

ORAL READING PRACTICE

Directions for Use with Groups of 2–5

v22, Revised 11.1.19

Contents

- I. Overview of Oral Reading Practice 1
- II. Selecting Passages and Determining Rate Goals 4
- III. Calculating Rate and Accuracy During Oral Reading Practice 5
- IV. Daily Preparation for Oral Reading Practice with Groups 6
- V. Introducing Oral Reading 7
- VI. Script for Oral Reading Practice with Groups 8
- VII. Tracking Charts
 - Accuracy 9
 - Rate 44-125 WCP 10
 - Rate 64-145 WCP 11

For use only by Readsters schools or educators who attended an Oral Reading Practice presentation by Readsters.

I. Overview of Oral Reading Practice for Grades 3–8

	Name _____ Date: _____	Set 1	Set Number = Grade Level
Passage Number	Passage 2		
Preview Words for Each Section	Words to Preview: • Part A – <u>fiesta</u> • Part B – <u>sombrero</u>		
Section	A 0 A <u>fiesta</u> is a party. People dress up to go to a <u>fiesta</u> . They wear 15 bright colors. Many people dance at <u>fiestas</u> . One dance is the 26 Mexican Hat Dance. 29 Total		Number of Words in Section
	B 29 It is a lot of fun. A big hat is put on the floor. It is a <u>sombrero</u> . 47 It is made of straw. It has a wide brim. People dance around 60 the hat. 33 Total		
	C 62 Each person has a partner. Partners face each other. 71 They hold hands. Each person jumps and taps their right heel 82 in front. Then they jump and tap their left heel in front. 32 Total		
Number of Words in Passage	D 94 They clap two times. Partners hook right elbows. They swing 104 each other in a circle. Then they change directions. The dance 115 is repeated until the music stops. 27 Total 121		

ACCURACY PRACTICE

1. Read Sections in a Passage for ACCURACY Practice

- Use the “Selecting Passages Levels and Rate Goals for Oral Reading Practice” chart on page 5 to select the correct set of grade level passages.
- Preview words that appear in the section the student is reading.
 - Explain that unusual words are underlined.
 - For each preview word in that section: point to the word, read the word, and have the student look at and read the word.
- The student reads one section.
- Use the **Accuracy Tracking Chart** to track the student’s progress.
- Each student reads one entire section until achieving both:
 - **100% accuracy**
 - **no more than 2 self-corrections.**
- **The student reads the next section after** achieving 100% accuracy with a maximum of 2 self-corrections on a section. (Once a student reads a section with 100% accuracy, he/she never reads that section again.) When a student finishes reading the last section in a passage, move to reading the first section in the next passage in the same set.

2. When To Move to Reading Sections in the Next Set of Passages

- A student continues to practice for accuracy in a set until he/she reads **3 different sections in a row:**
 - **with 100% accuracy the first time each section is read** (The count for 3-in-a-row restarts if a student reads a section with less than 100% accuracy.)
 - **with no more than 2 self-corrections on each section.**
- After the student reads 3 different sections in a row meeting the 100% accuracy goal, the student moves to reading sections in the next set.

3. Stop Accuracy Practice When the Student Achieves the Accuracy Goal on Grade Level Passages

- Administer a grade level One Minute Oral Reading Assessment to determine if the student needs rate practice.

RATE PRACTICE**1. Read Passages for One Minute for RATE Practice**

- Two situations warrant rate practice:
 - 1) After a student completes reading grade level passages for accuracy, the student may need to improve his/her rate. To determine whether a student needs rate practice, administer a one-minute oral reading assessment with a grade level passage. (Assess students in grades 9–12 with a 9th grade passage.)
 - 2) On the initial one-minute oral reading assessment, the student read accurately but with a low rate.
- Use the “Selecting Passages Levels and Rate Goals for Oral Reading Practice” chart on page 5 to set the student’s rate goal.
- Use the **Rate Tracking Chart** to track the student’s progress.
- Preview unusual words that appear in the section the student is reading.
 - Explain that unusual words are underlined.
 - For each preview word in that section: point to the word, read the word, and have the student look at and read the word.
- The student reads a passage for one minute until achieving:
 - **the student’s rate goal**
 - **98% accuracy**
 - **no more than 2 self-corrections.**
- The student starts reading at the beginning of the same passage each time it is his/her turn until he/she meets the determined rate goal with accuracy of 98% or higher and a maximum of 2 self-corrections. (Once student reads a passage at the determined rate goal with 98% accuracy, he/she never reads that passage again.)
- Often, the student does not read an entire section in one minute. If the student does reach the end of a section before the minute is up, the student should continue reading into the next section until the one minute is up.

