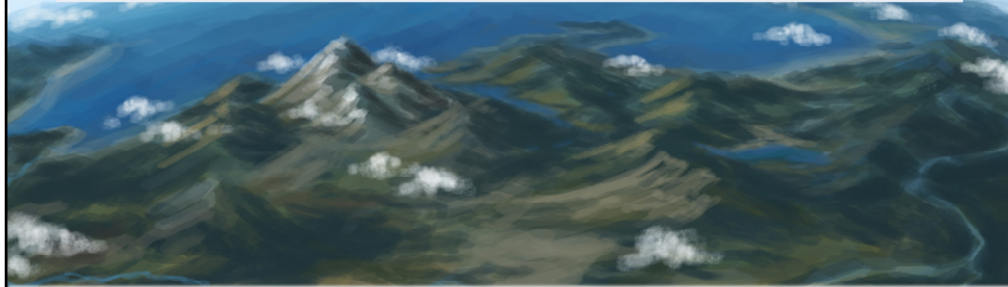


ENGLISH LANGUAGE ARTS DEVELOPING FLUENCY IN READING



Produced by:
University of Kentucky,

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Welcome to the NCSC Developing Fluency in Reading Module. This module will review determining learning targets, collecting data and analyzing the results.



This printable PDF version of a NCSC module has been provided for your convenience. The PDF version of the module will be very similar to the online module, with a few revisions to eliminate features that are only necessary in the online learning environment. Because the PDF presentations are the content of the online courses and retain the formatting and some of the features of the modules, we have included the following description. The NCSC professional development courses each consist of one or more modules. To help the learner navigate in the courses, the modules have a uniform design and format. All learning modules follow four themes: plot the course, explore the terrain, check the map, and expand your horizons. In plot the course learners discover what is covered in the module, including their learning objectives and other steps they will follow while viewing the module. In explore the terrain, the learner will engage with the content and learn about the topic covered in the module. In check the map the learner has the opportunity to review and self-assess their understanding. Some of the PDF presentations (printable versions of the modules) will not contain Check the Map sections as there are no self-assessments in the printable PDFs. Finally, expand your horizons offers ways in which the learner can explore the content further, or apply what they have learned. Theme Indicators appear on most slides to tell the user what type of content is contained in the slide.

MODULE GOALS



Know what reading fluency is and how it relates to students with disabilities.

Know instructional strategies that improve fluency and how you measure progress.



This module will help you understand reading fluency and how it relates to reading instruction for students with intellectual disabilities. We will review the definition of fluency and strategies that can increase a student's reading fluency.

RELATED CONCEPTS



Below is a related concept that will be discussed in this module. If you would like background on this concept, click forward on the playbar. If you are familiar with the concept and do not need additional background, click on the button labeled skip definitions.

- Fluency



In this module reference is made to the concept of fluency.

If you would like background on this concept, click forward on the playbar. If you are familiar with the concept and do not need additional background, click on the button labeled skip definitions.

RELATED CONCEPTS – FLUENCY



Reading fluency is the ability to read phrases and sentences smoothly and quickly, while understanding them as expressions of complete ideas.

Fluency can be determined by measuring the rate at which a student reads.

[Reading Rockets](http://www.readingrockets.org) www.readingrockets.org



Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression. [Reading Rockets](http://www.readingrockets.org) www.readingrockets.org

INSTRUCTIONS FOR COMPLETING THE MODULE



- Review the Developing Fluency in Reading module.
- Complete 5 self assessment items throughout the module
- Review the additional resources listed at the end of this module



Review the information provided in this module. Remember to complete the 5 self assessment items and review the reference documents for more detailed information.



How do we define a student's reading rate or fluency?

WHAT IS READING FLUENCY?



The ability to read -

accurately

quickly

with expression



For students with significant intellectual disabilities, fluency has not been part of the instructional conversation. It is a concept specifically related to the rate of reading written words and not symbolic or tactile representations of words/concepts.

What is reading fluency for those students whose instruction includes reading words? Fluency is not only the rate at which the student reads, it is also how accurate the student is and if they read with the appropriate expression.

