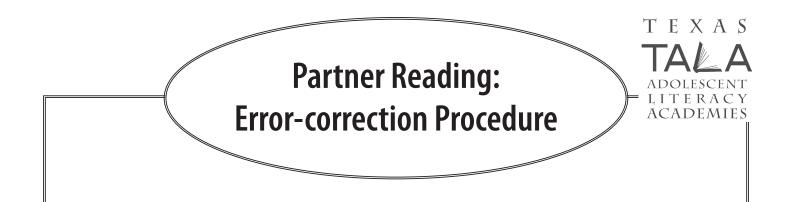


Adapted with permission from Archer, A. A., Gleason, M. M., & Vachon, V. (2005). *REWARDS PLUS reading strategies applied to social studies passages*. Longmont, CO: Sopris West.



Partner: *Here are the words I underlined. Let's read them together.*

Read the underlined words together.

Partner: Would you like to review any other words?

If YES, review the words.

If NO, move on to the next step.

PARTNER READING adapted with permission from:

Bryant, D. P., Vaughn, S., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2000). Reading outcomes for students with and without reading disabilities in general education middle-school content area classes. *Learning Disability Quarterly*, 23(4), 238–252.

Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J. J., & Hall, R. V. (1986). Classwide peer tutoring. *Exceptional Children*, 52(6), 535–542.

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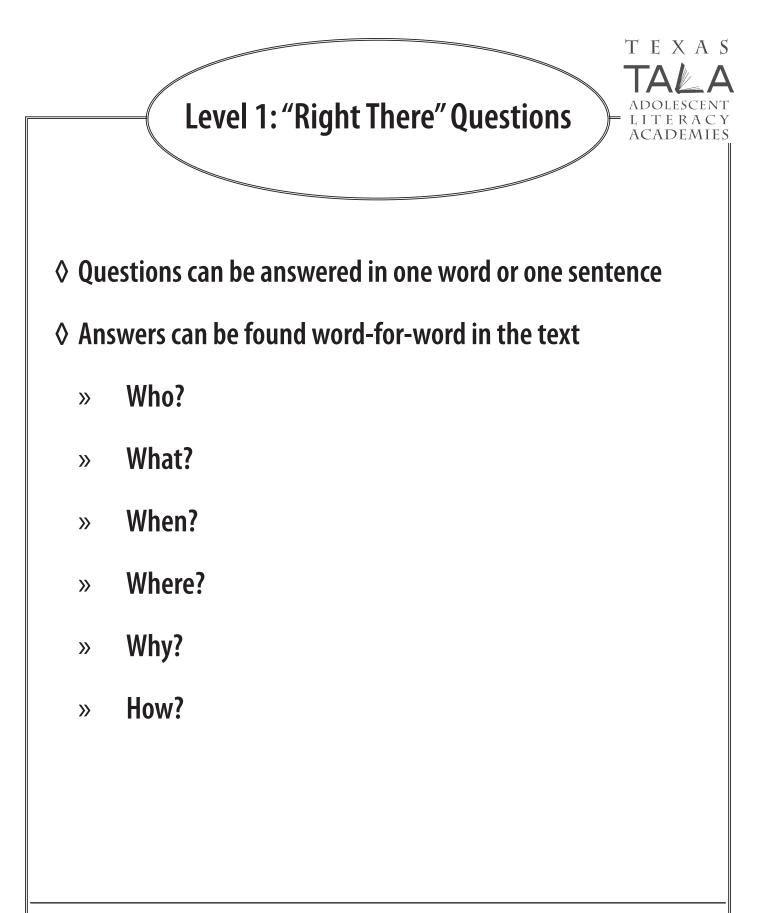
Partner Reading Routine: Building Fluency	
Cold Read (use a blue ink pen)	 Teacher models fluent reading of a passage. All students follow along in a copy of the passage and underline words to review. Teacher and students repeat any words the students underlined. Teacher asks students the main idea of the passage.
Warm Read (use a black ink pen)	 Partner One reads while Partner Two: Follows along Underlines errors Circles last word Conducts error correction Calculates WCPM Partners switch duties.
Hot Read (use a red ink pen)	 Partner One reads while Partner Two: Follows along Underlines errors Circles last word Conducts error correction Calculates WCPM Partners switch duties. Each partner graphs her/his own hot read WCPM on a fluency chart.

PARTNER READING adapted with permission from:

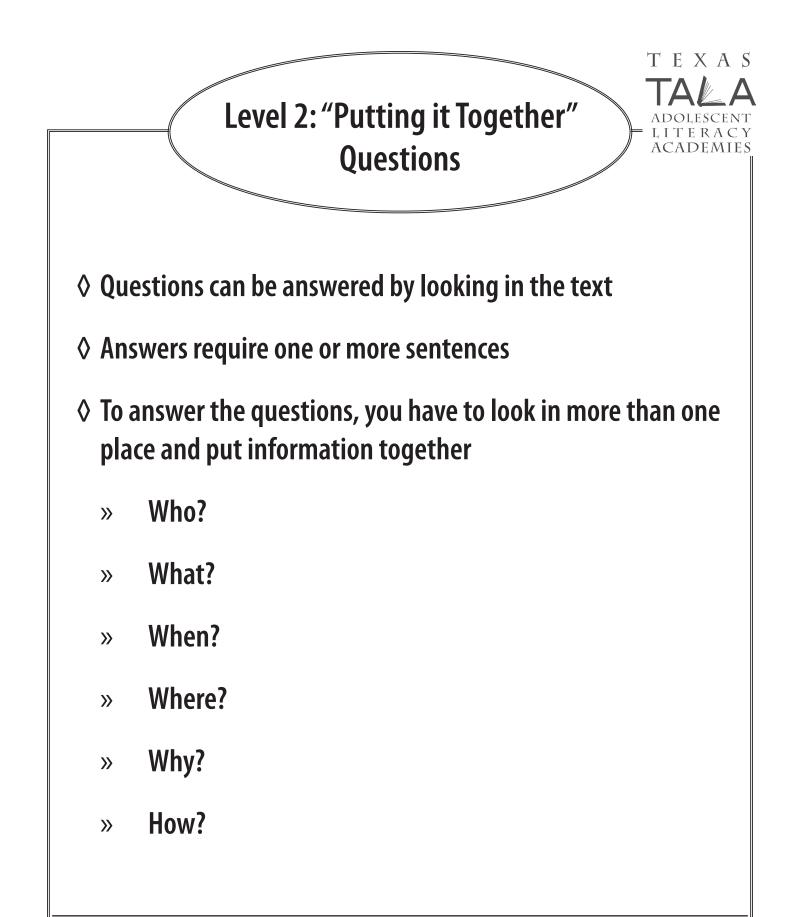
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