


Getting Up to Speed :Strategies to Meet  
Common Core Reading Fluency Standards



Gail Adams, M.Ed  
gail@noexcusesu.com

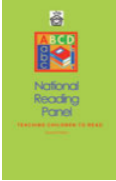
2017 Institutes

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National Reading Panel (2000)  
www.nationalreadingpanel.com

**Five Key Instructional Components**


- Phonemic Awareness
- Phonics
- Fluency**
- Vocabulary
- Comprehension Strategies



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**COMMON CORE STATE STANDARDS INITIATIVE**  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER




- Foundational Reading Skills
  - Alphabet
  - Concept of print
  - Phonological awareness
  - Phonics
  - High-Frequency Words
  - **Fluency**

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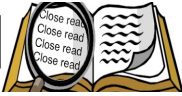
**COMMON CORE STATE STANDARDS INITIATIVE**  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



- **CCSS ELA- Literacy- 3.4, 4.4, 5.4**
- Read with sufficient accuracy and fluency to support comprehension.

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**Close Read**




- Fluency is **prerequisite** skill for secondary students in order to :

“ Read **closely** to determine what the text says explicitly and to make logical inferences from it. cite specific textual evidence when writing or speaking to support conclusions drawn from text.”

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*What is Reading Fluency?*

The ability to read text  
Accurately  
Quickly &  
With Expression



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## WHY IS FLUENCY IMPORTANT?




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## WHY IS FLUENCY IMPORTANT?

It is directly related to:

- Reading Comprehension
- Independent Reading
- Work Completion



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## The Bridge to Comprehension

### FLUENCY



Identifying Words

Constructing Meaning

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## Oral Reading Fluency Correlates Highly with Reading Comprehension


Fuchs, Fuchs, Hosp, & Jenkins, SSR, 2001

Measure	Validity Coefficients
Oral Recall / Retell	.70
Cloze	.72
Question Answering	.82
Oral Reading Fluency	.91

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## Fluent readers...

recognize words automatically.




Fluency and Comprehension  
Samuels, Schermer & Reinking, 1992

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## Fluent readers...


group words together quickly.



Fluency and Comprehension  
Samuels, Schermer & Reinking, 1992

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**Fluent readers...**




do not have to concentrate on decoding the words.

Fluency and Comprehension  
Samuels, Schermer & Reinking, 1992

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**Fluent readers...**

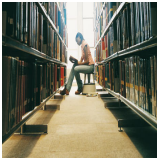


give their attention to comprehension.

Fluency and Comprehension  
Samuels, Schermer & Reinking, 1992

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**Fluent readers...**




recognize words and comprehend at the same time.

Fluency and Comprehension  
Samuels, Schermer & Reinking, 1992

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**Less fluent readers...**



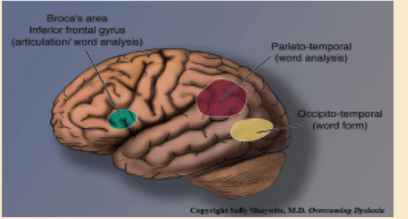
must focus their attention on decoding the words which leaves them little mental focus for understanding what they are reading.

Fluency and Comprehension  
NEU 2017  
Samuels, Schermer & Reinking, 1992

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Blue Orange Purple White Black  
Green Blue Yellow Black Gray  
Black Green Yellow Blue Orange  
Red Blue Red Green Orange  
White Green Yellow Black Red  
Orange Black Purple Yellow Blue  
Red Blue Gray White Black  
Gray Yellow Green Blue Green  
Yellow Blue Purple White Black  
Green Orange Blue Black Yellow

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Broca's area  
Inferior frontal gyrus  
(articulation/ word analysis)

Parieto-temporal  
(word analysis)

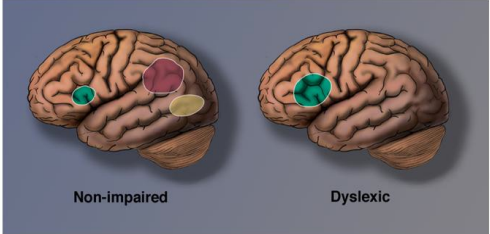
Occipito-temporal  
(word form)

Copyright Sally Shaywitz, M.D., *Overcoming Dyslexia*

Three neural systems for reading exist in the brain's left hemisphere: an anterior system in the region of the inferior frontal gyrus (Broca's area) believed to serve articulation and word analysis; two posterior systems, one in the parieto-temporal region believed to serve word analysis, and a second in the occipito-temporal region (termed the word-form area) and believed to serve for the rapid, automatic, fluent identification of words.

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**Neural Signature for Dyslexia:  
Disruption of Posterior Reading Systems**



Non-impaired                      Dyslexic


©Sally Shaywitz, *Overcoming Dyslexia*, 2003

**Fluency and Independent Reading**



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**Fluent readers...**

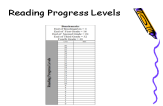


generally find reading to be a pleasurable activity and read more as a result.

Fluency and Independent Reading  
Stanovich, 1986

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**Fluent readers...**

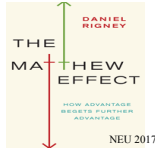


experience accompanying gains in reading related skills like comprehension, vocabulary, background knowledge, decoding, and fluency.

Fluency and Independent Reading  
Stanovich, 1986

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The “Matthew Effect” refers to the fact that in reading ( as in other areas of life) **“the rich get richer and the poor get poorer.”**



Fluency and Independent Reading  
Stanovich, 1986


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**Time Spent Reading**  
Out of School

Standardized Test Score	Time Spent Reading per Day	Words Read Per Year
90%	40 minutes	2 million
50%	13 minutes	.5 million
10%	1.5 minutes	50,000

Anderson, R.C., Wilson, P.T., and Fielding, L.G., (1988). Growth in reading and how children spend their time outside school. *Reading Research Quarterly*, 23, 285-303. NEU 2017

## Advantages of Reading More




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## Advantages of Reading More


Leads to Accompanying Gains in

- Vocabulary
- Comprehension
- Fluency
- Decoding
- Background Knowledge,
- Self Esteem/Confidence
- Conversational Skills
- Writing
- Spelling
- Intelligence



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## Fluency and Work Completion



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**Fluent readers will be better able to complete both **class assignments** and **homework**.**

**This is significant considering the amount of reading assigned as students progress through the grades.**



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Imagine two fourth grade students.




Student A, a fluent reader, is able to read an average of 150 correct words per minute (CWPM).

Student B, a struggling reader, has an average fluency rate of 50 correct words per minute (CWPM).

Both Student A and Student B are assigned the same amount of reading.

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**If Student A completes the reading in 2 hours, it will take Student B 6 hours to do so.**



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## How Do We Measure Reading Fluency?



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*Measuring Reading Fluency*  
 the number of words in text read  
 correctly per minute (wcpm)  
 or...  
 letters, sounds, words



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### Curriculum-Based Norms in Oral Reading Fluency

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111	5	90	166	182	194
	75		47	82		75	139	156	168
	50		23	53		50	110	127	139
	25		12	28		25	85	99	109
	10		6	15		10	61	74	83
2	90	106	125	142	6	90	177	195	204
	75	79	100	117		75	153	167	177
	50	51	72	89		50	127	140	150
	25	25	42	61		25	98	111	122
	10	11	18	31		10	68	82	93
3	90	128	146	162	7	90	180	192	202
	75	99	120	137		75	156	165	177
	50	71	92	107		50	128	136	150
	25	44	62	78		25	102	109	123
	10	21	36	48		10	79	88	98
4	90	145	166	180	8	90	185	199	199
	75	119	139	152		75	161	173	177
	50	94	112	123		50	133	146	151
	25	68	87	98		25	106	115	124
	10	45	61	72		10	77	84	97

\*WCPM = Words Correct Per Minute

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Hasbrouck, J. & Tindal, G. (2005). *Oral Reading Fluency: 80 Years of Measurement* (Tech. Rep. No. 33). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

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## Who needs fluency instruction & practice?

