

Institute on Beginning Reading

Chapter IV

Instruction of Big Ideas in Beginning Reading Part 3: Automaticity with the Code

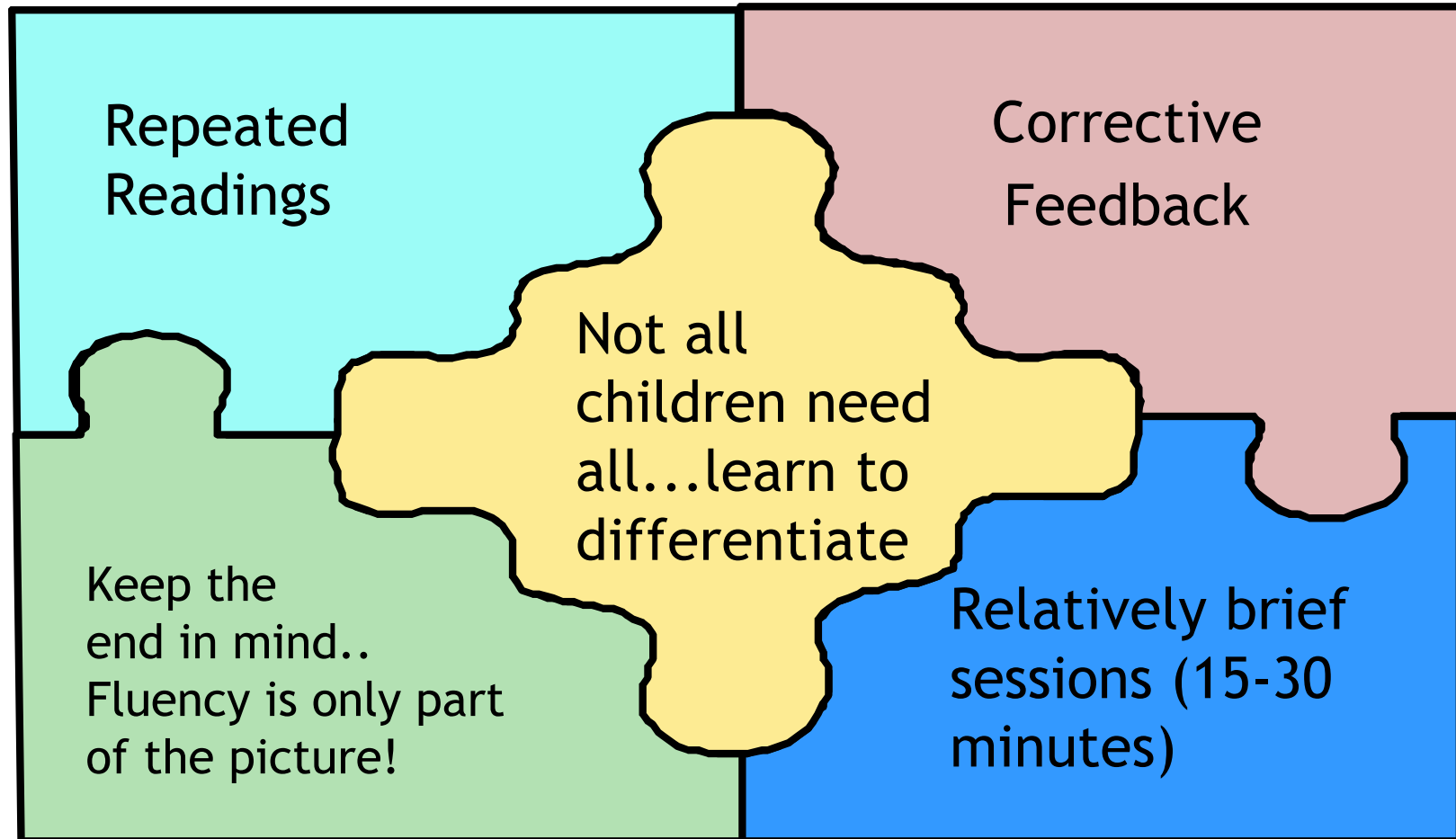


Institute for the Development of
Educational Achievement
College of Education
University of Oregon

NRP Question: Does Guided Oral Reading Instruction Improve Fluency and Comprehension? If so, How is This Instruction Best Provided?

- It Depends!
- Guided oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension. Results apply to ALL readers. BUT...there is insufficient research to conclude that independent reading improves reading outcomes.

Critical Features of Effective Fluency Instruction



Objectives for Automaticity with the Code

What Should I Be Able To Do?

1. Assess learner performance to determine whether fluency building is an appropriate objective.
2. Set appropriate fluency goals.
3. Select and sequence text to enhance oral reading fluency.
4. Assess fluency growth over time.
5. Select and deliver instructional strategies to promote automaticity and fluency in letter sounds, irregular word reading, and passage reading.

