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Focused Oral Reading Practice: A New Approach

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What Is Fluency?

Fluency Is More than Rate

Many people incorrectly equate reading fluency with rate (words correct per minute).

Fluency is a combination of accuracy, rate, and expression (prosody).

GRADE	Fall	Winter	Spring
1	--	23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

Hasbrouck & Tindal Fluency Norms (2005)
50th percentile
(words correct per minute)

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Fluency Practice Is <u>Not</u> a Substitute for Teaching Missing Foundational Reading Skills

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Teaching Fluency Will Not Teach Missing Phonics Skills

- Automatic, accurate decoding is a pre-requisite for fluent reading.

- Teaching or practicing fluency will NOT teach decoding.

- Students with decoding weaknesses need both phonics instruction and frequent Oral Reading Practice.
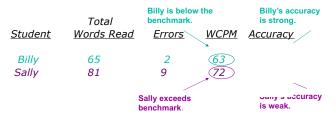
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Accuracy before Rate

Traditional WCPM Calculation Does Not Always Catch Accuracy Problems

- Consider two 2nd graders in January when the WCPM benchmark is <u>68+ WCPM</u>:

Student	Total Words Read	Errors	WCPM	Accuracy
Billy	65	2	63	
Sally	81	9	72	

Billy is below the benchmark.

Billy's accuracy is strong.

Sally exceeds benchmark.

Sally's accuracy is weak.

- Sally's WCPM score is higher, but Billy is more accurate.

- Billy is more likely to comprehend what he reads.

The Goal Is Comprehension

When considering an appropriate rate, remember: "The Goal Is Comprehension"

- Low accuracy will often impede comprehension.

- Low reading rate does not always lead to poor comprehension.
  - Students who read at 90% of WCPM benchmark with recommended % accuracy often have strong comprehension.
  - Reading faster may help them finish faster, but they will not necessarily comprehend better.
  - Is this the best place for intervention resources?

Recommended Accuracy When Reading Aloud

- 100% when reading decodable text

- 100% when practicing for accuracy, without attention to rate

- 98% when reading for rate

Measuring Accuracy

- Accuracy is the percentage of words read correctly.

- If a student reads 50 words and either skips or misreads 3 words, he read 47 words correctly. His accuracy is 47/50 or 94%.

$$\frac{\text{total words correct}}{\text{total words read}} = \text{accuracy rate}$$

$$\frac{47}{50} = 94\%$$

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Comparison of the New Approach and the Traditional Approach

New Approach: Students Read for Accuracy with No Timing

Traditional "fluency" programs	New approach
• Reading rate is the primary measure, and students focus on speed.	• First, accuracy is the only measure.
• Errors may or may not be counted, but they are not the focus of practice.	• The students learn to read with 100% accuracy.
	• Rate is not measured when students are practicing for accuracy.
	• After students achieve accuracy goals, they often also achieve their rate goals.

New Approach:
Goal Is to Read Accurately the First Time

Traditional "fluency" programs	New approach

• Students are expected to practice reading a text 3 to 5 times before they read for a final WCPM score
  – Students often get a WCPM score the first time they read, and practice so they can improve their score.
 	
• After reading the passage for a final score, students begin practice on a new passage.
	• Students read only a section of the passage.
	
	• Their goal is to read the section with 100% accuracy (or achieving their rate goal) the first time they read the section.
	
	• Students read the same section until they achieve 100% accuracy (or their rate goal).
	  – Students move to a new section after they achieve their goal

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New Approach:
All Oral Reading Practice with a Teacher

Traditional "fluency" programs	New approach

• Students may practice:
  – by reading with another student
  – by themselves after or while listening to a recording of the passage.
	• The teacher monitors all student practice.

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New Approach:
Practice is for "Accuracy" or "Rate" (not "Fluency")

Traditional "fluency" programs	New approach
• *Fluency* and *Words Correct per Minute* are considered synonyms.	• Students practice to improve either accuracy or rate, but not both at the same time. • Any student who reads below 97% accurately on an oral reading assessment practices for rate first.

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New Approach: No More Fluency Practice

• Students are reading to practice ACCURACY or RATE.

• Students who read with less than 97% accuracy accuracy on an oral reading assessment practice for accuracy.

• Students who read with 97% accuracy or higher, but read at a rate lower than an established benchmark practice for rate.

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Oral Reading Practice Is Different from Fluency Assessment or Practice
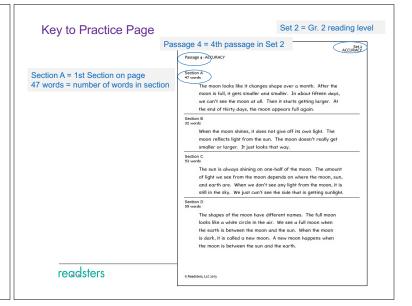

Procedures that May Be Different

• Students must ask for help on a word. "Help, please."
  – No 3–second rule.

• Always review errors before rereading a section.
  – Point to each word missed and ask student to read the word – assist as needed.
  – Help student practice saying words that are difficult to pronounce.

