

I'm not robot  reCAPTCHA

Continue

Prepared by Caitlin Rasplca & Kelli D. Cummings, PhD, NCSU University of Oregon (Revised October 2013) What is Oral Reading Fluency? The fluency of oral reading is the ability to read text connected quickly, accurately, and with expression. Thus, there is no real cognitive effort associated with decoding words on the page. The fluency of oral reading is one of the few important components necessary for a successful reading understanding. Students who read with automaticity and have the right speed, accuracy, and expression are more likely to understand the material because they can focus on the meaning of the text. Why Is Oral Reading Fluency An Important Skill to Assess? Students' verbal reading proficiency levels have a 30-year evidence base as one of the most common, reliable, and efficient indicators of student reading comprehension (Reschly, Busch, Betts, Dero, & Long, 2009; Wayman, Wallace, Wiley, Tichá, & Espin, 2007). When used as a predictor of the task of understanding reading higher stakes, the assessment of oral reading fluency performs as well as or better than many other comprehensive reading tests (see Baker et al., 2008). Because reading fluency tasks are designed to be short, reliable, and repeatable, they work as well as tools for universal screening for early intervention in grades 1-6 (Reschly et al., 2009). Reading fluency assignments are also used to monitor the progress of at-risk individual students for adverse reading outcomes later on. Curriculum-Based Oral Reading Measurement (CBM-R) is a universal term that includes several types of oral reading fluency assessments (e.g., aimsweb.com; dibels.uoregon.edu; easyCBM.com; edcheckup.com; fastforteachers.org; lstep.com). Taken together, cbm-R measures are some of the most widely used and researched tools in educational assessment for screening and monitoring progress (Graney & Shinn, 2005). Each set of CBM-R is usually represented by a set of standard sections designed to identify students who may need additional support (through universal screening) and to monitor progress toward instructional goals. Students' current performance levels are measured by the number of words read correctly in a minute and also typically include the accuracy of the stated reading as a percentage. When CBM-R is used as a screening tool, it is most often given to students at three different time points during the school year. What Are the Key Features of Oral Fluency Instruction throughout the Class? To facilitate smoothness with connected text, students must read text that is at their independent completion rate (that is, material in which students can read very accurately, 99% accuracy or better, when asked to read for themselves). Even in very early classes, when students only learn to solve important that they have sufficient opportunities for independent practice and deliberate reading of connected text (Ericsson, (Ericsson, Feltovich, & Hoffman, 2006; Ericsson, Nandagopal, & Roring, 2009; Gunn, Smolkowski, & Vadasy, 2011). Independent reading practices are also very important in the upper classes. Across a range of values, the purpose of eloqueunce practices is meant to focus on strategic integration of decoding tasks, fluency, and understanding. Targeted fluency interventions are becoming increasingly rare in the upper classes, but still occur when data shows very accurate, and also very slow, readers. The following research-based instructional practices can be used to establish the fluency of oral reading for struggling readers: Repetitive Reading: students are required to read short and meaningful passages until the desired level of fluency is achieved for that section. Students should be timely and receive systematic and corrective feedback from their teachers during repeated readings. Peer-assisted learning strategies (PALS; L. S. Fuchs, Fuchs, Kazdan, & Allen, 1999; Mathematics & Babyak, 2001); two students are paired together and asked to play the role of either coach or student. When students read, coaches listen and provide corrective feedback. Ribbon-assisted reading: students are asked to read the section along with the section's audio recording. Students can do this task with the teacher or independently. Slide and Glide: the teacher reads the first part of the sentence and then the student finishes the sentence. This process is repeated throughout the section. Where Can I Find Information About Evidence-Based Practices in Building Oral Fluency? What Works Clearinghouse (WWC) reviews the research base for several programs and interventions, and uses the following feasibility criteria when identifying studies for review: (i) studies published in the last 20 years; (ii) it includes the main analysis of the effects of intervention; and (iii) this is a randomized, lym-experimental controlled trial, regression cessation, or a single subject design type. Studies that don't meet the criteria are often excluded because they don't use comparison groups, research isn't done within the time frame specified in the protocol, or research doesn't provide adequate information about design. To search for a review of fluency-based interventions completed by WWC, use the following link: . In Table 1, we display the results of a recent search (summer 2013) for peer-reviewed oral fluency interventions, including the level of evidence supporting intervention. Table 1 Oral Fluency Intervention reviewed by What Works Clearinghouse (WWC). The name in parentheses is the publisher for the intervention material listed. Program Name (Publisher/Date) Proof Level Of Reader Accelerated Brief Description (Renaissance Learning, Inc., 1985) K, 1, 2, 3, 4, 5, 6, 7, 8 Small A guided reading intervention that utilizes reading and quiz practices books that students read. Corrective Corrective Readings 2008) 3, 5 Small Designed to promote decoding skills, fluency, and comprehension skills of students in Grade 3 or more. Earobics (Houghton Mifflin Harcourt Learning Technology, 1995) K, 1, 2, 3 Small Interactive software programs that build children's skills in automatic awareness, hearing processing, phonics, and cognitive and language skills necessary for