

Section 3

Fluency

Fluency

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Correlation to the Sunshine State Standards

LA.A.1.1.2 – Identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

Fluency

Introduction and Scientifically Based Reading Research (SBRR)

The National Institute for Literacy defines **fluency** as the ability to read a text accurately and quickly (NIFL, 2001). Fluency development is important because fluent readers are able to devote energy to comprehension rather than having to focus all their efforts on word decoding.

A number of informal procedures can be used in the classroom to assess fluency (NICHD, 2000):

- informal reading inventories
- miscue analysis
- pausing indices
- running records
- reading speed calculations.

For example, informal reading inventories require students to read grade-level passages aloud and silently. The teacher determines a reading level by calculating the proportion of words read accurately in the passage (NICHD, 2000). Measures of oral reading fluency have powerful predictive value in identifying students who need help or, conversely, in confirming that students are making progress in their abilities to read (McEwan, 2002).

Repeated reading and other guided oral reading procedures have clearly been shown to improve fluency and overall reading achievement. There is clear and substantial research evidence that shows that such procedures work under a wide variety of conditions and with minimal special training or materials (NICHD, 2000).

There is no other classroom assessment that is as simple, quick, and sensitive to the smallest incremental changes in reading ability as a measure of oral reading fluency (McEwan, 2002). Letter recognition is a subskill that enhances word recognition skill. Adams notes that speed and accuracy of letter recognition are critical to reading proficiency and growth (Adams, 1990).

The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. Teachers are able to use the assessments as they are or to view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

Fluency – Capital Letter Names

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I want you to tell me some letter names."

Test Items: Present the student with the STUDENT'S COPY of Capital Letters page.

Teacher says, "When I say BEGIN, you will have 1 minute to tell me as many letter names as possible. Ready? BEGIN."

Mark those items that the student answers correctly on the TEACHER'S COPY. Create additional probes as needed.

TEACHER'S COPY

G	T	M	L	Q	C	6
J	U	V	B	R	W	12
O	E	D	F	Z	S	18
H	X	N	K	A	Y	24
P	I	U	R	K	L	30
Z	X	C	V	B	N	36
M	L	H	K	J	G	42
F	D	S	A	P	O	48
I	U	Y	T	R	E	54
W	Q	D	U	P	C	60
B	N	M	I	K	G	66
T	E	J	U	O	D	72
C	E	M	X	K	H	78
Y	R	S	M	T	O	84

Name: _____ Score: _____

STUDENT'S COPY

G	T	M	L	Q	C
J	U	V	B	R	W
O	E	D	F	Z	S
H	X	N	K	A	Y
P	I	U	R	K	L
Z	X	C	V	B	N
M	L	H	K	J	G
F	D	S	A	P	O
I	U	Y	T	R	E
W	Q	D	U	P	C
B	N	M	I	K	G
T	E	J	U	O	D
C	E	M	X	K	H
Y	R	S	M	T	O

Fluency – Lower Case Letter Names

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I want you to tell me some letter names."

Test Items: Present the student with the STUDENT'S COPY of Lower Case letters page.

Teacher says, "When I say BEGIN, you will have 1 minute to tell me as many letter names as possible. Ready? BEGIN."

Mark those items that the student answers correctly on the TEACHER'S COPY. Create additional probes as needed.

TEACHER'S COPY

r	u	v	b	r	w	6
o	e	d	f	z	s	12
h	x	n	k	a	y	18
p	i	u	r	k	l	24
z	x	c	v	b	n	30
m	l	h	k	j	g	36
i	u	y	t	r	e	42
f	d	m	i	k	g	48
w	q	h	u	p	c	54
t	e	n	v	d	a	60
y	r	s	m	t	o	66
c	e	m	k	x	h	72
g	t	o	b	m	p	78
y	r	e	w	i	j	84

Name: _____ Score: _____

STUDENT'S COPY

r u v b r w
o e d f z s
h x n k a y
p i u r k l
z x c v b n
m l h k j g
i u y t r e
f d m i k g
w q h u p c
t e n v d a
y r s m t o
c e m k x h
g t o b m p
y r e w i j

Fluency – Mixed Sounds

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I want you to tell me some SOUNDS – not letter names."

