



ORAL READING TRACKING CHARTS

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Contents

Directions for Using Oral Reading Tracking Charts	1
Decodable Readers Tracking Chart	5
1-Minute Oral Reading Tracking Chart – 0-50+ WPM	6
1-Minute Oral Reading Tracking Chart – 20-100+ WPM	7
1-Minute Oral Reading Tracking Chart – 65-150+ WPM	8
1½-Minute Oral Reading Tracking Chart	9
2-Minute Oral Reading Tracking Chart	10
Oral Reading Calculation Boxes	11

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Introduction

The purpose of this packet is to provide tools for measuring a student's oral reading at different phases of reading instruction. Often rate is the only component measured during fluency instruction, even though accuracy and prosody are equally important components of instruction. Further, beginning readers are too often encouraged to reach a certain reading rate before they have mastered reading accurately.

Setting goals and making certain students understand what they need to focus on during reading is a crucial part of effective fluency instruction and practice. The tracking charts in this packet provide a place to identify the student's purpose for reading during fluency practice. Students should meet these oral-reading goals:

- **98% accuracy** on the first reading of new material
- a **rate** equal to approximately 110% of benchmark for the student's grade level when reading grade-level passages (See *Suggested Benchmarks for Rate* on page 4 for adjusted WCPM goals.)
- **expression** that includes correct intonation and appropriate attention to punctuation and syntax.

Students who achieve the goals consistently when reading orally do not need fluency instruction and practice. Comprehension or vocabulary instruction would be better use of time for these students.

The tracking charts in this packet place the emphasis on reading accurately before measuring rate. When students consistently read with high accuracy at a reasonable rate, they generally achieve comprehension. Therefore, our fluency charts all track accuracy first. We set an accuracy goal of 98% or higher for students.

First, students need to establish a pattern of consistently reading with accuracy equal to 98% or higher. The next focus is rate. Students work toward exceeding grade-level WCPM (Words Correct Per Minute) goals while still reading with accuracy of 98% or higher. Generally, the goal is 110% of grade-level WCPM benchmark. (*Suggested Benchmarks for Rate* chart at the end of this packet provides adjusted WCPM goals for all grade levels.) After students are accurately reading at the appropriate rate the focus shifts to reading with proper expression, if necessary.

Description of Contents

This packet contains six tracking charts that will help students achieve accuracy first, then work on rate, and finally, expression if necessary. The *Decodable Reading Tracking Chart* is for use with beginning readers and tracks only accuracy. Three *1-Minute Oral Reading Tracking Charts* are for tracking accuracy, rate, and expression. Two *Oral Reading Charts for Stamina* will help students build oral reading stamina.

The packet also contains *Oral Reading Calculation Boxes* for students and teachers to use when calculating accuracy and rate. The *Oral Reading Calculation Boxes* provide space for a student to calculate rate for each of three readings of the same passage.

The packet also has *Suggested Benchmarks for Rate* (words read correctly per minute) for grades 1 - 12. These benchmarks are based on a number of sources. In grades 1 - 4, the benchmarks are at about 110% of the 50th percentile benchmarks from those sources. Starting in grade 5, the suggested benchmarks are somewhat lower than 110% of the 50th percentile because the emphasis on reading accurately may cause some readers to read more sophisticated text at a slower rate. (Our experience is that when we have older students focus on accuracy, their rate is lower than if we focus solely on rate measured by WCPM with them.)

Directions

Decodable Readers Tracking Chart

Purpose

The *Decodable Readers Tracking Chart* is for students who are beginning to read, no matter their age. We call the chart *Decodable Readers Tracking Chart* because at this stage of reading, students are generally reading decodable text. The chart can also be used with leveled or guided reading texts. It is generally appropriate for guided reading levels A – G, but may be used with higher levels if the students are still working on accuracy and do not need the pressure of measuring rate at the same time.

Overview

- Only accuracy is charted.
- There is no timing because rate is not important at this stage.
- The goal is to read all the words in the assigned section correctly. The student is allowed three tries (during the same session) to read the section with 100% accuracy. A student's turn at reading aloud ends after either: (1) reading the passage accurately, or (2) the third try.
- The *Decodable Readers Tracking Charts* is generally used with students in grades K and 1, but is also appropriate for older students who are reading easy text and working only on accuracy.

