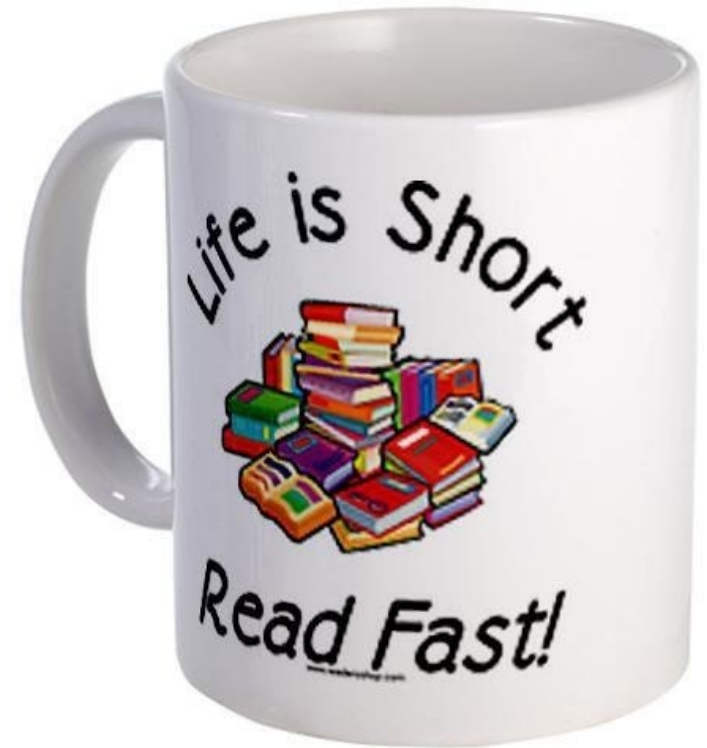


Reading FAST or Reading WELL?

Let's Take Another Look at
Fluency

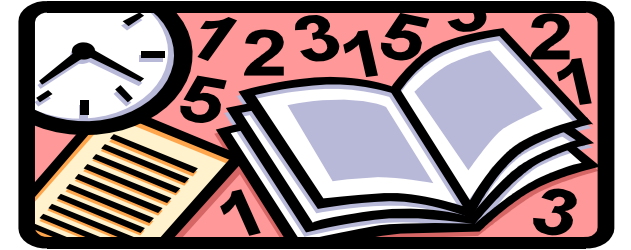


Jan Hasbrouck, Ph.D.

@janhasbrouck

Key Takeaways:

- Fluency is a complex *OUTCOME*.
- Fluency is *only* important as a support for comprehension (and motivated reading).
- Fluent reading is ***NOT*** fast reading!



Goals:

- Affirm
- Remind
- Expand

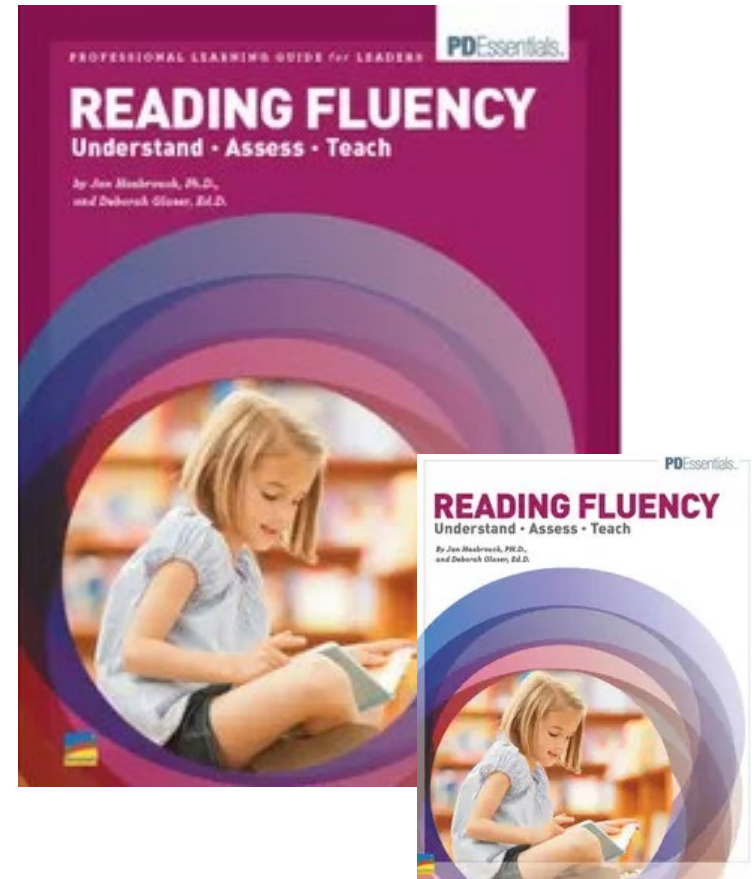
Reading Fluency

Understand * Assess * Teach

Jan Hasbrouck, Ph.D.

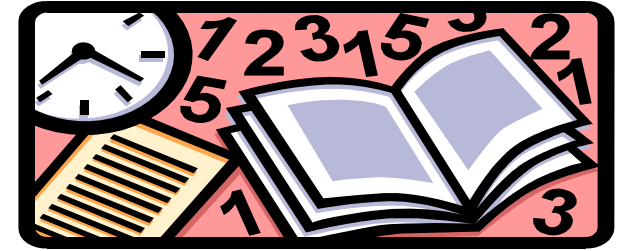
Deborah Glaser, Ed.D.

- Ch. 1 Defining Reading Fluency
- Ch. 2 Assessing Reading Fluency
- Ch. 3 Teaching Reading Fluency
- Ch. 4 Integrating Fluency Skills

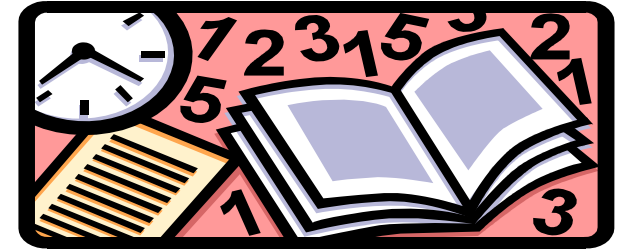


- DEFINING

- TEACHING

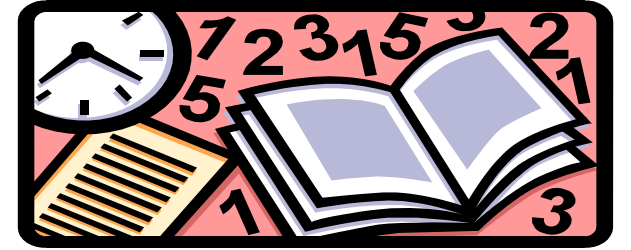


reading fluency



“Many questions surround the definition of fluency as a concept...” p. 9

Hasbrouck & Glaser (2019)



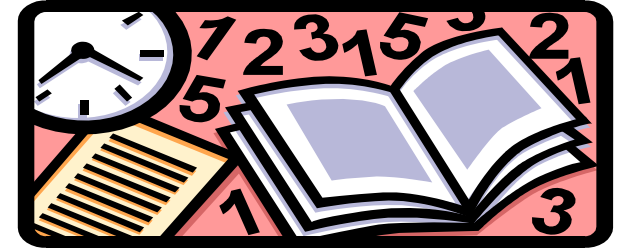
The development of reading fluency starts early...

Fluency develops in **progressions**:

Accuracy then automaticity at the **letter**, **letter-pattern**, and **word** levels---plus semantic and syntactic processes at the phrase and sentence level.

