

READING SPEED - WPM			
Reading Fluency-Automacity			
Count the number of words the student has read correctly during the 60-second oral reading. Words read correctly include those initially misread but corrected by the student. Use this chart to interpret results.			
Grade	Fall wcpm*	Winter wcpm	Spring wcpm
1	0-10	10-50	30-90
2	30-80	50-100	70-130
3	50-110	70-120	80-140
4	70-120	80-130	90-140
5	80-130	90-140	100-150
6	90-140	100-150	110-160
7	100-150	110-160	120-170
8	110-160	120-180	130-180

\*wcpm= words correct per minute

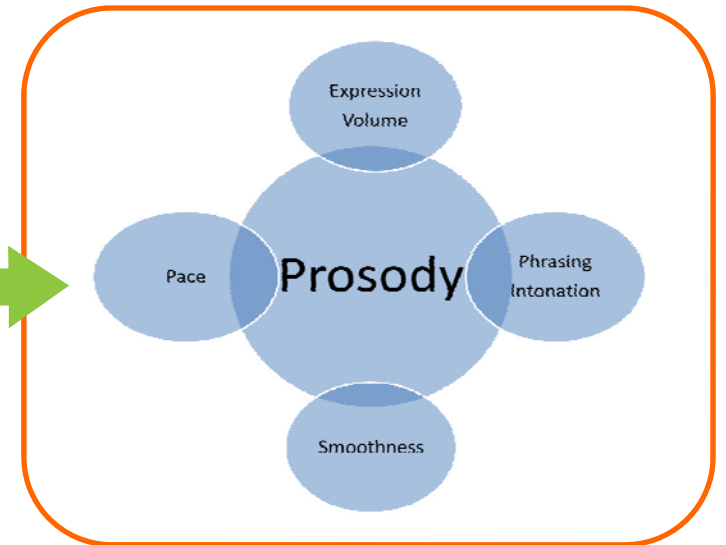
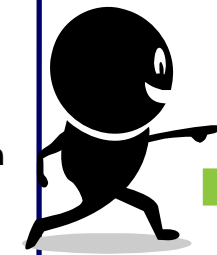
### Measuring Oral Reading Fluency

1. Ask the student to read a grade level passage that they have never seen or read before for one minute.
2. While reading the passage, the teacher/partner notes any errors the student makes while reading
3. Stop the student after one minute. Count the number of words the student read in the minute and subtract any errors made by the student. For example, if the student read 120 words in a minute and made five errors, the student's reading rate is 115

### Fluency is the Bridge to Comprehension

Decoding Words

Comprehension



*"Fluency is the ability to read a text quickly, accurately, and with proper expression."*

-National Reading Panel, 2000

### Components of Reading Fluency

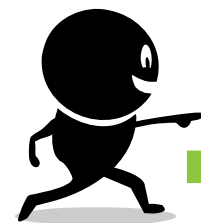
*Accuracy*- the ability to decode words without error

*Rate*- a reflection of the automaticity of decoding that minimizes the taxing of working memory/ attentional resources on decoding

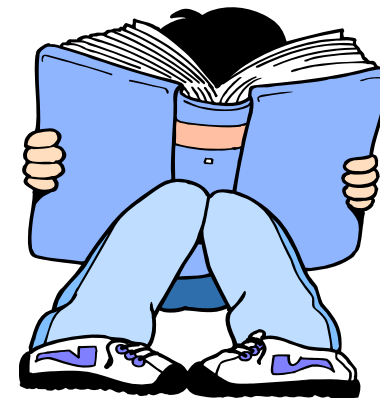
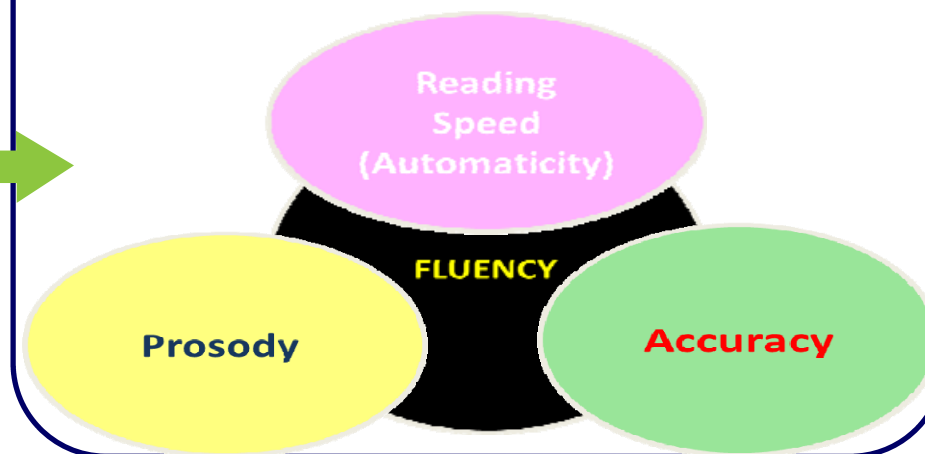
*Prosody*- appropriate phrasing and expressiveness that aids comprehension

### Word Recognition Accuracy (Decoding)

Divide the total number of words read correctly by the total number of words read (correct and incorrect). For example, if the student read a total of 94 words in the 60-second reading and made 8 errors, the percentage of words read correctly would be reflected in the following frac-



### Factors Contributing to Fluency



### Silent Reading Rates

- Grade 1: 60-90
- Grade 2: 85-120
- Grade 3: 115-140
- Grade 4: 140-170
- Grade 5: 170-195
- Grade 6: 195-220
- Grade 7: 215-245
- Grade 8: 235-270
- Grade 9: 250-270
- Grade 12: 250-300

	Slow Reader (150 words per minute)	Fair Reader (250 words per minute)	Good Reader (350 words per minute)
1 WEEK	¼ book	1¼ books	1¼ books
1 MONTH	3 books	5 books	7 books
1 YEAR	36 books	60 books	84 books
10 YEARS	360 books	600 books	840 books

### PROSODY — 10 or less need intervention

Reading Fluency-Expression				
Listen to the student's 60-second oral reading. Rate it on the Multidimensional Fluency Scale.				
Rating	Expression & Volume	Phrasing and Intonation	Smoothness	Pace
Circle One	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
1	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.	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word.	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions and/or multiple attempts.	Reads slowly and laboriously.
2	Begins to use voice to make text sound like natural language in some areas but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.	Reads moderately slowly or too quickly.
3	Makes text sound 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 a mixture of run-ons, mid-sentence pauses for breath, and some chopiness; reasonable stress and intonation.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Reads with an uneven mixture of fast and slow pace.
4	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.	Generally reads with good phrasing, mostly in clause and sentence units.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at conversational pace; appropriate rate throughout reading.

Total Score: \_\_\_\_\_