Test Items: Present the student with the STUDENT'S COPY of the Mixed Sounds page.

Teacher says, "When I say BEGIN, you will have 1 minute to tell me as many sounds as possible. Ready? BEGIN."

Mark those items that the student answers correctly on the TEACHER'S COPY. Create additional probes as needed.

TEACHER'S COPY – MIXED SOUNDS

r	u	v	b	r	w	6
o	e	d	f	z	s	12
h	x	n	k	a	y	18
p	i	u	r	k	l	24
z	x	c	v	b	n	30
m	l	h	k	j	g	36
i	u	y	t	r	e	42
f	d	m	i	k	g	48
w	k	h	u	p	c	54
t	e	n	v	d	a	60
y	r	s	m	t	o	66
c	e	m	k	x	h	72
g	t	o	b	m	p	78
y	r	e	w	i	j	84

Name: _____ Score: _____

STUDENT'S COPY

r u v b r w

o e d f z s

h x n k a y

p i u r k l

z x c v b n

m l h k j g

i u y t r e

f d m i k g

w k h u p c

t e n v d a

y r s m t o

c e m k x h

g t o b m p

y r e w i j

Creating and Using Oral Reading Fluency Passages

Curriculum

- You can use either general education materials or remedial materials

Creating Passages

- Passages should be
 - 100 words for grades 1-2
 - 150-200 words for grades 3-5
 - 200+ words for grades 6+
- Create a STUDENT COPY
- Create a TEACHER COPY – with numbers down the right side of passage for scoring purposes

Scoring

- Count the total number of words read in 1 minute
- Subtract the number of errors (misidentification, omission, hesitation, word substitution, reversal)
- Number remaining is the Words Correct Per Minute (WCPM)

Graphing

- X axis is the date when the probe was administered (time)
- Y axis is the number of words read correctly in one minute (WCPM)
- You are able to record errors as well

Letter Naming and Nonsense Word Fluency Benchmarks

Letter Naming Fluency: Kindergarten Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
1	7	14	28	High Risk Seriously below grade level and in need of substantial intervention
2-8	8-17	15-27	29-40	Moderate Risk Moderately below grade level and in need of additional intervention
9	18	28	41-49	Low Risk At grade level
			50	Well Established Skill At or above the 60 th percentile

Nonsense Word Fluency: Kg Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
Not Administered	Not Administered	4	14	High Risk Seriously below grade level and in need of substantial intervention
		5-13	15-25	Moderate Risk Moderately below grade level and in need of additional intervention
		14	26	Low Risk At grade level

Nonsense Word Fluency: 1st Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
12	20	29	29	<i>High Risk</i> Seriously below grade level and in need of substantial intervention
13-24	21-37	30-50	30-50	<i>Moderate Risk</i> Moderately below grade level and in need of additional intervention
25	38	51	51	<i>Low Risk</i> At grade level
		63	63	<i>Well Established Skill</i> At or above the 60 th percentile

Nonsense Word Fluency: 2nd Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
29	29	29	29	<i>High Risk</i> Seriously below grade level and in need of substantial intervention
30-50	30-50	30-50	30-50	<i>Moderate Risk</i> Moderately below grade level and in need of additional intervention
51	51	51	51	<i>Low Risk</i> At grade level
63	63	63	63	<i>Well Established Skill</i> At or above the 60 th percentile

Effective 2003-2004

Revised 5-4-03

Oral Reading Fluency Benchmarks

Oral Reading Fluency: 1st Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
2	5	7	19	High Risk Seriously below grade level and in need of substantial intervention
3-6	6-13	8-20	20-40	Moderate Risk Moderately below grade level and in need of additional intervention
7	14	21	41	Low Risk At grade level

Oral Reading Fluency: 2nd Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
25	38	51	69	High Risk Seriously below grade level and in need of substantial intervention
26-44	39-56	52-68	70-90	Moderate Risk Moderately below grade level and in need of additional intervention
45	57	69	91	Low Risk At grade level

