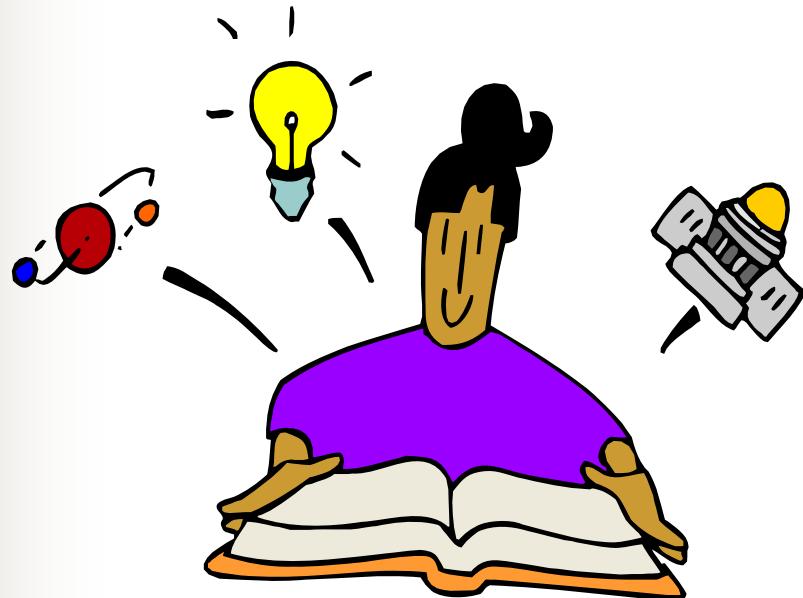# Nancy Swigert part 2

Strategies to improve reading fluency skills

So we'll work on:

- Building vocabulary
- Understanding words with multiple meanings
- Retrieving meanings quickly

Vocabulary and retrieval

- Lots of commercially available materials
- Glossary section from student's textbooks
- Select words from fiction student reads

Words with multiple meanings: Homographs, homophones, homonyms, heteronyms

- Terms are confusing in different dictionaries
- All have different meanings
- Some sound the same but are spelled differently(know/no)
- Some are spelled the same and sound different (bow/bow)
- Some are spelled the same and sound the same (block/block)

What students need to know..

- Not what the categories are called
- Even the dictionaries don't agree on that!
- We break it into three categories of words

Homographs, homophones, homonyms, heteronyms

- Words that
  - Sound the same
  - Are spelled the same
  - Have different meanings
- Words that
  - Sound different*
  - Are spelled the same
  - Have different meanings
- Words that
  - Sound the same
  - Are spelled differently
  - Have different meanings

- Category 1
  - blue, box, fly,ground,strike
- Category 2
  - estimate, moderate,object
- Category 3
  - sew, so, sow
  - week, weak
  - pair, pare, pear

Games to play
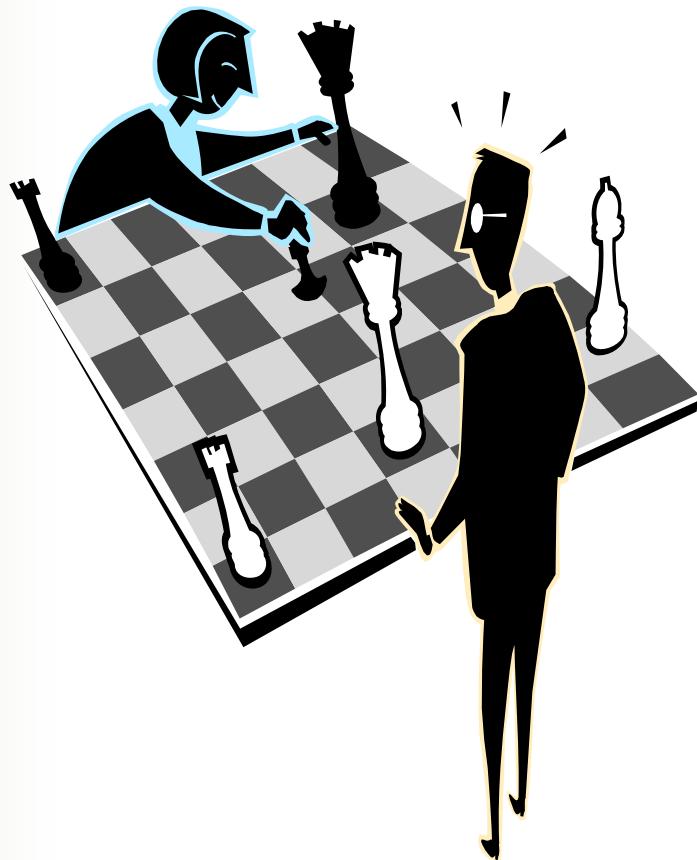
- Make duplicate cards for words and play Go Fish

- Make duplicate cards and play Concentration/Memory

- Write silly stories with the words *

Cent, scent, sent

- I went to the store with one dollar and one ____. That was enough to buy a valentine with a special_____. It smelled like roses. I _____ the _____ed valentine to my grandmother.

