



# Doxey Elementary

## What is ORF?

**Oral Reading Fluency:** Students are presented a reading passage and asked to do their best reading aloud. While reading, if they come to a word that they do not know, the assessor can read it for them. After one minute of reading, the student is asked to retell about what they've just read about. Students should always retell as much as they can remember about the story. There are four components scored from **ORF**: correct words read, accuracy, retell, and retell quality.

## Why is it important?

Reading fluency is directly related to reading comprehension. Reading fluency is important because it provides the bridge between word recognition and reading comprehension. Since fluent readers don't have to concentrate on decoding the actual words, they can focus their attention on what the text actually means. We can compare this to steering while pedaling and balancing on a bicycle. When a child is adept at balancing and pedaling (decoding), then they can actually pay attention to where they are going (comprehension). When students score at or above benchmark, the odds are in their favor of achieving future important reading outcomes.

## Who is tested and what are the benchmarks?

**First grade** students are not tested until January. They should read at least 47 correct words in a minute (cwpm) with 90% accuracy (5 or fewer errors) and a retell of 15 words. There are no retell quality expectations for first graders. \*

**Second grade** students should read at least 87 cwpm with 97% accuracy (3 or fewer errors) and a retell of 27 words containing details from the story in any order. \*

**Third grade** students should read at least 100 cwpm with 97% accuracy (3 or fewer errors) and a retell of 30 words containing details from the story in a logical order. \*

**Fourth grade** students should read at least 115 cwpm with 98% accuracy (2 or fewer errors) and a retell of 33 words containing details from the story in a logical order. \*

**Fifth grade** students should read at least 130 cwpm with 99% accuracy (1 or fewer errors) and a retell of 36 words which include details from the story in a logical order. \*

**Sixth grade** students should read at least 120 cwpm with 98% accuracy (2 or fewer errors) and a retell of 32 words which include details from the story in a logical order. \*

\*The way to become a fluent reader is to read, read, read! Practice makes permanent!

# How can I help my child?

Fluent readers can think more about what they are reading. When a child rereads a specific passage multiple times, they should become more fluent with the passage because they become more familiar with the text. Practicing fluency on familiar texts allows students to experience higher rates of fluency, without sacrificing their comprehension. When reading words becomes automatic, children can then simultaneously engage in processing the meaning of the words being read. Extending this notion of automaticity, others have suggested that slow word reading is also a hindrance for reading comprehension because it consumes working memory, which should otherwise be available for understanding the content being read. (LaBerge & Samuels) Therefore, every child should read every day, reread familiar texts, and practice in specific problem areas. (Time spent reading, homework, should be about 10 minutes per grade level. Some children will want to read longer – that’s okay too!)

Examples:



What do you do if the problem is rate?

- Choral reading – the family reads a passage/poem together.
- Rereading – the child rereads familiar texts over and over to improve fluency - Reader’s theater/Puppet shows or other reading that involves a script is a great way to encourage this.
- Cloze reading – the parent reads aloud while the child follows along silently and does not read about every seventh word; the child reads the skipped words aloud.
- Echo reading – an adult models appropriate reading of a small chunk of text (3-4 sentences). Then the child reads the same chunk of text mimicking the reading of the adult. If the child makes a mistake, the child should attempt to read the chunk of text again with no errors. Another variation of echo reading is when an adult reads side by side with the child keeping pace just a little ahead of the child’s pace to encourage them to read a little faster or to not reread words/sections, or loop, when reading. Both are effective.
- Sight words – more than 50% of the words we read are sight words. Play a game with the cards: if the word is read correctly, the child keeps the card. If the word is read incorrectly, the parent keeps the card. The person with the most cards wins. [Kindergarten (cards 1-25); 1<sup>st</sup> – 2<sup>nd</sup> grades (cards 1-107)]
- Greek & Latin Roots – Once 107 sight words are known, children should work on vocabulary. For each commonly used Greek or Latin root, students can gain meaning for up to 40 additional words! The 30 most commonly used Greek & Latin root word parts (plus a few) are found below with meanings and examples. Additional roots can be found at: <http://www.readingrockets.org/article/root-words-roots-and-affixes>



What do you do if the problem is accuracy?

- Practice phonic rules when sounding unfamiliar words (6 most common phonic rules attached below word cards) Remember: phonic rules *usually* apply! They should apply the rule first.
- Practice common vowel patterns with the University of Utah Reading Clinic’s Word Study Kit in Early Steps (Kindergarten - 1<sup>st</sup> Grade), Next Steps (2<sup>nd</sup> Grade – 3<sup>rd</sup> Grade), and Higher Steps (4<sup>th</sup> Grade – 6<sup>th</sup> Grade). The pdfs for these kits are at this link: <http://www.uurc.utah.edu/Educators/Resources.php>
- The student may need to slow down a bit to read more accurately.



What do you do if the problem is retelling?

- Students need a paper (folded to make sections) and a pencil. Read them a short story or chapter. Stop every once in a while and have them represent what you've read about with words and/or a sketch. Once you've finished the story or chapter, have the child retell the story with details in order using their "notes."



What do you do if the problem is retelling in a logical order (quality)?

- Practice the retelling strategy above – first with notes, then without.
- Retelling is different than summarizing. Summarizing uses just the main ideas. When retelling, children should include as many details as they can remember in a logical order.

