

# Reading Fluency

What?  
Why?  
How?



Jan Hasbrouck, Ph.D.  
@janhasbrouck

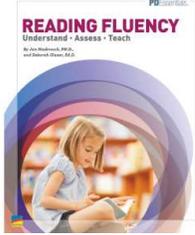
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# Reading Fluency

Understand \* Assess \* Teach

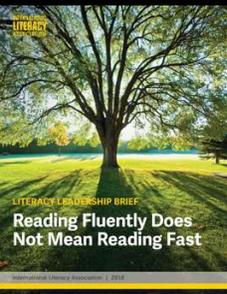
Jan Hasbrouck, Ph.D.  
Deborah Glaser, Ed.D.

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



Benchmark Education  
PD Essentials  
www.benchmarkeducation.com

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ILA Literacy Leadership  
Brief 2018

## Reading Fluently Does Not Mean Reading Fast

Jan Hasbrouck  
Deb Glaser

<https://www.literacyworldwide.org/get-resources/position-statements>

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An Update to the National  
Reading Panel Report:

What We Know About  
Fluency in 2020

Jan Hasbrouck, Ph.D.

The Reading League Journal  
Sept/Oct 2020



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### Key Takeaways:



Text reading fluency is an outcome of the mastery of underlying skills; it is not a “skill” by itself.

Text reading fluency is only important as a support for comprehension and motivated reading.

ALL aspects of fluency should be connected to comprehension (assessment & instruction).

### Goal:

- \* Affirm
- \* Remind
- \* Expand

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## Reading Fluency



### What?

### Why?

### How? Assessing & Teaching

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

Hasbrouck & Glaser (2019) p. 9

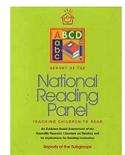


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### DEFINING reading fluency (NRP):

The ability to read a text:

- quickly
- accurately
- with proper expression



2000

“Fluency depends upon well developed word recognition skills, but such skills do not inevitably lead to fluency.”

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## DEFINING reading fluency



Wolfe & Katzir-Cohen (2001)

Reading fluency develops in **PROGRESSIONS** (subskills first)

**Accuracy** then **automaticity**: Letter; letter-pattern; word levels; semantic & syntactic processes at the word & connected text levels.

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

Fluency = passage reading fluency

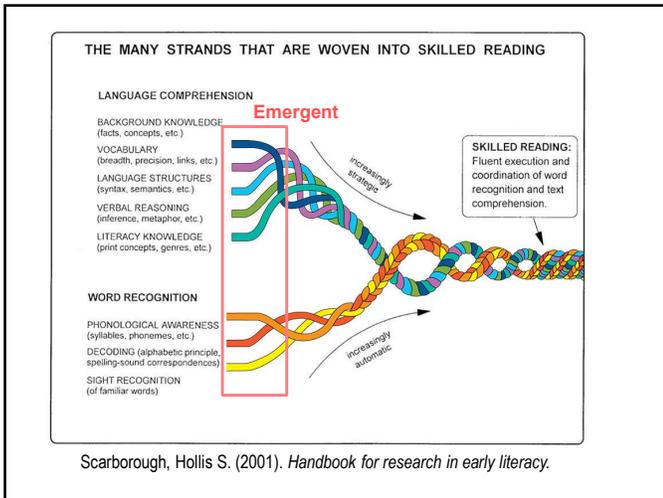
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## Reading Development

