

Presenter's Preparation Outline

Unit 6, Module 1:

Building Fluency With Partner Reading

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts
 - Handouts 1 to 15
 - 2 folders containing copies of Handouts 4, 5, and 6
- Equipment
 - Projector
 - Sound system (speakers)
 - Laptop or other computer
 - Laser pointer
- Supplies
 - Red, blue, and black ink pens (enough for each participant)
 - Kitchen timers (three per table)

Handouts

- Handout 1: Table of Contents Excerpt From “The Reading Teacher’s Sourcebook”
- Handout 2: TEKS/ELPS Connections
- Handout 3: Accuracy and Rate Guidelines

Outline continues on the next page.

- Handout 4: Partner Reading Routine
- Handout 5: Error-correction Procedure
- Handout 6: Sample Passage for the Cold Read: “Cynthia’s Big Decision”
- Handout 7: Sample Passage for the Warm and Hot Reads: “Penguins”
- Handout 8: WCPM Table
- Handout 9: Fluency Chart
- Handout 10: Sample Fluency Chart
- Handout 11: Fluency Monitoring Sheet: Teacher Record
- Handout 12: Scaffolding Fluency Instruction
- Handout 13: Obtaining Fluency Practice Passages
- Handout 14: Reflection Log
- Handout 15: References

Videos Embedded

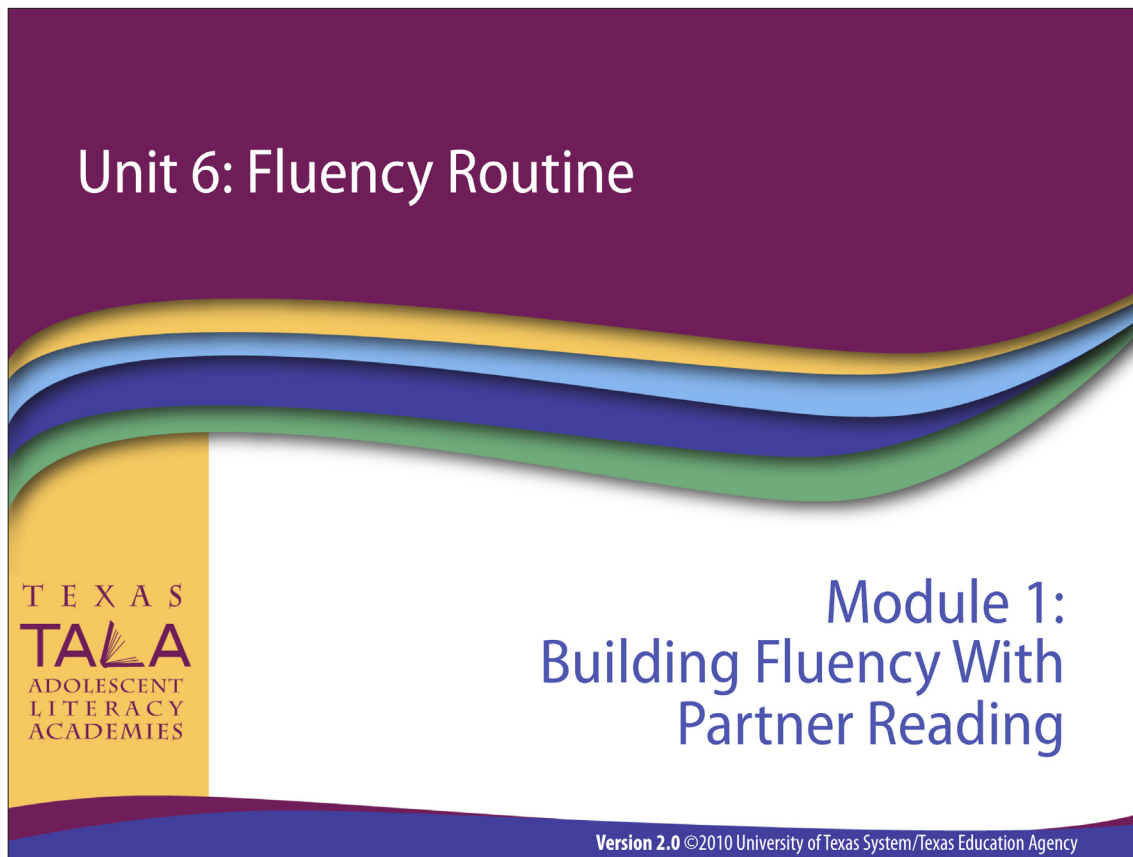
- Slide 17: Fluency Routine: Cold Read
(2:44)
- Slide 24: Fluency Routine: Partner Reading
(4:40)
- Slide 32: Partner Reading Adaptation
(4:33)

Audio Recordings

- Slide 20: Warm Read Practice: “Penguins”
- Slide 26: Hot Read Practice: “Penguins”

Time

This module will take approximately 90 minutes.




Slide 1—Title Slide

This is the only module in the **Fluency Routine** unit, **Building Fluency With Partner Reading**.

Reading Intervention Components

Unit 6: Fluency Routine

Module	Title
1	Building Fluency With Partner Reading


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Slide 2—Reading Intervention Components

This module is intended to address the instruction of students who were identified in diagnostic assessments as having poor fluency. Fluency, one of the five essential components of reading, is defined as the ability to read text with speed, accuracy, and expression.

The specific instructional routine we will learn, Partner Reading, can be used in both small groups and larger classes.

