EXPANDING THE LITERACY TOOLKIT: INTERVENTIONS TO PROMOTE THE LITERACY ACHIEVEMENT FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

FLUENCY TOOLKIT

Fluency: Bridging Decoding and Comprehension with Fluency Interventions
March 21, 2013
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Directions for 1-Minute Administration of Reading Passages

Materials:

1. Unnumbered copy of passage (student copy)
2. Numbered copy of passage (examiner copy)
3. Stopwatch
4. Tape recorder (optional)a

Directions:

1. Place the unnumbered copy in front of the student.

2. Place the numbered copy in front of you but shielded so the student cannot see what you record.

3. Say these specific directions to the student for the first passage.

   *When I say 'begin,' start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?*"  
   (Pause)

4. Say "Begin" and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.b

5. Follow along on your copy. Put a slash ( / ) through words read incorrectly (see scoring procedures).

6. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.

7. At the end of 1 minute, place a bracket ( ] ) after the last word and say, "Stop."

aTape recorders facilitate error analysis.

b On rare occasions the student may "speed read" (i.e., read the passage very fast and without expression). If this occurs, tell the student, "This is not a speed reading test. Begin again, and be sure to do your best reading."
Helpful Scoring Hints:

1. If students appear to understand the instructions following the administration of the first passage, the examiner need only point to the first word at the top of subsequent passages saying “Begin.” It is not necessary to reread the instructions each time.
2. Don’t begin timing until the student says the first word. If necessary, supply the first word, put a slash through it, and begin timing.
3. If you completely lose track of where a student is reading, discontinue the reading and begin another passage.
4. Score reading probes immediately after administration.
Scoring Reading Passages

What is a “Word?”

Ex. 1
    cat
    read as:
    "cat"
    TW = 1
    WRC = 1

Ex. 2
    I sat.
    read as:
    "I sat."
    TW = 2
    WRC = 2

What is a “Correctly Read Word?”

Rule 1. Correctly Read Words Are Pronounced Correctly. A word must be pronounced correctly given the context of the sentence.

Ex. 1. The word "r-e-a-d" must be pronounced "reed" when presented in the context of:

    He will read the book.
    WRC = 5
    Not as:
    "He will red the book."
    WRC = 4

Ex. 2. The word "l-e-a-d" must be pronounced "led" when presented in the context of:

    She picked up a lead pipe.
    WRC = 6
    Not as:
    "She picked up a leed pipe."
    WRC = 5

Rule 2. Self-Corrected Words Are Counted As Correct. Words misread initially but corrected within 3 seconds are counted as correctly read.
Ex. 1.

The river was **cold**.

read as:
"The river was **could**...(2 sec)...**cold**."  
WRC = 4

Ex. 2.

Matt cleaned the house **for** Mom.

read as:
"Matt cleaned the house **of**...(1 sec).
cleaned the house **for** Mom."  
WRC = 6

**Rule 3. Repeated Words Are Counted As Correct.** Words said over again correctly are ignored.

Ex. 1.

Ted ran swiftly.

read as:
"Ted ran...Ted ran swiftly."  
WRC = 3

Ex. 2.

Sally saw a cat.

read as:
"Sally saw a...a cat."  
WRC = 4

**Rule 4. Dialect.** Variations in pronunciation that are explainable by local language norms are not errors.

Ex. 1.

They **washed** the car.

read as:
"They **warshed** the car."  
WRC = 4

Ex. 2.

Let's go to the **park**.

read as :
**Rule 5.** *Inserted Words Are Ignored.* When a student adds extra words, they are not counted as correct words nor as reading errors.

Ex. 1.
Sue was happy. \hspace{1cm} WRC = 3
read as:
"Sue was very happy." \hspace{1cm} WRC = 3

Ex. 2.
Kelly played the flute. \hspace{1cm} WRC = 4
read as:
"Kelly played a the flute." \hspace{1cm} WRC = 4

**What is an “Incorrectly Read Word?”**

**Rule 6.** *Mispronounced or Substituted Words* are counted as incorrect.

Ex. 1.
The dog ate a bone. \hspace{1cm} WRC = 5
read as:
"The dig ate a bone." \hspace{1cm} WRC = 4

Ex. 2.
Lynne has many hats. \hspace{1cm} WRC = 4
read as:
"Lynne has many hat." \hspace{1cm} WRC = 3

Ex. 3.
He wanted a new car. \hspace{1cm} WRC = 5
read as:
"She wants a new car." \hspace{1cm} WRC = 3
Rule 7. *Omitted Words* are counted as errors.