2. When to Move to the Next Set of Passages

- A student continues to practice for accuracy in a set until he/she reads **3 different passages in a row for one-minute:**
 - **meeting the student’s rate goal**
 - **with 98% accuracy the first time each section is read** (The count for 3-in-a-row restarts if a student reads a section with less than 100% accuracy.)
 - **with no more than 2 self-corrections on each section.**
- After the student reads 3 different passages in a row meeting goals above, the student moves to reading passages in the next set.

3. Stop Accuracy Practice When the Student Achieves the Accuracy Goal on Grade Level Passages

- Administer a grade level One Minute Oral Reading Assessment to determine if the student needs rate practice.

Tips for Oral Reading Practice

A. When a Student Needs Help with a Word

- Teacher cannot provide a word to a student unless the student asks for help.
- Teach students to ask for help with a word by saying, “**Word.**”
- A student can take as long as they like on a word. If they are practicing for rate, time is up at one minute.

B. Marking Errors

- Misread or skipped words – put a slash (/) through the word.
- Skipped line – draw a line (-----) through all the words in the line that was skipped (each word skipped counts as an error).
- Added words – insert a caret (^) where word was inserted (each inserted word counts as an error).
- Self-correction – write SC next to the marked error when a self-correction is made.
- Repeated words – write SC for repeated words because they are considered self-corrections.
- Last word read – put a bracket (]) after the last word read.

C. Notes on Errors

- Added words are counted as errors and marked with a caret.
- The same word misread multiple times throughout a section is counted an error each time it is misread.
- All words in a skipped line are counted as errors.
- Rereading or repeating a word is counted as one self-correction.
- Rereading or repeating a phrase (or a group of words) is counted as one self-correction.

D. Difficult Vocabulary Words

- As the student reads, note any words that were difficult.
 - These are words that the student has trouble reading because the word is not in the student’s vocabulary (e.g., *correlate* or *commandeer*), or they might be words that are difficult for the student to pronounce (e.g., *statistic* or *vulnerable*).
- Review the words just before the next time the student reads the section.
- Procedure for reviewing words:
 1. Teacher says: **Finger on line # _____ in Section _____.**
 2. When student has a finger on the line, teacher says: **Finger on the word between _____ and _____.**
 3. After student has a finger on the word, teacher says: **This word is _____. Read it.** (Student reads the word).
- Teacher can choose to have student underline any difficult word on his/her copy of the passages so he/she will know which words to pay special attention to in the next reread.

E. When to Model Fluent Reading for Students with Poor Phrasing

- When students read with incorrect phrasing, it is an indication they do not understand what they are reading. It can help students to have the teacher model the correct phrasing.
- Model reading the section right before the student reads the section the next time. (Sometimes only one or two sentences are a problem. In that case, model only the problem sentences.)
- Model reading sentence-by-sentence. The teacher reads modeling appropriate phrasing one sentence as the student tracks with finger or pencil. Then the student reads the sentence.
- After the teacher models and student copies, the student reads the section following normal practice procedures.

II. Selecting Passages Levels and Rate Goals for Oral Reading Practice

Grades 1 and 2 start with Grade 1 passages. The rate goal will be the goal for the time of year.

1. Selecting Initial Passages to Use for Accuracy Practice

- On the tables below, find the range of the student’s accuracy score and rate scores on the Oral Reading Fluency (ORF) assessment.
- Select passages for each student at the **lowest grade level** suggested by accuracy and rate scores.

