

Fluency



Third Grade Teacher Reading Academy



Adapted Version of NAEP's Oral Reading Fluency Scale

Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

Third-Grade Oral Reading Measure

- Steps:
1. Administer fluency (60 seconds)
 2. Administer 30-second retell
 3. Score fluency
 4. Score comprehension

Directions:

1. Have your copy of the story, the stopwatch, and a pen or pencil ready.
2. Say: **“Here’s a story I want you to read out loud to me. I’ll give you 1 minute to read as much of this story as you can. It’s OK if you don’t know all the words. However, I do want you to try to read as much as you can. If you don’t know a word after trying to read it, I’ll help you. That way I can tell if you’re getting better at reading. After you read the story, I am going to ask you to tell me what you read.”**
3. Give the student the blackline master of the story.
4. Point to the title. **“The title of this story is _____.”**
5. Point to the first word and say, **“Begin.”** Start the stopwatch.
6. As the student reads, mark each error with a dark slash mark (/). At the end of 1 minute, place a double slash mark after the last word read (/ /). Count the number of words read correctly. Use the formula on the bottom of each story to figure the words correct per minute (WCPM) score.
7. Errors are counted for:
 - Omissions
 - Reversals
 - Substitutions
 - Mispronunciations not caused by a speech defect (i.e., “house” for “home” is an error; leaving off *-s*, *-ed*, and *-ing* are errors).
 - Do not count insertions, self-corrections, or repetitions as errors
8. If a child cannot read a word within 3 seconds, provide the word, point to the next word in the sentence, and count that word as an error. If the child is about to finish pronouncing the word let the child finish even though the 3 seconds are over.
9. If a child starts to tell a story, rather than reading the story, point to the next word and say, **“Read the words on the page.”**
10. Other:
 - Circle a word that was self-corrected. They can go back (unprompted) and correct.
 - If they skip an entire line, put a line through it. Don’t do it immediately in case they figure out what they did.
11. After the student reads for 1 minute ask them to retell what they have read in 30 seconds. Say: **“Now I want you to tell me about the story you just read without looking at the story. You have 30 seconds to tell me as much as you can remember.”** Use the comprehension chart located at the bottom of the story to mark their comprehension level.
12. Have the student graph their WCPM progress on a fluency graph.

Adapted from Fuchs, L., Hamlett, C., & Fuchs, D. (1997). *Monitoring Basic Skills Progress* (2nd ed.) [Computerized assessment program]. Austin, TX: Pro-Ed.

Student _____
Date _____

WCPM _____

Comprehension Level _____

A BABY BROTHER (MEASURE 1)

Dad said that it was time for Danny’s mom to go to the hospital. 14
 Danny’s mom was going to have a baby. Danny was excited. He could not 28
 wait to see whether he would have a baby brother. Danny had decided 41
 that he did not want a baby sister. “Girls are nice, but it would be more fun 58
 to have a brother to play with,” Danny thought. 67

Danny helped his father put the suitcase into the car. Then the 79
 family climbed into the car. Danny’s dad drove to the hospital quickly. 91
 Danny and his dad sat in the waiting room at the hospital. At last, a nurse 107
 came out and told them that Danny’s mom had a baby boy. Danny was 121
 excited. Danny’s father was excited. Danny felt happy that he had a 133
 brand-new baby brother. 136

Danny could not wait for his mom and dad to bring the baby home. 150
 He helped his grandma clean the house. Cleaning up the house was not 163
 what Danny did best. However, he did say that he would help clean the 177
 house this time. Grandma and Danny hung blue streamers on the mailbox. 189
 The blue streamers let the neighbors know that there was a new baby boy 203
 at Danny’s house. Grandma and Danny cooked a big meal for supper that 216
 night. 217

At last, Danny saw the car pull up in the driveway. Dad went around 231
 the car and opened the door so Mom could get out. Mom stepped out of 246
 the car with Danny’s baby brother in her arms. Danny raced down the 259
 steps to look at his brother. “Why, my brother looks all red and wrinkled,” 273
 said Danny. “Well, you looked this way too when you were first born,” said 287
 Danny’s mom. “Your brother won’t look this way forever.” 296

Danny’s mom went into the house and sat down on the sofa. “Would 309

Adapted from Fuchs, L., Hamlett, C., & Fuchs, D. (1997). *Monitoring Basic Skills Progress* (2nd ed.)
 [Computerized assessment program]. Austin, TX: Pro-Ed.

you like to hold the baby?" she asked Danny. Danny took the baby into his arms very gently. All of a sudden, the baby opened his eyes. The baby looked right at Danny. Danny smiled down at the baby. He was glad to have a baby brother.

