



Secondary Foundations: A Focus on Fluency

Just Read, Florida!

Presenter name here



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Learning Objectives

- ✓ Understand the critical role fluency plays in developing skilled readers
- ✓ Deepen knowledge and understanding of the components of fluency
- ✓ Explore authentic instructional practices that can be used with secondary students to teach the B.E.S.T. ELA.612.F.2.4 Fluency benchmark

Grades 6-12 Foundational Reading Intervention Standards

<p>Phonological Awareness</p>	<p>ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
<p>Phonics and Word Analysis</p>	<p>ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
<p>Encoding</p>	<p>ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.</p> <ul style="list-style-type: none"> a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
<p>Fluency</p>	<p>ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p>



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Fundamentals of Fluency

“Fluency can and will make a significant impact on the reading achievement and reading dispositions of all readers, especially those whom we consider most at risk.”

T. Rasinski, 2012

- ★ Think of situations that require students to be fluent.
- ★ Take about 30 seconds to list as many scenarios as you can. They do not all have to relate directly to reading words from a piece of paper.



Fluency Bridges the Gap to Comprehension



Pikulski & Chard (2005)

Fluency is...

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

Hasbrouck & Glaser, 2012, p. 13- as quoted in ILA Brief “Reading Fluently Does Not Mean Reading Fast”, 2018.

B.E.S.T. ELA Fluency Benchmark Progression

ELA.K.F.1.4	Recognize and read with automaticity grade-level high frequency words.
ELA.1.F.1.4	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.
ELA.2.F.1.4	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.
ELA.3.F.1.4	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.
ELA.4.F.1.4	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.
ELA.5.F.1.4	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.
ELA.612.F.2.4	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.

Benchmark	Clarifications
<p>ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.</p>	<p>See the following items in the Appendices:</p> <p>Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p>See Sample Oral Reading Fluency Rubrics for prosody. Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text.</p> <p>Grade-level texts, for the purposes of fluency, are those within the Text Complexity Quantitative Grade Bands and appropriate in content and qualitative measures.</p>

“... when we as reading professionals recognize the power of teaching fluency using scientific principles and artistic approaches, fluency can and will make a significant impact on the reading achievement and reading dispositions of all readers, especially those whom we consider most at risk.”

-Tim Rasinski, 2012

Keys for Integrating Authentic Fluency Instruction into the Classroom:

Opportunities for students to:

- ❖ **Hear** fluent, expressive, and meaningful reading from their teacher, their parents and their classmates;
- ❖ **Practice** reading texts multiple times;
- ❖ **Be coached** in fluent, expressive and meaningful reading by their teacher and classmates;
- ❖ **Read** a wide range of texts; and
- ❖ **Engage** in meaningful and critical discussions of the texts they read and meaningful performances of the texts they practice.

I didn't say he stole my bicycle.



Instructional Practice for Building Fluency

- ❖ Morphology and decoding activities
- ❖ Oral presentation
- ❖ Choral or echo reading
- ❖ Read-alouds
- ❖ Audio assisted or digital text
- ❖ Independent reading
- ❖ Text dissection
- ❖ Repeated reading with a purpose
 - Independent, partner or small group
 - Poetry, dialogue/plays, speeches, key sections of an article or novel

Possible Texts for Secondary Fluency Instruction/Practice

- ❖ Poetry
- ❖ Speeches
- ❖ Reader's Theater
- ❖ Scripts (plays, ads)
- ❖ Interviews
- ❖ Songs
- ❖ Dialogue from a novel
- ❖ Classic openings from novels
- ❖ Mentor text passages for writing
- ❖ Student constructed texts (partner, individual)
- ❖ Picture books

Text Dissection

It was a pleasure to burn.

It was a special pleasure to see things eaten, to see things blackened and *changed*. With the brass nozzle in his fists, with this great python spitting its venomous kerosene upon the world, the blood pounded in his head, and his hands were the hands of some amazing conductor playing all the symphonies of blazing and burning to bring down the tatters and charcoal ruins of history. With his symbolic helmet numbered 451 on his solid head, and his eyes all orange flame with the thought of what came next, he flicked the igniter and the house jumped up in a gorging fire that burned the evening sky red and yellow and black. He strode in a swarm of fireflies. He wanted above all, like the old joke, to shove a marshmallow on a stick in the furnace, while the flapping pigeon-winged books died on the porch and lawn of the house. While the books went up in sparkling whirls and blew away on a wind turned dark with burning.

Text Dissection – Partner Discussion

- Do you have the same words/phrases highlighted?
- What kind of tone are you going to use with those words or phrases?
- Did you notice all of the punctuation? What does each tell you about pausing and inflection that should be used?

Possible Repeated Reading Tasks – Poetry

- ❖ Try the poem in different voices, determining which “voice” best fits the poem.
- ❖ Highlight key phrases and words that need to be emphasized.
- ❖ Highlight all punctuation and what that means for prosody and pacing.
- ❖ Determine the rhythm and mood of the poem.
- ❖ Give each other feedback on prosody, pacing and accuracy.
- ❖ Listen to a recording of the poem and analyze what that performance brought to the meaning of the poem.
- ❖ Rehearse the poem several times before performing for the class, group or recording.