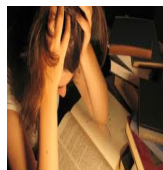
- Most elementary school students
- Struggling readers at the higher grades
- *Good readers can also benefit from practice on challenging text.*

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## What About Students With High Fluency and Low Comprehension?

- Explicitly teach comprehension skills and strategies
- Explicitly teach vocabulary meaning and word learning strategies



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## Finding Students Who Need Fluency Instruction

- Assess words correct per minute using an unpracticed passage at a student's grade level
- Mark all errors except insertions
- Compare to ORF norms.

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## SCORING THE RESULTS

Words read correctly per minute (**FLUENCY**):

1. Time students for one minute on their grade level placement test.
2. Count the number of total words read.
3. Subtract errors to obtain correct words read per minute (cwpm)

$$\begin{array}{r} \text{Total Words Read} \\ - \text{Errors} \\ \hline \text{Correct Words Per Minute} \end{array}$$

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## How Can Fluency Be Increased? *Practice, Practice, Practice Approaches:*

**PROMOTE** fluency with classroom routines and passage reading procedures

- **INTENTIONALLY** build fluency with timed activities
- **PROVIDE** an alternative to silent, sustained reading

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- Authentic, entertaining way to practice reading.
- Leads to improvement in word
- Recognition, fluency and comprehension
- Use scripts that elicit unison response participation, repeated phrases and predictable story.



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- Rhyme, Rhythm and Repetition
- Makes reading fun and easy
- Appropriate for multiple reading
- Builds Fluency



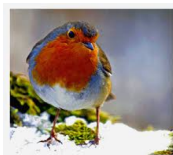
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## Passage Reading Practices to Improve Fluency

Traditional practice :  
Round robin reading

Students take turns reading parts of a text aloud



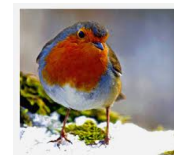
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## Passage Reading Practices to Improve Fluency

Traditional practice :  
Round robin reading

Students take turns reading parts of a text aloud



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### Disadvantages of Round Robin Reading in Large Group Settings

- Decreased practice opportunities
- Decreased attention to task
- Promotes feelings of anxiety



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### Passage Reading Procedures Which Involve All Students, Provide More Practice & Promote Fluency:

- Choral Reading
- Cloze Reading
- Augmented Silent Reading
- Partner Reading



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### CHORAL READING

Whole class reads *ALoud* & *TOGETHER* from same selection

*NON-THREATENING* practice

**PROCEDURE:**

Orally read with students

Read at a moderate rate

Use pre-correction procedures: *"Keep your voice with mine."*



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### Take a Hike

0 Walking is good for you. A fast walk can help your  
11 heart. It can also help your lungs. Walking will help your  
22 bones be strong. It will help you to be fit.  
32 Walking is easy to do. It is fun to walk with someone  
44 else. Ask a friend to walk with you. Try to walk fast for 30  
58 minutes most days. Fast walking means that you can talk.  
68 But you can't sing. You may be putting a little. Be sure to  
81 wear good shoes. Tennis shoes are good walking shoes. Be  
91 sure to take water with you on your walk.  
100 Stretch your legs before you walk. Start walking  
108 slowly. This will warm up your muscles. Then, pick up  
118 your speed. At the end of your walk, stretch your muscles  
129 again. Walking is a great way to get exercise!  
138

Total Words Read \_\_\_\_\_  
- Errors \_\_\_\_\_  
= CWPM \_\_\_\_\_  
\* 100 for percentage score

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### CLOZE READING

*ASSISTS* students in reading difficult material

Provides *GROUP PRACTICE & MAINTAINS* student *ATTENTION*

**PROCEDURE:**

Orally read the material to students

Read at a moderate rate

Pause & have students say the next word

Intentionally delete "meaningful words"

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### The Heart and Lung System

0 Every human body has blood flowing through it. The  
9 body's blood never stops moving. It travels through a big  
19 network of pipes. They are the veins and arteries.  
28 Blood is made up of three different parts: red blood  
38 cells, white blood cells, and platelets. These parts float in  
48 a clear liquid called *plasma*. Red blood cells carry oxygen  
58 throughout the body. White blood cells attack germs in the  
68 body. Platelets stop the bleeding when we cut ourselves.  
77 They help skin to heal.  
82 The body needs oxygen to live. Oxygen keeps the  
91 body working. When a person breathes, air goes into the  
101 lungs. Lungs are like two big air sacs. Inside the lungs  
112 are tiny holes called *air sacs*. They are surrounded by tiny  
123 blood channels. The heart pumps blood through them.  
131 Oxygen goes through the air sacs and enters the blood.  
141 The heart pumps this oxygen-rich blood through the  
150 arteries. The blood is then returned to the heart and lungs  
161 through the veins.  
164

Total Words Read \_\_\_\_\_  
- Errors \_\_\_\_\_  
= CWPM \_\_\_\_\_  
\* 100 for percentage score

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### Silent Reading

Students read a selection silently while the teacher monitors.


**Specify the amount to be read.** For students who are having difficulty, have them read one paragraph silently. With students who are not having difficulty, have them read a larger section silently.

**Instruct students to reread** the material if they finish early.

**Monitor** while students are reading. **Select students to "whisper read"** to you.

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### INDIVIDUAL TURNS



Students **TAKE TURNS** reading aloud

**PROCEDURE:**

**SMALL GROUP:** Call on students in random order. Vary amount each student reads

**LARGE GROUP:** Students 1st read to a partner before calling on individuals

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### PARTNER READING

**EASY & EFFECTIVE** way to involve students  
Increases instructional **TIME ON TASK**

**PROCEDURE:**  
Assign students partners (#1 is higher performing student)  
Designate amount to read to partner  
When an error is heard, have students use the "Ask, then Tell" procedure:  
**Ask** "Can you figure out this word?"  
**Tell** "The word is \_\_\_\_\_."  
"Read the sentence again."

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### Utilize Repeated Reading Activities to INTENTIONALLY build fluency

The Report of the National Reading Panel found that the following techniques to be highly effective in developing reading fluency:

Having students read and **reread** text three to five times or until a certain level of fluency is reached.  
Using audiotapes, tutors or **peers** for repeated reading practice.  
Giving **feedback** to guide the reader's performance

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## How do you increase fluency?

Read, Read, Read, Read, Read

# READ

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PRACTICE DOES NOT MAKE PERFECT.  
PERFECT PRACTICE MAKES PERFECT




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**Accuracy**  
# of words read correctly/total # of words read

**Independent** 97-100%  
(+ good/excellent comprehension)

**Instructional** 96-91%  
(+ good/satisfactory comprehension)

**Frustration** 90% & below  
(+ satisfactory/fair/poor comp)




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## The Six-Minute Partner Fluency Model

Uses the research of :  
Repeated Reading  
Peer Assisted Learning

Partners :  
Read a passage to each other  
Get peer feedback  
Record timings

Once students are trained in the procedure, it takes only 6 minutes of the instructional period.



