

**GH** GIBSON HASBROUCK & ASSOCIATES

## Reading FAST or Reading WELL?

Jan Hasbrouck, Ph.D.

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**My conclusions from reading research:**

Compelling evidence from a convergence of reading research is indicating that **90% to 95% of all students** can achieve literacy levels at or approaching grade level. These statistics include students with dyslexia and other learning disabilities. Students succeed when well-trained and well-supported teachers provide intensive, comprehensive, and high-quality instruction, and targeted intervention as needed.

*Jan Hasbrouck, Ph.D.*

Torgesen, 2007; Vellutino & Fletcher, 2007; Rashotte, MacPhee, Torgesen, 2001; Al Otaiba, Connor, Fooman, Schatschneider, Greulich, Sidler, 2009; *Every Child Reading: An Action Plan* and *Every Child Reading: A Professional Development Guide*. Available online from Learning First Alliance

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### Reading Fluency:


Understanding and Teaching this Complex Skill

**Jan Hasbrouck, Ph.D.**  
**Deborah R. Glaser, Ed.D.**

**FOUR MODULES**

- Defining & Describing this Complex Skill
- Assessing Reading Fluency
- Planning and Teaching Fluency
- Teaching Fluency through Skill Integration

Available online at [www.gha-pd.com](http://www.gha-pd.com)



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## Educators as Physicians:

Using RTI Data for Effective Decision-Making

Jan Hasbrouck, Ph.D.

### Four Modules

- Framework for Intervention
- Benchmark/Screening
- Diagnosis
- Progress Monitoring



Summary booklets sold in sets of 4

Available online at [www.gha-pd.com](http://www.gha-pd.com)

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## Key Ideas about Reading Fluency

- Fluency is a complex skill.
- Fluency is necessary but not sufficient for reading comprehension & motivation.
- We can use rate PLUS accuracy measures (ORF) for important assessment purposes.
- Some students are fluent enough; others can be taught.
- **FLUENT** reading is **NOT** fast reading!

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## SERIOUS CONCERNS...

- "Reading fluency has become a speed reading contest."
- "Reading rate is considered a decent measure of reading fluency."

Rasinski & Hamman

*Reading Today* August/September 2010

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### HASBROUCK RESPONSE

- “strongly **agree** that there...is ‘an inordinate amount of direct instruction emphasis given to increasing reading speed...’”.
- “I **disagree** with some of the reasons provided for this conclusion... ‘reading RATE (my emphasis) is considered a decent measure of reading fluency.’ This is a common misunderstanding.”

*Reading Today* October/November 2010

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### HASBROUCK RESPONSE

- “... sufficient **professional development** [must be] provided to every educator involved in the **assessment** as well as the **instruction** of fluency.”

**WHAT?**

**WHY?**

**HOW?**

*Reading Today* October/November 2010

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### What is Reading Fluency?

“...there are still a number of questions surrounding our understanding of what constitutes fluency...”

Kuhn, Schwanenflugel, & Meisinger (2010) p. 230



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**What is Reading Fluency?**  
Fluent reading should sound like  
**SPEECH**  
Stahl & Kuhn (2002)



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**What is Reading Fluency?**  
Reasonably **accurate** reading at an  
appropriate **rate** with suitable **prosody**  
that leads to accurate and deep  
**comprehension** and **motivation**  
to read.  
Hasbrouck & Glaser (2012)



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**What is Reading Fluency?**  
**Reasonably ACCURATE?**  
Aim for at least \_\_\_\_\_ % accuracy  
(Rasinski, Reutzel, Chard, Thompson, 2011)  
Emerging readers: \_\_\_\_\_ %



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### What is Reading Fluency?

#### Appropriate RATE?

\_\_\_\_\_th %ile on oral reading  
fluency (ORF) norms on  
unpracticed, grade-level text



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### What is Reading Fluency?

#### Suitable PROSODY?

Pitch, tone, volume, emphasis, rhythm

Mirrors spoken language  
& *conveys meaning*



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### Robert borrowed my new bicycle.

- **ROBERT** borrowed my new bicycle.  
(Robert, not Raymond, borrowed my bike.)
- Robert **BORROWED** my new bicycle.  
(Robert did not steal my bike.)
- Robert borrowed **MY** new bicycle.  
(Robert didn't borrow your bike, he borrowed mine.)
- Robert borrowed my **NEW** bicycle.  
(Robert didn't borrow my old bike, he borrowed the new one.)
- Robert borrowed my new **BICYCLE**.  
(Robert didn't borrow my new book, he borrowed my bike.)

