

Reading Fluency

- Reading fluency correlates with reading comprehension
- Reading fluency is best understood as a by-product of the size of one's orthographic lexicon (i.e., sight vocabulary)
 - Also affected by other factors such as rapid automatized naming and reading experience
- Reading fluency in grade-level material requires the coordination of multiple lower-level processes
- Thus, reading fluency is a useful barometer of reading skill

Reading Fluency: Words, Sentences, Paragraphs

- Reading fluency is tested by researchers in multiple ways
- One way is word reading fluency in timed lists
 - Such tests correlate very strongly with sentence and paragraph reading fluency
- The focus in this session is on sentence-level and paragraph-level reading fluency
- Universal screeners and progress monitoring tools often evaluate paragraph reading

Reading Fluency on Individualized Achievement Batteries

- Sentence-level fluency subtests
 - Concerns about validity with older readers- sentences do not get much more difficult as test progresses
 - Sensitivity vs specificity- can indicate reading problems but cannot rule out reading problems
- Paragraph/passage-level fluency tests
 - Passages involve increasing difficulty
 - More influenced by comprehension
- Word-level, sentence-level, and paragraph-level fluency tasks all correlate with one another
 - Based upon group data, but individual performance variations occur

Interpreting Reading Fluency Performance

- Fluency is one of three areas of reading disability
- It is primary symptom of dyslexia in consistent written language like Spanish or Italian
- It may be the only symptom of a reading problem
- Poor fluency despite good word-reading and reading comprehension should be acknowledged and addressed
- Rapid automatized naming skills should be considered
- Illusory fluency in those strong language skills
 - With limited orthographic lexicon, much effort is required to sound fluent
 - Reading comprehension is lower than language comprehension