THEN: fluent effortless reading of **text**, so attention can be fully allocated to comprehension.

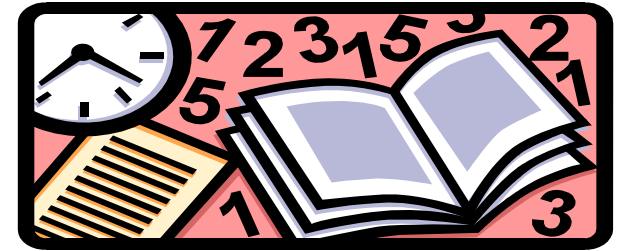
Wolf & Katzir-Cohen (2001)



“We define (passage) fluency as:

- reasonably **accurate** reading
- at an appropriate **rate**
- with suitable **expression**
- that leads to accurate and deep **comprehension** and **motivation.**”

Hasbrouck & Glaser (2019)

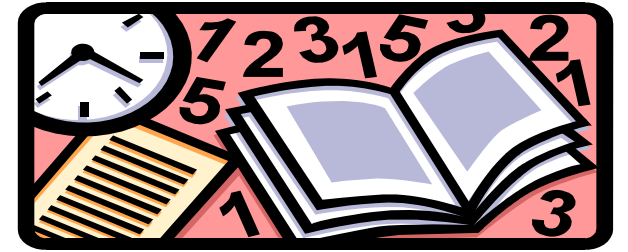


“Using [a] blend of science and practice, we conclude... that the **performance standards** for [the] three components of fluency **should vary** depending upon the demands of the task.” p. 14

Hasbrouck & Glaser (2019)

“We define (passage) fluency as:

- **reasonably accurate** reading
- at an **appropriate rate**
- with **suitable expression**



Hasbrouck & Glaser (2019)

Reasonably accurate?

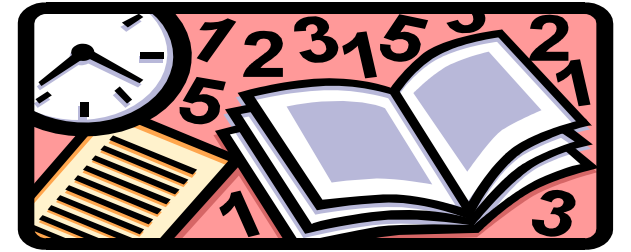
First!

Foremost!

Forever!

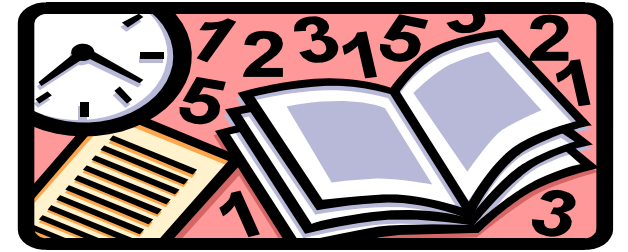
Foundation of

Fluency!



ACCURACY!

Reasonably accurate?

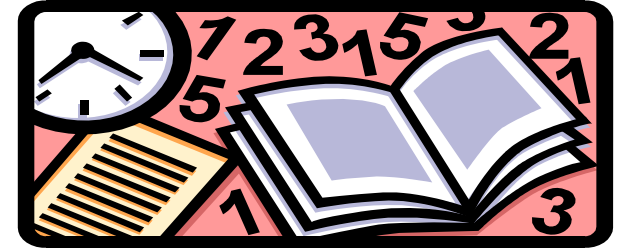


Aim for *at least* _____%

Emerging readers? _____%

...for successful **INDEPENDENT** reading

Reasonably accurate?

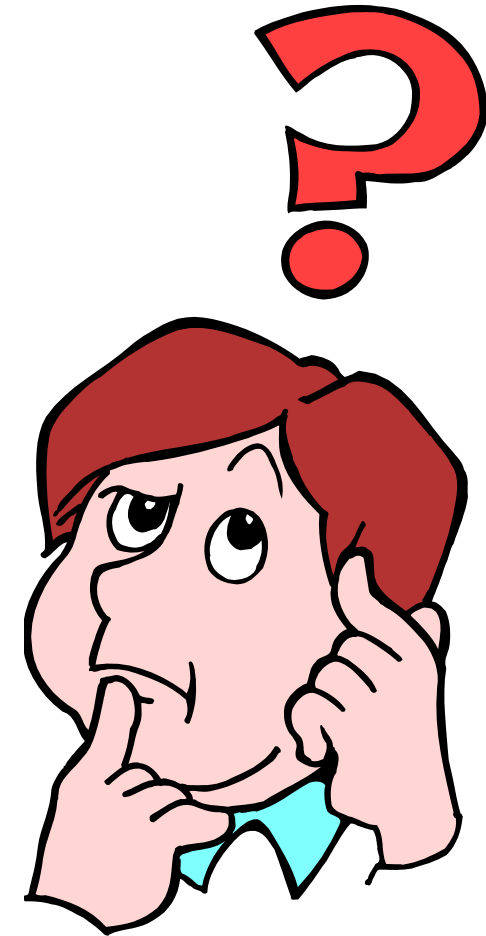


Studies have revealed that if the meaning of as few as **2% of words** in a text are unknown, comprehension can be significantly impaired.

Schmitt, N., Jiang, X., & Grabe, W. (2011). The percentage of words known in a text and reading comprehension. *The Modern Language Journal*, 95(1), 26-43.

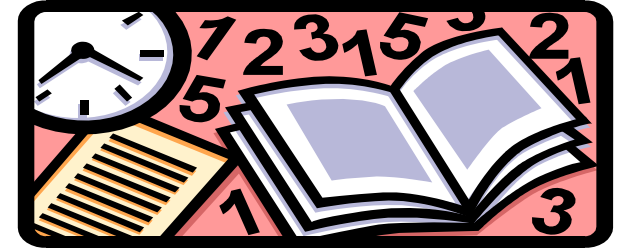
“This table may not include all of the drugs that prolong the **QT** interval or cause **torsades**. Risk of drug-induced prolongation may be increased in women and the elderly.”

$$30 - 2 = 28/30 = 93\%$$



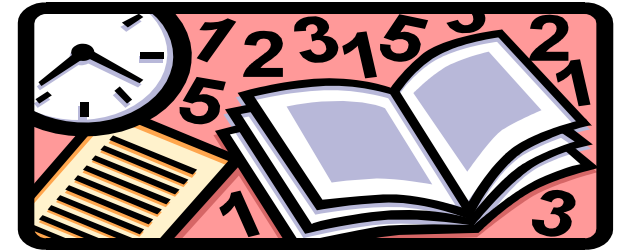
From
Tarascon Pocket Pharmacopoeia
30 words

Appropriate rate?



FAST AS POSSIBLE???

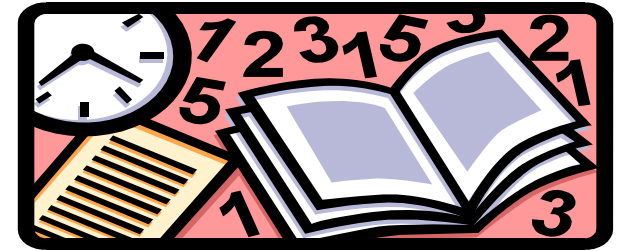
Appropriate rate?



Fluent reading should sound
like speech.

Stahl & Kuhn (2002)

Appropriate rate?

