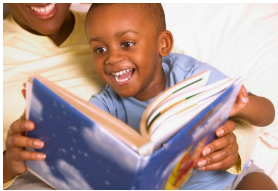


**Reading Fluency:
Essential for
Comprehension–
And Motivation!**



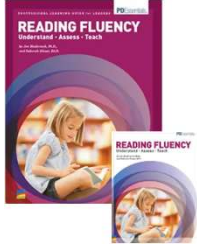
Jan Hasbrouck, Ph.D.
@janhasbrouck

1

Reading Fluency
Understand • Assess • Teach

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

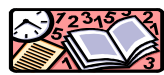
- Ch. 1 Defining Reading Fluency
- Ch. 2 Assessing Reading Fluency
- Ch. 3 Teaching Reading Fluency
- Ch. 4 Integrating Fluency Skills



PD resources
www.benchmarkeducation.com

2

Agenda




Defining passage/text reading fluency (*necessary* but not *sufficient* for comprehension– and motivation).

Appropriate instruction is needed at each developmental stage:
Reading fluency starts *EARLY*.

Fluency is a complex *outcome*, not a “skill”.

3

The process through which individuals derive meaning from written text.



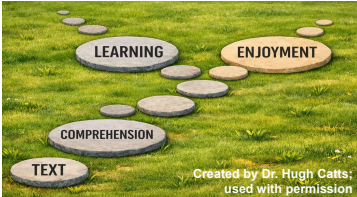
“...includes understanding, inferring, judging, interpreting, relating, and remembering...”

Shanahanonliteracy Blog 5.9.26

4


The process through which individuals derive meaning from written text.

The "goal" or "purpose" for reading?



Essential component of reading!

Created by Dr. Hugh Catts; used with permission




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"We define (passage) fluency as:

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


Hasbrouck & Glaser (2019)



6

"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."


Hasbrouck & Glaser (2019, p.14)



7


Reasonably **accurate**?

Correctly decoding or identifying a word [AND correctly identifying the meaning or function of the word in context].



8

Reasonably **accurate**?




First!
Foremost!
Forever!
Foundation of
Fluency!

ACCURACY!

9

Reasonably accurate?




During **INSTRUCTION**?

During **INDEPENDENT READING**?

Emerging readers?

10


Appropriate **rate**?



The speed or pace with which text is read (words per minute).

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Appropriate **rate**?




Number of words read correctly per minute:

Oral Reading Fluency (ORF)

- Unpracticed passage
- 1:1 for 60-seconds
- Standardized scoring protocol
- Grade level text for screening

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Common ORF assessments:



Amplify/DIBELS 8 th Ed.	U of Oregon K-8
Acadience	Dynamic Measurement Group K-6
AIMSweb	Pearson K-8
easyCBM	Riverside K-8
FastBridge	FastBridge K-8
ISIP	Istation K-3
others...	

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Appropriate rate?



Research suggests 50-75th+ %ile range of ORF/WCPM norms supports comprehension; the 50th %ile necessary for comprehension. There may be unique issues with students with dyslexia.


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COMPILED ORF NORMS
 Hasbrouck & Tindal (2017)

Grade	%ile	BOY WCPM	MOY WCPM	EOY WCPM	Grade	%ile	BOY WCPM	MOY WCPM	EOY 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	64	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

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What does ORF measure?



Number of words read correctly per minute:

Oral Reading Fluency (ORF)

- Unpracticed passage
- 1:1 for 60-seconds
- Standardized scoring protocol
- Grade level text for screening

Words read correctly: ACCURACY

Words per minute: RATE

Accuracy + rate = AUTOMATICITY

"text reading efficiency" Leachman, Wolters, & Kim (2025)

16




"Automaticity is the core of what makes fluency important."
-Jan Hasbrouck

Melissa & Lori Love Literacy

Podcast
May 30, 2025

MELISSA & LORI LOVE LITERACY

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Understanding ORF


The **NAME** of the assessment tool: Oral Reading Fluency (ORF)

What it **MEASURES**: Automaticity (accuracy + rate)

How is the result **REPORTED**: Words Correct Per Minute (WCPM)

What does the score **INDICATE**: Efficiency of reading for understanding

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Assessments for Automaticity

- Oral Reading Fluency (ORF) assesses automaticity/efficiency in text/passages.
- Phoneme Segmentation Fluency (PSF)
- Letter Naming Fluency (LNF)
- Letter Sound Fluency (LSF)
- Nonword/Nonsense Word Fluency (NWF)
- Word Reading Fluency (WRF)

These assess **automaticity** in developing foundational skills of word reading.

