

DOCUMENT RESUME

ED 432 724

CS 013 626

TITLE Reading Fluency: Principles for Instruction and Progress Monitoring. Professional Development Guide.

INSTITUTION Texas Univ., Austin. Texas Center for Reading and Language Arts.; Education Service Center Region 13, Austin, TX.

SPONS AGENCY Department of Education, Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.; Texas Education Agency, Austin.

PUB DATE 1998-00-00

NOTE 70p.; Video not available from EDRS.

AVAILABLE FROM Educational Center, TAAS Dept., Region XIII, 5701 Springdale Rd., Austin, TX 78723-3675; Tel: 512-919-5344; Fax: 512-926-4406; Web site: [http://www.tenet.edu/teks/language arts](http://www.tenet.edu/teks/language%20arts) (\$50 with video).

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC03 Plus Postage.

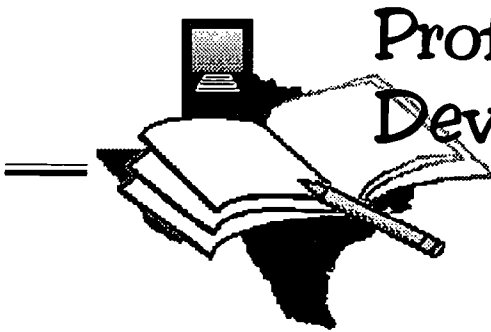
DESCRIPTORS Creative Teaching; Faculty Development; Group Activities; Instructional Innovation; Primary Education; Program Implementation; *Reading Improvement; *Reading Instruction; Teacher Workshops; Training Methods

IDENTIFIERS *Reading Fluency; Texas

ABSTRACT

Containing four sections of materials for workshop presenters to teach reading fluency, this guide assists primary grade teachers in enhancing the Reading and Language Arts knowledge and skills of Texas students. Section 1, an introduction, defines the purpose of the guide and outlining six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and activities to accompany the speaker's notes; and section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation and "Activity Handouts" for group activities. Contains 29 references and 2 resources. A video accompanies the guide. (SC)

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Professional Development Guide

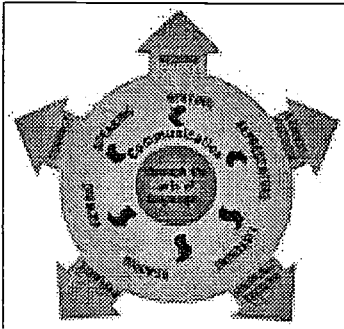
Reading Fluency: Principles for Instruction and Progress Monitoring

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Texas Center for Reading and Language Arts
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Professional Development Guide

Reading Fluency: Principles for Instruction & Progress Monitoring

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Transparency Masters

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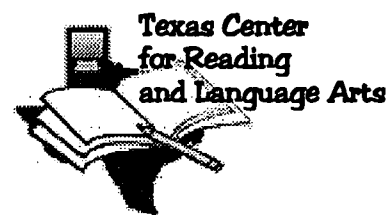
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1. Introduction

What is the Texas Center for Reading and Language Arts ?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).



How are the Center's Activities Accomplished?

Goal 1: To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

Goal 2: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

Goal 3: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

Goal 4: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

Goal 5: To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

Goal 6: To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

Literacy Labs

Both school-based and university-based labs served as models for universities and school districts.

Professional Development Guides and Videos

These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships

Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.

Organization & Content of the Guide

The guide *Fluency: Principles for Instruction and Progress Monitoring* contains four sections of materials and a video for presenters to teach fluency. Section 2 (*Professional Development*), includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 (*Overheads*), contains transparencies containing key points and activities to accompany your speaker's notes; Section 4 (*Handouts*) includes "Workshop Notes" for participants to take notes from the presentation, and "Activity Handouts" for group activities; Section 5 (*Appendices*) provides a list of references and resources on fluency. Lastly, the video "Fluency: Principles for Instruction and Progress Monitoring" provides an understanding of fluency research.

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2. Professional Development

Preparing for the Workshop

This workshop is designed to introduce primary grade teachers to oral reading fluency principles for instruction and progress monitoring. Classroom teachers, reading coordinators, media specialists, curriculum directors, and principals who work at the primary level are also appropriate participants. The key components of fluency instruction are presented and group discussion and activities are provided.

Materials

- Distribute copies of the handouts (Section 4) to each participant prior to the beginning of the workshop.

Equipment

- Overhead projector/markers
- VCR and monitor

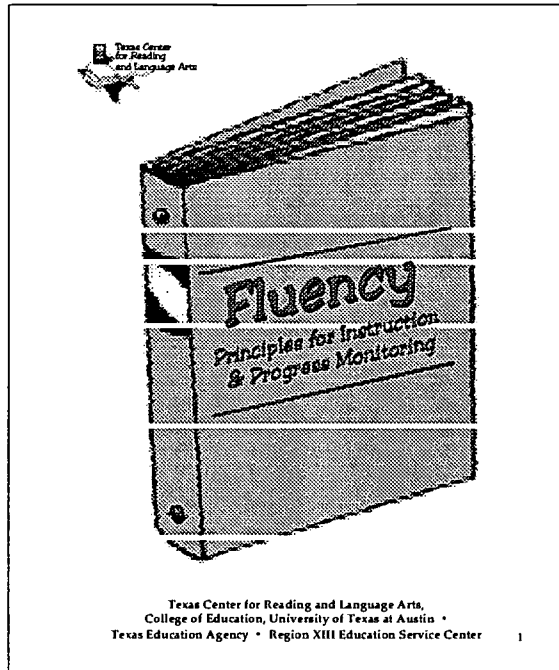
Room Arrangement

- Activities are designed for small group participation and cooperative work. Seating needs to be arranged to facilitate interaction in small groups. All participants will need to be able to see the screen.

Introduction

- Use Overhead #1 to communicate the topic of your presentation.

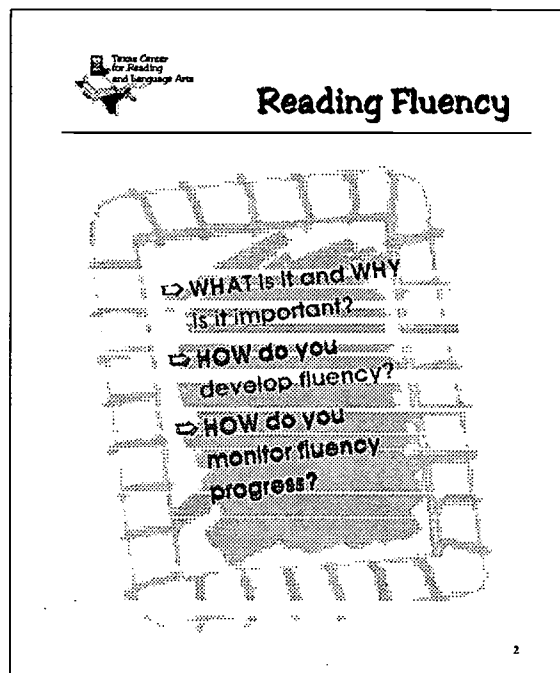
Overhead #1



Reading Fluency

- Use Overhead #2 to show an overview of the Fluency workshop.

Overhead #2



Overhead #3

Group Activity 1

- Guide participants in Group Activity 1.

Activity 1 - Fluency


Brainstorm what you know about oral reading fluency.

What does it mean?

What does it "look like?"

What does it "sound like?"

Share with the group !!!



Overhead #4

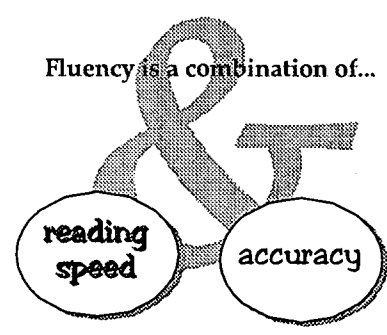
Texas Center for Reading and Language Arts

Reading Fluency

WHAT is it?

Fluency is a combination of...

reading speed & accuracy



What is Oral Reading Fluency?

- Use Overhead #4 to define oral reading fluency.
- Point out that once children begin to automatically and rapidly decode and access the meaning of individual words, they are on their way to becoming fluent readers.
- Remind participants that fluent readers read fairly effortlessly, group words into meaningful phrases, and use expression appropriately (prosody).

