



Fluency

First Grade

Assignment for Observation

- Fluency includes automatic word reading, reading at a reasonable rate and prosody or expression. Notice how the teacher addresses each of these areas.
- Record evidence of how fluency is taught in each of the components of the Literacy Block.
- Use **Resource F1 Multidimensional Fluency Scale** during familiar reading to assess students' level of fluency while another participant or the teacher is taking an oral fluency check.

Participant Materials

Reading First Notebook

- Arkansas K-12 English Language Arts Curriculum Framework, Revised 2003
- Arkansas Reading First Comprehensive Literacy Instruction Map
- Arkansas Reading First Classroom Observation Protocol
- *A Closer Look at the Five Essential Components of Effective Reading Instruction*
- *A Focus on Fluency*
- *Put Reading First*

Text

I've DIBEL'd, Now What?

The Fluent Reader, Rasinski

Presenter Materials

All participant materials

Poster of Resource F 3 Fluency Related Processes

The Fluent Reader. Rasinski

Examples of appropriate Shared Reading texts (big books and poems)

Multidimensional Fluency Scale

Rasinski and Zutell

Name _____	Date _____
Fluency Score _____	
Book or Passage Title _____	Level _____

Scores will range from 4 to 16. Scores of 9 and above indicate that fluency is adequate for the grade level passage read. Scores below 8 indicate that fluency may be a concern.

Multidimensional Fluency Scale	4 Excellent	3 Good	2 Marginal	1 Poor
Accuracy <i>(timed reading for one minute)</i>	96% or above words read accurately with few successful self corrections	91%-95% words read accurately with successful self corrections	86%-90% struggles on many words; unsuccessful attempts at self-correction	85% and below struggles in decoding, unsuccessful decoding attempts
Phrasing	well-phrased in clauses and sentences with adequate attention to expression	mixture of run-ons and mid-sentence pauses, some choppiness, reasonable stress and intonation	frequent 2 and 3 word phrases, choppy reading, lacks stress and intonation that mark ends of sentences and clauses	monotone, little phrasing, word-by-word reading, improper stress and intonation that fail to mark ends of sentences
Smoothness	generally smooth with minimal breaks, word and structure difficulties are resolved quickly	occasional breaks caused by difficulty with specific words and/or structures	several "rough spots", pauses, hesitations, etc. are more frequent and disruptive	frequent extended pauses, hesitations, false starts, sound-outs, repetitions and/or multiple attempts
Pace	consistently conversational and appropriate	uneven mixture of fast and slow reading	moderately slow (or overly and inappropriately fast)	slow and laborious

Adapted from *The Fluent Reader* by Tim Rasinski

What is Fluency?

Put Reading First defines fluency as the ability to read a text accurately and quickly.

PRF, p. 22

What is Fluency?

***Put Reading First (PRF)*, p. 22.** Highlight the first paragraph, the definition of fluency, “*the ability to read a text accurately and quickly.*”

Components of fluency

- Automatic word recognition
- Reasonable rate of reading
- Prosody (expression)
 - Stress or emphasis
 - Pitch variations
 - Intonation
 - Reading rate variations
 - Pausing and phrasing for purpose
 - Punctuation

Components of Fluency

- **Automatic word recognition.** The fluent reader does not have to concentrate on decoding the words.
- **Reasonable rate of reading.** The fluent reader adjusts the reading rate according to print cues. These might include punctuation marks, clauses or phrases.
- **Prosody (expression).** The fluent reader reads with proper expression. Teachers must model for students the importance of reading with expression, paying attention to punctuation, characters and other details that may change the tone or expression.
 - *stress or emphasis*
 - *pitch variations*
 - *intonation*
 - *reading rate variations*
 - *pausing*
 - *phrasing for purpose*
 - *punctuation*

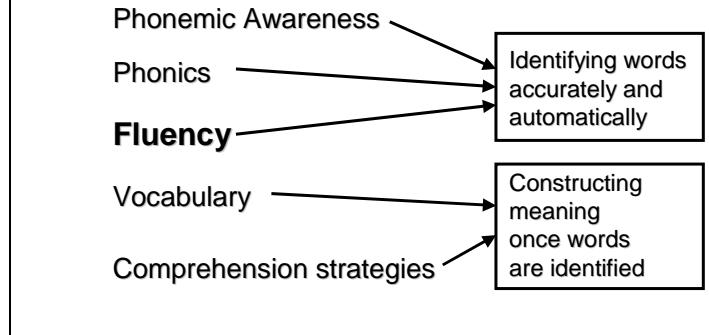
These features seem to help children develop meaning from written language. See ***A Focus on Fluency, p. 6***. They indicate the reader's understanding of the text.

