



# TRACKING ACCURACY WITH DECODABLE TEXT

Taken from  
Readsters ORAL READING TRACKING  
CHARTS Version 4 2/2/18

The full tracking charts packet is available for free  
download at Readsters website: [www.readsters.com](http://www.readsters.com)

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## Directions

### Decodable Readers Tracking Chart

#### Purpose

The *Decodable Readers Tracking Chart* is for students who are beginning to read, no matter their age. We call the chart *Decodable Readers Tracking Chart* because at this stage of reading, students are generally reading decodable text. The chart can also be used with leveled or guided reading texts. It is generally appropriate for guided reading levels A – G, but may be used with higher levels if the students are still working on accuracy and do not need the pressure of measuring rate at the same time.

#### Overview

- Only accuracy is charted.
- There is no timing because rate is not important at this stage.
- The goal is to read all the words in the assigned section correctly. The student is allowed three tries (during the same session) to read the section with 100% accuracy. A student's turn at reading aloud ends after either: (1) reading the passage accurately, or (2) the third try.
- The *Decodable Readers Tracking Charts* is generally used with students in grades K and 1, but is also appropriate for older students who are reading easy text and working only on accuracy.

#### Suggestions for Preparing Texts:

- Cover pictures in a book or type only the text on a separate sheet to focus students' attention on the printed words. (Text with no pictures also eliminates the extra time it takes to turn pages in a book with pictures on most pages.)
- Break the text into sections of appropriate length for the student's skills, and write the number of words in the section at the end of each section.
  - ~ For text in books or booklets, write the number of words at end of each page or section.
  - ~ Number of words can be written only on the teacher's copy or on both the students' copies and the teacher's copy.

#### Steps for completing the chart:

1. **Name:** Fill in student's name.
2. **Name or # of Passage or Book:** Fill in identifying information for the decodable passage or book read by the student.
3. **Date:** Fill in date of reading.
4. **Words Read Correctly out of Total Words:** After a student reads the section or book, fill in the box with the number of words read correctly and the number of words in the section (e.g. 15/17). Record this information each time the student reads the section. The student stops re-reading when he/she reads all words in the text correctly, or completes a third reading.

# Decodable Readers Tracking Chart

Name: \_\_\_\_\_

Name or # of Passage or Book										
------------------------------	--	--	--	--	--	--	--	--	--	--

Date										
------	--	--	--	--	--	--	--	--	--	--

**Words Read Correctly**

Total Words in Section										
Words Correct Reading #1										
Words Correct Reading #2										
Words Correct Reading #3										

Name or # of Passage or Book										
------------------------------	--	--	--	--	--	--	--	--	--	--

Date										
------	--	--	--	--	--	--	--	--	--	--

**Words Read Correctly**

Total Words in Section										
Words Correct Reading #1										
Words Correct Reading #2										
Words Correct Reading #3										

## Oral Reading for Accuracy with Decodable Text Routine Scripts

Each student in the small group will need a copy of the decodable material being read. Each student will need his or her Tracking Chart and pencil.

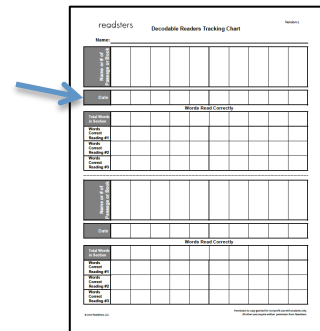
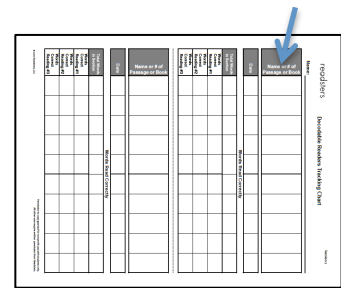
The teacher will need a copy of the material being read with total word counts for each section or page that will be read by an individual student.

Note: T. means teacher.  
 S. means an individual teacher.  
 SS. means all students.

### Repeated Routine

#### Set Up Tracking Chart

1. **Everyone, turn your paper sideways (showing how).**  
 SS. turn Tracking Chart paper.
2. **Everyone, pencil on Name of Passage box (showing where).**  
 SS. put pencil on box.
3. **Everyone, write name of passage .**  
 SS. write name.
4. **Everyone, turn your paper back (showing how).**  
 SS. turn paper back.
5. **Everyone, pencil on Date box (showing where).**  
 SS. put pencil on Date box.
6. **Everyone, write date .**  
 SS write date.



## Oral Reading for Accuracy with Decodable Text

### Repeated Routine

#### Individual Turns Reading Aloud

1. Everyone turn to (or find) section/page .
2. Everyone, pencil under first word.  
T. checks that all SS. have pencil in correct place.
3. name , your section has # words in section .  
Write # words in section in the top box on your chart (showing where).

S. writes total # of words in section/page on chart.

4. Now read.  
S. reads section/page.  
SS. track and check.

When S. has finished reading:

4. Checkers?  
SS. show 'thumbs up' for all correct or 'helping hand' for needs help.  
S. has a total of 3 turns to read with 100% accuracy if needed.
5. Depending on how S. read, use the appropriate step:

- S. makes errors on the 1st or 2nd read:
  - a. name , you read # words correctly.
  - b. Write # correct slash total # correct on your Chart (showing where).

**T. uses PEC to have S. correct errors.**

- c. Read again.

Repeat Steps 2–5 with the same S.

- S. reads 100% accuracy on the 1st, 2nd, or 3rd reading:
  - a. name , you were 100% accurate on your 1st/2nd/3rd read.
  - b. Write # , correct on your Chart (showing where).

- S. makes errors on 3rd reading:
  - a. name , you read # words correctly.
  - b. Write # , correct on your Chart (showing where).

**T. uses PEC to have S. correct errors.**

- c. You can try for 100% accuracy again next time.

Repeat Steps 1–5 to give each student a turn to read a section/page.

Oral Reading for Accuracy with Decodable Text  
Positive Error Correction

Individual Turns

Positive Error Correction

- S. misreads a word in the passage section:
  1. You read # words correctly.
  2. On line line # of misread word reread the word that was missed\* word.  
S. rereads word.
    - \* Indicate word position by:
      - ◆ 1st/last
      - ◆ 2nd/3rd or 2nd from last/3rd from last
      - ◆ **Between** word before misread word and word after misread word

If S. misreads a single-syllable word again:

1. You read 1st/middle/last sound(s) correctly.
2. Touch & Say the 1st/last – sound that was misread sound.  
S. uses Touch & Say to read the syllable.
3. same name , read the word.  
S. reads the word.

Continue with Repeated Routine.

If S. misreads a multi-syllable word again:

1. You read 1st/middle/last syllable(s) correctly.
2. Touch & Say the 1st/middle/last – syllable that was misread syllable.  
S. uses Touch & Say to read the syllable.
3. same name , read each syllable, then read the word.  
S. reads each syllable, then the whole word.

Continue with Repeated Routine.