Mapping of Instruction to Achieve Instructional Priorities: First Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combination									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently			X	X	X	X	X	X	
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X

*. high-priority skill

Mapping of Instruction to Achieve Instructional Priorities: First Grade

Focus 4: Reading Connected Text	1	2	3	4	5	6	7	8	9
* 4a: Read accurately (1 error in 20 words)			X	X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2/3 sec mid year; 1 word per sec end of year)	8	16	24	30	36	42	48	54	60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

*. high-priority skill

Mapping of Instruction to Achieve Instructional Priorities: Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X

*. high-priority skill

Mapping of Instruction to Achieve Instructional Priorities: Second Grade

Focus 4: Reading Connected Text	1	2	3	4	5	6	7	8	9
* 4a: Reads 90-100 wpm	60	65	70	75	80	85	90	95	100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

- *. high-priority skill
- a. minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
*3a: Reads 120 wpm	90	94	98	102	106	110	112	116	120
3b: Reads with phrasing, expression, and inflection	X	X	X						
*3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

* High priority skill

Automaticity/Fluency

Selected Critical Skills in Fluency

1. Produces letter-sound correspondences (1 per second) Grade 1.

Example: Given a set of letters, the student can produce the associated sound within 1 second.

2. Reads sight words automatically. (Grades 1 and 2)

Example: Given a set of irregular words in a set or in a passage, can identify words in 1 second or less.

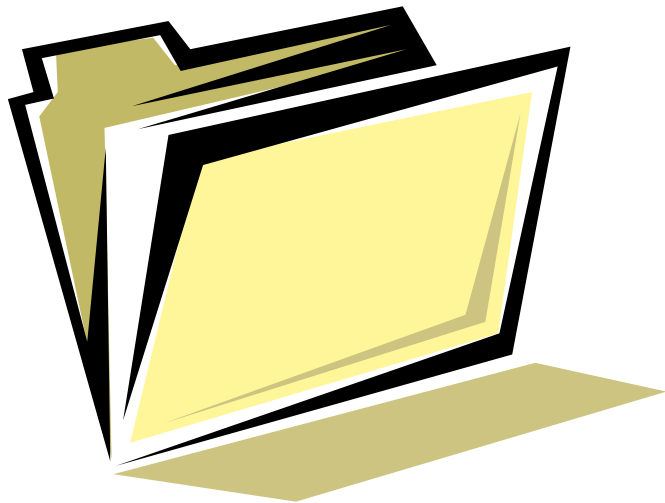
3. Reads connected text fluently

Example: See designated rates per grade.

Effective fluency building instruction rests on three critical decisions:

1. Selecting appropriate instructional tasks (i.e., letter sounds, irregular words, passages students can perform accurately but not fluently).
2. Scheduling sufficient practice (multiple opportunities per day).
3. Systematically increasing the rate of response (e.g., letter sounds, words).

Fluency building should be short-term practice scheduled frequently within and across days.



Letter-Sound Fluency

Step 1: Is Fluency Building Appropriate?

1. Examine students performance on the nonsense word reading fluency measure to determine whether accuracy is an appropriate target.

2. Identify target goal. 40-60 end of grade 1. One letter sound per second.

3. Review the following mid-Grade 1 performance patterns.

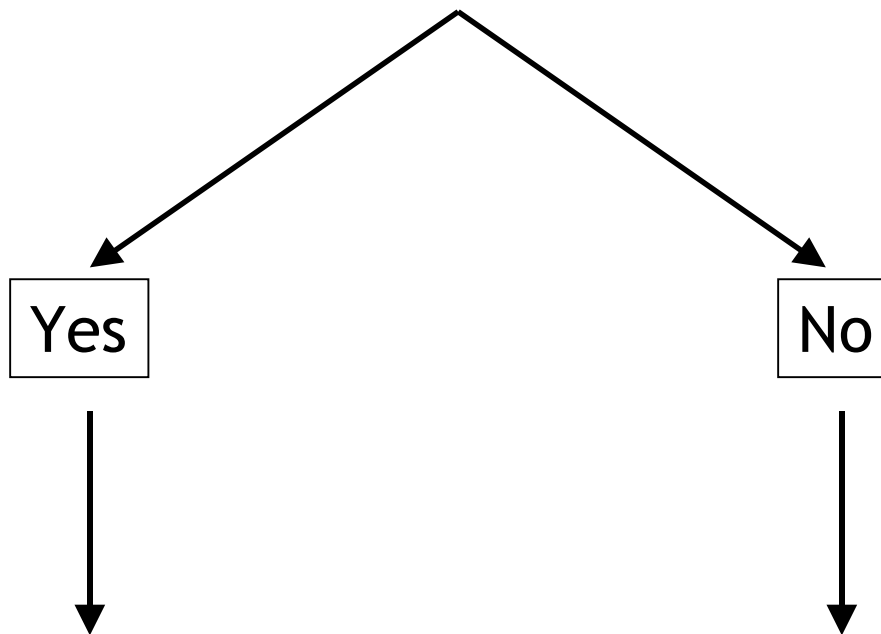
Example A: Score of 20. All correct. No errors but very slow.

Example B: Score of 10. 15 attempts, 5 errors.

Example C: Score of 20. 5 errors (random errors).

Letter Sounds Decision Point

Is fluency building appropriate?



On which letter sounds?

Work on accuracy-specify letter sounds.

Step 2: How to Develop Letter Sound Fluency: Scaffolding & Review

1. Identify letter sounds student can identify accurately. Include in fluency building. Instruct students on letter sounds not identified accurately.
2. Progress from accuracy to fluency systematically decreasing the amount of time per response (3 - 2 - 1).
3. Separate highly similar examples (d/b) on 1st sets.
4. Include multiple examples of each letter sound in the practice set.
5. Provide 2-3 short duration practice opportunities per day.

