Oral Reading Fluency Rationale

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

Research Says:

- There are several effective techniques related to repeated oral reading:
- 1. Students read and reread a text a certain number of times or until a certain level of fluency is reached. Four rereadings are sufficient for most students.
- 2. Oral reading practice is increased through the use of audiotapes, tutors, peer guidance, or other means.
 - o Reading fluency can be developed gradually over time and through substantial practice. Fluency can be developed by modeling fluent reading and by having a student engage in repeated oral reading.
 - o Monitoring a student's progress in reading fluency is useful in evaluating instruction and setting instruction goals.
 - Monitoring a student's progress in reading fluency can be motivating to the student.

1. the little boy	14. it was new
2. a good boy	15. work on it
3. is about me	16. can come here
4. then you give	17. they will go
5. was to come	18. are so long
6. old and new	19. three of them
7. what we know	20. before this one
8. that old man	21. your little boy
9. in and out	22. as long as
10. not up here	23. but not me
11. good for you	24. be here again
12. down at work	25. have been good
13. with his cat	

1. he is it	14.	when they come
2. I can go	15.	so I went
3. they are here	16.	my little house
4. one by one	17.	very good girl
5. good and wet	18.	all around
6. came with me	19.	would you like
7. about a dog	20.	any good book
8. had a hat	21.	have you been
9. if you come	22.	we are out
10. some good candy	23.	here and there
11. up and down	24.	from my mother
12. her green hat	25.	a nice day
13. say and do		

1. to go home	14. a little dog
2. see the dog	15. he has it
3. then they went	16. sit by them
4. look at us	17. how do you
5. yes and no	18. like the book
6. play with him	19. in our car
7. by the house	20. what do you
8. he was going	21. do you know
9. come to me	22. make a book
10. get the cat	23. which one is
11. in or out	24. this much is
12. one, two, three	25. about his frog
13. to the man	

1. who am I	14. before you go
2. an old cat	15. just one day
3. in their car	16. about this long
4. she had some	17. here it is
5. a new school	18. get the other
6. he said it	19. our old car
7. did not go	20. then take it
8. a good boy	21. cat has been
9. three little dogs	22. again and again
10. up and down	23. would give him
11. go to work	24. day after day
12. put it out	25. many of them
13. we were there	

1. saw a cat	14. could I go
2. at home again	15. in the book
3. as soon as	16. look at that
4. stand on the	17. is my mother
5. in the box	18. run out of
6. upon a time	19. at school today
7. the first one	20. with the people
8. came up to	21. all last night
9. a tall girl	22. into my room
10. a big house	23. began to say
11. find a rock	24. I think that
12. because it was	25. on the back
13. made me mad	

1. such a big box	14. much to eat
2. where it was	15 want to say
3. I am not	16. one year old
4. a great ball	17. the white pine
5. yesterday morning	18. got a cup
6. live in a	19. wanted to play
7. four of them	20. found his dog
8. at last a	21. that was left
9. color the box	22. bring her home
10. putting away her	23. men were there
11. tall red hat	24. as you wish
12. friend of the	25. red and black
13. to look pretty	

1. may come to	14. should we do
2. he let us	15. never would come
3. was to use	16. two books each
4. these big chairs	17. was the best
5. turn right at	18. at another time
6. who were present	19. it would seem
7. we should leave	20. the pretty tree
8. her left hand	21. was her name
9. more people can	22. very dear to
10. why not make	23. the tall oak
11. be done better	24. next to the
12. it was under	25. please come to
13. while the rain	

1. dog ran fast	14. near the dog
2. five blue balls	15. older than him
3. read very well	16. in the open
4. over the hill	17. kind and good
5. such a treat	18. must go now
6. on the way	19. high in the
7. eat too much	20. far and near
8. shall sing for	21. both of you
9. my own bed	22. end of the
10. most of all	23. would go also
11. sure am happy	24. until we see
12. saw a thing	25. call me so
13. only for fun	

Oral Reading Fluency Lesson #1

NOTE; If you do not have a book on the child's <u>independent reading</u> level, start with the first oral reading passage. When your child becomes fluent, (the child's reading is accurate, not choppy, and the child reads mostly in meaningful phrases), with this passage move to the next one.

- 1. Pick a paragraph from you child's book on his/her **independent** reading level or pick a passage from the oral reading passages included in this section of the binder.
- 2. Read the selected passage/paragraph to the child, modeling fluent reading. (Read accurately, quickly and with expression.)
- 3. Say to child: "Now it is your turn to read the passage. As you read, try to read quickly, smoothly and in meaningful phrases." Have the child read the text until the child's reading sounds fluent. Stop after three or four readings.
- 4. Listen to see if the child is reading quickly, accurately and in meaningful phrases.
- 5. Provide positive feedback.