Putting it all together …Increasing reading fluency in context

- Reading 95 WPM is minimum a student will need to complete most standardized tests of proficiency within the time limit (Meyer & Felton, 1998)

Improving Fluency – Repeated Reading

- Repeat reading is oldest, most frequently cited, most researched method for improving fluency
  - Based on premise that fluent readers are those who decode text automatically, leaving attention free for comprehension
- Goals of repeat reading
  - Increase reading speed
  - Transfer that improvement to subsequent material
  - Enhance comprehension with each successive reading

Reading rate and short term memory/processing

- Breznitz & Share (1992) –multiple studies manipulating reading rate with novice readers
- "consistently supported the hypothesis that accelerated reading rate increased level of comprehension and reduced decoding errors"
- Due in part to:
  - Lower distractibility
  - How the words sound when read more quickly, matching more closely the stored pronunciations
- Primarily due to "changes in short-term memory processing"

Is the same true for students with dyslexia?

- "Reading acceleration ..enhances reading performance….increase decoding accuracy and comprehension"

- Concluded that increased reading rate may help novice readers by increasing capacity, but may help dyslexic readers by enhancing processing operations

How is short term memory/processing related to reading?

- When reading, words that need to be decoded or checked for meaning are retained in temporary storage while the processing occurs (Perfetti & Lesgold, 1977)

- Fast-paced reading may facilitate interaction between short-term and long-term memory storage functions

- Allow for better integration between top-down and bottom-up processing (Swanson, 1994)

Connectionist theory (Seidenberg, 1990)

- Reading occurs when there is parallel activation of three subsystems:
    - Phonological
    - Orthographic
    - Semantic
- Breznitz (1997) hypothesizes that fast-paced reading forces information to arrive in working memory more quickly, making it more likely that info from all three subsystems will arrive at same time

Connectionist theory

- Acceleration might shift emphasis away from slow phonological route to other, possibly compensating, routes for processing information during reading

- Perhaps it forces students to rely more on orthographic and contextual cues (Breznitz, 1997)

Should you give corrective feedback?

- With corrective feedback, you get significantly fewer:
  - overall errors
  - meaning change errors
  - errors on lists of error words
  - Errors on passage comprehension questions
    - (Pany et al 1981; Pany & McCoy 1988)

What kind of corrective feedback?

- Supply the word as soon as the student mis-reads it
- Student repeats the word and continues reading

- Supply the word as soon as the student mis-reads it
- Student repeats the word and continues reading
- Print missed words on cards and drill
- This method resulted in some (small) changes in comprehension

Repeat reading

- Designed to:
  - increase reading speed
  - transfer that improvement to subsequent material
  - enhance comprehension with each successive reading of the text
- First described by Samuels (1979)

How do you do it?

- Student should follow text with finger
- May also cover remaining lines of text
- Choose passages at independent (95-100%) or instructional (90-95%) level

- Correct any errors immediately by saying word correctly
- Student should repeat the correct word (*note: some students too frustrated by this*)
- Read passage 3-4X (O'Shea et al 1985; Bowers, 1993) (though some research says up to 7)

How do you do it?

- Select short passages rather than an on-going story
- Record accuracy as well as rate
- Practice 15-20 minutes daily

- Use different types of repeat reading for different students
- Ask comprehension questions to remind student to pay attention to content

Parent practice

- Rasinski (1995) has parent read passage to child each night
- Then they read it together several times
- Then child reads text to parent

What about silent reading practice?