Rasinski (2012)

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### What is Reading Fluency?

#### Suitable PROSODY?

Mirrors spoken language  
& *conveys meaning*

**BUT** abnormal pitch, intonation, phrasing,  
pauses can be "suitable"



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### What is Reading Fluency?

The ability to read

✓ **accurately**

✓ **quickly**

▪ with expression & phrasing



**COMPONENTS** of fluency

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### Expression & Phrasing?

Prosody **REFLECTS**  
comprehension skill rather than  
**CONTRIBUTING** to it



**COMPONENTS** of fluency

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## What is Reading Fluency?

### Word Decoding Skills

- Phoneme awareness
- Letter sounds
- Phonograms

### Text Decoding Skills

- Orthographic knowledge
- Sight words
- Decoding connected text
- Multiple cue efficiency

### Comprehension Skills

- Metacognition
- Content knowledge
- Vocabulary
- Passage context
- Social context

**MECHANICS** of fluency

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## Common Core State Standards: FLUENCY



### Kindergarten

Read emergent reader texts\* with purpose & understanding

### Grades 1-5

\* **Emergent reader texts**— Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also *rebus*

\* **Rebus**— A mode of expressing words and phrases by using pictures of objects whose names resemble those words

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## Common Core State Standards: FLUENCY



### Kindergarten

Read emergent reader texts with purpose & understanding

### Grades 1-5

Read with sufficient accuracy & fluency to support comprehension:



“The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.”

CCSS, June 2, 2010 Introduction pg. 3

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## Common Core State Standards: **FLUENCY**



### Kindergarten

Read emergent reader texts with purpose & understanding

### Grades 1-5

Read with sufficient accuracy & **rate** to support comprehension:

- Read on-level text with purpose and understanding
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

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## So...What is Reading Fluency?

A highly **COMPLEX** skill that is **NECESSARY** but not **SUFFICIENT** for students to read **independently, proficiently**, and with **motivation**.



**FLUENT** reading is not **FAST** reading!

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## REAL ISSUE:

### Comprehension & Motivation!

MULTIPLE Causes of Comprehension Problems:

- Lack of sufficient background knowledge
- Lack of sufficient language foundation
- Fails to organize & use information to understand--Does not realize when s/he fails to understand
- Decoding/fluency skills poor



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“When a physician discovers a severely hyponatremic patient in the office setting, the first inclination may be to admit the patient to a hospital for prompt correction of the extreme metabolic derangement. This impulse must be checked because correction of hyponatremia can cause central pontine and extrapontine myelinolysis. The outpatient clinician’s awareness of this iatrogenic danger can ensure that appropriate precautions are taken when the patient is transferred to a hospital ward.”  
--Merck Manual



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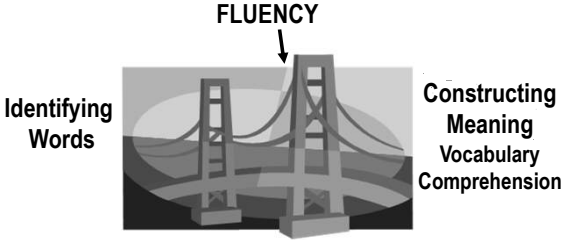
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### Bridge to Comprehension

Fluency forms the bridge between word identification & constructing meaning



Pikulski & Chard (2005)

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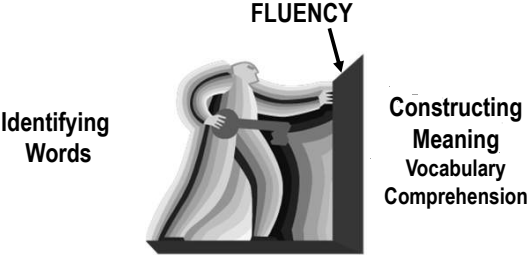
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### Doorway to Comprehension?

Fluency serves as a doorway between word identification & constructing meaning



Hasbrouck & Glaser (2012)

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## The Role of Fluency in Reading?