Ex. 1.
Mario climbed the *oak* tree.  
*read as:*  
"Mario climbed the tree."  
WRC = 5

Ex. 2.
The king fought *with an*  
*alligator* in the moat.  
*read as:*  
"The king fought in the moat."  
WRC = 9

Ex. 3.
Sewing is my favorite hobby.  
*I enjoy sewing dresses and suits.*  
What is your favorite hobby?  
*read as:*  
"Sewing is my favorite hobby.  
What is your favorite hobby?"  
WRC = 16

Rule 8. *Hesitations.* When a student hesitates or fails to correctly pronounce a word within *3 seconds*, the student is told the word and an error is scored.

Ex. 1.
Mark saw an *elephant.*  
*read as:*  
"Mark saw an ...(3 sec)"  
*or read as:*  
"Mark saw an ell-eee ...(3 sec)"  
WRC = 3

Rule 9. *Reversals.* When a student transposes two or more words, those words not read in the correct order are errors.

Ex. 1.
Charlie *ran quickly.*  
*read as:*  
"Charlie quickly ran."  
WRC = 3
Ex. 2.

Shelly bought a beautiful sweater.  \( \text{WRC} = 5 \)

read as:
"Shelly bought a sweater beautiful."  \( \text{WRC} = 3 \)

**Rule 10.** *Numbers Written As Numerals* are counted as words and must be read correctly within the context of the passage.

Ex. 1.

May 5, 1989.  \( \text{WRC} = 3 \)

should be read as:
"May fifth, nineteen eighty-nine."  \( \text{WRC} = 3 \)

not as:
"May five, one nine eight nine."  \( \text{WRC} = 1 \)

Ex. 2.

He was in grade 2.  \( \text{WRC} = 5 \)

should be read as:
"He was in grade three."  \( \text{WRC} = 5 \)

not as:
"He was in grade third."  \( \text{WRC} = 4 \)

**Rule 11a.** *Hyphenated Words.* Each morpheme separated by a hyphen(s) is counted as an individual word if it can stand alone.

Ex.

Fifty-seven  \( \text{WRC} = 2 \)
Daughter-in-law  \( \text{WRC} = 3 \)

**Rule 11b.** *Hyphenated Words.* If one or more of the morphemes separated by a hyphen(s) cannot stand alone, the entire sequence is counted as one word.

Ex.

re-evaluate  \( \text{WRC} = 1 \)
Bar-b-que  \( \text{WRC} = 1 \)
Rule 12. *Abbreviations* are counted as words, and must be read correctly within the context of the sentence.

Ex. 1.
Dr. Adams received a promotion.  

*should be read as:*  
"Doctor Adams received a promotion."  

*WRC = 5*

*not as:*  
"D-R Adams received a promotion."  

*WRC = 4*

Ex. 2.
Jan lives on Fifth Ave.  

*should be read as:*  
"Jan lives on Fifth avenue"  

*WRC = 5*

*not as:*  
"Jan lives on Fifth a-v-e"  

*WRC = 4*

Ex. 3.
Jan lives on Fifth Ave.  

*also should not be read as:*  
"Jan lives on Fifth ave"  

*WRC = 4*

Ex. 4.
John watched T.V.  

*can be read as:*  
"John watched tee-vee"  

*WRC = 3*

*or as:*  
"John watched television."  

*WRC = 3*

Ex. 5.
John watched television.  

*should be read as:*  
"John watched television."  

*WRC = 3*

*not as:*  
"John watched tee-vee."  