Suggestions for Preparing Texts:

- Cover pictures in a book or type only the text on a separate sheet to focus students' attention on the printed words. (Text with no pictures also eliminates the extra time it takes to turn pages in a book with pictures on most pages.)
- Break the text into sections of appropriate length for the student's skills, and write the number of words in the section at the end of each section.
 - ~ For text in books or booklets, write the number of words at end of each page or section.
 - ~ Number of words can be written only on the teacher's copy or on both the students' copies and the teacher's copy.

Steps for completing the chart:

1. **Name:** Fill in student's name.
2. **Name or # of Passage or Book:** Fill in identifying information for the decodable passage or book read by the student.
3. **Date:** Fill in date of reading.
4. **Words Read Correctly out of Total Words:** After a student reads the section or book, fill in the box with the number of words read correctly and the number of words in the section (e.g. 15/17). Record this information each time the student reads the section. The student stops re-reading when he/she reads all words in the text correctly, or completes a third reading.

1-Minute Oral Reading Tracking Charts

Overview

- Three charts are provided for one-minute timed readings. Select the chart that is most appropriate for each student based on the student's typical reading rate:
 - ~ 0 – 50+ words correct per minute
 - ~ 20 – 100+ words correct per minute
 - ~ 65 – 150+ words correct per minute
- Students using these charts during fluency practice should be focusing on only one instructional component (accuracy, rate, or expression) each time they read a passage. When the focus changes from one component to the next begin a new chart.
- The chart allows for three readings of a single passage with a place to record “cold read” or “repeated read.”
- The teacher will tell the student whether the focus is accuracy, rate, or expression each time the student reads a passage.
 - ~ The focus for the first reading should be accuracy until the student is reading consistently with at least 98% accuracy on the first reading of passages.
 - ~ After the student consistently reads the passages the first time with 98% accuracy, the focus of the first reading can move to rate or expression, whichever the student needs.
 - ~ Rate will become the focus after the student consistently reads new passages with 98% accuracy. Use the *Suggested Benchmarks for Rate* chart to determine the appropriate rate goal for the student.
 - ~ Students who need to work in passages that are below grade level should maintain 98% accuracy while increasing rate to their enrolled grade-level expectations. Once they have reached the grade-level rate on below-level passages they should move to higher-level passages until they are accurately reading on-level passages at the enrolled grade-level rate. For example, using the suggested benchmarks a 7th grader working at the 4th grade level should reach 140 WCPM with 98% accuracy on the 4th grade materials, then move to 5th grade material with a goal of 140 WCPM with 98% accuracy, and so forth until reading 7th grade material with 98% accuracy at 140 WCPM.
 - ~ Expression will be the focus if the student is not reading with prosody after reaching the goals for accuracy and rate. In general, the goal for rate, as shown on the *Suggested Benchmarks for Rate* chart, is approximately 110% of benchmark for the student's grade level.

Steps for completing the charts:

1. **Name:** Fill in student's name.
2. **Purpose:** Determine if the student needs to work on **Accuracy, Rate, or Expression** and check the appropriate box. Check only one box. Start a new chart when the focus of instruction and practice changes.
3. **Date:** Fill in date of reading.
4. **Cold Read or Repeated Read:** Check the appropriate box. The first time a student reads new material is a “cold read.”
5. **Use Calculation Box to Calculate Accuracy Percentage and Words Correct Per Minute:** Teacher can complete calculation box, or students can complete the calculation box for each reader if they are fast enough and don't take too much time from the lesson.
 - ~ WCPM is determined by subtracting the number of errors from the number of words attempted.
 - ~ Accuracy Percentage is determined by dividing WCPM by the number of words attempted (WCPM/Total Words Read). For example: Sam Sample attempted 84 words before the timer went off at one minute. He made 5 errors (words misread, self-corrected, added or left out) so he read 79 WCPM. Calculate his accuracy score as 79/84, which equals 94% accuracy.