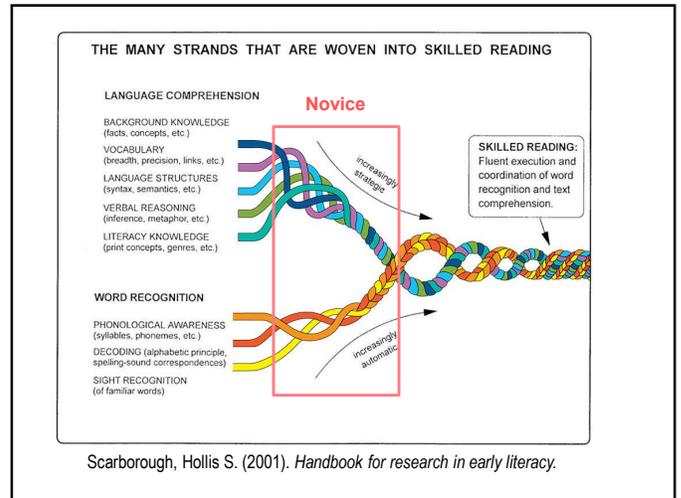


Emergent  
Novice  
Transitional  
Established  
Proficient

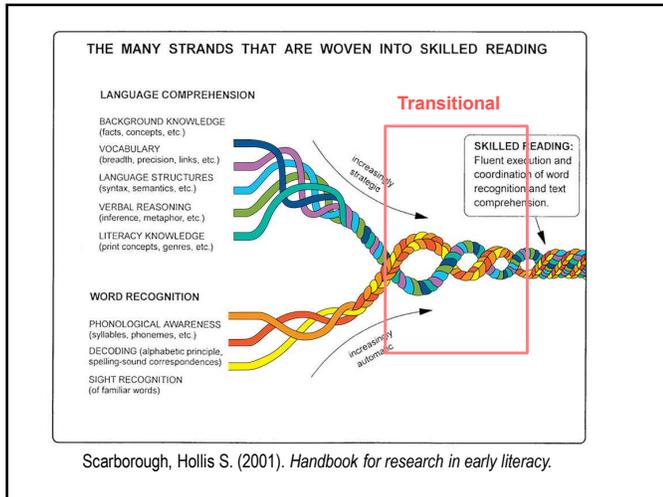
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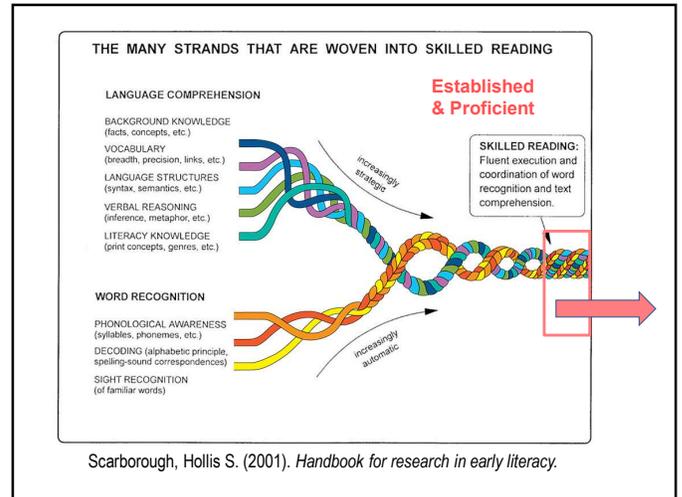
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**DEFINING** reading fluency (in text)  
Hasbrouck & Glaser (2019)

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

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**DEFINING** reading fluency (in text)  
Hasbrouck & Glaser (2019)

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

**components...**

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“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)

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### **DEFINING** reading fluency (in text)

Hasbrouck & Glaser (2019)

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

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### **REASONABLY** accurate?

First!  
Foremost!  
Forever!  
Foundation of  
Fluency!

**accuracy**

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### **REASONABLY** accurate?

Aim for at least **95-98** %

Emerging readers? **97-98** %

#### **AND:**

Accuracy depends greatly on accurate WORD reading and ultimately a well-established orthographic lexicon (sight words)

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## SIGHT Words?



### Common Usage:

Words spelled using at least one irregular phoneme/grapheme patterns ("one", "have", "was", "of", etc.).

Words that must be learned by looking at the word and simply memorized as a whole.

### Research-Grounded Definition:

Any previously learned word recognized *instantaneously, precognitively* by a reader.

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## APPROPRIATE rate?



As fast as possible??

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## APPROPRIATE rate?



Fluent reading should sound like speech.

Stahl & Kuhn (2002)

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## APPROPRIATE rate?



Reading automaticity becomes an instructional priority **after** students become **accurate** readers.

Non-automatic readers **should not be encouraged to read faster and faster.**

Chall, 1996; Juel, 1991

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**APPROPRIATE** rate? 

Norms for **oral reading fluency** (ORF)

- Unpracticed
- 60-seconds
- Grade level text for screening

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**Study #1**

Hasbrouck, J. E. & Tindal, G. (Spring, 1992).  
Curriculum-based oral reading fluency norms for students in grades 2-5.  
*Teaching Exceptional Children, 24*(3), 41-44.