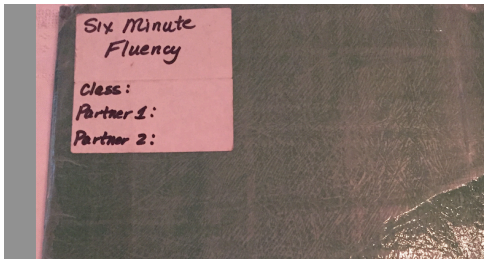
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## Materials

Student Partners	Teacher
1 pocket folder containing : 2 copies of the same passage or fluency building sheet	One timer
2 graphs or fluency record- one for each partner	
1 marking pen and small cloth	

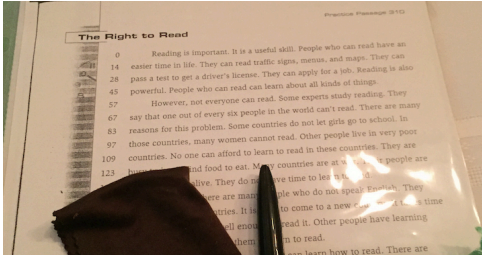
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## Cover of Pocket Chart



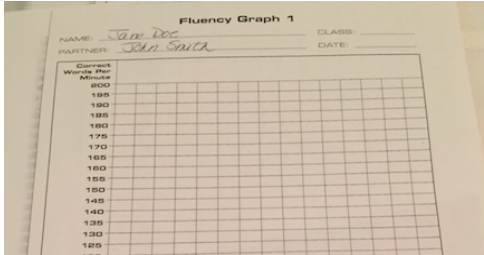
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## Passages, Pen and Cloth

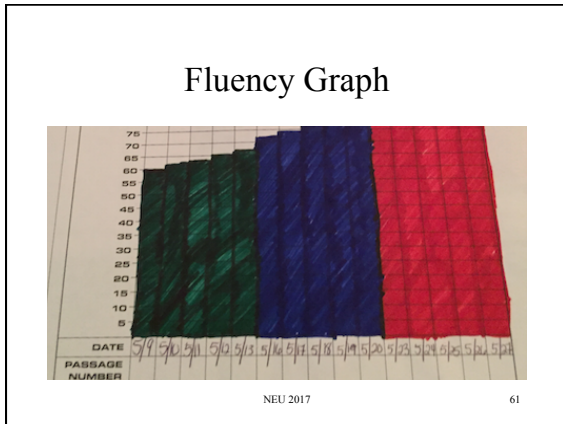


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## Fluency Graph



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### Instructional Format

**Materials**

- Marking pen
- Cloth
- 2 copies of passage in plastic sleeves
- 2 student record sheets
- Timer

Time	Procedures
Minute 1	<ul style="list-style-type: none"> <li>• Announce fluency timings are to begin.</li> <li>• Partners retrieve portfolios and record the date.</li> </ul>
Minute 2	<ul style="list-style-type: none"> <li>• Set timer &amp; say, "Begin"</li> <li>• Partner 1 reads.</li> <li>• Partner 2 marks errors &amp; stopping point on own copy.</li> </ul>

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### Instructional Format (con't.)

Minute 3	<ul style="list-style-type: none"> <li>• Partner 2 tells Partner 1 how many words were read, number of errors &amp; follows error correction procedure.</li> <li>• Partner 1 records the numbers on record sheet</li> <li>• Partner 2 wipes off <i>Practice Passage</i> &amp; gives pen to Partner 1.</li> </ul>
Minute 4	<ul style="list-style-type: none"> <li>• Set timer &amp; say, "Begin"</li> <li>• Partner 2 reads.</li> <li>• Partner 1 marks errors &amp; stopping point on own copy.</li> </ul>
Minute 5	<ul style="list-style-type: none"> <li>• Partner 1 tells Partner 2 how many words were read, number of errors &amp; follows error correction procedure.</li> <li>• Partner 2 records the numbers on record sheet</li> <li>• Partner 1 wipes off <i>Practice Passage</i> &amp; returns the marking pen &amp; clothe to the plastic bag.</li> </ul>
Minute 6	<ul style="list-style-type: none"> <li>• Return portfolios to the designated place</li> </ul>

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### Weekly Sample Schedule

Monday Partnerships preview new passage for accuracy by whisper reading and underlining unknown words. Teacher monitors and identifies any words unknown to either partner.

**Option 1 :** Use allotted six minutes for partners to preview passages. No timings.

**Option 2 :** Allow for extra time on Mondays ( 10-15 minutes). Partners preview passages for accuracy *and* practice during allotted six minutes.

Tuesday - Friday- Fluency Practice

Friday -Partners turn in passages and select new ones

**Option :** Extend time to incorporate comprehension strategies or summary writing using the practiced passage before turning it in and selecting a new one.

### Partner Fluency Model Steps

Procedure	Estimated Time
1. Assess Students	1 - 2 hours
2. Rank Students /Select Partnerships	1 hour
3. Introduce Fluency Concept	20 - 30 minutes
4. Establish Partnership Behavior	10 minutes
5. Train Students in Partner Procedures	20 - 30 minutes
6. Train Students in Material Management	10 - 15 minutes

\*Once these six steps are completed, the daily fluency procedure takes only 6 minutes a day!

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**Step One- Assess students for instructional reading level**  
*Procedures : Administer two assessments*

1. Administer a one-minute fluency timing on a grade level passage to determine how many correct words per minute each student reads.
2. Administer reading assessment to determine independent and/or instructional reading level of each student.

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LEVEL 3 ASSESSMENT PASSAGE

**Reptiles: Cold-Blooded Animals**


0 Reptiles have lived on earth for a long time. They  
 10 have been here for more than 300 million years. Reptiles  
 20 are animals. They are cold-blooded. This means that their  
 30 body temperature changes. When it is cold outside, reptiles  
 39 are cold. When it is hot outside, reptiles are hot. Reptiles  
 50 eat 30 to 50 times less food than mammals. This is because  
 62 they do not have to burn fuel for energy. Reptiles have dry,  
 74 scaly skin. Their skin protects them from drying out.  
 86 There are many kinds of reptiles. More than 8,000  
 92 types of reptiles live on earth. Reptiles live all over the  
 103 world. Some reptiles live on land. Others live in the water.  
 114 Living reptiles fall into four classes. Turtles are one class  
 124 of reptiles. They are reptiles with a shell. Turtles are the  
 135 oldest living reptile group. Crocodiles are another class of  
 144 reptiles. Alligators are included in this group. Lizards are  
 153 a type of reptile. Snakes are reptiles, too.  
 160

NEU 2017 Total Words Read: \_\_\_\_\_  
 - Errors: \_\_\_\_\_  
 - CWPM: \_\_\_\_\_

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**Procedures for Conducting an Oral Reading Fluency Assessment**

1. Use 2 copies of the text- **one for the student** to read and **one** on which to **record** errors and stopping point.
2. **Explain the purpose** of the timing to the student using age appropriate language.
3. **Indicate** that you would like to hear the student **read** aloud, **quickly and carefully**.
4. **Tell the student the title** of the passage.



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**Procedures for Conducting a Passage Reading Assessment (continued)**

5. **Set the timer** for one minute and direct the student's attention to the beginning of the passage.
6. **Tell student to begin reading** when ready and then start the timer. **Don't say "ready, set, go"**.
7. **As the student reads, follow along and record errors**.
8. **When timer sounds, put a mark after the last word** the student read.

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**Procedures for Conducting a Passage Reading Assessment (continued)**

9. **Determine total words read :**
  - Count each word beginning with the number to the left of the line on which the student stopped reading to determine the total number of words read.
  - Subtract errors from total to determine correct words read in one minute.
10. **Guidelines for counting words :**
  - Abbreviations such as "Mr." count as a word.
  - A number written as a numeral ( 1984) counts as a word.
  - Hyphenated words count as individual words- twelve-year-old would count as three words.

