Chilliwack School District

Learning Series Day One: Fluency

April 17, 2025

Presenter:

Jacquie Anderson

POPEY's Approach

POPEY shares research and knowledge around how we learn to read, the reading brain, and the foundational skills that support learning to read and write.

In workshops, POPEY offers a collection of evidence-based strategies for teachers to consider.

Teaching reading is not a one-size fits all model - no two districts are the same, just as no two students are the same.

POPEY meets teachers where they are at.
We invite teachers to consider implementing evidence-based instructional techniques to ensure literacy success for their diverse learners.

Not either / or

AND & and AND

Decodable texts	vs.	Authentic literature
Research	vs.	Classroom practice
The art of teaching	vs.	The science of teaching
Individual student needs	vs.	Whole class efficiency
Direct instruction	vs.	Discovery Learning
Practice-in-isolation	vs.	Practice-in-context
Mastery of skills	vs.	Joy of Reading
Structure	vs.	Choice
Urgency	vs.	Joy

@TheSixShifts

Foundational Skills for Reading

Foundations of Literacy

Fluency

Phonics

Vocabulary

Phonemic Awareness

ORAL LANGUAGE
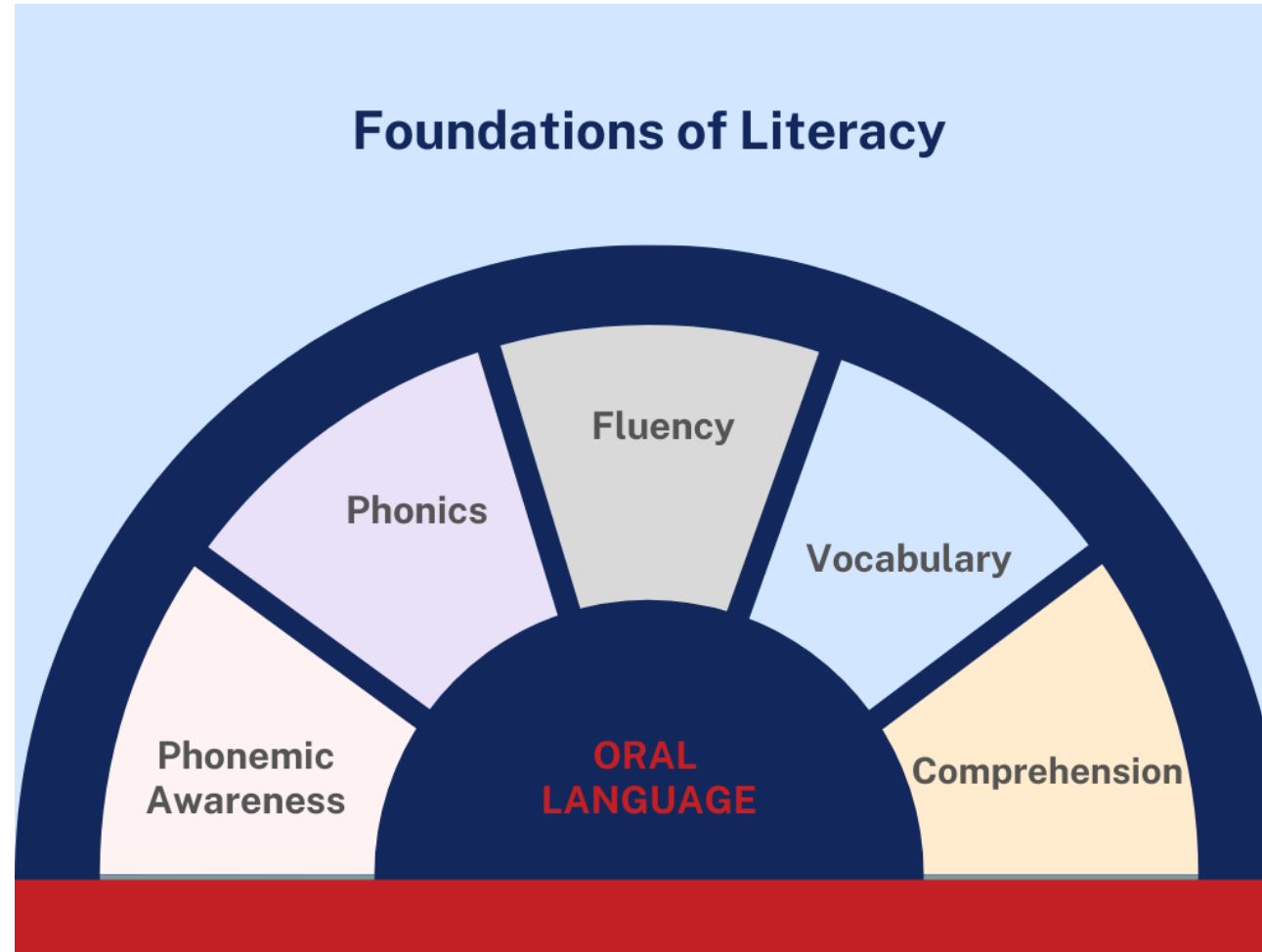
Comprehension

Proficiency in these foundational skills is necessary to all students to be reflective, critical and independent readers