324

338

352

356

Comprehension Level (30 seconds retell)

1. No recall _____
2. Recalls some details _____
3. Recalls some events _____
4. Sequence events and details _____
5. Identifies main idea _____
6. Completely summarizes _____

Place a check mark at the appropriate level.

Words Correct Per Minute (WCPM)

Words Read _____

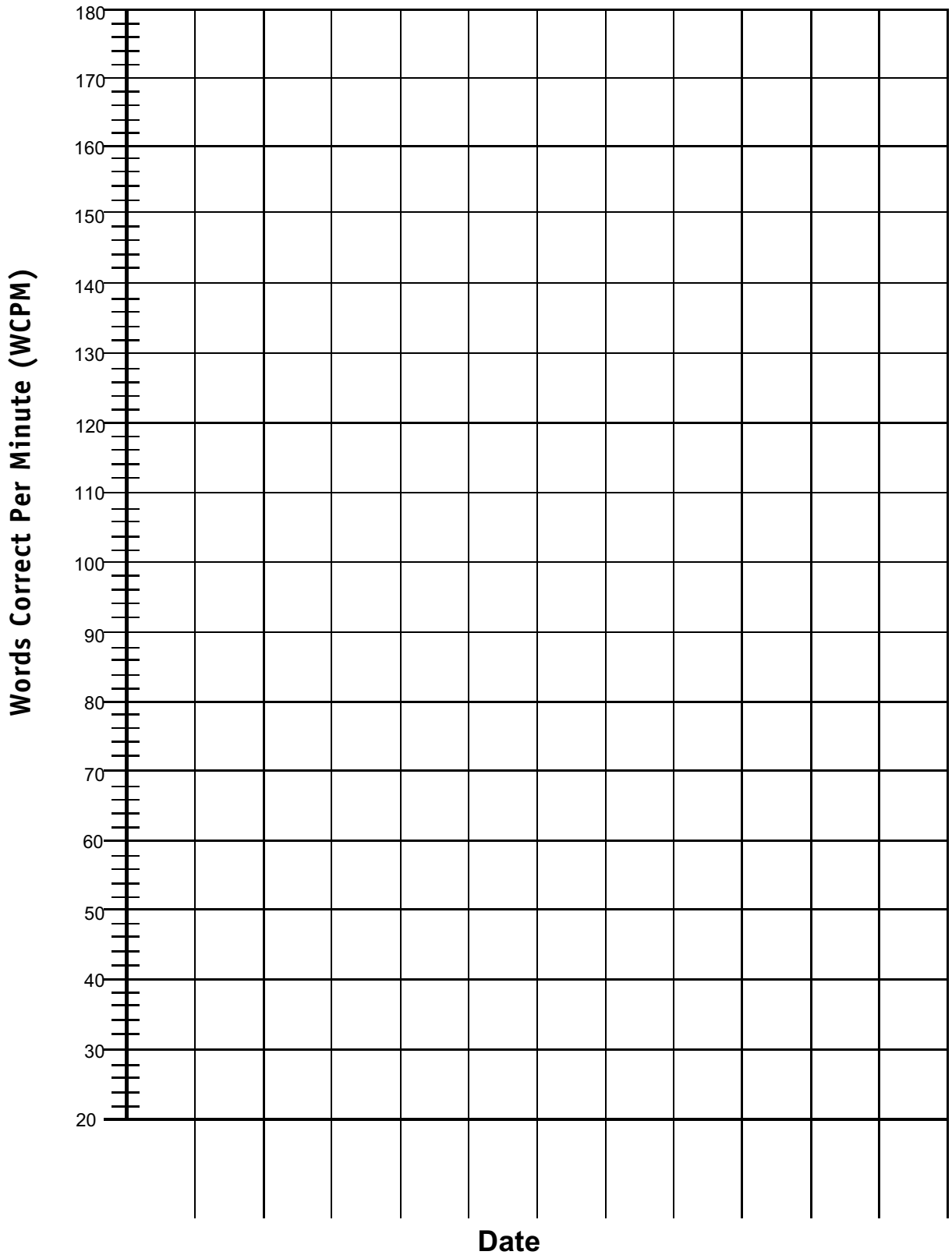
- Errors (minus) _____

Words Correct Per Minute _____

Adapted from Fuchs, L., Hamlett, C., & Fuchs, D. (1997). *Monitoring Basic Skills Progress* (2nd ed.) [Computerized assessment program]. Austin, TX: Pro-Ed.