- **ACCURACY:** Comprehension is limited by **inaccurate** reading
- **RATE:** Comprehension is limited by inefficient, **slow**, laborious reading
- Lack of fluency = lack of motivation = fewer words read = smaller vocabulary = limited comprehension (*self-perpetuating*)

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## 3 BIG IDEAS

about fluency assessments

1. Assessments of accuracy + rate (ORF) can help determine which students *might* need support (benchmark/screening).
2. ORF assessments can help diagnose a student's individual skill level in reading fluency.
3. ORF assessments can help us determine if a student is making sufficient progress.



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“Fluency”  
Assessments  
**DO NOT  
ASSESS  
Fluency!**



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### CBM Assessments of ACCURACY and RATE (ORF)

**DIBELS** Dynamic Indicators of Basic Early Literacy Skills K-6

**Reading Fluency Benchmark Assessor**  
(RFBA) Read Naturally K-8

**AIMSweb** Pearson K-8

**EasyCBM** Riverside K-8

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### Curriculum-Based Measurement (CBM)

Long research history...

Stan Deno University of Minnesota

**GOAL:**

Develop **QUICK** assessments that were **RELIABLE**  
and **VALID** to help teachers:

1. Find students who *MIGHT* need academic help
2. Determine if instruction was **EFFECTIVE**

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### Curriculum-Based Measurement (CBM)

**Reading** (Letter name or letter sound fluency;  
word fluency; passage ORF; maze),  
plus **Math, Spelling, Writing**

**LNF; LSF; ORF**

- Oral read
- 1:1
- Unpracticed "cold read"
- 60 seconds
- Score: wcpm  
(words correct per minute)

**Maze**

- Silent read & select option
- Group administered
- Unpracticed
- 3 minutes
- Score: wcr  
(words correctly restored)

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## Maze Assessment

### The Visitor

Tap, tap, tap. I was reading a book. But (I, top, bit) kept hearing a noise at the (red, eat, window). Tap, tap. I began reading again. (Clunk, Top, Ball) scrape, tap, tap. I looked out (stick, of, sit) the window. It was dark outside. (I, Did, A) couldn't see anything. I looked back (tick, pit, at) my book. It was hard to (so, find, and) my place.

From Hosp, Hosp, & Howell (2007). *The ABCs of CBM*

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## Maze Assessment

"...although correlations between reading-aloud and criterion measures remained moderate to strong across elementary school grades, they were strongest at the primary grades and decreased at the intermediate grades. No such decrease was seen for maze, which remained fairly stable across the grades... **For secondary-school students, maze may be the best choice.**"

Wayman, Wallace, Wiley, Tichá, & Espin (April, 2007).  
Literature Synthesis on Curriculum-Based Measurement in Reading

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## CBM-R ORF Scores Correlate with Reading Comprehension

Fuchs, Fuchs, Hosp, & Jenkins, SSR, 2001

Measure	Validity Coefficients
Oral Recall / Retell	
Cloze	
Question Answering	
CBM-R ORF	

**accuracy + rate ORF measures indicate TOTAL reading skill**

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**Curriculum-Based  
Measurement (CBM)**

25+ years of research has shown that  
**CBM-R ORF** measures that assess  
**ACCURACY & RATE** can:

- Efficiently, accurately (reliable) & effectively (validity) identify student's **CURRENT READING PERFORMANCE** compared to peers

**BENCHMARK / SCREENING**

**WHICH STUDENTS MIGHT NEED  
ASSISTANCE?**

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**Curriculum-Based  
Measurement (CBM)**

25+ years of research has shown that  
**CBM-R ORF** measures that assess  
**ACCURACY & RATE** can:

- Efficiently, accurately (reliable) & effectively (validity) identify student's **PREDICTED READING PERFORMANCE** compared to established goals

**PROGRESS MONITORING**

**IS THIS STUDENT MAKING EXPECTED  
PROGRESS?**

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**Curriculum-Based Measurement  
(CBM)- Reading**

**STANDARDIZED PROCEDURES**

- Production-based: Oral reading
- 1:1 for 60 seconds
- Unpracticed ("cold" read)
- "Do your best reading"— **NEVER** "read as fast as you can!"
- Standardized procedures for scoring errors
- Compute words correct per minute (wcpm)

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Say these specific directions to the student:

"I would like you to read this story aloud for me. Please start here (point to the first word on the student's copy) and read aloud. **This is not a race.** Try each word. If you come to a word that you do not know, you may skip it and go to the next word."

FROM: Hosp, Hosp, & Howell (2007). *The ABCs of CBM*, p. 145

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Say these specific directions to the student:

"Please read this (point) out loud. If you get stuck I will tell you the word so you can keep reading. When I say "Stop," I may ask you to tell me about what you read, so **do your best reading.** Start here (point to the first word of the passage)."