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POPEY

Scarborough's Reading Rope

SCARBOROUGH'S **READING ROPE** (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
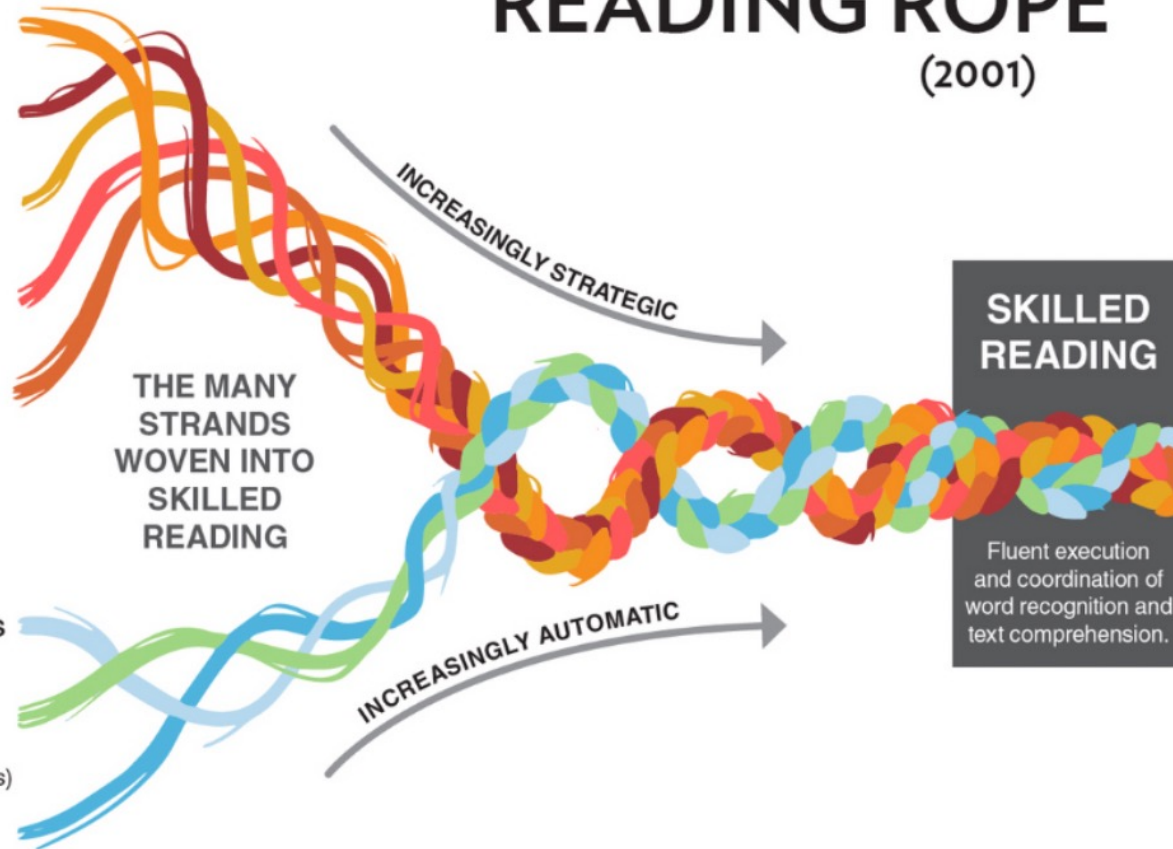(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)
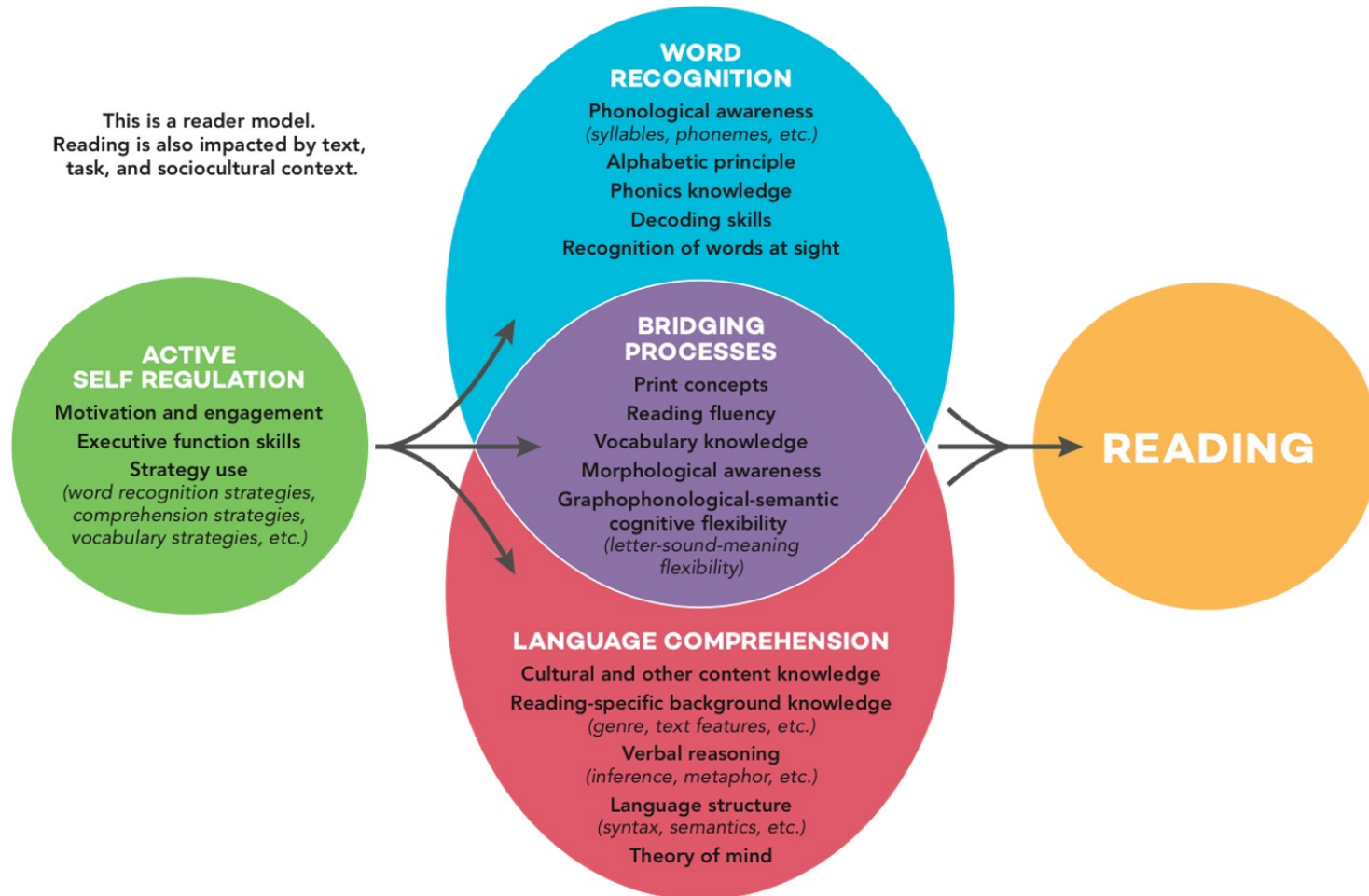
SIGHT RECOGNITION
(of familiar words)

