Focused Oral Reading Practice: A New Approach

PaTTAN Literacy Symposium

Online presentation

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Presented by:

Michael Hunter Michael@readsters.com 703.535.7355

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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).

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

(**	orus correc	t per minu	
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

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What Is Fluency?

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Fluency Results When All Other Reading Processes Are In Place

SKILLS (DECODING)

- Phonological Awareness
- Phonics
- Sight Words

KNOWLEDGE

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- Background Knowledge
- Vocabulary
- Language Comprehension
- Verbal Reasoning
 - Literal understanding
 - Higher order thinking

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

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Which Students May Need Phonics Instruction in Addition to Oral Reading Practice?

- Students who have difficulty with accurate reading of 1–3 syllable words with common spelling patterns need explicit phonics instruction and oral reading practice.
- Common spelling patterns are:
 - VC & CVC (sat, bed, itch, sloth, must)
 - r-controlled vowels (car, organ, her, bird, lurk, earth)
 - silent e (make, Pete, bite, lone, cute)
 - vowel teams (say, feed, light, moan, cue, moon, cook, oil, toy)
 - Open syllables (apron, me, hi, no, flu, shy)
 - Consonant-le syllables (table, puzzle, raffle, cycle)

Teaching Fluency Will Not Teach Missing Phonics Skills

- Automatic, accurate decoding is a prerequisite 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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When To Assess Phonics Skills

- Students in grades 1 & 2 should be assessed on phonics skills as part of a normal assessment routine
- In grades 3+, give a diagnostic phonics assessment if students score either of the following on their ORF assessment:
 - Accuracy is 96% or lower
 - Most students make more errors when reading individual words than when reading connected text.
 - Rate is 90% of benchmark or lower
 - A slow rate may indicate difficulty with phonics as the student 'quesses' words based on partial decoding.

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Accuracy before Rate

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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?

Traditional WCPM Calculation Does Not Always Catch Accuracy Problems

 Consider two 2nd graders in January when the WCPM benchmark is 68+ WCPM:

	Total	Billy is below benchmark.	the	Billy's accuracy is strong.
<u>Student</u>	Words Read	<u>Errors</u>	<u>WCPM</u>	<u>Accuracy</u> /
			*	
Billy	65	2	63	
Sally	81	9	72	
		Sally exceeds enchmark.		Jany 5 accuracy is weak.

- Sally's WCPM score is higher, but Billy is more accurate.
- Billy is more likely to comprehend what he reads.

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Recommended Accuracy When Reading Aloud

- 100% when reading decodable text
- 100% when practicing for accuracy, without attention to rate
- 98% when reading for rate

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Measuring Accuracy

- Accuracy is the percentage of words read correctly.
- If a student reads 100 words and either skips or misreads 6 words, he read 94 words correctly. His accuracy is 94/100 or 94%.

total words correct total words read = accuracy rate

$$\frac{94}{100} = 94\%$$

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Stop Saying "Fluency Practice"

Start Saying "Accuracy Practice" or "Rate Practice"

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Accuracy and Rate Practice with the New Approach

Who practices for accuracy?

- Students who read with less than 97% accuracy on the ORF assessment regardless of rate.
 - Some schools use 98% as the cut-point.

Who practices for rate?

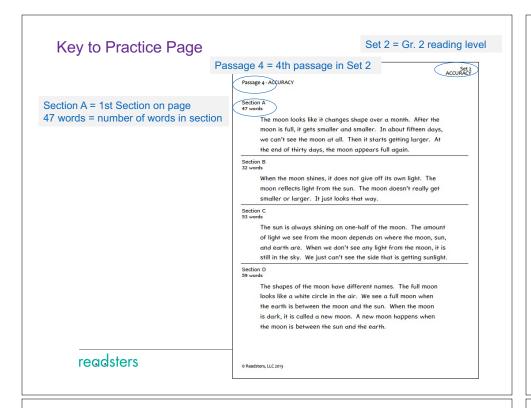
- Students who have practiced reading for accuracy and have achieved accurate reading at their grade level.
- Students who read with 97% accuracy on the ORF assessment, but read at a rate lower than benchmark.

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The New Approach: Practicing for **Accuracy**



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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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.

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.

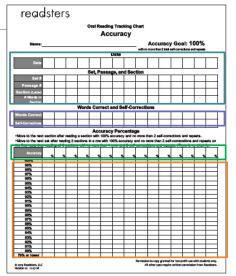
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Accuracy Tracking Chart

- 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

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



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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.

	Set ACCURAC
Passag	e 4 - ACCURACY
Section 47 work	
	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 32 word	
	When the moon shines, it does not give off its own light. The
Serence	//
	moon reflects light from the sun. The moon doesn't really get
	smaller or larger. It just looks that way.
Section 53 word	
33 WOI	The sun is always shining on one-half of the moon. The amount
Jamar	, , ,
	f 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 59 work	
	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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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.
 - Lorem ipsum dolor sit amet, consectetur

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

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

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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
 - 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.