- Silent reading does NOT have a significant effect on post-test reading performance
  - Wilkinson et al (1988)

Different types of repeat reading

- Echo (choral)- Best used with beginning readers who read accurately, but slowly(less than 45 WPM)

- Sprint- Make a copy for you and for the student
- Correct errors as they occur
- Mark errors B, 1, 2, 3
- Record time and errors
- Calculate WCPM

Different types of repeat reading

- Sprint + Drill
- Same as sprint, but after baseline reading, make flashcards for errors words
- Practice with the error words between readings

- Sprint + Style
- Same as sprint, but between readings practice improving phrasing
- Point out cues (e.g. commas, quotations, exclamation points)

What is acceptable oral reading speed?
Mean Spring scores: AIMSWEB Growth Table
www.aimsweb.com

- First graders   55 WCPM
- Second grade   92 WCPM
- Third grade   109 WCPM
- Fourth grade   127 WCPM
- Fifth grade   139 WCPM
- Sixth-Eighth   153 WCPM

Record the student's progress

- Variety of tools available for tracking the student's progress on successive trials
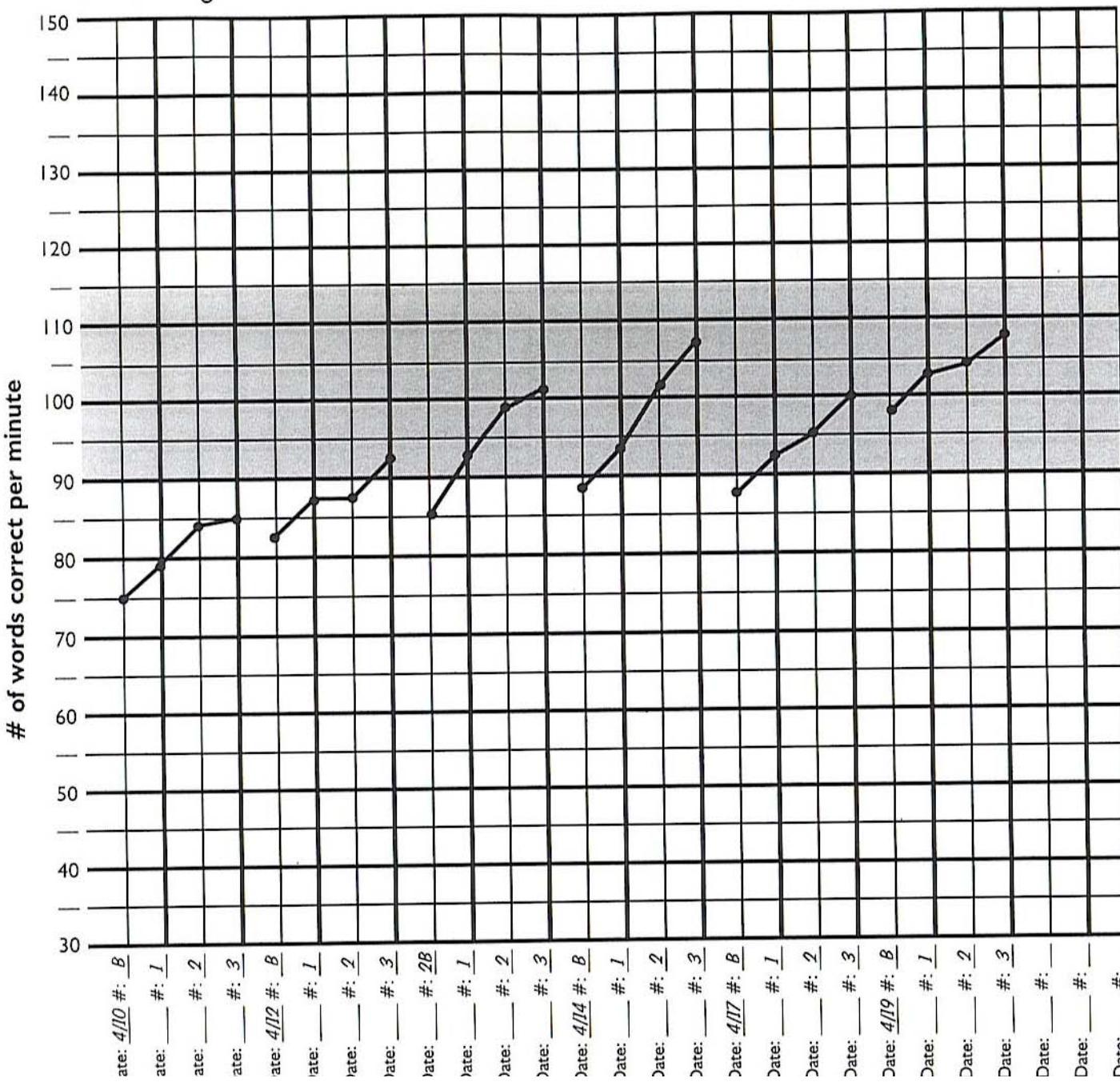- Record time and errors