6. **Record Accuracy Percentage:** Record the Accuracy Percentage in the box on the chart.
 - ~ Use a highlighter to fill in the bar on the chart. Use the same color highlighter for repeated readings, and a different color for the next new passage.
7. **Words Correct per Minute (WCPM):** Record WCPM in the box on the Oral Reading Tracking Chart.
 - ~ Use a highlighter following directions above for Accuracy Percentage.
8. **Expression:** Place a checkmark in the appropriate box: Strong, Adequate, or Not Yet.
 - ~ Strong readers communicate their understanding of the text to the listener through proper intonation and proper attention to punctuation and syntax throughout the reading.
 - ~ Adequate readers demonstrate an awareness of punctuation and syntax but may be less expressive or focused.
 - ~ Not Yet is evidenced by lack of attention to punctuation, syntax, or flexibility. Flat reading with no expression at all falls in this category, as does run-on reading.

1½-Minute and 2-Minute Oral Reading Tracking Charts

Overview

- Students whose accuracy or rate decreases as they read beyond one minute need to work on increasing stamina. Signs that students need stamina practice include making more errors at the end of a one-minute reading, slowing down at the end of a one-minute reading, or losing focus. Use these charts for students who have met accuracy, rate, and expression goals for 1-minute readings but still need to build stamina for extended oral reading.

Directions

Directions for these charts are similar to the 1-Minute Oral Reading Tracking Charts, with three differences:

1. **Purpose** is changed to **Goal**. Determine the number of words the student should be working toward and write the goal in the appropriate space under the student's name. (We generally recommend 100% of the benchmark shown below for the student's grade and time of year.)
 - ~ To determine the goal for the 1½-minute chart, multiply the one-minute goal by 1.5.
 - ~ To determine the goal for the 2-minute chart, double the one-minute goal.
2. **Accuracy Percentage.** The Accuracy Percentage Chart has a cutoff of 95% or below instead of 90% or below because these students are consistently reading at 98% or higher on 1-minute readings.
3. **Words Correct per Minute** changes to **Words Correct**, based on the time specified on each chart.

Suggested Benchmarks for Fluency Practice Using Grade-Level Materials

Grade	Beginning of Year	Middle of Year	End of Year
1	NA	NA	60
2	60	80	90
3	80	100	115
4	105	125	135
5-6	125	135	140
7-12	140	140	140

NOTE: These benchmarks are based on a number of sources. In grades 1 - 4, the benchmarks are at about 110% of the 50th percentile benchmarks from those sources. Starting in grade 5, the suggested benchmarks are somewhat lower than 110% of the 50th percentile because the emphasis on reading accurately may cause some readers to read more sophisticated text at a slower rate.

Name: _____

Name or # of Passage or Book										
------------------------------	--	--	--	--	--	--	--	--	--	--

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

Words Read Correctly out of Total Words

Reading	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total
#1										
#2										
#3										

Name or # of Passage or Book										
------------------------------	--	--	--	--	--	--	--	--	--	--

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

Words Read Correctly out of Total Words

Reading	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total
#1										
#2										
#3										

1-Minute Oral Reading Tracking Chart 0 to 50+ Words

Name: _____

Purpose: Accuracy Rate Goal: _____/1 minute Expression

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

Check one box: **Cold Read or Repeated Read**

Cold Read																	
Repeated Read																	

Accuracy Percentage

Goal is 98% or Better

Accuracy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
100%																	
99%																	
98%																	
97%																	
96%																	
95%																	
94%																	
93%																	
92%																	
91%																	
90% or below																	

Words Correct per Minute

WCPM																	
50 or above																	
45-49																	
40-44																	
35-39																	
30-34																	
25-29																	
23-24																	
21-22																	
19-20																	
17-18																	
15-16																	
13-14																	
11-12																	
9-10																	
7-8																	
5-6																	
3-4																	
1-2																	
0																	

