MH-Informal Reading Inventories – Passage Levels and Sequence

Book/Passage Title	Guided Reading Level	Time of Year/ Passage Form	Benchmark Level	Traditional Level
Kindergarten – Pat at the Park	2		B	Readiness
First Grade				
Who Works Here?	4		C	PP1
The Pig and the Fox	6		D	PP2
Show and Tell	8		E	PP3
Max and I	10	1 - 10	F	Primer
Teeth	14	1 - 14	H	1st Reader
Black Crow's Nest	16	1 - 16	I	1st Reader
Second Grade The Race Kim and Brownie Bears	24	BOY – 2A MOY – 2B EOY – 2C	L	2
Third Grade The Dog Walker Lonely Nina A Biography	34	BOY – 3A MOY – 3B EOY – 3C	O	3
Fourth Grade A Feel for Music The Bracelet Gravity	40	BOY – 4A MOY – 4B EOY – 4C	R	4
Fifth Grade The Wolf and the Dog Tracy's Find Clouds	50	BOY – 5A MOY – 5B EOY – 5C	T	5
Sixth Grade Androcles and the Lion Morgan's Escape Comets	60	BOY – 6A MOY – 6B EOY – 6C	W	6

- Form D in grades 2-6 is used as an "alternate" passage.

Fluency Passages

Book/Passage Title	Fluency EOY Standards	Time of Year/ Passage Form
First Grade		
Pets		1 - 10
Mike and the Bug		1 - 14
You and Your Shadow	60 CWPM	1 - 16
Second Grade The New Friend Fun for Marge Fossils	 90 CWPM	BOY – 2A MOY – 2B EOY – 2C
Third Grade Basketball on Wheels One Birthday for All Bill Peet, Writer and Artist	 100 CWPM	BOY – 3A MOY – 3B EOY – 3C
Fourth Grade Deep Sleep Climbing the Walls Up, Up, and Away	 120 CWPM	BOY – 4A MOY – 4B EOY – 4C
Fifth Grade Moons Before and Now The Kite Contest	 135 CWPM	BOY – 5A MOY – 5B EOY – 5C
Sixth Grade When You Snooze, You Lose Making a Home in a New Place Egyptian Writing	 150 CWPM	BOY – 6A MOY – 6B EOY – 6C

Informal Reading Inventory

"Running Records offer a window into the brains of young readers as their reading skills grow and change. They are one of the most important instruments we could have in our assessment toolbox." (Connie Hebert)

Taking a reading inventory is a method which closely observes and evaluates a student's oral reading. Inventories help teachers identify a student's reading level, style, and strategy use. They help determine a student's independent, instructional, and frustrational reading levels and provide information on how the student is processing the text. Using the cueing system and classifying errors as *meaning, structure,* or *visual,* can discern patterns of effective and ineffective strategy use. You can also obtain a reading accuracy percentage, error rate, and a self-correction rate from this assessment. Reading Inventories provide the necessary data for teachers to plan appropriate instruction to meet individual needs.

Checking Comprehension
After completing the IRI, reading comprehension is assessed for levels 10-60 using the questions provided with the reading passage. This information, in conjunction with the student's reading accuracy percentage, determine the student's independent, instructional, and frustrational reading levels.

Retelling *(Optional)*
Retelling is an excellent option to gain additional information to help guide instruction, especially for those students who had difficulty answering the comprehension questions.

Retelling incorporates several research-based strategies recommended by the National Reading Panel. As students retell, they organize their thinking and demonstrate higher level reasoning. Encourage students to retell the entire story or passage as if they are telling it to a friend.

Use the following rubric to evaluate student retellings:

4. Accurate information, told in sequence, very detailed.

3. Accurate information, adequate detail, and description.

2. Limited information, few if any details.

1. Incorrect information, little or no understanding.

Plano Independent School District

INFORMAL READING INVENTORY
TEACHER INSTRUCTIONS

Materials:
1. IRI Teacher Instructions
2. IRI Record Form
3. Student Passage/Benchmark Book
4. Conventions for Informal Reading Inventory

Administration:
1. Select the appropriate passage from the District Benchmarks.

