Reading Fluency
• **Fluency** is the ability to read a text quickly, accurately, and with proper expression (McKenna & Stahl, 2003; NRP, 2000)
Why should we address fluency instruction?

• Fluency and comprehension are highly correlated and lack of reading fluency is a predictor of poor reading and reading comprehension

• Students lacking strong reading fluency often have trouble understanding what they read.

(Stanovich, 1991)
Variables influencing fluency include:

- Speed and accuracy of decoding skill
- Number of words student can recognize automatically
- Metacognitive ability
- Vocabulary knowledge
- Syntactic skill
- Type of text (difficulty, novelty of content etc.)
Assessing Reading Fluency

- Fluency can be evaluated in terms of accuracy, rate and prosody (rhythm of speech) of reading.
  - Initial Sounds Fluency (ISF)
  - Letter Naming Fluency (LNF)
  - Nonsense Word Fluency (NWF)
  - Oral Reading Fluency (ORF)
Selecting Fluency Probes

– Grades K-1
  • Initial Sound Fluency
  • Letter Naming Fluency
  • Nonsense Word Fluency

– Grades 1-3
  • Nonsense Word Fluency
  • Oral Reading Fluency
    – 34-40wpm Instructional (3-7 errors)
    – 50+ Mastery (2 or fewer errors)

– Grades 4 and up
  • Oral Reading Fluency
    – 50-100 Instructional (3-7 errors)
    – 100+ Mastery (2 or fewer errors)
Instruction Strategies to Improve Reading Fluency

• Sight Word Recognition
• Repeated Oral Reading
• Readers Theater
Sight Word Recognition

• Instruction in sight words to a point of automaticity aides reading fluency
• See the Dolch Word List or the Fry Instant Sight Words for a starting point
• Also teach common words in content-area instructional units and textbooks
• Strategies:
  – Teach words by level and in small chunks rather than introducing all sight words at one time
  – Create flash cards and play “top it”. Have students try to “top” the number of words they read previously
  – Use double sets of cards to create “Go Fish” or “Concentration” games
  – Have students use sight word flash cards to create sentences.
  – Post common sight words on Word Walls and/or make a “Sight Word Dictionary” for each student to assist them when writing.
• “Ring words” - Each day students practice 5-10 words that are kept on a metal ring. Words are chosen for each student by the teacher. When the student is able to successfully read the word without any help, a tally mark is given. Once ten tallies are on a word card, it is taken off and placed in a “Words I Can Read” binder. (readingresource.net)
Repeated Oral Reading

• Repeated reading of a text shows an overall positive effect on reading fluency (NRP)
• Types of Repeated Reading
  – Choral
  – Audio assisted
  – Peer/Buddy
• Use text that:
  – Is at or below student’s instructional level
  – Repeatedly uses high-frequency words
  – Has a minimum of new, rare, or multisyllabic words
  – Has familiar content or multiple stories with overlapping content words
  – Is of high interest
Readers Theater

• Engaging students in meaningful reading for the purpose of “performing” a story
• Excellent for motivating readers to read aloud and teaching reading with expression
• Begin with simple scripts that have many roles and few words per reader
• Always perform the script at least twice
• http://www.readingrockets.org/strategies/readers_theater
• http://www.readingonline.org/electronic/carrick/
• http://www.aaronshep.com/rt/
The best way to improve fluency is to read.

• Read to a peer
• Read to a parent
• Read to a stuffed animal or a pet
• Read chorally
• Read along with an audio-taped book


- https://dibels.uoregon.edu/measures/index.php
- http://www.readingrockets.org/strategies/readers_theater
- http://www.aaronshep.com/rt/

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