Reading for Meaning—Fluently

**Helping students make sense out of reading**

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**Key Components of Teaching Reading**

- Phonemic awareness  
- Phonics  
- Vocabulary  
- Fluency  
- Comprehension

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So we know the key components of reading….

…but what does it take to bring our learners to reading success for life.
What is fluency?

The ability to read "like you speak" in terms of:
- Accuracy
- Rate
- Expression
- With understanding

A Non-Fluent Reader

- Reads haltingly, slowly, laboriously
- Uncertain about sight words
- Reads word-by-word
- Ignores punctuation
- Makes many errors
- Comprehension is limited

What does a successful reader expect and experience when encountering print?

But what about a struggling reader? What expectations are present?

How is reading understood?

- Reads haltingly, slowly, laboriously
- Uncertain about sight words
- Reads word-by-word
- Ignores punctuation
- Makes many errors
- Comprehension is very limited
LaBerge-Samuels Theory of Automatic Information Processing (Automaticity Theory)

“…If readers spend too much inner (cognitive) energy on simple reading tasks like decoding then there will not be adequate internal energy left to give to comprehension.” (LaBerge & Samuels 1974)

Like the emergent reader, the struggling reader spends too much time decoding and as a result, comprehension can often be adversely affected.

Conversely, fluent readers require little internal attention to decode words because they have the ability to decode the majority of words they encounter easily, thus allowing the fluent readers the ability to focus their attention on comprehension.

Is it possible that we could be limiting our students' potential for success by the way we use the time given to teaching them reading? How is the majority of ‘reading’ time spent? Remember, we come into the instructional setting with a relatively strong set of reading skills, successes, and expectations.

Struggling readers have a very different set of experiences with reading.
We are highly automatic readers...

Oral reading fluency correlates highly with reading comprehension.
Results from a study of special education students by Fuchs, Fuchs, Hosp, & Jenkins, 2001

<table>
<thead>
<tr>
<th>Measure</th>
<th>Validity Coefficients</th>
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<tbody>
<tr>
<td>Oral Recall/Retell</td>
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<tr>
<td>Cloze (fill in the blank)</td>
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<tr>
<td>Question Answering</td>
<td>.82</td>
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<tr>
<td>Oral Reading Fluency</td>
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Curriculum-Based Norms in Oral Reading Fluency

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<tr>
<th>Grade</th>
<th>Percentile</th>
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<th>Half</th>
<th>Quarter</th>
<th>Sorting</th>
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</table>

*WCPM = Words Correct Per Minute


Students become fluent by reading.

Just setting aside time for independent silent reading is not sufficient.

National Reading Panel Report, 2000
Free: www.nationalreadingpanel.org

In 10 minutes of independent reading...

A fluent reader might read 2,000 words.

A struggling reader might read only 500 words.

Equal practice time, unequal practice
Seven Variables that Impact Learning Success *

- Attentional mind-set to the task
- Low to moderate stress
- Coherent, meaningful tasks
- Massed practice
- Learner-controlled feedback
- Repetition of task
- Overnight rest between new learning situations

*Taken from Jensen, Eric (2006), *Enriching the Brain*, San Francisco: Jossey-Bass

Research-Proven Strategies

Teacher Modeling  Repeated Reading  Progress Monitoring

A Powerful Strategy

Teacher Modeling  Repeated Reading  Progress Monitoring
The Original Results

The table below shows the mean number of words read correctly per minute and average number of words gained per week for third-grade students.

<table>
<thead>
<tr>
<th></th>
<th>October Mean</th>
<th>November Mean</th>
<th>March Mean</th>
<th>Average Weekly Gain</th>
<th>Phase 1</th>
<th>Phase 2</th>
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<td>1.23</td>
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</table>

Determining Initial Placement

**Determining Level**
1. Estimate reading level.
2. Conduct timing, counting errors.
3. Calculate score.
4. Determine whether tested level is appropriate.
5. Continue to test if needed.

**Placement Table**

<table>
<thead>
<tr>
<th>Placement testing level</th>
<th>Scores in this range indicate a potential fit</th>
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</thead>
<tbody>
<tr>
<td>1.0 to 3.0</td>
<td>30–60 wcpm</td>
</tr>
<tr>
<td>3.5 to 5.0</td>
<td>60–80 wcpm</td>
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<tr>
<td>5.6 to 7.0</td>
<td>80–100 wcpm</td>
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<tr>
<td>8.0</td>
<td>100–140 wcpm</td>
</tr>
</tbody>
</table>

**Setting Goal**
- Grades 1–4: placement score + 30, rounded to nearest 5
- Grades 5+: placement score + 40, rounded to nearest 5

Implementing the Steps

Read Naturally Steps

Working Through a Story

Read Naturally® Steps
1. Pick a story.
2. Read along to learn key words.
3. Write a prediction.
4. Do your cold timing.
5. Graph your score in blue.
6. Read along to learn the story.
7. Practice reading on your own.
8. Answer the questions.
10. Graph your scores in red.
11. Write a retell, or practice word lists.

Key Words

Story

A Sample Story
Comprehension Activities

- **High interest content - focus on specific groups and reading challenges.** *Idioms, American Manners and Customs, Spanish levels, Visually Impaired*
- **Assurance of success through repeated reading.**
- **Change in perceptions of the 'reading experience'.**
- **Growth in vocabulary and spelling.**
- **Strengthening of both literal and inferential comprehension.**
- **Immediate visual feedback on reading growth.**

Empowering Adult Learners

- **Early, explicit, intensive instruction in phonological awareness and phonics**
- **Opportunities to develop sophisticated vocabulary**
- **Strategies and knowledge to comprehend and analyze challenging text**
- **Instruction and intervention to promote reading fluency focusing on vocabulary and increased exposure to print**
- **Opportunities for structured, academic talk**
- **Structured, purposeful independent reading with good reader-text match**

Effective Instruction/Intervention for English Language Learners
Questions?

Read Naturally Masters Edition (ME)

Students work individually using blackline masters and audio CDs or cassettes.

Resources for Blind and Visually Impaired Students

- Enables blind and visually impaired students to use Read Naturally ME
- Each CD contains stories that can be printed in large print and in Braille (using Duxbury or Braille2000 software)
Read Naturally Software Edition (SE)

Students work individually using computers.
(Mac or Windows).

Read Naturally Live

Students work individually using computers.
(Mac or Windows).

For more information:

Contact Read Naturally
- Phone: 800.788.4085
- Fax: 651.452.9204
- Email: info@readnaturally.com
- Website: www.readnaturally.com