2. Place the passage or book in front of the student.

3. Introduce the passage using the prepared introduction on the IRI Record Form. Do not expand upon the content during this introduction.

4. Without verbal comment, mark any incorrect words, substitutions, omissions, additions, and self-corrections using standard conventions for recording student reading on the Record Form. Do not prompt the student in any way. Any student response should be recorded on the form. If you need to say the word for the student, it is marked as an error. (See "Conventions for Informal Reading Inventory" document.)

5. Ask the student the comprehension questions as shown on the IRI Record Form. The passage remains in front of student. Mark correct answers with a point value on the line provided. The point value is in parenthesis at the end of each question. Record the total number of points earned on the line provided.

> 1 interpretive question is given four points.
> 1 vocabulary question is given three points.
> 3 literal questions are given one point each.
> The total number of points that a student earns is the comprehension score.
> A perfect score is 10 points.
>
> Comprehension questions are utilized for Grade One-Level 10 through Grade Six.

6. Write the number of word recognition errors on the line provided.

7. On the IRI Record Form, a table follows the set of questions for each oral reading passage. Across the table is a series of numbers to designate the number of word recognition errors. In the column on the left hand side is a series of numbers that show the number of points earned.

Locate the number of word recognition errors made by the student in that passage and circle the appropriate number. Then locate the number of comprehension points earned and draw a circle around that number. Find the point where the two circled numbers intersect and highlight or circle the reading level indicated.

Sample Table:

Scoring Table for Oral Reading			
Comprehension: Total Points Earned	**# of Word Recognition Errors**		
	0–6 (95-100%)	**7–12** (90-94%)	**13**+ (89% or less)
9–10 pts	Independent	Instructional	Frustrational
6–8 pts	Instructional	Instructional	Frustrational
0–5 pts	Frustrational	Frustrational	Frustrational

8. If it is determined the student is reading at the Independent or Frustrational reading level, continue testing until Instructional reading level is achieved.

Tables were developed using the following criteria:
Independent reading level:
- 95 - 100% word accuracy
- 90% comprehension

Instructional reading level:
- 90 - 94% word accuracy
- 60% comprehension

Frustrational reading level:
- Below 90% word accuracy
- Below 60% comprehension

# Conventions for Informal Reading Inventory

Student
Text

Tick: the mark for each correct word   √

Scorable Errors:

1. Substitutions   *student*   *home*
                            text   house

2. Attempts   *student*   *he/h-home*
                            text   house

3. Insertions   *student*   *here*
    text   - - - -   - - - -

4. Omissions   *student*   *- - - -*
    text   house   house

5. Tolds – Appeals   *student*   *him/here/A/T*
    text   house   house

6. If a student mispronounces a proper name, count it as one error for the entire passage, even if the student mispronounces the same name while reading the passage.

Informational Conventions (not counted as errors)

1. Self Corrections   *student*   *home/house/SC*
    text   house   house

2. *Repetitions*   *student*   √ / √ / / √
    text   here/is/the   here/is/the   R
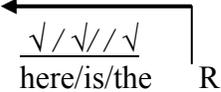
Calculation and Conversion Table for Accuracy and Fluency

USE OF TABLE

Divide running words by errors.

Round that number to the nearest whole number (e.g. 9.5 round to 10, 9.2 round to 9).

Locate the ratio on the chart

Always go down to the next lower number if the exact ratio is not on the chart (e.g. if your ratio is 1:16, you would go to 1:14 on the chart.)

Locate the corresponding percent of accuracy.

Self-Corrections:
Self-corrections are positive reading behaviors. To determine a student's self-correction rate, add the number of self-corrections. Then divide this total by the number of self-corrections. This will give you a ratio.