Letter-Sound Fluency Building Example: The 1-Minute Dash

1. Identify a set of letter sounds students can correctly identify.
2. Include multiple cards of each letter in the set.
3. Set a goal (i.e., 30 letter sounds correct).
4. Do a 1-minute small-group practice. Position cards so that all students can see.
5. Start the stop watch.
6. Present the first letter sound card so that all students answer.
7. Provide quick corrective feedback on errors.
8. Continue presenting letters.
9. Letter-sounds correctly identified go in one pile.
10. Place errors in a second pile.
11. At the end of 1 minute, tally the number of letter sounds correct.
12. Review errors and repeat activity for 1 more minute.

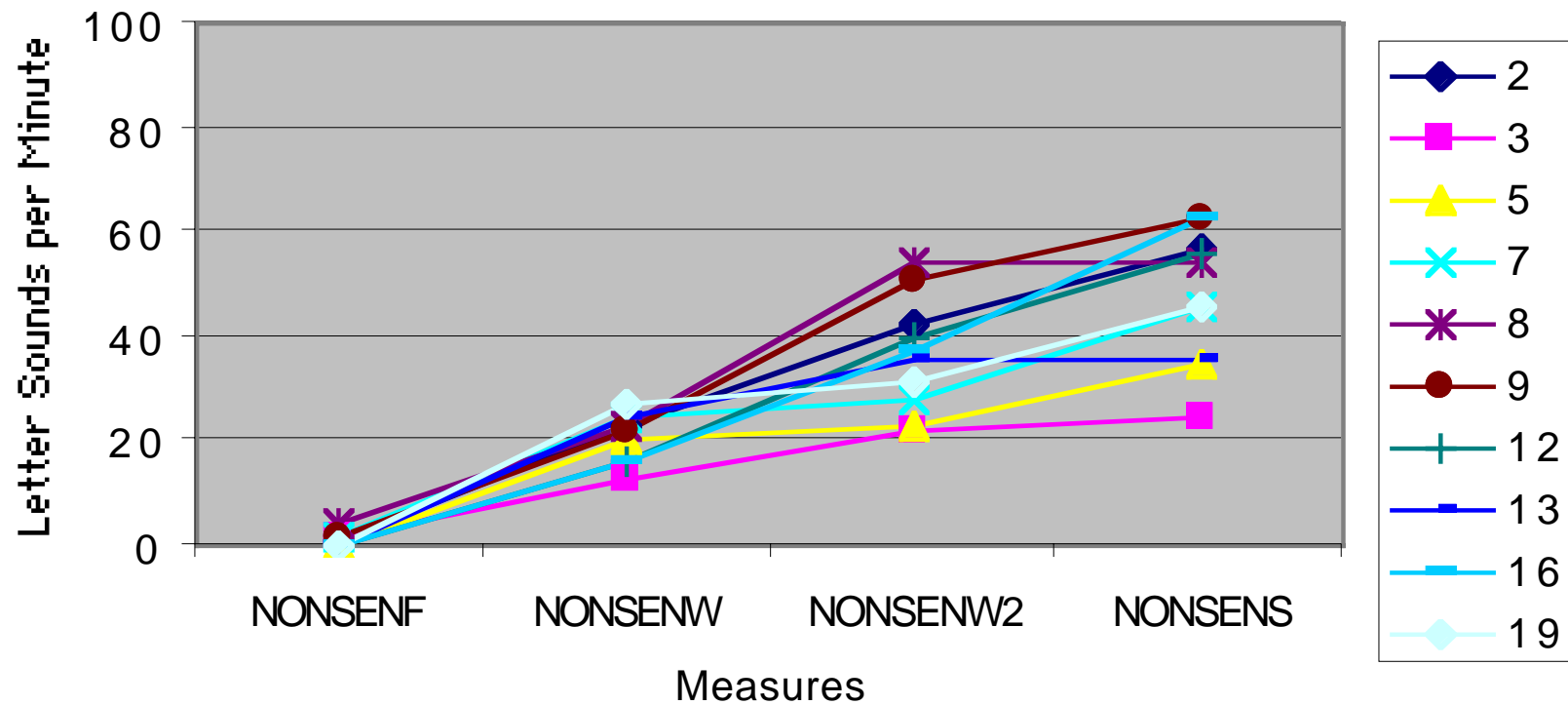
Fluency

Examples of Letter-Sound Fluency Activities

1. Paired peer practice. Pair a higher performer with a child who needs fluency practice. Use similar procedures as in 1-Minute Dash. Each child may use his/her set of known letter sounds. (Peer-Assisted Learning Strategies (Fuchs, Fuchs, Mathes, & Simmons).)
2. Rapid response practice during instruction. Include a short review of known and newly taught letter sounds during instruction. Systematically decrease the amount of time students have to respond.

Letter-Sound Fluency

First Grade Intensive



Defining Irregular Words

Distinguishing between irregular and regular words is essential. Although the end goal of both is that students recognize words automatically, it is the process they use to achieve fluency that is important.