The Importance of Fluency

- Use Overhead #5 to review the importance of comprehension.
- Point out that fluent readers are better able to comprehend what they read because of their ability to process information quickly.


(LaBerge & Samuels, 1974; NAEP, 1995.)

Reading TEKS


- Use Overhead #6 to review and discuss the fluency component of the TEKS for Grades 1-3.

Note: Fluency is only one part of the reading curriculum or program. "Appropriate" refers to the reading level not grade level of a student.

Overhead #5



Oral Reading Fluency




Why is it Important?

Fluent readers are able to:
focus their attention on understanding the text (and therefore are better able to interpret the text, make connections among the ideas in the text)

Nonfluent readers must:
focus their attention on decoding and accessing the meaning of individual words (thus leaving little attention free for comprehension)

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Overhead #6



Texas Essential Knowledge and Skills

English Language Arts and Reading, Grades 1 - 3


The student reads with fluency and understanding in texts at appropriate difficulty levels.

The student is expected to:

- (a) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
- (b) read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader)
- (c) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)
- (d) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.

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Overhead #7

 **Fluency Building**

Important !!!

- Students should have a strong foundation in word recognition skills before fluency instruction begins.
- Fluency instruction usually does not begin until at least the middle of the first grade.
- Not all children require fluency instruction.


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Important Facts About Fluency Building

- Use Overhead #7 to address some key points about the context of fluency building.

(Samuels, 1979, 1997.)

Overhead #8

 **Fluency Building**

HOW do you develop Fluency?

Step One: Screening

- Screening (preparation and procedure)
- Calculating reading fluency
- Identifying appropriate reading levels

Step Two: Implementation

- Repeated Reading
 - Tape Assisted Reading
 - Readers Theater
 - Partner Reading

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Steps of Fluency Development

- Use Overhead #8 to introduce the two steps in fluency building.

Step One: Screening

- Use Overhead #9 to explain the screening process.

Overhead #9



Fluency Building

Step One: Screening

- Plan to assess every student individually to screen for fluency problems and to obtain baseline data
- Prepare and administer to each student a short (approximately 5 minutes) fluency screening
- Although many students may be involved in fluency activities, identify students who need fluency building

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Preparation for Screening

- Use Overhead #10 and #11 to discuss the steps to prepare for fluency screening.

Note: Refer participants to Guidelines for Choosing Material for Fluency Screening handout.

Overhead #10



Fluency Building Preparation for Screening


1. Select 2 or 3 unread passages from students' grade level text (*look for passages of consistent difficulty and readability*)
2. Type up a teacher version (with words tallied) and a student version of the selected text; make copies of the numbered version so you have a record for each student.

Example of Teacher Version

The teacher noticed that four	5
students read very slowly. She	10
decided to screen everyone for	15
fluency problems. She was	19
surprised by what she found.	24

10

Overhead #11

 **Fluency Building**
Preparation for Screening (con't.)

Example of Student Version


The teacher noticed that four students read very slowly. She decided to screen everyone for fluency problems. She was surprised by what she found.

3. Review procedures for marking errors
4. Have a stopwatch handy to time readings (a tape recorder is optional)

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Preparation for Screening (con't.)

Overhead #12

 **Fluency Building**
Screening Procedures

1. Screen students individually
2. Inform each student he/she will be timed reading 2 or 3 passages
3. Instruct each student to do his/her best reading and to begin reading when ready
4. Begin timing only when the student begins to read aloud, not before
5. Mark errors on your numbered passage

Example of Errors

- mispronunciations
- substitutions
- hesitations > 3-5 sec.
- no attempt to read
- omissions
- reversals

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Screening Procedures

- Use Overhead #12 and #13 to explain the screening procedure.
- Point out that a fluency check is not a deep analysis of errors, but a notation of the number of errors made by the student.
- Refer participants to the **Directions for 1-Minute Administration of Reading Passages** handout.

Screening Procedures (con't.)

- Use Overhead #13 to emphasize that errors such as insertions, self-correction, and repetitions are not to be counted as errors.

Overhead #13

 **Fluency Building
Screening
Procedures (con't.)**

You may note, but do not count as errors:

- insertions
- self-correction
- repetitions

6. Stop timing at the end of one minute, and be sure to mark in the text the last word read by the student (You may allow the student to read to the end of the passage)

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Group Activity 2

Overhead #14

- Guide participants in Group Activity 2.

Note: Refer participants to *Reading Passages* handout.

Note: Be sure participants clearly understand the activity before groups begin.


Activity 2

Checking for Fluency

1. Find a partner.
2. One partner will read from Passage # 1 and the other from Passage # 2.
3. Carefully read the directions.
4. For Part A, the partner with Passage # 1 will be the *Tester*, and the one with Passage # 2 will be the *Student*.
5. For Part B, reverse the roles.
6. Discuss the activity with your partner.

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Overhead #15



 Fluency Building
Calculating Reading Fluency

One-minute reading

↓

Total Words Read

-

Errors

=

Words Correct Per Minute


Example:
 62 words read - 7 errors = 55 wcpm

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Calculating Reading Fluency

- Use Overhead #15 to explain how to calculate the fluency rate.

Overhead #16



Oral Reading Fluency Guidelines

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

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Oral Reading Fluency Guidelines


- Use Overhead #16 to discuss how students' fluency scores can be compared to a range of fluency standards to help teachers evaluate scores.
- Point out that the scores range from the 50th to the 75th percentile for each grade level.

Note: Instructional goals for students should be based upon their reading levels (wcpm), not grade levels, on the chart.

Calculating Percent Reading Accuracy

- Use Overhead #17 to calculate the percent accuracy and discuss how to determine the appropriate level of text for individual students.
- Point out that this information affects instruction.
- Point out that fluency building passages should be between a student's independent and instructional reading level (approximately 95% to 98%).

Overhead #17



Fluency Building Calculating Percent Reading 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:
 $145 \text{ (words correct)} \div 156 \text{ (Total words read)} = 92.9$
93%

Level of Challenge


Independent 97% - 100% accuracy (good/excellent comprehension)	Instructional 96% - 94% accuracy (good/satisfactory comprehension)	Frustrational 93% accuracy & below (satisfactory/fair/poor comprehension)
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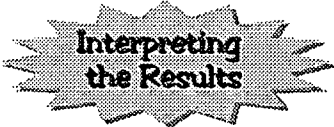
Interpreting the Results

- Use Overhead #18 to point out how to interpret results.

Overhead #18



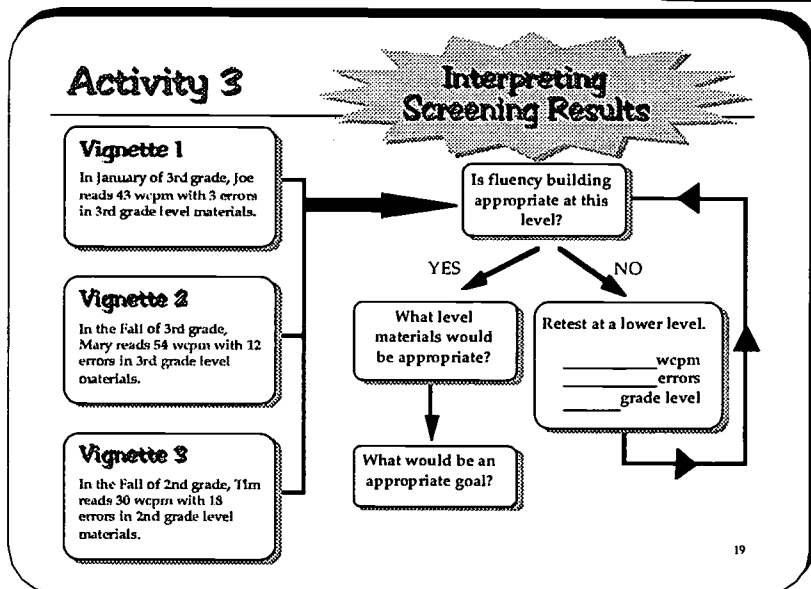
Fluency Building Identifying Appropriate Reading Levels



- Take the mean or median of 2-3 fluency measurements
- Judge the appropriateness of the text by using the traditional categories (independent, instructional, or frustrational) or the general guideline for the primary grades of 50-60 wcpm with < 5 errors
- Compare each student's fluency rate to the Oral Reading Fluency Guidelines

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- Guide participants in Group Activity 3.