Refer to ***A Focus on Fluency, p. 6***, "Modeling Prosody in Fluent Reading." Read aloud to participants. Point out how the teacher models fluent reading. She instructs the students to pay attention to how she grouped the words, how her voice changes and how she expressed to the punctuation. Prosodic reading reflects comprehension. Asking questions about expression and meaning allows the opportunity to interpret the reading.

- *What does it mean when I say it this way?*
- *How can I say it to mean what I want?*

Model how prosody affects meaning. Write the sentence, "*I didn't say Sam rode my red bike,*" on chart paper or overhead. Ask, "How many ways can you change the meaning of this sentence by using a different tone, different stress or different punctuation?"

Critical Components of Reading



Five Critical Components of Reading

Research indicates that students need to acquire skills and knowledge in at least these five main areas in order to become proficient readers.

In order for students to become fluent in their reading, they must be fluent in *letter identification*, *phoneme segmentation* and *phonics*.

Students must be able to access this information rapidly so that they will be free to construct the meaning of the text through *vocabulary* and *comprehension* strategies.

Research also indicates...

There is a direct relationship between fluency and comprehension.

Research

Highlight **PRF, p. 22**:

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

On **PRF, p. 23**, read the results of the NAEP study and the correlation between fluency and comprehension:

A recent large-scale study by the National Assessment of Educational Progress (NAEP) found that 44% of a representative sample of the nation's fourth graders were low in fluency. The study also found a close relationship between fluency and reading comprehension. Students who scored lower on measures of fluency also scored lower on measures of comprehension, suggesting that fluency is a neglected reading skill in many American classrooms, affecting many students' reading comprehension.

Automaticity

- **Automatic**—a skill performed without conscious attention
- **Automaticity**—capacity for performance without conscious attention

Engaged reading for meaning is the goal!

Automaticity

Automaticity is necessary for the fluent performance of any complex behavior, such as playing an instrument, participating in a sport, driving a car, reading a text and writing.

Refer participants to **PRF, p. 24**. Read “*The difference between fluency and automaticity.*” Briefly discuss. Note the statement “automaticity (or automatic word recognition) is necessary, but not sufficient for fluency.” Automaticity alone is not the goal of fluent reading; pleasurable, engaged reading for meaning is the goal.

Fluency Related Processes

Automaticity with sub skills of reading

- Letter perception (letter I.D)
- Phonological knowledge
- Word identification skills (phonics, orthographic patterns, automatic word id.)
- Language (structure of language, meaning of words)
- Inference and Comprehension

Processing speed

- Lexical access and retrieval
- Rapid retrieval

Preventing and Remediating Reading Difficulties, p. 369

Fluency Related Processes

As children progress through school and life, access to much of what is stored in long-term memory is supposed to become increasingly swift and easy....So much of what students are called upon to extract from long-term memory needs to be accessible instantly and available for use with virtually no expenditure of mental energy or effort.

A Mind at A Time. Dr. Mel Levine, p. 113

Lexical access refers to the child's ability to access word meanings (vocabulary) stored in memory.

If a child looks at print and does not have control of Letter ID, he or she cannot connect the letter to a sound. If the child is not aware that the sound exists, he has nothing to which to attach the letter. Early in reading, the reader must automatically recognize the letter, quickly attach a sound, hold that sound in his head while he moves to the next letter, and then go through the same process, blending the sounds of the letters together. Then the reader moves to the quick, automatic recognition of patterns and their corresponding sounds. The goal is automatic word recognition that requires no decoding.

Characteristics of Dysfluent Readers

- **Lack of accuracy**
The reader needs phonemic awareness, phonic decoding and word identification
- **Slow speed**
The reader needs fluency in letter naming and word recognition
- **Both inaccurate and slow**
Both slow speed and inaccuracy can cause dysfluent reading.

