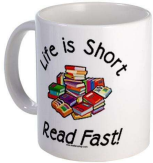


Achieving Reading Fluency:

Where to Start?

Jan Hasbrouck, Ph.D.
@janhasbrouck




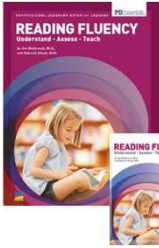
1


Reading Fluency

Understand • Assess • Teach

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

- Ch. 1 Defining Reading Fluency
- Ch. 2 Assessing Reading Fluency
- Ch. 3 Teaching Reading Fluency
- Ch. 4 Integrating Fluency Skills






www.benchmarkeducation.com

2

Agenda



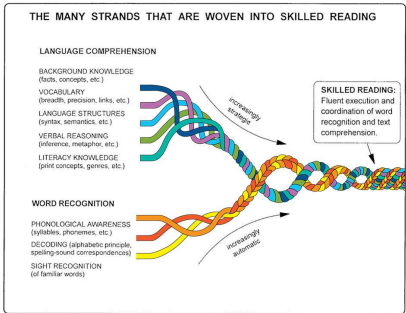
Defining passage fluency (necessary but not sufficient for reading comprehension).

Appropriate instruction is needed at each developmental stage.

FLUENT reading is **NOT** fast reading!

3

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

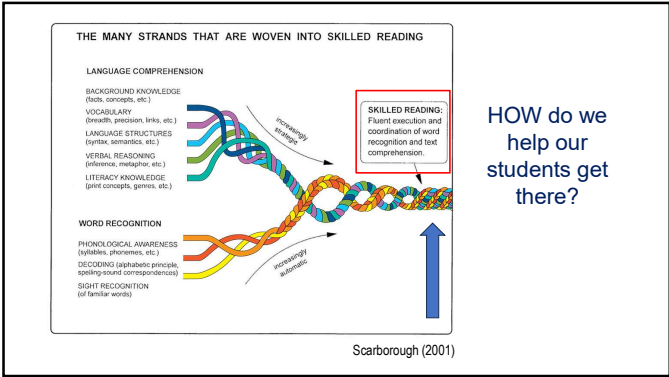


“...a visual metaphor for the development of skills over time (represented by the strands of the rope) that lead to skilled reading.”

The Reading League (2022)
Science of Reading: Defining Guide

Scarborough (2001)

4



HOW do we
help our
students get
there?



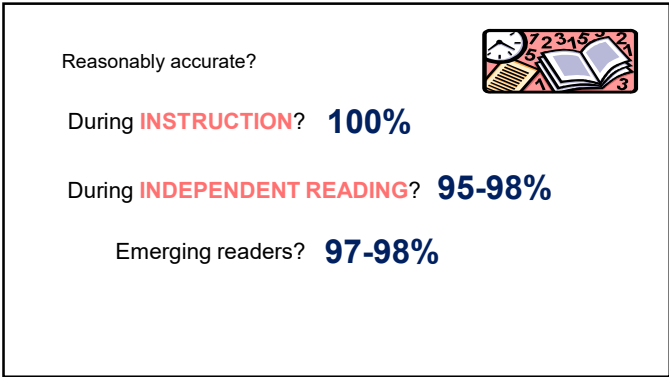
"We define (passage) fluency as:

- reasonably **accurate** reading
- at an appropriate **rate**
- with suitable **expression**
- that leads to accurate and deep **comprehension** and **motivation**."

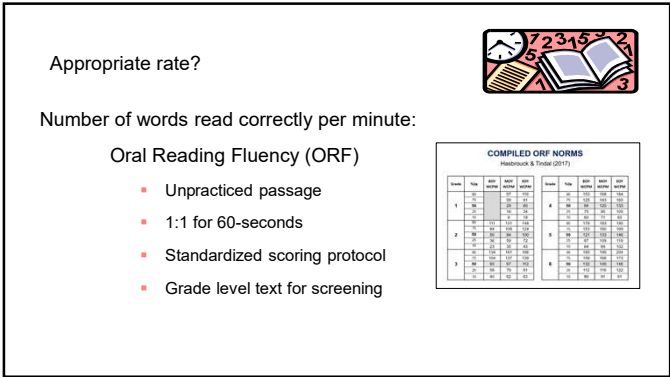
Hasbrouck & Glaser (2019)

5

6




7



8

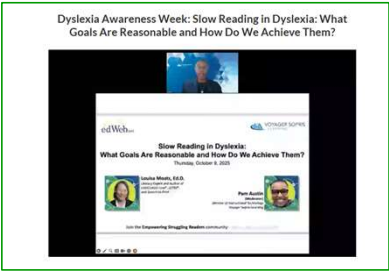
Appropriate rate?