Note: Explain the importance of considering the 3 questions when placing students in materials for fluency building.

- Remind them of the general guideline for primary grades of 50–60 wcpm with <5 errors.

Answers to Vignettes of Group Activity 3

Vignette #1
Is fluency building appropriate? Yes
What would be an appropriate placement? 3rd
What would be an appropriate goal? 70 wcpm

Vignette #2
Is fluency building appropriate? No (refer participants back to the guideline)
Ask, “What would you do?” Retest in 2nd grade level materials.
Give the new scores on overhead (write them in the box):
Mary reads 62 wcpm with 4 errors in 2nd grade level materials.
Answer the three questions again:
Is fluency building appropriate? Yes
What would be an appropriate placement? 2nd
What would be an appropriate goal? 90 wcpm


Vignette #3
Is fluency building appropriate? Possibly (refer participants back to the guideline)
Ask, “What would you do?” (Retest in 1st grade level materials)
Give new scores on the overhead (Write them in the box):
Tim reads 42 wcpm with 9 errors in 1st grade level materials.
Ask the three questions again:
Is fluency building appropriate? No, too low
What would be an appropriate placement? Not necessary
What would be an appropriate goal? Not necessary (refer back to the guideline)

Implementation of Fluency Building

- Use Overhead #20 to introduce methods for increasing oral reading fluency.

Note: Remind participants that fluency building is only one part of a reading program.

Overhead #20



Fluency Building

**Step Two:
Strategies for
Enhancing Fluency**

Implement research-proven methods that are effective in increasing oral reading fluency.

Repeated Readings

- Taped Assisted Reading
- Readers Theater
- Partner Reading


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Repeated Readings


- Use Overhead #21 to introduce the purpose of repeated readings.

(Samuels, 1979; 1997.)

Overhead #21



Implementation Repeated Readings




A repeated reading activity:

- is not intended to constitute "the reading curriculum"
- involves reading the same passage several times
- is not a method for teaching beginning reading skills (students must be able to decode most of the words before they will derive benefit from a Repeated Reading activity)

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Overhead #22

 **Implementation**
Repeated Readings (con't.)

What the Research Says

Repeated Readings

- Significantly increases reading rate, accuracy, and comprehension
- Works with older students as well as elementary children
- Fosters fluent word recognition through multiple exposures to words
- Encourages rapid decoding and permits greater attention to understanding the text
- Is effective for many learners


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What the Research Says

- Use Overhead #22 to point out that repeated readings is one of the most well-researched fluency building methods and has been utilized in classrooms for over 20 years.

(Anderson, 1980; Carver & Hoffman, 1981; Chard, Simmons, & Kameenui, 1998; Chomsky, 1976; Dowhower, 1987/1989; Howe & Singer, 1975; Raschotte & Torgesen, 1985; Samuels, 1979/1997; Sindelar, Monda, & O'Shea, 1990; and Weinstein & Cooke, 1992.)

Overhead #23

 **Repeated Readings Activities**



- Direct students to reread a relatively short passage (50–200 words) until a predetermined level of fluency is attained or to reread the text 3-5 times
- Incorporate a variety of reading materials that integrates students' culture and interests
- Utilize a variety of reading activities (read along/assisted reading, independent/unassisted reading, and partner or group reading)

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Repeated Readings Activities

- Use Overhead #23 to explain the characteristics of repeated readings activities.

(Bos & Vaughn, 1998; Dowhower, 1989.)

Tape Assisted Reading

- Use Overhead #24 to discuss the purpose of tape-assisted reading.
- Explain the steps students follow during tape-assisted reading.

Note: Computer-based reading is another example of how children can repeatedly read books by listening to books being read by a computer, reading along with a computer, or recording their own reading of a book into a computer.

Overhead #24



Repeated Readings Tape Assisted Reading

The purpose is to give children support and a sense of the proper phrasing and speed of fluent reading.

The student...

- listens to text read at 80-100 wpm by a fluent reader and follows along by pointing to the text
- reads aloud in sync with tape subvocalizing the words
- reads same text independently following Repeated Reading procedures

Important

The taped reading should not have distracting sound effects or music!

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Readers Theatre

- Use Overhead #25 to explain Readers Theatre
- Point out that students do not memorize lines like in a traditional play, but read from scripts with the emphasis on interpreting and sharing their understanding of a character through appropriate intonation and oral expression.

Note: Students may write their own plays (original or adapt a story or book).

Overhead #25



Repeated Readings Readers Theatre

The rehearsing and performing of a dialogue-rich play (with scripts in hand) for peers or others





Readers Theatre...

- provides readers with a legitimate reason to reread text
- promotes cooperative interaction with peers
- makes the reading task appealing
- makes scripts appear less daunting than whole books
- provides a variety of roles to suit a diverse group of students
- involves practicing Repeated Reading outside of the classroom (at home) in preparation for presentation

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Overhead #26

 Repeated Readings
Partner Reading




- Pairing reading partners
- Selecting reading materials
- Assembling materials
- Implementing Partner Reading

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Partner Reading

- Use Overhead #26 to introduce the steps in Partner Reading.

Overhead #27

 Partner Reading
Pairing Reading Partners

1. Rank order students according to reading fluency.
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	Lower	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

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Pairing Reading Partners


- Use Overhead #27 to explain how to pair students for Partner Reading.

(Mathes, Fuchs, Fuchs, Henley, Sanders, 1994.)

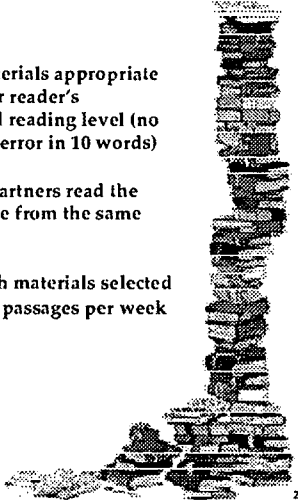
Selecting Reading Materials

- Use Overhead #28 to discuss how to select materials that are appropriate for partner reading.

Overhead #28

 Partner Reading
Selecting Reading Materials

- Identify materials appropriate for the lower reader's instructional reading level (no more than 1 error in 10 words)
- Have both partners read the same passage from the same material
- Have enough materials selected for two new passages per week

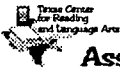


Assembling Reading Materials

- Use Overhead #29 to explain the necessary materials teachers and students need for partner reading.

Note: Folder may contain partner reading directions and/or comprehension cue cards.

Overhead #29

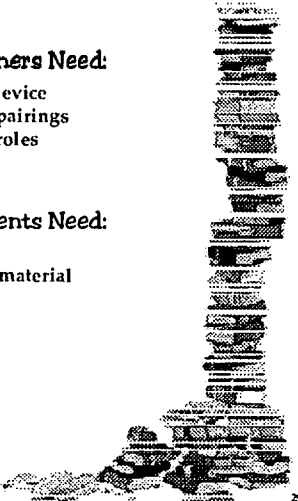
 Partner Reading
Assembling Reading Materials

What Teachers Need:


- timing device
- partner pairings
- partner roles


What Students Need:

- partner
- reading material
- folder



Overhead #30

 Partner Reading
Implementing Partner Reading



1. The stronger reader reads aloud for several minutes; this models fluent reading
2. The less fluent reader reads aloud the SAME text for the same time
3. After both partners have read, one partner asks the other to:
 - identify the sequence of the key ideas; and
 - tell the main idea


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Implementing Partner Reading

- Use Overhead #30 to discuss the steps for implementing partner reading.

Note: Keep the reading level between *independent* and *instructional* so that the task is not too easy or too difficult. Partners can be encouraged to take turns responding to the comprehension questions. Implement partner reading approximately 2 times a week for 20-25 minutes.

Overhead #31

 **Fluency Building**



Procedures:

- Graphing progress
- Interpreting fluency data
- Teacher monitoring

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Feedback

- Use Overhead #31 to introduce fluency monitoring procedures.


Graphing Fluency Progress

- Use Overhead #32 to explain the graphing procedure.
- Point out that as students graph their scores (wcpm) they are given immediate feedback and concrete evidence of their progress.

Note: Fluctuations in scores (wcpm) may occur from time to time.

Option: Use the graph to demonstrate graphing procedure.

Overhead #32



Graphing Fluency Progress

Student Self-Monitoring

- As part of a repeated readings program, the student records the wcpm of the first "cold" reading on a graph.
- On each subsequent reading, the student records the increase in fluency.