Grade 3		
Accuracy	Rate	Grade Level for Passages
95% - 100%	60+	3 rd grade
90% - 94%	45 – 59	2 nd grade
85% - 89%	30 – 44	1 st grade
0 - 84%	Below 30	Further assessment

Grade 4		
Accuracy	Rate	Grade Level for Passages
95% - 100%	90+	4 th grade
90% - 94%	75 – 89	3 rd grade
85% - 89%	50 – 74	2 nd grade
80% - 84%	35 – 50	1 st grade
0 - 79%	Below 35	Further assessment

Grade 5		
Accuracy	Rate	Grade Level for Passages
95% - 100%	100+	5 th grade
90% - 94%	85 – 99	4 th grade
85% - 89%	70 – 84	3 rd grade
80% - 84%	60 – 69	2 nd grade
75% - 79%	35 - 59	1 st grade
0 - 74%	Below 35	Further assessment

Grades 6 - 12		
Accuracy	Rate	Grade Level for Passages
95% - 100%	110+	Grade Level
90% - 94%	95 – 109	5 th grade
85% - 89%	85 – 94	4 th grade
80% - 84%	70 – 84	3 rd grade
75% - 79%	60 – 69	2 nd grade
70% - 74%	35 - 59	1 st grade
0 - 69%	Below 35	Further assessment

2. Setting Rate Goals

- Base the rate goal on the student’s rate after finishing accuracy practice. Administer a grade level ORF assessment. Use the rate on that assessment to determine the rate goal.
- If students do not need accuracy practice initially, use the rate on the initial ORF assessment to determine the rate goal

Grade 3	
Rate	Rate Goal
70+	90
60 – 69	85
50 – 59	80
40 – 49	75
30 – 39	70

Grade 4	
Rate	Rate Goal
100+	120
90 – 99	115
80 – 89	110
70 – 79	105
60 – 69	100
50 – 59	90
40 – 49	80
35 – 39	75

Grade 5	
Rate	Rate Goal
105+	125
95 – 104	120
85 – 94	115
75 – 84	110
65 – 74	105
55 – 64	100
45 – 54	90
35 – 44	80

Grades 6 - 12	
Rate	Rate Goal
120+	140
110 – 119	135
95 – 109	130
80 – 94	120
65 – 79	110
50 – 64	100
35 – 49	95

III. Calculating Rate and Accuracy During Oral Reading Practice

1. Teacher Calculates

- The teacher calculates information and records it on the Accuracy or Rate Tracking Chart.

2. Calculating for Accuracy

- The box below shows how to calculate the information needed for the Accuracy Tracking Chart.
 - When reading for accuracy, the student reads the entire section, so accuracy calculations are based on the number of words in a section.
- The teacher records items in bold on the tracking chart.

Accuracy Calculations
(based on number of words in section)

Total Words in Section	(a)	
<i>subtract: # of Errors</i>	(b)	–
<i>equals: Words Correct</i>	(c)	
Accuracy	$(c \div a)$	%
Self-corrections		

3. Calculating for Rate Tracking Charts

- The box below shows how to calculate the information needed for the Rate Tracking Chart.
 - When reading for rate, the student reads for one minute, so rate calculations are based on the number of words a student read for one minute.
- The teacher records items in bold on the tracking chart.

Rate Calculations
(based on number of words read in one minute)

Number at Line with Bracket	(a)	
<i>add: Number of Words in Line Up to Bracket</i>	(b)	+
<i>equals: Total Words Attempted</i>	(c)	
<i>subtract: # of Errors</i>	(d)	–
<i>equals: Words Correct per Minute (WCPM)</i>	(e)	
Accuracy	$(e \div c)$	%
Self-corrections		

IV. Daily Preparation for Oral Reading Practice with Groups

You will need the following materials:

- Clipboard
- 3 or 4 different colored pens or pencils
- 2–4 different colored highlighters
- Timer
- Calculator
- Teacher Notebook with student information
- Notebook with passages in sheet protectors

Daily Preparation for Oral Reading Practice

1. **Get the following for each student:** (1) Passage for recording errors
(2) Tracking Charts
 - Look at the tracking charts for each student to determine which passage and tracking chart you will need.
 - Make copies of the passages each student will be reading for all students in the group. (They will track and mark as they each read.)
2. **Write information about the passage on the Tracking Chart**
 - Write Set #, Passage #, and Section letter on each student's Accuracy or Rate Tracking Chart.
 - For students reading for accuracy, write # of words in the section on the Accuracy Tracking Chart.
3. **Gather materials**
 - Get your materials (listed above).