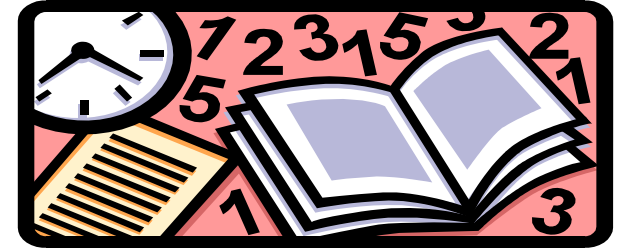


Number of words read correctly per minute:

Oral Reading Fluency (ORF)

- Unpracticed
- 60-seconds
- Standardized scoring protocol
- Grade level text for screening

Common ORF assessments:



DIBELS 8th Ed. U of Oregon K-8

Acadience Dynamic Measurement Group K-6

AIMSweb Pearson K-8

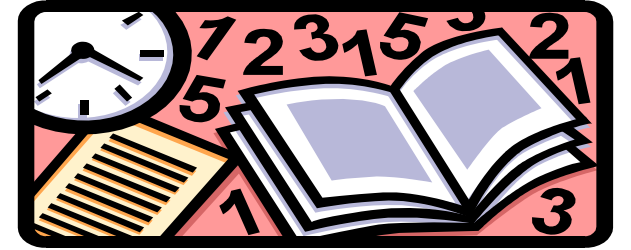
easyCBM Riverside K-8

FastBridge Renaissance K-12

ISIP Istation K-3

others...

ORF Norms



Percentiles for oral reading fluency (ORF)
norms on unpracticed, grade level text:
words correct per minute

Hasbrouck & Tindal

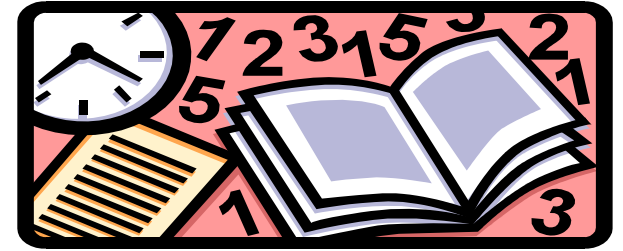
1992; 2006; 2017

COMPILED ORF NORMS

Hasbrouck & Tindal (2017)

Grade	%ile	BOY WCPM	MOY WCPM	EOY WCPM
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

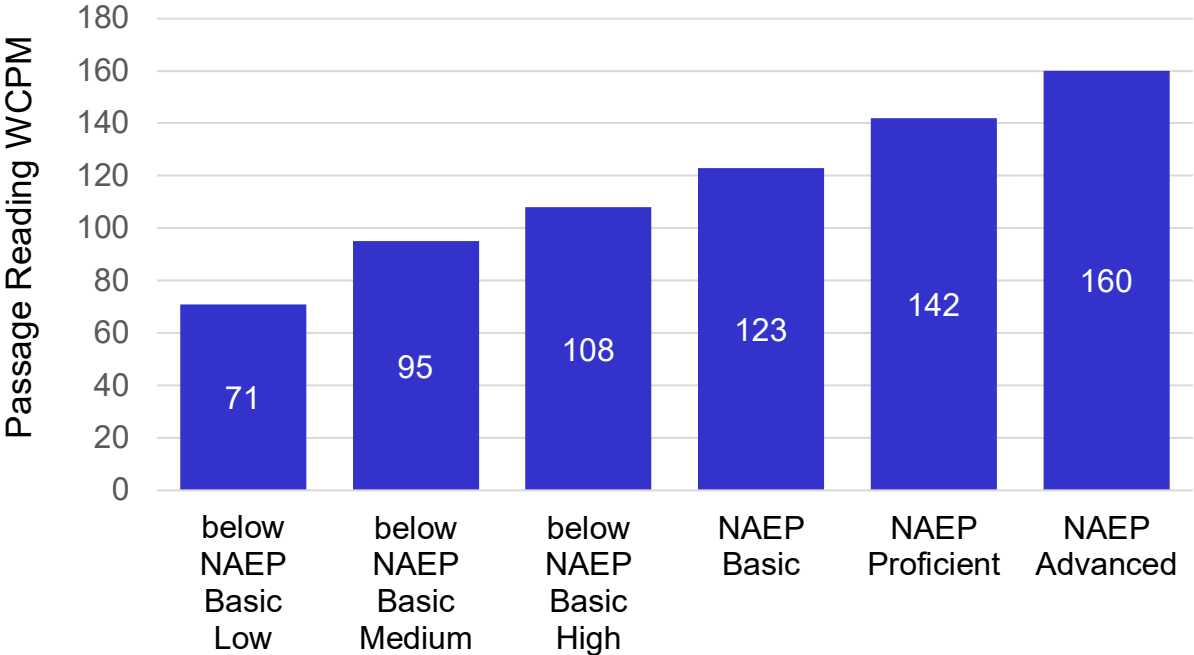
Grade	%ile	BOY WCPM	MOY WCPM	EOY WCPM
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91



_____th %ile range on oral reading fluency
(ORF) norms on unpracticed, grade level text

White, S. et al. (2021). *The 2018 NAEP Oral Reading Fluency Study* (NCES 2021-025). USDOE. Washington, DC: IES

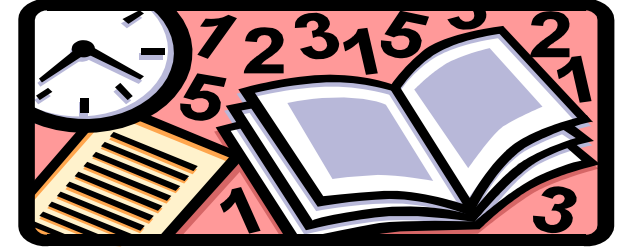
Average passage reading WCPM, by NAEP reading achievement level and below *NAEP Basic* subgroup: 2018



**EOY Gr. 4
H&T Norms**

75 th	160
50 th	133
25 th	105

White et al. (2021)

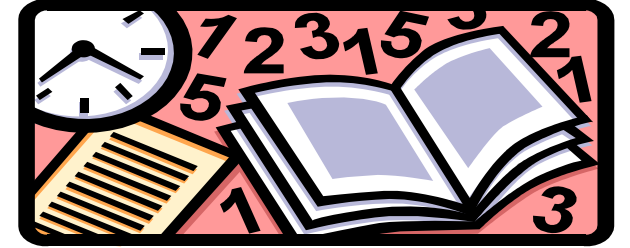


1 LIMITED EVIDENCE from research or theory or practice that suggest a benefit to reading ABOVE the 50-75th%ile range. Can be detrimental.

2 SIGNIFICANT EVIDENCE that it is crucial to help students read with fluency solidly at or very near the 50th%ile to support comprehension (and motivation).

Research suggests 75th%ile **sufficient** for optimizing comprehension; the 50th%ile **necessary** for comprehension.

Suitable expression?



Typically mirrors spoken language and conveys meaning.

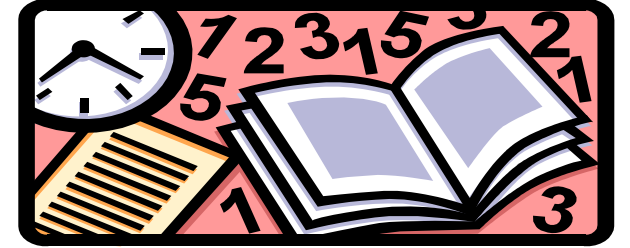
Expression primarily an **OUTCOME** of comprehension rather than **CONTRIBUTING** to comprehension.

Groen et al. (2018)

“Robert borrowed my new bicycle.”