Example:

Fluency Progress


100			
90			
80			
70			
60			
50			
40			
30			
20			
10			
0			
	1st Run	2nd Run	3rd Run

Interpreting the Data

- Use Overhead #33 to explain how teachers use the fluency data on the graphs to set goals and evaluate student progress.
- Point out that teachers work collaboratively with students when looking at fluency data and setting goals.


Note: Practice passages should be kept at the same level of difficulty until acceptable fluency is reached. Tracking progress (graphing) can be integrated within the curriculum (i.e., math).

Overhead #33




Interpreting the Fluency Data


Setting Goals



- Together, teacher and student, set an individual goal for the school year using the current unpracticed wcpm + 20 to 30 words.
- Periodically (2-3 weeks), the student and teacher should determine if the student needs to:
 - (1) Continue at the same level towards the same goal
 - (2) Adjust the goal up or down
 - (3) Change the reading level

Overhead #34

 **Teacher Monitoring**



For younger and lower-performing students needing fluency building:


- Teacher should monitor progress frequently
- Every 6 to 9 weeks should read in end-of-year goal-level materials
- The results can be used to guide instruction and for reporting purposes


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Teacher Monitoring


- Use Overhead #34 to explain the ways teachers should monitor progress of younger and lower-performing students who need fluency building.

Overhead #35


 **Summing Up**

Fluency is important because: 

- It frees students to understand what they read

Reading Fluency can be developed: 

- By engaging students in repeated reading activities

Monitoring student progress in reading fluency 

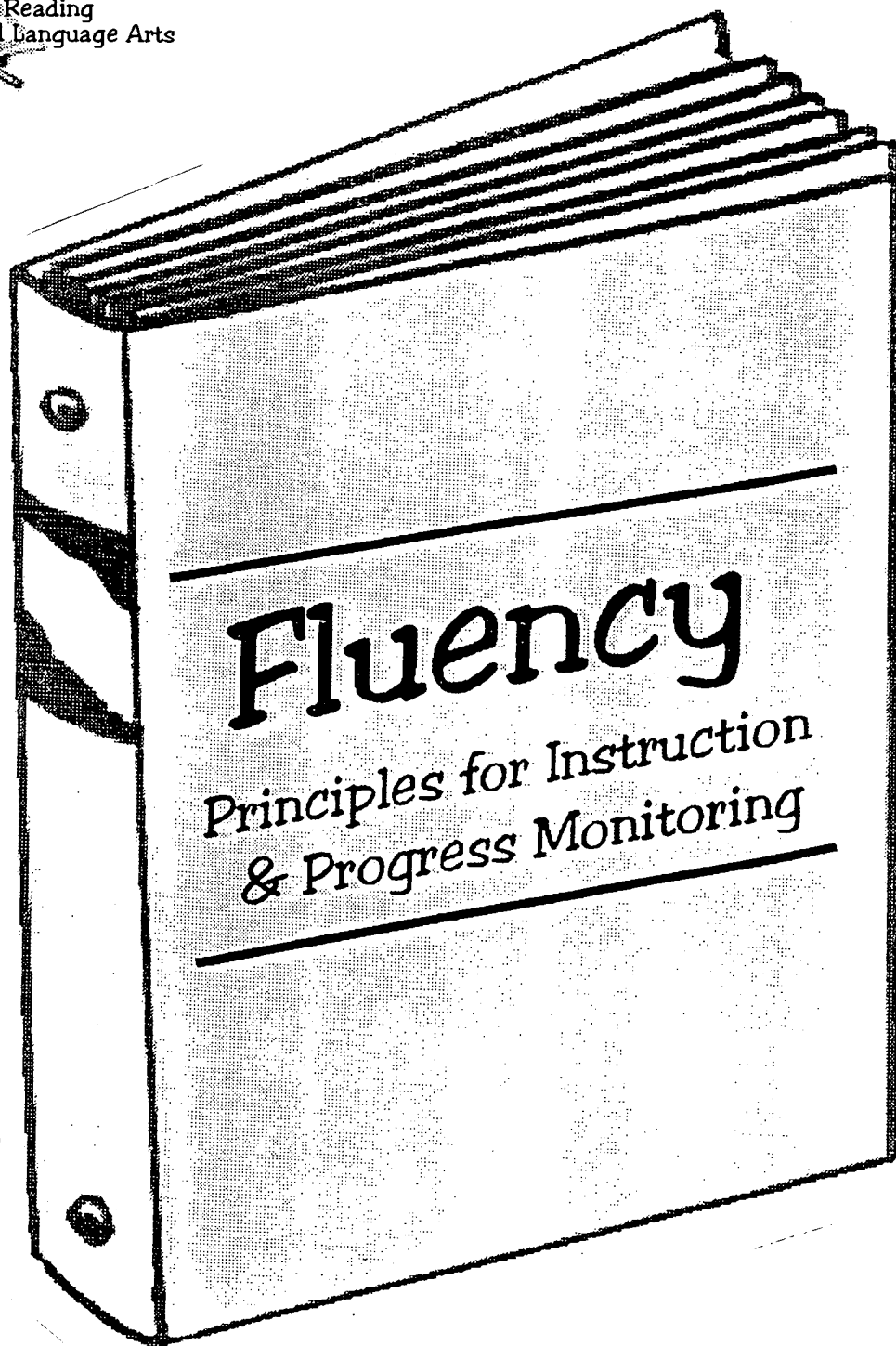
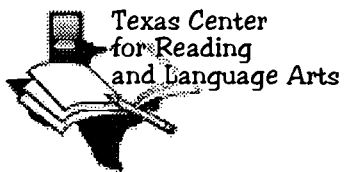
- Can be motivating to students
- Is useful in setting instructional goals

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Summary

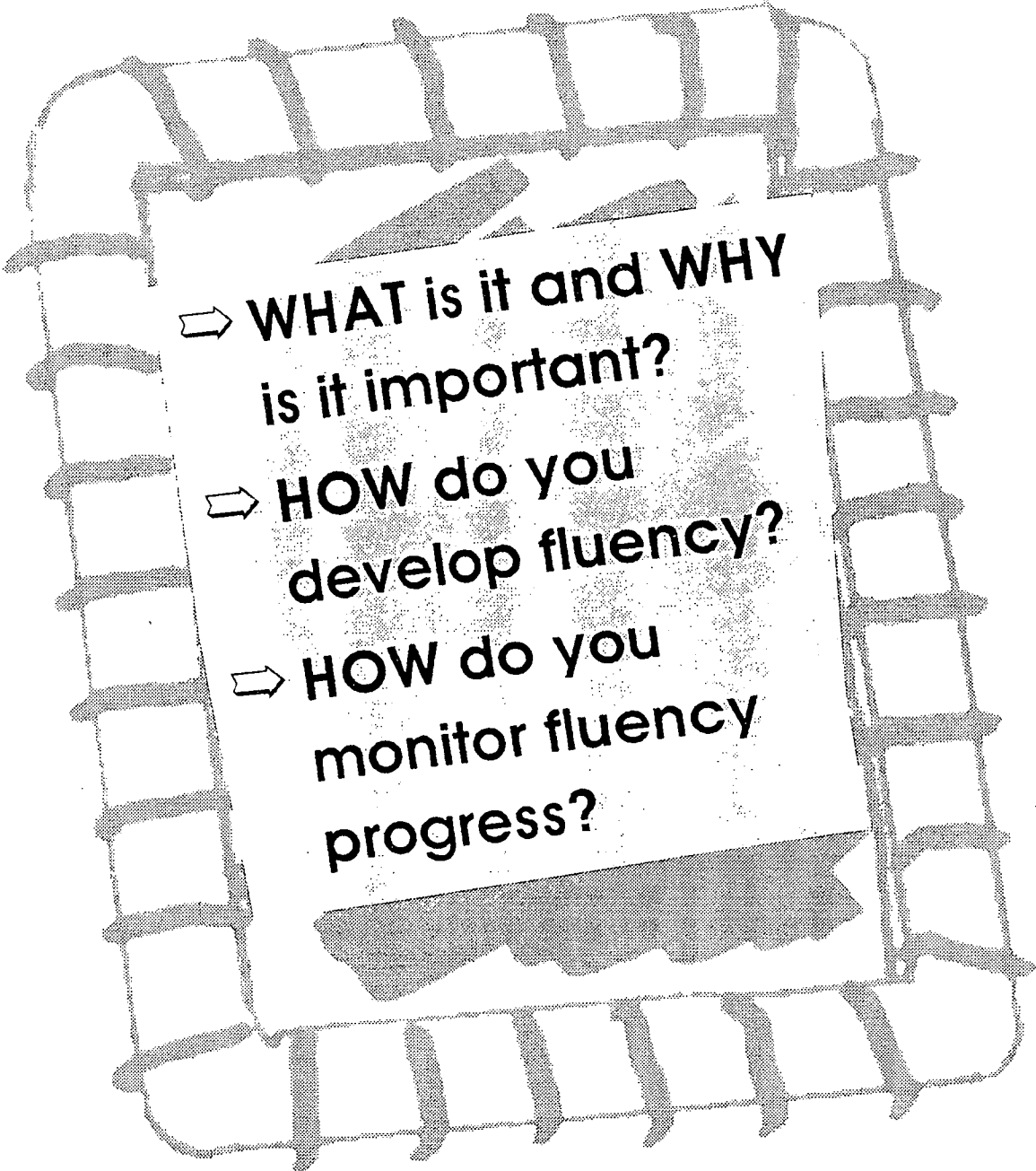
- Use Overhead #35 to summarize the major points of today's workshop.