THE MANY STRANDS WOVEN INTO SKILLED READING

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED READING

Fluent execution and coordination of word recognition and text comprehension.

ACTIVE VIEW OF READING

This is a reader model.
Reading is also impacted by text,
task, and sociocultural context.

ACTIVE SELF REGULATION
Motivation and engagement
Executive function skills
Strategy use
(word recognition strategies, comprehension strategies, vocabulary strategies, etc.)

WORD RECOGNITION
Phonological awareness
(syllables, phonemes, etc.)
Alphabetic principle
Phonics knowledge
Decoding skills
Recognition of words at sight

BRIDGING PROCESSES
Print concepts
Reading fluency
Vocabulary knowledge
Morphological awareness
Graphophonological-semantic cognitive flexibility
(letter-sound-meaning flexibility)

LANGUAGE COMPREHENSION
Cultural and other content knowledge
Reading-specific background knowledge
(genre, text features, etc.)
Verbal reasoning
(inference, metaphor, etc.)
Language structure
(syntax, semantics, etc.)
Theory of mind

**READING**

Fluency Definition

Fluency refers to the development of three components: accuracy, automaticity and prosody and provides the bridge between word recognition and comprehension (Duke & Cartwright, 2021)

Accuracy refers to identifying or reading letter names/sounds and words correctly.

Automaticity can be considered in two levels:
- word level (ability to read words quickly and effortlessly)

- text level (ability to read connected text including sentences, passages and books quickly and effortlessly)
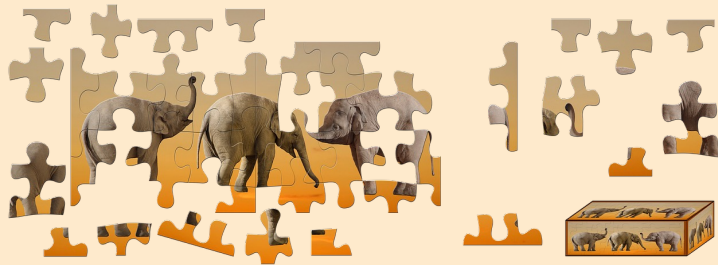
Prosody refers to a reader's natural voice and expression
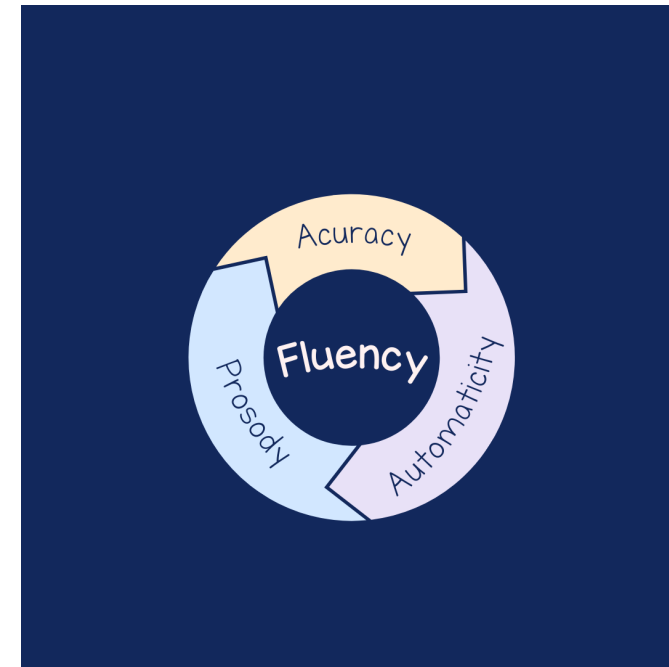
Automaticity reduces cognitive load so there is more room for connections to background knowledge, vocabulary, etc.
= COMPREHENSION

Components of Fluency:

- Accuracy
  - <95% = comprehension deteriorates
  - *Decoding is paramount*

- Rate
  - Words correct per minute (wcpm)
  - *Appropriate speed; not a race!*

- Prosody
  - Expression, pacing, emphasis

Fluency and Comprehension Connection

- The hard slog
  - There is no easy way through it

- "Practice builds permanence"

- Learning takes patience and time
  - Beware of fake fluency—the product of inefficient strategies

Students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skills to authentic reading and writing experiences, rather than skill–and–drill work. *–Wiley Blevins*

Building Fluency

Accuracy: we can build accuracy through decoding as part of explicit and systematic phonics instruction.

Automaticity: reading words with automaticity is a result of <u>orthographic mapping</u> (Ehri, 2014).

We can build word level automaticity through blending drills and Beat the Clock and other word reading activities including word mapping.

Text level automaticity is achieved through reading practice of connected text. Such practice can include repeated reading, choral reading and echo reading.