Characteristics of Dysfluent Readers

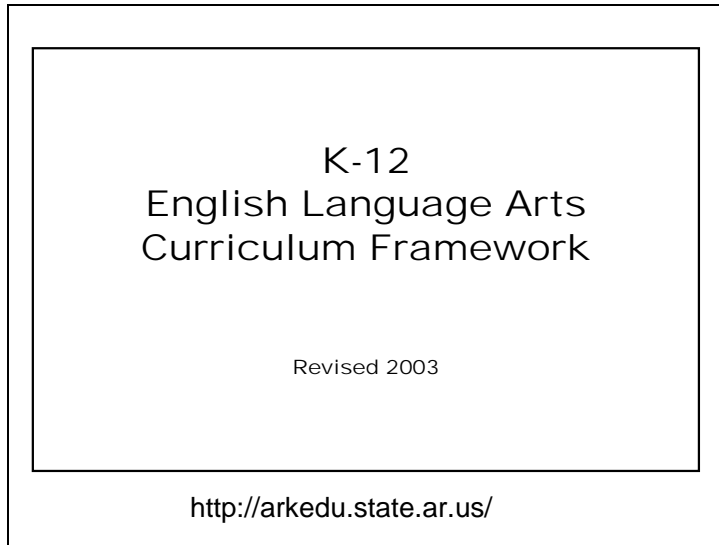
Dysfluent reading is caused by lack of accuracy and/or slow speed. About 60-80% of very poor readers have a deficit in *both* accuracy and speed.

Use **Resource F 2 Fluency Related Processes** to discuss processes required for fluent reading. (*Make Resource F 2 into a poster size chart for reference.*)

Fluency Related Processes

<u>Accuracy</u> Automaticity with Subskills	<u>Speed</u> Processing Speed
<ul style="list-style-type: none"> – Letter perception (letter ID) – Phonological knowledge – Word identification skills (phonics, orthographic patterns, automatic word identification) – Language (structure of language, meaning of words) – Inference and comprehension 	<ul style="list-style-type: none"> – Lexical access and retrieval – Rapid retrieval
<p>Both Accuracy and Speed</p> <p>Fluent readers process both accurately and rapidly. They are self-regulated.</p>	

F 2



Arkansas K-12 English Language Arts Curriculum Framework

Refer participants to the **Arkansas K-12 English Language Arts Curriculum Framework, Revised 2003, pp. 34-36**. Read the Student Learner Expectations (SLEs) related to fluency and discuss. Have participants mark the SLEs related to fluency with an **F**. Notes are in italics below Student Learning Expectations.

Strand: Reading

Standard 11: Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learner Expectations

R.11.1.5 Decode single syllable words using initial and final consonants, short vowel patterns, onsets and rimes, blends and digraphs in continuous text
Letter perception, phonological knowledge, phonics and knowledge of orthographic patterns are critical factors in fluent reading.

R.11.1.6 Read fluently approximately 150 high frequency words encountered during reading.

Word recognition must be automatic.

R.11.1.10 Read grade level texts with accuracy of 90% or above

Reading accuracy is dependent upon a student's ability to decode unfamiliar words and read frequently encountered words automatically, effortlessly and accurately.

R.11.1.11 Demonstrate automaticity of letter sounds and phonic patterns during reading

Knowledge of orthographic patterns is a critical factor in fluent reading because it allows word recognition to be automatic.

R.11.1.13. Read grade level text fluently at a minimum of 40 wpm
A student who is having difficulties with speed, rapid retrieval and lexical access (a child’s ability to access word meanings stored in memory) processes will not be able to meet the benchmark.

R.11.1.14. Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation
Prosody and expression are indicators of comprehension of text.

Arkansas Reading First Comprehensive Literacy Instruction Map

Refer participant to **First Grade, Standard 11, pp. 14-15**. Remind participants that this is a pacing guide for decisions about when to introduce instruction. Note that each grade level continues to address earlier SLEs as needed and as they apply to more difficult text.

Minimal Fluency Rates									
	K	1	2	3	4	5	6	7	8
ELA Framework	40 lpm	40 wpm	90 wpm	110 wpm	118 wpm	128 wpm	145 wpm	167 wpm	171 wpm

The fluency rates are the **minimum** for 100% of the students.

Minimal Fluency Rates

The minimal fluency rate in the **Arkansas K-12 English Language Arts Curriculum Framework** for first grade is 40 words per minute (wpm) on grade level text. The fluency rates in the framework are the minimum expectation for 100% of the students on grade level text. The rate of 40 wpm would be at the 40th percentile according to national norms; the rate of 54 wpm would be at the 50th percentile (Foorman ed., 2003).

To put these rates into perspective, fluent adults read about 200 wpm on oral passage reading; average silent reading is about 300 wpm.