Examine the following words from the Reading Teachers' Book of Lists to determine which you would teach as irregular.

the of and a to in

Irregular Word Reading Fluency

Step 1: Is Fluency Building Appropriate?

1. Examine student's performance on a list of irregular words or in connected text. Is irregular word reading accurate but slow?

2. Identify target goal. No specific goal is available for irregular words. In isolated word lists, use a gauge of 1 word per second as an indicator of automaticity.

3. Review the following performance patterns on a list of irregular words.

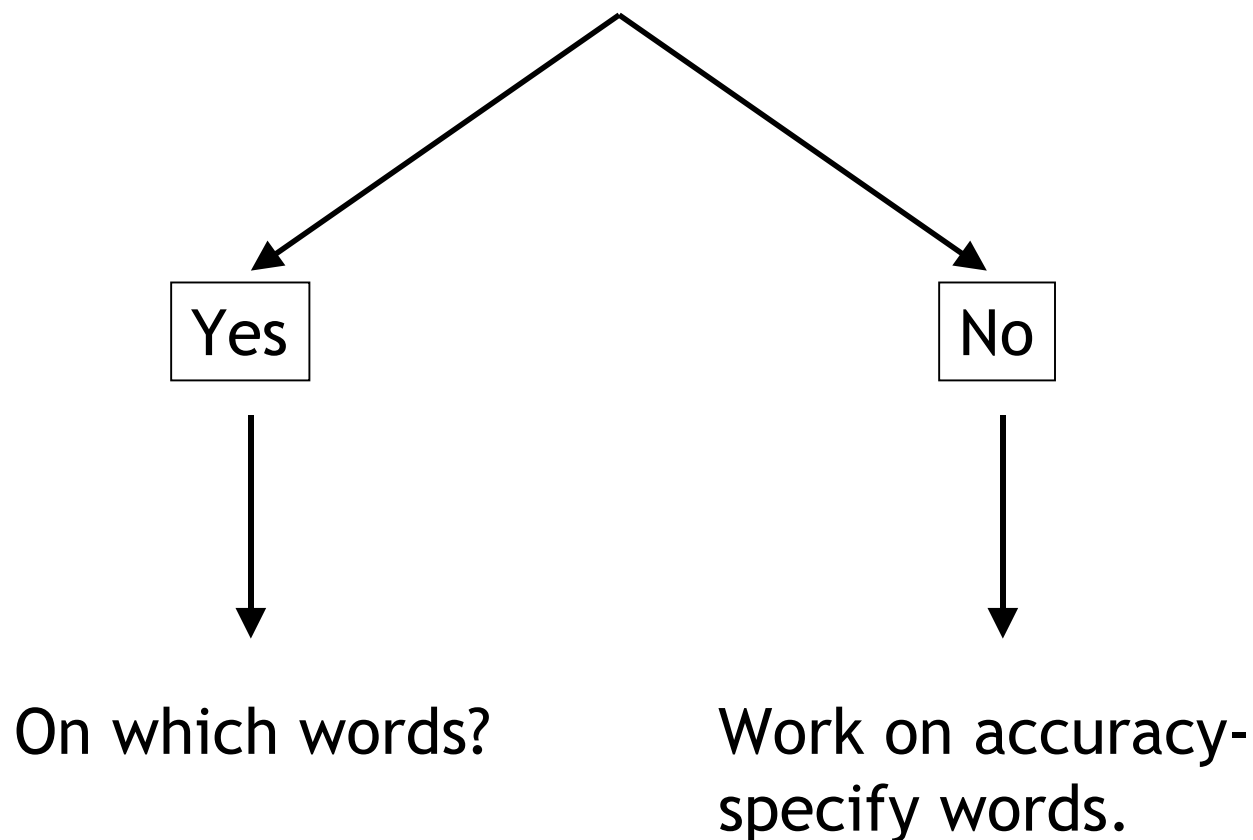
Example A: Score of 20. All correct. No errors but very slow.

Example B: Score of 50. 65 attempts, 15 errors.

Example C: Score of 20. 5 errors (random errors).

Irregular Word Reading Fluency Decision Point

Is fluency building appropriate?



Step 2: How to Develop Irregular Word Reading Fluency: Mediated Scaffolding & Review

1. Identify irregular words students can identify accurately but not fluently. Include these in fluency building. Words not identified accurately should be part of a different instructional set.
2. Determine whether words are irregular or regular. Separate highly similar irregular words on 1st fluency building activities. Include multiple examples of each word in the set.
3. Provide 2-3 short duration opportunities per day to practice.
4. Progress from accuracy to fluency by systematically decreasing the amount of time per response (3 - 2 - 1).

Irregular Word Reading Fluency Example: The 1-Minute Dash

1. Identify a set of irregular words students can correctly identify.
2. Include multiple cards of each word in the set.
3. Set a goal (i.e., 30 words correct per minute).
4. Do a 1-minute small-group practice. Position cards so that all students can see.
5. Start the stop watch.
6. Present the first word, all students answer.
7. Provide quick corrective feedback on errors.
8. Continue presenting words.
9. Words correctly identified go in one pile.
10. Place errors in a second pile.
11. At the end of 1 minute, tally the number of words correct.
12. Review errors and repeat activity for 1 more minute.