Name _____

Fluency Monitoring Over Time



Determining Reading Levels of Texts

The three reading levels that you can use to determine the readability of texts for a particular student include:

Independent Level: text in which no more than approximately 1 in 20 words is difficult for the reader.

Accuracy level: 95–100%

Independent-level texts are appropriate if students are reading independently with little or no instructional support. Independent-level texts are often used to build fluency.

Instructional Level: text in which no more than approximately 1 in 10 words is difficult for the reader. Students need instructional support from the teacher.

Accuracy level: 90–94%

Instructional-level texts are appropriate for small-group instruction when teachers provide assistance as students read.

Frustrational Level: text in which more than 1 in 10 words are too difficult for the reader.

Accuracy level: less than 90%

Frustrational-level texts can be used when extensive support and instruction are provided by the teacher during one-on-one instruction.

Calculating Reading Levels of Texts

Reading levels can be determined by calculating the student's accuracy when reading text.

1. Calculate the percent accuracy level.

Divide the number of words read correctly by the total number of words read to calculate the percent accuracy level.

$$\frac{\text{Number of Words Read Correctly}}{\text{Total Words Read}} = \text{Percent Accuracy Level}$$

For example, if a student reads 120 words correctly out of a passage of text that contains 125 words, the accuracy level is 96%.

$$120 \div 125 = (.96) \text{ or } 96\%$$

2. Determine the reading level of the text for the student.

96% accuracy means that the text is at the student's independent reading level.

Practice

Calculate the percent accuracy to determine a reading level:

In September, a third-grade student reads 86 words correctly out of a passage of text that contains 96 words. What is the percent accuracy and reading level?

$$\underline{\quad} \div \underline{\quad} = (. \quad) \underline{\quad} \% (\underline{\hspace{2cm}} \text{ level})$$

Adapted from Gunning, T. G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Boston, MA: Allyn & Bacon.

Partner Reading With Error Correction

Objective: *The students will correctly read the text using cue cards that prompt the reader to self-monitor and self-correct errors.*

Materials:

- Reading material at the students' instructional reading level
- Cue cards for Error Correction

Teaching Practice That Promotes Reading

Students read through the story together, taking turns reading orally. The higher-performing reader, Reader 1, reads a section orally while the lower-performing reader, Reader 2, follows along. Reader 2 listens and requests that errors be corrected while Reader 1 reads. Error correction cue cards help the listener prompt the reader when an error has been made. Then readers change roles.

Error Correction 1:

- Point to a missed word and say, "You missed that word. Can you figure it out?"
- Wait 4 seconds.
- If the reader figures out the word, say: "Good. Start the sentence again."

Error Correction 2:

- Point to a missed word and say, "You missed that word. Can you figure it out?"
- Wait 4 seconds.
- If the reader doesn't figure out the word, say: "That word is _____. What word?"
- Wait for the reader to respond, then say: "Good. Start the sentence again."

Adaptations

For English language learners, be sure to preview any unfamiliar vocabulary. To reinforce comprehension, stop at intervals throughout the selection to review what has happened up to that point.

Error Correction Cards

ERROR CORRECTION 1	
1	Point to a missed word and say, "You missed that word. Can you figure it out?"
2	Wait four seconds.
3	If the reader figures out the word, say: "Good. Start the sentence again."

Error Correction Cards

ERROR CORRECTION 2	
1	Point to a missed word and say, "You missed that word. Can you figure it out?"
2	Wait four seconds.
3	If the reader doesn't figure out the word, say: "That word is _____. What word?"
4	Wait for the reader to respond, then say: "Good. Start the sentence again."

Adapted from Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J. J., & Hall, R.V. (1986). Classwide peer tutoring. *Exceptional Children*, 52(6), 535–542; Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving. *The Elementary School Journal*, 99(3), 201–219; Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174–206.