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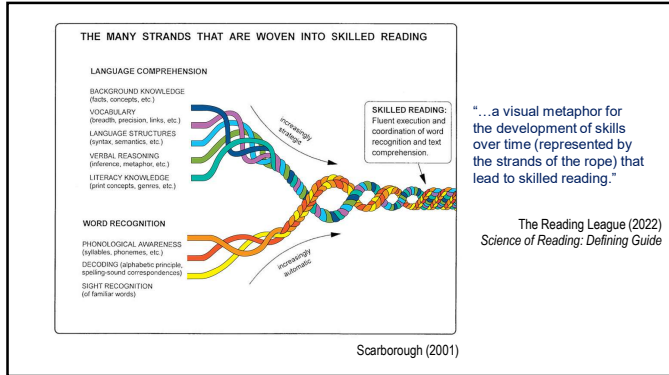
Assessing **PASSAGE FLUENCY**? (not ORF)

Able to read unpracticed, grade level text:

- with sufficient **ACCURACY**
at least 95%
- at an appropriate **RATE**
50 to 75th%ile+ range on H&T norms 1st 60 seconds
- with suitable **EXPRESSION**

PLUS: Check for understanding

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The development of passage/text reading fluency starts early...

Fluency develops in **progressions**:

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

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

Wolf & Katzir-Cohen (2001)

22

Fluency **instruction**?

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

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

Hudson, Lane, & Pullen (2005)

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Fluency **instruction**?

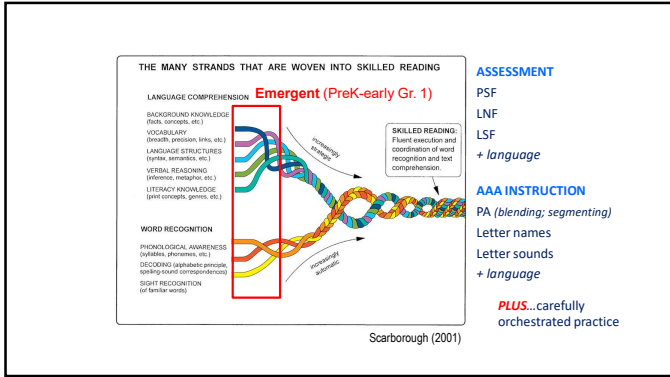
TRIPLE A!

- ACCURACY!
- AUTOMATICITY!
- ACCESS meaning!

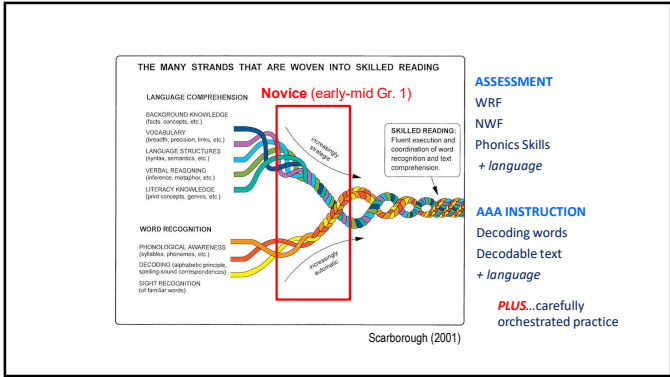
Always informed by **data!**

Hasbrouck & Glaser (2019)