Although there are several methods for working on students' fluency, Partner Reading will be the only one presented in the ELA Academy. It was chosen for its consistency with the elements of effective instruction presented in Unit 1, Module 2: Effective Instruction. Other options for fluency practice are presented in *Effective Instruction for Middle School Students With Reading Difficulties: The Reading Teacher's Sourcebook* (Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2007).



Find **Handout 1**, an excerpt of the table of contents for this resource. Take a minute to review it and note any chapters you would like to investigate further.

REFERENCE: Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin (VGC), 2007.

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.

Slide 3—Objectives



Find **Handout 2: TEKS/ELPS Connections**, which explains how this routine will assist students in meeting subject area expectations of the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). Take a moment to review and discuss this handout with a partner.

Allow 1 minute. Monitor and address any questions or concerns.

Set expectations for this session.

The version of Partner Reading presented in this module is an adaptation of the procedure used in several previous research studies, including those with adolescents (Bryant et al., 2000; Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Mathes, Fuchs, Fuchs, Henley, & Sanders, 1994).

As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU Do*).

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.

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

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)

Slide 4—Improving Students' Reading Fluency

Review the research statements on the slide.

Improving students' fluency enhances overall comprehension or learning from text. However, it remains a difficult component of reading to affect.

Interventions with younger students that have effectively focused on and increased other critical reading components, such as phonological awareness, have not been as successful at improving students' reading fluency (Lovett, Steinbach, & Frijters, 2000; Torgesen, 2004; Torgesen et al., 2001).

If what we know about instruction for younger students is true for older students, it is essential for educators to discover ways to improve a student's ability to read text fluently.

REFERENCES: Fuchs, Fuchs, Hosp, & Jenkins, 2001; Lovett, Steinbach, & Frijters, 2000; Lyon & Moats, 1997; Shinn, Good, Knutson, Tilly, & Collins, 1992; Torgesen, 2004; Torgesen et al., 2001.

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)

Slide 5—Persistent Difficulties With Fluency

Review the research statements on the slide.

Students experience difficulty reading text quickly and accurately throughout their schooling, but it can be rare to find explicit instruction in fluency being provided to adolescents (Allington, 1983).

Helping all students become fluent readers will allow them to spend more energy comprehending text and will help prevent reading avoidance. This includes English language learners (ELLs), whose slow and laborious reading may be due to their limited vocabularies and exposure to print in English. For others, fluency difficulties can reflect poor decoding skills. In either case, the amount of cognitive attention that must be devoted to recognizing words and producing letter-sound correspondences detracts from the attention that can be devoted to comprehending the text.

Improving students' reading fluency becomes even more important in secondary

Notes continue on the next page.

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)

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schools where students are faced with comprehending a greater amount of complex expository text.

REFERENCE: Allington, 1983; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Lyon & Moats, 1997; Meyer & Felton, 1999; Rasinski et al., 2005; Torgesen et al., 2001; Torgesen, Wagner, & Rashotte, 1997.

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)

Slide 6—Effective Fluency Instruction

Review the research statement on the slide.

In repeated reading, students practice reading and listening to the same passage several times in order to meet a predetermined goal for oral reading fluency. Corrective feedback is provided if words are not decoded accurately.

In research with English language learners, the repetitive encounters with a text have successfully been combined with oral discussion of vocabulary and comprehension.

It is believed that repeated reading interventions will have a similar effect for students in middle school who are still reading at a beginning level, but more research is needed in this area. What we cannot do is wait to provide instruction until the research is more complete. This module provides the best practices we know at this time.

REFERENCES: 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

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Slide 7—Reading Levels of Text

Review the information on the slide.

Determining the appropriate difficulty level of text with which to match students is the first step in planning fluency instruction. Repeated reading can be beneficial to students when the material used is at the **instructional** or **independent level**, but not if the material is at students' **frustration level**.

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

Slide 8—Fluency and Accuracy Scores


In order to determine whether a text is at a student’s independent, instructional, or frustration reading level, you can use diagnostic or progress monitoring data. These assessments should provide you with students’ **fluency** and **accuracy scores**.

The fluency score is a calculation of the number of words correct per minute (WCPM) that the student can read in a passage written on his/her **grade level**. It is determined by subtracting the **number of errors** from the **total number of words read in 1 minute**. For example, if a student read 65 total words in one minute and made 6 mistakes, his score would be **59 WCPM** ($65 - 6 = 59$). A fluent adolescent reader would read about 150 words correct per minute (Hasbrouck & Tindal, 2006; Yovanoff, Duesbery, Alonzo, & Tindal, 2005), so the example student would be a good candidate for fluency instruction.

The accuracy score is calculated by **dividing** the fluency score (WCPM) **by the total number of words read in a minute** sample. For our example, we would take the 59 WCPM and divide by the 65 words the student read. The result is .907, which we would **round to .91**. This is interpreted as **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


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Slide 9—Selecting Appropriate Text: Accuracy Guidelines



Refer participants to **Handout 3: Accuracy and Rate Guidelines**.

Comparing a student's accuracy score and reading rate to the guidelines on this figure can help you determine whether grade-level text is at his independent, instructional, or frustration level.

Activity: Think-Pair-Share

The student in our earlier example read 59 WCPM with 91% accuracy on grade-level text. Considering the guidelines, THINK about whether grade-level text would be appropriate for his fluency instruction.

Allow 30 seconds.

