



Reading Fluency

What?
Why?
How?



Jan Hasbrouck, Ph.D.

 @janhasbrouck

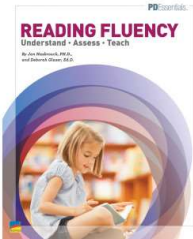
1

Reading Fluency

Understand * Assess * Teach

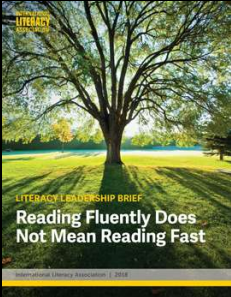
Jan Hasbrouck, Ph.D.
Deborah Glaser, Ed.D.

- 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>


3

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



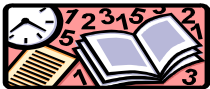
What?

Why?

How? Assessing & Teaching

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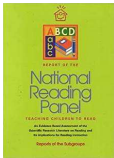
“Many questions surround the definition of fluency as a concept...”



Hasbrouck & Glaser (2019) p. 9

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DEFINING reading fluency (NRP):



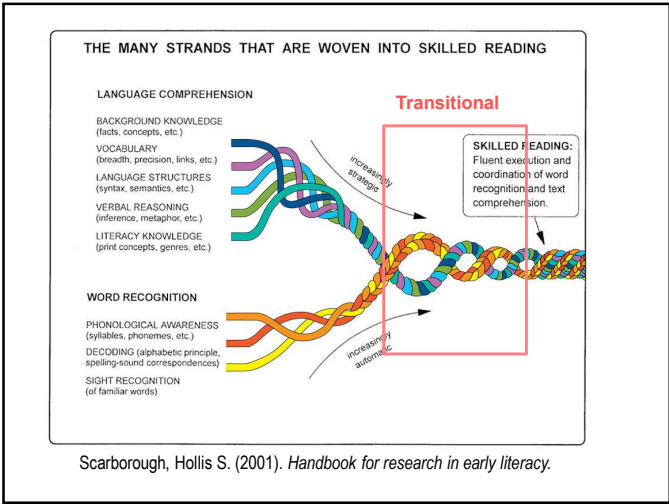
The ability to read a text:

- quickly
- accurately
- with proper expression

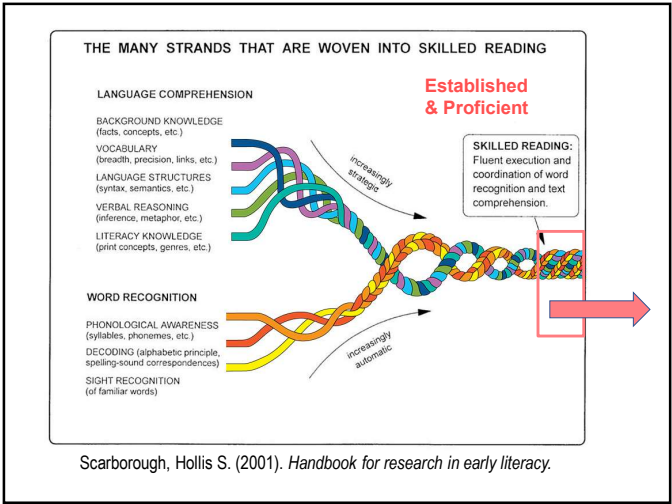
2000

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

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DEFINING reading fluency (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)



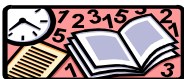
DEFINING reading fluency (in text)

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



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

25

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.

26

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*
4	75	125	133	143
	50	99	112	118
	25	72	89	92

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*
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.

28

Hasbrouck & Tindal (2006)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	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
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	Fall WCPM	Winter WCPM	Spring 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

APPROPRIATE rate?



