

Reading Clinic

Increasing Your Child's Reading Fluency

Today's Agenda

1. Definition of Fluency
2. How to Select Appropriate Reading Materials
3. Goals for Fluency by Grade Level
4. Research-Based Guidelines for Building Fluency
5. Fluency Building Activities:
 - Word Level
 - Phrase Level
 - Passage Level
6. Published Fluency Building Programs
7. Web Resources

Definition of Fluency:

“Reading fluency refers to **efficient**, effective word recognition skills that permit a reader to construct meaning of text. Fluency is manifested in **accurate**, rapid, **expressive** oral reading and is applied during and makes possible, silent reading **comprehension**” (Pilulski & Chard, 2005, p. 3).

Fluency is a critical gateway to comprehension.

Fluency is reading words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of overlearning. Fundamental skills are so “automatic” that they do not require conscious attention (Big Ideas in Beginning Reading website).

Examples of Automaticity:

- playing a musical instrument
- playing a sport (serving a tennis ball)
- riding a bike

Accuracy first, then fluency! Must select passages that are within the learner’s decoding range.

fluency does NOT equal speed reading!

Reading prosody = the skill of reading aloud with proper intonation, phrasing, and expression

Selecting Appropriate Reading Material

Focus on accuracy!

Independent Reading Level: ____

Instructional Reading Level: ____

Frustration Reading Level: ____

To determine if a book is at a child's reading level:

- First, check the back of the book to see if a grade level is listed. This will be a pretty good indication of the difficulty level of the book. (You'll want to select books that match your child's instructional level - not necessarily your child's current grade level.)
- If a grade level is not listed or if you want to double check that the book is at the right level, mark off a passage of 100 words. (This can be on any page of the book.) Ask your child to read the marked passage aloud to you. Mark each error the student makes as he/she reads. Total the number of errors made and subtract from 100. This is the accuracy rate of your child for the book.
- Select a book that is at least at a child's instructional level (see table above).
- For children who are reading at the third grade level or above, it is beneficial to include silent reading on a regular basis. I recommend that parents begin each evening by having the child read 2-3 pages aloud. Then, the parent can assign a few pages for the child to read silently. The parent should read the pages ahead of time so they will be familiar with the content and be able to ask a couple of oral comprehension questions to check for understanding when the child has finished reading.
- Providing a reading log is a good way to track the reading that is completed at home. Parents can note the date, title of the book, pages read, and sign off after each reading session. Offer an incentive for pages read 😊.

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

**Average words per week growth

Research-Based Guidelines for Building Fluency

- **Modeling fluent oral reading** using teacher read-alouds and as part of repeated reading interventions (Blevins, 2001; Rasinski, 2003, Chard et al., 2002 as cited in Hudson, Lane & Pullen, 2005).

Providing oral support and modeling for readers using assisted reading, choral reading, paired reading, audiotapes and computer programs (Rakinski, 2003 as cited in Hudson, Lane & Pullen, 2005).

- **Reading to an adult.** Studies where students read out loud to an adult at some point during the intervention showed significantly better results than studies in which the student read to a peer (Therrien, 2004 as cited in Harn & Chard, 2008).

- **Clearly stated purpose focused on comprehension.** Studies where the intervention made it clear that the student's efforts were to improve overall reading proficiency had significantly better results than interventions where this was unclear or if it emphasized rate of reading (Therrien, 2004 as cited in Harn & Chard, 2008).

- **Repeatedly reading passages 3-4 times.** Interventions in which students read three or four times produced significantly better effects than interventions in which students read fewer than three times. There was no added benefit to reading a passage more than four times (Therrien, 2004 as cited in Harn & Chard, 2008).

- **Encouraging prosody development through cueing phrase boundaries** (Rasinski, 2003; Schreiber, 1980 as cited in Hudson, Lane & Pullen, 2005).

- **Establishing a reading goal and providing corrective feedback.** Studies in which students received corrective feedback on errors resulted in significantly better student outcomes than studies where students simply practiced independently. Studies in which there was a clearly marked goal in the passage yielded better outcomes than studies without an indication of success for the students to meet (Therrien, 2004 as cited in Harn & Chard, 2008).

- **Providing students with plenty of materials at their independent reading level** to read on their own (Allington, 2000 as cited in Hudson, Lane & Pullen, 2005).