Prosody is built through teacher modeling of fluent reading during read alouds and can also develop through repeated reading and activities like readers theatre
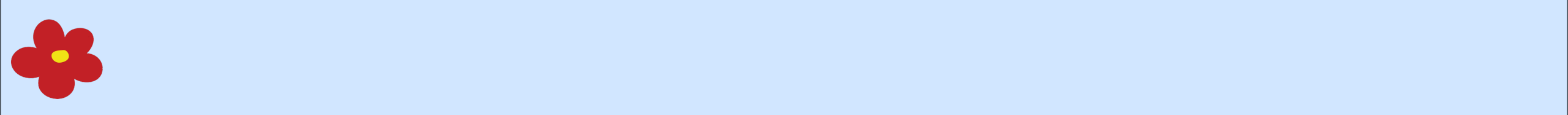
The role of orthographic mapping in learning to read

Automaticity: reading words with automaticity is a result of <u>orthographic</u> <u>mapping</u> (Ehri, 2014).

<u>Orthographic mapping</u> is the cognitive process that supports a reader to recognize words instantly as sight words where they no longer need to decode or segment each sound to read a word.

DECODE   ⟶   CONSOLIDATE   ⟶   AUTOMATICITY

explicit instruction   authentic practice   repeated exposure

All high-frequency words are sight words, but not all sight words are high-frequency words.

Learning to read BEGINS with our ears.

Each word has three forms:

- Meaning
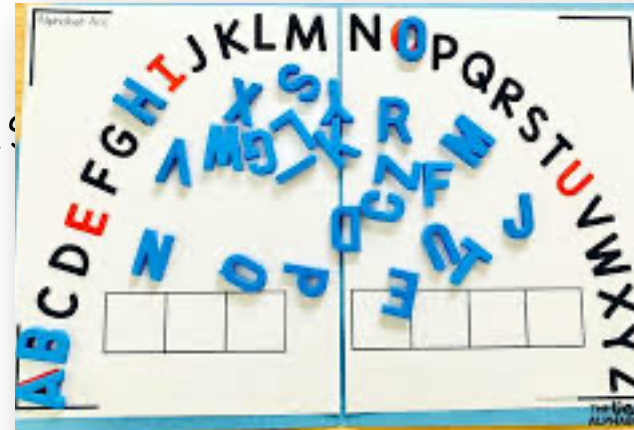
- Phonology (sound)

- Orthography (spelling)
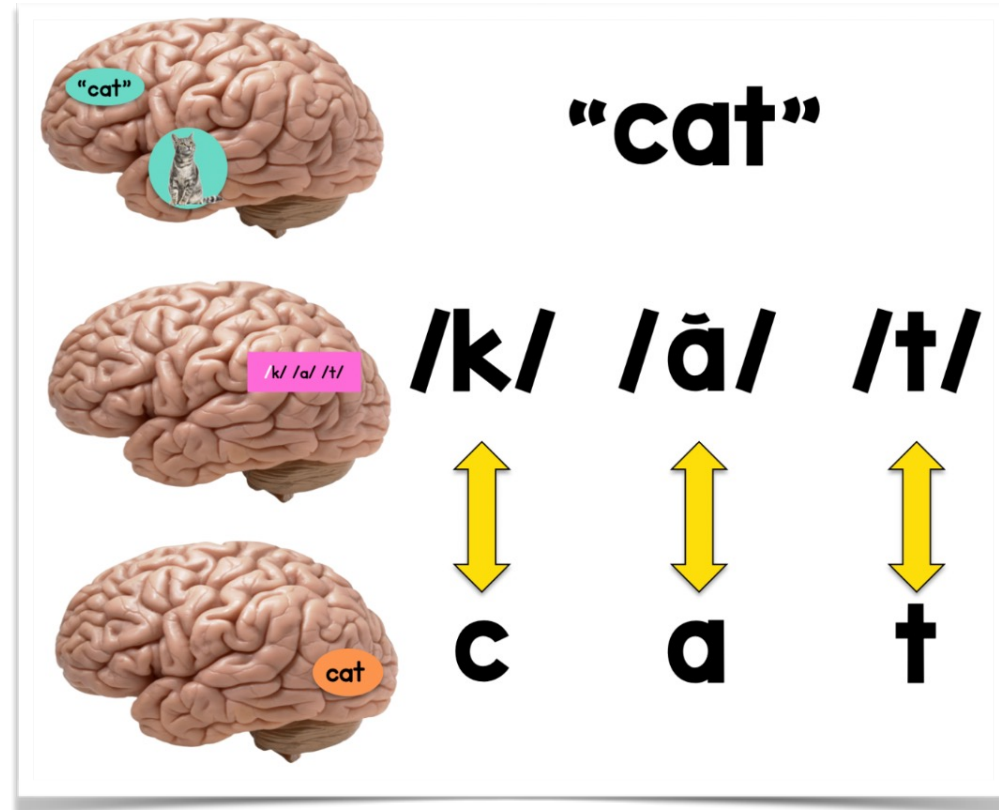
K-I Fluency Strategies

Kindergarten and early grade one

- Fluency with letters (names and sounds
  - Alphabet arcs
  - Missing letter cards
  - Fluency grids
  - Games: Slap and Bang!