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Hasbrouck & Tindal (1992)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
2	75	82	106	124
	50	53	78	94
	25	23	46	65

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
3	75	107	123	142
	50	79	93	114
	25	65	70	87

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	75	125	133	143
	50	99	112	118
	25	72	89	92

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
5	75	126	143	151
	50	105	118	128
	25	77	93	100

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**Study #2**

Hasbrouck, J., & Tindal, G. A. (2006).  
Oral reading fluency norms:  
A valuable assessment tool for reading teachers.  
*The Reading Teacher, 59*(7), 636-644.

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Hasbrouck & Tindal (2006)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111	5	90	166	182	194
	75		47	82		75	139	156	168
	50		23	53		50	110	127	139
	25		12	28		25	85	99	109
2	90	106	125	142	6	90	177	195	204
	75	79	100	117		75	153	167	177
	50	51	72	89		50	127	140	150
	25	25	42	61		25	98	111	122
3	90	128	146	162	7	90	180	192	202
	75	99	120	137		75	156	165	177
	50	71	92	107		50	128	136	150
	25	44	62	78		25	102	109	123
4	90	145	166	180	8	90	185	199	199
	75	119	139	152		75	161	173	177
	50	94	112	123		50	133	146	151
	25	68	87	98		25	106	115	124
	10	45	61	72		10	77	84	97

\*WCPM = Words Correct Per Minute

### Study #3

Hasbrouck, J. & Tindal, G. (2017).

*An update to compiled ORF norms*  
(Technical Report No. 1702).

Behavioral Research and Teaching  
University of Oregon

<http://www.brtprojects.org/>

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Hasbrouck & Tindal (2017)

Grade	%ile	Fall WCPM	Winter WCPM	Spring WCPM	Grade	%ile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		97	116	4	90	153	168	184
	75		59	91		75	125	143	160
	50		29	60		50	94	120	133
	25		16	34		25	75	95	105
	10		9	18		10	60	71	83
2	90	111	131	148	5	90	179	183	195
	75	84	109	124		75	153	160	169
	50	50	84	100		50	121	133	146
	25	36	59	72		25	87	109	119
	10	23	35	43		10	64	84	102
3	90	134	161	166	6	90	185	195	204
	75	104	137	139		75	159	166	173
	50	83	97	112		50	132	145	146
	25	59	79	91		25	112	116	122
	10	40	62	63		10	89	91	91

### APPROPRIATE rate?



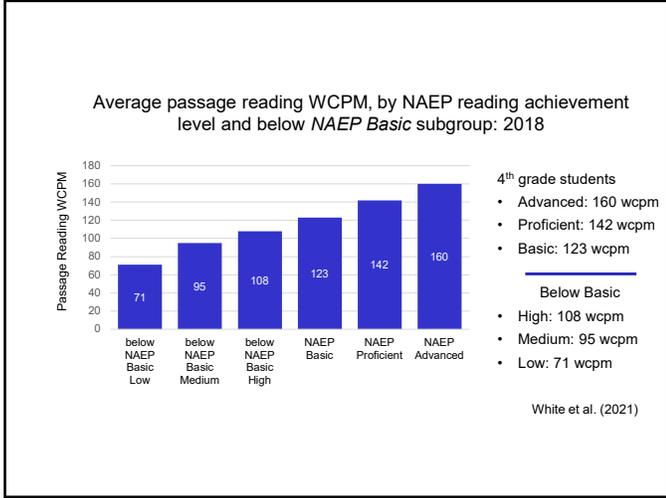
**# 1 LIMITED EVIDENCE** from research or theory or practice that suggest a benefit to reading ABOVE the 50-75<sup>th</sup>%ile range. Can be detrimental.

**# 2 SIGNIFICANT EVIDENCE** that it is crucial to help students read with fluency solidly at or very near the 50<sup>th</sup>%ile to support comprehension and motivation.

