

## Oral Reading Fluency Passages

"The purpose of this study was to examine whether an intervention package including modeling, repeated reading, performance feedback, and error correction would result in similar fluency performance for students when implemented in a 1:1 setting compared to a 2:1 setting. This study examined data from an academic intervention program delivered by undergraduate students from a mid-sized public university in the Midwest to students in an elementary school. This study used a single-case research design (i.e., ABC) to compare six elementary-aged students' rate of progress in reading fluency during the intervention when it was implemented in a one-on-one setting to their rate of progress when it was implemented in groups of two. Rate of progress in number of words read correctly per minute on AIMSweb R-CBM reading passages was evaluated for each student during baseline (A), 1:1 intervention (B), and 2:1 intervention (C) phases. Results indicated that three of the students' rate of progress during one-on-one implementation of the intervention. These results demonstrate how small group implementation of a reading intervention can be comparable to one-on-one intervention for increasing students' oral reading fluency." –pages iii-iv

Using Dr. Fry's Instant Words and Dr. Rasinski's research, these books provide a powerful tool for building fluency. Each of the books in this series provides a clear direction on how to teach students to recognize words, read phrases with expressions, and ultimately improve comprehension. Each book includes: A fluency assessment rubric and a reference list of oral reading fluency strategies 20 four-page lessons on phrasing plus activities for practicing comprehension and fluency activities Audio CD with oral reading of the phrase list and reading selection from each lesson 96pp. plus Audio CD and Teacher CD

A masterful synthesis of information from leading experts in the field, this accessible resource helps school administrators, educators, and specialists answer complex questions about scientifically based reading research and make informed choices about t

Provide your 5th graders with rigorous reading comprehension practice! Close reading, vocabulary, comprehension, and writing activities support Common Core learning paths. Plus, downloadable home-school connection activities extend learning at home.

Reading

Oral Reading Fluency

Oral Reading Fluency Workbook, Grade 3 – Lumos SkillBuilder Series

Interventions for Reading Problems, Second Edition

Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction

Good First Teaching for All Children

This user-friendly guide has been thoroughly revised to reflect significant changes in the way schools deliver reading instruction and intervention, especially for students at risk for reading failure. Step-by-step strategies target key areas of literacy development: phonological awareness, fluency, and comprehension. Particular emphasis is placed on scientifically based practices that do not require major curricular change and can be applied with students of varying ages and ability levels. In a large-size format with lay-flat binding for ease of photocopying, the book includes 17 reproducible assessment and instructional tools. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. New to This Edition: \*Chapter on multi-tiered intervention delivery, plus additional discussion in other relevant chapters. \*Chapter on interventions for English learners (ELs). \*Chapter on vocabulary instruction, intervention, and assessment. \*Additional graphing and data-analysis tools. \*Coverage of new resources available through federal supports.

Provides strategies to strengthen fluency instruction for students in regular classrooms as well as resource rooms, and provides assessment strategies to help monitor students' progress.

Features one hundred readily memorizable poems that convey a wide range of feelings, meanings, and wisdom, in a volume complemented by watercolor illustrations.

The purpose of this study was to determine if parental involvement and the use of weekly reading passages could improve oral reading fluency on Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The study examined DIBELS Oral Reading Fluency (ORF) results from April 2007, when students received standard instruction on oral reading fluency in the classroom, and the DIBELS results from April 2008, when parental involvement strategies were implemented.

90 Years of Measurement. Technical Report # 33

The Effects of Decoding Instruction on Oral Reading Fluency for Older Students with Reading Delays

Combining Student Choice of Reading Passage with a Repeated Reading Intervention to Increase Oral Reading Fluency

Increasing Fluency with High Frequency Word Phrases Grade 4

Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension

Fluency

**Intended for K-3 classroom teachers, explains how to create a balanced literacy program based on guided reading and supported by reading aloud, shared reading, interactive writing, and other approaches.**