3. Overheads



Texas Center for Reading and Language Arts,
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Texas Education Agency • Region XIII Education Service Center

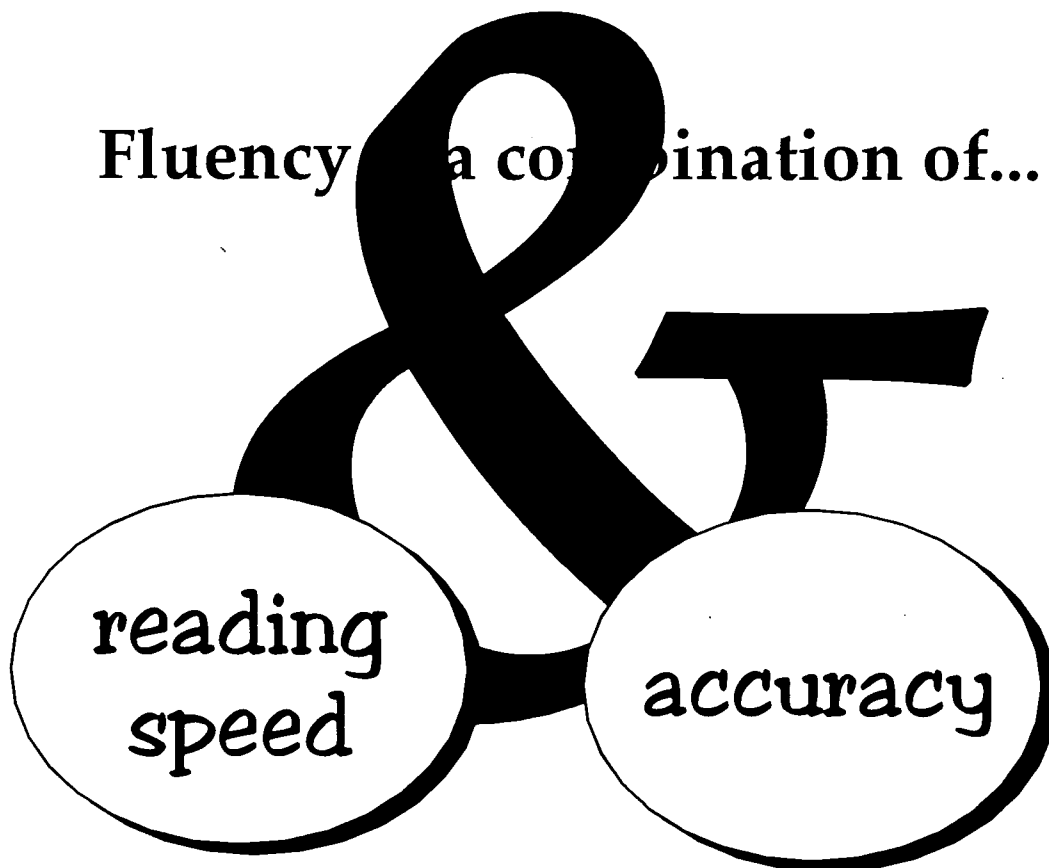
Reading Fluency

- 
- ⇒ **WHAT** is it and **WHY** is it important?
 - ⇒ **HOW** do you develop fluency?
 - ⇒ **HOW** do you monitor fluency progress?

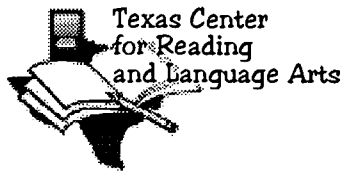
Reading Fluency

WHAT is it?

Fluency is a combination of...



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Oral Reading Fluency

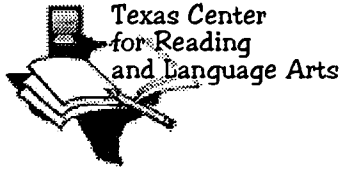
**Why is it
Important?**

Fluent readers are able to:

focus their attention on understanding the text (and therefore are better able to interpret the text, make connections among the ideas in the text)

Nonfluent readers must:

focus their attention on decoding and accessing the meaning of individual words (thus leaving little attention free for comprehension)



Texas Essential Knowledge and Skills

English Language Arts and Reading, Grades 1 - 3

The student reads with fluency and understanding in texts at appropriate difficulty levels.

The student is expected to:

- (a) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)**
- (b) read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader)**
- (c) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)**
- (d) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.**

Fluency Building

Important !!!

- **Students should have a strong foundation in word recognition skills before fluency instruction begins.**
- **Fluency instruction usually does not begin until at least the middle of the first grade.**
- **Not all children require fluency instruction.**

Fluency Building

**HOW do you
develop Fluency?**

Step One: Screening

- Screening (preparation and procedure)
- Calculating reading fluency
- Identifying appropriate reading levels

Step Two: Implementation

- Repeated Reading
 - Tape Assisted Reading
 - Readers Theater
 - Partner Reading

Fluency Building



Step One: Screening

- **Plan to assess every student individually to screen for fluency problems and to obtain baseline data**
- **Prepare and administer to each student a short (approximately 5 minutes) fluency screening**
- **Although many students may be involved in fluency activities, identify students who need fluency building**



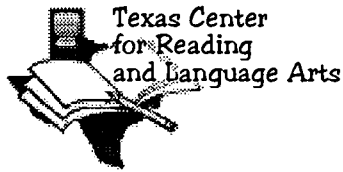
Fluency Building

Preparation for Screening

1. Select 2 or 3 unread passages from students' grade level text (*look for passages of consistent difficulty and readability*)
2. Type up a teacher version (with words tallied) and a student version of the selected text; make copies of the numbered version so you have a record for each student.

Example of Teacher Version

The teacher noticed that four	5
students read very slowly. She	10
decided to screen everyone for	15
fluency problems. She was	19
surprised by what she found.	24



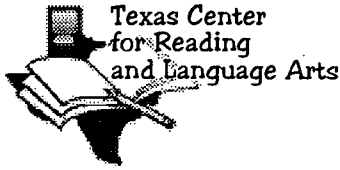
Fluency Building

Preparation for Screening (con't.)

Example of Student Version

The teacher noticed that four students read very slowly. She decided to screen everyone for fluency problems. She was surprised by what she found.

3. Review procedures for marking errors
4. Have a stopwatch handy to time readings (a tape recorder is optional)

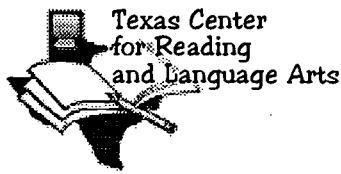


Screening Procedures

1. Screen students individually
2. Inform each student he/she will be timed reading 2 or 3 passages
3. Instruct each student to do his/her best reading and to begin reading when ready
4. Begin timing only when the student begins to read aloud, not before
5. Mark errors on your numbered passage

Example of Errors:

- mispronunciations
- substitutions
- hesitations > 3-5 sec.
- no attempt to read
- omissions
- reversals

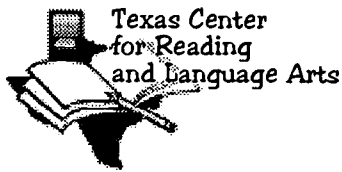


Fluency Building Screening Procedures (con't.)