Oral Reading Fluency: 3rd Grade Norms

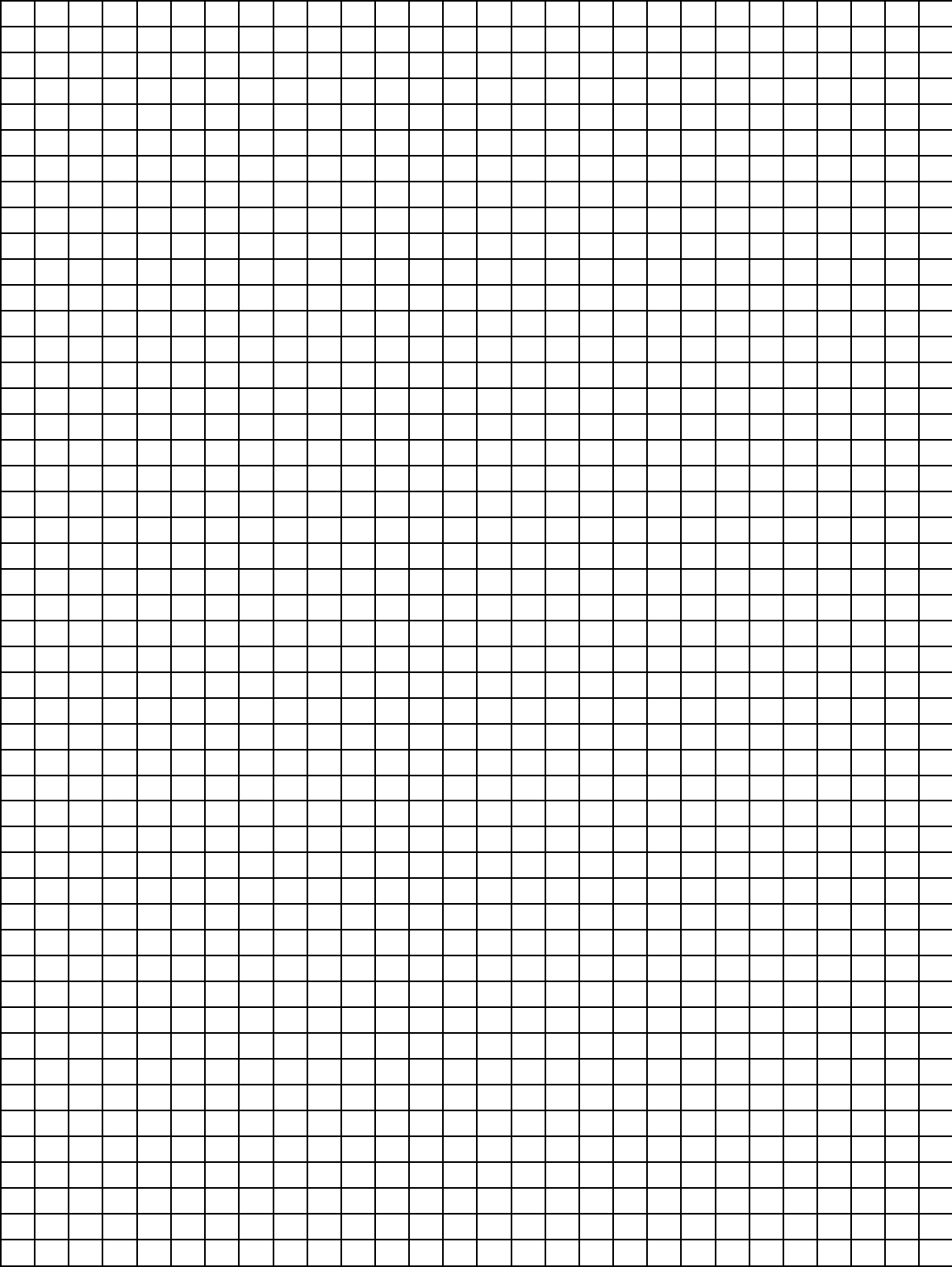
Fall	Winter 1	Winter 2	Spring	Interpretation
52	59	66	79	High Risk Seriously below grade level and in need of substantial intervention
53-77	60-84	67-92	80-110	Moderate Risk Moderately below grade level and in need of additional intervention
78	85	93	111	Low Risk At grade level

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Individual Reading Progress Graph