"Pocket kids" : assess, check-in, practice
      embedded in the day

- Automaticity with word reading
  - Mid-grade one
  - Start with assessment
    - Oral Reading Fluency ORF: Words Correct per Minute (WCPM)
    - If accuracy poor, more time on decoding; if accuracy is good, but WCPM is slow, more time on fluency.
    - WCPM reliably predicts comprehension
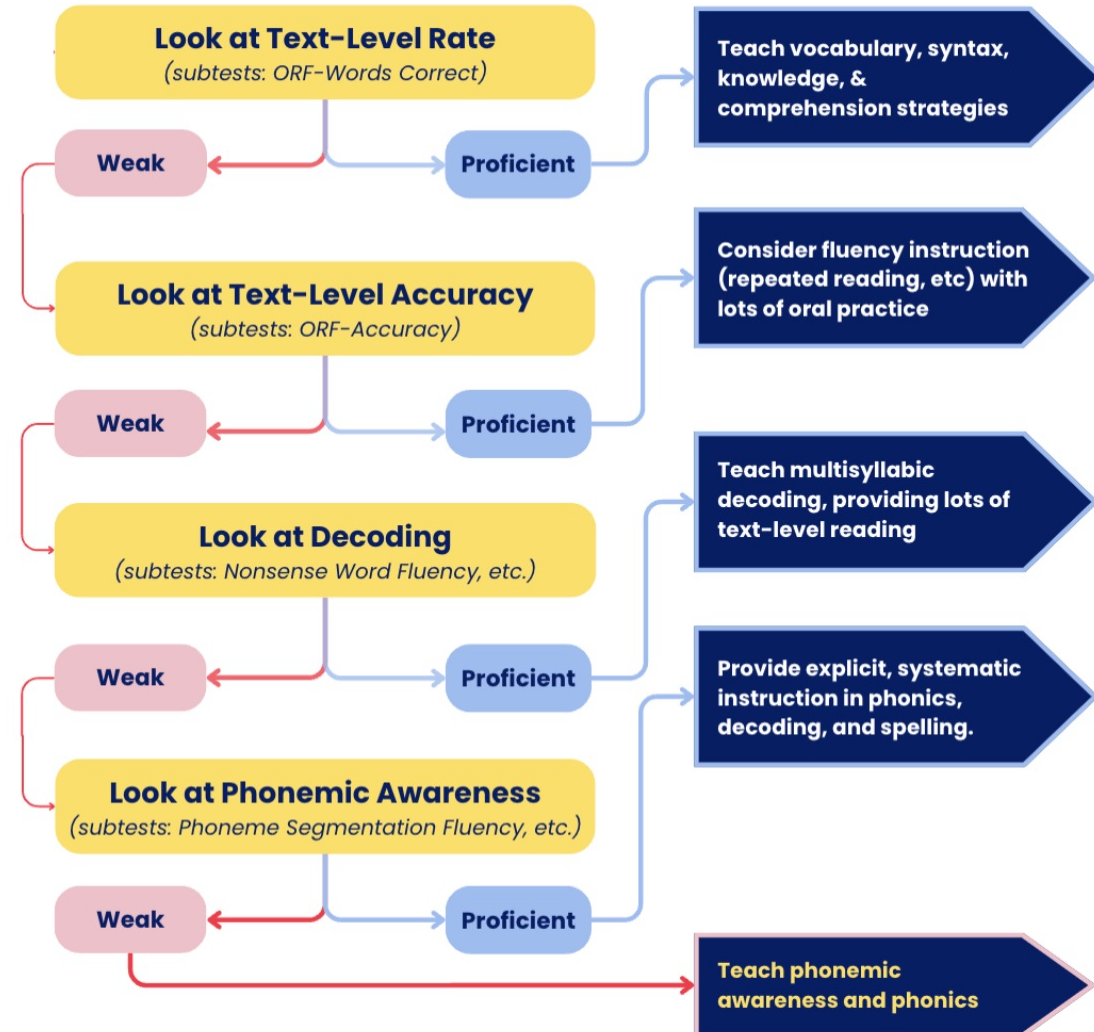
Timed reading	Timed retelling	Three passages per student	Repeated over the year

It's like a thermometer: can tell you there is a problem, but not exactly what the problem is

Decision pathways:

Response to data

Structured Literacy

WHAT is taught:
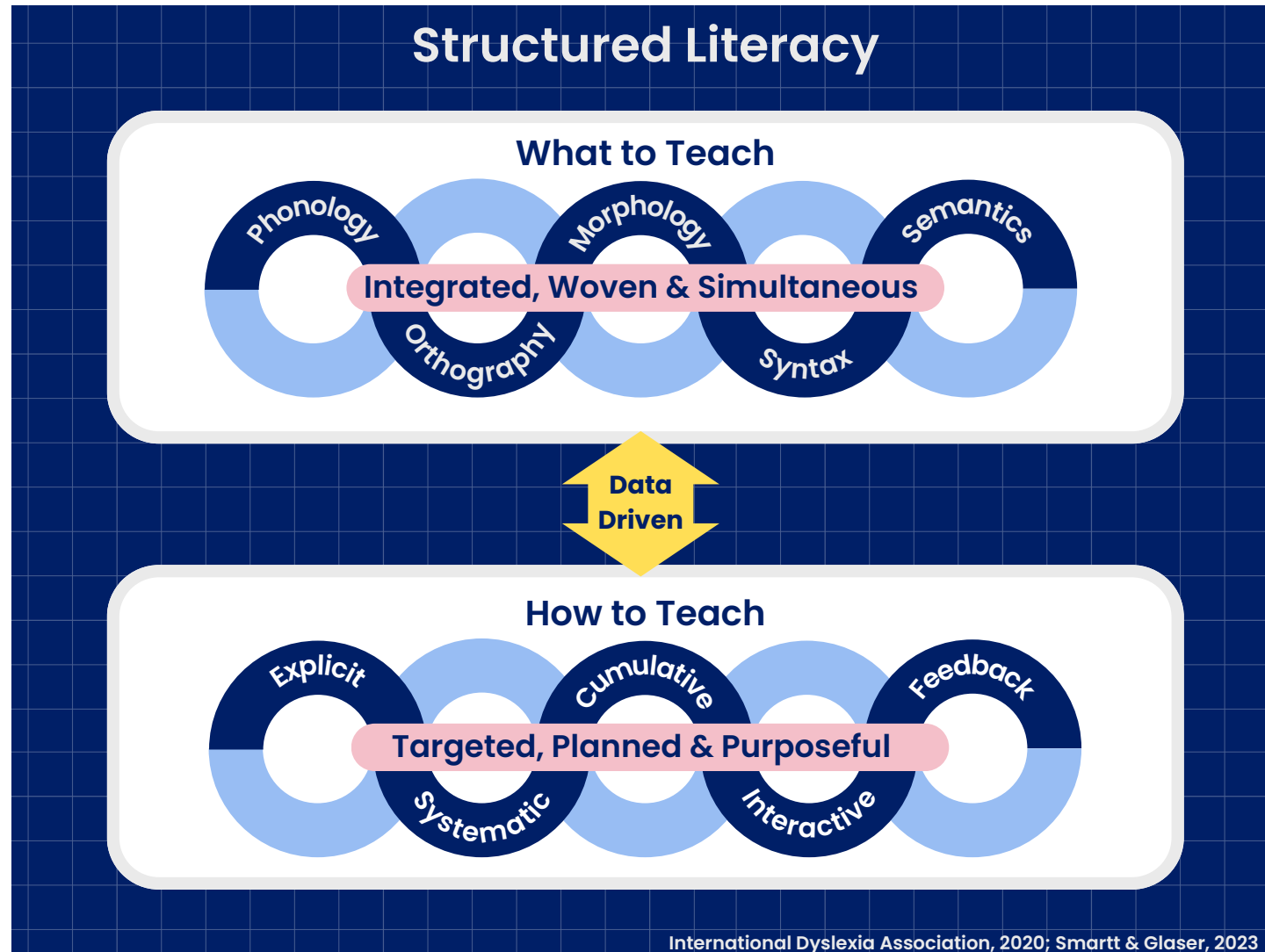
- Both foundational skills