- **ROBERT** borrowed my new bicycle.
(Robert, not Raymond, borrowed my bike.)
- Robert **BORROWED** my new bicycle.
(Robert did not steal my bike.)
- Robert borrowed **MY** new bicycle.
(Robert didn't borrow your bike, he borrowed mine.)
- Robert borrowed my **NEW** bicycle.
(Robert didn't borrow my old bike, he borrowed the new one.)
- Robert borrowed my new **BICYCLE**.
(Robert didn't borrow my new book, he borrowed my bike.)

The **ROLE** of reading fluency?



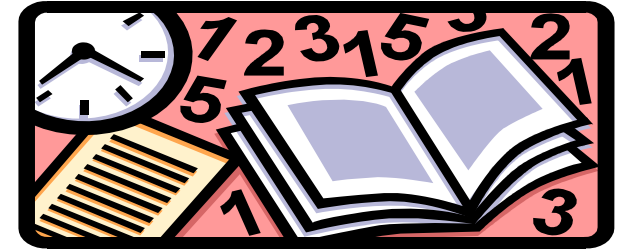
ACCURACY: Comprehension limited by inaccurate reading (below 95%)

RATE: Comprehension limited by inefficient, slow, laborious reading or reading too fast

Lack of fluency = lack of motivation = fewer words read = smaller vocabulary
= limited comprehension (self-perpetuating)

- DEFINING

- TEACHING



reading fluency



Science

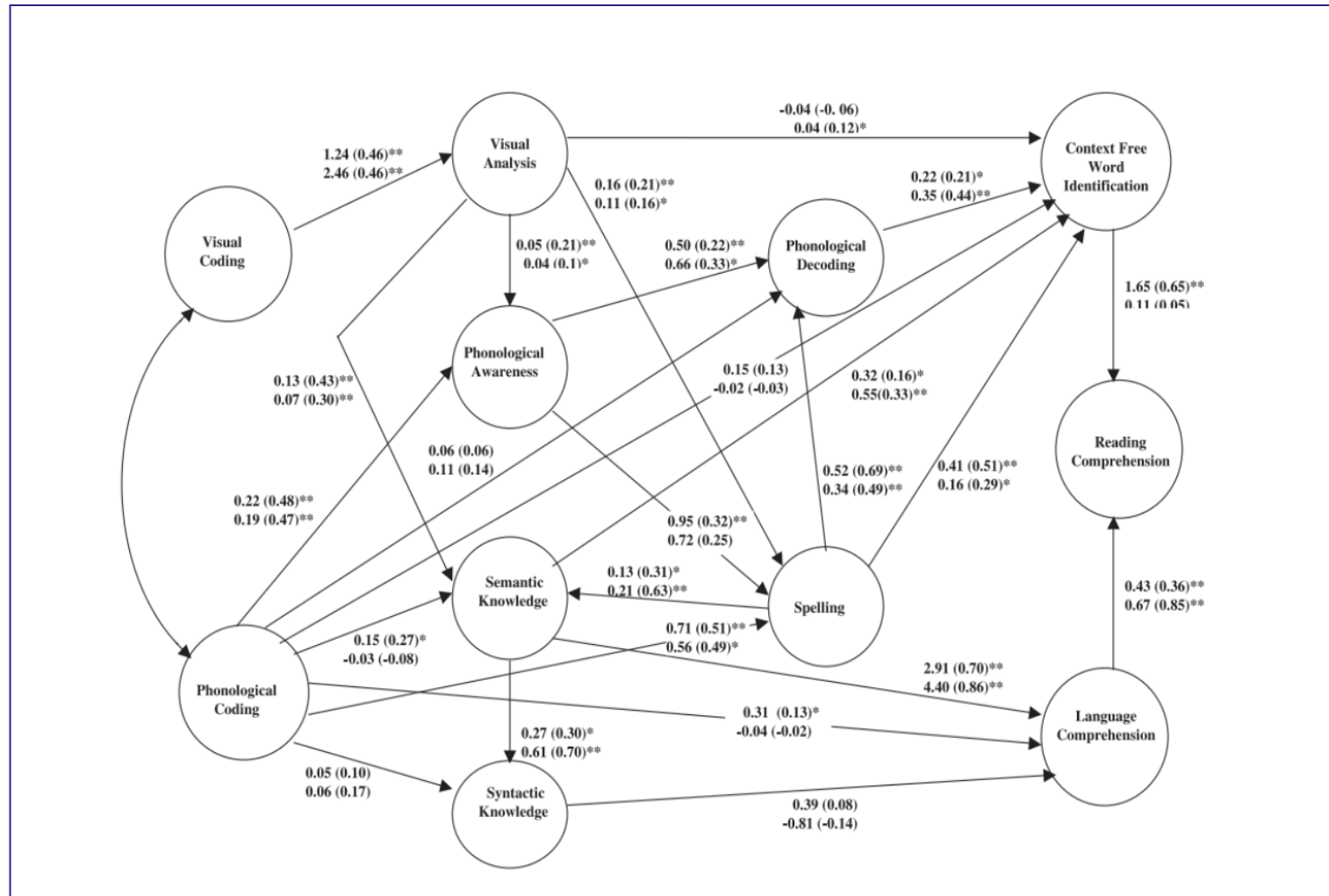
Learning to read is a **BIG DEAL!**



Science

“Reading is a highly complex task that involves many interconnected and codependent linguistic processes that draw upon a variety of separate skills.”

Hasbrouck & Glaser (2019)



Vellutino, F. R., Tunmer, W. E., Jaccard, J. J., & Chen, R. (2007). Components of Reading Ability: Multivariate Evidence for a Convergent Skills Model of Reading Development, *Scientific Studies of Reading*, 11:1, 3-32.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

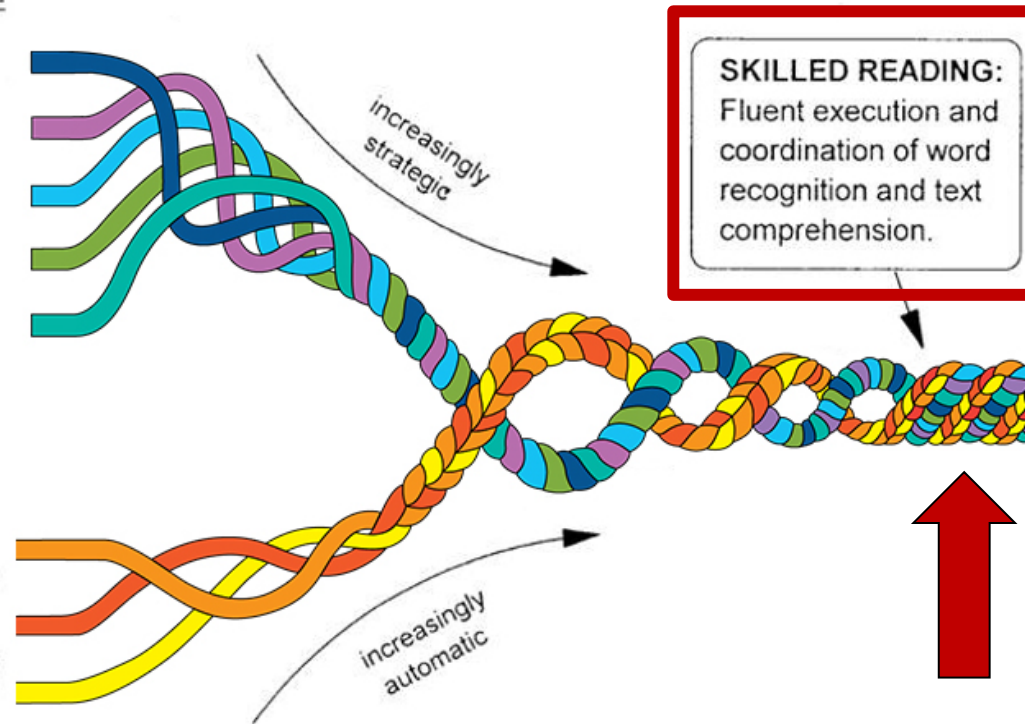
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

Reading
fluency:
A complex
OUTCOME!