Word Dash

Horizons C-D Bk1: Words for Lessons 7-8

Read the words on the chart. If you finish, start back up at the top and read the chart again until the timer says stop.

hour	catch	minutes	weight	pranced	sugar
straight	poodles	week	tiptoes	slobbering	sizes
pranced	hour	weight	sugar	minutes	straight
tiptoes	pranced	slobbering	catch	poodles	sugar
straight	week	hour	poodles	sizes	minutes
catch	sizes	week	slobbering	weight	tiptoes

Mark the last word you read. How many words did you read? 1st Trial _____

2nd Trial _____ 3rd trial _____ 4th Trial _____ 5th Trial _____ 6th trial _____



Word Dash

Directions: The goal is for your child to read at a rate of one word per second. For 30 seconds, the goal is 30 words. Children must be able to read the words accurately before completing a timed word dash. Begin by having your child read the words in the top two rows without timing him or her. If your child makes an error, correct him/her and begin the row again. If your child made no more than 1 or 2 errors in the warm up, and read the rows successfully after the correction(s), you may complete the word dash. Set a timer for 30 seconds, and ask your child to read the words across the rows. When the timer goes off, record the number of words read in the lines below. Complete at least 3 trials, trying to increase total words read with each successive trial.

Mark the last word you read. How many words did you read?

1st Trial _____ 2nd Trial _____ 3rd trial _____ 4th Trial _____ 5th Trial _____ 6th trial _____



Objective

The student will gain speed and accuracy in reading words.

Materials

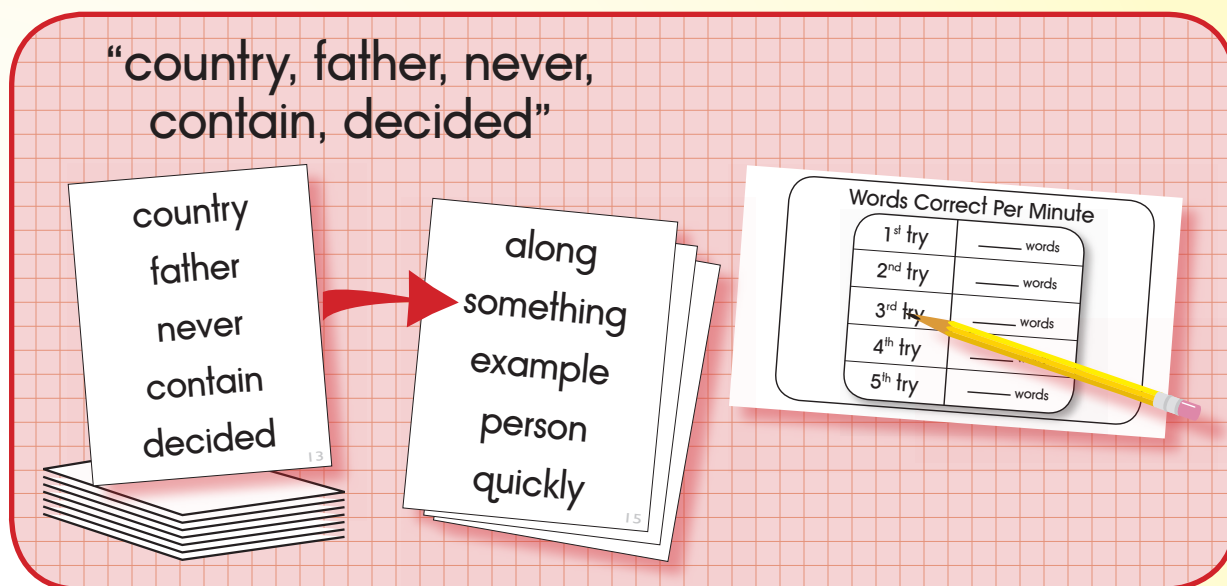
- ▶ High frequency word cards (Activity Master F.006.AM1a - F.006.AM1g)
These are 140 multisyllabic words found in the first 500 high frequency words.
- ▶ Timer (e.g., digital)
- ▶ Words correct per minute record (Activity Master F.006.AM2)
- ▶ Pencils

Activity

Students take turns reading word cards in a timed group activity.