Error Rate	Percent Accuracy	Levels
1:200	99.5	
1:100	99	
1:50	98	
1:35	97	Independent Level
1:25	96	
1:20	95	
1:17	94	
1:14	93	
1:12.5	92	Instructional Level
1:11.75	91	
1:10	90	
1:9	89	
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	Frustrational Level
1:4	75	
1:3	66	
1:2	50	

CALCULATIONS
(RW = Running word; E = Errors;   SC - Self-corrections)

ERROR RATE	ACCURACY	SELF-CORRECTION RATE
$\dfrac{\text{Running words}}{\text{Errors}} =$	$100 - \dfrac{E}{RW} \ \ X \ \ \dfrac{100}{1}$ ____	$\dfrac{E + SC}{SC} \ =$
e.g. $\dfrac{150}{15} = $ Ratio 1:10	$100 - \dfrac{15}{150} \ \ X \ \ \dfrac{100}{1}$ = 90% (or use conversion table)	$\dfrac{15 + 5}{5}$ = Ratio 1:4

Fluency Calculations

Running Words: _____   Total time (in sec) _____   # Errors _____

_____ -_____ ÷ _____ x 60 = _____
Running Words   errors   total time   fluency

Introduction
What Is Fluency?

Fluency is the critical bridge between two key elements of reading—decoding and comprehension. In its 2000 report, the National Reading Panel defined it as "the ability to read text quickly, accurately, and with proper expression." Fluency has several dimensions. Successful readers must decode words accurately. But they must move beyond decoding and recognize words in connected text quickly and automatically. They must also read with expression in order to bring meaningful interpretation to the text. All three dimensions—accurate decoding, automaticity, and ability to read expressively — work together to create effective comprehension and overall success in reading.

In its 1994 study of reading, the National Assessment of Educational Progress (NAEP) established a clear connection between fluency and comprehension. NAEP defined fluency as the ease or "naturalness" of reading. It recognized certain key elements as contributing to fluency. These included the reader's grouping or phrasing of words as shown through intonation, stress, and pauses and the reader's adherence to the author's syntax. They also included expressiveness as reflected by the reader's interjection of a sense of feeling, anticipation, or characterization in oral reading. These elements are called *prosody*. When readers use appropriate volume, tone, emphasis, and phrasing, they give evidence of comprehension. They demonstrate that they are actively constructing meaning from the text.

Why Is Fluency Important?
Fluency is critical because it directly impacts the comprehension process. For years, teachers thought that if students could decode words accurately, they would become strong readers. Fluency, which has been referred to as a "neglected" aspect of reading, received little attention. Now it is recognized as one of the five critical components of reading.

Researchers have pointed out that people can successfully focus on only one thing at a time. They can, however, do more than one thing at a time if one of those things is so well learned that it can be done automatically. In its simplest form, reading can be seen as (1) word identification or decoding and (2) comprehension, or the active construction of meaning. Effective readers cannot focus on both of these processes at the same time. If a reader is focused almost entirely on decoding, that reader will have few resources left over for constructing meaning. Only when readers can read the words in connected text automatically are they free to focus their attention on making inferences, drawing conclusions, and applying other critical thinking skills associated with constructing meaning.

A fluent reader generally reads with speed and accuracy, but in addition usually displays these kinds of behaviors:

• Recognizes words automatically

• Applies graphophonic, semantic, and syntactic cues to recognize unfamiliar words

• Segments texts into meaningful chunks

• Emulates the sounds and rhythms of spoken language while reading aloud

A nonfluent reader, in contrast, may display these kinds of behaviors:

• Reads slowly and laboriously

• Processes text word-by-word in a choppy manner

• Frequently ignores punctuation

• Fails to use meaningful phrasing

• Shows little certainty when reading high-frequency words

Fluency does not mean only rapid reading. Occasionally, you will come across a nonfluent reader who is able to read text rapidly but fails to use appropriate phrasing. This reader often ignores meaning and punctuation. As a result, this reader struggles to answer questions about what has been read and fails to grasp the intent of the text.

Why Assess Fluency?