Sample Student Progress Chart for Repeat Reading

Student: _Carmen_

Date	Method/ # words	Baseline time	Errors	WPM/ WCPM	#1 time	Errors	WPM/ WCPM	#2 time	Errors	WPM/ WCPM	#3 time	Errors	WPM/ WCPM	Words to practice or notes
3-5	S /45	:78 seconds	4	34 /30	:76 seconds	3	35 /32	:65 seconds	2	41 /39	:58 seconds	0	46 /46	their
3-5	S+D /79	3:30 210 seconds	12											new passage; too difficult
3-5	S+D /68	1:45 105 seconds	5	38 /33	1:20 80 seconds	1	51 /50	1:12 72 seconds	0	56 /56	1:01 61 seconds	0	66 /66	The drill really helped her.
* 3-9	CD /1:00	56 words	3	56 /53	59 words	2	59 /57	64 words	0	64 /64	66 words	1	66 /65	

Echo (E)   Sprint (S)   Sprint + Drill (S+D)   Sprint + Style (S+S)   Count Down Method (CD)

* Note: When using this form to record results using the Count Down method, you will need to record the time (which is constant at 1:00) in the secon

Sample Reading Fluency Chart for Repeat Reading

Student: _Darcy_

# of words correct per minute

Y-axis values: 150, 140, 130, 120, 110, 100, 90, 80, 70, 60, 50, 40, 30

Date labels (bottom):
ate: 4/10 #: B
ate: ___ #: 1
ate: ___ #: 2
ate: ___ #: 3
ate: 4/12 #: B
ate: ___ #: 1
Date: ___ #: 2
Date: ___ #: 3
Date: ___ #: 2B
Date: ___ #: 1
Date: ___ #: 2
Date: ___ #: 3
Date: 4/14 #: B
Date: ___ #: 1
Date: ___ #: 2
Date: ___ #: 3
Date: 4/17 #: B
Date: ___ #: 1
Date: ___ #: 2
Date: ___ #: 3
Date: 4/19 #: B
Date: ___ #: 1
Date: ___ #: 2
Date: ___ #: 3
Date: ___ #: ___
Date: ___ #: ___
Date: ___ #: ___

You can highlight a target reading rate range (see Chapter 2, page 21). You might select the range between the 50ᵗʰ and 75ᵗʰ percentiles. You could also select a specific target, such as 50 WCPM, and then a range around that target (e.g., 40 to 60 WCPM). For students for whom that is an unrealistic target, you might select the 25ᵗʰ percentile as the target and choose a range of 10 WCPM in either direction. When the student is in the target range on 2 to 3 consecutive baseline readings, you might select a harder level text. However, the student still needs to be 90 to 95% correct on the baseline reading. Record the number of words correct per minute on the baseline reading and each subsequent reading. See Appendix 9N for the formula to calculate WPM and WCPM.

In the example above, on 4/12, two separate passages were used. Also, on 4/19, the student achieved baseline reading in the target range. If this occurs on two more consecutive readings, try selecting a harder passage (but the student should still be able to read it with 90-95% accuracy).

DIBELS

- The progress monitoring materials are used for more frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress. The progress monitoring materials can also be used as alternate forms of the benchmark probes.
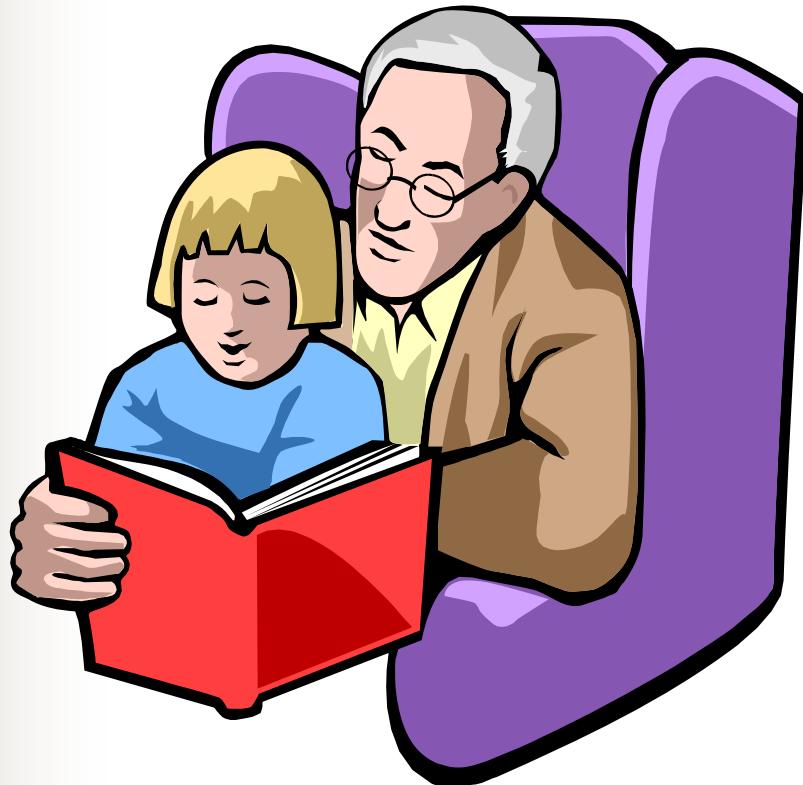
Does oral reading practice work?