**Words
Correct
per
Minute
(WCM)**

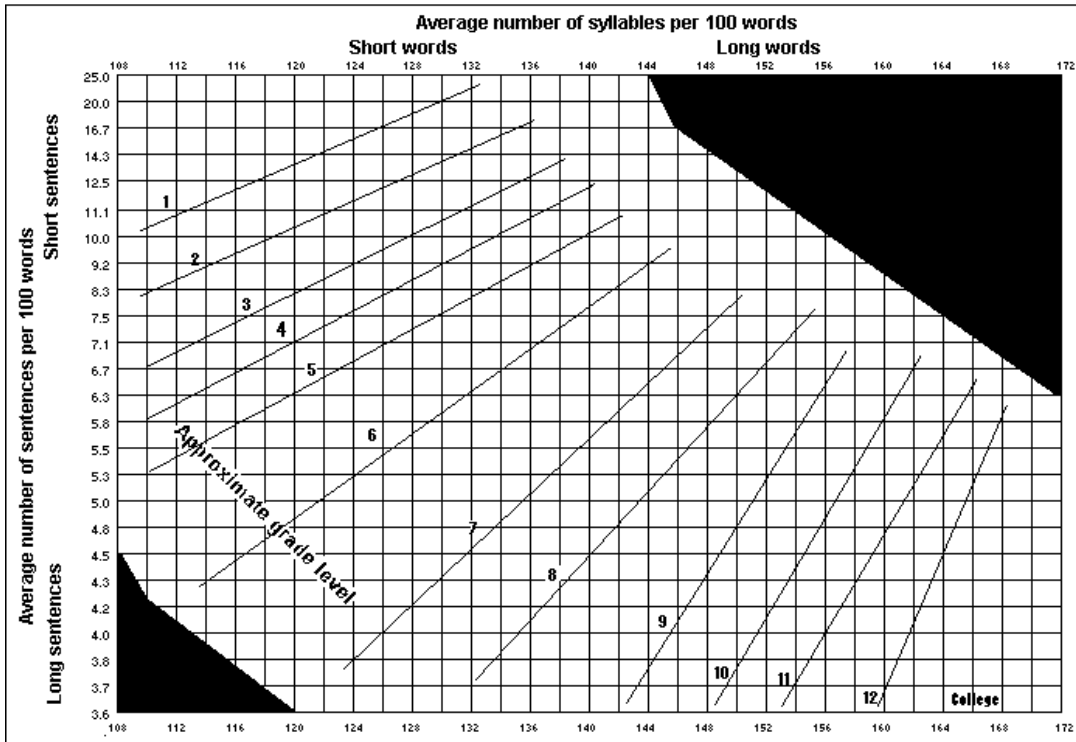
Weeks of School Year

Fry's Readability Graph

Additional Directions for Working Readability Graph

- Randomly select three sample passages and count exactly 100 words starting at the beginning of a sentence. Don't count numbers. Do count proper nouns.
- Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest 1/10th.
- Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word. When you get to the end of the passage, count the number of marks and add 100.
- Enter average sentence length and number of syllables onto graph; plot dot where the two lines intersect. The area where dot is plotted will give you the approximate grade level.
- If a great deal of variability is found, putting more sample counts into the average is desirable.

EDWARD FRY'S READABILITY GRAPH



Fluency Resources

Publications

Great Leaps

Phone : 1-877-GRLEAPS

Fax : 352-384-3883

<http://www.greatleaps.com>

Precision Teaching Probes

Orange County Public Schools

Florida Department of Education

Clearinghouse/Information Center

Room 628 Turlington Building

Tallahassee, Florida 32399-0400

Telephone: 850-488-1879

Suncom: 278-1879

Fax: 850-487-2679

E-mail: cicbiscs@mail.doe.state.fl.us

<http://www.firn.edu/doe/commhome/clerhome.htm>

Websites

Curriculum Based Assessment List Builder

<http://www.lefthandlogic.com/htmldocs/tools/cbaprobe/cba.shtml>

Curriculum Based Measurement (CBM) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

<http://dibels.uoregon.edu/>

Fry's Readability Generator

<http://school.discovery.com/schrockguide/fry/fry.html>

TEAMS Distance Learning

Phonics Inventory Online

<http://teams.lacoe.edu/reading/assessments/assessments.html>