

Unit 6: Fluency Routine

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Module 1: Building Fluency With Partner Reading

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Participant Notes



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Unit 6: Fluency Routine



Module 1: Building Fluency With Partner Reading

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Reading Intervention Components



Unit 6: Fluency Routine

Module	Title
1	Building Fluency With Partner Reading



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Objectives



- Understand how reading fluency contributes to comprehension.
- Select appropriate text for fluency instruction.
- Apply the three-step process for explicit instruction to help students improve their fluency through repeated reading with corrective feedback.

Improving Students' Reading Fluency

- Fluency is related to students' ability to comprehend and learn from text.

(Fuchs, Fuchs, Hosp, & Jenkins, 2001; Shinn, Good, Knutson, Tilly, & Collins, 1992)

- "Improvements in decoding and word-reading accuracy have been far easier to obtain than improvements in reading fluency and automaticity."

(Lyon & Moats, 1997, p. 579)

Persistent Difficulties With Fluency

- Students with reading difficulties struggle with reading words quickly and accurately.

(Lyon & Moats, 1997; Meyer & Felton, 1999; Torgesen et al., 2001; Torgesen, Wagner, & Rashotte, 1997)

- Slow and laborious reading is frustrating for secondary students and often leads them to avoid reading altogether.

(Rasinski et al., 2005)

Effective Fluency Instruction

Repeated reading interventions have shown positive outcomes for students in early grades*, English language learners**, and middle school students with learning disabilities*** ...

*(*Chard, Vaughn, & Tyler, 2002)*

*(**Francis et al., 2006)*

*(***Mercer, Campbell, Miller, Mercer, & Lane, 2000)*

Reading Levels of Text

- **Independent** reading level
 - Text that students can read on their own, without support
- **Instructional** reading level
 - Text that students can read with assistance or instruction
- **Frustration** reading level
 - Text that is too difficult for students
 - Repeatedly reading at this level can cause students to develop counterproductive habits

Fluency and Accuracy Scores

Fluency Score

- Grade-level text
- Total words read in 1 minute minus error words
- Example:
65 words read with 6 mistakes
 - $65 - 6 = 59$
 - 59 words correct per minute (WCPM)

Accuracy Score

- Divide the WCPM by the total number of words read
- Example:
59 WCPM out of 65 total words read in the 1-minute sample
 - $59/65 = .907$
 - Round to .91
 - 91% accuracy

Selecting Appropriate Text: Accuracy and Rate Guidelines

Accuracy Guidelines	Rate Guidelines
# of words read correctly in 1 minute / total # of words read = accuracy level	# of words read correctly in 1 minute – errors = words correct per minute (WCPM)
Independent Level	
< 1 in 20 words is difficult 95%–100% accuracy	> 100 WCPM
Instructional Level	
< 1 in 10 words is difficult 90%–94% accuracy	90–100 WCPM
Frustration Level	
Difficulty with > 1 in 10 words < 90% accuracy	< 90 WCPM

Finding Each Student's Instructional Level

- Administer fluency assessments with successively lower grade levels of text.
- Discontinue testing when students achieve an accuracy score in the 90%–94% range with 90–100 WCPM.

Assign Partners

- Rank students according to fluency score.
- Divide the list in half.
- Pair the highest student from each half.

(PARTNER READING adapted from Bryant et al., 2000; Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Mathes, Fuchs, Fuchs, Henley, & Sanders, 1994)

Method of Assigning Partners

Mrs. Lopez's class

Student (Partner One)	Fluency Score	Ability Level (in comparison to other classmates)		Student (Partner Two)	Fluency Score	Ability Level (in comparison to other classmates)
A	120 WCPM	high	↔	D	68 WCPM	medium
B	91 WCPM	medium	↔	E	60 WCPM	medium
C	74 WCPM	medium	↔	F	48 WCPM	low

Partner Reading Routine



COLD READ (students use blue ink)

1. Teacher models fluent reading of a passage.
2. All students follow along in a copy of the passage and underline words to review.
3. Teacher and students repeat any words the students underlined.
4. Teacher asks students the main idea of the passage.

Partner Reading Routine (cont.)