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**Oral Reading Fluency Errors**

- ☒ **Mispronunciations/Dropped endings**
- ☒ **Substitutions**
- ☒ **Hesitations/No attempt**
- ☒ **Omissions**
- ☒ **Transpositions (out of sequence)**
- ☒ **Repeated errors count each time**



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**Note, but DO NOT COUNT as Errors**

- ☑ Errors made, then self-corrected
- ☑ Repeated words read correctly
- ☑ Punctuation errors
- ☑ Dialect or speech problems
- ☑ Insertions

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**Step One- Assess students for instructional reading level**


*Procedures : Administer two assessments*

1. Administer a one-minute fluency timing on a grade level passage to determine how many correct words per minute each student reads.
2. Administer reading assessment to determine independent and/or instructional reading level of each student.

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**Obtain an Instructional Reading Level Score**

- Examples :
- San Diego Quick Test of Sight Word Recognition,
- Scholastic Reading Inventory
- STAR Reading
- Lexile



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**San Diego Quick Assessment of Reading Ability**

**SKILL ASSESSED**  
Word Recognition

**Grade Level**  
K-11

**Language**  
English

**Grouping**  
Individual

**Approximate Testing Time**  
10 Minutes

**Materials**  
Record Form (p. 83)  
Student Material (pp. 84-85)

**Source**  
From "The Guided Word List: Quick Gauge of Reading Ability" by Margaret Lu Papay et al.

**WHAT** This test measures the recognition of words out of context. Generally, proficient readers read as accurately both in and out of context. The test consists of 13 graded word lists from preprimitives to eleventh grade. The words within each list are of about equal difficulty.

**WHY** Weak readers severely on context and recognize words in context more easily than out of context.

**HOW** Begin with a list two or three sets below the student's grade level and continue until the student makes three or more errors in a list. Present the Student Material word list to the student. Use a paper to cover word lists not being read. Mark errors on the Record Form by crossing out each missed word. Mispronunciations can be written down next to the word.

When the teacher says "Next," the student should move the paper down and read the next word. Encourage the student to read words that he or she does not know so that you can identify the techniques used for word identification. Wait no longer than five seconds before moving on to the next word.

CONTINUED

SAN DIEGO QUICK ASSESSMENT OF READING ABILITY 83

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**WHAT IT MEANS** Each list completed by the student can be scored as shown below.

Errors/List	Reading Level
1 Error	Independent Level
2 Errors	Instructional Level
3 Errors	Frustration Level

**Student Reading Level**  
The student's reading level is the last grade-level word list in which the student made eight or more words correctly.

**WHAT'S NEXT?** If students do well on this test but poorly on reading passages, fluency practice is beneficial. If students do poorly on the assessment, further assessment is necessary to identify underlying causes. The *COZE Phonetic Survey* will identify whether or not decoding skill knowledge is causing poor word recognition, and the *COZE Phoneme Segmentation Test* would isolate phonemic awareness as an underlying factor.

**San Diego**  
CORE Teaching Reading Scorebook, Section IV: Decoding and Word Attack

NEU 2017

**San Diego Quick Assessment – Record Form**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Directions: Begin with a list that is at least two or three sets below the student's grade level. Have the student read each word aloud in that list. Continue until the student makes three or more errors in a list.

Reading Levels: One error, independent level; two errors, instructional level; three errors, frustration level. When testing is completed, record the highest grade level in each of these categories in the spaces below.

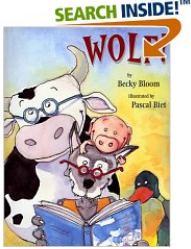
Independent	Instructional	Frustration
Preprimer	Primer	Grade 1
Grade 2	Grade 3	Grade 4
Grade 5	Grade 6	Grade 7
Grade 8	Grade 9	Grade 10
Grade 11		

NEU 2017 83





## Introduce Fluency with a Read Aloud



A wolf learns to read in order to impress "educated" barnyard animals.

He first reads haltingly, "Run-Wolf-Run."

Then he tries to read too fast: "Once upon a time there were three little pigs."

Finally with practice, he learns to read with confidence and passion.

NEU 2017 91


## Teacher Modeling Examples and Non Examples

Fluency is reading accurately, quickly and with expression.

Fluency is just right reading, not too fast and not too slow.

Fluent readers sound like they are talking.


Model and ask students to discriminate between fluent and non fluent reading- e.g. thumbs up or down.



NEU 2017 92

## Step Three

### Introduce Fluency Concept/Repeated Reading AFTER Reading for Accuracy



**Procedures :**

- Teacher demonstrates whisper reading the sample passage for one minute, tracking as he/she reads, underlining unknown words and making a mark after the last word read as the timer sounds. Teacher then demonstrates how to use the line count to figure out correct number of words read. Teacher demonstrates how to use the graph.
- Students whisper read passage for one minute, figure out the correct number of words read and graph. Procedure is repeated for a second minute
- Students compare number of cwpm on each timing.
- Teacher leads class discussion on the benefits of repeated reading.

NEU 2017 93

### The Right to Read Practice Passage 310- Use to Introduce Fluency

0 Reading is important. It is a useful skill. People who can read have an  
 14 easier time in life. They can read traffic signs, menus, and maps. They can  
 28 pass a test to get a driver's license. They can apply for a job. Reading is also  
 45 powerful. People who can read can learn about all kinds of things.  
 57 However, not everyone can read. Some experts study reading. They  
 67 say that one out of every six people in the world can't read. There are many  
 83 reasons for this problem. Some countries do not let girls go to school. In  
 97 those countries, many women cannot read. Other people live in very poor  
 109 countries. No one can afford to learn to read in these countries. They are  
 123 busy trying to find food to eat. Many countries are at war. Their people are  
 138 fighting to stay alive. They do not have time to learn to read.  
 151 In the U.S., there are many people who do not speak English. They  
 164 came from other countries. It is hard to come to a new country. It takes time  
 180 to learn the language well enough to read it. Other people have learning  
 193 problems. It is harder for them to learn to read.  
 203 The good news is that everyone can learn how to read. There are  
 216 special programs to teach people to read. One of the best ways to become  
 230 better at reading is to read every day. Countries want to show their citizens  
 244 how important it is to learn to read. Every September 8, we celebrate  
 257 International Literacy Day. Literacy is a word that means being able to read,  
 270 write, and speak.

Total Words Read \_\_\_\_\_  
 Errors \_\_\_\_\_ 94  
 = CWPM \_\_\_\_\_

NEU 2017

### Partner Fluency Graphing Recording Sheet

Student Name: \_\_\_\_\_

Passage Number	
150	
145	
140	
135	
130	
125	
120	
115	
110	
105	
100	
95	
90	
85	
80	
75	
70	
65	
60	
55	
50	
45	
40	
35	
30	
25	
20	
15	
10	
5	
Total words	
Errors	
Total Correct words	
Days	

NEU 2017 95

## Step Four

### Establish Partner Behavior



**Social Aspect :**

- Cooperation and Respect
- Seating Arrangements

**Procedural Aspect :**

- Tracking, Underlining and Noting Last Word Read
- Providing Positive Feedback
- Error Correction Procedures

NEU 2017 96



**Step Four**  
**Establish Partner Behavior**  
Cooperation and Respect




*Procedures :*

- **Teacher discusses cooperative and respectful partnerships.**
- For example, the teacher may say to the class, " We are going to be working in partnerships to build reading fluency. Partners have been selected based on assessment data. Your fluency partnership will be a working relationship for only 6 minutes of the class period."
- "You do not have to be friends with your partner. You do not have to even talk to your partner outside of this classroom. However, you **MUST** work cooperatively and respectfully during the partner fluency time."