Students who do not read with fluency sound choppy and awkward. Those students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading. As readers head into upper elementary grades, fluency becomes increasingly important. The volume of reading required in the upper elementary years escalates dramatically. Students whose reading is slow or labored will have trouble meeting the reading demands of their grade level.

COMPREHENSION



Multiple Causes of Comprehension Problems:

- Lack of sufficient background knowledge
- Lack of sufficient language foundation
- Fails to organize & use information to understand
- Does not realize when s/he fails to understand
- Decoding/fluency skills poor



Fluency is also important for motivation; students who find reading laborious tend not to want read. Laborious reading impedes comprehension as does a lack of sufficient background knowledge, a sufficient language foundation, and the ability to organize and use information to understand what is being read. Poor decoding skills or fluency skills also negatively impact comprehension.

WHY IS FLUENCY SO IMPORTANT?



- Comprehension limited by labored, inefficient reading (*working memory*)
- Lack of fluency = lack of motivation = fewer words read = smaller vocabulary = limited comprehension
- “There is no comprehension strategy that compensates for difficulty reading words accurately & fluently.” (*Torgeson, 2003*)



WHY IS FLUENCY SO IMPORTANT?

- Comprehension is limited by labored, inefficient reading. Part of this is due to the student’s working memory.
- Lack of fluency equals lack of motivation, which equals fewer words read, which equals a smaller vocabulary. All of these components equal limited comprehension. This cycle is *self-perpetuating*.
- According to Torgeson (2003), “There is no comprehension strategy that compensates for difficulty reading words accurately & fluently.”

CHECK FOR LEARNING



How is fluency defined?

- the ability to read phrases and sentences smoothly and quickly, while understanding them as expressions of complete ideas.
- can be determined by measuring the rate at which a student reads.

What are the descriptors of a student who is not fluent?

Reads haltingly
Slow, laborious reading
Reads word—by—word
Uncertain of sight words



Remember our goals for this module.. . We reviewed .

How is fluency defined?

- the ability to read phrases and sentences smoothly and quickly, while understanding them as expressions of complete ideas.
- can be determined by measuring the rate at which a student reads.

What are the descriptors of a student who is not fluent?

The student reads haltingly.
Student's reading is slow, laborious.
Student reads word—by—word.
Student is uncertain of sight words.



How do we increase a student's reading rate or fluency? Through instruction and data collection.

FIVE KEY INSTRUCTIONAL COMPONENTS



Phonemic Awareness

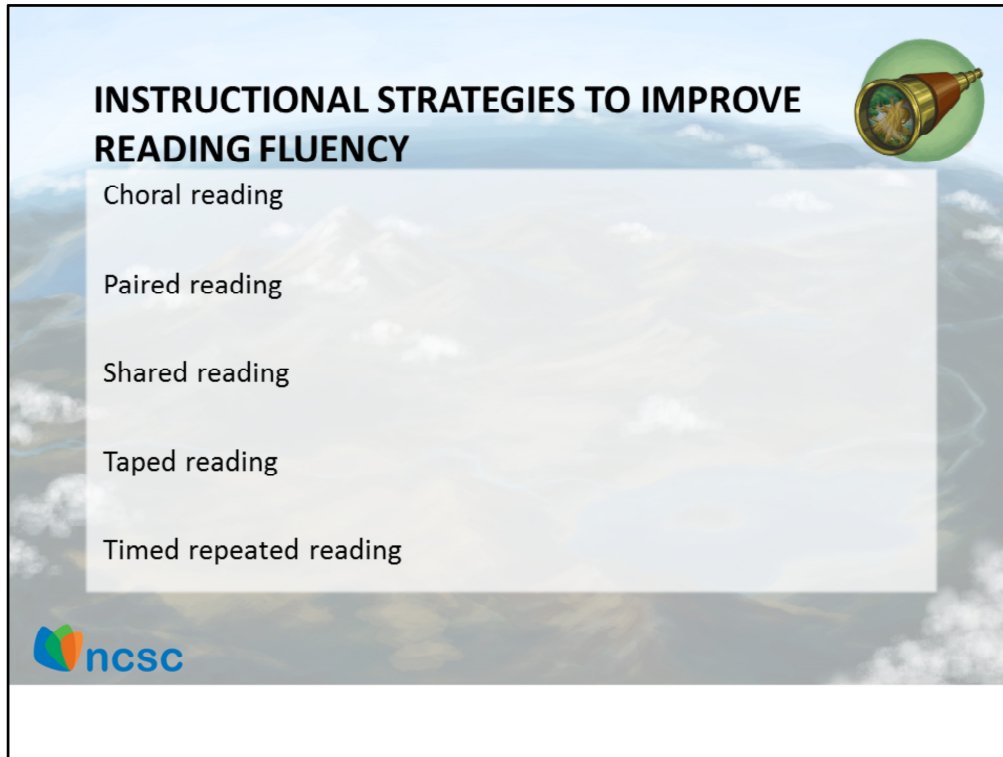
- Phonics
- Fluency*
- Vocabulary
- Comprehension Strategies