• When practicing for accuracy, there is no time limit.

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Slide 1

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The New Approach:
Practicing for **Accuracy**

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Slide 2

Set 2 = Gr. 2 reading level

Passage 4 = 4th passage in Set 2

Section A = 1st Section on page
47 words = number of words in section

Passage 4 - ACCURACY

Set 2
ACCURACY

Section A
47 words

The moon looks like it changes shape over a month. After the moon is full, it gets smaller and smaller. In about fifteen days, we can't see the moon at all. Then it starts getting larger. At the end of thirty days, the moon appears full again.

Section B
32 words

When the moon shines, it does not give off its own light. The moon reflects light from the sun. The moon doesn't really get smaller or larger. It just looks that way.

Section C
53 words

The sun is always shining on one-half of the moon. The amount of light we see from the moon depends on where the moon, sun, and earth are. When we don't see any light from the moon, it is still in the sky. We just can't see the side that is getting sunlight.

Section D
59 words

The shapes of the moon have different names. The full moon looks like a white circle in the air. We see a full moon when the earth is between the moon and the sun. When the moon is dark, it is called a new moon. A new moon happens when the moon is between the sun and the earth.

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Slide 3

A Student Reads the Same Section Until He Achieves 100% Accuracy

- Each student has his/her own section to read.
  - No other student reads that section.
- A student reads the same section each time it is his/her turn until the section is read with 100% accuracy.
- Teacher reviews the errors with the student if score is not 100% accuracy.

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Slide 4

How a Student Moves to a New Level (Set #)

- A student moves to the next Set # when he/she reads 3 sections in a row with 100% accuracy the first time each section is read.

When Does Practice Stop

- When the student reads 3 sections in a row, the first time, on a grade level passage.

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Slide 5

What To Teach Students about Reading Aloud for Accuracy

- The goal is to read with 100% accuracy.
  - The student reads the same passage until achieving 100% accuracy.
- The student can re-read or self-correct, and those will be counted as self-corrections.
  - If the student has more than 2 self-corrections, he has to read the the section again.
- There is no timing and it doesn't matter how fast for slowly the student reads.
- The student should ask for help with words if needed.
  - NO 3-SECOND RULE. Wait 30 or more seconds before giving a student the word.

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Slide 6

Accuracy Tracking Chart

You have a copy on **Page 3** in your WORKING HANDOUTS packet.

1. Before student reads, teacher writes passage information

2. After student reads, teacher writes words correct and self-corrections

3. Teacher writes accuracy percentage

4. Student completes bar chart

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Marking Errors

- Slash (/)if students misread a word. (If you have time, write what the student read for any errors.)
- Slash (/) if student omits a word.
- Insert a caret (V) for inserted words.
- SC over any words students repeat or self correct.
  - If students repeat one or more words in a row, underline the words and mark all the words as one self-correction.
- Draw a line through the words if the student skips a row.
  - ~~Blah blah blah blah~~

How Practice Works

- Each student has his/her own section to read.
- A student reads one time, then the next student reads. — This continues until time is up.
- A student reads the same section each time it is his/her turn until the section is read with 100% accuracy.
- The student moves to a new section after reading with 100% accuracy.
- The student moves to a new set after reading 3 cold reads in a row with 100% accuracy.

Scores To Get To Read a New Section on the Student's Next Turn

- 100% accuracy
- No more than 2 self-corrections.

Scoring

- Count all words the student misread or omitted as errors. (All words in a skipped row counted as incorrect.)
  - Mark the number of words correct on the student's tracking chart.
  - Self-corrections do not count as errors.
- Count all SCs (which are not errors).
- Self-corrections include words students repeat.
  - Write the number of self corrections on the student's tracking chart.
  - If the student gets more than 2 self-corrections, he does not get to move to the next section even if he got 100% accuracy.
- Calculate accuracy. Self-corrections do not count as errors.

Stop Oral Reading Practice When the Student Achieves 100% on 3 Cold Reads in a Row

- Each Set # is the grade level for the passage.
- If David is in grade 4, what set will be the final set he reads?

A note:

- *Sometimes, we recommend that teachers continue one or two grade levels higher if students are able, just to give them a nudge for more difficult text.*
- *This is always the case when a student is in a combined phonics/ORP group and finishes his/her grade level before the other students finish.*

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The New Approach: Practicing for **Rate**

Which Students Practice for Rate?

Students who met the accuracy goal during Oral Reading Practice and still need help improving rate.

- When a student meet the goal of reading 3 sections in a row accurately with grade level text, that student can be assessed for rate.

- Most students read with a reasonable rate after practicing for accuracy, but some still need to improve their rate.

Students who read accurately on the ORF assessment, but read below benchmark.

Students Practice for Rate AFTER They Read with Accuracy at Their Grade Level

- The same goals apply.

- Students read a section until they read at the target rate and at least 98% accuracy, with no more than 2 self corrections.