Expression

Strong																	
Adequate																	
Not Yet																	

1-Minute Oral Reading Tracking Chart 20 to 100+ Words

Name: _____

Purpose: Accuracy Rate Goal: _____/1 minute Expression

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

Check one box: **Cold Read or Repeated Read**

Cold Read																	
Repeated Read																	

Accuracy Percentage Goal is 98% or Better

Accuracy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
100%																	
99%																	
98%																	
97%																	
96%																	
95%																	
94%																	
93%																	
92%																	
91%																	
90% or below																	

Words Correct per Minute

WCPM																	
100 or above																	
95-99																	
90-94																	
85-89																	
80-84																	
75-79																	
70-74																	
65-69																	
60-64																	
55-59																	
50-54																	
45-49																	
40-44																	
36-39																	
32-35																	
28-31																	
24-27																	
20-23																	
below 20																	

Expression

Strong																	
Adequate																	
Not Yet																	

1-Minute Oral Reading Tracking Chart 65 to 150+ Words

Name: _____

Purpose: Accuracy Rate Goal: _____/1 minute Expression

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

Check one box: **Cold Read or Repeated Read**

Cold Read																	
Repeated Read																	

Accuracy Percentage

Goal is 98% or Better

Accuracy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
100%																
99%																
98%																
97%																
96%																
95%																
94%																
93%																
92%																
91%																
90% or below																

Words Correct per Minute

WCPM																
150 or above																
145-149																
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																
below 65																

Expression

Strong																
Adequate																
Not Yet																

1½-Minute Oral Reading Tracking Chart

Name: _____

Goal: _____ Words Correct in 1½ Minutes

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

Check one box: **Cold Read or Repeated Read**

Cold Read																	
Repeated Read																	

Accuracy Percentage

Goal is 98% or Better

Accuracy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
100%																
99%																
98%																
97%																
96%																
95%																
90% or below																

Words Correct

Words Correct in 1½ Minutes																
190 or above																
185-189																
180-184																
175-179																
170-174																
165-169																
160-164																
155-159																
150-154																
145-149																
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																
below 80																

Expression

Strong																
Adequate																
Not Yet																

2-Minute Oral Reading Tracking Chart

Name: _____

Goal: _____ Words Correct in 2 Minutes

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

Check one box: **Cold Read or Repeated Read**

Cold Read																	
Repeated Read																	

Accuracy Percentage

Goal is 98% or Better

Accuracy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
100%																
99%																
98%																
97%																
96%																
95%																
90% or below																

Words Correct

Words Correct in 1½ Minutes																
300 or above																
295-299																
290-294																
285-289																
280-284																
275-279																
270-274																
265-269																
260-264																
255-259																
250-254																
245-249																
240-244																
235-239																
230-234																
225-229																
220-224																
215-219																
210-214																
205-209																
200-204																
195-199																
190-194																
below 190																

Expression

Strong																
Adequate																
Not Yet																

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Fluency Practice - Oral Reading Calculation Boxes

1. Reader:			
Passage:			
Date:	#1	#2	#3
Number of words at bracket			
Number of errors			
# of words attempted - # errors = WCPM			
WCPM ÷ # of words attempted = Accuracy	%	%	%

2. Reader:			
Passage:			
Date:	#1	#2	#3
Number of words at bracket			
Number of errors			
# of words attempted - # errors = WCPM			
WCPM ÷ # of words attempted = Accuracy	%	%	%

3. Reader:			
Passage:			
Date:	#1	#2	#3
Number of words at bracket			
Number of errors			
# of words attempted - # errors = WCPM			
WCPM ÷ # of words attempted = Accuracy	%	%	%

Name: _____

4. Reader:			
Passage:			
Date:	#1	#2	#3
Number of words at bracket			
Number of errors			
# of words attempted - # errors = WCPM			
WCPM ÷ # of words attempted = Accuracy	%	%	%

5. Reader:			
Passage:			
Date:	#1	#2	#3
Number of words at bracket			
Number of errors			
# of words attempted - # errors = WCPM			
WCPM ÷ # of words attempted = Accuracy	%	%	%

6. Reader:			
Passage:			
Date:	#1	#2	#3
Number of words at bracket			
Number of errors			
# of words attempted - # errors = WCPM			
WCPM ÷ # of words attempted = Accuracy	%	%	%