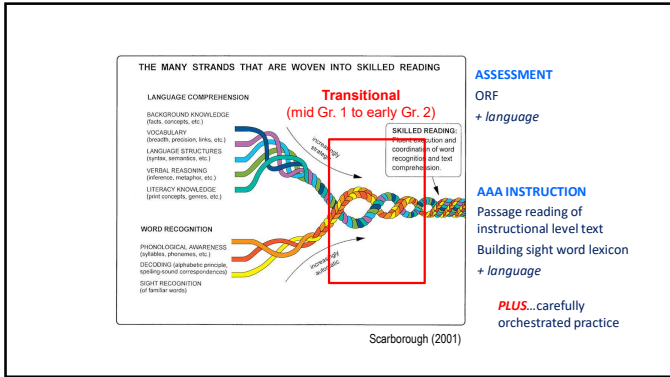
24



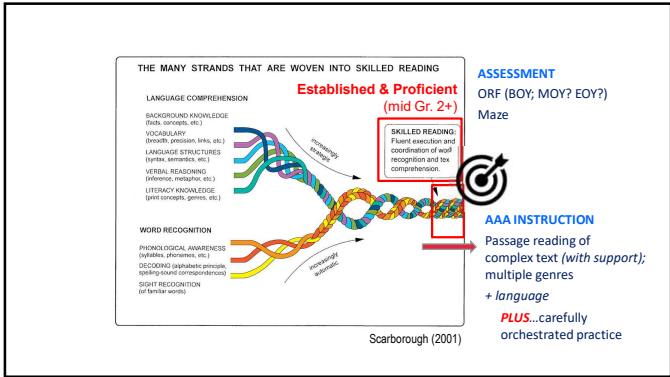
25




26



27



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"The notion that kids should be taught to read with relatively easy texts [instructional level] is **great for beginners...**

but by grade 2, this approach is more likely **to hold kids back** than to help them to read better."

Shanahanonliteracy Blog 10.1.14

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ReadW@ Webinar

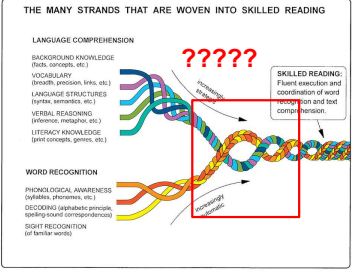



Dr. Tim Shanahan

The SCIENCE of Text Levels

readwa.org

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ASSESSMENT
 ORF
 + Skills diagnostics

AAA INTERVENTION
 Targeted to identified needs:
 Phonics/decoding (multisyllable words, morphemes)
 Fluent passage reading (decodable/complex text)
 + language

Scarborough (2001)

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Triple A
 Phonics & Decoding




Show students letter/grapheme; letter/phoneme; word; phrase

Using
 I do it; We do it; You do it

- ✓ Say it
- ✓ See it
- ✓ Write it
- ✓ Access meaning (or function)

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Fluency Intervention:
Triple A




- ✓ Accuracy
- ✓ Automaticity
- ✓ Access meaning
- ✓ Clear goals & graphing for motivation

www.readnaturally.com

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Fluency Intervention:
Triple A




Placement **FIRST** www.readnaturally.com

Place students in appropriate level:
CHALLENGING!

Assign wcpm goal:
Placement baseline + **30** for Gr. 1.5 to Gr. 4
Placement baseline + **40** for Gr. 5+

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Fluency Intervention:
Triple A




(1) **FOLLOW A MODEL**

Reading along with a model of **ACCURATE** reading
from a recording or...
with a skillful reader

35

Fluency Intervention:
Triple A



(2) **REPEATED READING**– 60 sec

Students **REREAD** passage orally to themselves or a
partner until **AUTOMATICITY** goal (WCPM) is achieved
(4-10 times)

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Fluency Intervention:
Triple A



(3) MONITORING PROGRESS

Students GRAPH their performance (before and after practice)
after a "PASS":

- WCPM goal achieved
- No more than 3 errors
- Good expression
- Demonstrate comprehension **ACCESS MEANING**

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Takeaways:



Passage/text fluency is a complex *outcome*; necessary but not
sufficient for comprehension (& motivation).

Appropriate instruction is needed at *each developmental stage*:
TRIPLE A!

FLUENT reading is **NOT** fast reading!

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