

# ORAL READING FLUENCY

## ASSESSMENT AND INSTRUCTION

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# FLUENCY

*“The Sleeping Giant”*

# AUTOMATICITY

LaBerge & Samuels, 1974

- Reading words with no noticeable cognitive or mental effort.
- Master word recognition skills to the point of over learning.
- Other Examples
  - Shifting gears on a car
  - Playing a musical instrument
  - Playing a sport (serving a tennis ball)

# READING PROCESS

- Word recognition
- Accessing word meaning
- Decide on correct meaning
- Group words into grammatical units
- Generate inferences
- Construct coherent, understandable model of text

*-S. Jay Samuels*

# WHAT IS READING FLUENCY?

- Speed
- Accuracy
- Expression
- Comprehension

*\*The latest conceptualizations of fluency have extended beyond word recognition processes and now include comprehension processes.*

-Thurlow & van den Broek

# WHAT IS READING FLUENCY?

- Combination of accuracy and automaticity.
- Expression (features of prosody)
  - Pitch
  - Pausing and phrasing
  - Stress
- Consider punctuation

# WHAT IS READING FLUENCY?

- Fluency is not an end in itself but a critical gateway to comprehension.
- Fluent reading frees resources to process meaning.
  - Ability to perform multiple tasks-such as word recognition and comprehension – at the same time.
  - If word recognition is difficult, cognitive resources are consumed and slow the reading process.

# “NON-FLUENCY”

- Signs of a non-fluent reader
  - If listening comprehension is better than reading comprehension
  - If oral rate of reading (below 60 wpm)
  - Below 90% accuracy
  - Poor expression

# Successful readers...

- Rely primarily on the letters
- Process virtually every letter
- Use letter-sound correspondences
- Decode words strategically
- Practice 'till automatic

# ASSESSING ORAL READING

- Components
  - Speed
  - Accuracy
  - Expression
  - Comprehension
- Measures:
  - Oral Reading Fluency (ORF)
  - Running Records

# ASSESSING ORAL READING

- Note during oral reading:
  - Oral word recognition errors
  - WCPM rate
  - Oral reading expression
  - Comprehension

# PURPOSE OF RUNNING RECORDS

- Developed for Reading Recovery
- Purposes:
  - Monitor student progress
  - Identify skills and strategies used by student while reading
  - Focus on needs
  - Grouping purposes
  - Selecting books according to levels

# TAKING THE RECORD

1. Select text
2. Child sits beside teacher
3. Read title
4. Child reads book while teacher notes student reading behavior on paper (copy of text may be helpful)

# TAKING THE RECORD

## 5. Errors

- Substitutions
- Omissions
- Deletions
- Told word

## 6. Non-errors

- Hesitations
- Repetitions
- Self-corrections

T	Told
SC	Self-correct
-	Skipped word
^	Inserted word
TTA	Try that again
R	Repetition
W	Wait (hesitation)
A	Appeal

# SCORING

- Accuracy:

Total words/Correct words

95%-100% Independent

90% - 94% Instructional

89% and below Frustrational

- SC Ratio:

$(\# \text{ of errors} + \# \text{ SC}) / \text{SC}$

# TAKING THE RECORD

5. Allow time for problem solving
6. Calculate accuracy, error ratio, s.c. ratio
7. Analyze notes to identify reading behavior patterns)

# VIDEO

- View video and note student's reading behavior
- Determine what the student is and is NOT doing
- Analyze notes
- Describe instructional plans for the student

# ORAL READING FLUENCY (ORF)

- Curriculum Based Measures (Deno, 1985)
- Efficiently administered 1 on 1
- Assesses rate and accuracy
- Scores compared to norms
- High correlation to reading achievement and comprehension

# DIBELS Oral Reading Fluency

- DIBELS Oral Reading Fluency is intended for most children from mid first grade through sixth-grade. The benchmark goals are 40 in spring of first grade, 90 in spring of second grade, and 110 in the spring of third grade.
- Students may need intensive instructional support if they score below 10 in spring of first grade, 50 in spring of second grade, and 70 in spring of third grade.

# Materials

- Student copy of passage
- examiner copy
- Clipboard
- Stopwatch
- colored scoring pen

# Directions for Administration

1. Place the reading passage in front of the student.
2. Place the examiner copy on clipboard and position so that the student cannot see what you record.

# Directions

University of Oregon  
First Grade Benchmark 2 – DIBELS Oral Reading Fluency, Passage 1

## The Robin's Nest

There was a robin's nest outside our kitchen window. The nest was in a tall bush. The mother robin sat in the nest all day long. One day when I was watching, the mother bird flew away. I saw the eggs she was sitting on. There were four blue eggs.

I watched and watched. The eggs moved. I watched some more. The eggs started to crack. Finally, the eggs hatched. I saw four baby birds. The baby birds opened their beaks wide. I heard them peeping. Soon the mother bird came back. Then the mother robin put worms in their mouths.