National Reading Panel (2000)



There are 5 key instructional components to reading instruction that are dependent on each other to produce a competent reader. These begin with phonemic awareness and phonics – how to pronounce each word. The 3rd component is fluency or the rate at which the student reads. Fluency is dependent on the last 2 components – vocabulary and comprehension.

National Reading Panel (2000)



Lisa Blau wrote 5 Surefire Strategies for Developing Reading Fluency in 2001. The following information provides detail on these 5 instructional strategies to improve fluency, and each one of these lend themselves to the needs of students with disabilities.

Choral reading - Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation.

Paired reading- Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read.

Shared reading- Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books (referred to as big books) with enlarged print and illustrations.

Taped reading- Tape-assisted reading is an individual or group reading activity where students read along in their books as they hear a fluent reader read the book on an audiotape.

Timed repeated readings- Timed repeated readings are an instructional practice for monitoring students' fluency development. Repeated readings of familiar instructional level text, under timed conditions, can increase students' reading speed. This in turn can improve comprehension. This is the most commonly used strategy.

Let's look at each of these strategies in greater detail.

WHY USE CHORAL READING?



It can provide less skilled readers the opportunity to practice and receive support before being required to read on their own.

It provides a model for fluent reading as students listen.

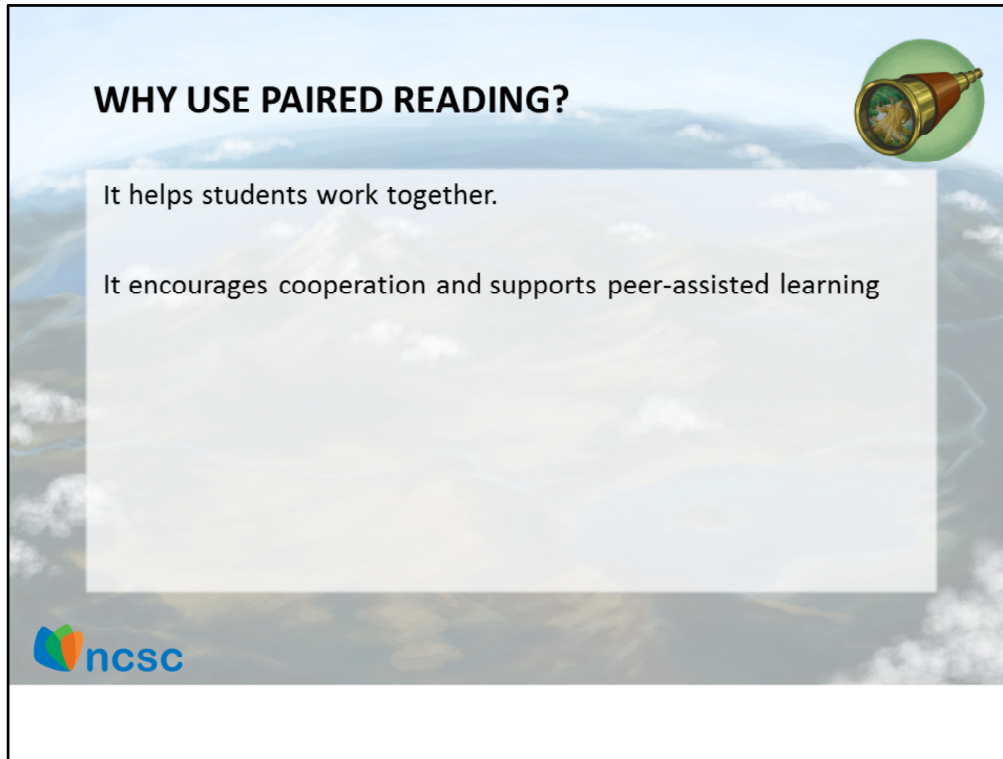
It helps improve the ability to read sight words