Now, PAIR with someone at your table and SHARE whether you think grade-level text would be appropriate for our example student's fluency instruction.

Monitor partners as they discuss. Allow 1 minute.

Notes continue on the next page.

Ask selected participants to provide an explanation.

Suggested response: 91% accuracy falls within the 90%–94% range for instructional level in the figure. This would indicate that grade-level text is appropriate for fluency instruction; however, there is some concern about the student’s low WCPM in grade-level text. Most students reading below 90 WCPM would still be frustrated with the text, even if they were reading the words with a high degree of accuracy. Therefore, the student would probably benefit from practicing fluency with easier material.

Some students with severe reading difficulties or dyslexia may never achieve high reading rates. When these students demonstrate a high level of accuracy (90% or higher) and read at least 70 WCPM, it is not beneficial to continue trying to increase their reading rates.

FIGURE adapted from VGC, 2007.

THINK-PAIR-SHARE adapted from Lyman, 1981.

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.

Slide 10—Finding Each Student's Instructional Level

If a student's accuracy is below 90%, grade-level text will be too difficult to read and comprehend or too frustrating for use in fluency instruction. You would need to continue testing until you found a lower **grade level of text** at which the student's **accuracy score was in the 90%–94% range** and his/her reading rate was **90–100 WCPM**.

Remember to consider both the student's reading rate and accuracy in determining the instructional level. Extremely slow reading can be just as frustrating and confusing as inaccurate reading.

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)

Slide 11—Assign Partners

In Partner Reading, students read and reread text with partners of slightly different ability levels. After having determined each student's fluency or WCPM score in grade-level text, the next step in preparing for fluency instruction is to assign partners. To do so, **rank** all **students** in the class, with the highest-performing reader at the top and the lowest-performing reader at the bottom. Next, **divide the list in half**. Then **pair the highest student from each half**. The highest-performing reader in the class will be partnered with the top student on the bottom half of the list. The next student on the top half will be partnered with the next student on the bottom half and so on.

Additional Information for the Presenter

This method of assigning partners is the procedure that has been researched with Partner Reading.

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

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Slide 12—Method of Assigning Partners

This is an example of how the six students in Mrs. Lopez's class were listed in rank order by their fluency scores and then partnered. The reading rates of the students in your class may vary from those in this sample.

Review the example on the slide.

Should you need to make adjustments to the partnerships based upon personalities or other interpersonal factors, do not ignore the principle of partnering students of slightly different ability levels. Partner students of both high and low ability levels with students of medium ability, and students of medium ability can also be paired with other students of medium ability.

Remember that a designation of “high,” “low,” and “medium” is only relative to other students in the same intervention class. The reading levels of all students in this example are below average.

After partnering the students, you will select fluency practice material based on the instructional reading level of the lower-ability student in each partnership.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.

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.

Slide 13—Partner Reading Routine

The fluency instructional routine that we will learn, Partner Reading, is a form of repeated reading in which students hear a model of fluent reading and then alternate reading a passage aloud with a partner for a total of two times each.

In a class of students with reading difficulties, the teacher is the only expert model. Modeling and instructional feedback are the two key components of effective fluency instruction. Therefore, the teacher is the reader in the cold read. This step of the routine is different from the warm and hot reads, in which students take turns reading.


After sufficient practice with the procedures, the entire routine will probably not take longer than 15 minutes to implement on a regular basis.



Provide each student with a folder containing: **Handout 4: Partner Reading Routine**, **Handout 5: Error Correction Procedure**, and the appropriate passages for that day's practice. We will use **Handouts 6** and **7** for our sample passages.

Notes continue on the next page.

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.
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4. Teacher asks students the main idea of the passage.

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Quickly look over Handout 4. Notice that the **teacher reads a passage** aloud during the first, or **cold, read**. This passage is at a difficulty level that is near the average for the class. That means the passage may be different from the one that the partners will use for their practice during the warm read and hot read.

All **students follow along** as the teacher reads the cold read passage and **underline** any new, interesting, or difficult **words in blue ink**. It is not necessary to time this stage since the purpose is to provide an expert model of fluent reading.

When the teacher finishes the passage, students may ask the teacher to repeat any words they underlined. Students will say these words with the teacher.

Fluent reading is intended to contribute to comprehension. To emphasize this, the teacher concludes the cold read by asking students, “What was this passage mostly about?” The teacher then provides positive or corrective feedback as necessary.

Additional Information for the Presenter

Participants may be concerned about how to calculate the “average ability level for the

Notes continue on the next page.

class.” This will depend on the reading material being used for fluency practice. If the material is leveled by Lexile, the average would be calculated in terms of Lexile scores. If the material is leveled by grade equivalent, the average would be calculated in terms of the grade equivalent scores. The “average ability level for the class” does not have to be rigidly precise. It is acceptable to make a near estimate because the goal of the cold read is to provide an expert model and additional instructional feedback focused on comprehension.

Participants who are concerned about modeling with a passage that some partners may be reading for the warm and hot read practice can use a different passage that would not be read by any partner group. The warm and hot reads are not used for progress monitoring, so the effect of additional modeling would be minimal.

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.

Slide 14—Partner Reading Routine (cont.)

During both the warm and hot reads, the higher-ability student, referred to as **Partner One**, always reads first. The lower-ability student, referred to as **Partner Two**, will always read second. This passage will be at Partner Two's instructional level. Because it might not be the same passage as the one the teacher used to model fluent reading, having the higher-ability student read first provides some additional scaffolding to Partner Two.