**passage
fluency**

Scarborough (2001)



Science

“...reading is not learned in the same way
we learn to talk.”

Dr. Mark Seidenberg

Language at the Speed of Sight (2017)

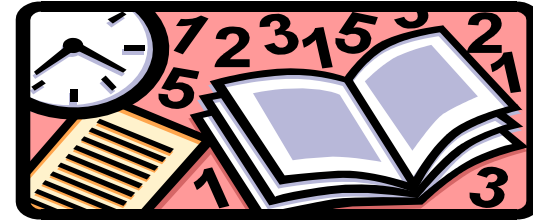


Science

Learning to read requires “...building a new **circuit** linking the visual code to existing neural systems for language...”

Dr. Mark Seidenberg

Language at the Speed of Sight (2017)

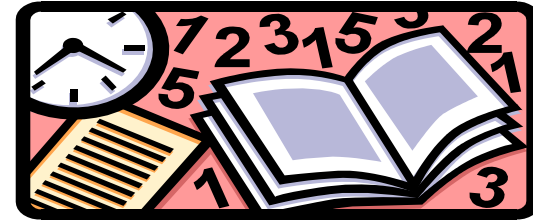


Fluency **INSTRUCTION?**

“The growth of reading fluency, in all its multifaceted glory, is an outcome of **many different kinds of instruction...**

...coupled with large amounts of **carefully orchestrated reading practice.**”

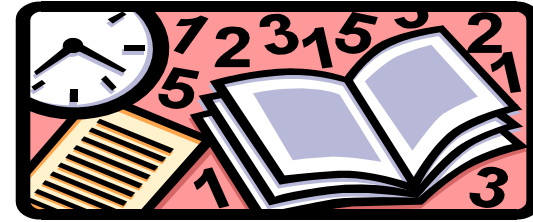
Hudson, Lane, & Pullen (2005)



Fluency **INSTRUCTION?**

“It is critical that we establish...instruction that assist(s) learners in becoming truly fluent readers rather than just fast ones.”

Kuhn, Schwanenflugel, & Meisinger (2010)



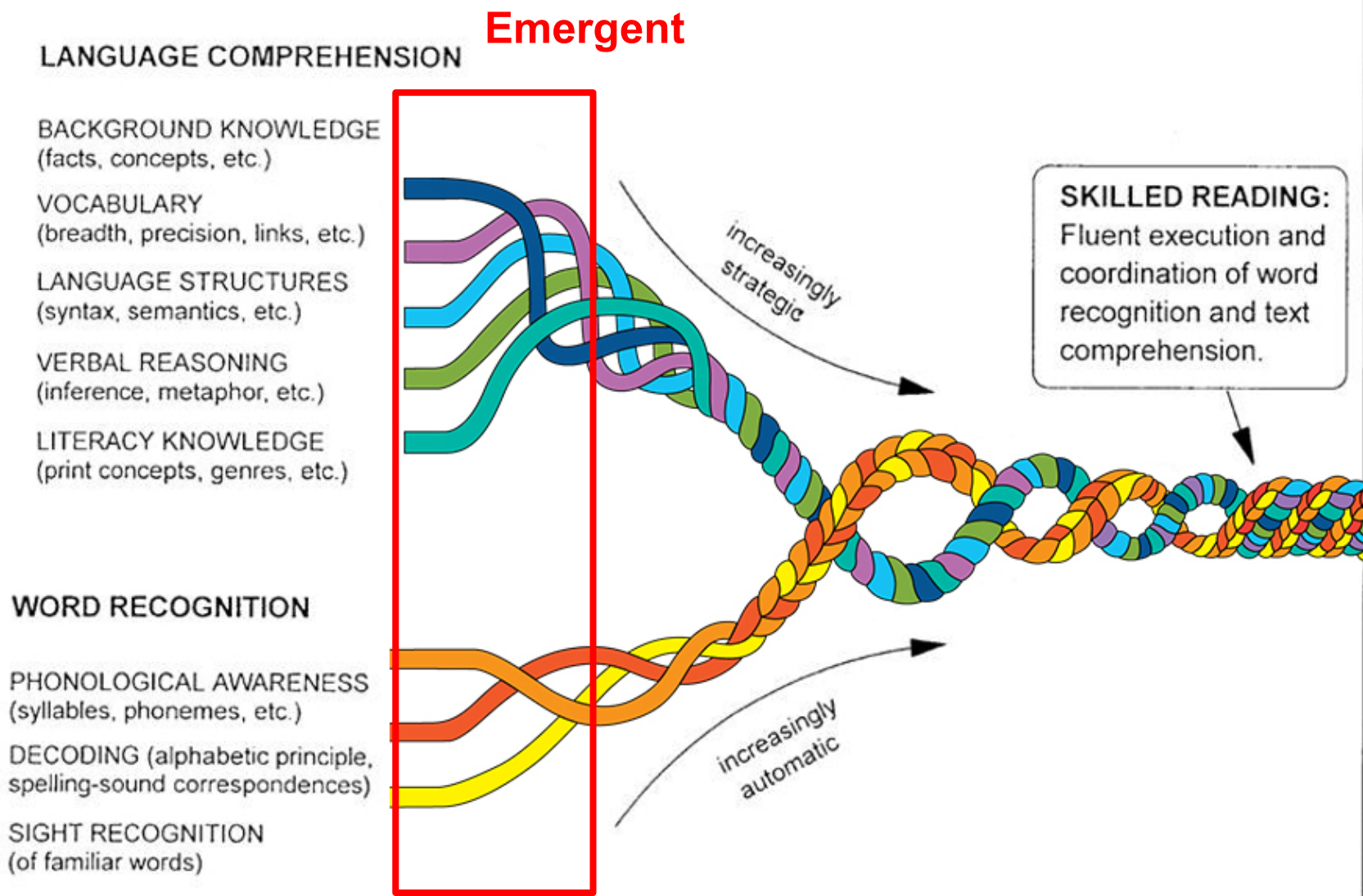
Fluency **INSTRUCTION?**

TRIPLE A!