Choral reading can provide students who are less skilled with opportunities to practice and receive support before they are asked to read on their own, hear a model of fluent reading and to improve reading sight words.

How do you use choral reading:

- Choose a book or passage that works well for reading aloud as a group:
 - patterned or predictable (for beginning readers)
 - not too long; and
 - is at the independent reading level of most students
- Provide each student a copy of the text so they may follow along. (Note: You may wish to use an overhead projector or place students at a computer monitor with the text on the screen.)
- Read the passage or story aloud and model fluent reading for the students.
- Ask the students to use a marker or finger to follow along with the text as they read.
- Reread the passage and have all students in the group read the story or passage aloud in unison.



In paired reading, students work together or with peers.

How to pair students:

- Pair students either by same reading ability or by high level readers with low level readers. Use the following steps to pair high-level readers with low-level readers:
 - List the students in order from highest to lowest according to reading ability
 - Divide the list in half
 - Place the top student in the first list with the top student in the second list
 - Continue until all students have been partnered
 - The reader from the first list should read first while the reader from the second list listens and follows along
- The second reader should pick up where the first reader stops. If additional practice is needed, the second reader can reread what the first reader read.
- Encourage pairs to ask each other about what was read. "What was your page about? What was your favorite part?"

Implementing the strategy

1. Introduce the students to the Paired Reading strategy. This includes:

- a. Establishing a routine for students to adopt such as - Will they read aloud, simultaneously? Will they take turns with each person reading a paragraph? a page? Or will one person read while the other person listens?).
 - b. Teaching students error-correction procedures like re-reading misread words.
 - c. Modeling the procedure to ensure that students understand how to use the strategy.
1. Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together.
 2. Have students offer feedback and praise frequently for correct reading.
- Monitor and support students as they work.

WHY USE SHARED READING?



It provides struggling readers with necessary support.

Shared reading of predictable text can build sight word knowledge and reading fluency

Allows students to enjoy materials that they may not be able to read on their own.

Ensures that all students feel successful by providing support to the entire group.




Shared reading allows students to enjoy materials they may not be able to read on their own and provides struggling readers with additional support.

How to use shared reading;


- Introduce the story by discussing the title, cover, and author/illustrator. Ask the students to make predictions regarding what they think the story might be about.
- Read the story aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions. Ask brief questions to determine students' comprehension level.
- Conclude the reading by reserving time for reactions and comments. Ask questions about the story and relate the story to the students' similar experiences. Ask the children to retell the story in their own words.
- Re-read the story and/or allow time for independent reading.
- Conduct follow-up activities. For younger students this may be making crafts related to the story. Older students may research background information related to the story and share it with the group.

WHY USE TAPED READING?



Students read along while listening to a tape of the text read by a fluent reader.

- Builds fluency and confidence
- Develops reading skills
- Moves student to independent reading



Tape assisted reading is an individual or group reading activity where students read along in their books as they hear a fluent reader read the book on an audiotape. As reading skills develop, students read the same passage or text without the assistance of the tape.

Why use taped reading?

- It helps to build fluency skills including proper phrasing and expression.
- It helps students improve sight word recognition.
- It helps build comprehension.
- It allows students to hear the tone and pace of a skillful reader.
- It's a flexible strategy that can be used across content areas.

How do you use it?

1. Choose a reading passage and audio recording of the reading that is slightly above students' independent reading levels.
2. Ask students to listen to the tape (or downloaded audio) while following along on the paper copy of the passage.
3. Have students read out loud along with the audio recording.
4. Ask students to read the passage without the audio.
5. Have students read and re-read along with the audio until they feel comfortable reading the text unassisted.

HOW TO SET UP A TIMED READING



One minute reading. The student reads for 1 minute.

