

Oral Reading Fluency

...a closer look

Handout #2

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THE FIRE CAT

Pickles

Once upon a time, there was a yellow cat with back spots in his fur. His name was Pickles. Pickles was a young cat. His paws were big. And he wished to do big things with them. But where could Pickles find anything to do? 49

Pickles lived in a barrel. The barrel was all that he had for a home. Pickles' barrel was in an old yard where there was nothing big to do. So what did Pickles do? He ran after little cats. He ran after every little cat that came into the yard. And he chased the little cat out of the yard. 109

This was a bad, bad thing. But it was all that Pickles could find to do.

(125 words including title)

Computer Method

Words:	125		
Paragraphs:	4	Sentences per paragraphs:	5
Sentences:	13	Words per sentence:	7.9

Readability:

Passive Sentences:	0 %
Flesh-Kincaid	2.9 gr. level

I Can Read Book: PreSchool - Grade 1

NAME _____

MULTI-DIMENSIONAL FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some chopppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads generally at an appropriate rate throughout reading.	Reads at an appropriate conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Adapted from Zutell, J. & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency in. *Theory to Practice*, 30, 211-217.

Great Leaps Elementary Reading

Can and Will

Can you? I can.
Will you? I will.
Did you? I did. (15)

Can he? He cannot.
Will he? He will not.
Did he? He did not. (29)

Can she? She can.
Will she? She will.
Did she? She did. (41)

Can they? They cannot.
Will they? They will not.
Did they? They did not. (55)

One-Minute Reading Probe

Sir Ector put his hand on Arthur's shoulder. "Let us go back to the tournament. Afterward we will come here with the others. You must draw out the sword again. Before them all."

Later that day the churchyard was crowded. The proud knights and lords who hoped to draw the sword from the stone were there. And people had come from miles around to watch them try. They all wished a great knight]] would become king that day.

Arthur was in the crowd too. (84 words; 10 sentences)

Rate: 64 WCPM (73 words read - 9 errors)

Accuracy: $64 \div 73 = 88\% (.876)$

Text Reading Level:

- Grade 2.4 Random House
- Grade 2.6 Flesch-Kincaid Computer Method
- Grade 2 Adapted Fry's Readability Graph 1977
(9.9 syllables per sentence [8.5-11.8])

Knights of the Round Table, Adapted by Gwen Gross
Bullseye Step into Classics, Random House New York, p. 20

COMPILED ORF NORMS

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM = Words Correct Per Minute



STUDENT QUESTIONNAIRE

- Would you describe yourself as a good reader?
- Do you like to read?
- How often do you read at home?
- Do you do extra reading at school? When?
- Do you think you need to improve your reading?
- When you come to a word you don't know, what do you do?
- Do you think you read too fast, too slow, or just right for your grade level.
- What do you do when you have to read something that is too difficult?
- What will help you become a better reader?

Adapted from: Rasinski, The Fluent Reader. (2003)

PHRASED TEXT SELECTION

Day 1

Today / there is a park / in Hiroshima /
where the bomb dropped. // Near the park /
is a museum. // It opened in 1955 / and
houses / some 6000 items / left after the
explosion. //

Each year / 1, 200,000 people / visit the
museum. // They look / at the photos and
exhibits. // And / they examine / the twisted
roof tiles / and melted bottles. // They are /
strange disturbing relics / of that terrible
moment. //

Japan has built / a new wing / to the
museum. // The new exhibit / includes
Japan's role in the World War II / and shows /
how the city of Hiroshima / participated in the
military effort. // For the first time, / the
bombing is placed / in a historical context. //

The Lost Duck

Primary Phonics Set 3; Book 6

A cricket and a rabbit came to an egg.

"It is a rock," said the cricket.

"No," said the rabbit.

"It is an egg."

The cricket gave the egg a kick.

"Stop the racket," said the egg.

The rabbit gave the egg a smack.

"Get lost," said the egg.

"Peck! Peck!"

The egg had a crack in it.

61 words

CHECKLIST OF ORAL READING PROSODY

(Zutell & Rasinski 1991 rating scale)



Name: _____

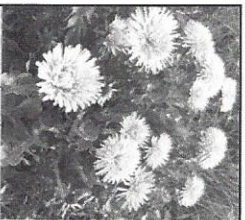
Date: _____

1	2	3	4	5
---	---	---	---	---

1. Emphasis on appropriate words →
2. Voice tone rose and fell at appropriate points →
3. Inflection reflected punctuation in text →
4. Dialogue: correct vocal tone →
5. Pauses at phrase boundaries →
6. Uses subject/verb divisions to pause at phrase boundaries →
7. Uses conjunctions to pause at phrase boundaries →
8. Uses prepositional phrases to pause at phrase boundaries →

Score: _____ (32-40)

1 = Never 2 = Rarely 3 = half the time 4 = yes 5 = Consistently



High Noon Reading Fluency, Level D, 4th grade.

Dandelions



The dandelion is the enemy of anyone who seeks a picture-perfect lawn. It is a wildflower, but it had become so disliked, most people think of it as a weed. It grows everywhere in the world where the climate is mild.

The dandelion's name comes from the French *dent de lion* or lion's tooth. It was most likely so named because its notched leaves look like teeth. Its roots are deep, sometimes as much as three feet. Its leaves lie flat on the ground. In this way, they escape the lawnmower's sharp blades. Its stem is hollow and contains a milky, white juice.

Young dandelion leaves are often used in salads. But they must be picked before the plant has bloomed.

FLUENCY DATA SHEET

Name: _____ Grade: _____

Circle one: Screening Update Date: _____ Teacher: _____

- Three minutes probes:
 - Source and Grade level
 - Passage 1: _____
 - Passage 2: _____
 - Passage 3: _____
 - Words Correct Per Minute (WCPM)
 - _____; _____; _____ Average: _____
 - Hasbrouck and Tindal Oral Reading Rates at 50%ile:
 - Fall: _____; Winter: _____ Spring: _____
 - Accuracy: _____; _____; _____ Average: _____

Multidimensional Fluency Scale: _____ Score _____

Prosody Checklist: (32-40) Score: _____

Test of Word Reading Efficiency-2 (TOWRE-2):

Subtest	Standard Score	Percentile	Grade Equivalent	Age Equivalent
Sight Word Efficiency				
Phonemic Decoding Efficiency				

Test of Silent Word Reading-2 (TOSWRF-2)

Standard Score	Percentile	Grade Equivalent	Age Equivalent

Comments:

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