Start your stopwatch when the student says the first word of the passage.

FROM: Good, R. H., & Kaminski, R. A., & Dill, S. (2007). *DIBELS® Oral Reading Fluency*

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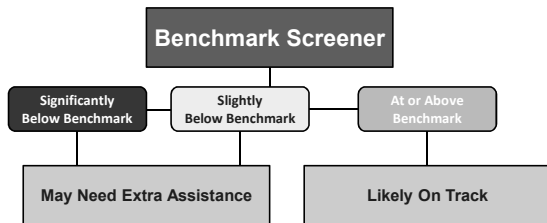
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### Benchmark Screening

3x Year: Fall, Winter, Spring



Additional assessments or other information should also be considered...

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Concerns about  
**Benchmark/Screening**

How can a very short measure of a single, isolated reading skill determine proficiency in the highly complex task of reading?

**Three Responses**

**#1: ORF is NOT a measure of the skill of reading fluency!!**

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Concerns about  
**Benchmark/Screening**

How can a very short measure of a single, isolated reading skill determine proficiency in the highly complex task of reading?

**Three Responses**

**#2: Accuracy + rate assessments function like a thermometer...**

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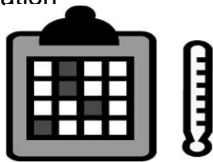
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**QUICKLY** provide information

- Valid (relevant, useful, & important)
- Accurate (reliable)
- Compared to benchmark...



**FEVER FACTOIDS:**

98.6 F or 37.0 C

1861 German physician Dr. Carl Reinhold August Wunderlich from a large sample of healthy individuals

1992 JAMA 98.2 F +/- 0.126 (98.1 F to 98.4 F "normal")

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**QUICKLY** provide information

- Valid (relevant, useful, & important)
- Accurate (reliable)
- Compared to benchmark...



**BUT** ... body temperature only one single indicator of general health or illness:

**Normal?      103 degrees?**

CBM-R measures of accuracy + rate provide **one reasonably dependable indicator** of a student's academic "health" or "illness"—**NEVER** a diagnosis for a treatment plan!

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**Response # 3**

25+ years of Curriculum-Based Measurement research!

- Reliable
- Valid
- Results useful for key decisions:

Which students MIGHT need extra assistance?	Is learning happening?
<i>Benchmark/Screening</i>	<i>Progress Monitoring</i>

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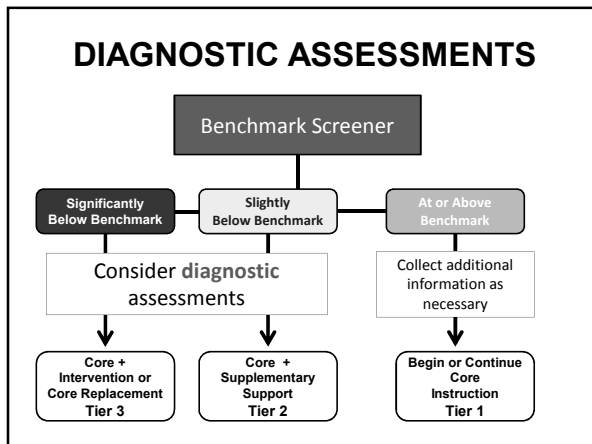
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**Five Key Instructional Components**


Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension Skills



National Reading Panel Report (2000)

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**Diagnosing Reading Fluency**

Assess fluency

**COMPONENTS**

(accuracy, rate, prosody)



at **INSTRUCTIONAL** level

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**Diagnosing Reading Fluency**

Assess fluency

**MECHANICS**

(word reading fluency; text fluency; comprehension)



as appropriate...

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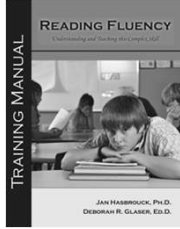
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## Reading Fluency:

Understanding and Teaching this Complex Skill

### ASSESSMENT CHECKLISTS:

- Phoneme Awareness
- Phoneme Fluency with Print
- High-Frequency Words
- Phonics & Decoding
- Phonograms (e.g., -ake, -ick, -igh)
- Orthographic (spellings)



**MODULE 2: Pages 52-54**

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## How **FLUENT**

Should Students Be?

