

Assessing and Developing Reading Fluency



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- Reading Fluency = accuracy + automaticity + expression.
- Oral Reading Fluency (ORF) is a 'curriculum based measure', and is **easy** to assess. It is simple, quick, reliable, and valid. NB: Reading comprehension is *not* easy to assess.
- A simple one-minute ORF measurement gives a wealth of important information at the individual child, class, and whole school level. You can use any 'grade level' text, but an easy way to get free, standardised ORF measures is to use DIBELS - ORF is one of the screening subtests. https://soundfoundations.co.nz/dibels_nz_webinar/
- The Hasbrouck & Tindal (2017) norms give us solid information about ORF development from NZ Year 2 - Year 7, based on 6.25 million children!! Their 2006 norms give us benchmarks for NZ Year 8 & 9 as well.
- It has been well established that ORF is tightly correlated with reading comprehension. → If a student reads accurately, at a fast enough pace, with expression, it is highly likely their comprehension is good.
- The 'Magic Number' - a worthy and achievable goal for junior school teams is:

By the end of Year 3, we will have:
95% of children reading at 95 words correct per minute with 95% accuracy.



- Why is 90-100 words correct per minute important? Our brains are primed to process incoming language at conversational speed. Slower and we'll forget the words prior. This rate also indicates growing automaticity (words are becoming orthographically mapped, and popping off the page!) and therefore, increasing cognitive space available to comprehend as they read.
- To enable access to learning across the curriculum, we want ORF to continue to develop through to secondary school & adulthood. **End of Year Goal: around 150 words correct per minute + at least 95% accuracy on 'grade level text' through Years 6-9 (increasing text complexity).** Automatic, effortless reading ensures cognitive space is freed up to attend to vocabulary, sentence, and text-level meaning; to make further connections with background knowledge; and to think critically about the content.
- Reading Fluency is easy and enjoyable to teach and improve!



Access a folder containing resources for you to implement reading fluency assessment and fluency practice.

www.bit.ly/ORF-resources





THE GIRL AND THE BIRD
LEVEL 12, UNIT 9
WORD COUNT: 150

Student: Inika
Age: 7yrs 4mths
Year: 3 (beginning)

One day long ago, a young girl saw a flash of yellow 12
on the ground. She took a closer look and saw a small 24
yellow bird. The bird's leg was trapped in a wire, and the 36
bird could not fly off. 41

The child gently removed the wire and set the bird free. 52
Before the bird flew off, it turned its head to stare at the 65
girl. The girl thought the bird was thanking her. 74

Many weeks passed. One cold day, the girl was picking 84
up branches to bring home for a fire. Snow started to 95
fall thick and fast. The girl could not find the path home. 107
She was lost! 110

A Total words read in 1 minute	A =	B Total errors	B =
C Words correct per minute (WCPM) = A - B	C = WCPM	D Accuracy rate = $\frac{\mathbf{C}}{\mathbf{A}} \times 100$	D = %

DIBELS 8th Edition Oral Reading Fluency

Benchmark ORF 2.End

Examiner script	Reminders
Please read this (point to passage) out loud.	Start timer When student says first word.
If you get stuck, I will tell you the word, so you can keep reading. When I say 'Stop' I may ask you to tell me about what you read, so do your best reading.	Prompts Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.
Start here (point to first word of first paragraph of passage). Ready? Begin.	Discontinue Student does not get any words correct within the first line: discontinue ORF.

Puppy Love

A puppy needs love and care just like a baby. The (11)
 most important thing a puppy needs is to get his shots from (23)
 the doctor. (25)
 These are a few other things a puppy needs: a leash, (36)
 food dish, dog food, a brush and a small cage. (46)
 A puppy needs to be trained. You need to take your (57)
 puppy outside to play. They need to move around. (66)
 A puppy can go to the bathroom inside or outside. If (77)
 you put newspaper on the floor in the house you can train (89)
 him to go to the bathroom on it. (97)
 A puppy will need lots of toys to chew on. If he has (110)
 toys to chew on then he won't chew up everything in your (122)
 house. Puppies' teeth are growing, and they need to chew (132)
 on things to make them stronger. (138)
 Baths keep your puppy clean. After he has a bath, you (149)
 can brush him. This will make him feel good. (158)
 If you leave the puppy home alone, you should put (168)
 him in a cage so that he does not mess up your house. Your (182)
 puppy may cry if you leave him alone. When you come (193)
 home, he will be happy to see you. (201)

A Total words read in 1 minute	A =	B Total errors	B =
C Words correct per minute (WCPM) = A - B	C =	D Accuracy rate = $\frac{\mathbf{C}}{\mathbf{A}} \times 100$	D = %

Seat Belts Mean Safety

© 2014 ReadWorks®, Inc. All rights reserved. www.readworks.org
 Reading level: USA 2nd Grade / NZ Year 3