- Students move to the next Set when they read 3 sections in a row, the first time, at their target rate with at least 98% accuracy and no more than 2 self-corrections.

- Students stop practice when they achieve the goal for sections at their grade level.

Each Student Has a Passage

- Each student reads for one minute.

- Time the reading.

- Mark errors the same way.

- Put a bracket (]) after the last word the student reads.

Completing Charts

The student will have a Rate Goal

1. Record Accuracy Percentage and students completes bar graph
   - If accuracy percentage is 96% or lower, the passage needs to be read again, no matter the rate

2. Record Words Correct per Minute (WCPM) and Self-Corrections
   - If more than 2 self-corrections, the passage needs to be read again

3. Student completes bar graphs for WCPM

Email us if you would like to have the packet with directions and tracking charts for Oral Reading Practice.

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ORAL READING PRACTICE
Directions for Use with Groups of 2–5
v20, Revised 8.19.19

Contents

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Determining the Level of Materials To Start Student Practice

Determining the Passage Level and Rate Goal

- Start student's practice at a level that can be read with reasonable accuracy and rate.
- Establish a rate that will be reasonable to achieve.

What Assessment Is Needed to Determine Passage Level and Rate Goal

- One-minute Oral Reading Fluency
  - Rate score
  - Accuracy score

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An Algorithm for Selecting Passage Levels and Rate Goals: 3rd Grade*

- Use accuracy and rate scores to determine a reading level that can be read with reasonable accuracy and rate.

Grade 3		
Accuracy	Rate	Grade Level for Passages
95% - 100%	60+	Grade Level
90% - 94%	45 - 59	2nd grade
85% - 89%	30 - 44	1st grade
75% - 84%	Below 30	decodable

- Use rate scores to establish a rate goal that will be reasonable to achieve.

Grade 3	
Rate on ORF Assessment	Rate Goal
70+	90
60 - 69	85
50 - 59	80
40 - 49	75
30 - 39	70
20 - 29	60

*Specific algorithms are developed for each school or district.

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Passage Level and Rates Goal for A Sample 3rd Grader

- Sammy's ORF scores are:
  - Accuracy = 92%
  - Rate = 37 wcpm

Grade 3		
Accuracy	Rate	Grade Level for Passages
95% - 100%	60+	Grade Level
90% - 94%	45 - 59	2nd grade
85% - 89%	30 - 44	1st grade
75% - 84%	Below 30	decodable

- He will start Oral Reading Practice with 1st grade materials.

Grade 3	
Rate on ORF Assessment	Rate Goal
70+	90
60 - 69	85
50 - 59	80
40 - 49	75
30 - 39	70
20 - 29	60

- His rate goal is based on his rate at assessment, which is 37 wcpm.
- His rate goal is 70 wcpm (with 98%+ accuracy).

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Your Turn: Find the **Grade Level for Passages** Freddy Fourth Grader

- Freddy's ORF scores are:
  - Accuracy = 87%
  - Rate = 72 wcpm

- Oral reading practice materials will start at what grade level?

Grade 4		
Accuracy	Rate	Grade Level for Passages
95% - 100%	90+	Grade Level
90% - 94%	75 - 89	3rd grade
85% - 89%	50 - 74	2nd grade
80% - 84%	35 - 50	1st grade
75% - 89%	Below 35	decodable

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Your Turn: Find the **Rate Goal** for Freddy Fourth Grader

- Freddy's ORF scores are:
  - Accuracy = 87%
  - Rate = 72 wcpm

- What will his rate goal be?

Grade 4	
Rate on ORF Assessment	Rate Goal
100+	120
90 - 99	115
80 - 89	110
70 - 79	105
60 - 69	100
50 - 59	90
40 - 49	80
30 - 39	75

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How Do I Get Passages for Practice?

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Adapt Existing Passages for ACCURACY Practice

1. Find passages

2. Change grade level to Set #

3. Give each passage a number

4. Break passages into sections, give each section a letter, and count words in each section

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Adapt Existing Passages for RATE Practice

1. Find passages

2. Change grade level to Set #

3. Give each passage a number

4. Number each line so words correct per minute can be easily counted

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Some Schools Adapt *The Six-Minute Solution* Passages for Both Rate and Accuracy Practice

Set 3 is on the last page in your Working Handouts packet

1. Break passages into sections, give the section a letter, count words in section.

2. Use number of words already on the passages.

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Major Benefit of the New Method when Compared to Traditional Methods

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The Big Difference

• This oral reading practice has students practice accuracy without rate to develop a habit of accurate reading before practicing to improve rate.

• The goal is for students to read accurately on the *first* read, not the third or fourth read.

Summary

1. Fluency results when all other components of reading are in place.

2. Fluency instruction will *not* teach decoding.
   - Students who have decoding weaknesses need phonics instruction PLUS frequent oral reading practice.

3. Fluency is more than rate.

4. Accuracy is a critical component of fluency and should be measured.

5. Oral reading practice should focus on reading accurately or reading at a reasonable rate, so think in terms of "accuracy practice" or "rate practice".