Fluency in the Literacy Block

- Familiar Reading
- Shared Reading
- Explicit Phonics/Spelling
- Guided Reading
- Literacy Centers
- Read Aloud

Fluency in the Literacy Block

Each component of the Literacy Block provides many opportunities for building fluency.

- Familiar Reading
- Shared
- Explicit Phonics/Spelling
- Guided Reading
- Literacy Corners
- Read Aloud,

Activity: Fluency in the Literacy Block

Create a chart identifying how fluency is promoted in each of the components of the Arkansas Reading First Comprehensive Literacy Block as the components are discussed. Notice how the teacher addresses fluency in each of the following:

Familiar Reading	Shared Reading	Phonics/Spelling
<i>Independent reading</i> <i>Partner reading</i> <i>Fluency phrases</i>	<i>Rereading of Text</i> <i>Choral Reading</i> <i>Phrasing</i>	<i>Speed Sorts</i> <i>Write it Fast</i>
Guided Reading	Literacy Corners	Read Aloud
<i>Repeated reading</i>	<i>Independent practice</i>	<i>Modeling fluent reading</i>

Participants record their information on **Resource F3 Fluency in the Literacy Block**.

Fluency in the Literacy Block – First Grade

Familiar Reading	Shared Reading	Phonics/Spelling
Small Group Reading	Read Aloud	Literacy Corners

Familiar Reading

- Students read at their independent levels.
- Students choose books from a variety of texts.
- Teacher assesses two or three students with accuracy checks.

Familiar Reading

In Familiar Reading, students read familiar text independently to practice fluency. The teacher conferences with two or three students and checks for fluency and accuracy. Students practice familiar words and phrases for two to three minutes.

Texts included in the students' familiar reading baskets provide sufficient independent practice at the appropriate level of difficulty for students to develop fluency. Since reading materials are previously read texts, students are able to reread with 95% accuracy or better. The teacher monitors student reading and provides coaching and feedback to individual students. Refer to **PRF, p. 25**. Read the following statement in the yellow highlighted box:

No research evidence is available currently to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency and overall reading achievement.

This is why it is important that during Familiar Reading, the text is familiar to students from having read it in previous guided instruction and the teacher monitors student reading and provides guidance and feedback with accuracy checks and fluency checks.

The teacher introduces fluency practice after students read words at a Level 8 or above accurately. **Briefly** review the Familiar Reading roles of child and teacher, **Resource F4 Familiar Reading – First Grade**.

At the end of the Familiar Reading time, students do a one-minute timed reading on independent level text for practice. Each student selects a fluency book to reread each day. After one minute, they place a sticky note where they stop. The next day, they reread the same text for one minute and move the sticky note to the new stopping point. The teacher may choose to record words read per minute.

Phrase Practice

Students also participate in a two- to three-minute rereading of high-frequency words and phrases as described by Rasinski in *The Fluent Reader*. This provides a cumulative review of important high-frequency sight words. See **Resource F5 Procedure for Fluency Phrase Practice During Familiar Reading**.

Process the Familiar Reading section of the protocol of the observed lesson. Focus on fluency.

Familiar Reading – First Grade

Time	Materials	Role of Child	Role of Teacher
Independent Reading 12-15 Minutes	previously read texts that the child can read with 90-95% accuracy Texts should include a variety of genres. additional materials, based on the needs of the child may include: <ul style="list-style-type: none">• decodable texts• ABC books, charts, or cards• sight word cards• sight phrases• poems from phonics lessons	Quietly reread continuous texts. Practice items in isolation to build automaticity with known information.	Monitor reading and provide coaching and feedback to individual children. Take accuracy checks of 2-3 children. Provide feedback. Take one-minute fluency check of 2-3 children. Provide feedback. Take one-minute fluency checks for letter naming if needed.
Partner Re-reading 5 Minutes	assigned passage that child can read with 90-95% accuracy	Reread assigned passage for one minute. Monitor and provide feedback to partner.	Monitor two one-minute timed readings; record WPM.
Automaticity 2-3 Minutes	high frequency words and phrases	Practice to build automaticity with words and phrases in isolation.	Monitor high-risk children.