### # 1 NO COMPELLING EVIDENCE

from research or theory or practice that suggest a benefit to reading significantly ABOVE the 50<sup>th</sup>ile

**# 2 SIGNIFICANT EVIDENCE** that it is crucial to help students read with fluency at or near the 50<sup>th</sup>ile to support comprehension and motivation

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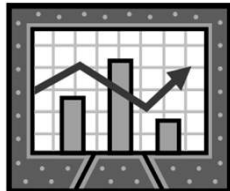
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## Statistical Terminology

- Obtained Score
- True Score
- Error ("noise")
- Confidence intervals



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← **Spring 2<sup>nd</sup> Grade 50<sup>th</sup> Percentile**



**89 wcpm**

<b>GREEN ZONE</b>		99 wcpm or <i>higher</i> to 85 wcpm
<b>YELLOW ZONE</b>		84 wcpm to 79 wcpm
<b>RED ZONE</b>		78 wcpm or <i>lower</i>

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**DIAGNOSIS EXAMPLE: FALL**

4th grader reading 4th grade passage



94% accuracy  
5.5 / 7 comprehension  
instructional level

ORF: 83 wcpm

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**DIAGNOSIS EXAMPLE: WINTER**

6th grader reading **5th** grade passage



frustration level

**Try 4th grade passage...**

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## DIAGNOSIS EXAMPLE: WINTER

6th grader reading **4th** grade passage



**93%** accuracy  
**6 / 8** comprehension

instructional level

ORF: **113 wcpm**

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## Using DIAGNOSTIC Data

- Examine assessment results: Skill **STRENGTHS**? Skill **NEEDS**?
- Appropriate **SERVICE DELIVERY**: Classroom only? Supplementary? Intervention?
- Select proven instructional tools **MATCHED** identified needs-- *Provide professional development & support*
- Plan for sufficient instructional **TIME**

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CHECKLIST FOR CONSIDERING DIAGNOSTIC DATA	
STUDENT:	DATE:
DATA USED FOR MAKING DECISIONS:	
EXAMINE ASSESSMENT RESULTS	
• SKILL STRENGTHS?	
• SKILL NEEDS?	
APPROPRIATE SERVICE DELIVERY	
• Classroom only?	
• Supplementary?	
• Intervention?	
SELECT PROVEN INSTRUCTIONAL TOOLS	
• MATCH to identified needs	
• Provide professional development & support to instructional staff	
PLAN FOR SUFFICIENT INSTRUCTIONAL TIME	
SUMMARY:	
ACTION PLAN: What? By Whom? By When?	
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Available for download at:

[www.gha-pd.com/resources](http://www.gha-pd.com/resources)



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### CBM-R for Progress Monitoring



Scores compare students' to  
individual goals  
rather than grade norms

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### CBM Monitoring Reading Progress using CBM-R accuracy + rate measures

- Assess 1x week or 2x month (?)
- Use **INSTRUCTIONAL** or **GOAL** or level (?)
- Obtain equivalent passages
- One passage each time (?)
- Set up a graph with an "aimline"
- Administered 1:1
- 1 minute oral reading sample or maze
- Score for words correct per minute



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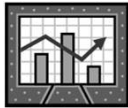
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### INTERPRETING Progress Monitoring Graphs



#### General Rules:

*from National Center for Student Progress Monitoring*

Use 5 consecutive scores.

- If all **ABOVE** goal-line:  
Keep current intervention and increase goal
- If all **BELOW** goal-line:  
Keep current goal and modify the instruction
- If **NEITHER ABOVE OR BELOW** goal-line:  
Maintain current goal & instruction & continue monitoring

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## What to MODIFY ?

- Appropriate “**MATCH**” of instruction
- **QUALITY** of program & instruction
- **FIDELITY** of instruction
- **INTENSITY** of instruction
- **DURATION** of instruction

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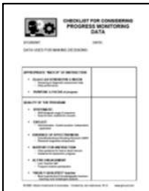
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Available for download at:

[www.gha-pd.com/resources](http://www.gha-pd.com/resources)



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## WHAT DO WE DO WITH FLUENCY ASSESSMENT DATA?