WARM READ (students use black ink)

1. Partner One reads while Partner Two:
 - Follows along
 - Underlines errors
 - Circles last word read
 - Conducts error correction
 - Calculates WCPM
2. Partners switch duties.

Partner Reading Routine (cont.)

HOT READ (students use red ink)

1. Partner One reads while Partner Two:
 - Follows along
 - Underlines errors
 - Circles last word read
 - Conducts error correction
 - Calculates WCPM
2. Partners switch duties.
3. Each partner records her/his WCPM on a fluency chart.

The fluency chart is titled "Fluency Chart" and includes a "Name:" field. The main grid has a vertical axis labeled from 10 to 150 in increments of 10. Below the grid, there are four rows for recording data: "Errors", "WCPM", "Time", and "Date".

Partner Reading: Modeling Phase: *I Do*

- State the purpose for building fluency:
 - To read in a way that helps me, and someone listening, to understand the text
- Assign partners and designate Partner One and Partner Two.
- Teach partnering procedures:
 - Sit together.
 - Read loud enough for partner to hear, but not so loud as to disturb others.
 - Follow along in the text.

Partner Reading: Modeling Phase: *I Do* (cont.)



- Teach the steps of the cold read:
 - 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.
- Conduct the cold read.

Partner Reading: Modeling Phase: *I Do* (cont.)

- Teach the steps of the warm and hot reads:
 - Partner One reads while Partner Two:
 - Follows along
 - Underlines errors
 - Circles the last word read
 - Conducts error correction
 - Calculates WCPM
 - Partners change duties.

Underlining Errors

- Mispronunciations
 - *Bat* pronounced as *bait*
- Insertions
 - “I went to school” read as “I went to the school.”
- Deletions
 - “I took a difficult test” read as “I took a test.”

Partner Reading: Modeling Phase: / Do (cont.)



Penguins are very interesting birds. Most penguins live in very cold

places. To keep warm, they huddle together. The warmest place is on
 the inside of the huddle. They take turns standing on the outside.

They also have feathers that are very small and thick. These feathers
 help keep the penguin warm.

Penguins have small wings but cannot fly. Their legs are very short.
 And they waddle when they walk. These birds can slide across the ice
 faster than waddling with their feet. Their feet are like flippers. They
 use them as paddles. That makes swimming easy.

Like other birds, the female lays the egg. Then the male takes over
 the care of the egg. He keeps the egg off the ice and warm until it
 hatches. First, he balances the egg on his feet. Next, he covers it with
 a special fold of skin. This keeps the egg warm. Penguins are unusual
 birds.

Conduct Error-correction Procedure

- Partner: Here are the words I underlined. Let's read them together.
 - Point to one word at a time.
 - Read each word and have your partner repeat it after you.
- Partner: Are there any other words you would like to review?
 - If YES, review those words.
 - If NO, move to the next step of the routine.

Partner Reading: Modeling Phase: *I Do* (cont.)

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Calculate Words Correct Per Minute (WCPM)



	Warm Read (black ink pen)	Hot Read (red ink pen)
Words Per Minute (WPM)	100	
Errors	8	
Words Correct Per Minute (WCPM)	92	

Partner Reading: Modeling Phase: *I Do* (cont.)



WARM READ, second turn (black ink):

- Partner Two reads while Partner One:
 - Follows along
 - Underlines errors
 - Circles the last word read
 - Conducts error correction
 - Calculates WCPM

Partner Reading: Teacher-assisted Phase: *WE Do*



HOT READ (red ink)

1. Partner One reads while Partner Two:
 - Follows along
 - Underlines errors
 - Circles last word read
 - Conducts error correction
 - Calculates WCPM
2. Partners switch duties.
3. Each partner records her/his WCPM on a fluency chart.

Fluency Chart

Name: _____

150	
140	
130	
120	
110	
100	
90	
80	
70	
60	
50	
40	
30	
20	
10	
WCPM	
Errors	
WCPM	
Time	
Time	

Partner Reading: Teacher-assisted Phase: *WE Do* (cont.)



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Partner Reading: Teacher-assisted Phase: *WE Do* (cont.)