  AND

- Higher-level literacy skills

HOW it is taught

- Systematic and Cumulative
  - Organized, from simple to complex, follows a scope and sequence
- Explicit
  - Direct instruction

    "Today we are learning to..."
- Continuous student-teacher interaction
- Not assuming all students can infer concepts
- Careful and considered practice
- Prompt and specific feedback (corrective if needed)

I Do.   We Do.   You Do.

Structured Literacy

Structured Literacy

What to Teach

Phonology · Morphology · Semantics · Orthography · Syntax

Integrated, Woven & Simultaneous

Data Driven

How to Teach

Explicit · Cumulative · Feedback · Systematic · Interactive

Targeted, Planned & Purposeful

International Dyslexia Association, 2020; Smartt & Glaser, 2023

READ–SPELL–WRITE–EXTEND ROUTINE (Blevins, 2017)

When teaching high frequency words, remember to engage all three parts of the reading brain:

- Phonological (sounds)
- Orthographic (letters)
- Semantic (meaning)

A deep dark imprint

instead of

A shadowy grey imprint
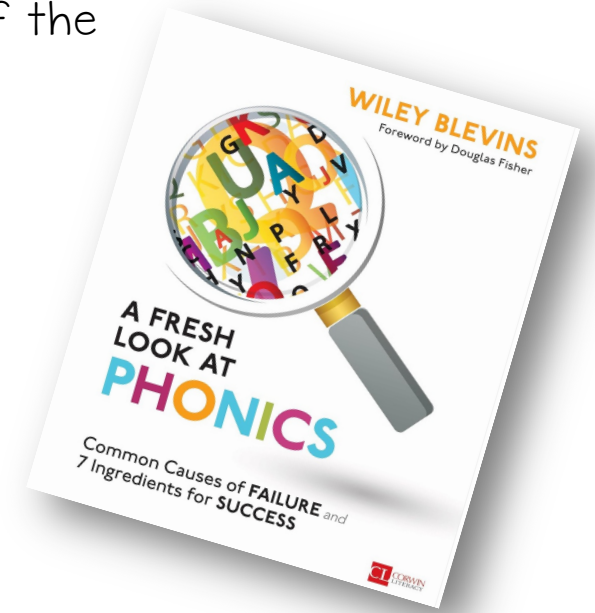
READ–SPELL–WRITE–EXTEND ROUTINE (Blevins, 2017)

READ: Teacher

    1. Writes the word in a sentence and underlines the high–frequency word

    2. Read the sentence

    3. "This word is 'See'."

    4. Students read the word

Teacher repeats the sentence and points to the word. "This is the word 'see'. What is the word?"

SPELL: Teacher

    Spells the word out loud, students repeat the word

    points out any letters or sounds the students already know or words that may be similar that they

    are familiar with

"Spell this word with me: S–e–e. What is the first sound? What letter is that? See starts with **s**."

Building Fluency

READ–SPELL–WRITE–EXTEND ROUTINE (Blevins, 2017)

EXTEND: Teacher

1. Ask students to write and say the word several times as they spell *see* out loud on their paper or whiteboard

"Watch as I write and say the word. I will say each letter as I write. (Demonstrate) Now it is your turn. Write the word and say it three times. Say each letter as you write *see.*"

EXTEND: Teacher provides opportunities for students to use the new words, and use them in context

1. Use a sentence frame: "I see a dog (where, when). Emphasize "See" since it is the target word.

2. Turn to your partner and finish my sentence. (orally)

3. "Write your sentence on the paper/whiteboard."

4. Share the sentences.
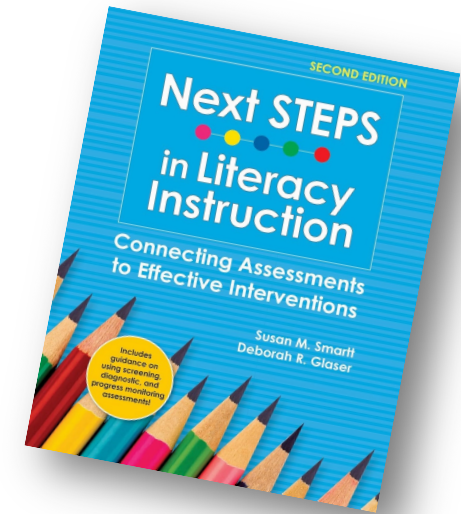
5. Add the word to your class word wall, or….other ideas?