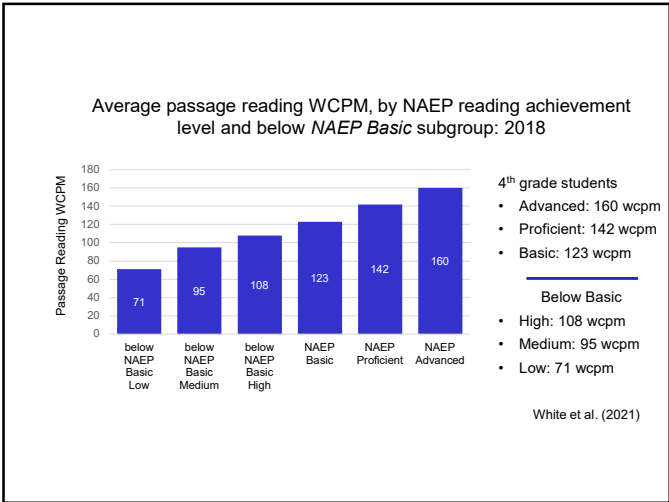
1 LIMITED EVIDENCE from research or theory or practice that suggest a benefit to reading ABOVE the 50-75th%ile range. Can be detrimental.

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.

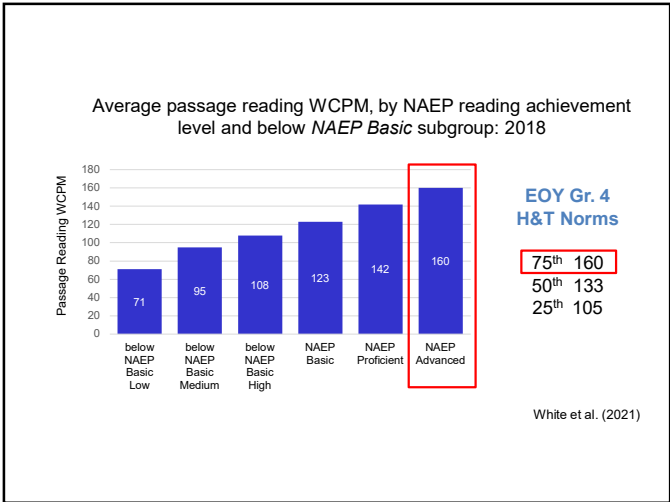
Research suggests 75th %ile sufficient for optimizing comprehension; the 50th %ile necessary for comprehension.

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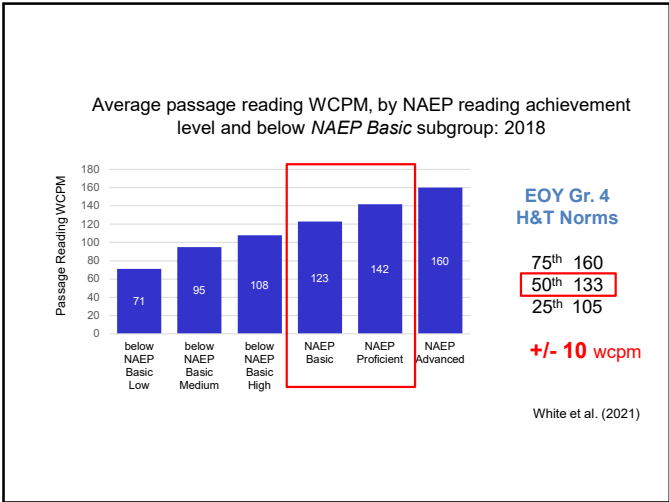
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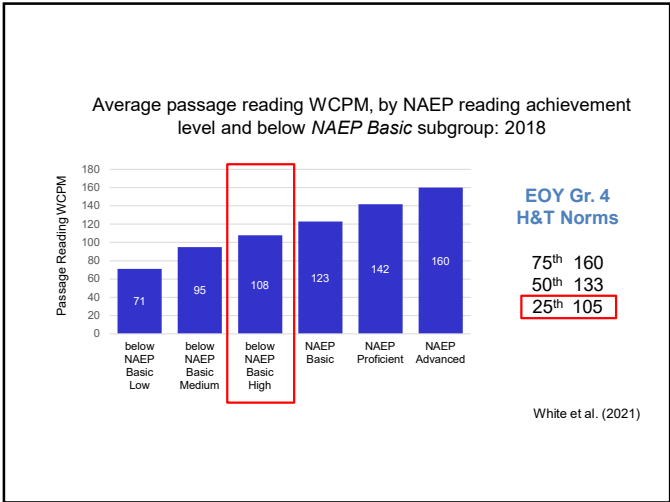
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Appropriate rate?