V. Introducing Students in a Group to Oral Reading Practice

1. Introducing Reading for ACCURACY

The first time you meet with a group, you will need to explain how practicing oral reading for accuracy works.

Say: *I am going to listen to several of you read almost every day.*

Your first goal is to read with 100% accuracy.

That means that you will not make any mistakes when you read the words.

I don't care how fast you read. But I do care how accurately you read.

You will read only one section when you reading for accuracy.

I'll tell you when to start.

FOLLOW THE SCRIPT IN SECTION VI.

2. Introducing Reading for RATE

After a student reads 2 passages in a row with 100% accuracy on the first read (with no more than 2 self-corrections), you will need to explain how practicing for rate works.

Say: *You met your accuracy goal.*

You read two passages in a row with 100% accuracy the first time you read them, and you made no more than 2 self-corrections!

Now you'll be reading to improve your rate.

Your rate goal is _____. (Give the rate goal from Section II, and write the goal on the student's Rate Tracking Chart.)

You still need to read with accuracy.

When you practice for rate, you start with the first word in a section, just like before.

But you will read for one-minute.

If you come to the end of the section, keep reading until I tell you to stop.

I'll tell you when to start.

FOLLOW THE SCRIPT IN SECTION VI.

3. Introducing Reading AT A NEW GRADE LEVEL

After the student reads 2 passages in a row and meets his rate goal on the first read (with at least 98% accuracy and no more than 2 self-corrections), you will need to explain that the passages will get harder.

Say: *You met your rate goal.*

Now you'll start reading harder passages.

At first you'll read to get 100% accuracy.

After you meet the accuracy goal, you'll start reading for rate again.

FOLLOW THE SCRIPT IN SECTION VI.

VI. Script for Oral Reading Practice with Groups

Each student reads as many times as possible during an oral reading session. The number of students who read will depend on the time available to work on oral reading with the group.

1. Pass out Passage for the Reader

- Before each student reads, pass out the reader's passage to all students in the group.
- Say: **Finger on the first word in Section letter.**

Reading one section for **ACCURACY**:

- Say: **Name will read to improve accuracy. Everyone else be checkers who track and mark while Name reads all of section letter.**
- Say: **Start.**
- Start timer when student reads the first word.
- All students and teacher mark errors.
- Stop timer when student reaches end of section.
- Say: **Your time was # minutes and # seconds.**
- Record time on Accuracy Tracking Chart [e.g., 0:54 or 1:23).
- Say: **The section has # words.**

Reading for one minute for **RATE**:

- Say: **Name will read to improve rate, and still read accurately. Everyone else will be checkers who track and mark while Name reads for one minute until I say stop.**
- Say: **Start.**
- Teacher times.
- All students and teacher track and mark errors.
- After one minute, say: **Stop.**
- Say: **Put a bracket after last word read.**

2. Tell reader how many (1) words he/she read correctly and (2) self-corrections he/she made

- Say: **Checkers?** (Checkers give 'thumbs up' if no errors or 'helping hand' if student made any errors.)
- Calculate number of words correct. (Words Correct = Total Words Read – Errors)
- Say: **You read # words correctly and you made # self-corrections.**
- Record # of words, # of words correct, and # of self-corrections on Student's Tracking Chart.
- Self-corrections do not count as errors.

3. Tell reader his/her accuracy percentage

- Calculate accuracy. (Accuracy = Words Correct / Total Words Read. Do not round up.)
- Say: **Your accuracy is # percent.**
- Record accuracy on Tracking Chart.