Lectura en parejas con corrección de errores

Objetivo:

Los estudiantes leerán el texto correctamente usando las tarjetas de apoyo que ayudan al lector a monitorear su lectura y corregir sus errores.

Materiales:

- Material de lectura que esté al nivel de lectura de instrucción
- Tarjetas de apoyo para corregir errores (inglés y español)

Practica de enseñanza que promueve la lectura

Los dos estudiantes leen el texto tomando turnos. El lector más avanzado, Lector 1, lee una sección oralmente mientras que el lector menos avanzado, Lector 2, sigue la lectura en silencio. El Lector 2 escucha y pide que los errores sean corregidos durante la lectura del Lector 1. Las tarjetas de apoyo para corregir errores ayudan al estudiante oyente a pedirle al lector que corrija el error cuando se ha cometido uno. Los lectores se intercambian los roles.

Corrección de errores 1:

- Señala la palabra que se leyó equivocadamente y di: "Te falló esa palabra. ¿Puedes tratar de leerla?"
- Espera cuatro segundos.
- Si el lector lee la palabra correctamente, di: "Bien. Empieza la oración otra vez."

Corrección de errores 2:

- Señala la palabra que se leyó equivocadamente o que se saltó y di, "Te falló esa palabra. ¿Puedes tratar de leerla?"
- Espera cuatro segundos.
- Si el lector no puede leer la palabra correctamente, di: "Esa palabra es _____. ¿Qué palabra es?"
- Espera hasta que el lector lea la palabra correctamente y di: "Bien. Empieza la oración otra vez."

Adaptaciones:

Repase el vocabulario que sea desconocido para los estudiantes que aprenden inglés como segunda lengua. Para reforzar la comprensión, deténgase a menudo durante la lectura para repasar lo que ha sucedido hasta ese punto en la historia.

Tarjetas para corregir los errores

CORRECCIÓN DE ERRORES 1	
1	Apunte la palabra leída incorrectamente y diga, "No leíste bien esa palabra. ¿La puedes descifrar?"
2	Espera cuatro segundos.
3	Si el lector la lee correctamente, di: "Bien. Empieza la oración otra vez."

Tarjetas para Corregir los Errores

CORRECCIÓN DE ERRORES 2	
1	Apunte la palabra leída incorrectamente y diga, "No leíste bien esa palabra. ¿La puedes descifrar?"
2	Espera cuatro segundos.
3	Si el lector no lee la palabra correctamente, diga: "La palabra es _____. ¿Qué palabra es?"
4	Espere que responda el lector, entonces di, "Bien. Empieza la oración otra vez."

Adapted from Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J. J., & Hall, R.V. (1986). Classwide peer tutoring. *Exceptional Children*, 52(6), 535–542; Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving. *The Elementary School Journal*, 99(3), 201–219; Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174–206.

Partner Reading With Retell

Objective:

The students will focus on the sequence of the text.

Materials:

- Instructional-level texts
- Retell cue card (English and Spanish)

Lesson:

Give students copies of the same book. Then,

1. The lower-performing reader reads a section of the text.
 2. The higher-performing reader or coach asks the following questions:
 - a. **What did you learn first?** This question is only asked once at the beginning of each section.
 - b. **What did you learn next?** This question is asked as many times as needed to cover all the information that the student learned while reading that section.
 3. The lower-performing reader retells each section after he or she finishes reading that section.
-

Adaptations:

This practice provides the teacher the opportunity to walk around the room and listen to each pair as they read, provide error corrections, and do the comprehension checks.

Retell Cue Cards

RETELL CUE CARD	
1	What did you learn first?
2	What did you learn next?

RETELL CUE CARD	
1	What did you learn first?
2	What did you learn next?

Adapted from Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J. J., & Hall, R. V. (1986). Classwide peer tutoring. *Exceptional Children*, 52(6), 535–542; Mathes, P. G., Howard, J. K., Allen, S. H., & Fuchs, D. (1998). Peer-assisted learning strategies for first-grade readers: Responding to the needs of diverse learners. *Reading Research Quarterly*, 33(1), 62–94; Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174–206.

Lectura en pares y recuento

Objetivo:

Los estudiantes se enfocaran en la secuencia de la historia.