Students always start reading from the beginning of the passage, regardless of where they left off on their previous turn.

While one partner reads aloud, the other follows along, underlining any errors or skips. When the 1-minute timer sounds, the student who was following along circles the last word read. Since this is done each of the two times the students are reading the same passage, it is important to use a different colored pen for the warm and hot reads. In the warm read, students will underline errors, circle the last word read, and calculate the WCPM using a **black pen**.

Notes continue on the next page.

Students will use the underlined words to **conduct** the **error-correction** procedure with their partners. Handout 5 provides a script students can use to help each other identify and practice the words on which they made errors or would like additional review.

Finally, the circled word is used to count the total number of words read in 1 minute. The number of underlined words is then subtracted from that total to calculate the WCPM.

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 at the top left. The main body of the chart is a grid with a vertical axis on the left labeled from 10 to 150 in increments of 10. Below the grid, there are four rows for recording data, each with a header: "WCPM", "Errors", "WCPM", and "Title". At the bottom left, there is a "Date:" field.

Slide 15—Partner Reading Routine (cont.)

During the final turn for each partner, referred to as the **hot read**, students follow the same steps as the warm read: One partner begins reading at the start of the passage while the other, **using a red pen** this time, **underlines errors**, **circles the last word read**, **conducts the error-correction** procedure, and **calculates the WCPM**. Once each partner has taken a turn, both then **graph their final WCPM** in red ink on tracking charts like this one:

Click the slide to display the chart.

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.

Slide 16—Partner Reading: Modeling Phase: *I Do*

Initially, modeling will include all aspects of Partner Reading, not just the cold read. Start by explaining the purpose of fluency instruction and emphasize that the skill is about improving comprehension, not about becoming speed-readers.

Explicitly state who is to be **Partner One** and who is to be **Partner Two**. Tell students you will be reassigning the partners from time to time, but they may not switch roles or partners on their own.

Students must be taught how to work in partners prior to beginning the routine. Model and explain the way in which you want students to **sit together, read aloud** during their turns, **follow along in the text** as you read, and follow along in the text as their partner reads. It is not enough to tell the students once or to model the appropriate behavior only one time. To make this routine successful, students will need to have the procedures modeled several times by you and by their fellow classmates.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.

Slide 17—Partner Reading: Modeling Phase: *I Do* (cont.)

Although students should be sitting with their partners to facilitate transitions between the steps of the routine, they do not actually work with their partners in the first part of Partner Reading. During the cold read, all students listen to the **teacher modeling fluent reading of a passage**. Students should be taught to **follow along** by tracking with their fingers as the teacher reads the selected passage. Show students how it will look when they are tracking. Ask a student to demonstrate following along and tracking as you read. Ask a student to demonstrate what they should not be doing during the cold read and point out off-task behaviors that would reduce the effectiveness of this step in the routine.

Tell students that when you finish reading the passage, you will ask them what words they would like to review with you, so they need to look for new, interesting, or difficult words as they follow along. They will **underline** these words with a blue ink pen since this is our cold read. Also tell students that you will ask them to tell you what they think the passage was mostly about, so they need to concentrate on the meaning rather than just the sound of your voice.

Notes continue on the next page.

After setting the expectations for the cold read, proceed with reading the passage.



Video: Fluency Routine: Cold Read (2:44)

This video shows a teacher conducting the cold read with a group of three students in an intensive intervention class. Pay attention to how the teacher makes her modeling useful to the students. GENERATE a list of the ways in which she helps them focus on reading for meaning while also improving their accuracy and expressiveness.

Click the icon to play the video. After the video, ask participants to SHARE:

How did the teacher use the cold read to support students' reading fluency and comprehension?

Suggested responses:

- Prepared students by asking them to underline unfamiliar words
- Read at an appropriate pace
- Discussed the unfamiliar words before asking students questions about the story
- Checked students' comprehension by asking a main idea question

Additional Information for the Presenter

*The language the teacher in the video used to ask students the main idea of the passage was different from the language used to prompt students during the Passage Reading Fluency subtest of the Texas Middle School Fluency Assessment, or TMSFA (Texas Education Agency, University of Houston, & University of Texas System, 2008). To maintain consistency with the TMSFA, teachers are encouraged to use the same prompt as that in the TMSFA. However, teachers may want to combine fluency instruction with instruction in identifying main ideas, as addressed in Unit 3, Module 2. It is acceptable to change the prompt during partner reading for this purpose. It is **not** acceptable to alter the prompt in the TMSFA, as that would introduce a potential measurement artifact.*

REFERENCE: Texas Education Agency (TEA), University of Houston (UH), & University of Texas System (UTS), 2008. GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995. PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994. I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.

Slide 18—Partner Reading: Modeling Phase: *I Do* (cont.)

After the cold read, students will begin practicing fluency with their assigned partners. Remember that some students may be reading the same passage that was used for the cold read, and some students will be reading a different passage. This is because the difficulty level of the cold read passage is the average for the entire class. The difficulty level for the warm and hot reads is based solely on the ability of each Partner Two. Copies of the appropriate passages should already be in each student's folder, as should copies of these steps. The steps are on Handout 4: Partner Reading Routine.

Review the information on the slide.

Both Partner One and Partner Two will take turns reading the same passage at Partner Two's instructional reading level. Each time a student reads, he/she starts back at the beginning of the passage. That is what makes this a repeated reading method. Partner One, the higher-ability student in each group, will read first to provide additional scaffolding for the lower-ability Partner Two. Partner Two will follow along, underlining errors.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.”