Research suggests 50-75th+ %ile range of ORF/WCPM norms supports comprehension; the 50th %ile necessary for comprehension. There may be unique issues with our students with dyslexia.

9


Dyslexia Awareness Week: Slow Reading in Dyslexia: What Goals Are Reasonable and How Do We Achieve Them?



Edweb.net October 9, 2025

10

Assessing rate?



Number of words read correctly per minute:

Oral Reading Fluency (ORF)

- Unpracticed passage
- 1:1 for 60-seconds
- Standardized scoring protocol
- Grade level text for screening

Words read correctly:

ACCURACY

Words per minute:


RATE

Accuracy + rate =

AUTOMATICITY

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Assessing AUTOMATICITY!



- Oral Reading Fluency (ORF) assesses automaticity in TEXT/PASSAGES.
- Letter Naming Fluency (LNF)
- Letter Sound Fluency (LSF)
- Nonword/Nonsense Word Fluency (NWF)
- Word Reading Fluency (WRF)

These assess automaticity in developing foundational skills of word reading.

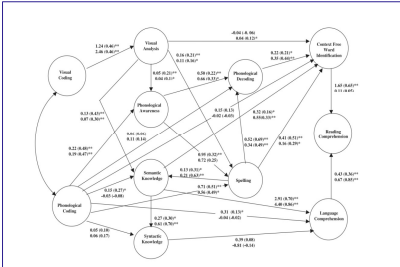
12



“Reading is a highly complex task that involves many interconnected and codependent linguistic processes that draw upon a variety of separate skills.”


Hasbrouck & Glaser (2019)

13



Vellutino, F. R., Tunmer, W. E., Jaccard, J. J., & Chen, R. (2007). Components of Reading Ability: Multivariate Evidence for a Convergent Skills Model of Reading Development, *Scientific Studies of Reading*, 11.1, 3-32.

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The development of reading fluency starts early...


Fluency develops in **progressions**:

Accuracy then automaticity at the **letter**, **letter-pattern**, and **word** levels plus semantic and syntactic processes at the **phrase** and **sentence level**.

THEN: fluent effortless reading of text, so attention can be fully allocated to comprehension.

Wolf & Katzir-Cohen (2001)

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Fluency **instruction**?


“The growth of reading fluency, in all its multifaceted glory, is an outcome of many different kinds of instruction...

...coupled with large amounts of carefully orchestrated reading practice.”

Hudson, Lane, & Pullen (2005)

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Fluency instruction?



TRIPLE A!

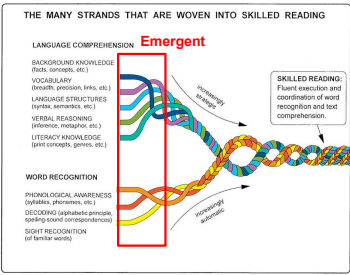
- ACCURACY!
- AUTOMATICITY!
- ACCESS meaning!

Based on:
Instructional Hierarchy
Haring & Eaton (1978)

Hasbrouck & Glaser (2019)

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THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



Emergent

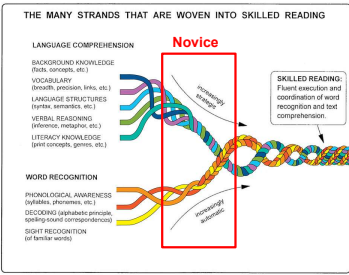
ASSESSMENT
LNF
LSF
+ language

AAA INSTRUCTION
PA (blending; segmenting)
Letter names
Letter sounds
+ language

Scarborough (2001)

18

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



Novice

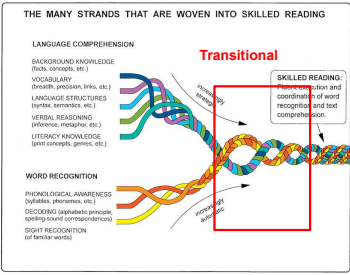
ASSESSMENT
NWF
WRF
Phonics Skills
+ language

AAA INSTRUCTION
Decoding words
Decodable text
+ language

Scarborough (2001)