NEU 2017 97

**Step Four**  
**Establish Partner Behavior**




*Procedures :*

- Teacher states "No Arguing" rule and may give demonstration as to how arguing wastes fluency time.




NEU 2017 98

**Step Four**  
**Establish Partner Behavior**  
Seating Arrangements




- ❑ Teacher selects a volunteer student partner to demonstrate correct partner behavior during read - "lean in and whisper read."




NEU 2017 99

**Step Four**  
**Establish Partner Behavior**  
Tracking, underlining mistakes and noting last word read




- ❑ Teacher demonstrates keeping track of words partner reads, underlining mistakes and putting a slash mark after the last word read when the timer sounds.



NEU 2017 100

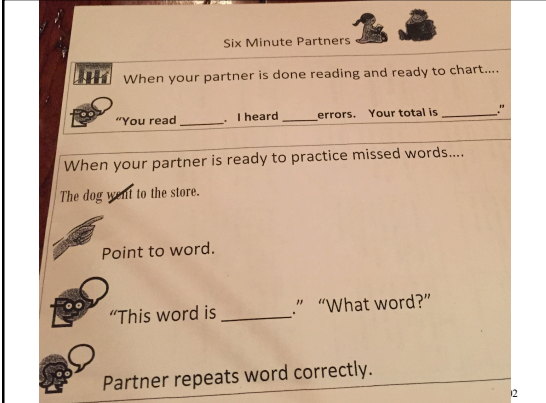
**Step Four**  
**Establish Partner Behavior**  
Providing Feedback



The teacher demonstrates giving **polite feedback** to a partner after the one-minute reading is completed.

- "You read 85 words. I heard 3 errors. Your correct words read per minute is 82."
- **Script :** You read \_\_\_\_\_. I heard \_\_\_\_\_ errors. Your total is \_\_\_\_\_

NEU 2017 101



Six Minute Partners

When your partner is done reading and ready to chart....

"You read \_\_\_\_\_. I heard \_\_\_\_\_ errors. Your total is \_\_\_\_\_."

When your partner is ready to practice missed words....

The dog ~~went~~ to the store.

Point to word.

"This word is \_\_\_\_\_." "What word?"

Partner repeats word correctly.


2

**Step Four**

**Establish Partner Behavior**

Recoding fluency score on graph

The teacher demonstrates marking fluency score on the graph.



NEU 2017 103

**Step Five**

**Train Students in Six-Minute Solution Partner Procedures**

*Materials Required:*

- Copy of training passage for each student enclosed in a plastic sleeve
- A marking pen and an erasing cloth for each partnership
- Recording sheet or graph for each student

NEU 2017 104

**Step Five**

**Train Students in Six-Minute Solution Partner Procedures**

*Materials Required:*

- Copy of training passage for each student enclosed in a plastic sleeve
- A marking pen and an erasing cloth for each partnership
- Recording sheet or graph for each student

NEU 2017 105

**Step Five**

**Train Students in Partner Procedures**

*Procedures :*

- Teacher sets timer for one minute and instructs **all partner 1s to read** and **all partner 2s to follow along** and underline errors.
- After the timer sounds, teacher instructs **all partner 2s to give feedback to all partner 1s**- how many total words read, how many errors made and how many correct words per minute.
- Teacher instructs **all partner 2s to give error correction feedback.**
- Teacher instructs **all partner 1s to graph** or record their score.

NEU 2017 106

**Step Five**

**Train Students in Partner Procedures**


*Procedures :*

- Teacher instructs **students to change roles** and get ready for the second timing. **Students repeat procedure** for a second minute.
- Repeat procedure. Students compare number of cwpm on each timing.
- **Note:** Teacher should walk around the room and monitor carefully at all times.

NEU 2017 107

**Partner Practice**

- Smoking : A Deadly Habit



NEU 2017 108

PRACTICE PASSAGE 809

**Smoking: A Deadly Habit**

9 Studies indicate that smoking kills hundreds of thousands of Americans every year. Almost every day, nearly 5,000 people under the age of 18 smoke for the first time. Unfortunately, many of these young people become smokers for life. In fact, nine out of ten adult smokers started smoking when they were teenagers. Very few smokers develop the habit as adults. Tobacco companies frequently target children in their advertising campaigns. These companies are aware of the fact that once kids become addicted to smoking, they often become smokers for life.

67 Most teenagers develop a smoking habit for purely social reasons. Many teenagers believe that smoking gives them the illusion of being older or glamorous. Others start smoking because their parents, relatives, or other role models smoke. Some kids pick up the habit in the hopes of being accepted by peers who smoke.

141 What is a direct smoking that is so addictive? Tobacco—the main ingredients in cigarettes, pipes, cigars, and smokeless tobacco—is a plant that contains nicotine, a highly addictive substance. In fact, nicotine is said to be even more addictive than heroin or cocaine.

185 Smoking is detrimental to the human body. It raises blood pressure, causes the heart to beat faster, and is a leading cause of coronary heart disease. Smokers have more upper respiratory diseases and a much higher incidence of lung cancer. Smoking also affects a person's brain and leads to an increased risk of stroke. In addition to health risks, smoking causes bad breath, stained teeth, skin wrinkles, and premature aging, and costs a considerable amount of money.

256 It is advisable to avoid the habit entirely. However, the good news is that smokers who quit improve their health almost immediately.

274 Less than 12 hours after quitting, oxygen levels in the body increase to normal levels. At the same time, carbon monoxide levels in the blood decrease to a normal range. After only 24 hours, the chance of having a heart attack is reduced. Within a couple of weeks, the body's circulation improves enough that physical activity becomes easier.

345 At their one-year anniversary, ex-smokers experience a 50 percent decrease in the risk of a heart attack. At the five-year anniversary, the stroke risk is that of a nonsmoker. After ten years, the risk of developing lung cancer decreases by half. And, 15 years after quitting, the risk of heart disease and death are the same as a nonsmoker.

408

Total Words Read \_\_\_\_\_  
 = Errors \_\_\_\_\_ 109  
 = Correct \_\_\_\_\_  
 Practice Passage 809

NEU 2017

## Instructional Format

**Materials**

- Marking pen
- Cloth
- 2 student record sheets
- Timer
- 2 copies of passage in plastic sleeves

Time	Procedures
1 minute	<ul style="list-style-type: none"> <li>• Announce fluency timings are to begin.</li> <li>• Partners retrieve portfolios and record the date.</li> </ul>
1 minute	<ul style="list-style-type: none"> <li>• Set timer &amp; say, "Begin"</li> <li>• Partner 1 reads.</li> <li>• Partner 2 marks errors &amp; stopping point on own copy.</li> </ul>


NEU 2017 110

## Instructional Format (cont.)

1 minute	<ul style="list-style-type: none"> <li>• Partner 2 tells Partner 1 how many words were read, number of errors &amp; follows error correction procedure.</li> <li>• Partner 1 records the numbers on record sheet</li> <li>• Partner 2 wipes off <i>Practice Passage</i> &amp; gives pen to Partner 1.</li> </ul>
1 minute	<ul style="list-style-type: none"> <li>• Set timer &amp; say, "Begin"</li> <li>• Partner 2 reads.</li> <li>• Partner 1 marks errors &amp; stopping point on own copy.</li> </ul>
1 minute	<ul style="list-style-type: none"> <li>• Partner 1 tells Partner 2 how many words were read, number of errors &amp; follows error correction procedure.</li> <li>• Partner 2 records the numbers on record sheet</li> <li>• Partner 1 wipes off <i>Practice Passage</i> &amp; returns the marking pen &amp; cloth to the plastic bag.</li> </ul>
1 minute	<ul style="list-style-type: none"> <li>• Return portfolios to the designated place</li> </ul>