understanding. Failure Free Reading (Failure Free Reading, 1996) 3 Small A Curriculum designed to improve vocabulary, fluency, word recognition, and reading comprehension for low-performing students. Fast ForWord (Scientific Learning Corporation, 1997) K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Small A computer-based reading program were developed to strengthen the cognitive skills needed for reading. The program is intended to be used five days a week for 4 to 16 weeks. Fluency Formula (Scholastic, 2003) 2 Small A additional program that emphasizes automatic recognition of words accuracy of decoding, and oral expression. The literacy ladder (Brookes Publishing, 2005) K Small A complements the initial literacy curriculum including activities on print awareness, phonological awareness skills, and spoken language skills. Language! (Voyager Learning) 9, 10 Small Language art intervention programs that integrate phone awareness, phonics, word recognition, spelling, vocabulary, morphology, grammar, usage, listening, understanding, speaking, and writing. Lexia Reading (Lexia Learning Systems, 2007) K, 1 Small Computer-based reading program that provides phonic instruction and offers independent practice in basic reading skills. Peer-Assisted Learning Strategies (Vanderbilt Kennedy Center for Research on Human Development, 2005) K, 1, 2, 3, 4, 5, 6 Small A additional peer-tutoring programs in which pairs of students participate in a series of structured activities. Mastering Reading (McGraw-Hill, 2008) 4, 5 Mastery of Small Reading can be used as an intervention, additional, or core program. The latest edition, reading mastery signature edition, is designed for students in Grade K-5. Read Naturally (Read Naturally, 2008) 1, 2, 4, 5, 6 Small Combines the use of books, audiotape, and computer software to develop oral reading fluency through the following strategies: repetitive reading, teacher modeling, and systematic progress monitoring. Reading Recovery (PRCNA, 1984) 1 Small A additional program intended to serve first graders with the lowest achievement. Reading Recovery consists of one-on-one tutoring sessions. Voice Partners (Sopris West, 2005) K, 1 Medium to Large Additional phonic-based programs designed specifically for use by tutors with minimal training and experience. The instructions focus on letter-voice correspondence, phoneme mixing, decoding, and irregular high-frequency words. SpellRead (PCI Education, 1994) 5, 6 Small A small group program that integrates hearing and visual reading. Start Making Readers Today (SMART) 1, 2 Small A Volunteer Guidance Programs for Classroom Students Volunteers go to school and read to children, read with children, reread with children, and ask questions about what they've just read. SuccessMaker (Pearson Digital Learning, 2012) 4, 5, 6, 7, 8, 9, 10 Small Computer-based programs intended to complement classroom reading instruction for K-8 graders. Wilson Reading System (Wilson Language Training, 1988) 3 Small A complements the reading and writing curriculum designed to improve reading accuracy and spelling skills. Note. The level of evidence listed in this table refers only to the effects of fluency. These programs may have another level of efficacy for other domains. Additional Web Resources Doing What Works: IES Practice Http://dww.ed.gov Literacy Guide: National Center for Intensive Intervention: National Reading Panel Promising Practice Network: Reference Baker, S. K., Smolkowski, K., Katz, R., Fien, H., Seeley, J. R., Kame'enui, E. J., & Beck, C. T. (2008). The fluency of reading as a predictor of reading proficiency in low-performing and high-performing schools is poverty. School Psychology Review, 37(1), 18-37. Ericsson, K. A., Charness, N., Feltovich, P., & Hoffman, R. R. (2006). Cambridge Handbook on Expert Skills and Performance. Cambridge, UK: Cambridge University Press. Ericsson, K. A., Nandagopal, K., & Roring, R. W. (2009). Towards the science of outstanding achievement: Achieving superior performance through deliberate practice. Annals of the New York Academy of Sciences, 1172, 199-217. Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). The effects of peer-assisted learning strategies in reading with and without training in providing assistance are outlined. Elementary School Journal, 99, 201-219. Graney, S., & Shinn, M. (2005). Effects of reading curriculum-based measurement teacher feedback (R-CBM) in public education classrooms. School Psychology Review, 34, 184-201. Gunn, B., Smolkowski, K., & Vadasy, P. (2011). Evaluating the effectiveness of Kindergarten Read Well. Journal of Educational Effectiveness Research, 4(1), 53-86. Mathematics, P. G., & Babyak, A. E. (2001). Effects of peer-assisted literacy strategies for first-class readers with and without additional mini skills lessons. Learning Disabilities Research and Practice, 16, 28-44. Reschly, A. L., Busch, T. W., Betts, J., Dero, S. L., & Long, J. D. (2009). Oral reading of curriculum-based measurements as an indicator of reading achievement: Meta analysis of correlation evidence. Journal of School Psychology, 47, 427-269. doi: 10.1016/j.jsp.2009.07.001 Wayman, M. M., Wallace, T., Wiley, H. I., Tichá, R., & Espin, C. A. (2007). Synthesis of literature on measurement-based in reading. Journal of Special Education, 41(2), 85-120. doi: 10.1177/00224669070410020401 Click here to PDF Copy Eloquence Fluency Oral Reading

20157003057.pdf
logitech_headset_wireless.pdf
suzanne_beauleieu_saskatoon.pdf
suzanne_beauleieu_saskatoon.pdf
piquette_cacahuete_paroles.pdf
addition_subtraction_multiplication_and_division_worksheets.pdf
manual_diel_kia_picanto_2020
canon_ip100_portable_printer_manual
download_easeus_android_data_recovery_software
arduino_datasheet_uno.pdf
arduino_pro_mini_3285v_16mhz_datasheet.pdf
spiritboards_algebra_2_answer_key.pdf_unit_5
farmacologia_agonista_e_antagonista.pdf
psychology.pdf_for_beginners
flash_adc_converter.pdf
vegetarian_keto_diet_plan_india.pdf
reduce_pdf_file_size_below_100_kb_online_free
mystery_of_speaking_in_tongues.pdf
biology_notes_for_class_9th.pdf
familia_asteraceae_caracteristicas.pdf
lower_back_exercises_sciatica.pdf
christ_is_enough_chords_g_key.pdf
44737274493.pdf