1. Place word cards face down in a stack. Provide each group of students with a timer and one words correct per minute record.
2. Student one sets the timer for one minute, picks up the first word card from the stack, reads it aloud, and places it in the discard pile. If unable to read a word on the card, makes attempts while another student counts to five. If still unable to read it, places it under the stack.
3. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it.
4. Students continue to pick up cards and read the words until the timer rings.
5. Student one counts and records the number of words read in one minute on the group record. Passes group record and timer to the next student.
6. Repeat the activity, attempting to increase speed and accuracy.
7. Peer evaluation

**“country, father, never,
contain, decided”**



1 st try	— words
2 nd try	— words
3 rd try	— words
4 th try	— words
5 th try	— words

Extensions and Adaptations

- ▶ Distribute all cards and take turns reading them in sequence. State number and then read words.
- ▶ Make other high frequency word cards (Activity Master F.006.AM3).
- ▶ Use phrases and sentences.
- ▶ Time how long it takes one student to read all word cards (Activity Master F.005.AM3).

Fluency

Give Me Five

F.006AM1a

other
about
many
circle
include

1

heavy
special
material
into
number

2

people
water
over
order
cannot

3

power
among
object
only
very

4

high frequency word cards



after
sentence
before
government
equation

5

thousands
language
explain
follow
around

6

another
because
different
common
understand

7

behind
system
ago
picture
again

8



Fluency

Give Me Five

F.006.AM1c

away
animal
letter
machine
inside

9

island
scientists
carefully
mother
answer

10

study
America
every
nothing
ocean

11

building
produce
surface
between
below

12

high frequency word cards



country
father
never
contain
decided

13

inches
minutes
became
under
story

14

along
something
example
person
quickly

15

correct
finally
English
begin
always

16



Fluency

Give Me Five

F.006.AM1e

paper
together
important
upon
travel

17

certain
figure
notice
until
children

18

began
river
carry
busy
money

19

slowly
table
numeral
without
second

20

high frequency word cards



later
idea
enough
pattern
against

21

hundred
vowel
morning
become
really

22

almost
above
sometimes
toward
himself

23

several
covered
listen
mountain
being

24



Fluency

Give Me Five

F.006.AM1g

family

body

music

early

remember

25

measure

happened

products

color

question

26

area

problem

complete

however

better

27

during

today

across

usually

easy

28

high frequency word cards



Words Correct Per Minute

1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words



Words Correct Per Minute

1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words

Fluency

Give Me Five

F.006.AM3

blank cards





Objective

The student will gain speed and accuracy in reading words.

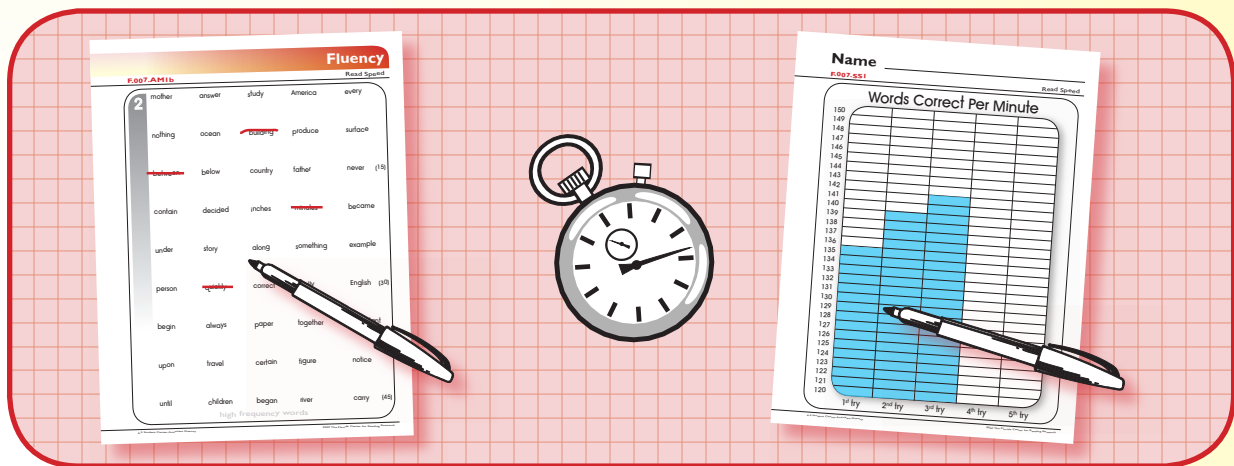
Materials

- ▶ Word practice sheets (Activity Master F.007.AM1a - F.007.AM1c)
These are 135 multisyllabic words found in the first 500 high frequency words. Each sheet consists of 45 different words. Make two copies of each sheet and laminate.
- ▶ Words correct per minute graph (Activity Master F.007.SS1)
- ▶ Timer (e.g., digital)
- ▶ Colored markers
- ▶ Vis-à-Vis® markers

Activity

Students quickly read words on a practice sheet in a timed activity.