- **ACCURACY!**
- **AUTOMATICITY!**
- **ACCESS meaning!**

Hasbrouck & Glaser (2019)

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



INSTRUCTION

PA (blending; segmenting)

Letter names

Letter sounds

+ *language*

ASSESSMENT

LNf

LSF

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

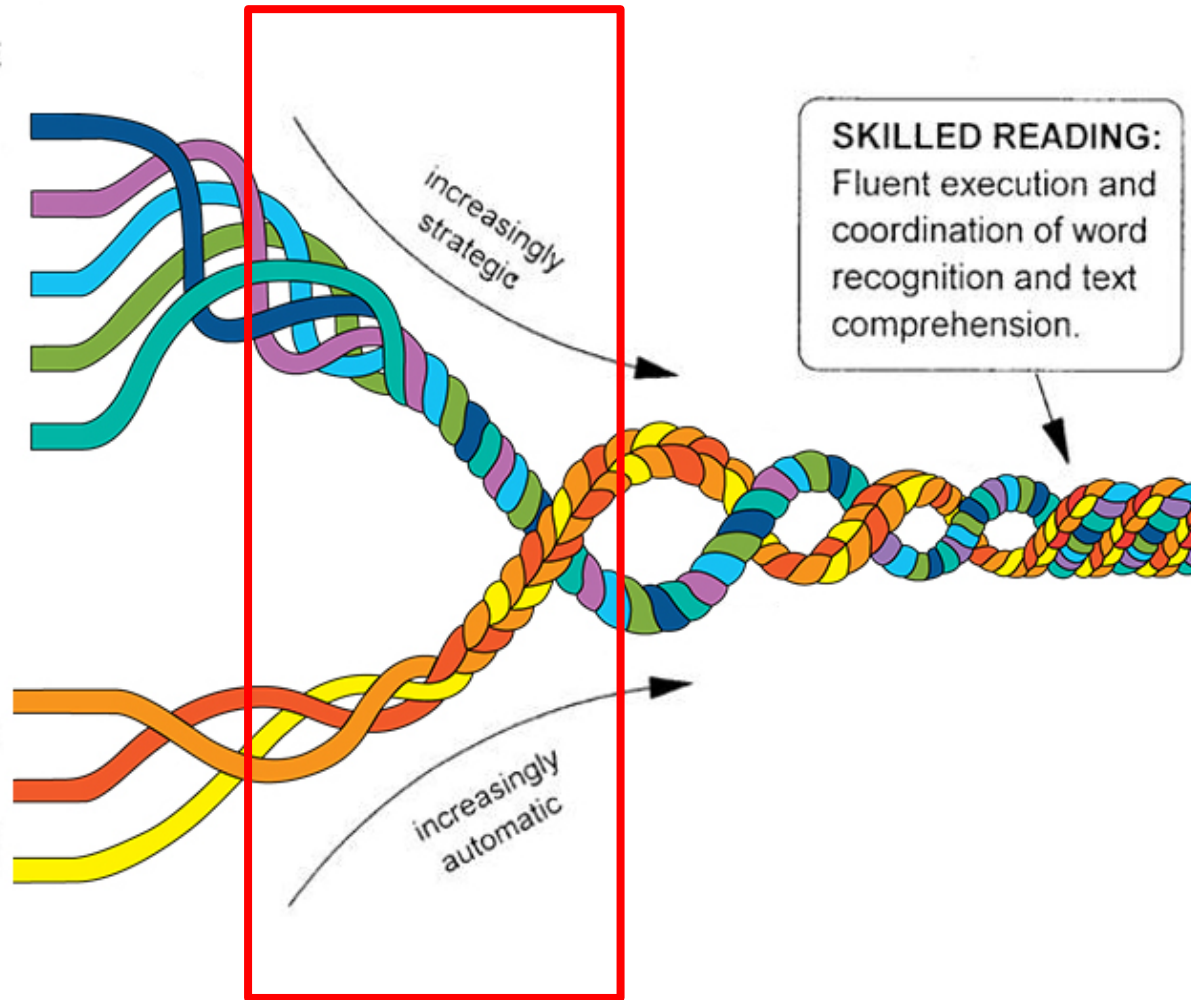
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

Novice



SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

INSTRUCTION

Decoding words

Decodable text

+ *language*

ASSESSMENT

WRF

NWF

Phonics Skills

Scarborough (2001)

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

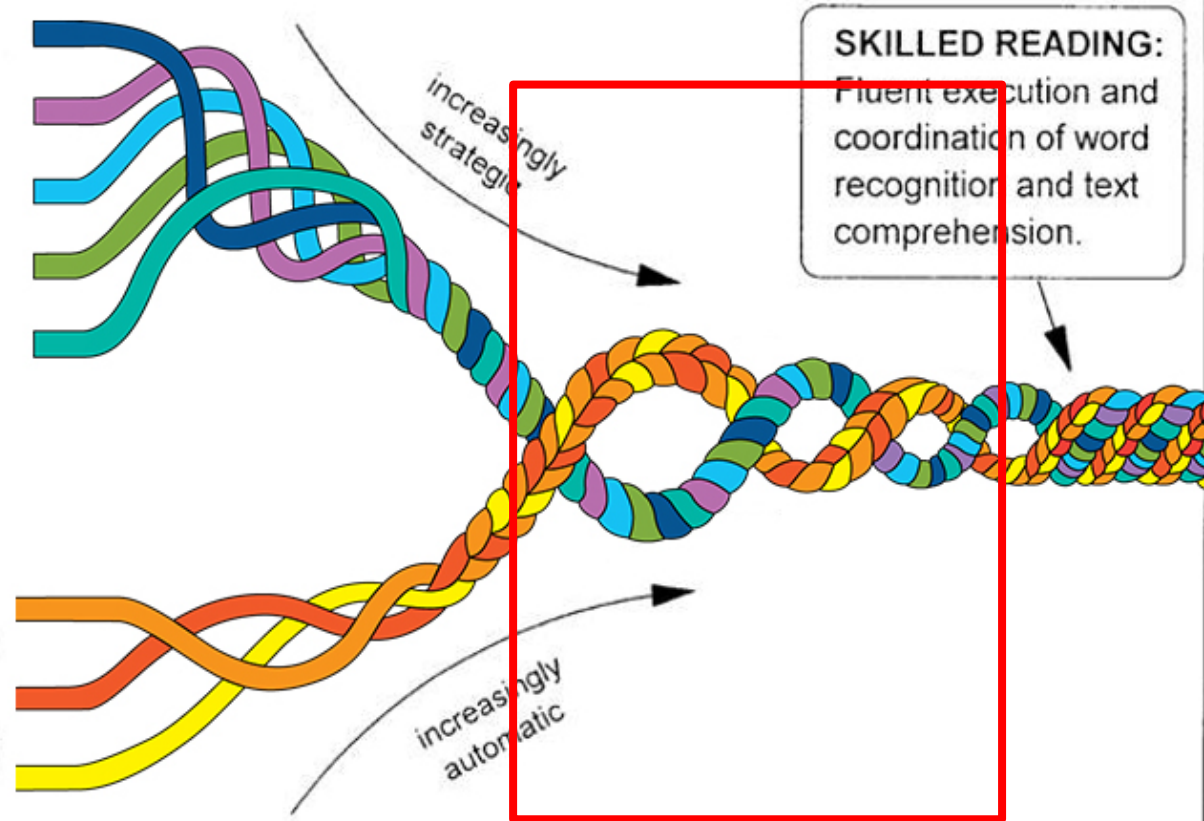
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Transitional