Student: Inika
 Age: 8yrs 0mths
 Year: 3 (end)

Seat belts have been keeping people safe in cars for more than 12
 fifty years. But cars did not always have seat belts. 22
 If a car stops suddenly, people are pushed forward in their 33
 seats. In the days before seat belts, more people were thrown 44
 out of cars in accidents. 49
 People started demanding that car companies do something to 58
 protect drivers and passengers. Companies began 64
 to develop seat belts. But designing the belts to work well was 76
 not a smooth process. 80
 The first seat belts only went across a person’s waist. These 91
 belts attached to the base of the seat in the car. These new belts 105
 held people in their seats. However, many people were still 115
 hurt in crashes. 118
 New types of seat belts were tried. The best new ones went 130
 across a person’s chest *and* waist. These belts keep a person’s 141
 whole body from moving around. As a result, fewer people get 152
 hurt in car accidents. 156
 Although seat belts helped keep people safe, some people did 166
 not want to wear them. Later on, states passed laws that said 178
 people must wear seat belts. 183
 Today, all cars come with seat belts. Using seat belts makes 194
 everyone safer. 196

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COMPILED ORF NORMS

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM* Beginning	Winter WCPM* Middle	Spring WCPM* End of year
NZ 2	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
NZ 3	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
NZ 4	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM* Beginning	Winter WCPM* Middle	Spring WCPM* End of year
NZ 5	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
NZ 6	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
NZ 7	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

