

Reading **FAST** or Reading **WELL?**

Let's Take Another Look at Fluency



Presented by Jan Hasbrouck, Ph.D

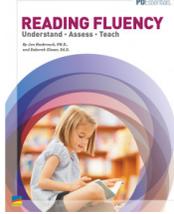
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Reading Fluency

Understand * Assess * Teach

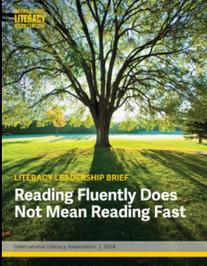
Jan Hasbrouck, Ph.D.
Deborah Glaser, Ed.D.

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



Benchmark Education
PD Essentials
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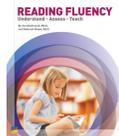
ILA Literacy Leadership
Brief 2018

Reading Fluently Does Not Mean Reading Fast

Jan Hasbrouck
Deb Glaser

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

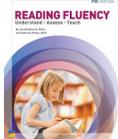
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“Compelling evidence from a convergence of current reading research clearly indicates that **90% to 95% of all students can achieve literacy skills at or approaching grade level.**”

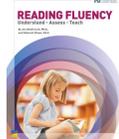
“...the (vast) majority of students can learn to read!”

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

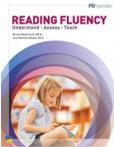
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“We define fluency as:

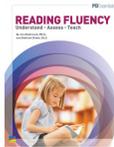
- reasonably **accurate** reading,
- at an appropriate **rate**,
- with suitable **expression**,
- that leads to accurate and deep **comprehension** and **motivation.**”

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.”

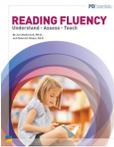
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“We define fluency as:

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

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Reasonably accurate?

F _____!

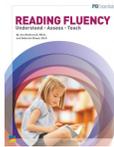
F _____! and

F _____! **ACCURACY** is the

F _____ of

F _____!

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Reasonably accurate?

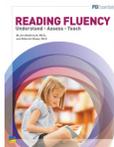
Aim for at least _____%

Emerging readers? _____%

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Reasonably accurate?

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Appropriate rate?

Fluent reading should sound like speech.

Stahl & Kuhn (2002)

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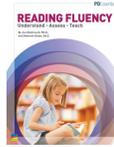
ORF Norms for Grades 1-6

Percentiles for oral reading fluency (ORF) norms on unpracticed, grade level text.

Hasbrouck & Tindal (2017)

An update to compiled ORF norms (Technical Report No. 1702)
Eugene, OR. Behavioral Research and Teaching, University of Oregon

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Appropriate rate?

____th %ile on oral reading fluency (ORF) norms on unpracticed, grade level text.

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Appropriate rate (ORF)?

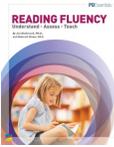
1 LIMITED EVIDENCE from research or theory or practice that suggest a benefit to reading significantly ABOVE the 50th %ile. Can be detrimental.

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.

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Appropriate rate?

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Suitable expression?

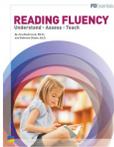
Pitch, tone, volume, emphasis, rhythm

Typically mirrors spoken language and conveys meaning.

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Suitable expression?

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Three key **COMPONENTS** of fluency

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

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The **MECHANICS** of fluency

- **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 a **COMPLEX** skill!

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The Role of Fluency in Reading?

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

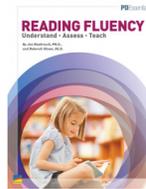
RATE: Comprehension is limited by inefficient,
slow, laborious reading or reading **too fast**.

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

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Reading Fluency

Understand * Assess * Teach



Chapter 2:
Assessing Reading Fluency

p. 22
Curriculum-Based Measurement (CBM)

"...(ORF) has sufficient reliability and validity to make
key decisions about students' reading performance."