1. Place timer on a flat surface. Provide each student with a word practice sheet, Vis-à-Vis® marker, and a words correct per minute graph.
2. Taking turns, students practice reading the words aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his sheet and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all words are read, goes back to the top and continues until timer rings.
5. Student one counts number of words read correctly. Student two records the number of words read correctly on his words correct per minute graph using a colored marker.
6. Repeat the activity at least two more times attempting to increase speed and accuracy.
7. Reverse roles.
8. Peer evaluation



Extensions and Adaptations

- ▶ Use graph with less fluent readers (Activity Master F.007.SS2) and use other graphs with more fluent readers (Activity Masters F.007.SS3 and F.007.SS4).
- ▶ Use graphs to record weekly progress (Activity Masters F.016.SS2 and F.016.SS3).
- ▶ Use blank graph. Indicate words per minute target numbers (Activity Master F.007.SS5).

Fluency

Read Speed

F.007.AM I a

1

many	circle	include	carefully	scientists
heavy	special	material	busy	number
people	water	government	able	cannot (15)
power	among	object	only	very
after	sentence	before	over	equation
thousands	language	explain	follow	around (30)
another	because	different	common	understand
behind	system	order	picture	again
away	animal	letter	machine	inside (45)

high frequency words

2

mother	answer	study	America	every	
nothing	ocean	building	produce	surface	
between	below	country	father	never	(15)
contain	decided	inches	minutes	became	
under	story	along	something	example	
person	quickly	correct	finally	English	(30)
begin	always	paper	together	important	
upon	travel	certain	figure	notice	
until	children	began	river	carry	(45)

high frequency words

Fluency

Read Speed

F.007.AMIc

3

money slowly table numeral without

second later idea enough pattern

against hundred vowel morning Indian (15)

really almost above sometimes toward

himself several covered listen mountain

being family body music early (30)

remember measure happened products color

question area problem complete however

better during today across usually (45)

high frequency words

Name _____

F.007.SS5

Read Speed

Words Correct Per Minute

(wcpm)
words
correct per
minute

1st try

2nd try

3rd try

4th try

5th try



Objective

The student will gain speed and accuracy in reading phrases.

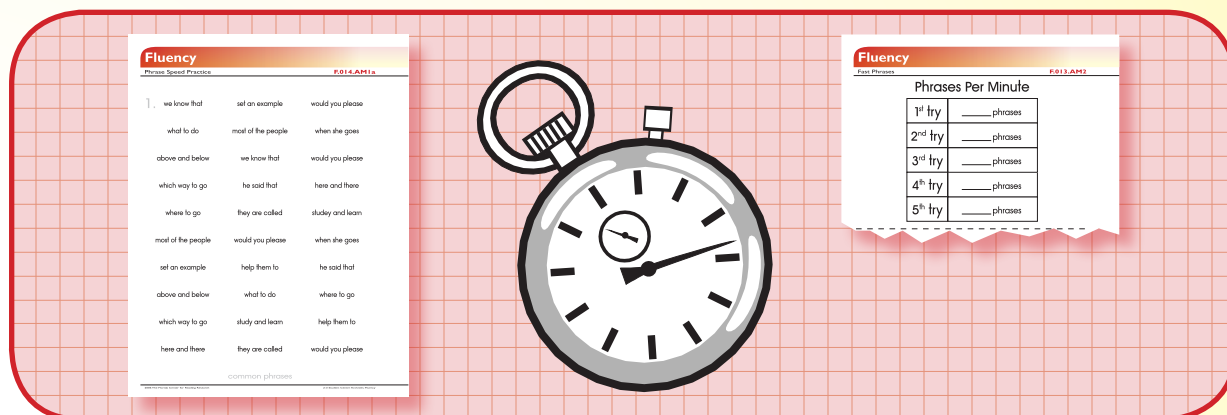
Materials

- ▶ Phrase practice sheets (Activity Master F.014.AM1a - F.014.AM1d)
Make two copies of each sheet and laminate. Note: These phrases were developed using high frequency and other grade level words. Some phrases repeat and some have repeating words.
- ▶ Phrases correct per minute record (Activity Master F.013.AM2)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers

Activity

Students quickly read phrases in a timed activity.