Procedure for Fluency Phrase Practice During Familiar Reading

Monday

- The teacher writes the three new phrases on sentence strips and places them in the pocket chart.
- Students read the phrases chorally as the teacher runs a hand smoothly under the words.
- The teacher mixes in six or seven phrases from previous weeks. The teacher may choose phrases that include words with which the children need to develop automaticity. These may be phrases from the prior grade's list, or they could be phrases that incorporate the week's high frequency spelling words. Students will need to practice approximately three new phrases per week in order to have the opportunity to practice all the phrases on the grade level list by the end of the school year.

Tuesday- Friday

- The teacher will give the list of phrases to the students. The list should be kept in the student's fluency folder.
- Students will practice these phrases for the rest of the week. This list includes the review phrases.
- They will read the list to their partner and receive corrective feedback if needed. This fluency phrase practice will take place daily, immediately before the timed reading. *This activity should not take more than two minutes.*
- The teacher should monitor by walking around the room.
- The teacher may mix up the phrases in the pocket chart and use for practice with small groups or individuals needing intervention in oral reading fluency.

See *The Fluent Reader*, Timothy Rasinski, pp. 95-96, for a list of fluency sight phrases for First Grade.

Sample First Grade Phrases:

the people
Write it down.
by the water
Who will make it?
you and I
What will they do?
He called me.
We had their dog.
What did they say?
When would you go?
no way
a number of people
one or two
How long are they?

Shared Reading

- All students are actively engaged.
- The lesson is at the developmental level of the students.

Shared Reading

During Shared Reading, students have the opportunity to read and reread familiar text with the teacher providing a model of fluent and expressive reading.

Shared Reading provides children with an enjoyable reading experience and teaches children systematically and explicitly how to be readers and writers themselves.

All students are actively engaged.

Students are actively engaged in the reading of the familiar text. During Shared Reading students have the opportunity to read and reread familiar text with the teacher providing a model of fluent and expressive reading.

The lesson is at the developmental level of the students.

Text should be at the developmental level of the majority of students so that they can participate in the reading.

What is appropriate text?

Appropriate text must include a variety of genres and be so well written that it invites the rereading required to develop fluency. Repeated phrases, repeated sentences, rhyme and rhythm are essential to enable children to join in the reading. Rereading may be done in a variety of ways including echo reading and choral reading.

Proper phrasing must be modeled and practiced during shared reading. Effective use of the voice and a pointer can support children in proper phrasing. For example, while word-by-word pointing may be done initially to establish one-to-one correspondence, fluid pointing and “scooping” phrases help promote fluency.

Demonstrate rereading by echo reading and choral reading a portion of a favorite Shared Reading text. Demonstrate effective use of a pointer to promote fluency.

Process the Shared Reading part of the protocol. Focus on fluency.

Explicit Phonics/Spelling

- Instruction promotes **automaticity**.
- Teacher uses connected text to provide explicit instruction in fluency.
- Teacher provides initial practice in controlled, connected text in which students can practice their newly learned skills successfully.

Explicit Phonics/Spelling

Readers become fluent through quick word recognition and decoding in **Explicit Phonics/Spelling** as they learn quick letter recognition, sound-letter correspondence, patterns in words and high-frequency words. Decodable text provides practice with newly learned patterns.

Highlight **PRF, p. 22**, “*Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.*”

Instruction promotes automaticity.

Research shows that students who are not automatic in these subskills of reading have characteristics of **dysfluent** readers. **Rapid retrieval** is critical in fluency related processes. (Refer to **Resource F2 Fluency Related Processes**.)

Instruction during the phonics block includes many opportunities to sort words by sound and visual patterns. These various sorts are used to help children develop a deep knowledge and **automatic processing** of the phonics patterns. Arkansas Reading First comprehensive literacy schools are required to purchase a systematic and explicit core program. Spelling and phonics lessons from *Word Journeys* and *Words Their Way* are used to supplement the purchased program. Spelling lessons include repeated sorts, including speed sorts, to build automaticity.

Teachers use specific and repeated procedures for teaching sight words and bringing sight words to a level of automaticity, for example, practicing fluency phrases and “Write it Quick” procedures.

Teacher uses connected text to provide explicit instruction in fluency.

Spelling patterns are introduced through a poem or other connected text then the poem is read every day.

Teacher provides initial practice in controlled, connected text in which students can practice their newly learned skills successfully.

Decodable text provides independent practice in the phonics skills that are being taught. This gives children repeated exposure to phonic elements they have been taught and provides an opportunity to apply skills immediately.

Process the Explicit Phonics/Spelling component of the protocol. Focus on fluency.