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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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Comparison of the New Approach and the Traditional Approach

New Approach: Students Read for Accuracy with No Timing

Traditional "fluency" programs

- Reading rate is the primary measure, and students focus on speed.
- Errors may or may not be counted, but they are not the focus of practice.

New approach

- First, accuracy is the only measure.
- 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.

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New Approach: Goal Is to Read Accurately the First Time

Traditional "fluency" programs

- 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.

New approach

- 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

New Approach: All Oral Reading Practice with a Teacher

Traditional "fluency" programs

- Students may practice:
 - by reading with another student
 - by themselves after or while listening to a recording of the passage.

New approach

 The teacher monitors all student practice.

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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.

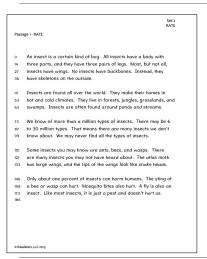
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Students Practice for Rate AFTER They Read with Accuracy at Their Grade Level

- 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.

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Each Student Has Their Own Passage



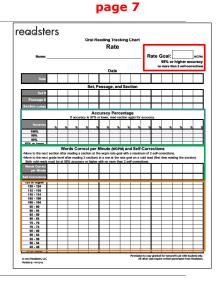
- Fach student reads for one. minute.
- Time the reading.
- Mark errors the same way.
- Put a bracket (1) after the last word the student reads.

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Completing Charts

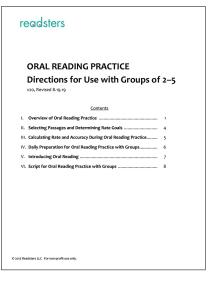
The student will have a Rate Goal

- 1. Record Accuracy Percentage and students completes bar
 - 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-corretions, the passage needs to be read again
- 3. Student completes bar graphs for WCPM



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

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Determining the Level of Materials To Start Student Practice

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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	2 nd grade
85% - 89%	30 - 44	1 st 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

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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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Passage Level and Rates Goal for A Sample 3rd Grader

- Sammy's ORF scores are:
 - Accuracy = 92%
 - Rate = 37 wcpm
- He will start Oral Reading Practice with 1st grade materials.
- His rate goal is based on his rate at assessment, which is 37 wcpm.
- His rate goal is 70 wcpm (with 98%+ accuracy).

		Grade 3	
Accuracy		Rate	Grade Level for Passages
95% - 100%		60+	Grade Level
90% - 94%	П	45 - 59	2 nd grade
85% - 89%	٦	30 - 44	1 st grade
75% - 84%	-	Relow 30	decodable

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

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^{*}Specific algorithms are developed for each school or district.

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	3 rd grade	
85% - 89%	50 - 74	2 nd grade	
80% - 84%	35 - 50	1 st 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?

		\neg
		- 1
1		- 1
		- 1
		- 1

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?

Adapt Existing Passages for **ACCURACY Practice**

- 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

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 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. The sun is always shining on one-half of the moon. The amoun 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 The shapes of the moon have different names. The full moo 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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Adapt Existing Passages for **RATE Practice**

- 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** (different from directions in the program)

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.
- Use number of words already on the passages.

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Name		Date:	
355	age 2	4	
•	Part	A – <u>crars</u> (zar)	
A	0	Peter the Great was born on May 30, 1672, in Moscow. Who	n he was
	14	only 17 years old, he became the king of Russia. Russian kings we	re called
	27	czars. At this time, Russia was a very backward country. Peter de	cided to
	40	travel to Europe to learn how to make Russia a more modern co	untry. He
	54	visited countries like England and Holland. Peter brought back w	estern ideas
	65	to share with the Russian people. He introduced the European of	alendar
	76	and alphabet to his countrymen.	81 Total
В	81	He also shared new ideas about government, schools, and	even clothes
	92	with the Russian people. Peter built a new city in Russia and nam	red it
	106	St. Petersburg. St. Petersburg was modeled after some of the Eu	ropean
	117	cities Peter had visited. Peter the Great was also a strong military	leader.
	130	He was interested in ships. He even built his own ship at the age	of sixteen.
	146	A Russian navy was created during his reign.	73 Total
c	154	He won land on the Baltic Sea so Russia would have a place	to
	168	dock her ships. Peter also made the Russian army stronger. Pete	rthe
	180	Great was a popular leader with young Russians. His popularity r	nade it
	192	possible for him to do what he wanted without being overthrow	n. Some
	204	historians think that Peter the Great was a wonderful leader. The	ry give
	216	him credit for making Russia a more modern country.	71 Total
D	225	Other historians do not think that Peter the Great was so g	reat. They
	238	point out that Peter was a cruel leader. He tried to control the Ri	ussian
	252	Orthodox Church. He raided the church treasury. Peter forced th	e older
	263	Russian men to cut off their beards against church wishes. He m	ade the
	276	men in his court dress like Europeans and smoke pipes. Peter for	ced
	288	Russian serfs, or slaves, to work in factories. Nevertheless, Peter	the Great
	300	is considered a national hero in Russia. The many monuments th	at were
	312	built to honor him are still maintained.	94 Total
	319		

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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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Major Benefit of the New Method when Compared to Traditional Methods

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Wrap-Up

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.

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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".

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