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DEFINING reading fluency (in text)

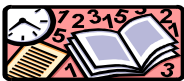
Hasbrouck & Glaser (2019)

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

Pitch, tone, volume, emphasis, rhythm, fluidity

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SUITABLE expression?

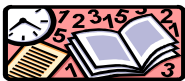


Fluent reading should sound
like speech.

Stahl & Kuhn (2002)

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SUITABLE expression?



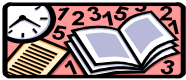
Typically mirrors spoken language and
conveys meaning.

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.”

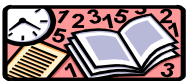
Wade-Woolley et al. (2021)

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Suitable expression?

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DEFINING reading fluency (in text)



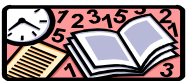
Hasbrouck & Glaser (2019)

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

components...

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MECHANICS



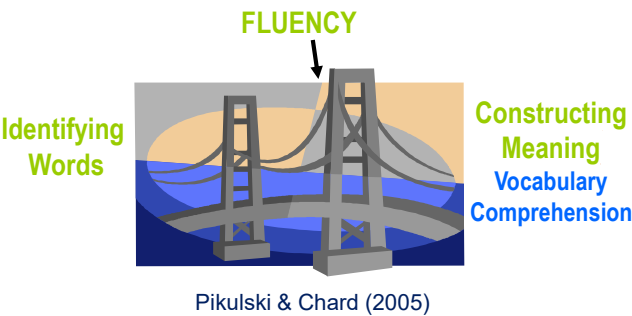
- **WORD** decoding skills:
Phoneme awareness; letter sounds; phonograms
- **TEXT** decoding skills: Orthographic knowledge; sight words; decoding connected text; multiple cue efficiency
- **COMPREHENSION** skills: Metacognition; content knowledge; vocabulary; passage context; social context

Fluency is **COMPLEX**

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Bridge to Comprehension

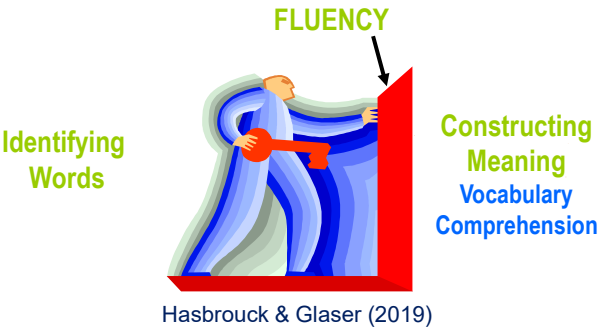
Fluency forms the bridge between word identification & constructing meaning



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Doorway to Comprehension

Fluency serves as a doorway between word identification & constructing meaning



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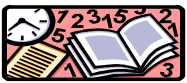
The Role of Fluency in Reading?

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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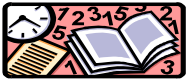
The purpose of **ANY** assessment?

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)

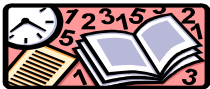
Is the work **WORKING**?

Progress monitoring (individually differentiated)

50

Three key **COMPONENTS** of passage fluency

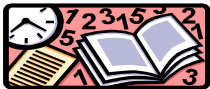
- reasonably **accurate** reading
- at an appropriate **rate**
- with suitable **expression**



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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



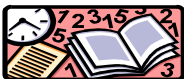
Curriculum-Based
 Measures (CBM)

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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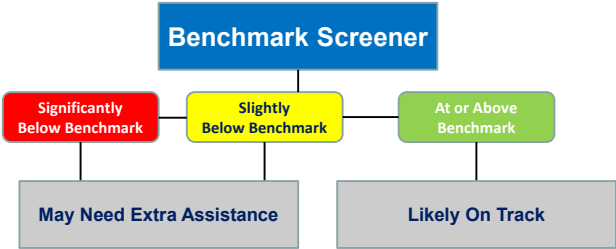


Common CBM-R assessments:

DIBELS 8 th 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

Benchmark Screening
 3x Year: BOY, MOY, EOY



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

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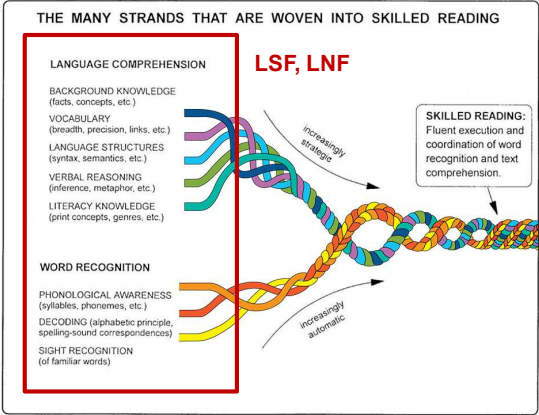
56



CBM-R assessments:

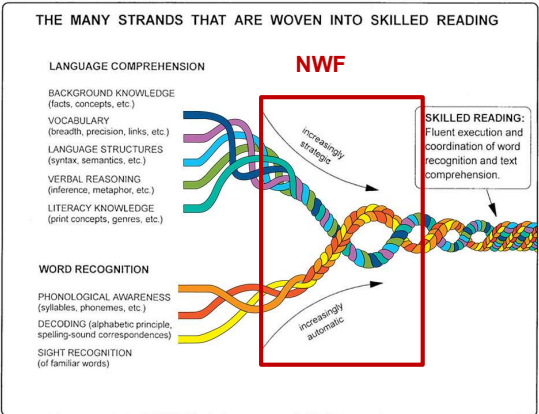
 Can be used as benchmark/screeners at different stages of [typical] reading development.

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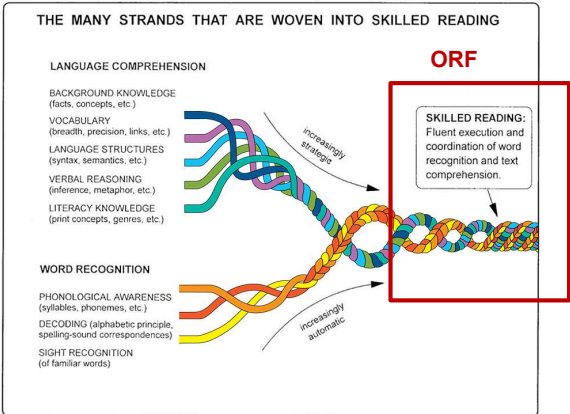
Scarborough, Hollis S. (2001). *Handbook for research in early literacy.*

58



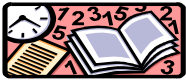
Scarborough, Hollis S. (2001). *Handbook for research in early literacy.*

59



Scarborough, Hollis S. (2001). *Handbook for research in early literacy.*

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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



CBM-R for Progress Monitoring:

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

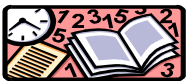
Is the work **WORKING**?

Progress Monitoring Assessments

Differentiated

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Differentiated progress monitoring:

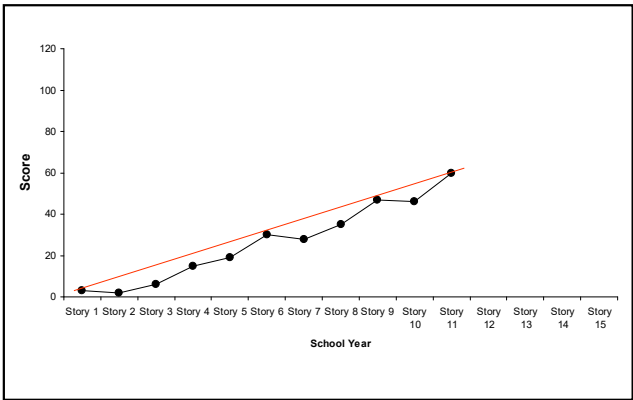
Tier 1: Benchmark screening + daily performance in small group instruction; written work; in-program assessments

Tiers 2 & 3: consider CBM-R ORF assessments

Monthly? Every week?