Slide 19—Underlining Errors

Make sure that students know what constitutes an error by telling them something similar to the following:

“**Mispronounced** words are words your partner does not say correctly. Either your partner said a different word than the one that was written on the page, or your partner said the word in a way that was not quite right. For example, if the word *bat* was in the sentence but your partner said *bait*, then you would underline the word *bat*.”

“**Insertions** are when your partner adds a word that was not written in the sentence. For example, if the sentence is: ‘I went to school,’ but your partner said: ‘I went to the school,’ you would draw a line under the space between the words *to* and *school* where your partner inserted the word *the*.”

“**Deletions** are when your partner skips a word that was written in the sentence. For example, if the sentence is: ‘I took a difficult test,’ but your partner said: ‘I took a test,’ you would underline the word *difficult*, which your partner deleted.”

Notes continue on the next page.

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.”

**DUPLICATE
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Students, particularly those who are struggling readers, will not always know when their partner makes an error. That is one of the reasons why it is critical for the teacher to conduct monitoring reads during fluency practice. The teacher’s records of student progress are considered the more accurate data, but they also provide the information on student errors that can inform subsequent instruction in syllable types, morphemes, and vocabulary.

Tell students to do the best job they can in recording errors. If they disagree on whether an error was made, count the word as an error. This includes easy words. Students’ grades are based on how they follow the steps of the routine and how they participate, not on the number of errors they make.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

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



Penguins are very interesting birds. Most penguins live in very cold
 11 places. To keep warm, they huddle together. The warmest place is on
 23 the inside of the huddle. They take turns standing on the outside.

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

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

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

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Slide 20—Partner Reading: Modeling Phase: / Do (cont.)

You will need an overhead projector and a transparency of the passage to model for students how to underline errors while following along. For the purposes of modeling, you might give a student a script to read in which errors are already written. That way, no student will have to be embarrassed by having his/her errors made public. Alternatively, you can use an audiotape of yourself reading a passage and making intentional errors. As the student reads the script or your audiotape plays, model marking errors on the transparency of the passage. Make sure that all students have a copy of the passage as well, so they can follow along.

I will use an audiotape to model for you. Please turn to Handout 7: Sample Passage for the Warm and Hot Reads to follow along as I underline errors in Partner One's reading. Since this is the warm read, I will use black ink to record the errors. If you would like to try this with me, please remember to use a black ink pen.

Remember that each turn during the warm and hot reads is only 1 minute. I'll set my timer for 60 seconds.

Notes continue on the next page.

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

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

11 places. To keep warm, they huddle together. The warmest place is on

23 the inside of the huddle. They take turns standing on the outside.

35 They also have feathers that are very small and thick. These feathers

47 help keep the penguin warm.

57 Penguins have small wings but cannot fly. Their legs are very short.

64 And they waddle when they walk. These birds can slide across the ice

77 faster than waddling with their feet. Their feet are like flippers. They

89 use them as paddles. That makes swimming easy.

97 Like other (birds), the female lays the egg. Then the male takes over

110 the care of the egg. He keeps the egg off the ice and warm until it

126 hatches. First, he balances the egg on his feet. Next, he covers it with

140 a special fold of skin. This keeps the egg warm. Penguins are unusual

153 birds.

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Set the digital timer for 60 seconds.



Click the icon to play audio of the student reading “Penguins” for the warm read. The audio begins after a 5-second delay; start the timer when the student reads the first word.

When the timer sounds, click to make the underlining and the circle around the last word appear.

In the first sentence, did you notice the error “interested in” for *interesting*? Here it is recorded as an error on the word *interesting* and an insertion, *in*, before the word *birds*. If the student partner had marked this as an error on only the word *interesting*, it would not dramatically influence the WCPM score.

The student reading on the audiotape deleted the word *very*, so I underlined it.

He originally mispronounced the word *huddle* as *hoodie*, but then reread the word correctly. Therefore, I crossed off my underlining to show the word should not be counted as an error.

He deleted the *-est* off the word *warmest* and read *these* as *the*, so I marked both those words as errors. He read the word *keep* as *peek*, which I marked as an error.

Notes continue on the next page.

He also mispronounced *waddle* and *waddling* with a long *a* sound, so both of those words are marked as errors.

When my timer sounded, he stopped on the word *birds*, so I circled that.

Additional Information for the Presenter

All references to using an overhead are intended as instructions for the participants when implementing the lesson in their classrooms, not as a directive for you. All visuals for your presentation have been included on the slides.

REFERENCE: TEA et al., 2008.

SOURCE reprinted with permission from TEA et al., 2008.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.

Slide 21—Conduct Error-correction Procedure

The error-correction procedure is conducted after each partner's turn in both the warm and hot reads. Students will follow the script provided on Handout 5.

Review the information on the slide.

This procedure provides an opportunity for students to receive some immediate corrective feedback on their reading. It also reinforces for students the need to monitor their reading and to practice accuracy without relying entirely on the teacher. You should, however, closely monitor the partners to ensure that the procedures are being followed and that students are receiving the feedback they need to improve their reading. If the partners disagree on a word or they both do not know how to correctly pronounce a word, model it for them. Continuing to have students practice a mistake is not productive.

As with the other steps of the routine, it will be necessary to model and practice this procedure several times before students can perform it independently.

