



= Key Points



= Activity



= Main Idea



= Handout

40

Practice Story Reading



1. Work with a partner, taking turns as teacher and student.
2. Use the Teacher's Guide for administration instructions, and the scoring sheet for marking errors.
3. Remember to time the student from when s/he starts reading.
4. When you are the student, be sure to make some errors.
5. Calculate the accuracy and fluency scores for your student.
6. Ask the first two comprehension questions.

Inventory

Reading Accuracy and Fluency

READ-BOY Story 1 – Rosa's New Friend

Materials: Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil

Directions: If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (24 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

Task Items: **I'm going to ask you to read a story. The title of the story is Rosa's New Friend. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

Scoring: Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet. If necessary, prompt the student to move on. Do not provide the word.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.