NEU 2017 111

## What If . . . My Setting Doesn't Lend Itself to Partner Practice?



- Use one of the following *individual fluency practice* models
- Use a *small group* model

NEU 2017 112

## Adaptations for Individualized Repeated Reading Practice

**Option 1:** All students read passages at their own instructional level. Each student follows the same step every day.

**Monday** - Students select a new passage, preview it independently while underlining difficult words. Teacher meets with each student individually. Teacher reads entire passage with student for accuracy, modeling fluent reading (untimed). Teacher then sets the timer for one minute and listens to the student read the passage to obtain an initial fluency score. Student records initial correct words per minute on graph. Time: Approximately 3-4 minutes per student.

**Tues, Wed, Thurs** - Teacher meets with each student individually for a one minute timing. After receiving feedback from teacher, students mark their graph. While waiting for their turn with the teacher, students practice by whisper reading their own passage. Time: Approximately 2 minutes per student.

**Friday** - Teacher meets with each student individually for a one minute FINAL timing on the weekly passage. Student records final CWP/M. Students may then compare their initial with their final score. Teacher may want to have each student write a short summary of their passage.

NEU 2017 113

## Adaptations for Individualized Repeated Reading Practice

**Option 2:** Students read passages at their own instructional level and proceed through the steps at their own rate.

**Step 1** - Select passage. Student chooses a new passage and previews it independently while underlining difficult words.

**Step 2** - Accuracy Check. Teacher then reads entire passage with student for accuracy, modeling fluent reading (untimed).

**Step 3** - Obtain initial fluency score. Student reads passage to teacher while being timed for one minute. Teacher tells student how many correct words were read and assists students in correcting any errors. Student then records initial cwp/m on graph.

**Step 4** - Teacher and student conference to determine the student's target goal. Consider the readability and corresponding desirable fluency rate as well as the student's reading skills and motivation. The target goal should be attainable and as a general rule between 20 and 40 words above the initial goal.

**Step 5** - Student meets with teacher every day and reads the passage for one minute. After receiving feedback from the teacher, student records correct words per minute on the graph.

**Step 6** - Student reaches target goal with 3 or fewer errors.

NEU 2017 114

### Adaptations for Repeated Reading in a Small Group Setting

Repeated reading practice can also be implemented in a small group setting such as within a Literature Circle or Guided Reading Group using the same passage at the same instructional level.

**First (Unpracticed) Timing**  
Time the students for one minute.  
Students should whisper read.  
Ask students to underline difficult words and circle the last word read.  
Guide students in determining the correct number of words read and ask them to record it at the bottom of the page.

**Accuracy Building- Practice**  
Chorally read material with students  
Model fluent reading.

NEU 2017 115


### Adaptations for Repeated Reading in a Small Group Setting

**Fluency Building- Practice**  
Ask students to whisper read for one minute.  
Students should try to get beyond their cold timing.

**Final (Practiced) Timing**  
Ask students to write their name at the top of the page and to erase all markings.  
Have students exchange papers with partners.  
Have one partner read while the other follows along, underlines any word errors and circles the last word read.  
Repeat with roles reversed.  
Ask partners to determine the correct number of words read and record at top of page.  
Have partners return papers. Students should then graph their own timings.

NEU 2017 116

### Writing can be Incorporated by Allocating Additional Time



NEU 2017 117

### Summary Writing Frame

This passage was about \_\_\_\_\_  
\_\_\_\_\_. First, I learned  
\_\_\_\_\_. Next, I learned  
\_\_\_\_\_. Finally, I  
learned \_\_\_\_\_.

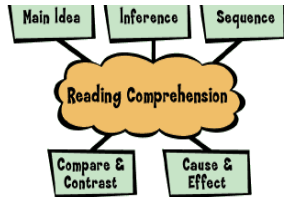
NEU 2017 118

### Summary Writing Frame

Topic Sentence ( name the who or the what and tell the most important thing about the who or the what). One important fact is \_\_\_\_\_.  
Another important fact is \_\_\_\_\_.  
A final important fact is \_\_\_\_\_.

NEU 2017 119

### Reading Comprehension Questions May Be Added



NEU 2017 120

**Passage | 311 The Right to Read**

**Comprehension**

1. Decide whether each sentence is a fact or an opinion. Fill in the correct bubble.

Fact	Opinion	
<input type="radio"/>	<input type="radio"/>	a. About one out of every six people in the world can't read.
<input type="radio"/>	<input type="radio"/>	b. Reading is an enjoyable pastime.
<input type="radio"/>	<input type="radio"/>	c. Everyone should be required to learn how to read.
<input type="radio"/>	<input type="radio"/>	d. Some countries do not let girls go to school.
<input type="radio"/>	<input type="radio"/>	e. International Literacy Day is September 8 <sup>th</sup> each year.
<input type="radio"/>	<input type="radio"/>	f. In the U.S., many people do not speak English.

2. Circle the word that best completes each sentence. Write the word on the line.

a. People who can read can \_\_\_\_\_ about a lot of things.  
learn      forget      celebrate

b. In some countries, \_\_\_\_\_ cannot go to school.  
men      girls      boys

c. It is \_\_\_\_\_ to move to a country when you don't speak the language.  
hard      easy      fun

d. A person must be able to \_\_\_\_\_ to pass a driver's test.  
sing      talk      read

e. One of the best ways to become a good reader is to \_\_\_\_\_ every day.

**Smoking: A Deadly Habit** Passage 303

**Comprehension**

1. Which statement would most likely cause the author to disagree?

a. \_\_\_\_\_ Teenagers can easily quit smoking when they are older.  
b. \_\_\_\_\_ Tobacco companies should not be allowed to target advertising at teenagers.  
c. \_\_\_\_\_ Smoking leads to a variety of serious health problems.  
d. \_\_\_\_\_ Tobacco in any form is highly addictive.

2. The author probably wrote this passage

a. \_\_\_\_\_ to encourage companies to advertise cigarette on television  
b. \_\_\_\_\_ to provide specific information about the harmful effects of smoking  
c. \_\_\_\_\_ to sell smokeless tobacco to youngsters  
d. \_\_\_\_\_ to persuade older smokers to quit smoking.

3. The information in this passage best supports the idea that

a. \_\_\_\_\_ with a little willpower smokers can quit at any time  
b. \_\_\_\_\_ smoking is a glamorous habit  
c. \_\_\_\_\_ it is best never to smoke cigarettes, cigars, pipes or chew tobacco  
d. \_\_\_\_\_ many people start to smoke when they are very old.