Access fluency passages:

<http://treasures.macmillanmh.com/california/teachers/building-reading-and-writing-skills/student-fluency-passages>

Reading is a basic skill that affects every aspect of life. Reading fluently will help your child comprehend what they are reading about, do their work at school for efficiently and homework more quickly. Eventually, reading fluency may impact performance on time-constrained college exams and job acquisition.

the<sub>1</sub>

of<sub>2</sub>

and<sub>3</sub>

to<sub>4</sub>

a<sub>5</sub>

in<sub>6</sub>

is<sub>7</sub>

that<sub>8</sub>

it<sub>9</sub>

was<sub>10</sub>

for<sub>11</sub>

you<sub>12</sub>

he<sub>13</sub>

on<sub>14</sub>

as<sub>15</sub>

are<sub>16</sub>

they<sub>17</sub>

with<sub>18</sub>

be<sub>19</sub>

his<sub>20</sub>

at<sub>21</sub>

or<sub>22</sub>

from<sub>23</sub>

had<sub>24</sub>

I<sub>25</sub>

not<sub>26</sub>

have<sub>27</sub>

this<sub>28</sub>

but<sub>29</sub>

by<sub>30</sub>

were<sub>31</sub>

one<sub>32</sub>

all<sub>33</sub>

she<sub>34</sub>

when<sub>35</sub>

an<sub>36</sub>

their<sub>37</sub>

there<sub>38</sub>

her<sub>39</sub>

can<sub>40</sub>

we<sub>41</sub>

what<sub>42</sub>

about<sub>43</sub>

up<sub>44</sub>

said<sub>45</sub>

out<sub>46</sub>

if<sub>47</sub>

some<sub>48</sub>

would<sub>49</sub>

so<sub>50</sub>

people<sub>51</sub>

them<sub>52</sub>

other<sub>53</sub>

more<sub>54</sub>

will<sub>55</sub>

into<sub>56</sub>

your<sub>57</sub>

which<sub>58</sub>

do<sub>59</sub>

then<sub>60</sub>

many<sub>61</sub>

these<sub>62</sub>

no<sub>63</sub>

time<sub>64</sub>

been<sub>65</sub>

who<sub>66</sub>

like<sub>67</sub>

could<sub>68</sub>

has<sub>69</sub>

him<sub>70</sub>

how<sub>71</sub>

than<sub>72</sub>

two<sub>73</sub>

may<sub>74</sub>

only<sub>75</sub>



most<sub>76</sub>

its<sub>77</sub>

made<sub>78</sub>

over<sub>79</sub>

see<sub>80</sub>

first<sub>81</sub>

new<sub>82</sub>

very<sub>83</sub>

my<sub>84</sub>

also<sub>85</sub>

down<sub>86</sub>

make<sub>87</sub>

now<sub>88</sub>

way<sub>89</sub>

each<sub>90</sub>

called<sub>91</sub>

did<sub>92</sub>

just<sub>93</sub>

after<sub>94</sub>

water<sub>95</sub>

through<sub>96</sub>

get<sub>97</sub>

because<sub>98</sub>

back<sub>99</sub>

where<sub>100</sub>

know<sub>101</sub>

little<sub>102</sub>

such<sub>103</sub>

even<sub>104</sub>

much<sub>105</sub>

**our**<sub>106</sub>

**must**<sub>107</sub>

**Greek & Latin Roots**

<b>Root</b>	<b>Meaning</b>	<b>Example</b>
ast	star	asteroid
audi	hear	auditory
auto	self	autobiography
bene	good	benefit
bio	life	biology
chrono	time	chronological

dict	say	dictate
duc	lead, make	conductor
gen	give birth	genealogy
geo	earth	geography
graph	write	autograph
jur, jus	law	jury, justice
log, logue	thought	logical, dialogue
luc	light	translucent
man	hand	manual

mand, mend	order	mandate, amendment
mis, mit	send	mission, transmit
omni	all	omnibus
path	feel	empathy
phon	sound	phone
photo	light	photosynthesis
port	carry	transport
qui	rest	quiet
scrib, script	write	scribble, manuscript

sens, sent	feel	sensitive, sentimental
tele	far off	telegraph
terr	earth	terrain
vac	empty	vacuum
vid, vis	see	video, visor

circum, peri	around	circumference, perimeter
semi	half	semicircle
uni	one	unicycle
bi, du	two	bicycle, duplex

tri	three	tricycle
quadr	four	quadrilateral
quint, pent	five	quintile, pentagon
hex	six	hexagon
hept	seven	heptagon
oct	eight	octagon
non	nine	nonagon
deca, deci	ten	decade, decimeter
centi	hundred	centimeter

## Six Syllable Types

### Closed Syllable

*(CVC: ends with a consonant and the vowel is usually short)*

**cat, man**

### Open Syllable

*(CV: ends with a vowel and the vowel is usually long)*

**me, be**

### Silent e Syllable

*(CVCe: ends with a silent e and the previous vowel is usually long)*

**ate, lope**

### R-controlled Syllable

*(Vr: has a vowel followed by an r and the vowel makes a sound influenced by the r)*

**car, -ber**

### Vowel Pair Syllable

*(CVV, CVVC: has two vowels together in one syllable and the vowels make the same sound they would in a one syllable word)*

**boy, oat**

### Consonant + le Syllable

*(C+le: has a consonant followed by l and e)*

**-ple, -tle**

**Prefixes and suffixes are also syllables.**

**pre-, -tion**