# TEACH!

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**WEAK comprehension**  
pervasive patterns of difficulty in interacting with & constructing meaning from text

- Assess listening comprehension to determine strengths/weakness in vocabulary or language-related issues
- Assess phonemic awareness & teach if necessary
- Assess phonics/decoding & teach if necessary
- Teach fluency explicitly
- Teach comprehension strategies
- Teach vocabulary

**WEAK fluency**  
more than 10 words below 50<sup>th</sup> %ile on H&T norms on grade level ORF

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**STRONG comprehension**

- Assess phonics/decoding & teach if necessary
- Assess sight word knowledge
- Teach fluency explicitly
- Challenge with high-level comprehension and vocabulary

**WEAK fluency**  
more than 10 words below 50<sup>th</sup> %ile on H&T norms on grade level ORF

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**WEAK comprehension**  
pervasive patterns of difficulty in interacting with & constructing meaning from text

- Teach comprehension strategies
- Teach vocabulary

**STRONG fluency**  
at or above 50<sup>th</sup> %ile on H&T norms on grade level ORF

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**STRONG**  
comprehension

**STRONG**  
fluency  
at or above 50<sup>th</sup> %ile  
on H&T norms on grade  
level ORF

- Challenge with high-level comprehension and vocabulary

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**Research on Fluency Instruction**

**BOTTOM LINE:**

“It is critical that we establish...instruction that assist(s) learners in becoming truly fluent readers rather than just fast ones.”



Kuhn, Schwanenflugel, & Meisinger, (2010) p. 246

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**Research on Fluency Instruction**

**BOTTOM LINE:**

“Reading fluency, in all its multifaceted glory...is the natural result of explicit, systematic, and comprehensive instruction coupled with large amounts of carefully orchestrated reading practice.”



Hudson, Pullen, Lane, & Torgesen, (2009), p. 26

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**Research on Fluency Instruction**

**BOTTOM LINE:**  
The natural result of **INSTRUCTION**

- Explicit
- Systematic
- Comprehensive instruction

**PLUS**  
Lots of carefully orchestrated reading **PRACTICE**



Hudson, Pullen, Lane, & Torgesen, (2009)

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**Fluency Instruction**

**TRIPLE A:**  
Hasbrouck & Glaser (2012)

- Read words with reasonable **ACCURACY**
- Read words and connect with ideas **AUTOMATICALLY**
- **ACCESS** meaning



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**Research on Fluency Instruction**

- **Oral, guided** reading practice **with feedback** improves fluency for “typical” students
- Independent practice (**silent reading**) NOT sufficient to improve fluency



NICHHD (2000)

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### Research on Fluency Instruction

- **Repeated reading (deep reading)** remains the “gold standard”
- **Assistance** more effective (feedback; reading with model)  
Kuhn & Stahl (2003)
- **Prosody** develops from acquiring efficient word & text reading skills  
Kuhn, Schwanenflugel & Meisinger (2010)



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### Research on Fluency Instruction

- **Wide reading** (vs. repeated reading) may be best strategy for improving fluency for some  
Kuhn et al., 2006
- Wide reading must be **monitored** & students held **accountable**  
Reutzel et al., 2008



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### Research on Fluency Instruction

- **Structured partner reading** improves fluency  
Osborn, Lehr & Hiebert (2002)
- **Cueing** for accuracy & rate helps improve fluency  
O’Shea & Sindelar (1984)



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## Research on Fluency Instruction

- **Challenging** passages (85% accuracy) beneficial with sufficient support & monitoring  
Stahl & Heuback (2005)
- **Combining** three research-proven strategies (modeling, repeated reading, progress monitoring) effective & motivating  
Hasbrouck, Ihnot, & Rogers (1999)



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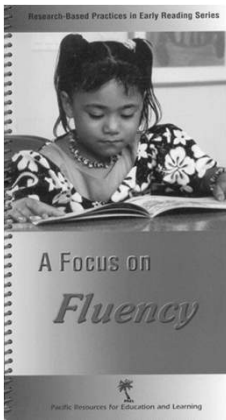
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## Focus on Fluency

Osborn, Lehr & Heibert

[www.prel.org](http://www.prel.org)

**Free download**

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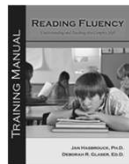
## Reading Fluency:

Understanding and Teaching this Complex Skill

**Jan Hasbrouck, Ph.D.**  
**Deborah R. Glaser, Ed.D.**

### FOUR MODULES

- Defining & Describing this Complex Skill
- Assessing Reading Fluency
- Planning and Teaching Fluency
- Teaching Fluency through Skill Integration



Available online at [www.gha-pd.com](http://www.gha-pd.com)

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