- Guided oral reading has a consistent and positive impact on word recognition, fluency and comprehension

- Works with non-impaired readers at least through grade 4, as well as on students with reading problems through high school

Prosody

- It's not enough to read more accurately and more quickly
- Student also has to read with good intonation, timing, etc.

How do you get student's to pay more attention to the text?

- Reading back to front
- Reading through the window
- Read sentences with one word change

How do you improve prosody and attention to syntax?

- Reading run-on compared to correctly punctuated sentences

- Let's try one…..

Cut and scramble

- Hand write or type sentences onto paper
- Cut into phrases
- Pick up and read a phrase at a time
- Reassemble the strips to make a good sentence

Telegram game

- **Pedro** knew as soon as he **hit the ground** that things were **not good.** He had made a **great save.** The **soccer ball** was coming directly **toward the goal.** Pedro **jumped** in the air and **blocked the ball** with his body. Then he **fell** to the ground. He **landed** directly on his **right elbow.** He heard a **sickening crack.** Pedro had never had a **broken bone** before, but he was sure he **had one now!**

Chunking machine

- Hook & Jones (2002) recommend activities for student who reads word by word

- Start with alphabet, letters in groups of three

  - abc def ghi jkl mno

- Tachistocope or chunking machine – student sees chunks of text through a window
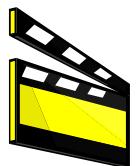
Scooping (Hook & Jones)

Example of scooping in a passage

The student makes the scoop marks with her finger on the passage and reads the chuck as marked.

Renata was next   up at bat.   She had been   practicing her swing

all week   with her brother   not it was time   to see

if she could deliver.

Use of poetry and dialogue

- Poetry can help student attend to syntax and promote fluency

- Expect gain of 17 WPM in one year (Rasinski 2000)

- Second graders practiced scripts

- Made significant gains in reading rate and overall reading achievement

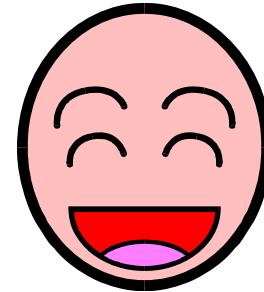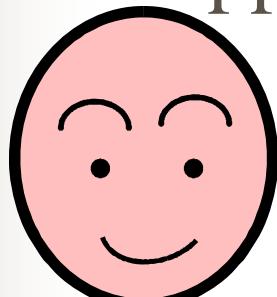- Average gain of 17 WPM in ten weeks (Martinez, 1999)

Contrastive stress drills

- Student is given one line to read
- They have to use those words to answer the question you ask

- Amanda is a vegetarian

- Is John a vegetarian?
- Was Amanda a vegetarian?
- Is Amanda a carnivore?

Model and practice different intonation

- Happy, sad, surprised

- Tayshaun's dog is faster than Jamal's dog.
- There are five pickle slices on my sandwich.

Importance of prosody

- Repeat reading may work because "it affords readers the opportunity to perceive the syntactic organization of the sentences" (Schreiber 1991)

Reading fluency

- "Reading with a level of accuracy and rate where decoding is relatively effortless, where oral reading is smooth and accurate with correct prosody, and where attention can be allocated to comprehension" (Wolf and Katzir-Cohen, 2001)

References

- For bibliography, contact: Nsasst@aol.com

- This material from The Source for Reading Fluency by Nancy Swigert: Linguisystems