Materiales:

- Copia del mismo libro para cada estudiante
- Tarjeta de estímulo para recontar la historia

Practica del maestro que promueve la lectura:

- Darles a los estudiantes el mismo libro. Luego,
- El lector con bajo nivel de lectura lee una sección del texto.
- El lector con alto nivel de lectura o entrenador hace las siguientes preguntas:
 - ¿Que fue lo que aprendistes primero? Esta pregunta se hace solo al principio de cada sección.
 - ¿Que aprendistes después? Esta pregunta se hace tantas veces se necesite para cubrir toda la información que el estudiante aprendió mientras leía la sección.
- El estudiante de bajo nivel de lectura recuenta cada sección después de terminar al leerla.

Adaptaciones:

Esta práctica da la oportunidad de ir alrededor del salón y escuchar cada pareja mientras leen, para revisar la comprensión.

Tarjetas claves de relatar

TARJETAS CLAVES DE RELATAR

1

¿Que aprendíste primero?

2

¿Que aprendíste después?

TARJETAS CLAVES DE RELATAR

1

¿Que aprendíste primero?

2

¿Que aprendíste después?

Partner Reading With Comprehension Check

Objective:

The students will have a thorough understanding of the text that they have read during partner reading.

Materials:

- Reading material at the students' instructional reading level
-

Teaching Practice That Promotes Reading:

Have the students read through the story. Then, students take turns asking questions about the story.

Sample Questions:

1. **WHO** was the main character in the story?
 2. **WHEN** did _____ happen?
 3. **WHERE** did _____ live? (work, eat, sleep)
 4. **WHAT** is the meaning of the word _____?
 5. **WHY** do you think _____?
-

Adaptations:

If the reading passage is expository text, have students ask questions about the main idea and supporting details.

Sample Questions:

1. Who or what is the text mainly about?
2. What is the most important thing you learned?

For English language learners, be sure to preview any unfamiliar vocabulary. To reinforce comprehension, stop at intervals throughout the selection to review what has happened up to that point.

Adapted from Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J. J., & Hall, R.V. (1986). Classwide peer tutoring. *Exceptional Children*, 52(6), 535–542; Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving. *The Elementary School Journal*, 99(3), 201–219; Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174–206.

1	WHO are the characters?
2	WHEN did the story happen?
3	WHERE did the story happen?
4	WHAT happened in the story?
5	WHY do you think _____ ?

1	WHO are the characters?
2	WHEN did the story happen?
3	WHERE did the story happen?
4	WHAT happened in the story?
5	WHY do you think _____ ?

Lectura en parejas con revisión de la comprensión

Objetivo:

Los estudiantes entenderán completamente el texto que han leído durante la lectura en parejas.

Materiales:

- Material de lectura al nivel de instrucción de los estudiantes.
-

Práctica de enseñanza que promueve la lectura:

Primero los estudiantes leen la historia. Después los estudiantes se turnan para hacer preguntas acerca de la historia.

Ejemplo de las preguntas:

1. ¿QUIÉNES son los personajes de la historia?
 2. ¿CUÁNDO pasó la historia?
 3. ¿DÓNDE pasó la historia?
 4. ¿QUÉ pasó en la historia?
 5. ¿POR QUÉ crees que _____?
-

Adaptaciones:

Si el pasaje de lectura es un texto expositivo, invite a los estudiantes a hacer preguntas sobre la idea principal y detalles que complementan la idea principal.

1. ¿De quién o de qué se trató el texto?
2. ¿Qué fue lo más importante que leíste?

Asegúrese de repasar el vocabulario desconocido con los estudiantes que aprenden inglés como segunda lengua. Para reforzar la comprensión, deténgase varias veces durante la lectura de la selección para repasar lo que ha sucedido hasta ese momento y verificar que los estudiantes han comprendido los eventos.

1	¿ QUIÉNES son los personajes de la historia?
2	¿ CUÁNDO pasó la historia?
3	¿ DÓNDE lugar pasó?
4	¿ QUÉ pasó en la historia?
5	¿ POR QUÉ crees que _____ ?

1	¿ QUIÉNES son los personajes de la historia?
2	¿ CUÁNDO pasó la historia?
3	¿ DÓNDE lugar pasó?
4	¿ QUÉ pasó en la historia?
5	¿ POR QUÉ crees que _____ ?

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