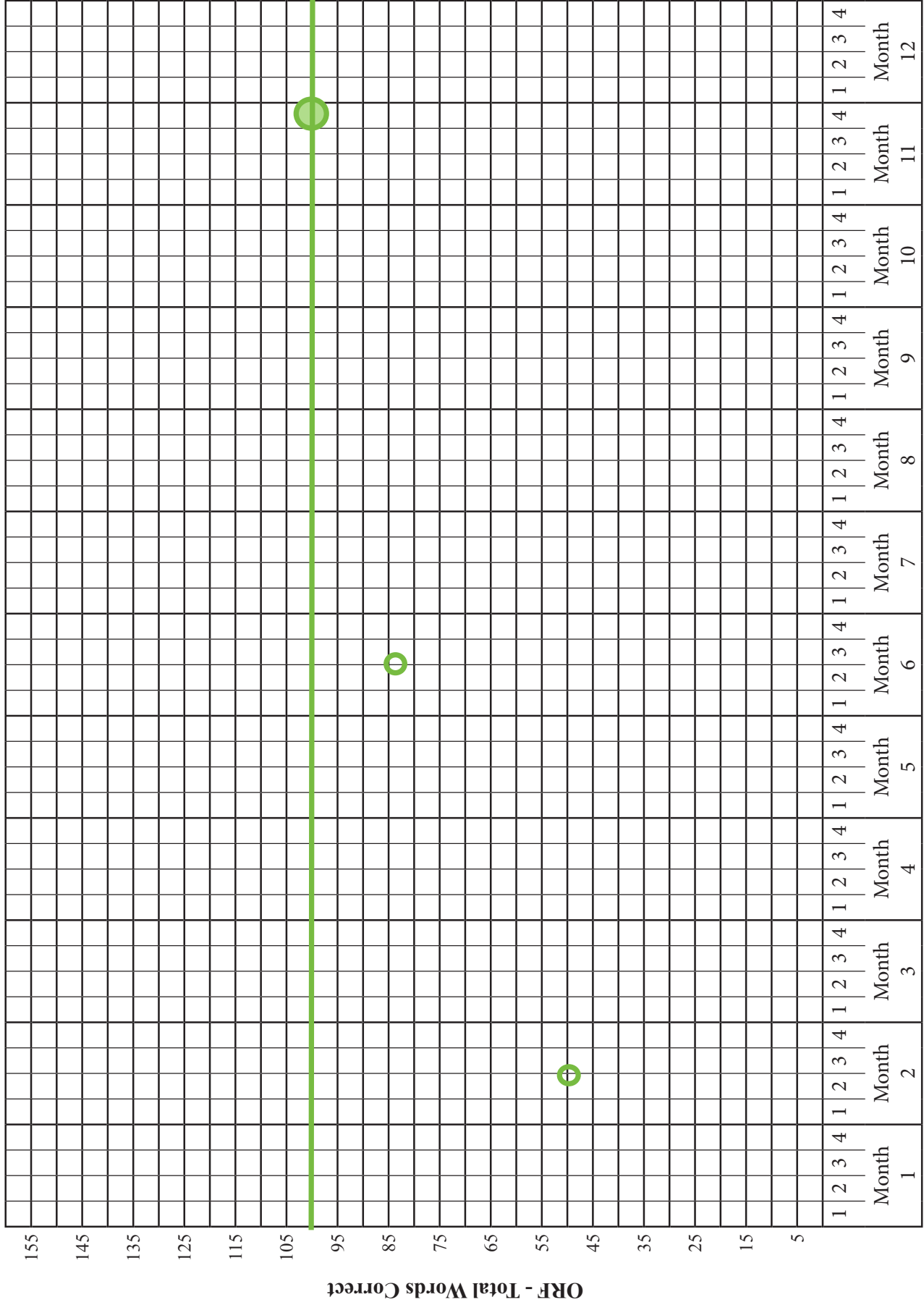
*WCPM = Words Correct Per Minute

Figure 4
Multidimensional Fluency Scale

Use the following scales to rate reader fluency on the dimensions of expression and volume, phrasing, smoothness, and pace. Scores range from 4 to 16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the student is making good progress in fluency.

Dimension	1	2	3	4
A. Expression and Volume	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
B. Phrasing	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three-word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
C. Smoothness	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
D. Pace (during sections of minimal disruption)	Slow and laborious.	Moderately slow.	Uneven mixture of fast and slow reading.	Consistently conversational.

Source: Adapted from "Training Teachers to Attend to Their Students' Oral Reading Fluency," by J. Zutell and T. V. Rasinski, 1991, *Theory Into Practice*, 30, pp. 211-217.



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Start here (point to first word of first paragraph of passage). Ready? Begin.	Discontinue	Student does not get any words correct within the first line: discontinue ORF.

Church Pears

The church on our street has a big car park area. On a patch of grass at one end is a pear tree. The church car park and its tree are our playground. (12-32)

Most days there are no cars in the car park. On those days, my brother and I ride our bikes around and around. But our favourite thing is to climb the church pear tree. We have climbed that tree a hundred times. (33-74)

In the summer we help ourselves to the green pears. They never taste like the sliced pears that come in a can or the ones our mother buys at the store. They always taste sour. My brother spits on his pears. Then he wipes them on his shirt before taking a bite. I just eat mine as it is. (75-133)

We used to bring the green pears home, but we don't anymore. The last time we brought some home Mum threw them in the rubbish. Mum says the pears are sprayed with bug poison, and if we eat them we'll get sick. But we have eaten plenty and never gotten a tummy ache. (134-186)

We never eat the pears we find on the ground. Once I picked one up and found it covered with tiny ants. Sometimes we throw the fallen pears in high arcs across the car park, trying to see who can throw the furthest. (187-229)

Total words read _____ Total errors _____ Total words correct _____

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Pay Phones

Do you know what a pay phone is? In the old days (12)
 when people were not home and wanted to make a phone (23)
 call, they had to use a pay phone. There were no mobile (35)
 phones back then. (38)

A pay phone was long, black and silver. It was about the (50)
 size of a large shoe box. Most pay phones were in front of (63)
 shops or on busy streets. (68)

Some pay phones were inside a tall glass box with a (79)
 door. You had to step inside to use the phone. When you (91)
 closed the door, you did not hear much noise. The person (102)
 you called could hear you better because it was quiet. (112)

To make a call, you put coins into a slot in the phone. (125)
 You could talk for only a few minutes. If you wanted to (137)
 talk longer you had to put in more change. (146)

A phone call made to someone in another town was (156)
 known as a long distance call. To make a long - distance (167)
 call, you dialed zero to speak to an operator. The operator (178)
 would tell you how much change to put into the coin slot. (190)
 Sometimes you had to put in a whole pocketful of ten and (202)
 twenty cent pieces. (205)

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Honesty

My mum always tells me that honesty is the best policy. I wasn't quite sure what she meant by that until I found some money the other day. (14)
(28)

I was walking home from school when I saw a bag in the street. I could tell that something was in it, but I wasn't sure what. I walked over to the bag, picked it up, and then walked back to the footpath. It was heavy and lumpy. I opened it up and in it was stacks of money. (43)
(59)
(74)
(87)

I had never seen so much money before! I was baffled because I didn't know where it came from. I wanted to go to the shops and spend it. I thought about the things I could buy with all this money. (101)
(118)
(128)

I stuffed it in my school bag and ran home. I wasn't sure if I should tell my mum or hide it in my room and spend a little at a time so no one would notice. I thought about what my mum always says about being honest. What if someone stole this money and the cops are looking for it? (145)
(164)
(177)
(189)

So, I went into the family room and told my mum about my recent discovery. Then I showed her the bag of money. We drove to the police station and turned it in. They said that the money was stolen and that I did the right thing. (203)
(217)
(233)
(236)

Three days later the police contacted my mum and told her to bring me to the police station to collect the reward money. It was a lot less money than had been in the bag, but I felt good about what I'd done and I was happy to be able to spend it without feeling guilty. (249)
(265)
(283)
(292)