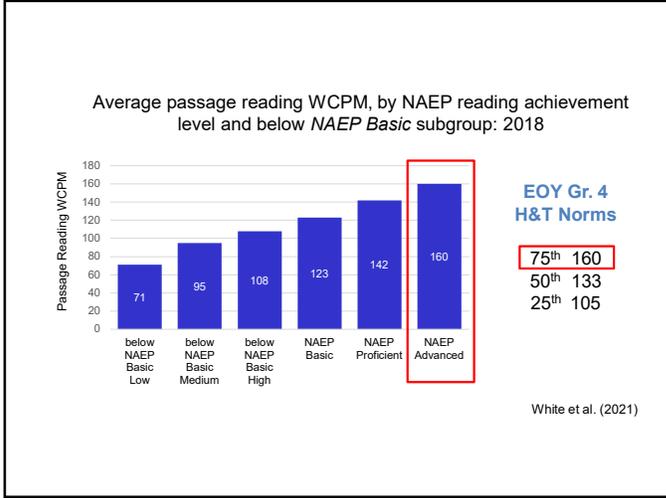
Research suggests 75<sup>th</sup> %ile sufficient for optimizing comprehension; the 50<sup>th</sup> %ile necessary for comprehension.

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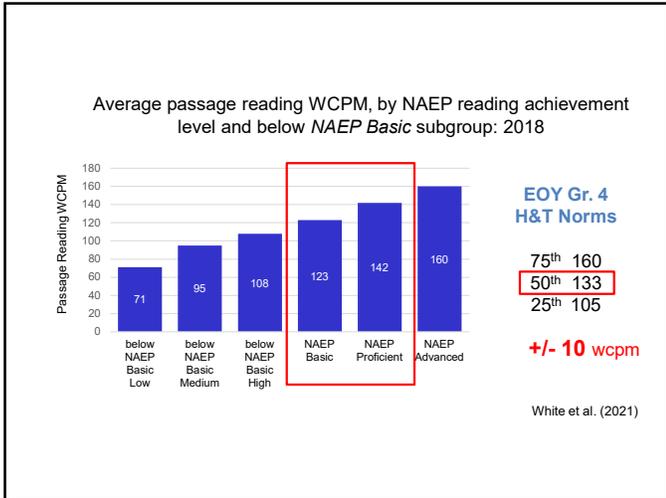
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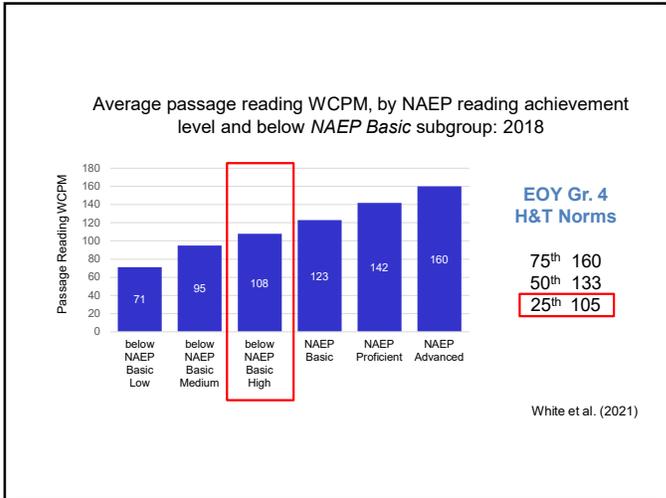
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Appropriate rate?

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**DEFINING** reading fluency (in text)

Hasbrouck & Glaser (2019)

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

Pitch, tone, volume, emphasis, rhythm, fluidity

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**SUITABLE** expression?



Fluent reading should sound  
like speech.

Stahl & Kuhn (2002)

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**SUITABLE** expression?



Typically mirrors spoken language and  
conveys meaning.

But...seen more as an **OUTCOME** of  
comprehension rather than a primary  
**CONTRIBUTOR** to comprehension.

Groen et al., 2018

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**SUITABLE** expression? 

Typically mirrors spoken language and conveys meaning.

“...prosodic competence is best seen as making an **indirect contribution** to reading and reading comprehension.”  
Wade-Woolley et al. (2021)

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Suitable expression?