Teaching Irregular High-frequency words:

Similar process except we need to be explicit about the "by heart" part

✓ **Introduce the word,** saying it and spelling it ("Said")

✓ **"What do we notice? What seems normal and what is surprising?"**

✓ **Spell it together:** "what is the part we already know?" (s-d)

✓ **"What is the unusual part** we have to learn by heart?" (ai=/e/)

✓ **Have the word written out on separate cards for each sound.** Turn over the cards as you say the sounds: "what is first letter? /s/"—turn over the card; "next comes the 'heart part'—what is it?" turn over the 'ai' card, and finally, "what is the last letter? /d/". Turn over the card and read the whole word together..

✓ **Create oral sentences, then written ones. Read them together and add the word to the Heart Word Wall.**

Fluency Interventions

*Others:
- Fluency triangles (paired or small group)
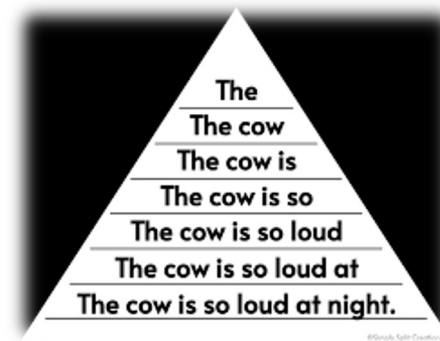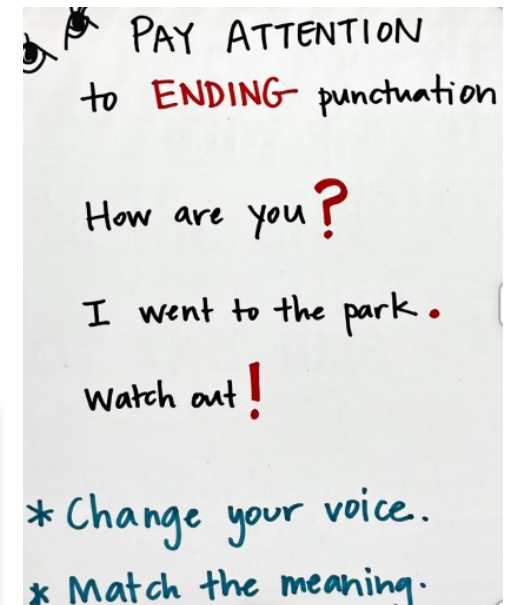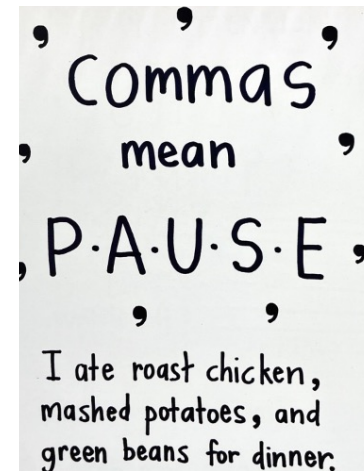- Lessons on punctuation

- Whole-Class Instruction

  ⭐ **the importance of repeated oral reading**

  - Using poems, short stories with scripts
    - inherently mimics fluent speech
    - Early reading books are often typographically supportive with sentences printed in natural phrases.

  - Readers Theatre
  - Wide Fluency-Oriented Reading Instruction (FORI)
  - Fluency Development Lesson
    - Poetry or short selection
    - Developed through the week
    - Read/perform for others

'Commas'
mean
P·A·U·S·E
I ate roast chicken, mashed potatoes, and green beans for dinner.

PAY ATTENTION
to ENDING punctuation

How are you?

I went to the park.

Watch out!

* Change your voice.
* Match the meaning.

The
The cow
The cow is
The cow is so
The cow is so loud
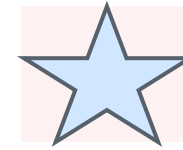The cow is so loud at
The cow is so loud at night.

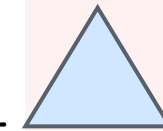# Fluency Interventions

- One–One sessions
  - Timed Repeated Reading
    - For accurate but slow readers
    - 3–5 times per week, 10–15 minutes

  - Paired Reading
    - Adult and child side–by–side, shared text
    - Could start with 'taking turns'
    - Read together, adult adjusting pace, student tracking text

  - Phrase–cued text
    - Phrase boundaries are marked with lines or slashes
    - Model proper/improper phrasing
    - Build up to practice with no markings

Repeat until 95% accuracy

Doesn't need to be a teacher.

Scoop Up Words

This is a dog. He likes to play ball.

not This is a dog.

Fluency Interventions

- ## Whole-Class Instruction
  - ### Echo reading
    - Everyone has a copy
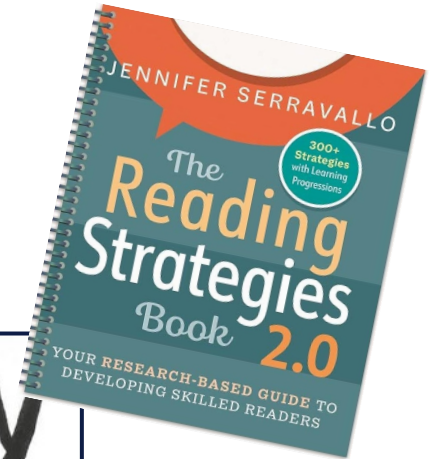   - Model read
    - Students read
    - Cloze reading

  - ### Choral reading
    - Similar to echo, but everyone is reading, and teacher gradually fades out