Fluency

Examples of Irregular Word Fluency Building Activities

1. Paired peer practice. Pair a higher performer with a child who needs fluency practice. Use similar procedures as in 1-Minute Dash. Each child may use his/her set of known but not fluent irregular words.
2. Word recognition grid. Prepare a 5x5 grid of 5 irregular words. One word per row randomly ordered. Include a short review of words. Then, do a timed recall of the words.

5 x 5 Grid

the	a	to	you	he
a	he	you	to	the
to	you	he	the	a
you	the	a	he	you
he	to	the	a	he

(Modification of Region XIII Texas Educational Service Center)

Fluency in Connected Text

Step 1: Is Fluency Building Appropriate?

1. Examine students performance on the oral reading fluency measure to determine whether accuracy is an appropriate target.
2. Identify target goal (e.g., 60 wcpm end of grade 1; 90 wcpm end of grade 2).
3. Review the following performance patterns.

Example A: (Clyde - May, Grade 1) 30 words attempted, 28 wcpm.

Example B: (Hare - May, Grade 1) 27 words attempted, 20 wcpm.

Example C: (Hare - May, Grade 1) 86 words attempted, 85 wcpm.

Curriculum-Based Norms in Oral Reading Fluency for Grades 2-5 (Medians)

Grade	Percentile	<i>Fall</i>		<i>Winter</i>		<i>Spring</i>		SD*** of Raw Scores
		n*	WCPM**	n	WCPM	n	WCPM	
2	75	4	82	5	106	4	124	39
	50	6	53	8	78	6	94	
	25	4	23	5	46	4	65	
3	75	4	107	5	123	4	142	39
	50	6	79	8	93	6	114	
	25	4	65	5	70	4	87	
4	75	4	125	5	133	4	143	37
	50	6	99	8	112	6	118	
	25	4	72	5	89	4	92	
5	75	4	126	5	143	4	151	35
	50	6	105	8	118	6	128	
	25	4	77	5	93	4	100	

*n = number of median scores from percentile tables of districts (maximum possible = 8).

**WCPM = words correct per minute.

***SD = the average standard deviation of scores from fall, winter, and spring for each grade level.

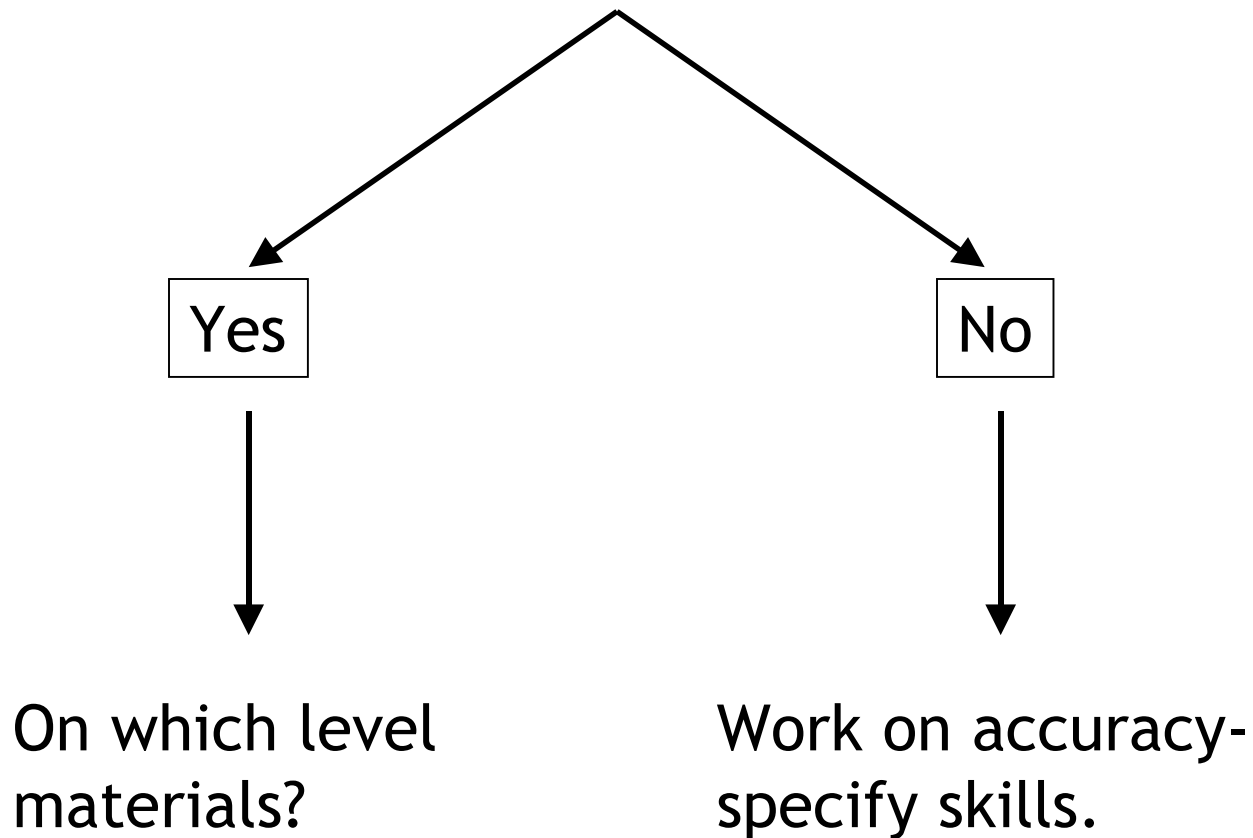
Oral Reading Fluency Weekly Progress Data

	Number of Students	Words per Week Improvement	Minimum Progress	Maximum Progress
Grade 1	19	2.10	.35	4.97
Grade 2	25	1.46	.71	4.00
Grade 3	14	1.08	.43	2.43
Grade 4	16	.84	.47	1.41
Grade 5	20	.49	.04	1.12
Grade 6	23	.32	-.22	.97

Fuchs, Fuchs, Hamlett, Walz, & Germann (1993).

