Guide for Determining Reader Types in Fluency

Type 1: Automatic Word Callers
Good accuracy; very poor comprehension

Connected Text
___ Very good accuracy using grade-level materials
___ Average or better rate
___ Good prosody
___ Very poor comprehension

Word Lists
___ Good automaticity reading lists at or above grade level
___ Makes few miscues
___ Large sight vocabulary

Type 2: Struggling Word Callers
Struggles with words and meaning; generally weak comprehension

Connected Text
___ Rate may be near average or better than average
___ Expression and phrasing are uneven
___ Numerous miscues impact meaning
___ Uncorrected miscues
___ Ignores punctuation
___ Generally weak comprehension
___ Wants to get through the reading quickly
___ Shows little evidence of self-monitoring behaviors

Word Lists
___ Exhibits difficulty with grade-level words
___ Races through lists
___ Makes few self-corrections
___ Weak sight vocabulary

Type 3: Word Stumblers
Weak vocabulary and word identification; acceptable to strong comprehension

Connected Text
___ Weak word identification below and at grade level
___ Self-corrects many miscues; uneven expression
___ Self-corrections and repetitions contribute to slow rate
___ Uncorrected substitutions often preserve most of the meaning
___ Weak sight vocabulary
___ Comprehension is often at grade level
___ Appears to monitor reading

Word Lists
___ Exhibits substantial difficulty with words at and below grade level
___ Makes some self-corrections
___ Uses some word identification strategies
___ Appears to have limited sight vocabulary

Type 4: Plodding Readers
Slow rate; good comprehension

Connected Text
___ Below average rate
___ Phrasing varies
___ Good word identification, but lacks expression
___ Some miscues
___ Acceptable to good comprehension

Word Lists
___ Deliberate, slow word identification
___ Few miscues
___ Evidence of self-corrections
___ Lacks automaticity
___ Reads word lists at or above grade level

Type 5: Monotone Readers
Lack of expression; comprehension varies

Connected Text
___ Uses appropriate rate
___ Doesn't chunk words into meaningful phrases
___ Ignores some punctuation
___ Reading doesn't sound like talking
___ Comprehension varies; can be weak
___ Reads most words accurately

Word Lists
___ Has good sight vocabulary
___ Demonstrates good automaticity
___ Reads word lists up to grade level

Type 6: Severely Disabled Readers
Reading far below grade level

Connected Text
___ Slow, halting reading with numerous miscues
___ Slow rate due to limited sight vocabulary and passage difficulty
___ Limited phrasing and expression
___ Weak comprehension

Word Lists
___ Lack of automaticity at and below grade level
___ Numerous miscues on graded word lists
___ Limited self-corrections
___ Minimal sight vocabulary