  - ### Partner reading
    - Match up stronger/weaker readers
    - "whisper reading": start by whisper reading individual passages, then after a minute of practice, mark where they stopped; read out loud to their partner.
    - Partner can correct errors.
    - Did they read further the 2nd time?
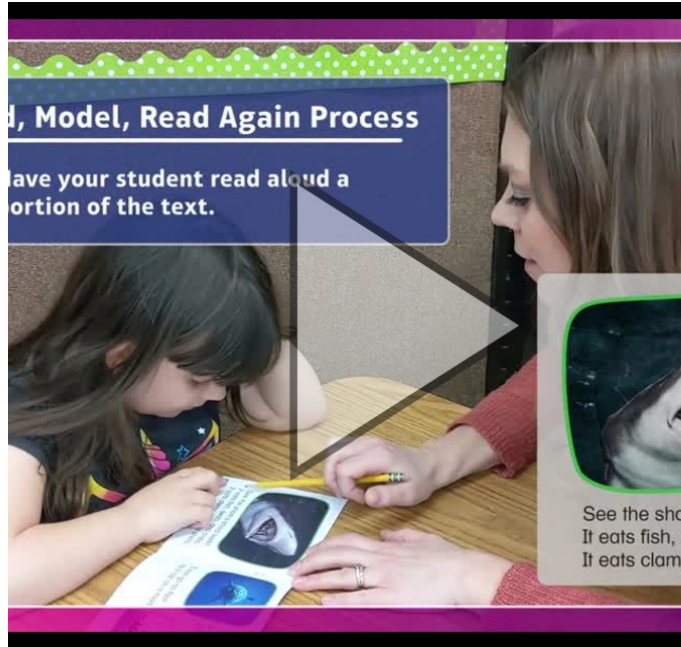   - Repeat, reading further in the passage. Compare their "distance".

"Getting miles on the page."

Partner reading

- read, model, read again
- Partner reading
- me/we reading

d, Model, Read Again Process

ave your student read aloud a
ortion of the text.

See the sha...
It eats fish, s...
It eats clams...

LINDSAY KEMENY
Foreword by Anita L. Archer

THE SCIENCE OF READING IN PRACTICE

7 MIGHTY MOVES

Research-Backed, Classroom-Tested
Strategies to Ensure K-to-3 Reading Success

SCHOLASTIC
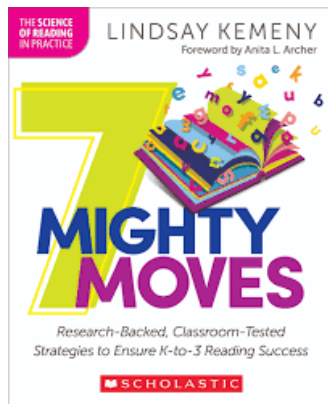
Me We Reading

Partner Reading
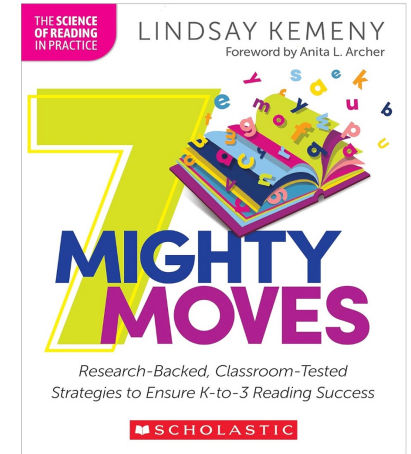
Building Fluency

Keep in mind:

- More than just reading fast

- Don't teach phonics in isolation

- Avoid "round robin" reading

- Be mindful of how you use independent reading time

Ideas for instructional Strategies:

- Remember...fluency is not an isolated skill

  - subskills: phonemic awareness, sound-symbol knowledge, automaticity at letter or word level

- Small Group instruction affords specific, immediate feedback

- Model, model, model!!!

- Whole Group Reading including:

  - Read aloud, cloze reading, choral reading, echo reading

- Partner Reading

- Reader's Theatre

- Beat the Clock Timed Reading

- Repeated Reading

Fluency Interventions

A Prosody Scale

		National Assessment of Educational Progress Fluency Scale
Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Most of the story is read with expressive interpretation.
Fluent	Level 3	Reads primarily in 3-4 word phrase groups. Majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-Fluent	Level 2	Reads primarily in two-word phrases with some 3-4 word groupings. Some word-by-word reading may be present. Word groupings are awkward and unrelated to larger context of sentence or passage.
Non-Fluent	Level 1	Reads primarily word-by-word. Occasional 2-3 word phrases may occur- but infrequent and/or do not preserve meaningful syntax.

Source: White, S., Sabatini, J., Park, B. J., Chen, J., Bernstein, J., & Li, M. (2021). The 2018 NAEP Oral Reading Fluency Study. NCES 2021-025. National Center for Education Statistics.

COX Campus

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Resources

Books & Articles

Active Reading Classrooms - Kelly, 2023

A Fresh Look at Phonics - Blevins, 2017

Shifting the Balance - Burkins & Yates, 2021

Reach All Readers–Anna Geiger, 2024

7 Mighty Moves - Kemeny, 2023

The Reading Strategies Book 2.0–Jennifer Serravallo,

2023

Next STEPS in Reading Instruction–Smartt and Glaser

2024

Digital Resources

The Literacy Fan Adapted from: A Closer Look at the Five Essential Components of Effective Reading Instruction

Reading Rockets: The Active View of Reading

Reading Rockets: Models of Reading

Sarah's Teaching Snippets

Anna Geiger Resources

International Dyslexia Association Ontario

ONLit: Structured Literacy infographic

Lindsay Kemeny:
    read, model, read again
    Partner reading
    me/we reading

A Prosody Scale

Thank you from the POPEY team!