Oral Reading Fluency Decision Point

Is fluency building appropriate?



Step 2: How to Develop Fluency: Mediated Scaffolding & Review

1. Identify passages students can read with 90-95% accuracy.
2. Ensure that students can read 30-40 wcpm.
3. Schedule repeated opportunities for the reader to hear and/or practice the passage.
4. Aim to reduce the time and # of errors.
5. Incorporate reading with expression once students reach 60 wcpm.
6. Gradually shift from oral to silent reading.

Oral Reading Fluency

Critical Components

The majority of activities involve:

- repeated reading of the same materials
- fixed-time or fixed-length activities
- goal setting
- corrective feedback opportunities
- graphing/charting of learner performance

Repeated Readings are:

1. Not a replacement for beginning reading instruction.
2. Not intended to constitute the reading curriculum.
3. A short duration, frequently scheduled procedure to increase oral reading fluency.

(modified from Hasbrouck, 1998)

Methods for Repeated Readings

1. Fixed-timed readings (1 minute) in which student reads the same text repeatedly (e.g., 3 times).
2. Fixed-passage readings (e.g., 100 words) in which student calculates the time it takes to read the same 100 words on successive trials.
3. Tape-recorded repeated readings.
4. Peer preview.
5. Partner reading.

(modified from Hasbrouck, 1998)

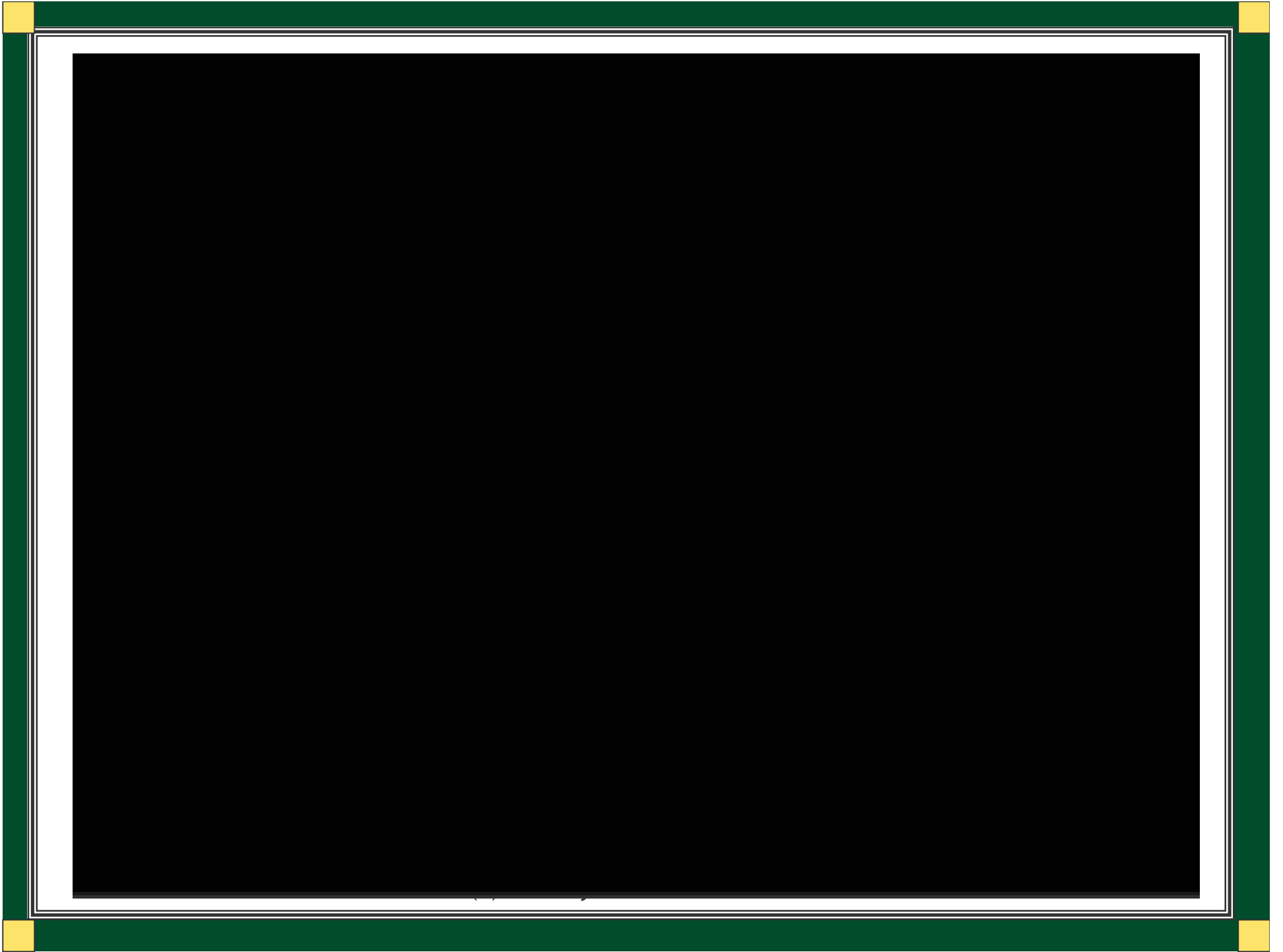
Directions for Fixed Time Repeated Reading