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

Penguins are very interesting birds. Most penguins live in very cold
 11 places. To keep warm, they huddle together. The warmest place is on
 23 the inside of the huddle. They take turns standing on the outside.

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

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

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

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Slide 22—Partner Reading: Modeling Phase: / Do (cont.)

Have your co-presenter or a participant help you model the error-correction procedure:

Please respond as though you were the student who read the “Penguins” passage.

Use your laser pointer to point to each underlined word from the previous reading of “Penguins.”

Here are the words I underlined. Let’s read them together.

“Interesting birds...”

Review the other underlined words.

Are there any other words you would like to review?

Read and have your modeling partner repeat any words requested.

Thank your modeling partner for her/his assistance.

Notes continue on the next page.

Partner Reading: Modeling Phase: *I 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.

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Use your laser pointer to demonstrate calculating the words read and the errors.

To determine the total number of words read in 1 minute, I use the word counts in the left margin. The line with the word *birds* that I circled has the number 97 in the box in the left margin. That means there were 97 words in the passage before the start of this line. So I need to count over to *birds*: 98, 99, 100. The student on our audiotape read 100 words in 1 minute.

To determine the number of errors he made, we will count the underlining. Remember not to count the word *huddle*, which has a line drawn through it to remind us that he corrected his pronunciation. So, he had: 1, 2, 3, 4, 5, 6, 7, 8 errors total.

REFERENCE: TEA et al., 2008.

SOURCE reprinted with permission from TEA et al., 2008.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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	

Slide 23—Calculate Words Correct Per Minute (WCPM)


Review the information on the slide.

You will notice the table at the bottom of the passage on Handout 7 has spaces for you to record the number of words read and the number of errors. We just counted these from the student's reading of "Penguins." We determined that he read 100 words and made 8 errors. Now, if we subtract the number of errors from the number of words he read, we get the words correct per minute, or WCPM. In this case, the student's WCPM would be 92.




Not all fluency passages will include a copy of this chart, so a blank template has been provided for you on **Handout 8**.

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


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Slide 24—Partner Reading: Modeling Phase: *I Do* (cont.)

Now that we have modeled all the steps of the first turn of the warm read, it is time to move to the **second turn**. **Partner Two** has 60 seconds to read the same “Penguins” passage from the beginning. Using a **black pen**, **Partner One** will **follow along, underlining errors** and **circling the last word read**. Then, Partner One will help Partner Two review any of the words on which he/she made an error before **calculating the WCPM**.



Video: Fluency Routine: Partner Reading (4:40)

In this video, a Tier II reading intervention class implements the Partner Reading routine. Look for ways in which the teacher scaffolds the students’ fluency practice. How does she make sure they know what to do and use their time efficiently?

Click the icon to play the video.

What did the teacher do to scaffold the warm and hot reads? How did she make sure students knew what to do and used their time efficiently?

Notes continue on the next page.

Call on participants. Acknowledge and repeat/rephrase responses.

Suggested responses:

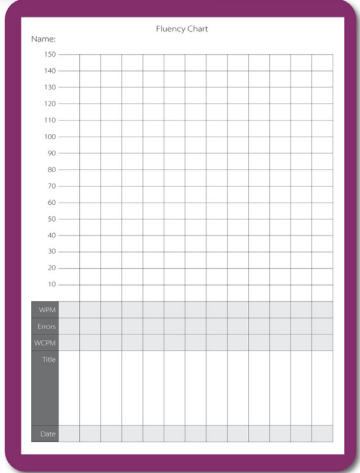
- *Had students seated in partners*
- *Made sure everyone knew who was Partner One and who was Partner Two*
- *Provided folders of materials and visuals/posters on the board*
- *Reminded students how to conduct the error-correction procedure*
- *Modeled how to mark the last word read and calculate the WPM and WCPM*
- *Made sure students had all supplies*

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.
I/WE/YOU DO adapted with permission from Archer et al., 1988.


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.



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


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Slide 25—Partner Reading: Teacher-assisted Phase: *WE Do*

 The hot read follows the same steps as the warm read, but adds the graphing of the **WCPM on a fluency chart**. A copy of the chart is on **Handout 9**.

Click the slide to display the chart.


Partner One begins reading for 1 minute, starting again at the beginning of the same passage. **Partner Two follows along, underlining errors, circling the last word read** when the timer sounds, **conducting** the **error-correction** procedure, and **calculating the WCPM**.

Because this is the second or third time a student will underline words in a passage, they will switch ink colors again, this time to red. To review, we use blue for the cold read, black for the warm read, and red for the hot read.

Let's return to "Penguins" on Handout 7 to practice the hot read.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

Partner Reading: Teacher-assisted Phase: *WE 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.



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Slide 26—Partner Reading: Teacher-assisted Phase: *WE Do* (cont.)

In a moment, I will start the 1-minute timer and play another audiotape of our student reading the passage “Penguins” for the hot read. Underline errors in red and circle the last word read when the timer sounds. Then, I will give you a chance to practice the error-correction procedure and to calculate the WCPM. When modeling this for your class, you might use audio of yourself or give a student a script to read with the errors already written.

Does everyone have a red pen and their copy of Handout 7?

Set digital timer for 60 seconds.

 *Click the icon to play audio of the student reading “Penguins” for the hot read. The audio begins after a 5-second delay; start the timer when the student reads the first word. Do not click the slide for errors yet.*

Now, let’s see how you marked the student’s errors during the hot read.