Guided Reading

How Does Guided Reading Promote Fluency...

- in Book Selection?
- during the Introduction?
- during First Reading?
- After Reading?
- through the Extension?

Guided Reading

Guided Reading gives the teacher an opportunity to guide the student in fluent reading and provide needed support to advance each student. Following the Guided Reading group students are paired to practice repeated oral reading to develop fluency.

Activity: How Does Guided Reading Support the Essential Elements of Reading?

Process the Guided Reading component of the protocol. See **First Grade Classroom Observation Protocol – Guided Reading Trainer Notes**.

First Grade Classroom Observation Protocol – Guided Reading Trainer Notes Selected Criteria

Instructional Strategies		How does this support fluency?
Before Reading <i>Book Selection</i>	Book selection matches children’s instructional level.	<p>”Fluency develops as a result of many opportunities to practice reading with a high degree of success,” <i>PRF</i>, p.27.</p> <p>The teacher must consider the reading level of the group, decoding demands of text and vocabulary use of text. By selecting the text at just the right level of difficulty, the children gradually increase the level of text difficulty that they can read fluently. Text that is too challenging cannot be read fluently.</p>
	Book selection contains a few challenging features.	
<i>Book Introduction</i>	Book introduction provides appropriate support for the students according to their level, strengths and needs.	<p>“Bringing attention to the students’ collective sets of knowledge and providing an overview of the story sets up a familiarity with the text prior to the reading which can aid in the fluent reading of the text,” <i>GRW</i>, p.306.</p> <p>The overview provides a context for the story. A fluent reader focuses his or her attention on making connections among the ideas in a text and between these ideas and their background knowledge.</p>
	Teacher builds meaning by relating the story to the students’ prior experiences, knowledge of the world or literary experience.	
	Teacher gives a brief overview of the book.	
	Teacher invites predictions about the book.	<p>“Meaning is being built from the moment a reader picks up a text and anticipates reading it. [So that] while reading, the reader continually draws in meaningful information, synthesizes and organizes it, and responds to what she understands,” <i>GRW</i>, p. 190. A fluent reader focuses his attention on making connections among the ideas in a text.</p>
	Teacher uses the recurring language phrases and the precise vocabulary of the story.	<p>“Students use everything they know about spoken language to read written language,” <i>GRW</i>, p. 308. The teacher models how the phrases are read fluently as they appear in sentences. Placing words and phrases in phonological memory provides for more rapid retrieval of these words when the child encounters them in text.</p>
	Teacher prompts students to use visual information to locate an unknown word.	<p>This gives children an opportunity to apply newly learned decoding skills with the support of the teacher, enabling them to problem solve more quickly when they encounter the word in text reading.</p>

	Book introduction actively involves students.	This prompts fluency by having the children develop context, language and vocabulary necessary to read the text.
During Reading <i>First Reading</i>	Students read text independently.	Fluency develops gradually over considerable time and practice.
	Teacher closely observes each student's reading behavior.	When fluency breaks down, the teacher provides the scaffolding necessary for the child to continue reading with understanding.
	Teacher prompts students to use problem-solving strategies.	
	Teacher provides feedback.	Guidance and feedback are critical to fluent reading.
After Reading	Teacher selects one or two teaching points based on students' reading behavior.	Teaching points provide an opportunity for the teacher to provide explicit instruction in any of the critical areas of reading, including fluency. Teaching points are based on needs the teacher observes during independent reading of the text.
	Students use repeated reading procedures to reread the guided reading text	Repeated rereading of text promotes fluency by providing an opportunity the children to participate in repeated oral reading and receive feedback concerning fluency from either the teacher or a peer. The type of repeated reading is determined by the fluency needs of the child. The text then goes into the student's Familiar Reading box. Repeated and monitored oral reading improves reading fluency and overall reading achievement.

Literacy Corners

Students are engaged in reading and writing activities.

Literacy Corners provide students the opportunity to practice newly learned skills and strategies to the point of automaticity.

Ask participants, “In what activities are the students engaged while in the literacy corners that would address fluency?”

Activity: Independent Practice to Promote Fluency

Participants brainstorm other independent practice tasks that will keep students engaged in activities to increase fluency. Chart.

Sample Responses

- Word study tasks to develop automaticity with phonic patterns, decoding skills, and sight words
- Rereading of guided reading text
- Listening to text read fluently on tape
- Partner reading of sight words
- Rereading of shared reading text or poetry

Process the Literacy Corners section of the protocol. Note how fluency is supported by practice in Literacy Corners.