Read this passage as quickly and carefully as you can. Try to remember as much of the passage as you can. If you get stuck on a word, skip it and I will help you when you finish. You will read for 1 minute. Get ready. Begin.

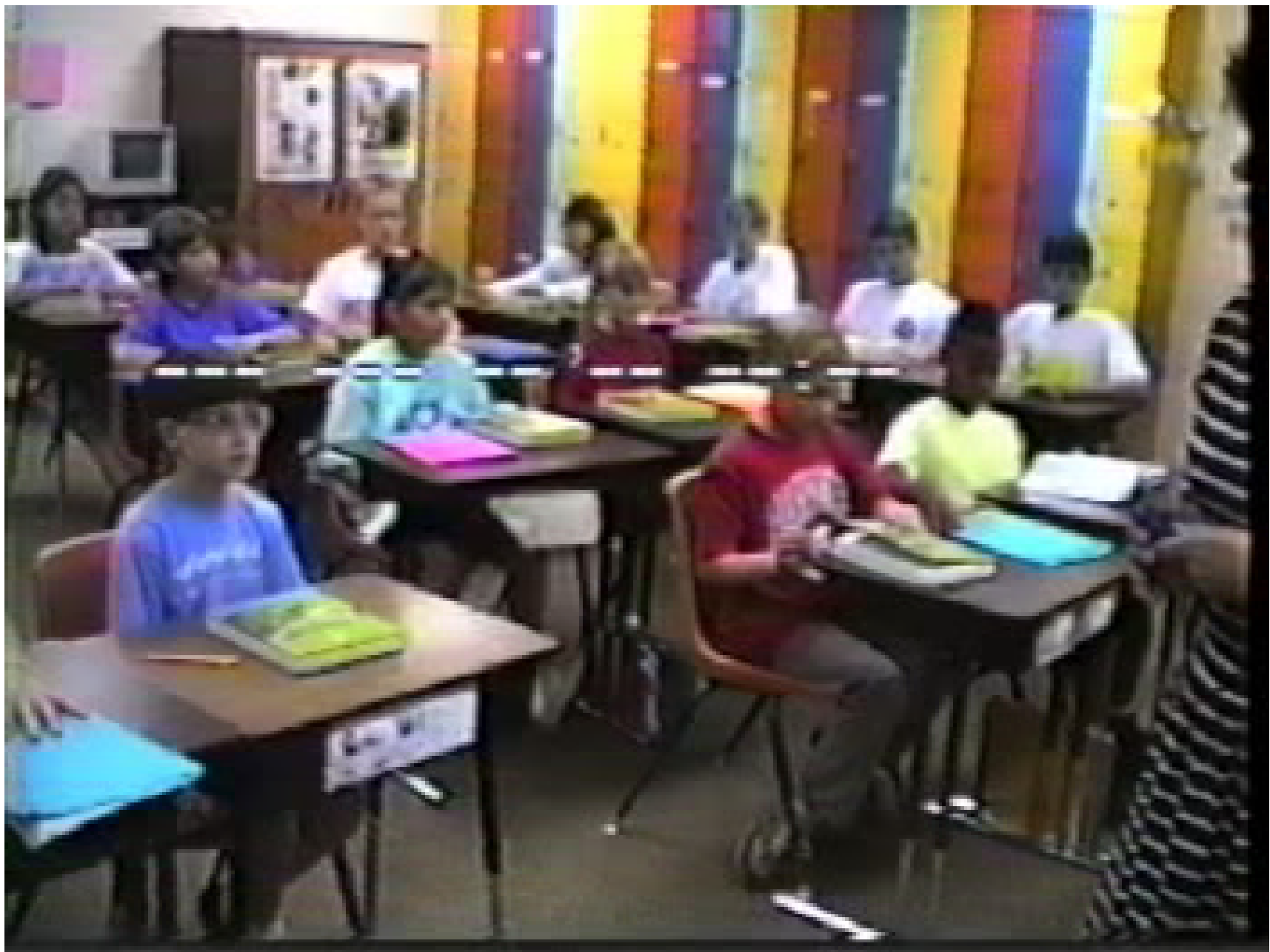
Oral Reading Fluency

Example Activities at End of Section

- Repeated Reading Strategies
- Peer Tutoring/Partner Reading
- Previewing Strategies (teacher, peer)
- Tape-assisted Previewing



Read-Aloud



Guidelines for Pairing Students

It is not necessary for the higher ability readers to work with the students of greatest need. When pairing students consider the following:

- Rank order students according to reading fluency.
- Split the rank ordered list into the top and bottom halves.
- Pair the top ranked student in the upper half with the top ranked student in the lower half (i.e., #1 with # 13 if class has 26 students).
- Adjust pairings according to “personality” issues.
- Maintain pairs approximately 4 weeks.