Timed repeated readings. The student reads the same passage for 1 minute multiple times (3-5).

Words correct per minute (WCPM). Choose a passage. Time the student while s/he reads the passage.



Timed reading is the most commonly used way teachers determine how many words a student can read per minute. Increasing fluency using timed reading is set up by first carefully selecting the passage to be used, and then determining the type of assessment information you want to gather:

One minute reading. The student reads for 1 minute. The teacher or partner counts the number of words read correctly in one minute (WCPM). This score is as valid as calculating perfect correct or accuracy on longer readings. Provide some practice time with non-assessment reading material before beginning the 1 minute timed reading.

Timed repeated readings. The student reads the same passage for 1 minute multiple times (3-5). The teacher or partner counts how many words the student read in 1 minute. The number of words read correctly results can be graphed using a bar graph.

Words correct per minute (WCPM). Choose a passage. Time the student when s/he reads the passage.

You will need:

1. Two copies of the assessment passage — one for the student and one for the teacher
2. Stopwatch or clock
3. Pencil

EXAMPLE OF A ONE MINUTE TIMED READING



A student read a story with 48 words in 2 minutes, 55 seconds. She made 8 errors. To determine WCPM: Count the total number of words.

Example: 48

Count the number of mistakes. Example: 8

Take the number of words minus the number of mistakes = number of words read correctly. Example: $48 - 8 = 40$

Calculate percent accuracy: number of words read correctly divided by total number of words. Example: $40/48 = 83\%$

Convert the time it took to read the passage to seconds.

Example: 2 minutes, 55 seconds = 175 seconds

Convert the number of seconds to minutes by dividing the number of seconds by 60. This is the total reading time. Example: $175 / 60 = 2.91$

Divide the number of words read correctly by the total reading time in minutes and decimal form. Example: $40 / 2.91 = 13.7$ WCPM



Here's an example of a 1 minute timed reading.

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Use the [fluency norms from Hasbrouck and Tindal](#) (8K PDF in references)* to determine the child's approximate percentile for oral reading fluency.

CHECK FOR LEARNING



Instructional strategies to increase fluency:

Choral reading, Paired reading, Shared Reading, Timed and Tape assisted reading

The strategy 'timed repeated reading' was used in the rate measurement example.



Remember our goals for this module.. . We reviewed instructional strategies to increase the rate of reading – fluency. They were:

1. Choral reading is reading aloud in unison with a whole class or group of students.
2. Paired reading- students use partners and read aloud to each other.
3. Shared reading- Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher.
4. Tape assisted reading is an individual or group reading activity where students read along in their books as they hear a fluent reader read the book on an audiotape.
5. Timed repeated readings are an instructional practice for monitoring students' fluency development.

NEXT STEPS



This concludes the Developing Fluency in Reading module.

What to do next?

- Review the feedback in the Self Assessment Summary for the 5 Self Assessment items you answered throughout the module.
- Return to review and change answers for any item you did not answer correctly.
- Claim your badge when you have achieved 80% or better on the Self Assessment.
- Review the references for more information.



This concludes the NCSC English Language Arts: Developing Fluency in Reading module. At this point, you should have answered five self-assessment items. Take time to read the feedback on the Self Assessment Summary slide. If you missed any of the self assessment items throughout the module, return to review the content using the buttons beside the item. You are able then to change your answers to the self assessment items based on the content you reviewed.

When you have achieved 80% or higher, you will be able to claim your badge.

Look over the references, and if you want further information on any of the concepts you have covered, find the original reference.

Claim your badge using the link under the badge image at the end of the module.

RESOURCES AND REFERENCES



- Blau, L., (2001). Surefire strategies for developing reading fluency: Give students the practice to read with ease and confidence, and watch accuracy and understanding soar. *Instructor*, 110(7), 28-30.
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These are the resources and references used in this module.

RESOURCES AND REFERENCES



Hasbrouck, J.E., Woldbeck, T., Ihnot, C., & Parker, R. I. (1999). One teacher's use of curriculum-based measurement: A changed opinion. *Learning Disabilities: Research & Practice, 14*(2), 118-126.

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This is a continuation of the resources and references used in this module.