Read Aloud

provides a model of fluent and expressive reading.

Read Aloud

In **Read Aloud**, the listener hears how the voice can be used to create and extend meaning. By reading orally to students, we model for students what fluent, meaningful reading is like. See *The Fluent Reader*, p. 39.

Highlight **PRF, p. 26**, second paragraph:

By listening to good models of fluent reading, students learn how a reader's voice can help written text make sense. Read aloud daily to your students. By reading effortlessly and with expression, you are modeling for your students how a fluent reader sounds during reading.

Process the Read Aloud component of the Literacy Block. Focus on fluency.

Repeated Oral Reading

- Student-adult reading
- Choral reading
- Tape-assisted reading
- Partner reading
- Reader's theatre

Repeated Oral Reading

To build fluency, students need to practice repeated oral reading. Research has shown the value of the listed techniques.

Refer participants to **PRF, p. 27-28**, and read each definition.

- **Student-adult reading** is reading one-on-one with an adult who provides a model of fluent reading, helps with word recognition, and provides feedback.
- **Choral reading** is reading aloud simultaneously in a group.
- **Tape-assisted reading** is reading aloud simultaneously or as an echo with an audio-taped model.
- **Partner reading** is reading aloud with a more fluent partner (or with a partner of equal ability) who provides a model of fluent reading, helps with word recognition, and provides feedback.
- **Reader's theatre** promotes fluency through the rehearsing and performing before an audience of a dialogue-rich script derived from a book.

Refer to the following resources for more detailed descriptions:

A Focus on Fluency, pp. 9-14

Put Reading First, pp. 27-29

The Fluent Reader, Chapter 4, pp. 75-100

The Big Questions

How do we identify students who have fluency difficulties?

How do we provide interventions?

The Big Questions

Give the participants an opportunity to answer these questions, then discuss the assessments described on the following slide.

Arkansas Reading First Assessments



Essential Element	DIBELS
Phonemic Awareness (K-1)	Phoneme Segmentation Fluency
Phonics (K) Phonics (1-2)	Letter Naming Fluency Nonsense Word Fluency
Fluency (1-3)	Oral Reading Fluency
Vocabulary (K-3)	Word Use Fluency

Arkansas Reading First Assessments

These DIBELS measures are used as screeners to guide instruction in fluency:

- Phoneme Segmentation Fluency
- Letter Naming Fluency
- Nonsense Word Fluency
- Oral Reading Fluency
- Word Use Fluency

If students are below the screening benchmark...

Additional diagnostic assessment is needed to determine:

Automaticity with subskills of reading

- Letter perception
- Phonological knowledge
- Word identification skills
- Inference and comprehension skills

Processing Speed

- Lexical access and retrieval
- Rapid retrieval

Students Below Benchmark

For students not meeting the fluency benchmark, teachers must assess and observe for behaviors that indicate possible causes of dysfluency.

Automaticity in the subskills and the processing speed are two areas teachers must assess to determine why a child is having difficulty in fluency.

Refer to **Resource F2 Fluency Related Processes**.

Planning and Discussion

1. Ask the Master Teacher to share her thinking as she planned today's instruction. Where did she plan for fluency?

Sample Language

All the students were given the ORF. I give 2-3 accuracy checks each day to monitor student progress.

During Familiar reading _____

During Guided Reading _____

During Shared Reading _____

In Literacy Corners _____

2. Review and discuss evidence of instruction that promotes fluency
3. Have participants reflect on their instruction in the past year and determine how it has promoted fluency.
4. Ask participants to analyze their student data and plan interventions that meet student needs and support classroom instruction. Refer to **Resource A4 Use of Assessment Data**. Use data from DIBELS Oral Reading Fluency, then examine other measures as needed to determine needs. Consider:
 - Oral Reading Fluency
 - Accuracy Checks
 - Nonsense Word Fluency
 - Letter Naming Fluency
 - Phoneme Segmentation Fluency
 - Word Use Fluency

If **accuracy** in reading is preventing fluency – assess for phoneme awareness, phonic decoding and word identification.

If **speed in reading** is preventing fluency – assess for letter naming and word recognition automaticity.

Interventions

1. *I've DIBEL'd, Now What?* pp. 253-256
2. Speed sorts
3. Sight word/sight phrase practice.