You may note, but do not count as errors:

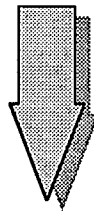
- **insertions**
- **self-correction**
- **repetitions**

- 6. Stop timing at the end of one minute, and be sure to mark in the text the last word read by the student (You may allow the student to read to the end of the passage)**



Fluency Building Calculating Reading Fluency

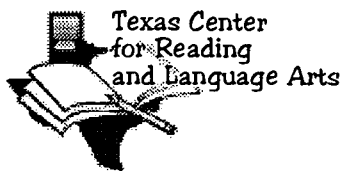
One-minute reading



$$\text{Total Words Read} - \text{Errors} = \text{Words Correct Per Minute}$$

Example:

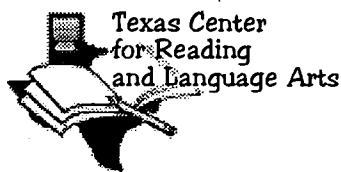
**62 words read - 7 errors = 55
wcpm**



Oral Reading Fluency Guidelines

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



Fluency Building Calculating Percent Reading Accuracy

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

$$\begin{array}{|c|} \hline \text{Number of} \\ \text{Words Read} \\ \text{Correctly} \\ \hline \end{array} \div \begin{array}{|c|} \hline \text{Total} \\ \text{Words} \\ \text{Read} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Percent} \\ \text{Accuracy} \\ \hline \end{array}$$

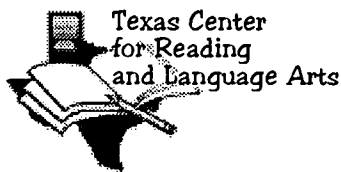
Example:

$$145 \text{ (words correct)} \div 156 \text{ (Total words read)} = 92.9$$

93 %

Level of Challenge

Independent 97% - 100% accuracy (good/excellent comprehension)	Instructional 96% - 94% accuracy (good/satisfactory comprehension)	Frustrational 93% accuracy & below (satisfactory/fair/poor comprehension)
--	--	---



Fluency Building

Identifying Appropriate Reading Levels

Interpreting the Results

- Take the mean or median of 2-3 fluency measurements
- Judge the appropriateness of the text by using the traditional categories (independent, instructional, or frustrational) or the general guideline for the primary grades of 50-60 wcpm with < 5 errors
- Compare each student's fluency rate to the Oral Reading Fluency Guidelines

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Fluency Building



Step Two: Strategies for Enhancing Fluency

*Implement research-proven methods
that are effective in increasing oral
reading fluency.*

Repeated Readings

- Taped Assisted Reading
- Readers Theater
- Partner Reading

Repeated Readings



A repeated reading activity:

- **is not intended to constitute “the reading curriculum”**
- **involves reading the same passage several times**
- **is not a method for teaching beginning reading skills (students must be able to decode most of the words before they will derive benefit from a Repeated Reading activity)**

Repeated Readings (con't.)

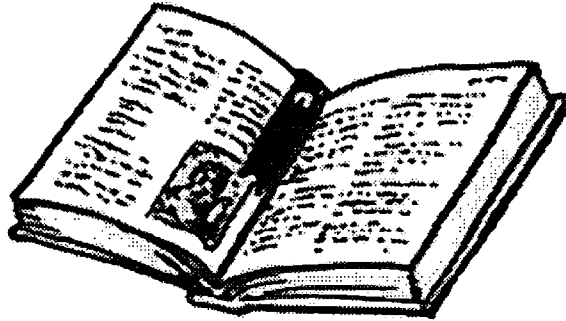


What the Research Says

Repeated Readings

- **Significantly increases reading rate, accuracy, and comprehension**
- **Works with older students as well as elementary children**
- **Fosters fluent word recognition through multiple exposures to words**
- **Encourages rapid decoding and permits greater attention to understanding the text**
- **Is effective for many learners**

Repeated Readings Activities



- **Direct students to reread a relatively short passage (50–200 words) until a predetermined level of fluency is attained or to reread the text 3-5 times**
- **Incorporate a variety of reading materials that integrates students' culture and interests**
- **Utilize a variety of reading activities (read along/assisted reading, independent/unassisted reading, and partner or group reading)**



Repeated Readings Tape Assisted Reading

The purpose is to give children support and a sense of the proper phrasing and speed of fluent reading.

The student...

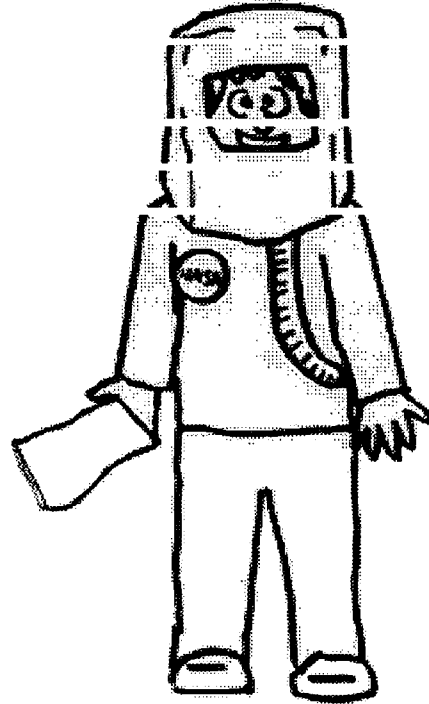
- listens to text read at 80-100 wpm by a fluent reader and follows along by pointing to the text
- reads aloud in sync with tape subvocalizing the words
- reads same text independently following Repeated Reading procedures

Important

The taped reading should not have distracting sound effects or music !

Repeated Readings Readers Theatre

The rehearsing and performing of a dialogue-rich play (with scripts in hand) for peers or others



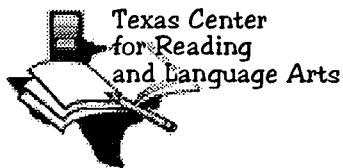
Readers Theatre...

- provides readers with a legitimate reason to reread text
- promotes cooperative interaction with peers
- makes the reading task appealing
- makes scripts appear less daunting than whole books
- provides a variety of roles to suit a diverse group of students
- involves practicing Repeated Reading outside of the classroom (at home) in preparation for presentation

Repeated Readings Partner Reading

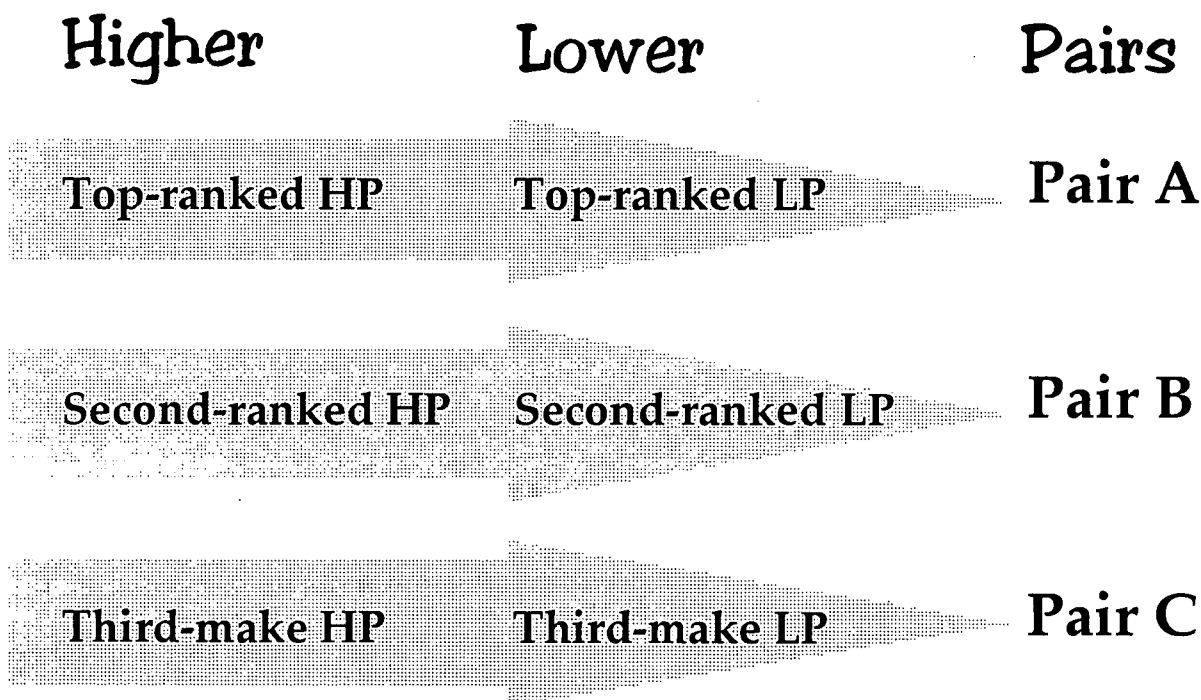


- Pairing reading partners
- Selecting reading materials
- Assembling materials
- Implementing Partner Reading