**Struggling older readers often have difficulty with early decoding skills (Tolman, 2005; Toste, Williams, & Capin, 2017). If they are unable to master decoding, they may have difficulty with more complex skills, such as passage reading fluency. The current study extends research on reading fluency for older students by evaluating the combined effects of a phonics procedure and a fluency-building strategy on their reading fluency. Participants were older students with below grade level reading performance who had deficits in oral reading fluency and decoding. Dependent variables were the number of correctly sorted word patterns and the number of correct words per minute read in a passage and on a word list. During the intervention, a modified word sort procedure was used to train students to sort and read words containing the target word patterns. Following the initial word sort procedure, fluency building was employed by training word reading to a fluency criterion. Connected text passages were used to assess participants' fluency when reading passages that contained the word pattern. A multiple-probe design across responses was utilized to evaluate the effectiveness of the intervention on the decoding skills and oral reading fluency of participants.**

**Presents strategies for teaching oral reading along with information on how it increases word recognition, fluency, and comprehension.**

Reading FluencyMDPI

Reading Informational Text, Grade 6

Put Reading First

Reading Fluency

Passage Equivalency and Predictive Validity of Oral Reading Fluency Measures

Grades 5-8

**The Research Building Blocks for Teaching Children to Read: Kindergarten Through Grade 3**

*Leveled passages and assessment pages to quickly screen for reading problems.*

*Poor reading fluency is a critical problem because it affects reading comprehension. When a reader must devote greater amounts of effort in the decoding process less attention can be given to understanding what is read. Improving reading fluency decreases the time devoted to decoding therefore improving the likelihood a student can demonstrate comprehension. There are many interventions for improving reading fluency. This author noted three common components, repeated reading, paired reading, and graphic feedback, in recently reviewed research. This fluency intervention project was designed to include those three research supported components of repeated interaction with a piece of text, pairing of target students with a skilled reader, and graphing of fluency rate progress. The overall goal of this project is to increase reading fluency rates of targeted students as measured in increases in words read correctly in one minute, increases in accuracy percentages, and increases in reading levels passed with acceptable fluency and accuracy percentages. Creation of word lists, and accompanying scoring materials were created to compliment the Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency passages for grades 1 through 6.*

*Although there is evidence of the importance of oral reading fluency in education, and an emphasis in education on allowing students to make choices in the learning process, there is a lack of research investigating the effect of providing a choice of reading passages to readers when attempting to improve oral reading fluency. The purpose of the present study is to address the current gap in the literature and to identity if providing a choice of reading passage within an intervention increases oral reading fluency. The current study involved providing students with a choice between two reading passages in combination with an evidence-based reading fluency intervention: repeated reading. Specifically, the study investigated whether the choice component would substantially improve reading fluency scores as compared to providing the evidence-based intervention without passage choice.*

*Abstract: This study compared the effects of sustained silent readings and repeated readings on oral reading fluency and comprehension of at-risk students from a 2nd grade class in an urban school with low performance on WJ-III subtests and DIBELS fall benchmark assessments. A multiple baseline across subjects experimental design was used.*

*Intervention was conducted over a 4-16 week period consisting of Repeated Reading. Variables measured were reading fluency: number of correct words read per minute and reading comprehension: number of comprehension items answered correctly. During baseline condition (sustained silent reading) students read grade level passages independently and silently for 10 minutes. They were tested in fluency and comprehension during one minute timings. During the interventions condition (paired repeated reading) students worked in pairs, taking turns reading the passage orally for 10 minutes. They were also tested in fluency and comprehension during one minute timings. The dependent variables in this study were number of words read per minute and the number of comprehension questions answered correctly. Results indicate that students' oral reading fluency and comprehension skills stayed consistent with sustained silent readings, but improved with repeated readings.*

*Unit of Word Recognition as an Indicator of Reading Fluency*

*Does Parental Involvement and the Use of Weekly Reading Passages Improve, on Average, Oral Reading Fluency Scores on DIBELS*

*Independent Fluency Practice Passages*

*Increasing Oral Reading Fluency*

*Presidents' Day Activities*

*What Research Has to Say about Reading Instruction*

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Novice and expert teachers alike get the detailed guidance they need to be successful teaching any child who struggles with reading in the alphabetic writing system. Unique in its approach of leaving little chance or guesswork, Direct Instruction Reading details how to teach, what to teach, why it is important to teach it, when to teach it, how long, how often, at what starting point in time, and to what criterion level of performance. For example, teaching format specify a) example words to teach; b) explicit directions for modeling how to read the words; c) explicit directions for how to guide students in their responses to teaching to teacher prompts; and d) explicit wording for correcting student errors. The book is designed to give both novice teachers with limited or no teaching experience, as well as the expert teacher with extensive teaching experience the detailed guidance they need to be successful teaching any child who struggles with reading in the alphabetic writing system. This new edition features chapter Learning Outcomes; a new chapter on Response to Intervention (RTI); information relating the Common Core State Standards (CCSS) to the Direct Instruction approach; web resources, video links, and other general research reference sources; explicit references and links to the most rigorous research available through the Institute of Education Sciences (IES); and updated research throughout.