Students need to be fluent in order to be proficient readers. Their oral reading fluency can be improved through explicit training, but you need to assess their fluency level before you can determine what specific fluency-building activities and materials will be appropriate.

The oral reading fluency assessments answer this question: *How many words can a student read aloud per minute and how many of these words are read correctly*? This assessment also helps you observe reading performance beyond speed and accuracy by providing a rubric similar to the one developed by NAEP. This 4-level rubric takes into account additional aspects of fluency, such as prosody.

Plano Independent School District

FLUENCY
TEACHER INSTRUCTIONS

Materials:
1. Fluency Teacher Instructions
2. Fluency Recording Form
3. Student Passage
4. Prosody Rubric
5. Timer

Administration:
1. Select the passage from the District Fluency Benchmarks that coincides with the student's instructional reading level.

2. Place the passage in front of the student. Then say: *When you are ready, you may begin.*

3. Start the timer when the student reads the first word.

4. Follow along as the student reads placing a check above each word that is said correctly.

5. Record as errors omissions, substitutions, misreadings, insertions of words, and hesitations of longer than three seconds.

6. If the student substitutes or inserts a word, write the word substituted or inserted.

7. If the student does not correctly say a word within 3 seconds, say the word for the student and mark the word as incorrect.

8. Stop the timer when the student finishes reading the passage.

9. Record the time in seconds and the total number of words read incorrectly (errors) on the Fluency Recording Form.

10. Use the prosody criteria at the bottom of the Fluency Recording Form to evaluate student's performance. Circle 1, 2, 3, or 4, on the Prosody Rubric.

11. Determine the student's fluency score by using the calculation located on the Fluency Recording Form.

12. If the student's fluency rate does not meet the passage level standard, continue testing until the rate meets the fluency standard of the passage read. This will be the student's independent fluency level.

Fluency Calculation Table

Running Words: _____   Total time (in sec) _____   # Errors _____

_____ - _____ ÷ _____   x 60 = _____

  Running words   errors   total time in sec.   fluency

Prosody Rubric

Level 4: Well phrased; appropriate rate of speed; expressive interpretation

Level 3: Phrases of 3 or 4 words; generally appropriate rate of speed; attempts to read expressively

Level 2: Phrases of 2 words; reads sections of passages excessively slowly or quickly; little or no expression

Level 1: Reads word by word; inappropriate rate of speed; no expression

Fluency Standards

Grade 1	60 CWPM
Grade 2	90 CWPM
Grade 3	100 CWPM
Grade 4	120 CWPM
Grade 5	135 CWPM
Grade 6	150 CWPM

Criteria for Identifying Reading Level

Independent	Instructional
95%-100% word accuracy	90%-94% word accuracy
90% comprehension *	60%-80% comprehension *
Fluency – grade level standard	Fluency- informational only
Suggested Prosody Goals	
Levels 3 - 4	Levels 2-3

*Comprehension questions are scored for Level 10 through Grade Six.

Oral Reading Fluency Grades 1-6

The Fluency Passages

The Fluency passages serve two purposes. They can be administered as
benchmark tests to determine if students are on track. They can also be used
to monitor progress and determine if students are meeting instructional
goals.

Oral Fluency Scale
Prosody Rubric

Level 4
- The student: reads in large, meaningful phrases; may occasionally
  repeat words or short phrases, but the overall structure and syntax of
  the passage is not affected; reads at an appropriate rate of speed with
  expressive interpretation.

Level 3
- The student: reads in three-and four-word phrases; reads primarily in
  phrases that preserve the passage's syntax and structure; attempts to
  read expressively; generally reads at an appropriate rate of speed.

Level 2
- The student: reads mainly in two-word phrases, with some longer
  phrases and at times word-by-word; may group words awkwardly and
  not connect phrases to the larger context of the passage; reads sections
  of the passage excessively slowly or quickly.

Level 1
- The student: reads word-by-word, with some longer phrases; does not
  phrase meaningfully or with an appropriate rate of speed; reads the
  passage excessively slowly.