*WRC = 2*
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## ORF Growth Rates

### Oral Reading Fluency Weekly Progress Data

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Fuchs, Fuchs, Hamlett, Walz, & Germann (1993)
Effective Reading Instruction at Instructional Level

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<th>Phonemic Awareness</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Vocabulary</th>
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Comprehension

Progress Monitoring Outcome Measure
Oral Reading Fluency (ORF)

- **ORF -- Poor**
  - Accuracy -- Poor
  - Phonemic Awareness at benchmark?
    - **NO**
      - Explicit Phonemic Awareness Instruction
    - **YES**
      - Young Students — Explicit Phonics Instruction
      - Elementary/Secondary — Word Study

- **ORF -- Acceptable**
  - Comprehension -- Good
  - (at instructional level)
  - Check inst. level
  - Keep it up!

- **ORF -- Adequate**
  - Comprehension -- Poor
  - Implement Vocabulary and Comprehension strategies

- **ORF -- Poor**
  - Accuracy -- Good
  - Check instructional level
  - Implement fluency-building strategies
Where do I find Fluency Probes for Progress Monitoring?

- DIBELS oral reading fluency, Grades 1-6: [http://dibels.uoregon.edu/](http://dibels.uoregon.edu/)
- Reading Assessment Passages (RAPs), AIMSWEB, Grades 1-8: [http://www.aimsweb.com/](http://www.aimsweb.com/)
- EDCHECKUP: [http://www.edcheckup.com](http://www.edcheckup.com)
- Read Naturally – Grades 1-7: [http://www.readnaturally.com](http://www.readnaturally.com)
- [http://www.interventioncentral.org](http://www.interventioncentral.org) (reading fluency is found under the tab “CBM”)
- *Monitoring Basic Skills Progress: Basic Reading* (Fuchs, Hamlet, & Fuchs, 1997)
  - Computer program helps conduct and monitor reading fluency. Students receive immediate feedback and teachers receive progress reports. www.proedinc.com
- *Peabody CBM Reading Passages* (Peabody College of Vanderbilt University)
  - Measures are available through flora.murray@vanderbilt.edu
- *Gray Oral Reading Tests, 4th ed.* (GORT-4) (Wiederholt & Bryant, 2001)
  - Widely used test that assesses oral reading progress and reading comprehension. www.proedinc.com
### Repeated Reading Practices

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<th>Description</th>
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<td><strong>Repeated Reading Formats</strong></td>
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| Choral Readings                       | (1) Teacher previews the text with the students  
(2) Teacher models reading aloud  
(3) Teacher and students read aloud together  
(4) Students read aloud                                                                                                                                 |
| Tape-Recorded Readings                | Use tape-recorded instructional-level passages or books as the reading model.                                                                 |
| Echo Readings                         | (1) Teacher previews the text with the students  
(2) Teacher reads two to four sentences of the text  
(3) Students read the same section of text and try to copy the model with rate and expression  
(4) Teacher reads the next two to four sentences of text. . .  
[Continue echo reading]                                                                                                                                 |
| Partner Readings                     | Higher-performing readers are partnered with lower-performing readers. Lower-performing readers serve as the reading model. Texts at the lower-performing readers’ instructional level are used for the reading. |
| Spotlight Readings                   | Students practice a reading throughout the week. At the end of the week, students take turns as the “spotlight reader” and read their practiced reading to the class. Provide the spotlight reader with a special place to stand, in front of a small podium (or table) or use a special spotlight reading chair. |
| Readers’ Theater – Show Time         | Students work with a partner or team to read a script, text, poem, or play with expression. The practiced readings are performed (with the reading scripts) as part of a readers’ theater. |
| **Repeated Reading Extensions**      |                                                                                                                                              |
| Home Outreach – Fluency Fun!          | Students practice repeated readings with family members at home.  
Commemorative Outreach – ’Round the Clock | Students practice repeated readings with school staff, classroom peer, teachers, community members, and family. A Fluency Log can be used to record repeated readings. |
| **Fluency Games**                    |                                                                                                                                              |
| Beat the Clock*                      | (1) Preview word /sentence /text cards  
(2) Show cards to students, asking students to individually or as a group read the word/sentence strip/text  
(3) Place correctly read cards in one stack and missed words in another stack. If students hesitate or have difficulty for more than 3 seconds, provide the correct response and place the card in the stack of missed cards.  
(4) After 30 seconds, count the cards the students read correctly. Review any missed words.  
(5) If time remains, repeat and see if students can “beat” their score of correct cards. |
| *Adjust time for game as appropriate |                                                                                                                                              |
| Concentration                        | Use the game of “Concentration” to build word/sentence /text fluency. Consider adding a timed component to the game. |
| Shake! Spill! Read!                  | Word/sentence/text cards are put in a box or bag. Shake the box or bag. Spill the box or bag. Students read the cards that fall “face up.” If they read them correctly, they keep the cards. Continue shaking/spilling until all of the cards are read. Time and points can be added to the game to promote additional fluency practice and motivation. |
| What’s in the Box?                   | Review words and build familiarity with text by having students fill-in missing letters (in words) or words (in a sentence). Create a “What’s in the Box” worksheet to accompany this activity. |
| Road Race                            | Don’t forget to use a blank game board to practice word/sentence/text fluency! Words/sentences/text can be printed on cards. Players draw and read cards. If a card is read correctly, the player advances on the game board. A time component can also be added to the game. |
Fill in the total number of words read correctly on the graph.