INSTRUCTION

Passage reading of instructional level text

+ *language*

ASSESSMENT

ORF

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

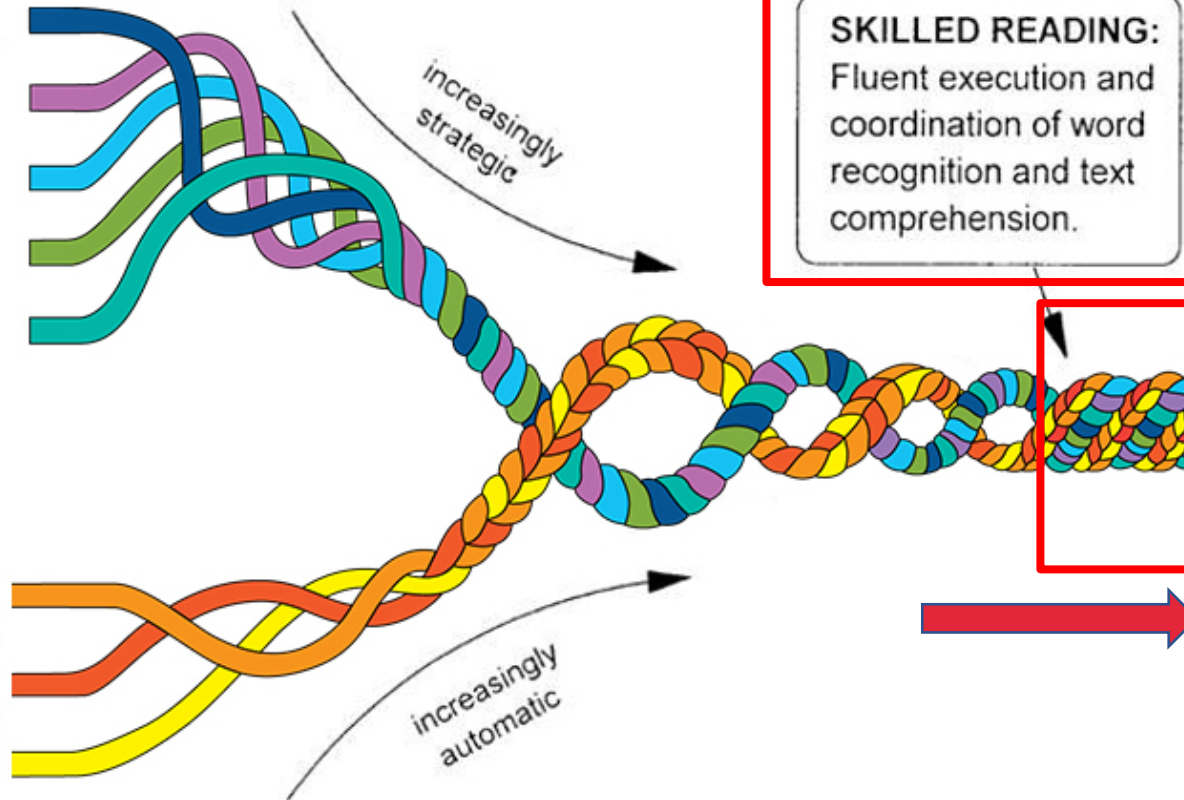
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



**Established
& Proficient**

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

INSTRUCTION

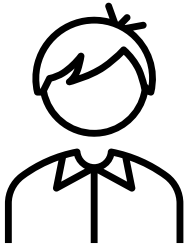
Passage reading
of complex text
(with support);
multiple genres
+ language

ASSESSMENT

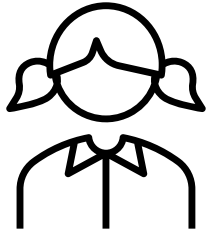
ORF (BOY? MOY?)

Scarborough (2001)

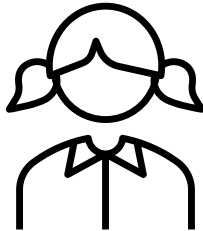
Differentiation Necessary!



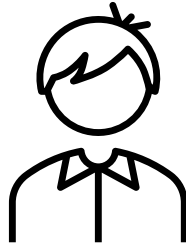
4



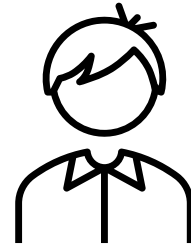
14



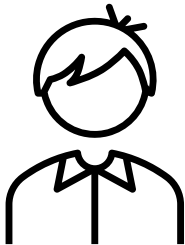
49



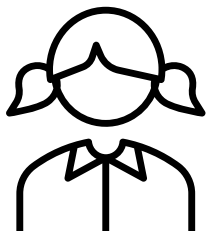
0



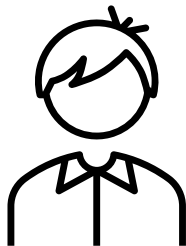
3



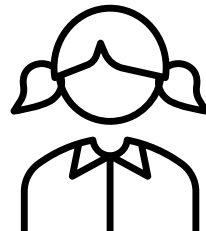
17



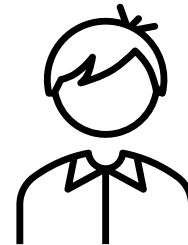
3



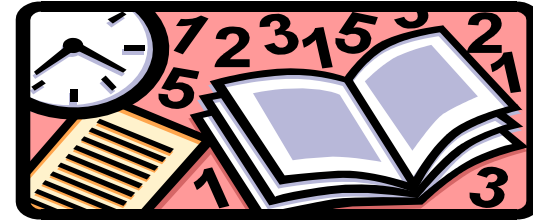
9



4



7



Choral Reading

Whole class reads **aloud** and **together** from same selection

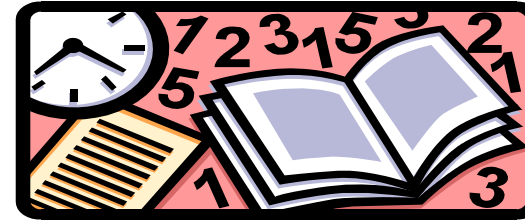
Non-threatening practice

Procedure:

Teacher reads orally with students

Read at a moderate rate

Use pre-correction procedures: “Keep your voice with mine.”



Cloze Reading

Assists students in reading difficult material

Provides **group practice** and maintains **attention**

Non-threatening practice

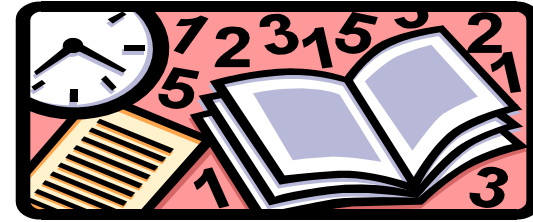
Procedure:

Teacher reads orally; students follow along silently. POINTING to text

Read at a moderate rate

Pause & have students say the next word

Intentionally delete “meaningful” words



Augmented Silent Reading

Keeps students **accountable** during silent reading

Avoids **fake silent reading**

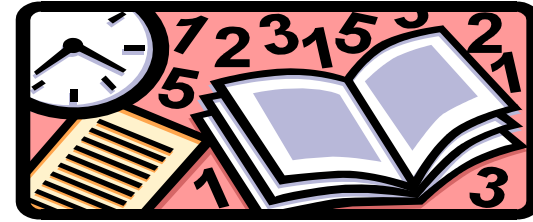
Procedure:

Pose a question before students read; ask responses afterward

Re-read to verify correct answer

Wander and listen to individual students

RCRC: Read Cover Recall Check



Structured Partner Reading

Designate amount to read to partner (time; amount of text)

Teach a procedure for **errors**

Assign student partners...