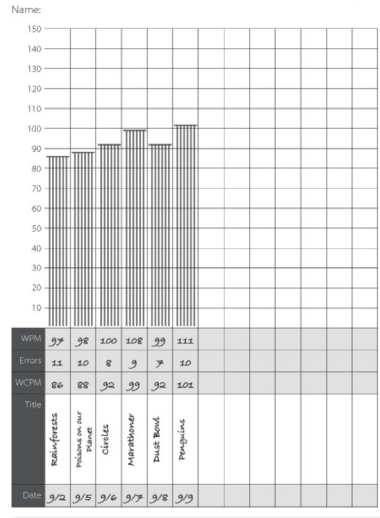
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 - Conducts error correction
 - Calculates WCPM
2. Partners switch duties.
3. Each partner records her/his WCPM on a fluency chart.

Partner Reading: Teacher-assisted Phase: *WE Do* (cont.)

	Warm Read (black ink pen)	Hot Read (red ink pen)
Words Per Minute (WPM)	100	
Errors	8	
Words Correct Per Minute (WCPM)	92	

Partner Reading: Teacher-assisted Phase: *WE Do* (cont.)



Basic Partner Reading Skills

- How to sit with partners and locate materials
- What order the partners will read in turns
- What counts as an incorrect response
- Which colored pen to use in which stage
- How to underline incorrect words
- How and when to use correction procedures
- How to record the number of words read
- How to calculate WCPM
- How and when to graph results

What To Do With an Odd Number of Students

In a class with an EVEN number of students, but:

- One student is absent:
 - Student without a partner reads silently and marks own stopping point.
 - No error correction during the second (warm) read.
- Two students are absent:
 - Put their partners together.
 - Use the lower reader's passage (taken from absent student's folder).
- There is a consistent absence:
 - Student without a partner rotates among other partners on a similar level.
 - Students take turns being the silent reader.
 - Always use the passage of the lower reader in each pair.

What To Do With an Odd Number of Students (cont.)



In a class with an ODD number of students:

- Each student in a group of five students reading at a similar level takes a turn being the silent reader.
- If a student not in the group of five is free (because his partner is absent), pair the student who would otherwise read silently with the partnerless student.

Partner Reading: Independent Phase: *YOU Do*

- Implement all three stages of the Partner Reading routine for fluency instruction three to five times per week.
- Continue to provide teacher modeling of fluent reading during the cold read.
- Have students independently work with their pairs to complete all steps of the warm and hot reads.
- Instruction should last no more than 15 minutes so that the majority of class time can be spent on other components of reading.

Teacher Responsibilities



- Create folders for each student.
 - Partner Reading routine
 - Error-correction procedure
 - Copies of passage(s)
- Supply blue, black, and red pens.
- Model fluent reading.

Teacher Responsibilities (cont.)

- Monitor during the 60-second reading times.
- Observe one to two pairs during Partner Reading.
 - Monitor fidelity of procedures.
 - Check accuracy of error recording.
 - Ask a comprehension question.
- Check folders each day for accuracy and completion.
- Restuff folders with new passages.

Scaffolding



- Move students up a level in text when the lower-ability reader has 2 consecutive days with 95 WCPM or better.
- Use progress monitoring data to reconfigure pairs appropriately.
- Implement the routine three to four times per week for 12 to 20 weeks. Then, take a break before returning to Partner Reading three to four times per week.

Obtaining Passages



- TMSFA practice passages
- Lexiled books

Caveats About Fluency

- Fluency instruction alone will not close the gap between struggling readers and their normally achieving counterparts.
- Fluency instruction is not always the most appropriate use of time.
 - Consider whether the student demonstrates average or above-average comprehension.
 - Consider a benchmark of 90–100 WCPM with 90% accuracy in grade-level text.

(Additional information provided in Handout 12.)

Summary

- Understand how reading fluency contributes to comprehension.
- Select appropriate text for fluency instruction.
- Apply the three-step process for explicit instruction to help students improve their fluency through repeated reading with corrective feedback.

Reflection Log



Partner Reading Routine

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- What seemed particularly useful to you?
- What ideas were new and interesting?
- What confirmed or challenged your previous beliefs?
- What questions do you still have?