1. Place the phrase practice sheets and timer at the center. Provide each student with a phrases correct per minute record.
2. Taking turns, students select a practice sheet and practice reading the phrases to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on her copy and uses a Vis-à-Vis® marker to mark any words in the phrases that are read incorrectly. If all the phrases on the sheet are read, go back to the top and continue.
5. Continue until the timer goes off. Student one marks the last word read. Student two counts the number of total phrases read correctly. (To count the phrase as correct, all the words in the phrase must be read correctly.)
6. Student two records number of phrases read correctly on her phrases correct per minute record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation



Extensions and Adaptations

- ▶ Use other phrases.
- ▶ Graph individual words read correctly. Use graph F.025.SS2 or F.025.SS3.

Fluency

Phrase Speed Practice

F.014.AM1a

1.

we know that

set an example

would you please

what to do

most of the people

when she goes

above and below

we know that

would you please

which way to go

he said that

here and there

where to go

they are called

study and learn

most of the people

would you please

when she goes

set an example

help them to

he said that

above and below

what to do

where to go

which way to go

study and learn

help them to

here and there

they are called

would you please

common phrases

2.

help me out

just the same

watch the game

on my side

it never happened

in my head

seemed so good

turn the page

show us around

they did go

one more time

each of us

the same page

there you are

part of the time

you can see

you show us

a good day

one more game

the same day

turn my head

help us see

show it to me

they seemed good

it happened there

you never watch

each day you can

the same game

time of day

the good game

common phrases

Fluency

Phrase Speed Practice

F.014.AMIc

3.

in the story

all day long

next to the house

it's important to

we thought that

many children are

my name is

just in time

now and then

how will they

there have been

when she goes

think about it

he said that

once in a while

there have been

it's important to

when she goes

my name is

once in a while

now and then

how will they

next to the house

he said that

in the story

we thought that

many children are

think about it

all day long

just in time

common phrases

4.

to the store

next to the couch

during the day

my mom and I

a good time

my brothers and sisters

all the time

at night

you can do it

peas, carrots, and corn

near the school

my sister said

in the water

by the way

and after that

part of the way

my dad and I

to the school

next to the table

a great time

and before that

smart, sweet, and happy

during the night

she can do it

my grandmother said

at home

my aunts and uncles

by the house

in the lake

near the tree

common phrases

Phrases Correct Per Minute

1 st try	_____ phrases
2 nd try	_____ phrases
3 rd try	_____ phrases
4 th try	_____ phrases
5 th try	_____ phrases

Phrases Correct Per Minute

1 st try	_____ phrases
2 nd try	_____ phrases
3 rd try	_____ phrases
4 th try	_____ phrases
5 th try	_____ phrases



Objective

The student will read with proper phrasing, intonation, and expression in chunked text.