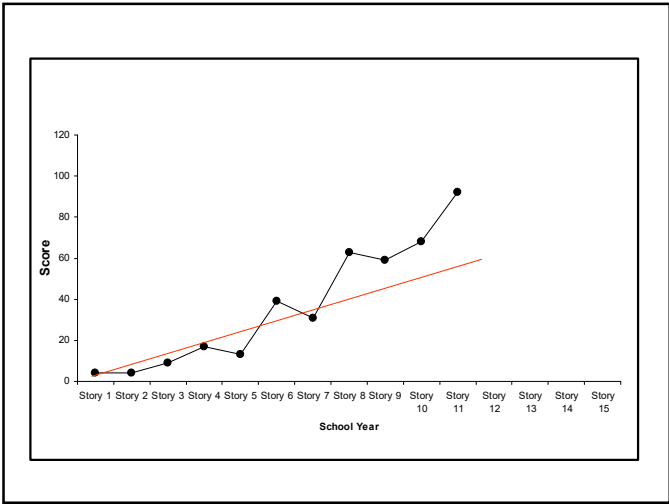
Graph progress: Wait for 5 consecutive scores

Passages can be out of grade level

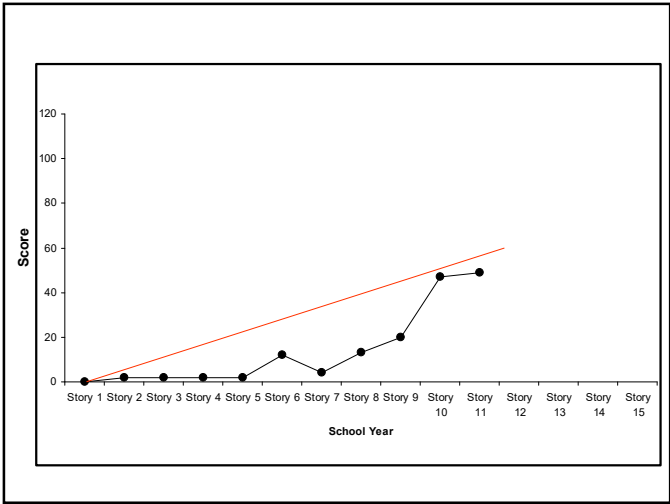


63

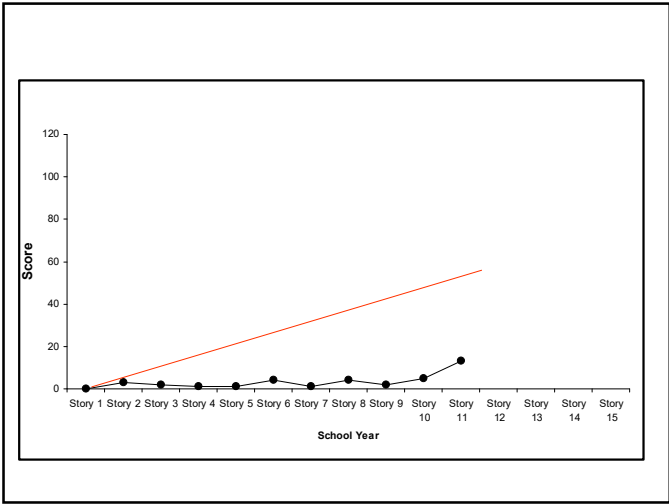
64



65

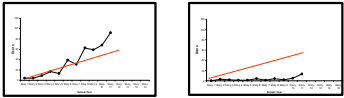


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What to do?



- 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)



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!



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**

- Place students in appropriate level:
CHALLENGING! Placement packet online
www.readnaturally.com
- 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:

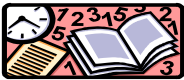
- Read along with a model of accurate reading from CD or computer or a skillful reader

(2) Repeated reading:

- Reread passage orally to themselves or partner until preset goal achieved (4-10X)

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Fluency INTERVENTION

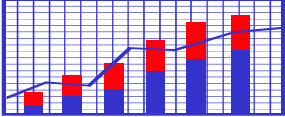


(3) Pass step with teacher:

- Meet WCPM goal
- No more than 3 errors
- Appropriate expression
- Correctly answer questions

(4) Graph scores

- Cold read
- Hot read



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