Modified from Hasbrouck, 1998.

Guidelines for Partner Reading Activities

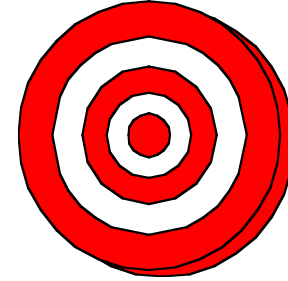
The higher performing reader reads first as a model.

Use the materials of the lower performing reader.

Allow both students opportunity to be tutor (e.g., coach, teacher).

Conclude the activity with a comprehension task (summarize main ideas, retell, answer questions).

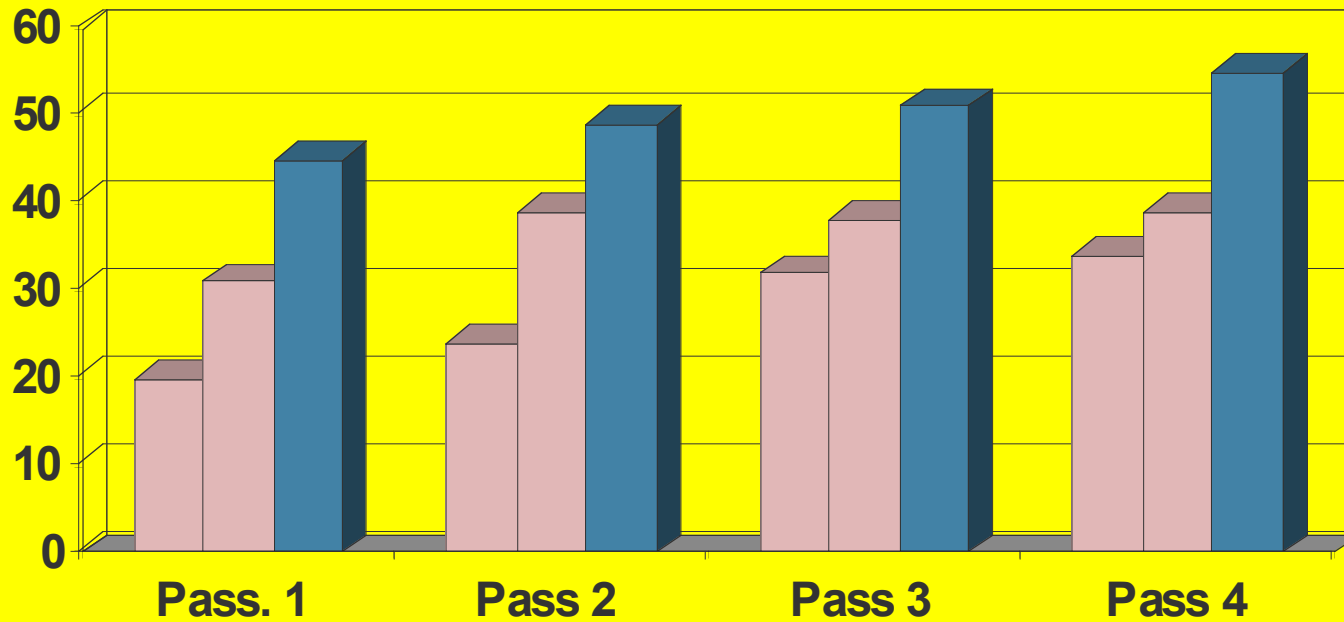
Set Ambitious Goals



- Identify starting words correct per minute (e.g., 30 wcpm minute).
- Identify end of year grade level target (e.g., 90 wcpm)
- Subtract current wcpm from target & determine whether this is a realistic target (i.e., 60 wcpm is highly ambitious).
- Set goal and define weekly learning targets (i.e., amount of growth/number of instructional weeks).
- Monitor progress over time.

Monitor and Document ORF

CWPM on Repeated Reading



Oral Reading Fluency

Commercial Programs

- Read Naturally (supplemental fluency building program for grades mid 1 to 6)
- Reading Mastery - (focus on fluency checkouts)

Oral Reading Fluency

Reading Mastery

- Individual oral reading fluency checkouts scheduled every 5 lessons beginning at lesson 108, Level 1.
- Target rates and error limits are established that systematically build toward a goal rate of 60 wcpm at end of grade 1 and 90 correct words per minute in grade 2.
- Student performance is graphed every 5 lessons documenting whether students reached criterion.
- Accuracy reading done on each story prior to comprehension focus.

Oral Reading Fluency

Read Naturally

- A supplemental tape-recorded program that builds on three primary practices: model of oral reading, repeated readings, and progress monitoring.
- Students are placed in appropriate level text and practice listening to and reading with tape-recorded passages.
- Comprehension questions are included for each passage.

Activity #1

Read the accompanying passage with a partner. Put a slash on words that are incorrect:

- substitutions
- hesitations longer than three seconds
- wrong word

At the end of one minute, count WCPM and chart.

Repeat readings two more times.