Click to make the underlining and circling appear on the slide.

Notes continue on the next page.

Partner Reading: Teacher-assisted Phase: *WE 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.

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If you were using this for guided practice in your classroom, you would need to display a copy of the passage on the overhead so that you could check how students marked the errors.

Use the laser pointer to indicate the errors marked with an underline.

This time, the student inserted an *a* between the words *are* and *very*, and he said *bird* instead of *birds*.

He also said *penguins* instead of *penguin*.

He inserted the word *they* between the words *but* and *cannot*.

The student mispronounced *waddle* and *waddling* again, but this time he said the words with a short *a* sound.

He said *on* instead of *with*.

Then, the student said *lay eggs* instead of *lays the egg*, so I underlined all three words.

Notes continue on the next page.

When my timer sounded, he had read *the*, but then hesitated, so I circled *the* as his last word.

REFERENCE: TEA et al., 2008.

SOURCE reprinted with permission from TEA et al., 2008.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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

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.

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Slide 27—Partner Reading: Teacher-assisted Phase: *WE Do* (cont.)

The next step in the **hot read** is to **conduct** the **error-correction** procedure. Find a partner at your table and decide who will be Partner One and who will be Partner Two.

Allow 10 seconds.

We'll pretend Partner One just finished reading "Penguins," so Partner Two will review the words we underlined in red ink. Partner Two, use the script for the error-correction procedure found on Handout 5.

Does anyone have any questions?

Answer any questions, and then have participants begin practicing the error-correction procedure. Monitor and offer assistance as necessary.

Allow 30–60 seconds.

After conducting the error-correction procedure for Partner One's hot read, it will be Partner Two's turn to read the same passage from the beginning for 60

Notes continue on the next page.

seconds. Partner One will follow along, underline errors, circle the last word read when the timer sounds, and calculate the WCPM.

In the interest of time, we will pretend that Partner Two has finished his/her hot read of “Penguins.” Now it is Partner One’s turn to conduct the error-correction procedure. Raise your hand if you are Partner One.

Using the words underlined in red on “Penguins,” follow the script on Handout 5.

Allow about 30 seconds.

How many total words did the student read?

Answer: 111

How many total errors did he make?

Answer: 10

Now take a moment to record the WPM and errors in the hot read column of the table at the bottom of the passage. Then, calculate the WCPM.

Allow 1–2 minutes.

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



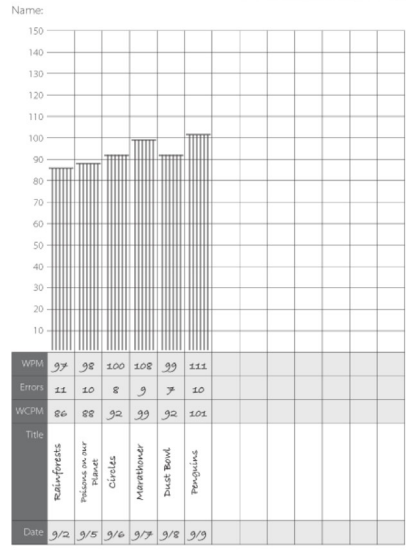
	Warm Read (black ink pen)	Hot Read (red ink pen)
Words Per Minute (WPM)	100	111
Errors	8	10
Words Correct Per Minute (WCPM)	92	101

Slide 28—Partner Reading: Teacher-assisted Phase: *WE Do* (cont.)

You should have calculated the student's WCPM to be 101 for the hot read.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

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



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Slide 29—Partner Reading: Teacher-assisted Phase: *WE Do* (cont.)

The last step in the Partner Reading routine is to graph the WCPM from the hot read. Up to this point, students have been recording information on their partners. Therefore, they will need to exchange papers in order to have a copy of the passage with their own errors and WCPM scores from the warm and hot reads.

Using a transparency of the fluency chart, model how to transfer the information from the passage onto the chart.



Refer participants to **Handout 10: Sample Fluency Chart**.


Use your laser pointer to indicate the information on the sample chart.

Our sample chart shows that this is the sixth day of fluency practice. Each date and title of the passage read are recorded.

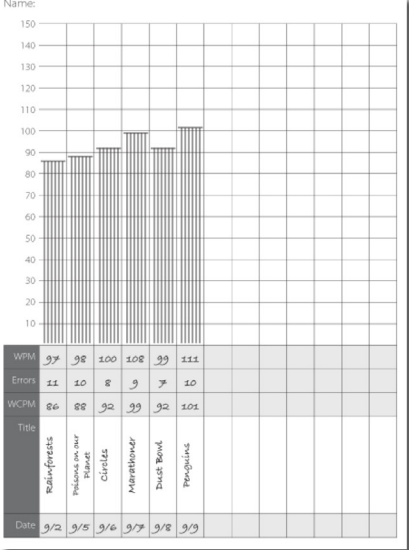
The WPM and errors are transferred directly to the appropriate boxes on this chart. Finally, the WCPM is both written in the box and charted on the graph.

Notes continue on the next page.

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




Name: _____



WPM	97	98	100	108	99	111
Errors	11	10	8	9	7	10
WCPM	86	88	92	99	92	101
Title	Rainforests	Palaces on our Planet	Clitics	Miraflores	Just a Book	Prologues
Date	9/2	9/5	9/6	9/7	9/8	9/9

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Students fill in the bars of the graph to show their progress.