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**DEFINING** reading fluency (in text) 

Hasbrouck & Glaser (2019)

- **reasonably** accurate reading
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**components...**

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**MECHANICS** 

- **WORD** decoding skills:  
Phoneme awareness; letter sounds; phonograms
- **TEXT** decoding skills: Orthographic knowledge; sight words; decoding connected text; multiple cue efficiency
- **COMPREHENSION** skills: Metacognition; content knowledge; vocabulary; passage context; social context

Fluency is **COMPLEX**

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### Bridge to Comprehension

Fluency forms the bridge between word identification & constructing meaning

Identifying Words

Constructing Meaning  
Vocabulary  
Comprehension

Pikulski & Chard (2005)

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### Doorway to Comprehension

Fluency serves as a doorway between word identification & constructing meaning

Identifying Words

Constructing Meaning  
Vocabulary  
Comprehension

Hasbrouck & Glaser (2019)

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### The Role of Fluency in Reading?

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

**RATE:** Comprehension is 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*)

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The purpose of **ANY** assessment?

To answer a QUESTION:

- Useful information
- Quickly & efficiently

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**KEY Questions:**



**WHO** might need help?

Benchmark/screening (universal)

**WHAT** help do they need?

Diagnostic (individually differentiated)

Is the work **WORKING**?

Progress monitoring (individually differentiated)

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**KEY Questions:**



**WHO** might need help?

Benchmark/screening (universal)

Is the work **WORKING**?

Progress monitoring (individually differentiated)

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Three key **COMPONENTS** of passage fluency

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



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Three key **COMPONENTS** of passage fluency

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



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Number of words read correctly per minute:

Oral Reading Fluency (ORF)

- Unpracticed
- 60-seconds
- Grade level text for screening

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## Curriculum-Based Measures (CBM)



Number of words read correctly per minute (ORF)

--or letter names or sounds or nonsense words

- Research started in the 1970s U of Minnesota
- Stan Deno & colleagues
- Reading, writing, spelling, math computation
- Research continues to this day...

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Common CBM-R assessments:

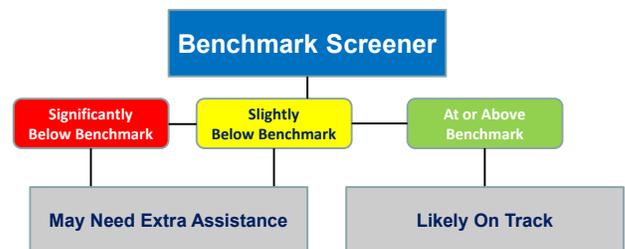
DIBELS 8 <sup>th</sup> Ed.	U of Oregon K-8
Acadience	Dynamic Measurement Group K-6
AIMSweb	Pearson K-8
easyCBM	Riverside K-8
FAST Bridge	FastBridge K-8
ISIP	Istation K-3
Others...	

**ALL**  
are CBM-R  
measures

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## Benchmark Screening

3x Year: BOY, MOY, EOY



Additional assessments or other information should also be considered...

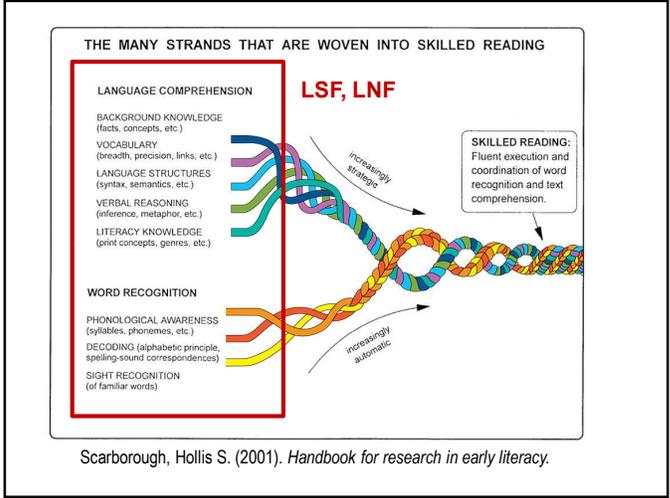
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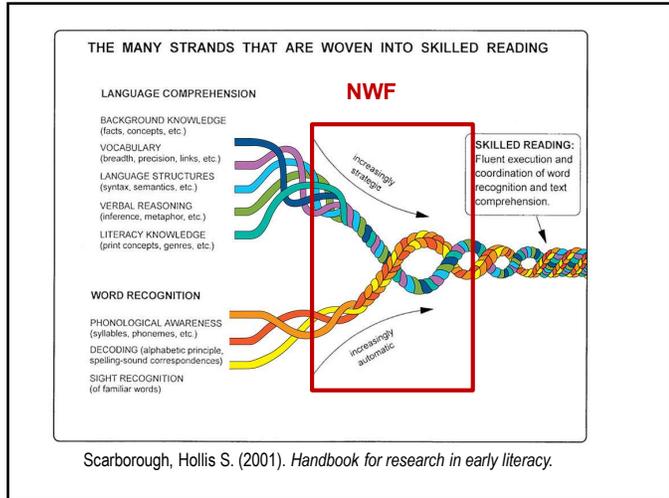
**CBM-R assessments:**

