

Building Reading Fluency for Intermediate ABE Students

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COABE
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Fluency

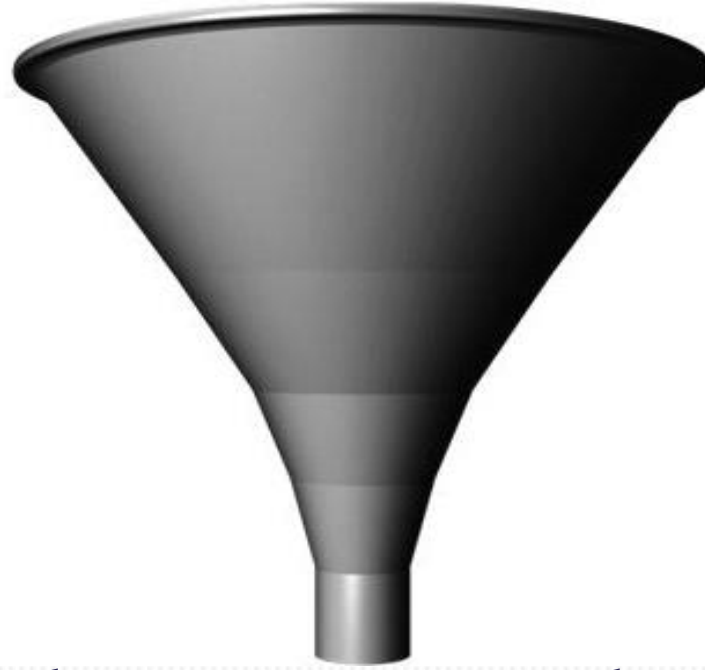
the ability to read text smoothly,
quickly and accurately



accuracy

r
a
t
e

prosody



Fluent Reading

How does fluency affect reading comprehension?

- Readers who are not fluent spend more time decoding words than understanding what they're reading.
- Readers who read too slowly can't hold the meaning in their working memories.
- Poor phrasing interferes with comprehension.

Teach fluency with easy text



- Use text at a level where the student can easily recognize most of the words.

Explanation

Tell students . . .

- what fluency is
- how fluency work will help them read better

Modeling

Provide models of fluent reading by

- teacher
- recordings

Practice

Students read orally

Teacher provides assistance and feedback

Application

Students are able to comprehend the text

Repeated Reading: Research Findings

Students read passage 3-4 times

Cue students before reading to focus on reading for speed or reading for comprehension, or both

Provide corrective feedback during or after the repeated reading

Fluency and Comprehension Gains as a Result of Repeated Reading,
Therrien, W.J., *Remedial and Special Education*, 25(4), 252-261. 2004.

Three Fluency Practice Activities

Cooperative
Repeated
Reading

Paired Timed
Repeated
Reading

Collaborative
Oral Reading

Cooperative Repeated Reading

Student A

Reads passage aloud 3 times to partner.

Student B

Listens to the reading.
Assists as needed.
Gives feedback on form.



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Response Form

- **First** and **final** reading
- Establishes targets for improvement
- Shows progress

Decoding	Outstanding 1	2	Good 3	4	Fair 5
Pace	Outstanding 1	2	Good 3	4	Fair 5
Expression	Outstanding 1	2	Good 3	4	Fair 5

You try!

1. Find a partner
2. **Partner A** reads aloud the first section.
3. **Partner B** marks the Response Form and reminds A to focus on decoding, pace or expression.
4. **Partner A** reads aloud the same section 2 more times.
5. **Partner B** marks the Response Form.
6. Switch!



Paired Timed Repeated Reading

- Timed increments (e.g., 60 seconds)
- Partners take turns reading aloud from the beginning of the passage.
- Pairs should be able to read further with repeated attempts.

The billion-dollar Bitcoin roller coaster

by Evan Hill@evanchill November 19, 2013 6:30AM ET

In December 2012, Tom, a husband and father with a heavy load of student-loan debt, applied for a \$30,000 interest-free loan from a credit card company. Over the next month, he used the entire sum to buy up a hoard of the nearly five-year-old virtual currency known as Bitcoin.

The \$30,000 amounted to the combined value of Tom's retirement and savings accounts. If Bitcoin failed, he would have to declare bankruptcy or wipe out his nest egg. But after reading news articles, Tom had become fascinated with Bitcoin's potential. Something clicked. He bought as many as he could, as fast as he could.

"This is not a leap of faith. I have done my research. I feel the prospects surrounding Bitcoin right now are revolutionary," Tom (not his real name) wrote in an anonymous post on Reddit. "Perhaps I will go to my grave in debt. Partner B stopped here of this little experiment."

Bitcoin, first proposed by an unknown computer programmer in a theoretical 2008 paper as "electronic cash" that could function without banks, has crashed into the mainstream. Investors from both coasts have poured money into PayPal-like businesses that plan to smooth Bitcoin purchases, and its designers have caught the attention of the Justice Department, Treasury Department and Central Intelligence Agency.

Its future likely lies somewhere between the enthusiasm of its promoters and the hostility of its detractors, tied to evolving government regulation, angry debates in its far-flung network of architects and the interference of hackers exploiting still unknown Partner A stopped here

Aljazeera America, <http://america.aljazeera.com/articles/2013/11/19/the-billion-dollarbitcoinrollercoaster.html>

You try!

- **Partner A** starts reading aloud.
- Stop when time is called.
- **Partner B** starts reading aloud from the beginning.
- Stop when time is called.
- **Partner A** gets one more turn 😊



Collaborative Oral Reading

- Small group of students read a text aloud together, taking turns
- Teacher takes regular turns reading to provide modeling
- Teacher assists with words and checks or facilitates comprehension



Collaborative Oral Reading: Popcorn Style

- Teacher reads first to model, then calls on a student.
- Student reads 2-4 lines, then calls on another student.
- Continue, with teacher taking a turn every 3-4 people.



You try!

- Groups of 4-6



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