Avoid pairing highest and lowest skilled readers

Consider taking lowest readers into a small group for practice with the teacher

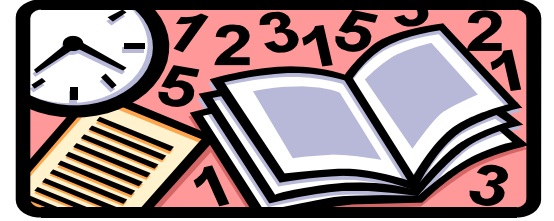
Establishing Partners

- | | | |
|------------|---|----------------|
| 1. Ebonie | → | 11. Michael |
| 2. Jazmine | → | 12. Andrea |
| 3. Bobby | → | 13. Ezra |
| 4. Celisse | → | 14. Juan |
| 5. Marsha | → | 15. Amy |
| 6. Krishon | → | 16. Hyun Ha |
| 7. Sammy | → | 17. Mari |
| 8. Isaac | → | 18. Harry |
| 9. Orlando | → | 19. Sarah Jane |
| 10. Miquel | → | 20. Ashley |

21. Quan
22. Kyesha
23. Francisco
24. Angelica



6 Minute Practice



1. Select/prepare materials.
2. Select partners; **TEACH** and **PRACTICE** the procedures.
3. Ready, set, GO!

Minute 1: Partners get materials and get ready

Minute 2: Partner #1 reads aloud; Partner #2 listens and tracks errors

Minute 3: Debrief and Partner #2 gets ready to read

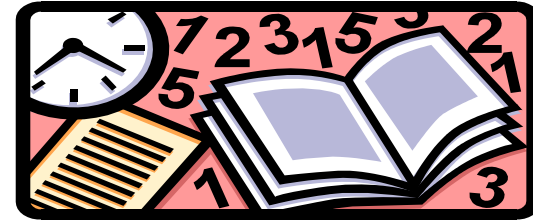
Minute 4: Partner #2 reads aloud/Partner #1 listens and tracks errors

Minute 5: Debrief and wrap up

Minute 6: Partners clean up and get ready for next classroom activity

Based on *6 Minute Solution*
(Adams, 2007)

Fluency INTERVENTION

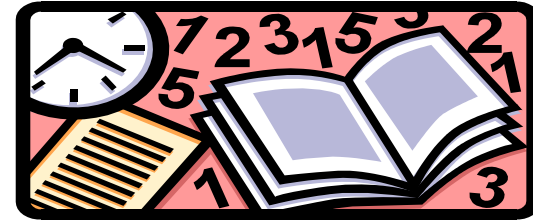


Three-part model:

“Read Naturally” Strategy

readnaturally.com

Fluency INTERVENTION

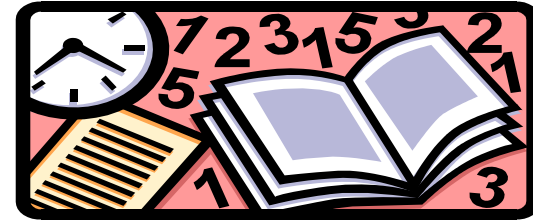


Three-part model:

- Modeling for **accuracy**
- Repeated reading for **automaticity**
- Check for comprehension (**access** meaning)

Plus: graphing for motivation

Fluency INTERVENTION



Placement FIRST

Place students in appropriate level:

CHALLENGING!

Placement Packet online

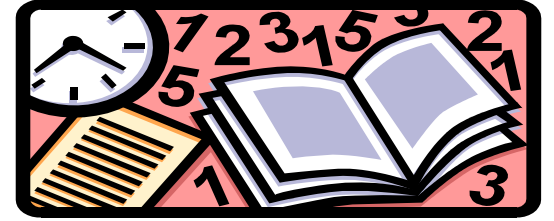
www.readnaturally.com

Assign wcpm goal:

Placement baseline **+ 30** for Gr. 1.5 to Gr. 4

Placement baseline **+ 40** for Gr. 5+

SPORT



Synchronous Paired Oral Reading Techniques

Neurological Impress Method (1969), Paired Reading (1979), Dyad Reading (1988), and Read Two Impress (2015)

TARGET

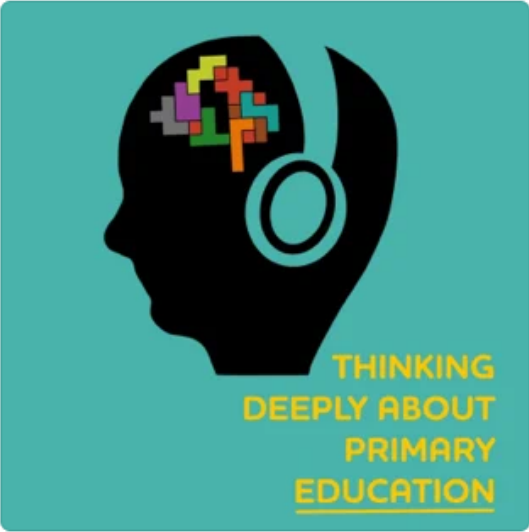
Students with decoding skills who lack more *automatic word recognition, fluency, and comprehension*, may be best served by **SPORT**

PROCESS

- A tutor (adult, peer, cross-age peer) and tutee sit side-by-side
- Choral read text for predetermined time (or choral read + tutee independent read, sometimes a re-read)
- Approximately 15 minutes per session across 4–16 weeks; total of 5–18 hours of tutoring

Downs & Mohr (2024)


Fluency Resources



Episode Thirty Three: How do you solve a problem like...Reading Fluency?
[Thinking Deeply about Primary Education](#)

Education

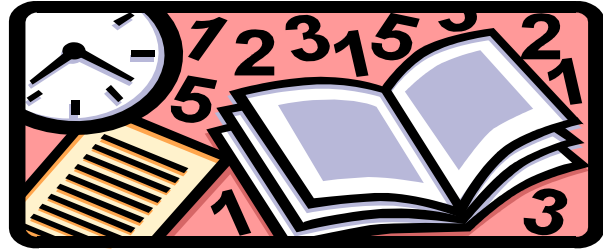
[Listen on Apple Podcasts ↗](#)

Kieran Mackle 

In this week's episode I'm joined by Christopher Such and Neil Almond as we try to solve a problem like reading fluency. We discuss, amongst other things, what reading fluency is, why pupils might struggle to develop reading fluency and how we can support all pupils in becoming fluent readers. The third instalment in the Christopher Such Reading Trilogy and, unlike Godfather Part III, this won't disappoint.

Microsoft Immersive Reader

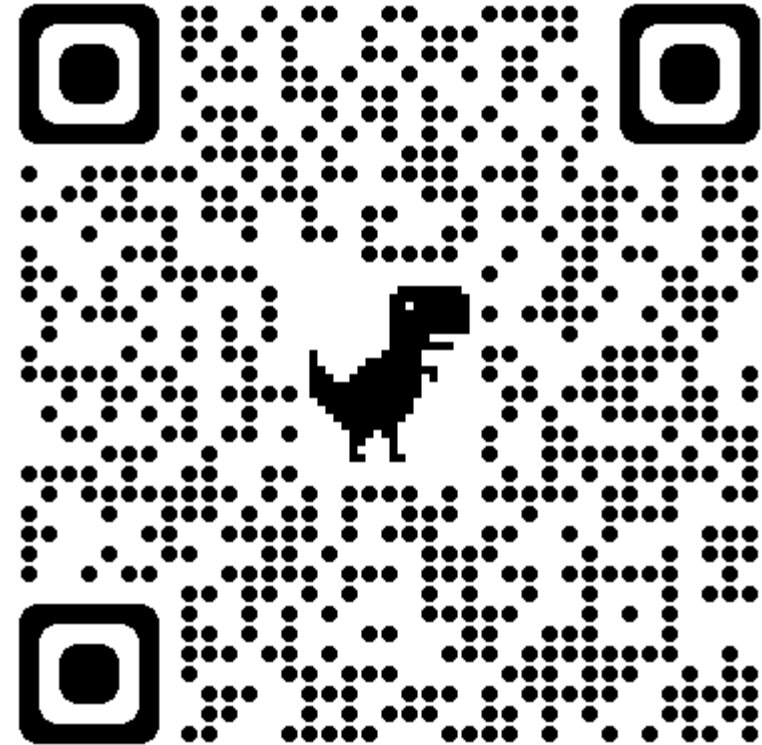
“Designed to improve reading comprehension and fluency for students of all abilities. Packed with features that can **read aloud** or **translate on-screen text**.”



THANK YOU!



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