (NRP, 2000, p. 22)

Reading Fluency

- Reading fluency is the area of reading instruction that has received the least amount of attention from researchers (Allington, 2006; Rasinski, 2003). In particular, scant attention has been paid to reading fluency for students with moderate to severe disabilities (Erickson et al., 2009).
- Reading fluency is currently receiving increased awareness as a result of research demonstrating the importance of this area of reading to overall reading competence (e.g., Allington, 2006; National Reading Panel, 2000).

Fluency Requires:



- **Accurate decoding**
- **Appropriate use of intonation (pitch, juncture, and stress)**
- **Appropriate text phrasing**
- **Ability to fluently process word meaning (Allor and Chard, 2011)**
 - “fluency is just as dependent on the reader’s vocabulary as on his or her decoding skills” (p. 4)
- **Acceptable reading speed**

Rule out factors other than fluency that affect reading rate

- Sensory impairment
- Motor impairment
- Language impairment

Print Access Checklist (See p. 65 in Chapter 5 in your text.)

Print Access Checklist

Student: _____ Age: _____
 Teacher: _____ Date: _____
 Assessed by: _____

Skill	Yes	No	Support Needed
Maintains stable and comfortable body position to see print			
Visually discriminates print			
Focuses on printed text			
Tracks print from left to right			
Tracks print from top to bottom			
Manipulates reading material			

Other observations: _____

Example of creating access

- The cat ate the cheese.
- I ran to first base.

Three Levels of Fluency

- **Nonaccurate** – student struggles with decoding most of the words in the passage
- **Accurate** – student's decoding is better but still must focus greatly on decoding so most of his/her attention is on this process rather than comprehension
- **Automatic** – student immediately recognizes words and can focus on comprehension

(Heller et al., 2007)

Assessing Reading Fluency

- **Words Correct per Minute (WCPM)**
 - Use reading material at student's instructional or independent reading level
- Rubric to evaluate other elements of phrasing (qualitative aspects of fluency)
 - Use of stress, pitch, and juncture
 - Mature phrasing or chunking of text
- **Assess over time**

Teaching Reading Fluency

- Start by modeling good fluency
- Use direct instruction and feedback.
- Use easy, engaging materials at independent level (passage student can read at 95-100% accuracy) or instructional level (90%-94% accuracy). Vary types of texts used for fluency practice
- Some instructional activities
 - **Repetition** (repeated readings).
 - With error correction
 - With a reading model (unison reading with teacher, peer, computer, tape)
 - **Shared reading**
 - **Chunking practice** (read a passage using echo of meaningful phrases)
 - **Reading along** with a recording/independent reading

More Examples of Effective Fluency Instruction

- Read alouds
- Shared book experience
- Choral reading
- Paired reading
- Repeated reading (e.g. tape, time, chart)
- Reader's theatre
- Puppet shows
- Poetry readings (e.g., "coffee house")
- Independent reading



Next Week is SPRING BREAK!!

In Two weeks (3/25) we will

Examine:

Language Experience approach to teaching reading

Read:

Moni & Jobling (2014). We will use our discussion of this article as a QuickWrite Activity

Turn in:

Literature Review