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I Need More Than WCPM! The Word Recognition Record (WR^2)

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ABSTRACT

Using an assessment that provides a WCPM score is a necessary, useful, and efficient way to monitor and evaluate students' progress in their reading development. But WCPM does not provide diagnostic information of instructional value to teachers. Adding WR^2 to the administration of *1-min fluency probes* (OMFP) allows teachers to track and target individual students' specific word recognition skills in real reading settings adding significant instructional value for teachers. The *Word Recognition Record* (WR^2) uses a research-based process to analyze oral reading errors of students' 1-min fluency probes. Based on research reported in 2026, this article describes the development and use of the WR^2 in classroom assessment settings. The WR^2 can give teachers valuable information from repeated OMFP assessments. For individual students, using the WR^2 with each OMFP helps teachers spot patterns in word recognition skills and identify areas needing more support. At the classroom level, it also helps teachers see which students share similar needs and group them for focused small-group instruction.

Brenda Alvarez teaches first grade at a Title I school in the southwestern United States, where approximately half of her students are multilingual learners. With more than 25 years of primary-grade teaching experience, a master's degree in elementary education, and recent completion of LETRS training, Brenda has seen several iterations of oral reading assessments through the years—from Informal Reading Inventories (IRIs) to Miscue Analysis (MAs) to Running Records (RRs).

At her school, as in many others across the state and nation, 1-min fluency probes are the predominate tool for screening and progress monitoring in both general and special education. Brenda values the structure and data these assessments provide; however, she increasingly finds that accuracy rates, words correct per minute (WCPM), and benchmark color codes (e.g., red-yellow-green-blue for Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) checkpoints) from tools such as Acadience Reading or DIBELS 8 (2022) offer limited diagnostic insight. They do not help teachers identify the specific word types or phonics elements that challenge students—information essential for effective instruction.

Every 2 weeks, Brenda administers 1-min fluency probes to students performing below benchmark and conducts monthly checks for those meeting expectations. She marks errors, calculates accuracy, and notes WCPM. But instead of stopping there, she now tracks students' error patterns over time. Her instincts—and her research-based knowledge—tell her that these error patterns contain critical information about students' word-recognition instructional needs. Yet she also recognizes that traditional Running Record analysis does not fully align with the research-based knowledge she now uses to guide her teaching.

During a weekly Professional Learning Community (PLC) meeting, Brenda shares her concerns. Her grade-level team immediately relates—WCPM scores alone rarely translate into actionable instruction. The team discusses the need for a tool that moves beyond surface-level fluency metrics to interpret oral reading errors through a research-based lens focused on foundational word-recognition skills. For example, WCPM does not distinguish whether students struggle with CVCe syllable patterns, fully decodable words, or irregular high-frequency words. Without such information, teachers cannot target instruction or interventions effectively. They need diagnostic data that directly inform Tier core reading instruction and Tier 2 supports.

Brenda's experience isn't unique. Across classrooms everywhere, teachers are looking for ways to move past the surface of WCPM scores and into the heart of students' reading processes. While these scores are useful for screening and monitoring, they don't tell the whole story. What's missing is a structured way to analyze error patterns—one that reveals *how* children are processing print and *what* instruction will help them grow toward proficiency as readers.

Toward this end, we developed and piloted the *Word Recognition Record (WR²)* to provide teachers with a research-based method for examining primary-grade students' oral reading errors (Reutzel et al. 2026). This article introduces the WR²'s development and reliability as a complement to WCPM scores and focuses on how teachers use the tool to inform future word recognition instruction.

1 | Theoretical and Historical Antecedents of the Word Recognition Record (WR²)

The *Word Recognition Record (WR²)* is grounded in Hoover and Gough's (1990) expansion of Gough and Tunmer's (1986) *Simple View of Reading*. *The Simple View of Reading* identified two essential, interdependent components of skilled reading—decoding and language comprehension. Anderson and Pearson (1984) likened skilled reading to a symphony orchestra: each component contributes to the whole, and neither decoding nor comprehension alone is sufficient; both must work in harmony.

Hoover and Gough (1990) refined Gough and Tunmer's model by defining decoding as "efficient word recognition" and language comprehension as "the ability to derive meaning from oral language" (p. 130). Their research showed that decoding and comprehension together accounted for 71% to 83% of the variance in reading comprehension among third graders. Scarborough (2001) later elaborated this framework in her *Reading Rope*, visually depicting the intertwined nature of word recognition and language comprehension in skilled reading.

According to Willingham (2017), word recognition is the process of recovering spoken language from print—recognizing written symbols, mapping them to speech sounds, and blending them to form words. Readers efficiently recognize many words through knowledge of common one-syllable spelling patterns that combine to support multisyllabic word recognition. However, irregularly spelled words must often be memorized through repeated exposure to print; these are typically referred to as high-frequency words (Dolch 1948; Ehri 2005). Effective early reading development depends on recognizing words both accurately and automatically.

Fluent oral reading is accurate, automatic, and expressive (Rasinski et al. 2011). Accuracy means reading words as written; automaticity involves reading smoothly and effortlessly with appropriate phrasing; and expressiveness includes prosodic features such as stress, juncture, and pitch. These qualities allow readers to allocate less working memory to decoding and more to linking spoken words with meaning, thereby enhancing comprehension (Pressley 2000). Collectively, these decoding components are referred to as foundational reading skills (Common Core State Standards 2010).

1.1 | Major Oral Reading Assessments

Four major oral reading assessment approaches have been widely used to analyze students' word recognition processes:

1. Informal Reading Inventories (IRIs; Betts 1936, 1946; Ekwall 1976; Johnson and Kress 1965).
2. Miscue Analysis (MA; Goodman 1965, 1969).
3. Running Records (RRs; Clay 1972, 1979, 1993).
4. One-Minute Fluency Probes (OMFPs; Deno 1985).

IRIs, the earliest of these methods, used oral reading errors to identify a student's frustration, instructional, or independent reading level (Betts 1946; Ekwall 1976; Johnson and Kress 1965). Miscue Analysis examined oral reading errors to infer strategic reading behaviors (Goodman 1965, 1969); for example, substituting *home* for *house* may indicate attention to meaning rather than exact print reproduction. Running Records similarly analyzed errors using meaning, structure, and visual cueing systems (Clay 1972, 1979, 1993); for example, replacing the word "little" with "small" may indicate attention to meaning and be grammatically correct, but not visually correct, as the two words are not visually similar.

Earlier methods did not include fluency in their assessments. One-Minute Fluency Probes addressed this gap by combining accuracy and rate measures—marking errors and calculating both an accuracy percentage and a fluency score in words correct per minute (WCPM) (Deno 1985).

1.2 | Examining Oral Reading Errors Through the Lens of Word Recognition

Observing students' oral reading errors has been a cornerstone of reading assessment since the earliest days of reading research (Cattell 1886; Huey 1908; Thorndike 1917; Wundt 1908–1911). Oral reading continues to be a valued and

valid way to assess both reading performance and underlying processes.

Today, *Acadience* and CBMs' use 1-min fluency probes widely in schools to benchmark and monitor young children's reading development. While these probes improve on earlier oral reading assessments by including both accuracy and fluency measures, many primary-grade teachers find that a single summary WCPM score—or "dashboard" indicator—offers limited guidance for diagnostic and instructional decision-making. Recognizing that listening to a student read reveals valuable information about their reading processes, some teachers have begun informally analyzing oral reading errors after administering fluency probes to gain deeper insight into student needs.

2 | Developing and Validating the Word Recognition Record (WR^2)

In recently published research, Reutzel et al. (2026) described the development of the *Word Recognition Record (WR^2)* and examined teachers' reliability in using it to analyze students' oral reading errors. The WR^2 provides a research-based process for analyzing young readers' oral reading and word recognition errors to inform future instructional decisions. It was developed iteratively using established instrument development procedures and guidelines (Henk et al. 2011; Walpole et al. 2021).

Research reports published by federal agencies and private foundations (Alvarez Marinelli et al. 2025; Burns et al. 1998; Foorman et al. 2016; National Early Literacy Panel, Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS 2010; National Reading Panel 2000; Scarborough 2001) informed the development of the WR^2. The key components of *word recognition* and *foundations of early reading* included three core elements of early word recognition used in the WR^2:

1. *Phonics*—including single-syllable word patterns (CV, VC, CVC, VCe, CVVC, and r-controlled) and multi-syllabic words composed of these patterns (e.g., *sun-tan* = CVC + CVC; *comfort* = CVC + C + *r*-controlled + C) (Moats and Tolman 2019).
2. *High-frequency words*—encompassing both regularly spelled words (e.g., *me, had, make*) that can be decoded and irregularly spelled words (e.g., *said, was, the*) that are typically memorized or partially decoded (Shapiro and Solity 2016; Colenbrander et al. 2022).
3. *Fluency*—including accuracy, rate, and expression, with expression analyzed through volume, inflection (pitch, juncture, and stress), and phrasing (Rasinski et al. 2011; Rasinski and Smith 2025).

Other foundational early literacy elements—such as phonological and phonemic awareness, concepts about print, oral language development, and the alphabetic principle—were excluded because they are generally considered emergent or pre-reading skills (Ehri et al. 2001; Paige et al. 2022).

The stated purpose of the WR^2 is:

> The WR^2 is intended for use alongside 1-min fluency probes to mark, count, and analyze students' oral reading word recognition errors, including fluency indicators, to inform teachers' future word recognition instructional decisions in the primary grades.

A Generalizability and Dependability (G&D) study demonstrated that first-grade teachers can be trained to use the WR^2 reliably to analyze oral reading errors collected from 1-min fluency probes (e.g., DIBELS 8 passages), coding for accuracy, rate, and categorical word recognition errors (Reutzel et al. 2026). However, the study also found that teachers required more extensive training to rate oral reading expression reliably. The authors recommend that teachers receive additional practice and calibration using tools such as the *Multidimensional Fluency Scale* (MDFS) (Rasinski and Smith 2025) when using the WR^2 to assess expression. Validated by Moser et al. (2014) and Smith and Paige (2019), this more extensive tool can better assist teachers in understanding prosody.

3 | Using the WR^2

The process of using the *Word Recognition Record (WR^2)* begins with administering a *One-Minute Fluency Probe (OMFP)*—a standardized, timed assessment in which a student reads a passage aloud for 60 s. Originally developed by Deno (1985), the OMFP is the cornerstone *of Curriculum-Based Measurement (CBM)* and a key progress-monitoring tool within *Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS)* frameworks.

OMFPs are designed to be brief, simple, and sensitive to small changes in reading proficiency over time. They are now among the most widely used progress-monitoring assessments in schools. These probes are cost-effective, reliable for screening students at risk for reading difficulties, and strongly correlated with reading comprehension and overall reading proficiency (Fuchs et al. 2001; Barrett et al. 2024). The One-Minute Fluency Probe is a central feature of major assessment systems, including *DIBELS 8, AIMSweb*, and *Acadience Reading*, and aligns closely with the scientific research base (National Reading Panel 2000; Reading League 2022).

During administration, the teacher listens as the student reads aloud for 1 min, marking any errors or miscues. After the assessment, the teacher counts the total words read and errors made, then calculates both *accuracy* and *words correct per minute* (WCPM). For example, if a student reads 74 words with 6 errors, the accuracy rate is 92% (100% − [6 ÷ 74 = 8%]), and the WCPM is 68 (74 − 6 = 68). These scores are compared with benchmark norms to determine reading proficiency (Hasbrouck and Tindal 2017). A concise listing of steps for administering an OMFP and marking errors is provided in Figure 1.

Commercial systems such as *DIBELS 8, AIMSweb*, and *Acadience Reading* also provide risk indicators—either color-coded (red, yellow, green, blue) or descriptive (high risk, some

Preparing to administer the WR²:

Step 1: Obtain copies of grade level passages. DIBELS 8th Edition ORAL READING FLUENCY Benchmarking and Progress Monitoring Passages are available at the following website address: https://dibels.uoregon.edu/materials/dibels. Rasinski and Padak (2005) also have a series of grade level passages that are available for use.

Step 2: Make two paper copies of the selected passage: one for you to mark up, one for the student to read.

Step 3: Obtain a stopwatch or timer for passage administration.

Step 4: Arrange a quiet space with a small desk or table for a student and you, the examiner, to place the passage copy to be read in front of the student.

Step 5: Bring the student to this quiet area and seat them comfortably facing one paper copy of the passage.

Step 6: Put your paper copy of the passage on a clipboard for marking. Place your stopwatch or timer where you can see it but not the student.

Step 7: Give the following directions to the student prior to begin the one-minute timing and marking of the DIBELS 8 ORF benchmarking or progress monitoring passage selected:

> *Please read this passage out loud (point to the passage).*
>
> *If you get stuck, try to blend or say the word. When I say "stop," you can stop reading. So do your best reading. Start here (point to the first word of the first paragraph of the passage.)*

Step 8: Start your stopwatch when the student says the first word and begin making a record of the student's reading of the passage on the examiner copy. If a student hesitates for 3 seconds, give the correct word, and mark the errors as shown below. Use the following marking system to record student deviations (errors) from the text:

- Teacher Prompt: mark a TP on the word given.
- Omission: circle the omitted word
- Substitution: Write the word above the word substituted.
- Insertion: Carrot mark ^ and write the word inserted.
- Self-Correction: SC over the word they corrected.
- Inflectional endings: If the student does not say the ending, cross off the ending they omitted.

Step 9: After one minute, stop the timer/stopwatch and say, "Stop!" Mark a diagonal or vertical line at the point where the student stopped reading on the paper copy of the passage read. Count the number of total words read, total errors marked, and total words correct. Calculate the accuracy rate and the WCPM score. Put these scores in the WCPM column and tally totals at the bottom of the *WR²* Analysis Form.

Step 10: Pull out one copy of the *WR²* Analysis Form for error analysis. Analyze the errors made by first placing them into the categories represented on the *WR²* Analysis Form. For example, if a student omits, substitutes, inserts, or is given a word, note the type of error and the actual error on the *WR²* Analysis Form.

REPEAT THIS PROCESS WITH 2 OR MORE GRADE LEVEL BENCHMARK/PROGRESS MONITORING PASSAGES to OBTAIN DATA FOR ESTABLISHING POTENTIAL ORAL READING WORD RECOGNITION ERROR PATTERNS.

FIGURE 1 | Word Recognition Record (WR^2) administration and scoring process.

risk, proficient, advanced)—to summarize student performance. Teachers often use these indicators in Professional Learning Community (PLC) discussions or when reporting progress to parents. However, many teachers find that these summary indicators provide limited insight into the processes underlying a student's reading (Ascenzi-Moreno 2016;

Nilsson 2008). Instruction often focuses narrowly on improving accuracy or rate, without addressing *why* a student is struggling. Teachers frequently ask questions such as: Why is this student reading slowly? Which types of errors are contributing to inaccuracy? What patterns across multiple passages reveal specific decoding needs?

These questions have led many educators to use the WR^2 to examine the nature and patterns of students' oral reading errors more closely. The following example illustrates how the WR^2 can be applied using data from a first-grade multilingual learner, *Alejandro Ramirez* (pseudonym), recorded by his teacher, *Ms. Jennifer Langston* (pseudonym), at a Title I school in the southwestern United States.

4 | How to Use the WR^2: Classroom Examples

4.1 | Example #1

Mrs. Langston had just finished administering a midyear One-Minute Fluency Probe (OMFP) to Alejandro Ramirez, one of her first graders at Rocky Ridge Elementary School (pseudonym). After timing and scoring his reading, she calculated Alejandro's results: 89% accuracy and 47 words correct per minute (WCPM). With those numbers recorded, she turned her attention to the passage he had just read aloud, *Our Pond* (see Figure 2).

As she looked over the passage, Mrs. Langston reviewed the errors she had marked while Alejandro read. She entered each one into the *Phonics: Single-Syllable Patterns* column of the WR^2 analysis form, identifying the specific phonics patterns that had caused trouble—mostly CVVC vowel teams, with an occasional CVC or ending error. Because Alejandro made no mistakes on multisyllable or high-frequency words, she entered zeros in those columns.

Next, she recorded the fluency information she had gathered during the assessment: 89% accuracy, 47 WCPM, and an average expression score of 1.7 on a 4-point scale. That score came from her individual ratings—3 for Volume, 1 for Inflection, and 1 for Phrasing. As she reviewed the completed WR^2, one pattern stood out clearly: Alejandro had made several errors on words containing the CVVC vowel team pattern. She noted this repeated error pattern in the *Phonics: Single-Syllable Patterns* column as an area to target in instruction (See Figure 3).

Once finished, Ms. Langston scanned the completed WR^2 and uploaded it into her digital assessment folder—one of many she keeps for each of her first-grade students. The data would serve as a valuable reference point when she met with her grade-level team to plan next steps for Alejandro's reading instruction.

Ms. Langston began immediately to provide Alejandro supplemental support on CVVC word patterns. She was fortunate to have a paraprofessional assigned to her classroom for an hour per day. Alejandro and any other students who demonstrated an initial weakness on single syllable vowel team word patterns would receive 30 min additional small group instruction on the CVVC syllable pattern. She also was fortunate to have access to an after school high intensity tutoring program in reading and math; she could access to support Alejandro and others like him.

For example, at the next benchmark assessment cycle, the WR^2 gave Ms. Langston a much clearer picture of Alejandro's reading strengths and areas for growth. From the midyear OMFP, she saw that his overall accuracy was near grade level, and his reading rate of 47 WCPM was above the 50th percentile. But the detailed error analysis revealed a recurring challenge: Alejandro continued to struggle with single-syllable CVVC vowel team patterns in single-syllable words. Ms. Langston concluded that either the quality or the quantity of the instruction provided to Alejandro was inadequate, so she made a note to provide additional support in this area during the coming weeks, while continuing to monitor his progress on this pattern until the next benchmark assessment.

When the next assessment cycle arrived, Ms. Langston repeated the process. The CVVC pattern once again appeared as a consistent source of errors—and this time it also showed up in two multisyllable words containing the same pattern. With this evidence, she placed Alejandro in a Tier 2 small group to focus on blending and segmenting CVVC patterns in both single- and two-syllable words. By the following administration, Alejandro's accuracy had only increased by 2%, while his WCPM had risen to 52. Clearly, Alejandro needed additional Tier 2 or perhaps Tier 3 intervention on CVVC words.

At the same time, though, Ms. Langston noticed that Alejandro's expression score remained low at 1.5. Recognizing that many of her first graders showed similar expression challenges, Ms. Langston decided to alter her Tier I instruction to emphasize expression, phrasing, and inflection using strategies such as choral reading and reader's theater scripts.

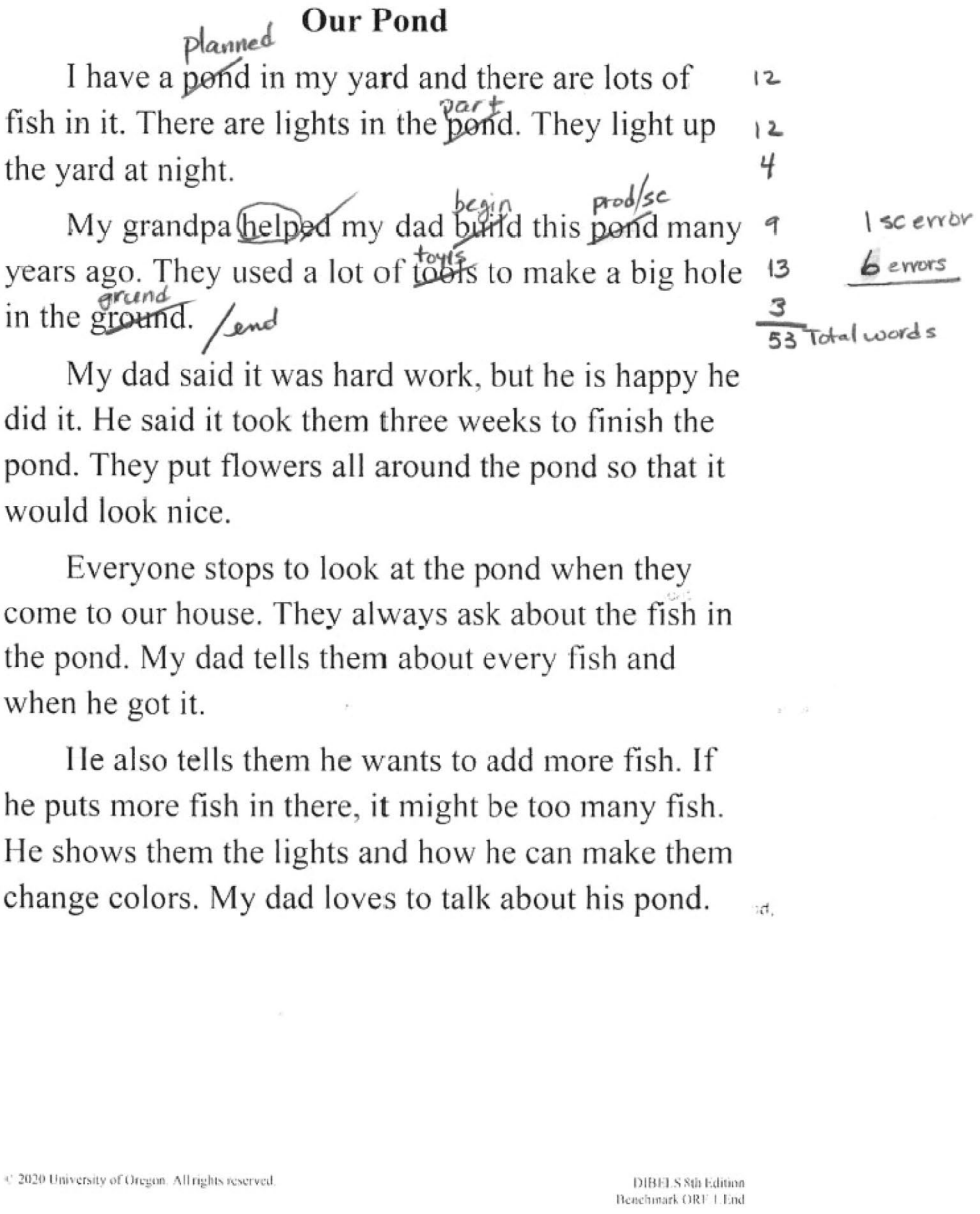
Through the WR^2, Ms. Langston was able to use her research-based knowledge to make informed, deliberate instructional decisions for all three Tiers of instruction. She found that analyzing the OMFP with the WR^2 helped her feel more confident in her teaching. As she reflected, she noted with pride, "Alejandro and all of my first graders are receiving support in core research-based skills—both individually and as a whole class."

4.2 | Example #2

In March, Mrs. Billings administered a progress monitoring assessment using a One-Minute Fluency Probe (OMFP) to Jasmine Kushner, one of her first-grade students at P.S. 38 (pseudonym). After timing and scoring Jasmine's oral reading, she calculated the results: 29 words per minute (wpm) with 11 errors, resulting in 18 words correct per minute (WCPM). Jasmine's accuracy was 62% (11 errors out of 29 words = 38% error rate). Her reading expression was rated at an average of 1.7 on a 4-point scale, based on individual ratings of 3 for volume, 1 for inflection, and 1 for phrasing. With these results recorded, Mrs. Billings turned to a deeper analysis of the passage Jasmine had read aloud, *Our Pond* (see Figure 4).

Using the WR^2 analysis process, Mrs. Billings categorized Jasmine's errors. She identified three errors involving CVCC

1. Planned/ Pond
2. Part/Pond
3. Help/Helped
4. Begin/ Build
5. Toils /Tools
6. Grund/ Ground



Our Pond

I have a pond in my yard and there are lots of fish in it. There are lights in the pond. They light up the yard at night.

My grandpa helped my dad build this pond many years ago. They used a lot of tools to make a big hole in the ground. /end

My dad said it was hard work, but he is happy he did it. He said it took them three weeks to finish the pond. They put flowers all around the pond so that it would look nice.

Everyone stops to look at the pond when they come to our house. They always ask about the fish in the pond. My dad tells them about every fish and when he got it.

He also tells them he wants to add more fish. If he puts more fish in there, it might be too many fish. He shows them the lights and how he can make them change colors. My dad loves to talk about his pond.

planned
part
begin
prod/sc
toyls
grund

12
12
4
9
13
3
53 Total words

1 sc error
6 errors

DIBELS 8th Edition
Benchmark ORF 1 End

FIGURE 2 | Alejandro's oral reading errors for the passage entitled, "Our Pond".

single-syllable word patterns. She also noted recurring difficulty with the irregular spelling pattern *-ight* in single-syllable words (Mesmer 2024). In addition, Jasmine struggled with three irregularly spelled high-frequency words (HFWs): *are*, *the*, and *my*.

Reviewing the completed WR^2 analysis form, a clear pattern emerged: Jasmine's errors clustered around three areas—CVCC word patterns, the irregular spelling pattern *-ight*, and a small set of high-frequency words. Mrs. Billings scanned the completed WR^2 analysis form and uploaded it into Jasmine's digital assessment folder, one of many she maintained for her students. These data would inform discussion during her upcoming grade-level team meeting to plan next steps for Jasmine's Tier 2 reading intervention (see Figure 5).

Title of Passage: _____Our Pond_____ Student's Name:___Alejandro_____

Examiner Name: __Langston_____ Date: _____10.17.24_____

Phonics: Single Syllable Patterns	Phonics: Multi Syllable Words	High Frequency Words		Fluency	
planned/pond		D	IS	Rate	Expression
part/pond				WCPM	V 3
cvcc				46	
help/helped					I 1
Inflected ending					
begin/build					
cvvcc					
toils/tools					P 1
cvvcc					
grund/ground					
ccvvcc					

Phonics

Single Syllable Patterns

CV

CVC

CVVC

CVCe

CVr

Phonics

Multiple Syllables

Number of Syllables: 2, 3, 4, etc.

Type of M.S. Words

Compound

Base/Affix

Roots

True M.S. Word

Single Syllable Pattern Combinations

Compound words

CVC/CVC

CVC/CVVC

CVVC/CVC

CVC/CVCe

CVC/CVr

CVC/Cle

High Frequency Words

D - Decodable

IS – Irregularly Spelled (Sight)

Expression*

V – Volume

I – Inflection

P – Phrasing

* 4 point scale, 1 low, 4 high

Single Syllable	Multiple Syllable	High Frequency Words	Fluency
Tally Total: 6 **cvvc – vowel teams**	**Tally Total: 0**	**Tally Total: 0**	**Ratings:** **89% Accuracy** **47 WCPM** **Expression Mean = 1.7**

**** High tally scores (more than 3) represent SOR word recognition elements potentially needing additional support in instruction.***

FIGURE 3 | Word Recognition Record (WR^2): Alejandro. *High tally scores (more than 3) represent research-based word recognition elements potentially needing additional support in instruction.

Based on the WR^2 analysis, Mrs. Billings targeted her Tier 2 phonics instruction to address Jasmine's specific needs in her small group instruction. She focused on irregular spelling patterns, particularly *-ight*, CVCC (for Jasmine) and CVVC (for other students in the small group) single-syllable word patterns, and a review of selected high-frequency words that were irregularly spelled.

1. Point/Pond
2. Dad/yard
3. a/are
4. lost/lots
5. things/lights
6. plant/pond
7. think/light
8. they/the
9. ings/night
10. mmm../my
11. dream/grandpa

Our Pond

I have a pond in my yard and there are lots of fish in it. There are lights in the pond. They light up the yard at night.

My grandpa helped my dad build this pond many years ago. They used a lot of tools to make a big hole in the ground.

My dad said it was hard work, but he is happy he did it. He said it took them three weeks to finish the pond. They put flowers all around the pond so that it would look nice.

Everyone stops to look at the pond when they come to our house. They always ask about the fish in the pond. My dad tells them about every fish and when he got it.

He also tells them he wants to add more fish. If he puts more fish in there, it might be too many fish. He shows them the lights and how he can make them change colors. My dad loves to talk about his pond.

point dad a lost (11)
thing planet think (12)
they ings (4)
mmm dream (2)
11 errors
29 words

DIBELS 8th Edition
Benchmark ORF.L.End

FIGURE 4 | Jasmine's oral reading errors for the passage entitled, "Our Pond".

Mrs. Billings was supported by a paraprofessional who assisted during 1 h of daily small-group intervention time. Jasmine and other students with similar needs received 20 min of targeted instruction focused on shared skill gaps, including single-syllable decoding patterns, high-frequency word recognition, multisyllabic word reading, and fluency. In Jasmine's group, instruction emphasized accurate blending and segmenting of CVCC and CVVC patterns, recognition of selected irregular spelling

Title of Passage: _____Our Pond_____ Student's Name:__Jasmine_____

Examiner Name: __Billings_____ Date: _____3.6.25_____

Phonics: Single Syllable Patterns	Phonics: Multi Syllable Words	High Frequency Words		Fluency	
point/pond	dream/grandpa	D	IS	Rate	Expression
cvcc			a/are		
dad/yard			they/the	WCPM	V 3
cvcc - r controlled			mmm/my		
Lost/lots					I 1
cvvc					
things/lights					
irregular spelling					
plant/pond					P 1
cvcc					
think/light					
irregular spelling					
ing/night					
irregular spelling					

Phonics

Single Syllable Patterns

CV

CVC

CVVC

CVCe

CVr

Irregular spelling patterns, e.g. *ight*

Phonics

Multiple Syllables

Number of Syllables: 2, 3, 4, etc.

Type of M.S. Words

Compound

Base/Affix

Roots

True M.S. Word

Single Syllable Pattern Combinations

Compound words

CVC/CVC

CVC/CVVC

CVVC/CVC

CVC/CVCe

CVC/CVr

CVC/Cle

High Frequency Words

D - Decodable

IS – Irregularly Spelled (Sight)

Expression*

V – Volume

I – Inflection

P – Phrasing

* 4 point scale, 1 low, 4 high

Single Syllable	Multiple Syllable	High Frequency Words	Fluency
Tally Total: 7 cvcc irregular spelling	Tally Total: 1	Tally Total: 3	Ratings: 62% Accuracy 18 WCPM Expression Mean = 1.7

FIGURE 5 | Word Recognition Record (WR[2]): Jasmine. *High tally scores (more than 3) represent research-based word recognition elements potentially needing additional support in instruction.

patterns (e.g., *-ight*), and a review of 23 irregularly spelled high-frequency words from the Zeno et al. (1995) list. Additionally, a local university partnered with the school to provide after-school, high-intensity tutoring. Jasmine was assigned a teacher candidate who provided individualized support aligned to her data-driven instructional needs.

At the next progress monitoring cycle, in April, using the WR^2, Mrs. Billings observed evidence of Jasmine's improvement in word recognition, along with areas still needing attention. From the March OMFP, Jasmine's primary difficulties had been concentrated in the CVCC pattern and the irregular spelling pattern *-ight*. Her reading rate of 18 WCPM was well below the 50th percentile for her grade level and time of year (Hasbrouck and Tindal 2017). In the April assessment, Mrs. Billings noted marked improvements in Jasmine's decoding of CVCC words, and Jasmine now correctly recognized *-ight* words. However, detailed error analysis revealed a continuing challenge with other irregular single-syllable spelling patterns, such as *-augh, -eigh*, and *-ough*. There was also encouraging progress in Jasmine's recognition of irregularly spelled high-frequency words, while her recognition of decodable high-frequency words remained strong.

Mrs. Billings concluded that the intervention had been effective in improving Jasmine's decoding of CVCC patterns and recognition of *-ight* words, as well as her irregularly spelled high-frequency word recognition. However, additional instruction was still needed for CVVC patterns and other irregular single-syllable spelling patterns. To further support fluency, she incorporated small-group choral reading and repeated reading practices. These interventions emphasized gradual increases in reading rate toward grade-level benchmarks and improved expression and prosody. She planned to provide continued targeted support in these areas while monitoring Jasmine's progress through subsequent assessment cycles.

Mrs. Billings understood that data from the WR^2 represented a snapshot and would become more informative over time through iterative assessment. This ongoing process allowed her to make continuous instructional adjustments based on close analysis of Jasmine's oral reading errors in grade-level texts. Like Ms. Langston in Example #1, Mrs. Billings used her research-based knowledge to make informed, intentional instructional decisions for Tier 2 interventions. She found that analyzing OMFP results with the WR^2 process increased her confidence and precision in targeting students' reading needs in her instruction.

5 | Wrapping up

Using an assessment that provides a WCPM score is a necessary, useful, and efficient way to monitor and evaluate students' progress in their reading development. But WCPM does not provide any diagnostic or instructional value to teachers. Adding WR^2 allows teachers to target individual students' specific word recognition skills in real reading settings adding significant instructional value for teachers.

The WR^2 can give teachers valuable information from repeated OMFP assessments. For individual students, using the WR^2 with each OMFP helps teachers spot patterns in word recognition skills and identify areas needing more support. At the classroom level, it also helps teachers see which students share similar needs and group them for focused small-group instruction.

Conflicts of Interest

The authors declare no conflicts of interest.

Data Availability Statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

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