4. What is the main idea of the fourth paragraph?

a. \_\_\_\_\_ Nine out of ten adult smokers began smoking as teenagers  
b. \_\_\_\_\_ Effects on the body when a person stops smoking

## Examples of Fluency Building Sheets

- Vowel Discrimination
- Consonant- vowel- consonant words
- Automatic Words in sets of 10
- Automatic Words in sets of 25
- Prefixes
- Prefix Word Practice

NEU 2017 123

LETTER/SOUND FLUENCY SHEET 1

**Short a and Short i Letter Sounds**  
(Sounds only or letters and sounds together)

0	i	a	a	i	i
5	a	a	i	i	a
10	a	i	a	i	a
15	i	a	a	i	a
20	i	i	i	a	a
25	a	a	a	a	i
30	i	a	i	a	i
35	a	i	a	i	a
40	i	a	a	i	i
45	a	i	a	i	a
50	i	a	i	a	i
55	a	a	i	a	i
60					

NEU 2017 4

**Discrimination Practice** SHORT "A" AND SHORT "I" CYCLE WORDS

0	cat	big	win	Dan	rat
5	cap	pit	jam	hip	rag
10	mad	lid	tag	tin	fan
15	can	dim	dig	man	six
20	cat	big	win	Dan	rat
25	cap	pit	jam	hip	rag
30	mad	lid	tag	tin	fan
35	can	dim	dig	man	six
40	cat	big	win	Dan	rat
45	cap	pit	jam	hip	rag
50	mad	lid	tag	tin	fan
55	can	dim	dig	man	six
60					

NEU 2017 5

**List 3** PRIMARY AUTOMATIC WORDS BY TENS

0	this	had	not	are	but
5	from	or	have	an	they
10	this	had	not	are	but
15	from	or	have	an	they
20	this	had	not	are	but
25	from	or	have	an	they
30	this	had	not	are	but
35	from	or	have	an	they
40	this	had	not	are	but
45	from	or	have	an	they
50	this	had	not	are	but
55	from	or	have	an	they
60					

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## Other Reading Skills Worthy of Fluency Building: Intermediate

Automatic High Frequency Words (would, there, about)

Prefixes (re, in, dis, mis, ab, ad)

Suffixes (sion, able, le, ly)

Vowel combinations er, ee, oa, ai, ou, ow)

Content vocabulary (constitution, government, democracy)

NEU 2017

127

### Automatic Words - Set 1

0	the	of	and	to	a
5	in	that	is	was	he
10	for	it	with	as	his
15	on	be	at	by	I
20	this	had	not	are	but
25	the	of	and	to	a
30	in	that	is	was	he
35	for	it	with	as	his
40	on	be	at	by	I
45	this	had	not	are	but
50	the	of	and	to	a
55	in	that	is	was	he
60	for	it	with	as	his
65	on	be	at	by	I
70	this	had	not	are	but
75					

NEU 2017

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### Prefix Elements Practice Page (mis, sub, pre, inter)

	mis	sub	pre	inter	mis	sub
6.	pre	inter	mis	sub	pre	inter
12.	mis	sub	pre	inter	mis	sub
18.	pre	inter	mis	sub	pre	inter
24.	mis	sub	pre	inter	mis	sub
30.	pre	inter	mis	sub	pre	inter
36.	mis	sub	pre	inter	mis	sub
42.	pre	inter	mis	sub	pre	inter
48.	mis	sub	pre	inter	mis	sub
54.	pre	inter	mis	sub	pre	inter
60.	mis	sub	pre	inter	mis	sub
66.	pre	inter	mis	sub	pre	inter
72.						

NEU 2017

129

### Prefixes Words Practice (mis, sub, pre, inter)

	misfile	subclass	pregame	intermix	misadvise
5.	submarine	preheat	interact	misconnect	sublease
10.	predawn	subgroup	interchange	misname	subway
15.	preorder	interlock	misfire	submerge	predinner
20.	interstate	mistype	subdivide	preharvest	intersect
25.	misaddress	substandard	preplan	interspaces	misread
30.	misfile	subclass	pregame	intermix	misadvise
35.	submarine	preheat	interact	misconnect	sublease
40.	predawn	subgroup	interchange	misname	subway
45.	preorder	interlock	misfire	submerge	predinner
50.	interstate	mistype	subdivide	preharvest	intersect
55.	misaddress	substandard	preplan	interspaces	misread
60.	misfile	subclass	pregame	intermix	misadvise
65.	submarine	preheat	interact	misconnect	sublease
70.					

NEU 2017

130

## Examples from Six Minute Solution and eSolution: Fluency, Comprehension and Vocabulary

www.voyagersopris.com



NEU 2017

131

## How Can Fluency Be Increased? Practice, Practice, Practice Approaches:

- PROMOTE fluency with classroom routines and passage reading procedures
- INTENTIONALLY build fluency with timed activities
- PROVIDE an alternative to silent, sustained reading

NEU 2017

132

## Use a Novel Partner Routine as an Alternative to Silent Sustained Reading

### Reasons :

Struggling readers often do not make effective and efficient use of silent, independent reading time.

Students are more on task when reading with a partner than if reading silently.

Reading with a partner whose reading level and fluency is similar will allow students to apply their decoding, fluency and comprehension skills.



NEU 2017

133

## Narrative Comprehension :Novel Partners



### Goals :

1. Increase students' reading fluency
2. Improve students' comprehension of narrative materials
3. Increase students' overall reading comprehension
4. Promote independent reading

NEU 2017

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## What are Novel Partners?

▪Student pairs take turns reading the same novel aloud to one another during a routine lasting from 10 to 30 minutes

▪Novel Partners select books at their independent level where the text is relatively easy- 95% Success Rate (not more than 1 in 20 difficult words)

NEU 2017

135

## Partner Reading - Introduction Job Card # 1

### Coach

- Follow along and listen carefully
- **Correct mistakes**
- **ASK "Can you figure out this word.** If your partner says the word within 4 seconds, say : **"Good. Read the sentence again."**
- **TELL :** If your partner waits longer than 4 seconds, say : **"This word is \_\_\_\_\_. What word? Good, read the sentence again."**

### Reader 1

- Read for five minutes to your partner
- Whisper read.
- After reading, tell who or what the section was about in your own words.
- Alternate every 5 minutes

NEU 2017

136

## Partner Reading - Summarization Job Card # 2

### Coach

- Follow along and listen carefully
- **Correct mistakes**
- **ASK "Can you figure out this word.** If your partner says the word within 4 seconds, say : **"Good. Read the sentence again."**
- **TELL :** If your partner waits longer than 4 seconds, say : **"This word is \_\_\_\_\_. What word? Good, read the sentence again."**

### Summarization :

- When your partner is done reading, ask:
- Who or what was this section about?
  - What did it tell us about \_\_\_\_\_

### Reader 1

- Read for five minutes to your partner
- Whisper read.
- After reading, tell who or what the section was about in your own words.
- Alternate every 5 minutes

NEU 2017

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## Partner Reading - Summarization and Prediction Job Card # 3

### Coach

- Follow along and listen carefully
- **Correct mistakes**
- **ASK "Can you figure out this word.** If your partner says the word within 4 seconds, say : **"Good. Read the sentence again."**
- **TELL :** If your partner waits longer than 4 seconds, say : **"This word is \_\_\_\_\_. What word? Good, read the sentence again."**
- **Monitor Prediction**  
**"Did your prediction come true?"**
- **Summarization :**  
**"Who or what was this section about? What did it tell us about \_\_\_\_\_"**

### Reader 1

- Make a prediction
- Read for five minutes to your partner
- Whisper read.
- Tell if your prediction came true.
- Tell who or what the section was about. Tell what the section was about in your own words.
- Alternate every 5 minutes

NEU 2017

138

**Novel Partners: Putting It All Together**  
Partner 1 (stronger reader) always reads first

Partner 2	Partner 1
<b>Before 1st Reading:</b> Asks partner "What do you predict this will be about?"	<b>Before 1st Reading:</b> Makes a prediction
<b>During 1st Reading</b> Follows along, listens carefully & gently corrects errors using following procedure: Points to error and says "You missed this word. Can you figure it out?" If partner cannot figure out word, says "That word is _____. What word? _____. Good. Read the sentence again."	<b>During 1st Reading</b> Reads for designated amount of time (usually 5 min)
<b>After 1st Reading</b> Ask partner to evaluate prediction. "Did your prediction come true? Ask partner to summarize section "Who or what was this section about? What was the most important thing we learned about the who or the what?" Help if necessary.	<b>After 1st Reading</b> Evaluates prediction. Summarizes section in own words- may use 10-20 words or less option.

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**Partners Change Roles For Second Reading**

Partner 2	Partner 1
<b>Before 2nd Reading:</b> Makes a prediction	<b>Before 2nd Reading:</b> Asks partner "What do you predict this will be about?"
<b>During 2nd Reading</b> Reads for designated amount of time (usually 5 min)	<b>During 2nd Reading</b> Follows along, listens carefully and gently corrects errors using following procedure: Points to error and says "You missed this word. Can you figure it out?" If partner cannot figure out word, says "That word is _____. What word? _____. Good. Read the sentence again."
<b>After 2nd Reading</b> Evaluates prediction. Summarizes section in own words- may use 10-20 words or less option.	<b>After 2nd Reading</b> Ask partner to evaluate prediction. "Did your prediction come true? Ask partner to summarize section "Who or what was this section about? What was the most important thing we learned about the who or the what?" Help if necessary.

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**Frequently Asked Questions**

**Question # 1: Is the noise level distracting when so many students are reading aloud at the same time?**

**Answer:** Although teachers are often initially concerned about noise level, they usually find that if students are well trained in partner behavior - "lean in and whisper read"- it is not an issue. Partnerships are usually reading different passages so there is little if none "echo reading" which reduces the distraction.

Most students are not at all bothered by the noise as they have been raised in a multi-sensory world. If the noise is distracting to a sensitive student, however, that partnership could read in the corner of the room or outside the door.

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**Frequently Asked Questions**

**Question # 2: What happens when one partner is absent?**

**Answer:** For the occasional absence, there are several options:

**#1** The teacher or an instructional aide could substitute for the absent partner. If two different partnerships have an absent partner, the teacher can listen to one student read for one minute and then go to the other partnership and listen to that student read for the second minute. The solo partners would whisper read to themselves during the second timing.

**#2** Temporary partners could be assigned just for the day based on attendance. For example, if two partnerships were reading passages at the same readability level and each had an absent partner for the day, then a temporary partnership could be formed.

**# 3** -Students from a neighboring classroom could be assigned to substitute for an absent partner.

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**Frequently Asked Questions**

**Question # 3 What do you do in the case of a permanent odd number of students- i.e. 27 assigned to one class or period?**

**Answer:A:** The teacher would assign some students to a triad rather than to a partnership. Three students whose fluency and reading levels closely match would be selected to form a triad. Partner 1, (the stronger reader), and Partner 2a (the next stronger reader) will read on the first day with partner 2b monitoring. On the second day, partners 2a and 2b will read and partner 1 will monitor. On the third day, partner 2b and partner 1 will reading and partner 2a will monitor. On the fourth day, partner 1 and partner 2a will read again and partner 2b will monitor.

**Note:** If there are triads in a classroom, the teacher would need to implement partner fluency four times a week so that each member of the triad would an opportunity to read the passage three times during the week.

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**Frequently Asked Questions**

**Question # 4: What happens if a student's skills are so far below that of the rest of the class that he/she can not be matched with a partner?**

**Answer::** In that case, the "outlying" student could be paired with a student tutor, a classroom volunteer or a paraprofessional. Another possibility would be to tape the material and have the student work independently listening to the tape rather than to a partner.

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## Frequently Asked Questions

**Question# 5 :** Should a student who reads less than 60 correct words per minute still practice passage reading?

**Answer::** Students reading less than 40 to 60 correct words per minute most likely need to increase their sight word vocabulary. These students could benefit from fluency practice at the single word level. These students could practice reading high frequency (automatic) words. The goal would be for the student to eventually read 60 correct high frequency words in a minute.

It is important to have students reading passages for fluency building as soon as possible to encourage skill generalization. It is possible that some students would practice both types of fluency - passage and single word - on an alternating basis.

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## Frequently Asked Questions

**Question # 6:** What if neither partner knows some of the words in their passage?

**Answer:** On the first day of the week, all student partnerships have new passages. Before students begin fluency practice, they preview the entire passage for accuracy while underlining unknown words. The teacher should monitor carefully, supplying any words unknown to either partner. It is important to make certain that students are accurate before they begin fluency building practice.

**Note:** When students are properly placed at their instructional reading level, they should be 91-96% accurate. If their accuracy rate is below that level, they are misplaced and need to be reassigned passages at a lower readability level.

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## Frequently Asked Questions

**Question # 7:** How often should the teacher review the partnership folders?

**Answer:** At least once a month.

Keep in mind, though, that during the daily six-minute fluency practice, the teacher should walk around the room and monitor very closely. Daily monitoring is essential as it enables the teacher to have a good idea of how each partnership is functioning.

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## Frequently Asked Questions

**Question # 8:** How does the teacher know when to move a partnership up to the next readability level?

**Answer:** Generally speaking, the students will work at the same readability level for at least six weeks. However, some students will need to remain on the same level for much longer. When the teacher notices that the partners are reaching the upper range of the fluency level for their level, it is time to conference with the partners and discuss moving to the next level.

Remember that students must practice fluency building on material for which they are 91 to 96% accurate. On the other hand, they need to be moved to the next level just as quickly as they are ready in order to accelerate their reading gains.

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## Frequently Asked Questions

**Question # 9 :** How often should partnerships be changed?

**Answer:** It is recommended that students be assessed for fluency three times during a school year. Partnerships would be then be reassigned based on that fluency data. During the interval, some partnerships can remain the same while others need to be changed more frequently.

As a general rule change partners if:

1. Partners are progressing at a very uneven rate.
2. Partners are not cooperating with each other after teacher intervention and conferencing.

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## Frequently Asked Questions

**Question :** Where do I find the passages?

**Answer:** There are basically two choices: Make your own or buy a commercial program.

1. **Make your own.** Choose passages from the following list and add a word count:

\*Use curriculum materials available at your school site. Scan or type passages from graded reading series, social studies and/or science textbooks. Need : Publisher Permission .

\*Use graded passages found in Informal Reading Inventory Books. Note : Check to see if permission is granted to copy for classroom use.

\*Use passages from a black line master series. Note : Check to see if permission is granted to copy for classroom use.

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## Frequently Asked Question

Where do I find the passages?

Answer: Buy a commercial program.

**The Six Minute Solution** is based on the partner fluency model. It is available in three levels, Primary, Intermediate and Secondary. Each level includes assessment tools, reproducible charts, high-frequency word lists and 25 passages at each grade level. In addition, the Primary Level includes common phonic elements that are necessary for teaching young students to read.

<http://www.voyagersopris.com/curriculum/subject/literacy/six-minute-solution>.

**eSolution : Fluency, Vocabulary and Comprehension-** is an extension of the Six Minute Solution which includes complete vocabulary expansion and comprehension lessons for 150 informational passages Available in Intermediate and Secondary levels. Designed to meet Common Core Standards. <http://www.voyagersopris.com/curriculum/technology/digital-and-print-for-teachers-and-students/esolution-fluency>.<sup>151</sup>

## Contact Information

Gail Adams

[gail@gailadamsreading.com](mailto:gail@gailadamsreading.com)

[www.gailadamsreading.com](http://www.gailadamsreading.com)



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