

TARGET/EXPECTATIONS GUIDANCE DOCUMENT

Grade Level	Target Passage	Passage Number	Passage Title
1 st	AP 1	1	Sam the Pig
		2	Read with Me
		3	Chores
	AP 2	4	Cake
		5	A New Ball Game
		6	Spiders are Arachnids
2 nd	AP 1	1	The Best Time of Year
		2	My Sister Looks Funny
		3	Our Cat Tom
	AP 2	4	The Butterflies are Coming
		5	Bombs Away
		6	The Great Sphinx of Giza

This chart provides teachers with target stories that can be used as a guideline to determine if a student is meeting developmental reading expectations for each assessment period. During field studies, reading accuracy and comprehension data from a large, representative sample of Florida students were collected to establish these benchmarks or target stories. The goal is for students to read and understand the target story. This includes reading accurately (95 % of words read correctly), fluently (progressing toward meeting the end of the year wcpm target goals) and with understanding (answering at least 4 out of 5 comprehension questions).

These guidelines were designated to support teachers in setting instructional reading goals for their students. This information, combined with teacher observation and classroom performance will help with instructional decision making for all students. It is important to note that students who are not successfully reading the target story for a designated assessment period may benefit from additional instructional support. Additional instruction can provide students with the knowledge and skills required to successfully read the target passage by the end of the year.

Based on fluency norms from several research studies (Foorman, York, Santi, & Francis, 2008; Fuchs, Fuchs, Hosp, & Jenkins, 2001; Hasbrouck & Tindal, 2006), it is recommended that teachers use 60 wcpm as a target goal for the end of first grade and 90 wcpm as the target goal for the end of second grade. The passages in the BDI are primarily to measure comprehension and the OPM ORF passages, which provide the teacher with an adjusted fluency score (adjusted for passage difficulty), are the passages and scores that should be used to measure and monitor growth in fluency (wcpm).

References

- Foorman, B. R., York, M., Santi, K. L., & Francis, D. J. (2008). Contextual effects on predicting risk for reading difficulties in first and second grade. *Reading and Writing, 21*, 371-394.
- Fuchs, L.S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading, 5*, 239–256.
- Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*, 636-644.