Date __ __ __ __
Repeated Reading Prompt Cards
## Fluency Log

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### Selected List of Publishers of High-Interest Texts with Controlled Reading Levels

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Web link</th>
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<tbody>
<tr>
<td>Academic Communication Associates</td>
<td><a href="http://www.acadcom.com">www.acadcom.com</a></td>
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<tr>
<td>Capstone Press</td>
<td><a href="http://www.capstone-press.com">www.capstone-press.com</a></td>
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<td>Curriculum Associates</td>
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<td>Globe Fearon</td>
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<td>High Noon Books</td>
<td><a href="http://www.academictherapy.com">www.academictherapy.com</a></td>
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<tr>
<td>Incentives for Learning</td>
<td><a href="http://www.incentivesforlearning.com">www.incentivesforlearning.com</a></td>
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<tr>
<td>Modern Curriculum Press</td>
<td><a href="http://www.pearsonlearning.com">www.pearsonlearning.com</a></td>
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<tr>
<td>National Geographic</td>
<td><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></td>
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<tr>
<td>National Reading Styles Institute</td>
<td><a href="http://www.nrsi.com">www.nrsi.com</a></td>
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<td>National Wildlife Federation</td>
<td><a href="http://www.nwf.com">www.nwf.com</a></td>
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<tr>
<td>New Readers Press</td>
<td><a href="http://www.newreaderspress.com">www.newreaderspress.com</a></td>
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<td>Perfection Learning</td>
<td><a href="http://www.perfectionlearning.com">www.perfectionlearning.com</a></td>
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<td>Phoenix Learning Resources</td>
<td><a href="http://www.phoneixlr.com">www.phoneixlr.com</a></td>
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<tr>
<td>Remedia</td>
<td><a href="http://www.rempub.com">www.rempub.com</a></td>
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<td>Rigby</td>
<td><a href="http://www.rigby.com">www.rigby.com</a></td>
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<tr>
<td>Saddleback Educaitonal</td>
<td><a href="http://www.sdlback.com">www.sdlback.com</a></td>
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<tr>
<td>Scholastic (includes book clubs and software club)</td>
<td><a href="http://www.scholastic.com">www.scholastic.com</a></td>
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<tr>
<td>Smithsonian Institute</td>
<td><a href="http://www.siedu.com">www.siedu.com</a></td>
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<td>Steck-Vaughn</td>
<td><a href="http://www.steck-vaughn.com">www.steck-vaughn.com</a></td>
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<td>Sundance</td>
<td><a href="http://www.sundancepub.com">www.sundancepub.com</a></td>
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<tr>
<td>Wright Group</td>
<td><a href="http://www.wrightgroup.com">www.wrightgroup.com</a></td>
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**Source:** Linan-Thompson, S. & Vaughn, S. (2007). *Research-based Methods of Reading Instruction for English Language Learners.* Alexandria, VA: ASCD.
REFERENCES

Teacher Study Group / Learning Community Resources:


Instructional Interventions

The following include chapters and materials that focus on fluency:


The following articles discuss reading fluency interventions and provide information and materials for instructional implementation:
