Adolescent Literacy Solutions

Fluency

Presenter
Susan Van Zant
suvanzant@aol.com

CALIReads
California Adolecent Literacy Initiative

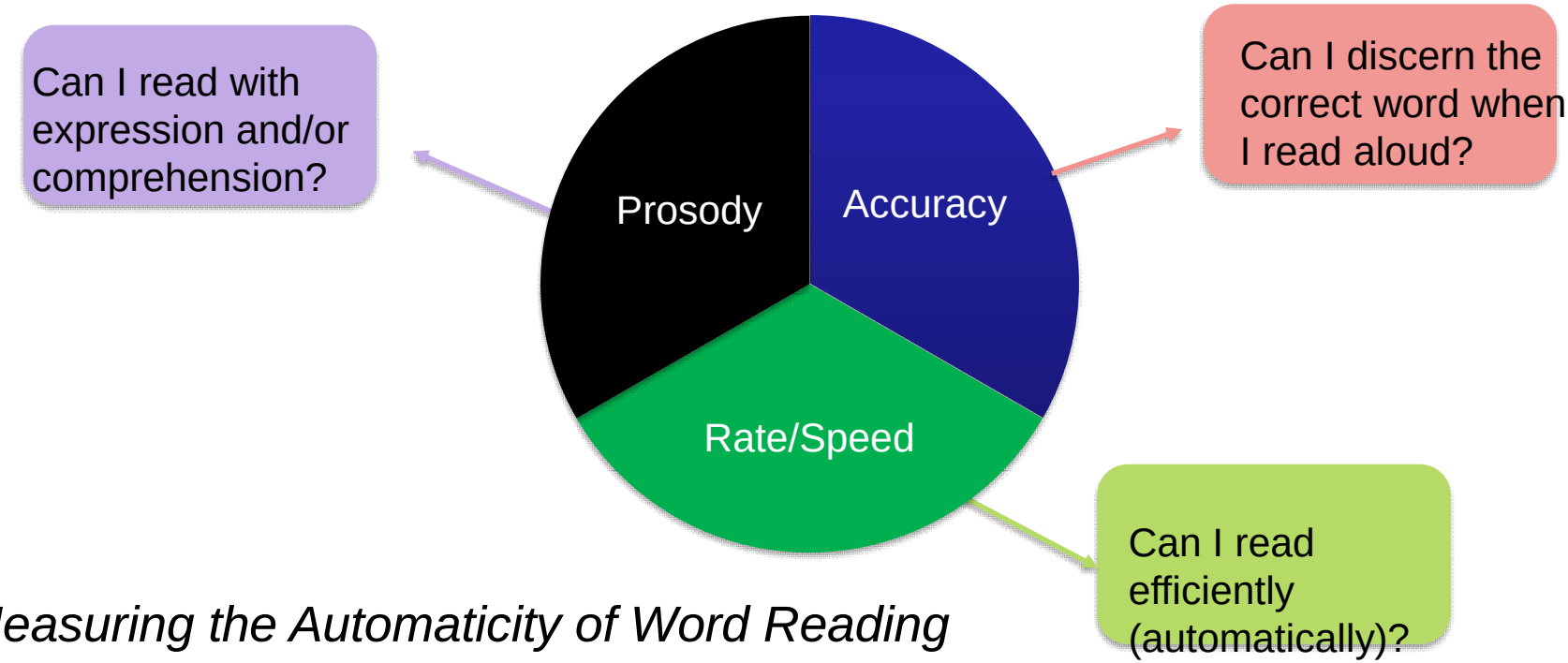
Essential Components of Reading Instruction

- Print awareness
- Letter knowledge
- Phonemic awareness
- Phonics
- Irregular word reading
- Multisyllabic word reading
- Fluency
- Vocabulary
- Comprehension

How do you know if someone is a good reader?

- The reading sounds natural, like talking
- The reader does not stumble over many words
- Says the words the right way
- Corrects any errors
- Understands the meaning of words
- Explains the text to someone else
- Relates text to other information they know

Components of Oral Reading Fluency



Measuring the Automaticity of Word Reading

Sourcebook pages 322-323

Elements of Fluency: RAP

Fluency: The bridge between phonics and comprehension
Sourcebook page 322-323

1. Rate

- How quickly and accurately a reader reads connected text

2. Accuracy

- The ability to recognize or decode words correctly

3. Prosody

- Rhythmic and tonal aspects of speech

Accuracy

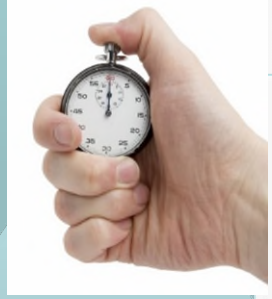
Sourcebook page 322

Word-reading accuracy requires:

A deep understanding of the **alphabetic principle**	The ability to **blend sounds** into words	Knowledge of a large number of **high-frequency words**

Rate: Why is it important?

Sourcebook page 322



Rate is measured as the number of words **read correctly per minute (WCPM)**.

A fluent rate requires **reading a great number of words with automaticity.**

The demands on working memory decrease as word-reading automaticity increases, **freeing cognitive resources that can be devoted to text comprehension**.

CORE

Prosody: What is it? Is there a relationship to comprehension?

Sourcebook page 323

Prosody **includes pitch or intonation, stress patterns, and duration** – features that convey information above and beyond that provided by the words themselves.

The ability to appropriately group words or apply expression **reflects an understanding of the meaning of written text.**

CORE

Theory of Automaticity

Sourcebook pages 324 - Sidebar

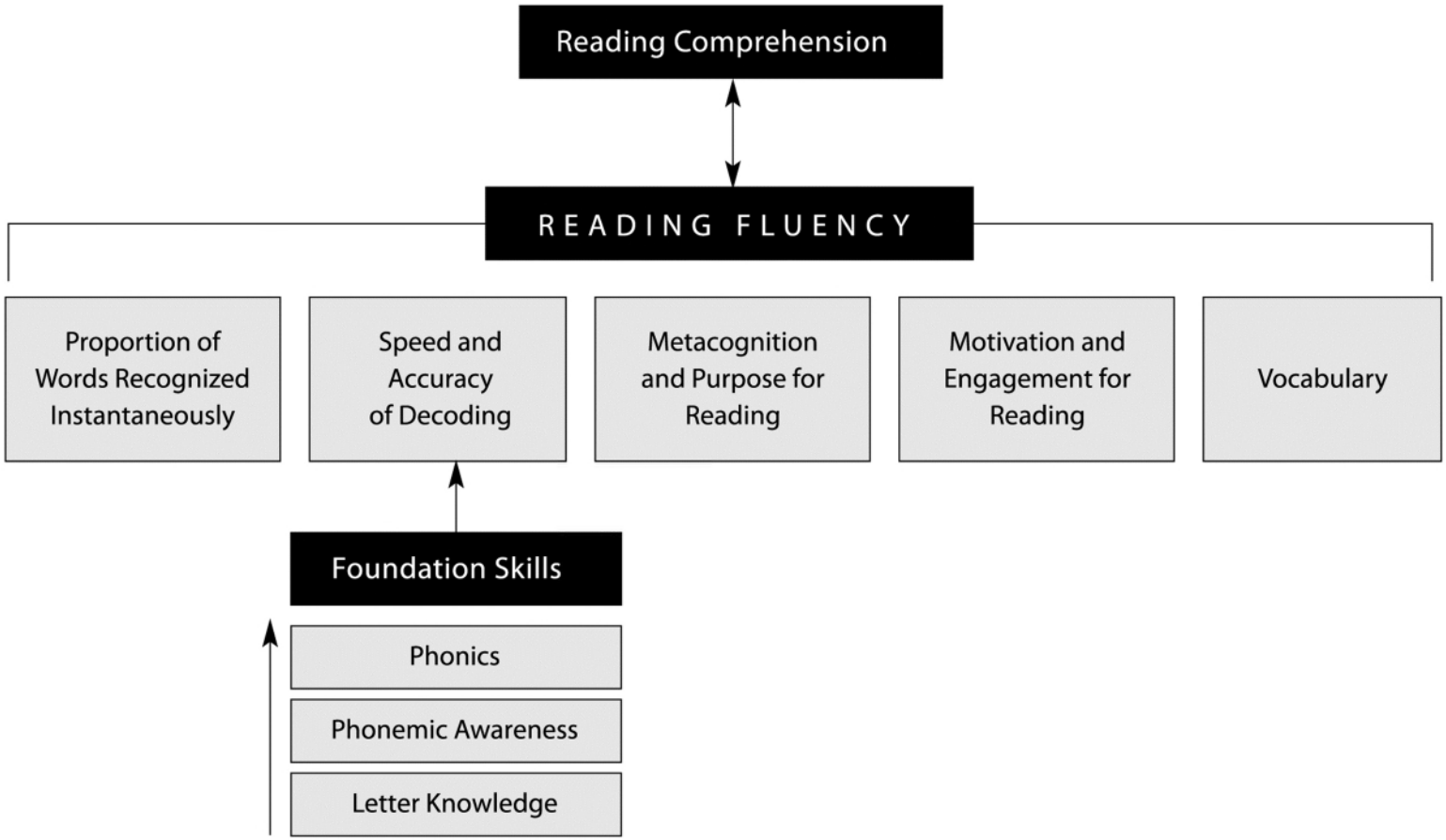
David LeBerge and Jay Samuels developed the theory of automaticity and its role in the reading process.

- After studying the brain's attention capacity and its inability to focus on multiple tasks at the same time, they concluded that some tasks must be automated, or able to be completed without thought. (Graves, et. al, 2011)

Blue Red Orange Purple White Black
Green Blue Yellow Black Red Gray Black
Black Green Yellow Blue Orange Red Blue
Yellow Red Green Orange Purple White
Green Yellow Black Red Orange Gray
Black Purple Yellow Blue Red Blue Red
Gray Purple White Black Gray Yellow
Green Blue Red Green Yellow Blue Gray
Purple White Black Green Orange Red
Blue Black Yellow

Variables Affecting Reading Fluency

Sourcebook page 324



Fluency Variables

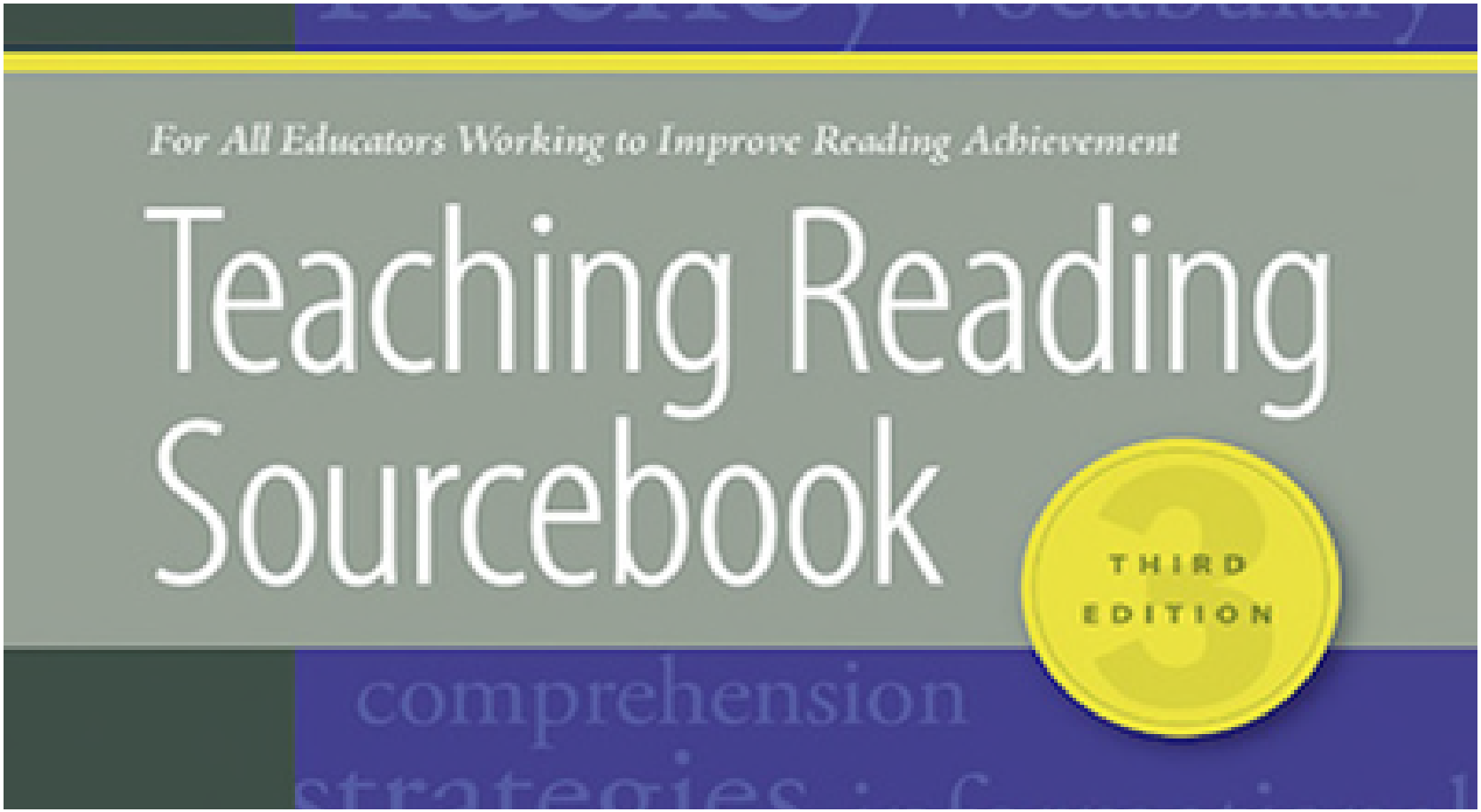
With your elbow partner

Turn to handout page 1

- Partner 1 (person with the longest hair) read the first passage aloud.
- Partner 2 read the second passage
  - Review the questions at the bottom of the page and discuss your answers.
    - What are the implications for students who struggle to read and complete assignments?

Fluency Assessment- Chapter 9

Sourcebook page 328



CORE®

What ? Fluency Assessment

Sourcebook page 328 top paragraph

- Should provide **reliable**, consistent scores no matter who is assessing the student or when the assessment is given
- Should be a **valid,** meaningful source of data for making instructional decisions
- Should be **efficient** in administration, scoring, and interpretation

CORE®

Fluency Acronyms

Sourcebook page 328

ORF: oral reading fluency, a combination of rate and accuracy

CBM: curriculum-based measurement, the assessment tool most commonly used for measuring ORF

WCPM: words correct per minute, as measured in a CBM

CORE®

Oral Performance Expectations

Sourcebook page 330

Standardized measures generate norms- which come from a specific population known as the “normative” or “norming” population.

Norms are **valid only if standardized procedures** are followed

When using norms, you are **comparing like groups-** 6th graders to 6th graders; fall scores to fall scores

Practice

Sourcebook page 331

Review: ORF Chart on handout page 2

- Locate the WCPM of a 3rd grade student reading at the 50th percentile in the fall.

  83 words per minute (wcpm)

- Same 3rd grade student at the 50th percentile in the spring

  112 words per minute (wcpm)

- What is the amount of growth required from fall to spring in order to remain at the 50th percentile?

  29 words per minute

Elements of Fluency: Assessment of Prosodic Reading

Sourcebook pages 333-335. Handout page 3

Prosody

- rhythmic and tonal aspects of speech

Accuracy

- the ability to recognize or decode words correctly

Rate

- how quickly and accurately a reader reads connected text

ORF and Upper Grade Students

Sourcebook page 333

- **At the secondary level comprehension** depends more on content knowledge vocabulary and knowledge of expository/ informational text structures.
- For these reasons, the Maze Comprehension Test is a good assessment for all students

CORE®

Reading Maze Comprehension

Multiple Measures pages 148—152 Handouts pages 4-10

What: Every seventh word is placed with a correct word and two distractors

Why: Capable readers understand the syntax of what they are reading.

How: Standardized directions **(3 minutes)**

Scoring Guide: Used for benchmarking

Administrating the Maze Test

Important:

- Direct students practice the assessment process before administering the test.
- Pass out the assessment face down.
- Ask students to write their name on the back of the page
- This is standardized test: Read the directions on handout page 5 aloud exactly has they are written.
- At the end of 3 minutes direct the students to stop, turn their test over, and pass the test to the front of the room.

- **Grade the test.** Answers: handout page 11
- What does it Mean: page 8
  - Students who score at or below strategic level should be assessed with a one-minute oral fluency test

CORE Maze Comprehension

With your elbow partner

Turn to handout handout pages 5-9

- Use the directions on Multiple Measures on handout page 6 to administer passage 10-A, “Their First Century”; (see handout page 10) timing and scoring each other’s passage.
  - Score each other’s passage:
    - See handout page 11
  - Review: What Does It Mean?
    - Handout page 8
  - Discuss how this assessment can be used in your classrooms.

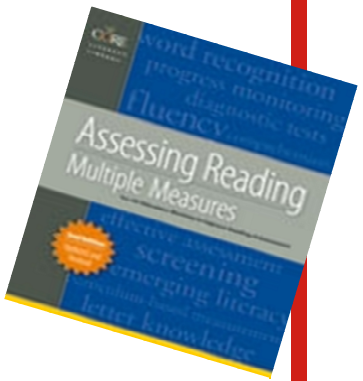
MASI-R Oral Reading Fluency Measures

Multiple Measures pages 77-102

If a student scores below more than below benchmark (handout page 8) on the MAZE consider administering an oral Reading Fluency Assessment

Turn to page 12 in your handouts

- Overview: handout page 12
- Directions: handout page13-14
- Norms and What's Next: pages 15-16



MASI-R Oral Reading Fluency

Multiple Measures pages 78-81

Note:

Free passage download: Grades 6, 7, 8
https://dibels.uoregon.edu/assessment/dibels/dibels-eighth-edition

Look on the right hand side:

- Includes passages, scoring guide and additional information

CORE

Fluency Assessment Why

Sourcebook pages 336-337

When?

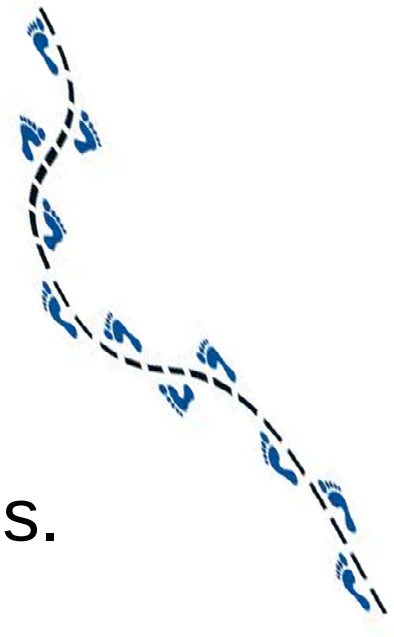
Sourcebook pages 338-339(p. 338-339)

CORE

HOW? Steps for Assessing ORF

Sourcebook page 340

1. Select appropriate text.
2. Listen to the student read.
3. Calculate the ORF score.
4. Compare ORF score to ORF norms.
5. Record student data on the progress graph.
6. Monitor student progress.



Assessment of Oral Rate and Accuracy

Sourcebook page 341-342

Independently skim/ the What, Why How? On pages 12-16

- Fluency Scoring Chart- handout 17
- Calculate the ORF Score page 18

CORE®

Weekend Campout

Participant Resource Guide 2-7

Veronica is in the 6th Grade:

Turn the handout on page 18: Weekend Campout

- Follow along as Veronica reads for one minute
- Note errors
- Calculate the CWPM .

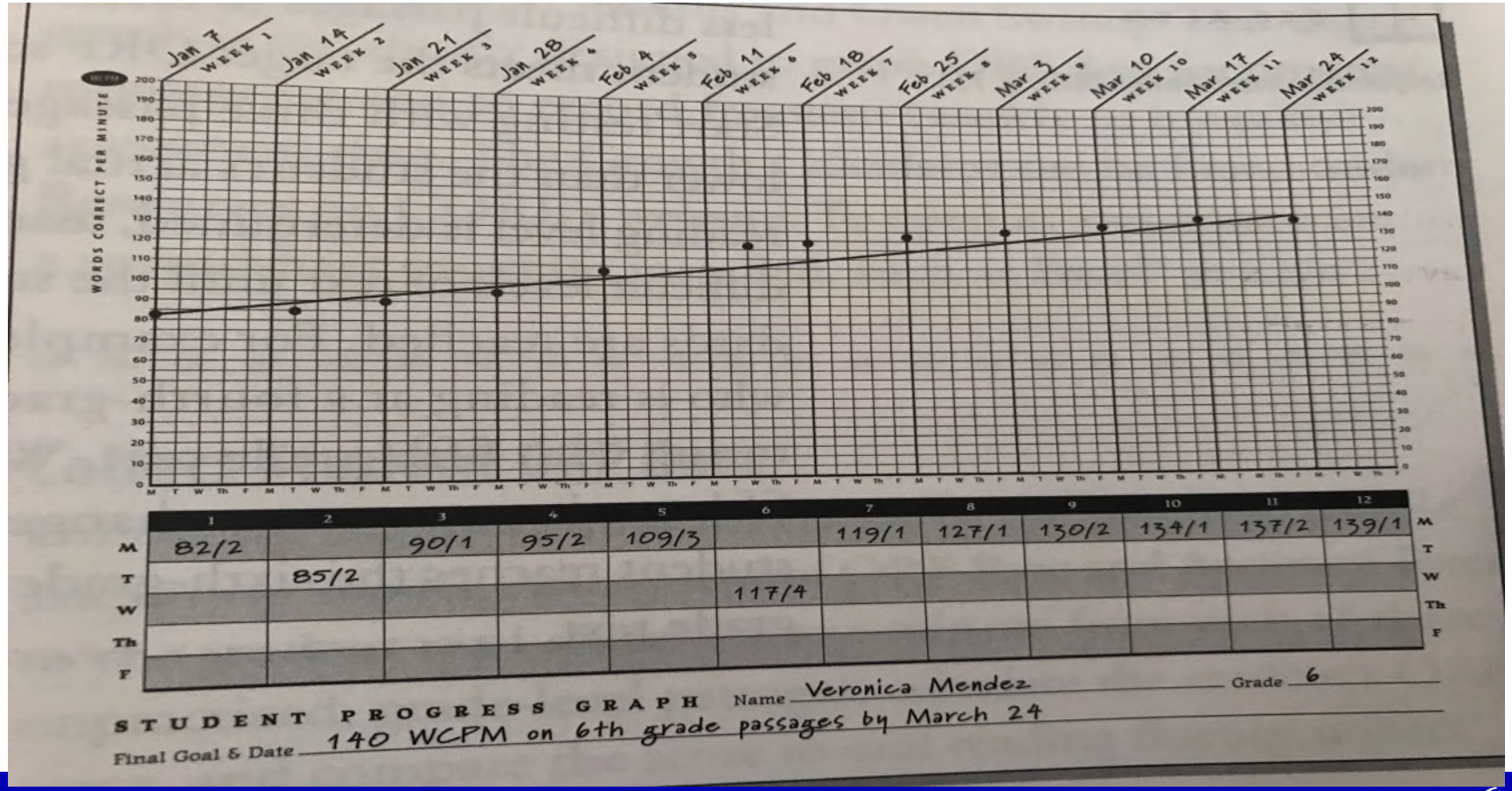
CORE

Student Profile and Weekly Graphing-

Sourcebook pages 344-347

Sourcebook Graph page 791

Handout page



	1	2	3	4	5	6	7	8	9	10	11	12	
M	82/2		90/1	95/2	109/3		119/1	127/1	130/2	134/1	137/2	139/1	M
T		85/2				117/4							T
W													W
Th													Th
F													F

What it Means?

Sourcebook page 332 bottom

Work groups of three

Discuss:

1. Is the student within plus or minus 10 WCPM of the 50th percentile?

2. Does Veronica, a 6th grade student, need fluency instruction?
   - If so, practically speaking, what might this look like in your classroom?

3. How many words correct per minute must Veronica reach by spring to be at 50th percentile?

4. If there are 12 weeks until the spring assessments, how much improvement in WCPM, must she make each week?

5. Is this growth rate standard or accelerated for this student? (Check sidebar on Sourcebook page 332)

Notes on Oral Reading Fluency

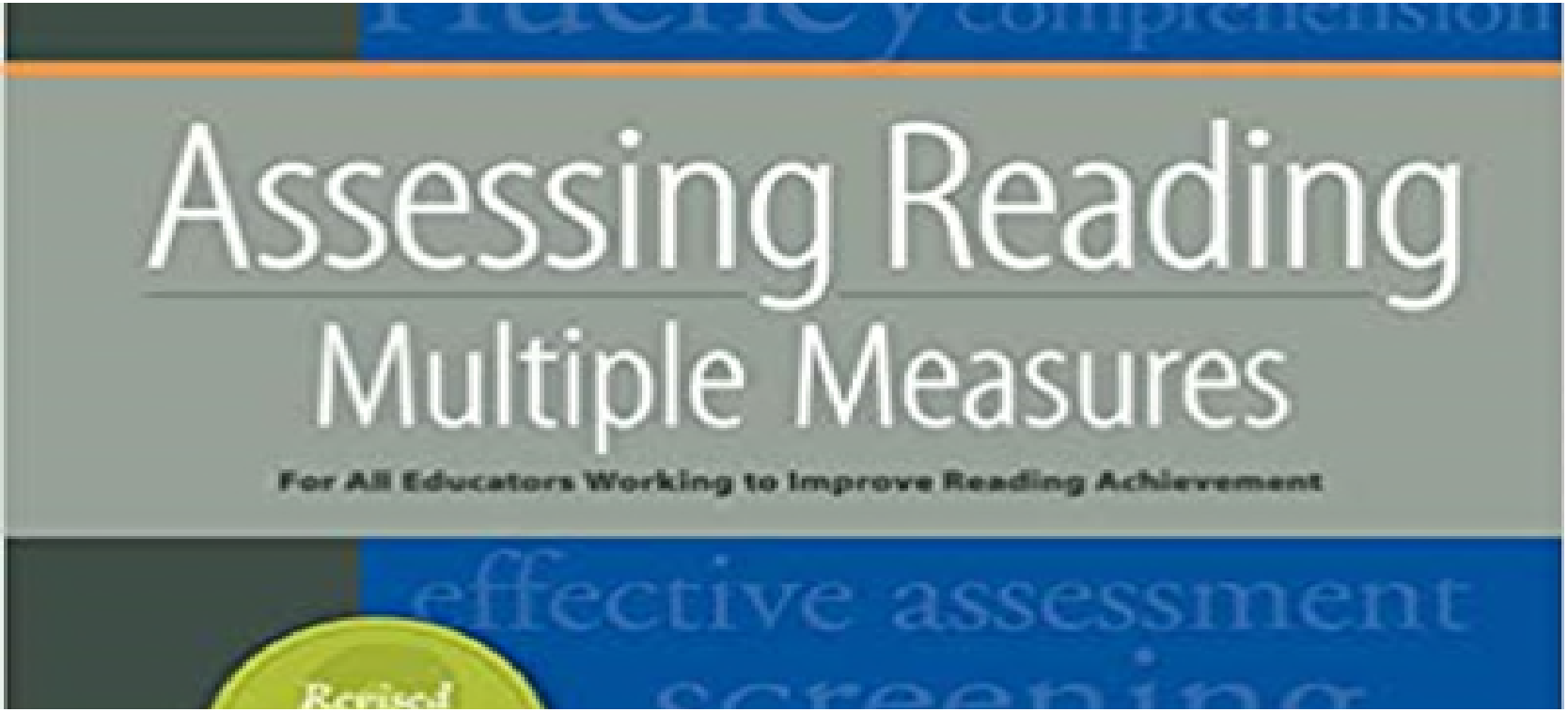
What if there were 8+ errors?

There is a big difference between reading 82 words per minute and make 2 errors and reading 82 words per minute and making 8+ errors.

- One student needs fluency practice
- To determine foundational gaps more assessment is needed for students who make many errors.

MAISI Fluency Assessment

Multiple Measures page 77
Other references page 339
https://dibels.uoregon.edu/assessment/index/material/



Digital Graphing of ORF Scores

Sourcebook pages 349-354

University of Washington CBM Growth Calculator- www.corelearn.com/resource-post/cbm-growth-calculator

- Spreadsheet software program such as Excel

Also available are technological progress monitoring programs such a as AIMS web, and Acadience Reading Survey formally known DIBELS Next (Voyager)

- PELI (Ages 3-5) Assesses essential pre-literacy and oral language skills needed for kindergarten

Assessment of Prosodic Reading

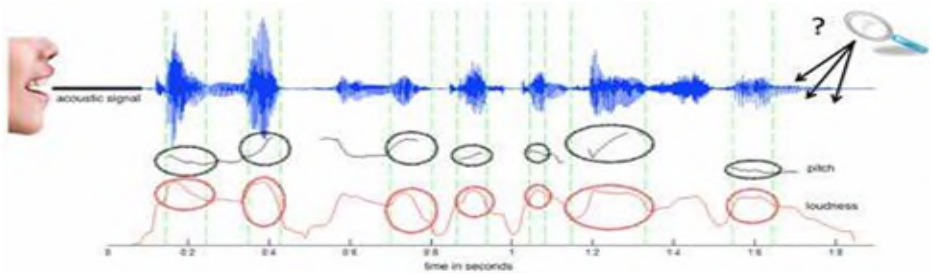
Sourcebook pages 334 to 358

Prosody Assessment Rating Scale:Handout page 20

Diagnosis of Dysfluent Reading: Handout page 21

.

Instructional Options for Nonprosodic Readers:
Handout Page 22



CORE®