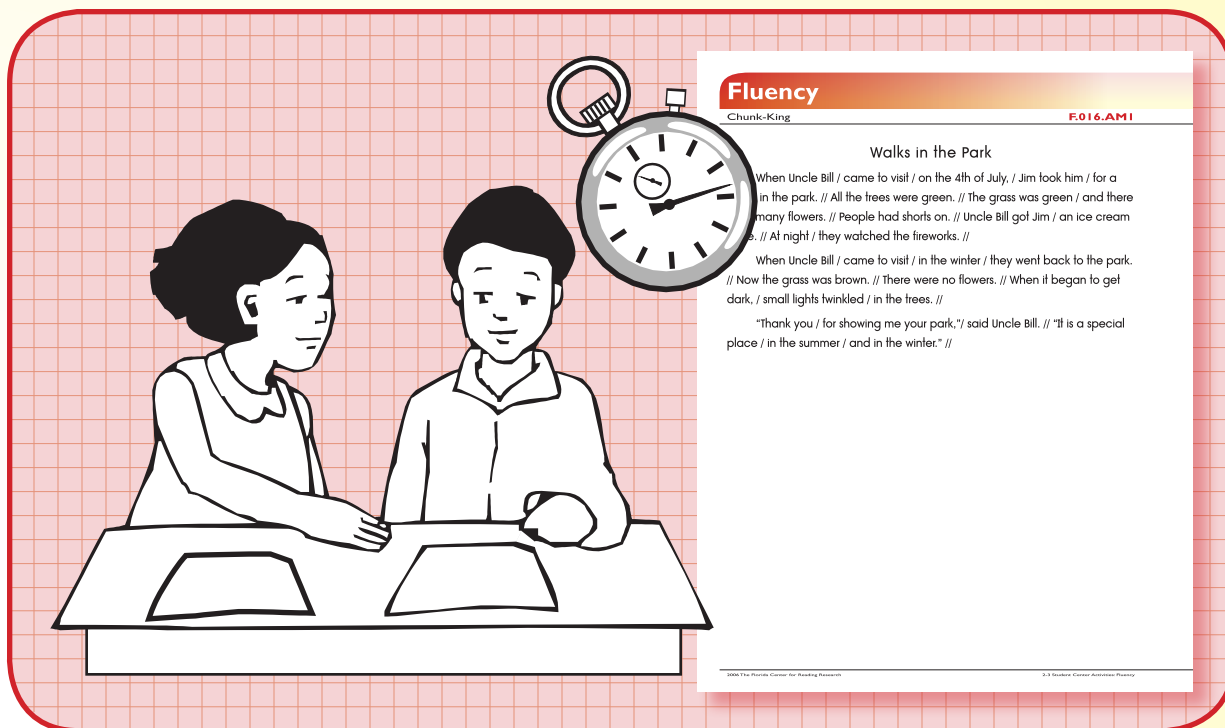
Materials

- ▶ Passage (Activity Master F.016.AM1)
Single slashes (/) denote short pauses and double slashes (//) denote the end of sentence (//).
- ▶ Timer (e.g., digital)

Activity

Students read text which has been divided into meaningful phrases by slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text. Place timer at the center.
3. Working in pairs, student one (higher performing student) reads the entire text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading by chunks, emphasizing the pauses at slash marks.
5. Repeat the activity using a timer to quicken the pace.
6. Peer evaluation



Fluency
Chunk-King F.016.AM1

Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

"Thank you / for showing me your park," / said Uncle Bill. // "It is a special place / in the summer / and in the winter." //

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Extensions and Adaptations

- ▶ Use other passages within instructional-independent reading level range.
- ▶ Partner read the passage, taking turns reading sentences.

Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

“Thank you / for showing me your park,” / said Uncle Bill. // “It is a special place / in the summer / and in the winter.” //

Extra Fluency Building Activity

Below is a 3-step fluency building activity to do each day after completing the lesson. The goal of this activity is to help the student become more fluent with reading connected text.

