# Fluency Center and Tracking Sheet for Sound Recorder:

Step 1: From the student's current DRA, find the words per minute under Independent for the words per minute the student **should** be reading if the independent level was not reached (i.e. Level 18 is 55-85 wpm) and use this for the student goal or the wpm that the student should be reading; this can be used as a long-range goal.

Step 2: Using the wpm goal above in Step 1, allow the student to select a book according to the student's independent level and interest from your school's available reading materials to use for the wpm goal. This will be the book the student will use for repeated readings to reach the wpm goal. That book should be the book that the student practices with for the year or remainder of the year. The student should take ownership to include tracking progress as the student sees how the teacher is counting words read per minute. The student will use the same book to practice reading fluency using the sound recorder on the computer.

Step 3: Demonstrate to the student how to use the sound recorder for recording his own reading and saving it for fluency checks.

*Find the sound recorder as shown below:
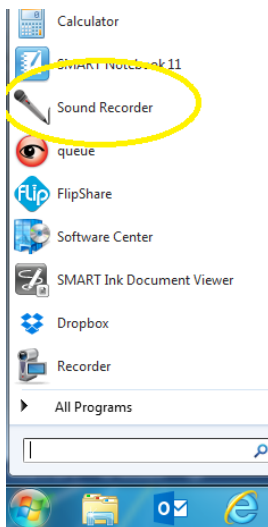
*Click on the sound recorder icon to get the following:
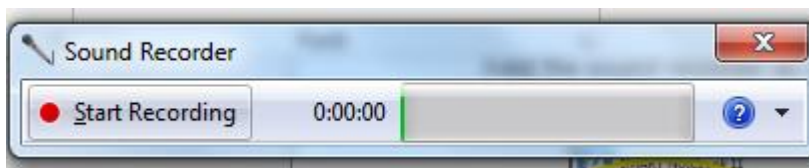
Show the student how you will begin reading the book while recording. The picture below shows how the timer records the time read (1 minute and 3 seconds so far) and the green bar moves to the right as it detects the student's voice, volume level. You can show the student how you want him to read for one minute or several minutes each day but the key will be for the student to record and save these readings. The green bar is great for expression because as the student reads with an audible, animated voice, the green bar goes farther to the right.
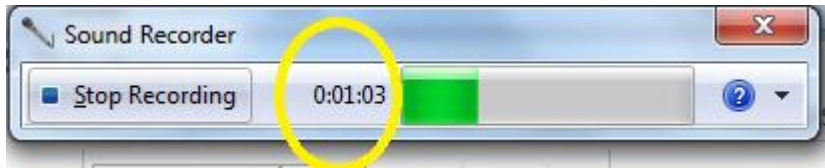
How to Save Recordings:

When the student (or the teacher from a demonstration) has stopped reading, click on the **Stop Recording** button. Please note, as soon as Stop Recording is clicked, the sound recorder will show with **Resume Recording** as well as the **Save As** screen—see picture below. The file should be saved where the teacher designates. It is important to make sure that the student knows how to name and save the document. If not, it will be difficult to go back and do fluency checks as a teacher or for the student to play back the recording to listen to his own reading. When the student listens to himself read, he should follow along in the book so that he can effectively evaluate his own fluency according to how he reads the words on the page. A good tip for saving recordings is to name them according to the student's name and the current date, i.e. John Doe 30 Nov 2015. A teacher can also email these recordings to the teacher's own email for safe keeping or to a parent if desired or needed. Creating a folder per student is recommended.
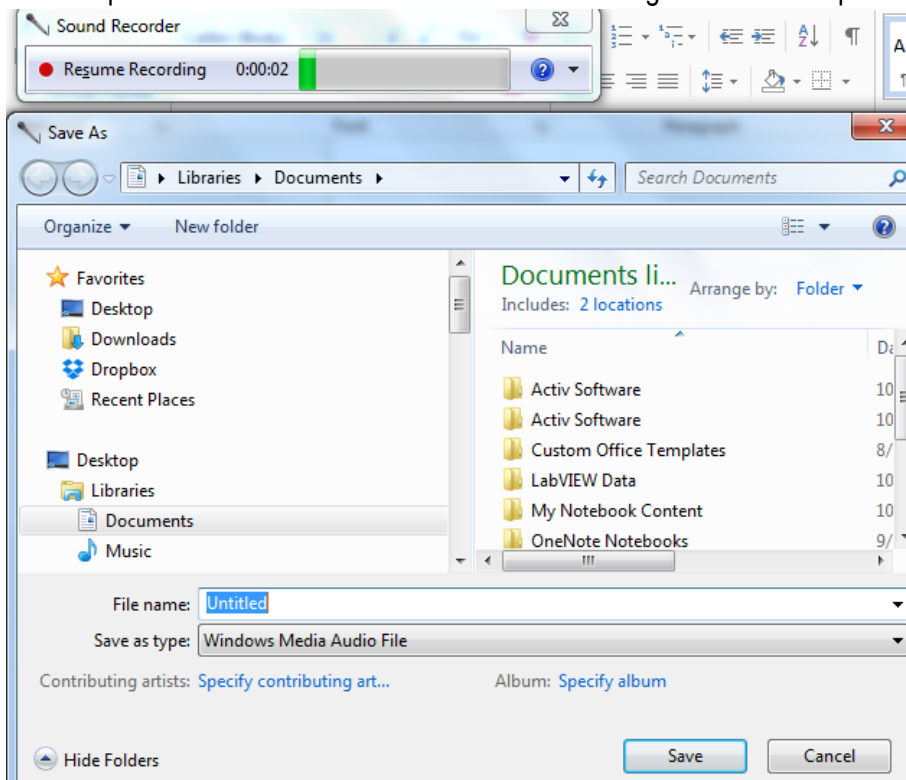
*To resume recording, just click resume or save at this time.

It is important that the student save the recording and listen to the recording (kind of like Read 180 in a sense) to critique his/her own reading fluency. This part should not be skipped. After the student listens to his/her own reading, the checklist below should be completed paying particular attention to #5 reading smoothly (phrasing) and #6 (using expression). These two items correlate with scoring on the DRA:

STUDENT CHECKLIST FOR SELF-ASSESSMENT

Name: _____

How Carefully Do I Read?

	Most of the Time	Sometimes	Hardly Ever
1 I reread all or part of a sentence if it doesn't make sense.	☐	☐	☐
2 I try to pronounce every word, even words I have never seen before.	☐	☐	☐
3 I read a word again if it does not sound right.	☐	☐	☐
4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation.	☐	☐	☐
5 I try to read smoothly, without stopping after every word.	☐	☐	☐
6 I read with expression and speak clearly so others can hear me.	☐	☐	☐

Step 4: The following are examples to use for recording and tracking fluency:

Use the following formula for calculating wpm:

words per minute = **(total** number of words in the passage read ÷ reading time (in seconds)**) x** 60

or total words in reading passage for that 1 minute recording minus the errors.

Words Correct Per Minute

1ˢᵗ try	_____ words
2ⁿᵈ try	_____ words
3ʳᵈ try	_____ words
4ᵗʰ try	_____ words
5ᵗʰ try	_____ words

When recording words correct per minute, make sure that the total number of words read are recorded as well (this would include words read correctly and words read incorrectly/errors for determining wpm). The total number of words read in one minute minus the errors gives the wpm score or use the formula noted above. See the next page below.

This website includes the universal coding for running records for your convenience for scoring. It will be important; however, for you to have a copy of what the student is reading to be able to mark the ages.

Timed Readings

Student: _____

Lesson	Date	Criteria		Trial 1		Trial 2		Trial 3	
		CWPM	Errors	CWPM	Errors	CWPM	Errors	CWPM	Errors