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Common ORF assessments:

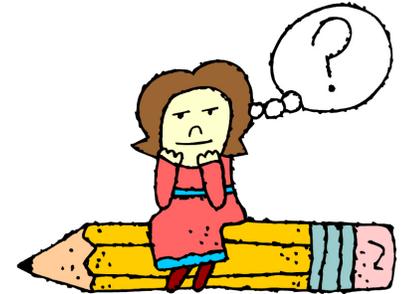


Number of **words** read correctly
per minute (or letter names or sounds)

DIBELS 8 th Ed.	U of Oregon K-8
Acadience	Dynamic Measurement Group K-6
AIMSweb	Pearson K-8
easyCBM	Riverside K-8
FAST	FastBridge K-8

ALL
are CBM
measures!

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ORF Common Confusions

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ORF
Common
Confusion
1

Oral reading fluency (ORF)
measures fluency

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Oral reading fluency
assessments were
MISNAMED!

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ORF essentially measures RATE
Automaticity? Hosp & Suchey (2014)



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To assess or diagnose the
complex **SKILL** of
reading fluency you must
listen to a student read
aloud, and...for more than
just 60 seconds!

Assess all three
COMPONENTS plus the
MECHANICS of fluency
as necessary...

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ORF
Common
Confusion
2

A higher ORF score is better

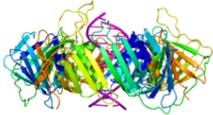
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ORF
Common
Confusion
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We should **REALLY** be assessing
comprehension

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Comprehension
is very complex!

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30+ years of research...

ORF measures have a
**moderate-to-strong
correlation** with reading
comprehension

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**CBM-R ORF Scores Correlate
with Reading Comprehension**
Fuchs, Fuchs, Hosp, & Jenkins (SSR, 2001)

Measure	Validity Coefficients
Oral Recall / Retell	
Cloze	
Question Answering	
Oral Reading Fluency	

accuracy + rate measures **predict** **comprehension**

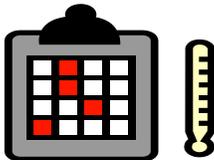
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ORF
Common
Confusion
4

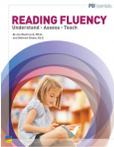
Students with low ORF scores
need a fluency intervention

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ORF
assessments
function as a
thermometer

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ORF assessment as a **thermometer**:

- Both have proven **reliability and validity**;
- Can be used **quickly**;
- Provide “score” compared to a **benchmark**;
- **NOT diagnostic**; “One piece of the puzzle”

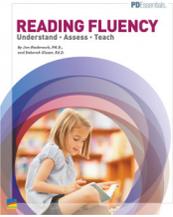
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Reading Fluency

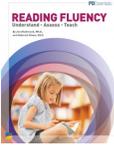
Understand * Assess * Teach

Chapter 3:
Teaching Reading Fluency

Chapter 4:
Integrating Reading Fluency Skills



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“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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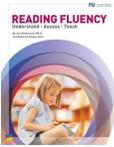


Fluency instruction?

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

Hudson, Lane, & Pullen (2005)

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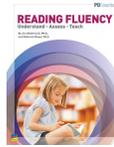
Fluency instruction?

“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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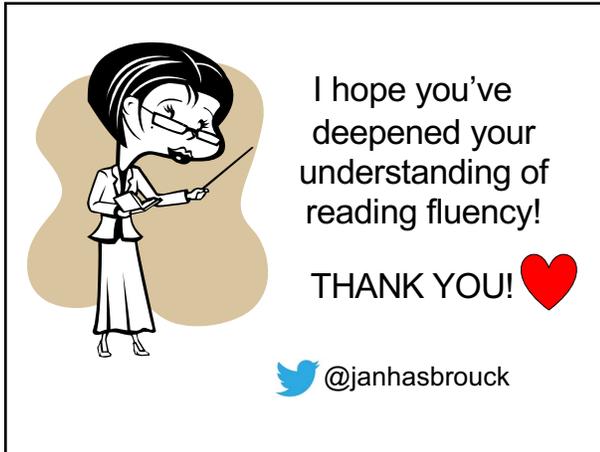


Fluency instruction?

TRIPLE A!

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

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