Every day I watched the baby birds and their mother. Pretty soon the babies were so fat there was no room for the mother. Then one morning the nest was gone from the bush.

3. Say these specific directions to the student:

*Please read this (point out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, "stop" I may ask you to tell me about what you read, so do your best reading. Start here (point to the first word of the passage). Begin.*

# Timing

4. Start your stopwatch when the student says the first word of the passage. The title is not counted. If the student fails to say the first word after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.
5. The maximum time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark the word as incorrect.
6. Follow along on the examiner copy of the probe. Put a slash ( / ) over words read incorrectly.

## Scoring

7. At the end of 1 minute, place a bracket ( ] ) after the last word provided by the student and say *“Stop”* and remove the passage.
8. Choose whether to administer the optional Retell Fluency Measure.

# Directions for Scoring

1. Score reading passages immediately after administration.
2. Discontinue Rule. If the student does not read any words correctly in the first row, discontinue the task and record a score of 0.
3. Record the total number of words read correctly on the bottom of the scoring sheet for each passage.
4. If the student reads fewer than 10 words correct on the first passage, record their score on the front cover and do not administer passages 2 and 3.
5. If the student reads 3 passages, record their middle score on the front cover. For example, if the student gets scores of 27, 36, and 25, record a score of 27 on the front cover.

# Directions for Scoring

6. Hesitate or struggle with words. If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
I have a goldfish.	“I have a ... (3 seconds)”	I have a <del>goldfish</del> .	<u>  3  </u> / <u>  4  </u>

# Hyphenated words

7. Hyphenated words. Hyphenated words count as two words if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word.

<b>Passage</b>	<b>Number of Words</b>
<b>I gave Ben a red yo-yo.</b>	<b>6</b>
<b>We did push-ups, pull-ups, and sit-ups.</b>	<b>9</b>

# Numerals

8. Numerals. Numerals must be read correctly in the context of the sentence.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
My father is 36.	“My father is thirty-six.”	My father is 36.	<u>4</u> /4
My father is 36.	“My father is three six.”	My father is <del>36</del> .	<u>3</u> /4
I am 6 years old.	“I am six years old.”	I am 6 years old.	<u>5</u> /5

# Mispronounced words

9. Mispronounced words. A word is scored as correct if it is pronounced correctly in the context of the sentence. If the word is mispronounced in the context, it is scored as an error.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
Dad read the paper.	“Dad reed the paper.” (i.e., long e)	Dad <del>read</del> the paper.	<u>  3  </u> / <u>  4  </u>
I ate too much.	“I eat too much.”	I <del>ate</del> too much.	<u>  3  </u> / <u>  4  </u>

# Self Corrections

10. Self Corrections. A word is scored as correct if it is initially mispronounced but the student self corrects within 3 seconds. Mark *SC* above the word and score as correct.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
Dad read the paper.	“Dad reed ... red the paper.” (i.e., self-corrects to short e)	<sup>SC</sup> <del>Dad read</del> the paper.	<u>  4  </u> / <u>  4  </u>

# Repeated Words

11. Repeated Words. Words that are repeated are not scored as incorrect and are ignored in scoring.

<b>Passage</b>	<b>Student Says</b>	<b>Scoring Procedure</b>	<b>Correct Words / Total Words</b>
<b>I have a goldfish.</b>	<b>“I have a ... I have a goldfish.”</b>	<b>I have a goldfish.</b>	<b>_4_/4</b>

# Articulation and Dialect

12. Articulation and dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, and reads "rest" as "retht," he or she should be given credit for a correct word. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

<b>Passage</b>	<b>Student Says</b>	<b>Scoring Procedure</b>	<b>Correct Words / Total Words</b>
<b>It is time for a rest.</b>	<b>"It is time for a retht." (articulation)</b>	<b>It is time for a rest.</b>	<b>_6_/6</b>
<b>We took the short cut.</b>	<b>"We took the shot cut." (dialect)</b>	<b>We took the short cut.</b>	<b>_5_/5</b>

# Inserted Words

13. Inserted words. Inserted words are ignored and not counted as errors. The student also does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

<b>Passage</b>	<b>Student Says</b>	<b>Scoring Procedure</b>	<b>Correct Words / Total Words</b>
<b>It is time for a rest.</b>	<b>“It is time for a long rest.”</b>	<b>It is time for a rest.</b>	<b>_6_/6</b>
<b>I ate too much.</b>	<b>“I ate way too much.”</b>	<b>I ate too much.</b>	<b>_4_/4</b>

# Omitted Words

14. Omitted words. Omitted words are scored as incorrect.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
It is time for a rest.	“It is time for rest.”	It is time for <del>a</del> rest.	<u>  5  </u> / <u>  6  </u>
I ate too much.	“I ate much.”	I ate <del>too</del> much.	<u>  3  </u> / <u>  4  </u>

# Word Order

15. Word Order. All words that are read correctly but in the wrong order are scored as incorrect.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
The ice cream man comes.	“The cream ice man comes.”	The <del>ice</del> <del>cream</del> man comes.	<u>  3  </u> / <u>  5  </u>
I ate too much.	“I too ate much.”	I <del>ate</del> <del>too</del> much.	<u>  2  </u> / <u>  4  </u>

# Abbreviations

16. Abbreviations. Abbreviations should be read in the way you would normally pronounce the abbreviation in conversation. For example, TV could be read as “teevee” or “television” but Mr. would be read as “mister.”