Total words read _____ Total errors _____ Total words correct _____

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<p>Please read this (point to passage) out loud.</p> <p>If you get stuck, I will tell you the word, so you can keep reading. When I say 'Stop' I may ask you to tell me about what you read, so do your best reading.</p> <p>Start here (point to first word of first paragraph of passage). Ready? Begin.</p>	<p>Start timer When student says first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.</p> <p>Discontinue Student does not get any words correct within the first line: discontinue ORF.</p>

Honesty

My mum always tells me that honesty is the best policy. I wasn't quite sure what she meant by that until I found some money the other day. (14-28)

I was walking home from school when I saw a bag in the street. I could tell that something was in it, but I wasn't sure what. I walked over to the bag, picked it up, and then walked back to the footpath. It was heavy and lumpy. I opened it up and in it was stacks of money. (43-87)

I had never seen so much money before! I was baffled because I didn't know where it came from. I wanted to go to the shops and spend it. I thought about the things I could buy with all this money. (101-128)

I stuffed it in my school bag and ran home. I wasn't sure if I should tell my mum or hide it in my room and spend a little at a time so no one would notice. I thought about what my mum always says about being honest. What if someone stole this money and the cops are looking for it? (145-189)

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Sloths and Monkeys

Sloths and monkeys are two types of mammals that live in South America. (13)

There are many similarities and differences between sloths and monkeys. Both (24)

sloths and monkeys generally live in middle latitudes that tend to be tropical. Both (38)

sloths and monkeys like to live in trees and climb around the canopy. They both (53)

tend to eat plant material, but occasionally eat insects. Because they are both (66)

mammals, they both have furry bodies. (72)

Many people think that sloths and monkeys are closely related, but they are (85)

quite different. Although both sloths and monkeys live in South America, (96)

monkeys can also be found on other continents like Africa and Asia. Also, there (110)

are even monkeys that live in snow. (117)

Although both sloths and monkeys live in the trees, sloths move very (129)

slowly. It is one of their defining characteristics. Monkeys, on the other hand, tend (143)

to move quickly from branch to branch. Also, sloths tend to move around by (157)

hanging upside down from branches whereas monkeys walk on top of branches. (169)

Sloths are able to hang upside down because of their long claws. Monkeys don't (183)

have claws like sloths, but they generally do have long tails that provide balance (197)

when walking on branches. Sloths don't have tails like monkeys. Finally, sloths are (210)

often considered lazy because they are so slow and sleep so much. In fact, "sloth" (225)

can be a synonym of lazy; people sometimes accuse lazy people of being sloths. (239)

One sloth, the pale - throated sloth, moves so slowly that algae grows on its fur and (255)

it turns green! (258)

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Government

Societies tend to function best when there are well - defined laws. Yet, even more important than the laws are the people who get to decide, enact, and enforce those laws. The people and structures that make those decisions are called government. Worldwide there are many types of government. These function at local, regional, and national levels. In all instances, government is the basis of power and control. But even when power is shared among people, problems arise. So, no form of rule is perfect. (13-28)

An aristocratic government is power and control in the hands of a few people. Usually these people are thought to be different from the general population in some way. Ways in which aristocrats are thought to be different include: wealth, physical strength, intelligence, honor, technology, or achievement. (40-84)

A despotic government is absolute power and control in the hands of a single person or very small group. Despotic rulers often rule out of self - interest and ignore the desires of the people. They often come to power in one of two ways. First, they can inherit power from a relative - such as a king or queen. These are known as absolute monarchs or dictators. Second, a despotic government can seize power from their predecessors. This process is called a military coup. Often despotic governments are authoritarian or totalitarian. This means that the person or people in power try to control all aspects of life. (84-158)

A democratic government is one in which people are involved in decision making. There are two main ways democracies function. One is direct democracy where people get to create, vote on, and enact laws on their own. The other is indirect democracy where citizen elect politicians to vote on and enact laws. Often in democracies a simple majority wins, but this can put people with minority viewpoints at a disadvantage. (158-307)

Benchmark ORF 8.Middle
continued

Anarchy is the opposite of government where a population is not ruled by	(320)
any controlling body. In some senses, people view anarchy as disorder due to the	(334)
lack of laws. However, for proponents of this form of "government", it removes all	(348)
power structures. It makes individuals truly equal because it removes power from	(360)
those with wealth, strength, merit, military arms, honor, and technology.	(370)

Total words read _____ Total errors _____ Total words correct _____

Rate and Accuracy Oral Reading Fluency Decision Tree



! Vocabulary. Comprehension. Oral Language and Listening Comprehension for all. The Oral Reading Fluency Decision Tree guides teachers to target responsive instruction for students. Keep in mind the importance of integrating the reading components while teaching. ALWAYS include vocabulary and comprehension in lesson planning. Build Oral Language/Listening Comprehension skills and Listening Comprehension in young students who are decoding at basic levels.