Research shows that repeated oral reading builds fluency and comprehension. Create a fluency center in your classroom with leveled fiction and nonfiction passages linked to standards-based topics. The audio CD with each book provides a fluent modeled reading. Students can time their readings and graph their progress. 64 pages each.

Simple text explains the varied ways in which such animals as beavers, hummingbirds, termites, and bald eagles build their homes.

This book will provide school administrators and teachers with the essential techniques, resources, and guidelines to start a comprehensive “Response To Intervention” process in their own schools. The reader will learn how to: · Help stakeholders “buy-in” to the RTI process · Inventory and organize intervention resources · Create research-based and classroom-friendly student intervention plans · Set objective goals for student improvement · Apply decision rules to determine when a student who fails to respond to intervention should be referred

Using paired reading, repeated reading, and graphic feedback to improve the reading fluency of students with learning disabilities

3-minute Reading Assessments Word Recognition, Fluency, & Comprehension

Grade 6

Using Frequency Building to a Performance Criterion with Early Literacy Skills to Affect Oral Reading Fluency for At-Risk Readers in the First Grade

Building Fluency

Informal Reading Assessments by Dr. Fry

*The purpose of this thesis was to explore a curriculum based measurement procedure and its reliability for practical applications in the educational setting. Twenty third grade oral reading passages were selected from the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) system and used to assess reading progress of three third grade classes from different school districts in southwestern Ohio. The DIBELS system includes a comprehensive assessment system that is validated through research and assesses early reading skill development from kindergarten through sixth grade. The standard procedure of using the one-minute median probe of a three probe administration was compared to the alternative procedure of using only the first of three probes. The correlational analysis of single first probe scores was positive and highly significant with median score probes r(537) = .96, p*

*This easy-to-use book contains a wide variety of language arts assessments to help teachers of reading. The results of these assessments can determine what should be taught, measure progress, and suggest areas that might be causing difficulty in learning to read. Book jacket.*

*Eric Carle's familiar illustrations of brown bear, red bird, yellow duck and the other endearing animals from his classic creation parade across the pages of this great interactive board book. As each page is turned, a new animal and its colour are introduced, accompanied by Bill Martin's singsong, rhyming questionand- response text to read aloud or listen to. There are sliding doors throughout the book, which children will just love to open, so they can discover what the next animal in this engaging story will be.*

*Oral Reading Fluency Workbook, Grade 3 - Lumos SkillBuilder Series: Engaging Leveled Reading, Vocabulary Practice, Read-alongs, Comprehension Quiz, and Online Fluency Program*

*15 Fluency Mini-lessons for Grade 3 Readers*

*Fiction and Nonfiction for Timed-reading Practice Grade 2*

*Level A Teacher's Manual*

*Use of a Lexical Decision Task*

*Brown Bear, Brown Bear, What Do You See?*

*Quick Reads*

Promotes a six-step method of teaching reading, shares the results of Dr. Edward Fry's extensive research in literacy and provides background information on the five essential elements of an effective reading program.

Reading fluency has been identified as a key component of proficient reading. Research has consistently demonstrated significant and substantial correlations between reading fluency and overall reading achievement. Despite the great potential for fluency to have a significant outcome on students’ reading achievement, it continues to be not well understood by teachers, school administrators and policy makers. The chapters in this volume examine reading fluency from a variety of perspectives. The initial chapter sketches the history of fluency as a literacy instruction component. Following chapters examine recent studies and approaches to reading fluency, followed by chapters that explore actual fluency instruction models and the impact of fluency instruction. Assessment of reading fluency is critical for monitoring progress and identifying students in need of intervention. Two articles on assessment, one focused on word recognition and the other on prosody, expand our understanding of fluency measurement. Finally, a study from Turkey explores the relationship of various reading competencies, including fluency, in an integrated model of reading. Our hope for this volume is that it may spark a renewed interest in research into reading fluency and

fluency instruction and move toward making fluency instruction an even more integral part of all literacy instruction.