Oral Reading Fluency Lesson #2

- 1. Choose a paragraph from your child's book on his/her **independent** reading level or use a passage from the oral reading passages included in this section of the binder.
- 2. Read the selected paragraph/passage to the child, modeling fluent reading. (Read the passage accurately, quickly and with expression.)
- 3. Say to the child: "Now let's read the paragraph together." Set the pace for **reading at the child's rate** and not your reading rate. After each reading, if you feel the child could increase the rate at which you are reading together, and still read accurately in meaningful phrases, gradually increase the reading rate.
- 4. Have the child read the text until the reading sounds fluent. Stop after the **fourth** reading.
- 5. Provide positive feedback.

Oral Reading Fluency Lesson #3

NOTE: In order to determine where to begin practicing the correct group of Fry Phrases, have your child read group one. If he/she can read group one fluently and accurately, move your child to group two and begin the reading practice.

- 1. Have the child practice reading twelve or thirteen phrases in the Fry Phrases Group where you are currently working. If a student gets stuck on a word, give him/her a prompt to help them. A good prompt would be, "Does that sound right"? After giving the child two or three prompts, tell him/her the word.
- 2. When the child's reading of the group sounds fluent move the child on to step three. (It could take four or five tutoring sessions for the reading to sound fluent.)
- 3. There are approximately 75 words in each group. **Using a timer**, time the child as he/she reads a group. When the child can read the group in **one minute or less**, move the child to the next group. If the group cannot be read in a minute's time, continue to work on the same group the next session.
- 4. If the child cannot meet the time limitation, but can read all the phrases correctly, continue practicing the same group for two or three tutoring sessions, then and move the child to the next group of Fry Phrases.

Oral Reading Fluency Lesson #4

- 1. Pick a paragraph from the book on the child's independent reading level or from the passages provided in this section of the binder that the child read today. The paragraph should be one where the **child's reading sounded fluent** (the child's reading was accurate, was not choppy and the child read mostly in meaningful phrases).
- 2. Using a **timer**, time the child as he reads the paragraph. Encourage the child to put forth his/her best effort in reading.
- 3. Count the number of words the child read.
- 4. Figure the words per minute read correctly (wcpm) by following the formula below:

Total number of words read

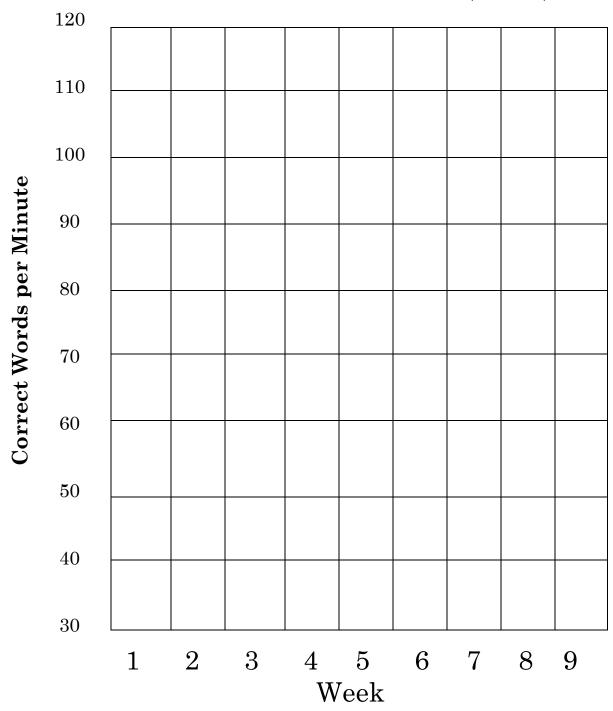
Subtract number of errors

Words correct per minute (wcpm)

Example: If the child reads **59** words and has **7** errors, the child reads **52** words correct per minute (wcpm).

Note: Record the wcpm on the child's Oral Reading Fluency (CWPM) Graph. The graph is located on the following page

Oral Reading Fluency Correct Words Per Minute (CWPM)



Student Performance

Oral Reading Fluency Lesson #5

NOTE: Begin practicing the Fry Phrases where you left off the last session working with your child. If he/she can read the group of phrases fluently and accurately, move on to the next group and begin the reading practice.

- 1. Have the child practice reading twelve or thirteen phrases in the Fry Phrase Group where you are currently working. If a student gets stuck on a word, give him/her a prompt. A good prompt would be, "Does that sound right"? After giving the child two or three prompts, tell him/her the word.
- 2. When the child's reading of the group sounds fluent move the child on to step three. (It could take four or five tutoring sessions for the reading to sound fluent.)
- 3. There are approximately 75 words in each group. **Using a timer**, time the child as he/she reads a group. When the child can read the group in **one minute or less**, move the child to the next group. If the group cannot be read in a minute's time, continue to work on the same group the next session.
- 4. If the child cannot meet the time limitation, but can read all the phrases correctly, continue practicing the same group for two or three more tutoring sessions, then move the child to the next group.