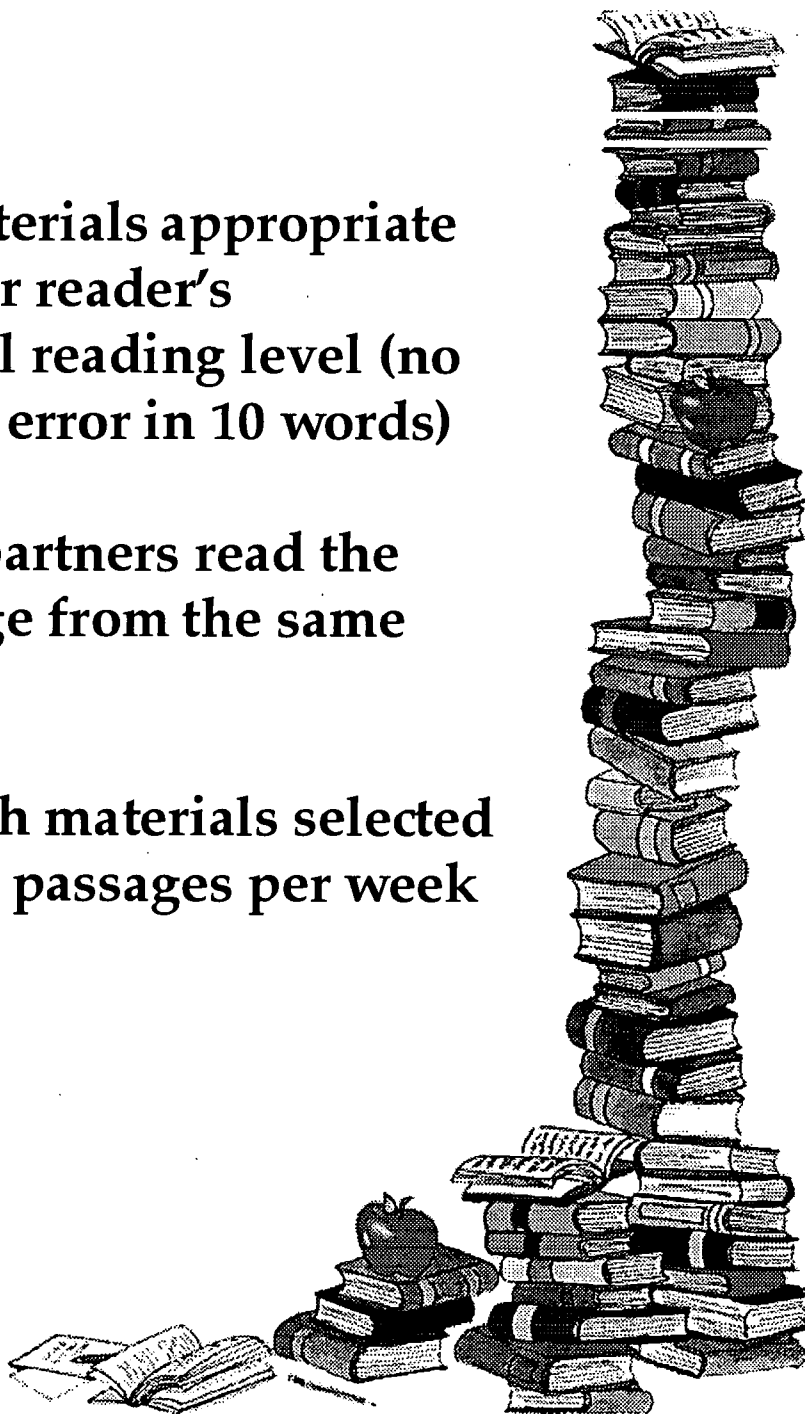
Partner Reading Pairing Reading Partners

1. Rank order students according to reading fluency.
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.



Selecting Reading Materials

- Identify materials appropriate for the lower reader's instructional reading level (no more than 1 error in 10 words)
- Have both partners read the same passage from the same material
- Have enough materials selected for two new passages per week



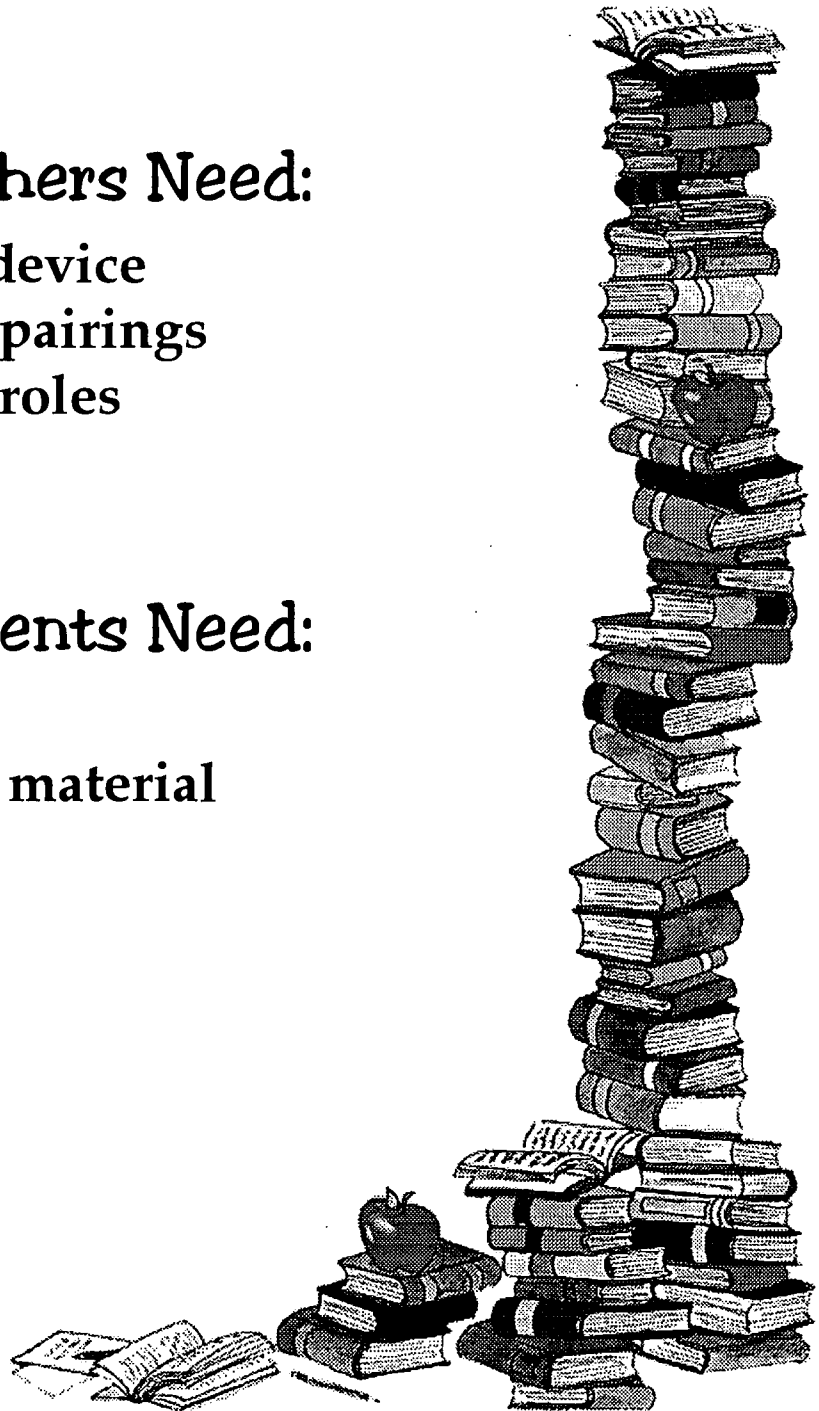
Assembling Reading Materials

What Teachers Need:

- timing device
- partner pairings
- partner roles

What Students Need:

- partner
- reading material
- folder



Partner Reading Implementing Partner Reading



1. The stronger reader reads aloud for several minutes; this models fluent reading
2. The less fluent reader reads aloud the SAME text for the same time
3. After both partners have read, one partner asks the other to:
 - identify the sequence of the key ideas; and
 - tell the main idea

Fluency Building

How do you
Monitor Fluency
Progress?

