



# Fluency



Session V  
Mountain West  
Associates



## Social and Emotional Problems Related to Dyslexia

Dyslexia can have significant effects on emotional well-being. Samuel T. Orton, M.D. was one of the first researchers to describe the emotional aspects of dyslexia. His research on preschoolers with dyslexia revealed that most were happy and well adjusted, yet emotional problems began to develop when early reading instruction was not effective.

Over the years, students with dyslexia may develop increasing frustration if the reading skills of their classmates begin to surpass their own. Access to effective Structured Literacy teaching will help these students, but they may still experience social and emotional problems. Understanding these issues will assist parents and teachers in supporting students to develop a healthy sense of emotional well-being that will serve these students well as they continue their work to become skilled readers and spellers.

### Why is dyslexia discouraging and frustrating?

The frustration that individuals with dyslexia experience often stems from their inability to succeed, no matter how hard they try. Parents and teachers see a bright, enthusiastic child who is not learning to read and write. Since dyslexia, almost by definition, is unexpected, students with dyslexia will make many mistakes that may be interpreted as careless. Time and again, these students and their parents hear, "They're such a bright child; if only they would try harder." Ironically, no one knows exactly how hard the individual with dyslexia is trying.

It can be painful and frustrating to struggle with basic reading and writing skills and to be unable to achieve in the eyes of their teachers, classmates, and parents. These experiences may result in students feeling chronically inadequate. A sense of failure and inferiority may generalize beyond the classroom and may last into adulthood. At times, it can even lead successful adults to mistrust their own capabilities.

### What might the person with dyslexia feel or experience?

#### Anxiety

Anxiety is the most frequent emotional symptom reported by both children and adults with dyslexia. Anxiety is a normal, adaptive human response intended to protect us from danger. It often results in the typical reactions of fight, flight, or freeze when encountering an adverse situation. When a person develops anxiety, these responses increase to the point of interfering with day-to-day functioning. Children who are anxious become fearful because of their constant frustration and confusion in school. The anticipation of possible failure when asked to read or spell, which may apply to many new situations, can provoke anxiety and fear.

# Objectives for Session V

Read/Share Social/Emotional Impacts of Dyslexia

the six types of Syllables

Discuss the Role of Fluency and how it impacts our students with dyslexia

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# Discussion

Let's talk about the Social and Emotional Problems Related to Dyslexia

- What did you learn?
- What would you say to the student?
- What would you tell a parent?

# Types of Syllables

<b>SYLLABLE TYPE</b>	<b>Examples</b>
<b>Open</b>	hi, me, no, she, he
<b>Closed</b>	hat, met, sit, pot, nut
<b>Vowel-Consonant-e</b>	make, hide, pole, mute
<b>Vowel-R</b>	star, fern, pork
<b>Vowel Pair</b>	seek, look, toil, fail, head, route
<b>Final Stable Syllable</b>	puzzle, icicle, spindle, mature, nation, precious

# Breakout Session - make as many words as you can!



# What is fluency?

Fluency is the ability to read accurately, with sufficient speed, and expression.





# Bridge

## Models of Skilled Reading: The Simple View of Reading & Scarborough's Rope Model

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly  
Strategic

### Skilled Reading

Fluent execution and  
coordination of word  
recognition and text  
comprehension.

Fluency



### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly  
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



# What we can learn from fluency measures

When we measure the correct words per minute we are also measuring complex processes such as orthographic segmentation and phonological coding  
(LaBerge and Samuels, 1974)

Relationship between oral fluency and comprehension is .91  
(Fuchs, Fuchs, Maxwell, 1988)



WHAT WORKS CLEARINGHOUSE™

# Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



**Recommendation 4.**  
**Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.**

Reading connected text (multiple related sentences) poses different challenges than reading isolated words or phrases. Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to identify words quickly, integrate ideas in the text with their background knowledge, self-monitor their understanding, and apply strategies to support comprehension and repair misunderstandings.<sup>4</sup> Having students read connected text daily, both with and without constructive feedback, facilitates the development of reading accuracy, fluency, and comprehension and should begin as soon as students can identify a few words.

**For less advanced readers:**

1. **“Look for parts you know.”**  
Point out known letter sounds, sound-spelling patterns, or rime patterns if the student does not recognize any.
2. **“Sound it out.”**  
If the student has difficulty, prompt each step of the process as shown in Recommendation 3.
3. **“Check it! Does it make sense?”**  
Prompt the reader to reread the sentence.

**For more advanced readers:**

1. **“You know this word part. Say this part.”**  
Point to familiar prefixes or suffixes (e.g., *-ing*) or the first syllable of the word. Repeat for additional parts or syllables as needed.
2. **“Now read the whole word.”**

## How to carry out the recommendation

1. **As students read orally, model strategies scaffold, and provide feedback to support accurate and efficient word identification.**

Students need to practice reading connected text while they are learning the alphabetic principle and decoding, as described in Recommendation 2 and 3. For example, first introduce a particular sound spelling pattern (such as *th*) by presenting isolated words, and then have students read texts featuring words that contain the given pattern. To help students practice decoding

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Students need to practice reading connected text while they are learning the alphabetic principle and decoding, as described in Recommendations 2 and 3. For example, first introduce a particular sound spelling pattern (such as *th*) by presenting isolated words, and then have students read texts featuring words that contain the given pattern. To help students practice decoding and word identification, plan activities in which students receive support from a more-proficient reader—such as a teacher, parent, or another student—who can provide constructive feedback or support. When students encounter words they find difficult to read, remind them to apply the decoding and word-recognition skills and

**Prompting students to apply word-reading strategies**

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to correct word-reading errors when they occur. Often, students do not recognize word-reading errors because they have not been paying attention to their own reading to know whether their reading made sense. Model and teach strategies for self-monitoring and self-correction and integrate these strategies with word-reading and fluency instruction. When a student makes a word-reading error on a word he or she should be able to read, pause so the student can correct the error; provide support if needed. Rather than simply telling the student the correct word, have students reread the sentence in which the misread word appears.

**Let’s talk for a few minutes about the recommendations for fluency**

In your breakout groups discuss how could you apply this recommendation in your classroom?



# Students with dyslexia and fluency

Reading rate may always be an issue for students with dyslexia. Consistent accommodation is extended time