Progress Monitoring

- ❖ Self, peer and/or teacher evaluation based on the Multidimensional Fluency Scale
- ❖ Oral Reading Fluency (ORF) probes
- ❖ Listen to students reading aloud, making notes on a rubric or checklist
 - ❖ Small group
 - ❖ Recordings
 - ❖ Conferencing
 - ❖ While students are engaged in fluency practice

Multidimensional Fluency Scale

	1	2	3	4
Expression & Volume	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
Phrasing	Reads in a monotone voice with little sense of boundaries; frequently reads word-by-word.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at conversational pace; appropriate rate throughout reading.

Let's Try It!

We will be listening to a recording of “Shakespeare’s Sonnet 18” (*7th grade sample text list*).

- Choose one component of the Multidimensional Fluency Scale to evaluate.
- As you listen, you will evaluate the effectiveness of the speaker related to the component you chose.
- Be prepared to defend, with evidence, why you chose the rating you selected.

A little fun with fluency...



<https://www.youtube.com/watch?v=SaJyKo0QZel>

Oral Reading Fluency Norms

From Hasbrouck, J. & Tindal, G. (2017). An update on compiled ORF norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching. University of Oregon.

Grade	Percentile	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	Percentile	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



“If that ‘fluency door’ is closed, then access to the meaning of print and the joy of reading remains effectively blocked.

When the fluency door opens—that is, when a reader has developed sufficient fluency skills to read with appropriate accuracy and at a reasonable rate—then the reader can enter into understanding and motivation.

Once that doorway has been opened, students can begin to access meaning even though they must also be taught vocabulary and comprehension strategies.

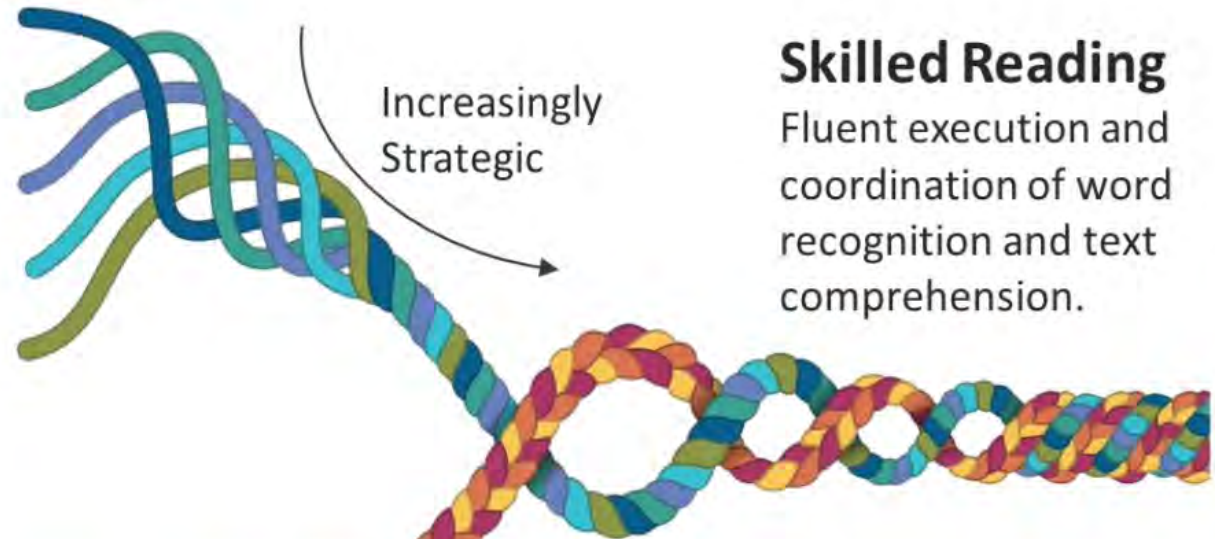
However, if that fluency doorway is not open (because of inadequate levels of accuracy and rate), providing students with vocabulary and comprehension instruction will prove ineffective in helping them fully benefit from and enjoy the reading process.”

International Literacy Association, 2018

The Reading Rope (Hollis Scarborough, 2001)

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.





*On separate Post-It notes, please share
one AHA! and one piece of feedback with us.*

Place on the designated charts.

Resources

- [“A Focus on Fluency,”](#) L. Griffith & T. Rasinski, 2004
- [“Fluency Matters”](#)- Reading Rockets
- [Just Read, Florida Reading Model Lesson Series-Fluency](#)
- [Multidimensional Fluency Scale](#)
- [“Timed Repeated Readings”](#)- ReadingRockets.org
- [TimRasinski.com](#)
- ILA Brief, [“Reading Fluently Does Not Mean Reading Fast,”](#) 2018
- [“Why Reading Fluency Should be Hot,”](#) Rasinski, 2012



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