Procedures:

- Graphing progress
- Interpreting fluency data
- Teacher monitoring

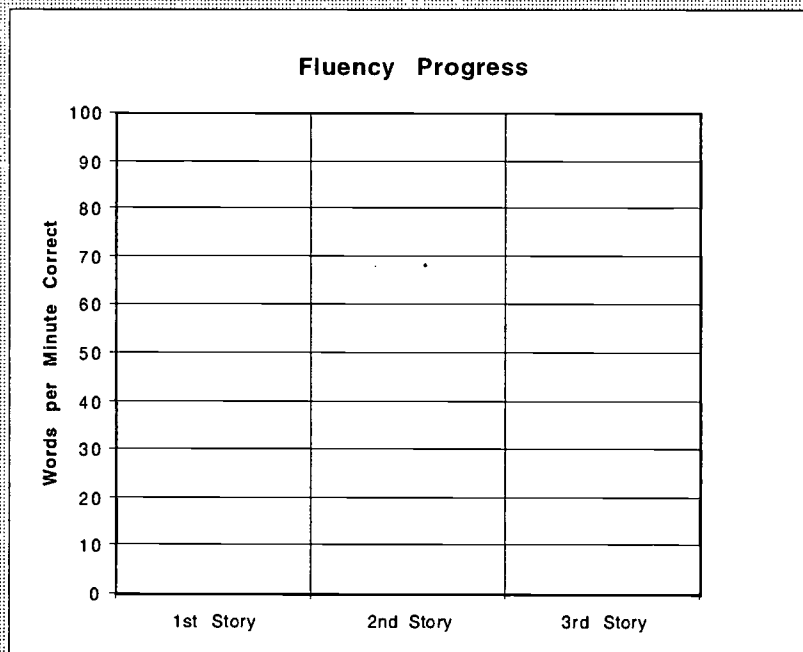
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Graphing Fluency Progress

Student Self-Monitoring

- As part of a repeated readings program, the student records the wcpm of the first “cold” reading on a graph.
- On each subsequent reading, the student records the increase in fluency.

Example:



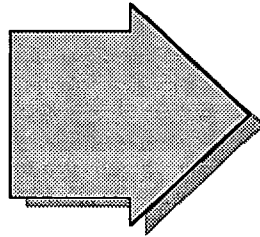
Interpreting the Fluency Data



- Together, teacher and student, set an individual goal for the school year using the current unpracticed wcpm + 20 to 30 words.
- Periodically (2-3 weeks), the student and teacher should determine if the student needs to:
 - (1) Continue at the same level towards the same goal
 - (2) Adjust the goal up or down
 - (3) Change the reading level

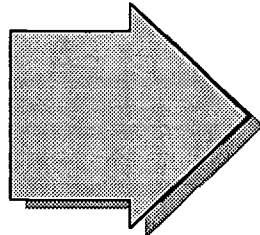
Summing Up

Fluency is important because:



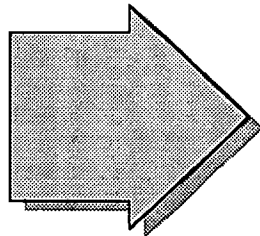
- It frees students to understand what they read

Reading Fluency can be developed:



- By engaging students in repeated reading activities

Monitoring student progress in reading fluency



- Can be motivating to students
- Is useful in setting instructional goals

Teacher Monitoring



For younger and lower-performing students needing fluency building:

- Teacher should monitor progress frequently
- Every 6 to 9 weeks should read in end-of-year goal-level materials
- The results can be used to guide instruction and for reporting purposes

4. Handouts

Guidelines for Choosing Materials for Fluency Screening

- Passages may be taken from many different kinds of reading materials (i.e., basals, trade books, language experience texts, newspaper articles, and student writing)
- Readability formulas can be used on materials to determine difficulty level
- Literature-based anthologies often contain stories that vary in difficulty and do not consistently adhere to the grade-level readability identified on the cover
- Expository text is usually chosen; avoid selections that contain dialogue, many proper nouns, and variance in difficulty
- The goal is to select a passage that is long enough so that students cannot completely read the entire passage in a one-minute time frame:

Preprimer, primer, and 1st grades: Passages should contain 150 words
2nd and 3rd grades: Passages should contain 150-200 words

- Monitor the difficulty level of the passage for each individual student; make sure it matches their reading level
- Be sure the passage has not been previously read--should be "a cold reading"
- May be added to an Informal Reading Inventory (IRI)

Activity 2 Handout - Reading Passages

Passage # 1

The following passages are from "The Boarding House" by James Joyce. The student passage is designed to be read by a "student" to the "tester." Use the tester copy to score. The tester writes in or circles all "student" errors but does not correct any student mistakes. The tester also times the passage with a stopwatch and notes the time that the student reads to the *.

Part A - Tester

* Mrs. Mooney was a butcher's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's foreman and opened a butcher's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the devil. He drank, plundered the till, ran headlong into debt. It was no use making him take the pledge: he was sure to break out again a few days after. By fighting his wife in the presence of customers and by buying bad meat he ruined * his business.

Part B - Student

* One night he went with his wife with the clever and she had to sleep in a neighbour's house. After that they lived apart. She went to the pest and got a separation for him with care of the children. She would give him neither money nor food nor room-house; and so he was obliged to enlist himself as a shirt man. He was a shabby stooped little drunkard with a white face and a white mouse and white eyebrows, pencilled above his little eyes, which were pink-nerved and raw; and all day long he sat in the * balleaf room, waiting to be put on a job.

Passage # 2

The following passages are from "The Boarding House" by James Joyce. The student passage is designed to be read by a "student" to the "tester." Use the tester copy to score. The tester writes in or circles all "student" errors but does not correct any student mistakes. The tester also times the passage with a stopwatch and notes the time that the student reads to the *.

Part A - Student

* Mrs. Mooney was a bachelor's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's fireman and opened a bachelor's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the deeper. He drank, plundered the till, ran headlong into bed. It was no use making him take the plan: he was sure to break out again a few days after. By fighting his wife in the presence of customers and by buying bad meat he royed * his business.

Part B - Tester

* One night he went for his wife with the cleaver and she had to sleep in a neighbour's house. After that they lived apart. She went to the priest and got a separation for him with care of the children. She would give him neither money nor food nor house-room; and so he was obliged to enlist himself as a sheriff's man. He was a shabby stooped little drunkard with a white face and a white moustache and white eyebrows, pencilled above his little eyes, which were pink-veined and raw; and all day long he sat in the * bailiff's room, waiting to be put on a job.

Directions for 1-Minute Administration of Reading Passages

Materials:

1. Unnumbered copy of passage (student copy)
2. Numbered copy of passage (examiner copy)
3. Stopwatch
4. Tape recorder (optional)^a

Directions:

1. Place unnumbered copy in front of the student.
2. Place the numbered copy in front of you but shielded so the student cannot see what you record.
3. Say these specific directions to the student for each passage:

When I say 'begin,' start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?" (Pause)

4. Say "**Begin**" and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.^b
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, "**Stop.**"

^aTape recorders can facilitate error analysis.

^bOn rare occasions the student may "speed read" (i.e., read the passage very fast and without expression). If this occurs, tell the student, "*This is not a speed reading test. Begin again, and be sure to do your best reading.*"

5. Appendices

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Resources

(Representative products (not necessarily recommended))

Peobody Classwide Peer Tutoring

Contact: Dr. Douglas Fuchs or Dr. Lynn Fuchs

Box 328

George Peabody College

Vanderbilt University

Nashville, TN 37203

Read Naturally (Sets of tapes and printed materials)

2329 Kressin Avenue

Saint Paul, MN 55120



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