

## Reading FAST or Reading WELL?

How the *Read Naturally* strategy  
helps develop true reading fluency



Presented by Jan Hasbrouck, Ph.D.

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## Reading FAST or Reading WELL?

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helps develop true reading fluency

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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

Summary booklets sold in sets of 4

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



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How to  
**DEFINE**  
Reading Fluency?



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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?**


F \_\_\_\_\_!

F \_\_\_\_\_! and

F \_\_\_\_\_! **ACCURACY** is the

F \_\_\_\_\_ of

F \_\_\_\_\_!



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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?**

***Reasonably*  
ACCURATE?**



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**What is Reading Fluency?**

**Appropriate RATE?**



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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?**  
**Appropriate RATE?**

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



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**CBM-R ORF Norms  
for Grades 1- 8**



**Hasbrouck & Tindal**  
ORF Norms: A Valuable Assessment Tool  
for Reading Teachers

The Reading Teacher (Spring 2006)

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**“REALLY??  
Only  
AVERAGE ??”**

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**Appropriate  
RATE  
For Students (ORF)?**

**# 1 LIMITED EVIDENCE** from research or theory or practice that suggest a benefit to reading significantly ABOVE the 50<sup>th</sup>ile. Can be detrimental.

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

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**What is Reading Fluency?**

***Appropriate*  
RATE?**



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**What is Reading Fluency?**

**Suitable PROSODY?**

Pitch, tone, volume, emphasis, rhythm

Mirrors spoken language  
& *conveys meaning*



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**What is Reading Fluency?**

***Suitable*  
PROSODY?**



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**What is Reading Fluency?**

The ability to read

- accurately
- quickly
- with expression & phrasing



**COMPONENTS** of fluency

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Reasonably accurate?  
Appropriate rate?  
Suitable prosody?



**TRUE READING FLUENCY?**

When the reader's **ACCURACY, RATE** and **PROSODY** correctly represent the **PURPOSE** of the task and facilitates the reader's **UNDERSTANDING!**

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How to  
**TEACH**  
True Reading Fluency?



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**KEY Idea for 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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## 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.  
NICHD (2000)
- Independent practice (**silent reading**) NOT sufficient to improve fluency.  
NICHD (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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**FLUENCY INSTRUCTION**

**ALL STUDENTS**  
Tiers 1, 2, 3

In-class practice opportunities.

**SUPPLEMENTAL  
& INTERVENTION**  
Tiers 2 & 3

Explicit, systematic, intensive,  
active instruction with supervised,  
sustained guided practice.



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**FLUENCY INTERVENTION**


✓ **ACCURACY**

✓ **RATE**

✓ **GRAPHING FOR MOTIVATION**

**READ NATURALLY** strategy

**READ NATURALLY LIVE**  
cloud-based software or iPad app



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**READ NATURALLY**

**PLACEMENT FIRST!**

1. Place students in appropriate level:  
**CHALLENGING!**  
Placement Packet online  
[www.readnaturally.com](http://www.readnaturally.com)

2. Assign wcpm goal:  
Placement baseline **+ 30** for Gr. 1.5 to Gr. 4  
Placement baseline **+ 40** for Gr. 5+



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## READ NATURALLY

### (1) FOLLOWING A MODEL

Reading along with a model of  
**ACCURATE** reading



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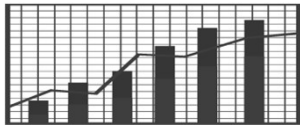
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### (2) REPEATED READING

Students **REREAD** passage orally to themselves or a partner until goal achieved (4-10 times)

### (3) MONITORING PROGRESS

Students see a **GRAPH** of their performance:  
“Cold” reading first (**BLUE**); again after practice (**RED**)



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## READ NATURALLY

### PASS?

- No more than three errors
- Read at goal rate (wcpm)
- Suitable expression
- Answer questions correctly



“We are madly in love with READ NATURALLY!!! The results we have seen are AMAZING!! Student **engagement** and **motivation** are simply exciting to watch.” Heidi Owens Feb. 2016

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**PROVIDING FLUENCY  
INTERVENTION AT A  
CHALLENGING LEVEL?**



- Students must **WORK HARD** toward achieving goal to see real progress
  - **3X PER WEEK**  
25 minutes *minimum*  
to see *skill improvement*

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**THANK YOU!**

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