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
May I watch TV?	“May I watch teevee?”	May I watch TV?	<u>  4  </u> / <u>  4  </u>
May I watch TV?	“May I watch television?”	May I watch TV?	<u>  4  </u> / <u>  4  </u>
My teacher is Mr. Smith.	“My teacher is mister Smith.”	My teacher is Mr. Smith.	<u>  5  </u> / <u>  5  </u>
My teacher is Mr. Smith.	“My teacher is ‘m’ ‘r’ Smith.”	My teacher is <del>Mr.</del> Smith.	<u>  4  </u> / <u>  5  </u>

# PRACTICE WITH VIDEO

# THE BEST OF BOTH WORLDS

## RUNNING RECORDS

- On the run-any text
- Identifies multiple strategies used and NOT used by student.
- Administration time
- In-depth training to interpret information
- Low reliability

## ORF

- Quick
- Easy administration
- Report system
- Just a slice
- Teach what is tested-less focus on comprehension

# Dynamic Oral Reading Check

## **DORC**

- Text aligned with instruction
- Accuracy
- Reading rate
  - (Time in seconds / words correct X 60 = wcpm)
- Strategies in place
- Error patterns
- Note expressiveness
- Check for understanding
  - Retelling or ask questions

# EFFECTIVE INSTRUCTION

- Well planned guided oral reading instruction
  - Teacher modeling
  - Direct instruction with feedback
  - Phrasing practice
  - Comprehension component
- Repeated reading and wide reading is better than no reading
- Students need many opportunities to read appropriately difficult text (Rasinski)

# FLUENCY INSTRUCTION

- Effective fluency building instruction rests on three critical decisions:
  - Selecting appropriate instructional tasks
  - Scheduling sufficient practice (multiple opportunities per day).
  - Systematically increasing the rate of response.

# WORD RECOGNITION

- To build fluency, text needs to contain words previously taught as...
  - High Frequency words
  - Sequentially decodable words
  - Words with known phonograms

# WORD RECOGNITION

- Primer Level- First 100 words
  - Students who do not master the first 100 words until grade three tend not to become good readers
- Third grade students need to rapidly recognize the first 5,000 words

# INTERVENTIONS

- Reading fluency lessons
- Independent reading
- Teacher, peer, and technology assisted readings
- Reading for performance
- Family/home programs

# FLUENCY INSTRUCTION

- Format:
  - Teacher reads content area text
  - Discussion of text
  - Students read text orally –multiple settings and times
- Fluency Oriented Reading Instruction (FORI)
- Wide Reading (WR)
- Fluency Development Lesson (FDL)
- Shared Book Experience (SBE)

# INDEPENDENT READING

- Reading independently in class is better than NO reading in class.

# ASSISTED ORAL READING PRACTICE WITH FEEDBACK

- Guided Oral Reading with Feedback
- Neurological Impress
  - Choral reading
  - Echo Reading
- Paired with an adult
- Partner reading
- Tape assisted reading
- Closed caption T.V.

# PERFORMANCE READING

- Reader's Theater
- Read to younger children

# HOW TO DETERMINE APPROPRIATE LEVEL TEXT

- Independent fluency practice:
  - Text student reads with 95% accuracy
- Fluency building (scaffolded):
  - Instructional level or above (90%+)

# INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

- Research supports assisted reading.
  - Use of tutoring, small group setting, or audiotape.
  - Aids phrasing of text and pronunciation
- Feedback and modeling
- Passages contain predominantly familiar words.
- Students chart own progress.

# INSTRUCTION FOR STRUGGLING READERS

- Fluency practice is critical in second and third grades.
  - By then many students have developed into “accurate” readers, but lack the fluency necessary for middle-grade reading.

# INSTRUCTION FOR STRUGGLING READERS

- Pair them with younger readers.
  - Study books from the vantage point of both interest and difficulty.
  - Provides opportunities for them to practice rereading books that are easier for them and can be read quickly.
  - Provide practice that includes discussions of phrasing, intonation, and comprehension.

# SELECTING APPROPRIATE TEXTS

- Exposure to many books versus few books
  - Memorizing text can be a transitional stage to conventional reading for many kindergartners.
  - Continued use of this strategy will detract from word recognition accuracy and fluency.

- CORE Assessment for David