The current study used a multiple baseline, multiple probe single-case design to determine the effects of using Frequency Building to Performance Criterion (FBPC) with early reading skills (i.e., letter-sound correspondence, blending sounds into words, and repeated reading) on oral reading fluency. Teachers identified five first grade students at-risk for reading failure to participate in the research. The five students were identified by being in the lowest placement within the reading curriculum. Four students were provided with FBPC three to five times a week for a total of 30 sessions. After each session students were given novel decodable reading passages and timed for one minute. In addition, students were given weekly curriculum-based measures (CBM) grade-level reading probes. Overall, students demonstrated an increase in oral reading fluency, as measured by one minute passage reading, after the introduction of FBPC with early reading skills, demonstrating an experimental effect for teaching early reading skills to oral reading fluency. Students on average increased words read correctly per minute by 62-108% and decreased words read incorrectly per minute by 40-66% from baseline measures. Additionally, students decreased error

celertation and made modest gains with correct accel data. Implications for practice and future research are discussed.

Model how to read with appropriate pacing, expression, phrasing, and feeling. Each book addresses 15 fluency skills based on Language Arts standards. Modeling passages are provided on blackline masters and audio CD! 56 pages each.

The Comparative Effects of Sustained Silent Readings and Repeated Readings on Reading Fluency and Comprehension of Studnets [sic] At-risk for Reading Failure

Reading Informational Text, Grade 5

A Master's thesis project

Lessons and Strategies for Reading Success

Strategies & Assessments

The Voice of Evidence in Reading Research

Shares practical ideas for facilitating reading fluency in elementary school students, includes assessments, strategies, and word lists.

Provide your 6th graders with rigorous reading comprehension practice through close reading, academic vocabulary, comprehension, and writing activities. Downloadable home-school connection activities are included to extend learning at home.

"This workbook will introduce your child to grade six vocabulary and reading comprehension exercises in a step-by-step manner."--Cover.

The purpose of this study was to test the hypothesis that there is a reciprocal relationship between comprehension and fluency during reading. The notion that oral reading fluency can facilitate reading comprehension is well established in the research literature on the development of reading comprehension. However, more recent models have questioned the unidirectionality of this relationship and have suggested that reading comprehension may increase fluency through reading rate. This hypothesis was examined via analyses of second grade students2 oral reading of connected texts. Four previewing conditions which isolated lexical effects, comprehension effects, and prosody effects on oral reading fluency were manipulated in an experiment and the effects on students2 passage reading times and prosody were evaluated. Students who were on-level readers were randomly assigned to one of four experimental conditions consisting of word preview (lexical factor), listening preview (prosody and comprehension factor), summary preview (comprehension factor) and no preview. Following the preview, students were asked to read passages aloud. Analyses of Covariance were performed to test the effects of lexical priming, comprehension priming and prosodic modeling on oral reading fluency as measured in correct words per minute (CWPM) and prosodic reading, while controlling for students overall achievement in reading as measured by the STAR-R score. The results showed significant differences in CWPM favouring the listening preview and summary preview over the no-preview condition for students at lower levels of fluency performance. The results are discussed in relation to theories of reading that highlight the role of comprehension and fluency in the integration of information during reading.

The Fluent Reader

How to Teach Reading

An Examination of a Small Group Reading Intervention

Engaging Leveled Reading, Vocabulary Practice, Read-Alongs, Comprehension Quiz, and Online Fluency Program

Guided Reading

*Data are presented from a number of different sites in which oral reading fluency was measured using the procedures commonly ascribed to curriculum-based measurement (CBM). This measurement system focuses on automaticity in reading and therefore students are directed to read aloud from grade level passages for one minute, with words read correctly counted. Data are presented across various sites, compiling the outcomes across various passages and depicting the results in both average performance and percentile bands for fall, winter, and spring across grades 1-8. These data are referred to as normative because of the large sample and robust passage sampling. (Contains 3 tables.).*

*Teacher educators will find this volume to be a valuable tool for preservice teacher preparation as well as graduate level courses*

*Effects of Variations of Text Previews on the Oral Reading of Second Grade Students*

*Grade 5*

*RTI Toolkit*

*Animals Building Homes*

*Increasing Fluency with High Frequency Word Phrases Grade 5*

*Poems to Learn by Heart*