19

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



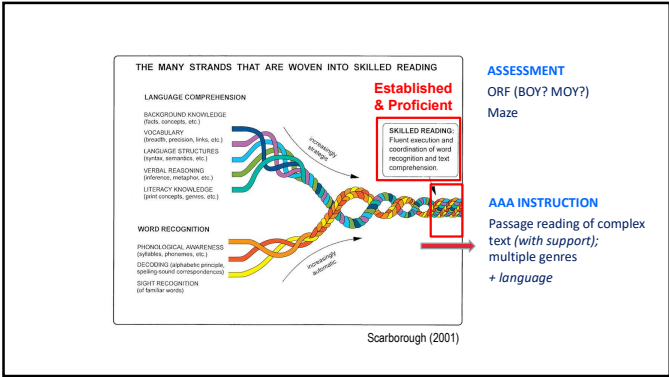
Transitional

ASSESSMENT
ORF
+ language

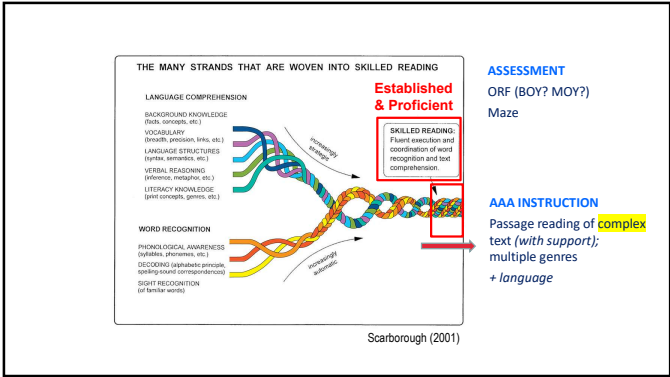
AAA INSTRUCTION
Passage reading of instructional level text
+ language

Scarborough (2001)


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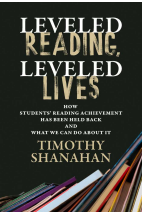


"The notion that kids should be taught to read with relatively easy texts [instructional level] is great for beginners... but by grade 2, this approach is more likely to hold kids back than to help them to read better."

Shanahanonliteracy Blog 10-11-14

23

ReadW@ Webinar



Dr. Tim Shanahan

The SCIENCE of Instructional Reading Levels

readwa.org/events

Saturday, October 25th
10 AM-12 PM PT

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THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION
BACKGROUND KNOWLEDGE (facts, concepts, etc.)
VOCABULARY (breadth, precision, inf., etc.)
LANGUAGE STRUCTURES (syntax, semantics, etc.)
VERBAL REASONING (inference, metaphor, etc.)
LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION
PHONOLOGICAL AWARENESS (onsets, phonemes, etc.)
DECODING (grapheme-phoneme, spelling-sound correspondences)
SIGHT RECOGNITION (of familiar words)

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension

Phonics/Decoding
Language Comprehension

Scarborough (2001)

ASSESSMENT
Skills diagnostics
+ language

AAA INTERVENTION
Targeted to identified needs:

Phonics/decoding (multisyllable words, morphemes)

Fluent passage reading (decodable/complex text)
+ language

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Triple A
Phonics & Decoding

Show students letter/grapheme; letter/phoneme; word; phrase

- ✓ See it
- ✓ Say it
- ✓ Write it
- ✓ Access meaning (or function)

Using

I do it; We do it; You do it

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Fluency Intervention:
Triple A

- ✓ Accuracy
- ✓ Automaticity
- ✓ Access meaning
- ✓ Clear goals & graphing for motivation

www.readnaturally.com

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Fluency Intervention:
Triple A

Placement **FIRST** www.readnaturally.com

Place students in appropriate level:
CHALLENGING!


Assign wcpm goal:

Placement baseline + 30 for Gr. 1.5 to Gr. 4

Placement baseline + 40 for Gr. 5+

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Fluency Intervention:
Triple A




(1) FOLLOW A MODEL

Reading along with a model of ACCURATE reading from a recording or... with a skillful reader

29

Fluency Intervention:
Triple A




(2) REPEATED READING– 60 sec

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

30

Fluency Intervention:
Triple A




(3) MONITORING PROGRESS

Students GRAPH their performance (before and after practice) after a "PASS":

- WCPM goal achieved
- No more than 3 errors
- Good expression
- Demonstrate comprehension ACCESS MEANING

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Key Takeaways:



Passage fluency is complex; necessary but not sufficient for comprehension (& motivation).

Appropriate instruction is needed at each developmental stage; TRIPLE A!

FLUENT reading is NOT fast reading!

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