Can be used as benchmark/screeners at different stages of [typical] reading development.

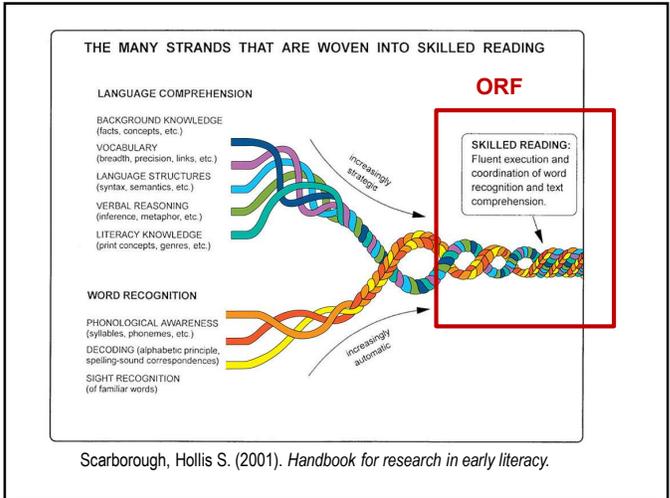
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### CBM-R for Benchmark/Screening:

Assessments of accuracy + rate can help determine which students *might need extra support*;

**WHO** might need help?

Benchmark/Screening

Universal

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### CBM-R for Progress Monitoring:

Assessments of accuracy + rate can help determine if the *work is working*;

Is the work **WORKING**?

Progress Monitoring Assessments

Differentiated

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### Differentiated progress monitoring:

**Tier 1:** Benchmark screening + daily performance in small group instruction; written work; in-program assessments

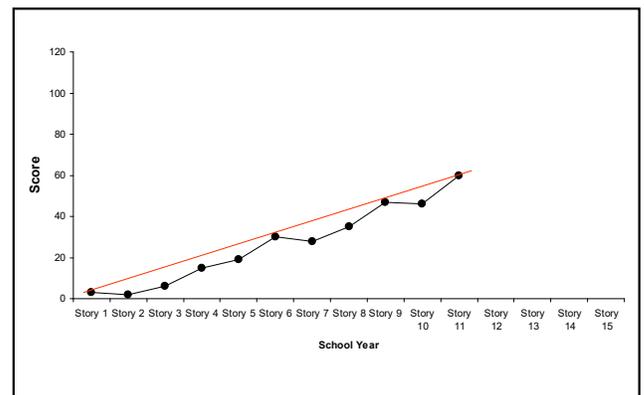
**Tiers 2 & 3:** consider CBM-R ORF assessments

Monthly? Every week?

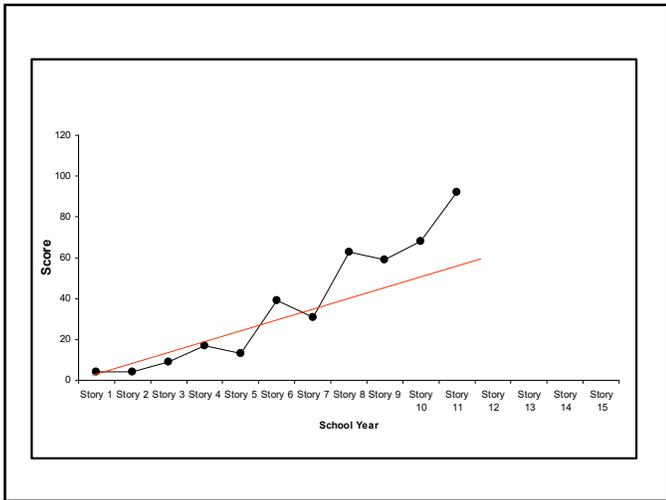
Graph progress: Wait for 5 consecutive scores