Step 1: Choral Read

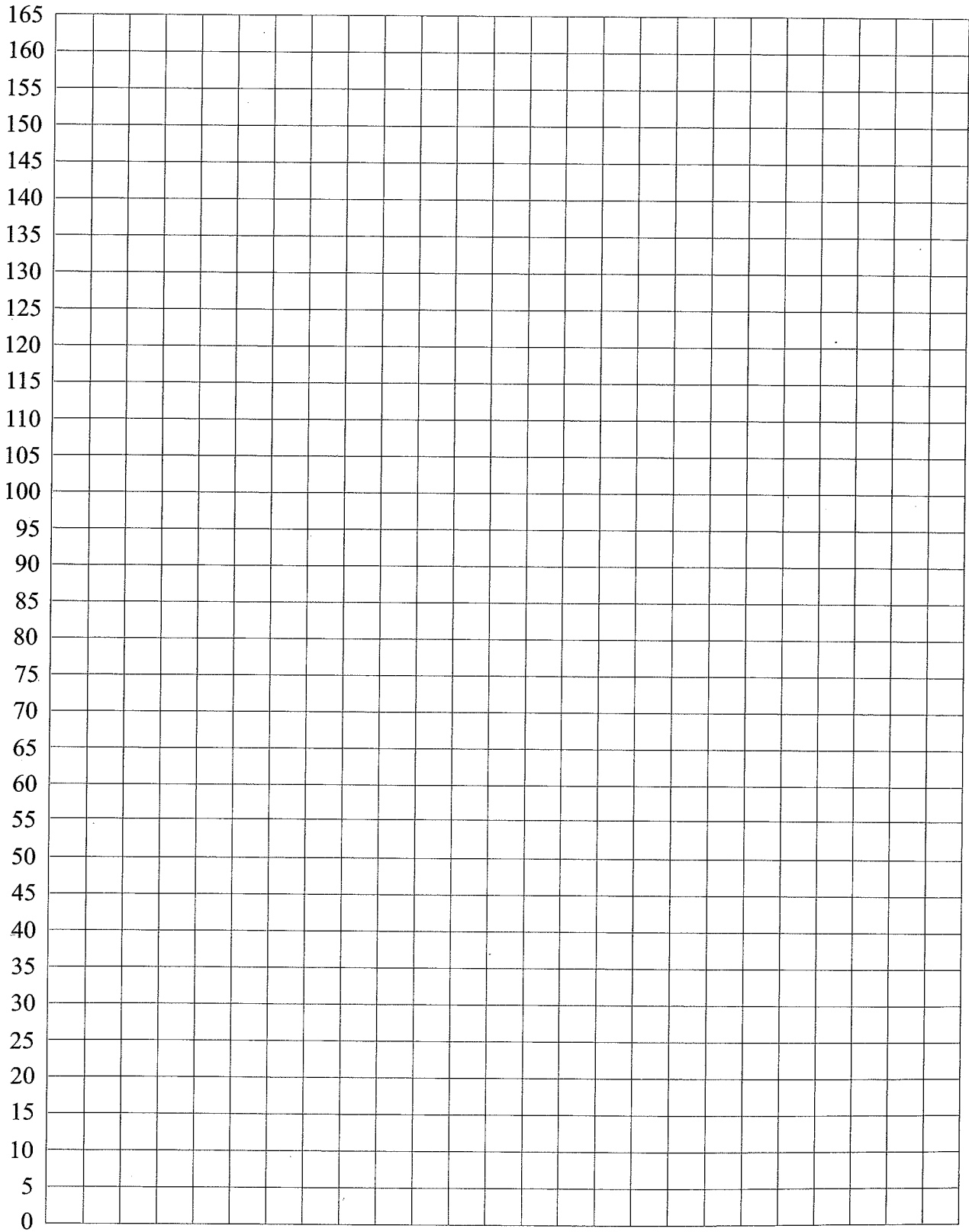
- Pick 2-3 paragraphs from that day's story
- Read those paragraphs together, with the tutor setting an appropriate pace
 - o The pace should not be so fast that the student cannot keep up, but not so slow that the student does not benefit from the activity
 - o While reading with the student, model appropriate intonation, expression, phrasing, etc.

Step 2: Slide and Glide with Phrases

- With the same 2-3 paragraphs read during the choral read, tutor and student will alternate reading phrases
- Tutor will read the first part of the sentence and stop at an appropriate time (e.g., at a comma or a natural break in the sentence)
 - o Don't stop in the middle of a phrase
- Student will read the rest of the sentence
- Tutor will begin the next sentence and carry on in this manner until the 2-3 paragraphs are complete

Step 3: Timed Readings

- Student will read the same text as read during the choral read and slide and glide for two 1-minute timed readings
- Tutor will remind student of goal and underline the word the student needs to get to in the passage
- Tutor will record the scores for both timed readings on the Timed Reading table
- The score will be the number of words read correct in 1 minute (total number of words read – errors = wcpm)
- Student will graph the first score the student earns. (Make sure the goal is marked on the graph.)
- The goal of the second timed reading is for the student to read more wcpm than on the first timed reading
- Be sure to give the student feedback on their progress. Tell them their score after each timed reading ("Wow, you just read 93 cwpm!"), give them feedback on their errors, and then complete the second timed reading.



Story																				
Date																				

Name _____ Level _____



Parent Resources for Fluency

Big Ideas in Beginning Reading – <http://reading.uoregon.edu/>

CTL Reading Clinic Parent Page – <http://ctlreadingclinic.uoregon.edu/parents.html>

Florida Center for Reading Research – <http://fcr.org>

Read Naturally – <http://readnaturally.com/>

University of Utah Reading Clinic – <http://www.uurc.utah.edu/Parents/Tips.php>



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