4. Review errors – If student makes no errors, go to #5

- Point to each word the student missed and ask the student what the word is.
- If the student doesn't know a word or misreads a word, tell the student what the word is.
- When you finish reviewing all the words, point to each word misread and ask the student to read it.
- If the student misread an easy word (the, a, of, for, then, when, etc.), have the student read the phrase with the word in it.

5. Reader uses highlighter to fill in bars on tracking chart

- Reader uses highlighter to fill in bars on tracking chart. (1 bar for Accuracy practice; 2 bars for Rate practice)
- Reader uses the same color highlighter each time he/she reads the same section. Change colors when student moves to a different section.
- Do not let the reader take more than 30 seconds to fill in the bar charts for accuracy and rate.
- Pass out the next reader's passage to all students while the reader fills in the bar chart.

Oral Reading Tracking Chart Accuracy

Name: _____

Accuracy Goal: 100%
with no more than 2 self-corrections

Date

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

Set, Passage, and Section

Set #																
Passage #																
Section (Letter)																
# Words in Section																

Words Correct and Self-Corrections

Words Correct																
Self-Corrections																

Accuracy Percentage

- ▶ Move to the next section after reading a section with 100% accuracy and no more than 2 self-corrections.
- ▶ Move up to the next grade level passages for rate after reading 3 sections in a row with 100% accuracy on the first read. All three first reads must be with no more than 2 self-corrections..

Accuracy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
100%																
99%																
98%																
97%																
96%																
95%																
94%																
93%																
92%																
91%																
90%																
89%																
88%																
87%																
86%																
85%																
84% or lower																

Name: _____

Rate Goal: WCPM
with no more than 2 self-corrections
and 98% or higher accuracy

Date

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

Set, Passage, and Section

Set #																	
Passage #																	
Section (Letter)																	

Words Correct per Minute (WCPM) and Self-Corrections

- ▶ Move to the next passage after reading a section meeting the WCPM rate goal with 98% accuracy and no more than 2 self-corrections.
- ▶ Move up to the next grade level passages after reading 3 new passages in a row meeting the rate goal on the first read.
- ▶ All 3 cold reads must be at 98% accuracy or higher with no more than 2 self-corrections.

Words Correct per Minute																	
Self-Corrections																	
125 or higher																	
120 - 124																	
115 - 119																	
110 - 114																	
105 - 109																	
100 - 104																	
95 - 99																	
90 - 94																	
85 - 89																	
80 - 84																	
75 - 79																	
70 - 74																	
65 - 69																	
60 - 64																	
55 - 59																	
50 - 54																	
45 - 49																	
44 or lower																	

Accuracy Percentage

If accuracy is 97% or lower, read section again for accuracy.

Accuracy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
100%																	
99%																	
98%																	
97% or lower																	

Name: _____

Rate Goal: WCPM
with no more than 2 self-corrections
and 98% or higher accuracy

Date

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

Set, Passage, and Section

Set #																				
Passage #																				
Section (Letter)																				

Words Correct per Minute (WCPM) and Self-Corrections

- ▶ Move to the next passage after reading a section meeting the WCPM rate goal with 98% accuracy and no more than 2 self-corrections.
- ▶ Move up to the next grade level passages after reading 3 new passages in a row meeting the rate goal on the first read.
- ▶ All 3 cold reads must be at 98% accuracy or higher with no more than 2 self-corrections.

Words Correct per Minute																				
Self-Corrections																				
145 or higher																				
140 - 144																				
135 - 139																				
130 - 134																				
125 - 129																				
120 - 124																				
115 - 119																				
110 - 114																				
105 - 109																				
100 - 104																				
95 - 99																				
90 - 94																				
85 - 89																				
80 - 84																				
75 - 79																				
70 - 74																				
65 - 69																				
64 or lower																				

Accuracy Percentage

If accuracy is 97% or lower, read section again for accuracy.

Accuracy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
100%																				
99%																				
98%																				
97% or lower																				