

Florida Center for Reading Research

Reading Fluency

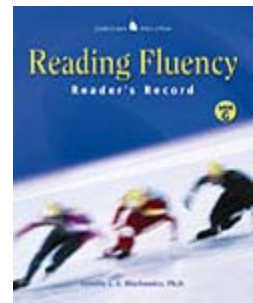
What is Reading Fluency?

Jamestown's *Reading Fluency* is a set of supplemental fluency materials for students in grades 6-12. The goal of this series is to help students in middle school and above become accurate, fluent readers by providing them with resources for oral reading practice. Students work in pairs under the direction of the teacher. Program recommendations suggest the combination of a reading and its evaluation in the Reader's Record will take approximately 10 minutes and should be included daily in addition to core reading instruction. This daily practice could occur at any time and might involve one pair of students or an entire class of student pairs.

Students of similar independent reading ability are paired by the teacher to work together to practice fluency. One student is directed to read a passage from the Reader for one minute, while the other student marks reading miscues in the Reader's Record and then records the words correct per minute. Miscues are errors that include mispronounced words, word substitutions, inserted words, or skipped words. Repeating a word or correcting oneself is not counted as a miscue. Next, the student who is scoring provides feedback on how the reading sounded overall by asking questions such as: How well did you pay attention to punctuation? Did you group words correctly? How smoothly did you read? Did you read with expression? Finally, the reader charts his progress on a graph in the back of the Reader's Record book.

The Teacher Notes booklet provides a brief introduction to the concept of fluency, explicit directions for using the materials, ideas for extending fluency practice in the classroom, and blackline masters for teacher use in introducing students to the program. Teachers are directed to assess students using grade-level passages to estimate each student's appropriate placement. Once teachers have assessed a class, they are directed to create a Classroom Fluency Snapshot. This is a chart for displaying the performance of all students in a class; it will capture where students are in fluency achievement at one point in time and reveal each student's fluency in relation to classmates. Once complete, the teacher can use this Snapshot to match student partners and as a benchmark to measure students' fluency progress throughout the year.

Student materials are comprised of a set of 10 Readers (A-J), 10 accompanying Reader's Record books, and 10 Audio Program CDs. Each Reader contains 36 fiction and nonfiction passages at the same reading level as determined by a combination of the Fry Readability Scale and an assessment of vocabulary. Readability levels begin with first-grade (A) and increase in each Reader up to tenth-grade (J); the interest level for all readers is geared for grades 6-12. Each Reading Fluency CD provides models for good reading fluency, a variety of male and female readers, and oral support for difficult-to-pronounce words. Reader's Record books contain two copies of the same reading passages found in student's accompanying Reader with space provided for marking errors, scoring guides, and progress graphs.



How is Reading Fluency aligned with Current Reading Research?

Reading Fluency was designed based on the findings identified in the Report of the National Reading Panel (2000). The important relationship between fluency and reading comprehension has been well established in the research (Report of the National Reading Panel, 2000; Snow, Burns, & Griffin, 1998). Students who are able to read smoothly, effortlessly and with proper expression are more likely to understand what they are reading. Repeated oral readings have been found to be one effective means of increasing students' ability to read with fluency and are the focus of the *Reading Fluency* program.

No professional development is offered specifically for *Reading Fluency*.

Research Support for Reading Fluency

No empirical research has been conducted to document the effectiveness of *Reading Fluency*. Although fluency instruction used within the program is consistent with findings reported by the National Reading Panel (2000), future studies with sound experimental designs including control groups may determine the efficacy of *Reading Fluency* in the classroom.

Strengths & Weaknesses

Strengths of *Reading Fluency*:

- Repeated reading is supported by a strong research base.
- Materials for practicing oral reading can be used in a whole-class setting, small groups, or student pairs.
- Students reading at different levels within a classroom can practice fluency at the same time.
- Both narrative and expository passages are included.

Weaknesses of *Reading Fluency*:

- None were noted.

Which Florida districts have schools that implement Reading Fluency?

Bay	850-872-7700	Duval	904-390-2115
Brevard	321-631-1911	Lee	239-337-8301
Broward	754-321-2600	Okaloosa	850-833-3109
Collier	239-377-0212	Orange	407-317-3202
Dade	305-995-1430	Osceola	407-870-4008

For More Information

http://www.glencoe.com/gln/jamestown/reading_rate/reading_fluency.php

References

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Institute of Child Health and Human Development, Washington, D.C.



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Snow, C., Burns, S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Lead Reviewer: Lila Rissman, M.S.
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Important Note: FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. Whether or not a program has been reviewed does **not** constitute endorsement or lack of endorsement by the FCRR.

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