Passages can be out of grade level

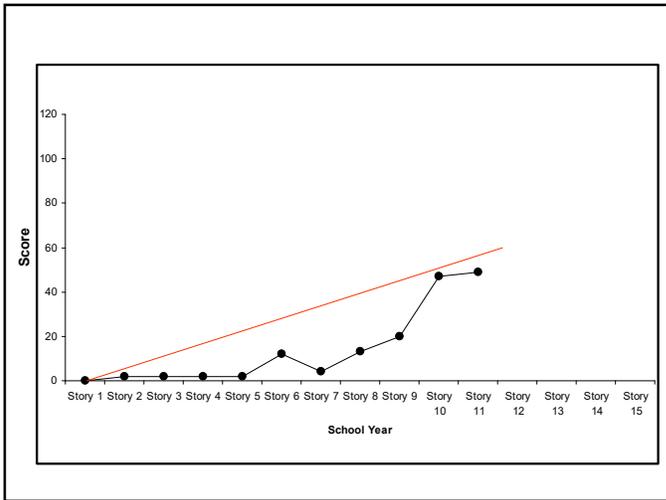
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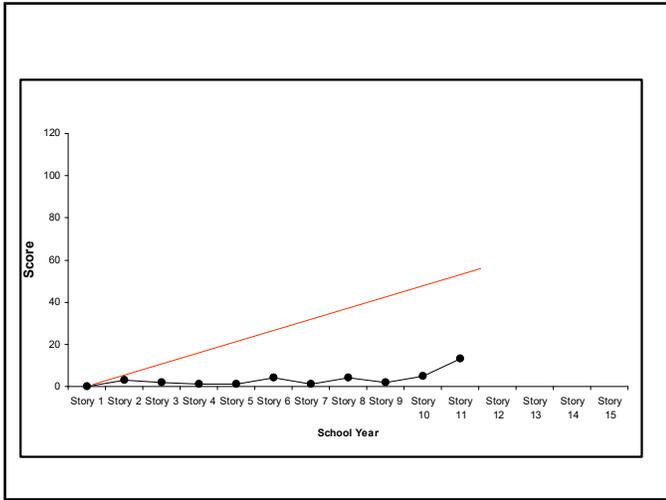
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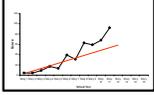
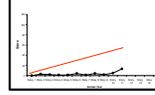


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### What to do?

**MODIFY** Instruction

- Appropriate “match” of instruction?
- Quality of program & instruction?
- Fidelity of instruction?
- Intensity of instruction?
- Frequency & duration of instruction?
- Other?

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## 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)

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## Fluency INSTRUCTION?

### TRIPLE A!

- ACCURACY!
- AUTOMATICITY!
- ACCESS meaning!

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## The “right” reading passage to use?

“Appropriate level of text complexity”:

Consider:

- text difficulty
- subject matter
- purpose for reading
- level of skill development of the reader!

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## Fluency INTERVENTION

Three-part model:

“Read Naturally” Strategy

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Fluency INTERVENTION 

Three-part model:

- Modeling for accuracy
- Repeated reading for automaticity
- Check for comprehension

*Plus: graphing for motivation*

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Fluency INTERVENTION 

Placement **first**

1. Place students in appropriate level:  
**CHALLENGING!** Placement packet online  
[www.readnaturally.com](http://www.readnaturally.com)
2. Assign WCPM goal:  
Placement baseline **+ 30** for Gr. 1.5 – Gr. 4)  
Placement baseline **+ 40** for Gr. 5+)

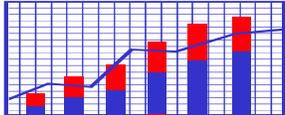
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Fluency INTERVENTION 

- (1) Follow a model:
  - Read along with a model of accurate reading from CD or computer or a skillful reader
- (2) Repeated reading:
  - Reread passage orally to themselves or partner until preset goal achieved (4-10X)

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Fluency INTERVENTION 

- (3) Pass step with teacher:
  - Meet WCPM goal
  - No more than 3 errors
  - Appropriate expression
  - Correctly answer questions
- (4) Graph scores
  - Cold read
  - Hot read

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