Notice that this student's scores are not always steadily increasing. These results can be due to the influence of background knowledge and/or interest on a student's reading accuracy and comprehension. When you increase the passage difficulty, scores may take a larger dip. Explain to students that the passages were getting too easy and encourage the student to work toward raising his/her WCPM numbers to the previous levels. You can have students draw a vertical line down the length of the chart to mark when the passage difficulty level changed.

Use the laser pointer to indicate drawing a vertical line down the length of the chart.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

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

Slide 30—Basic Partner Reading Skills

Before releasing responsibility for students to complete the Partner Reading routine on their own, you will want to review some of the basic skills that are involved.

Review the information on the slide.

Remember that the teacher prepares the folders for each day, monitors during the routine, and checks the folders at the end of the day. The folders should always contain the following handouts:

- Partner Reading Routine (Handout 4)
- Error-correction Procedure (Handout 5)
- Fluency Table, if not included with the passage (Handout 8)
- Fluency Chart (Handout 9)

In addition, you will provide a new passage each day that is at the instructional level for the lower-ability student (Partner Two).

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.

Slide 31—What To Do With an Odd Number of Students

It is rare to have an even number of students in class at all times. Although it may be tempting to serve as the partner for the student without a partner, doing so would make you unavailable to monitor the other partners. You should be observing each student’s reading fluency at least once every 3 weeks in order to inform your instructional decisions.

This slide and the next offer suggestions for how to handle absences or a consistently odd-numbered group of students.

Review the information on the slide.

Rotating the student without a partner among partners of similar ability levels will ensure that the student is not always the silent reader during Partner Reading.

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.

Slide 32—What To Do With an Odd Number of Students (cont.)

With a class that has a consistently odd number of students, assign one **group of five students** to work as a rotating fluency team: two partner groups and one silent reader. With five, you can rotate the students in such a way that no student spends too many practice turns being the silent reader. The rest of the class may be partnered as previously discussed.

When an **absence** makes the class into an even number, **all students can work in pairs.**




Video: Partner Reading Adaptation (4:33)

This video returns to our intensive intervention class of three students. In this case, two of the students are at a similar, lower-ability level compared to the ability of the third. Therefore, two Partner Twos take turns reading with a single Partner One. Pay attention to how the students alternate being the silent reader and how the teacher monitors the fluency and comprehension of all students in the group.

Notes continue on the next page.


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.

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Click the icon to play the video.

Take a moment to discuss with your partner how the fluency routine was implemented with an odd number of students. What would you need to do to implement a similar adaptation in your reading intervention class?

Allow 2 minutes. Monitor and make yourself available to answer any questions.

Partner Two, tell me the best idea or most important point you and your partner discussed about implementing the fluency routine with an odd number of students.

Call on participants. Acknowledge and repeat/rephrase responses.

Responses might include:

- *Teacher posted steps for the adaptation and explicitly stated who would be the silent reader in each turn*
- *Teacher conducted monitoring reads on the students in the group of three*
- *Both Partner Twos participated in correcting the errors of Partner One*
- *Teacher gave the silent reader a chance to review any words*
- *Teacher asked a comprehension question*

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.

Slide 33—Partner Reading: Independent Phase: *YOU Do*

Review the information on the slide.


Students will need to practice the procedures many times before you can shift responsibility to *YOU Do*.

Once the Partner Reading routine is established, students can follow the procedure independently as you monitor. Thus, transition time is reduced, lessons move at a quick pace, and students feel a sense of security by knowing exactly what is expected of them.

Like other methods of fluency practice or other literacy routines, Partner Reading can be used in a literacy center, but keep in mind that students will need sufficient instructional feedback before using this routine on their own.

As always, return to modeling the steps of the routine if, while monitoring, you notice that students are not maintaining fidelity or are inaccurately recording information.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.
I/WE/YOU DO adapted with permission from Archer et al., 1988.




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.

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Slide 34—Teacher Responsibilities

 Ask participants to find **Handouts 4, 5, and 11**.

- In order to manage the class during Partner Reading, you will need to prepare in advance by **creating folders** with the materials students need. This should include Handout 4: Partner Reading Routine, Handout 5: Error-correction Procedure, and **copies of the** appropriate **passage** or passages for the day. Remember that the cold read passage is at the average level of difficulty for the class, so some pairs will use other passages for the warm and hot reads. Each pair of students will receive the passage that is on Partner Two's (the lower-ability reader's) instructional level. Both partners will take turns reading this same passage from the beginning two times each.
- In addition to the folders, students will need **pens** in three different colors of ink: **blue, black, and red**. The blue pen will be used to mark new words as you **model fluent reading** during the cold read. The black and red pens will be used to record partner errors and fluency scores during the warm and hot reads.

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.

Slide 35—Teacher Responsibilities (cont.)

- During Partner Reading, you will use a digital **timer** to keep each turn to **60 seconds**. (Eventually, you may wish to allow students to manage their own timers.) Monitor partners to ensure strict adherence to time limits and to keep the pace of instruction brisk. Provide appropriate feedback throughout the entire routine.
- Each day, select **a pair or two** for specific observation, or what might be called a “monitoring read.” Position yourself close enough to the designated pair to observe and lead the pair in the error-correction procedure while keeping an eye on the rest of the classroom. This **monitoring** read will enable you to check students’ **fidelity** to the procedures, as well as their **accuracy of error recording**. A monitoring sheet is provided on Handout 11 for you to record information on the students as you observe them. Monitor each student at least once every 3 weeks. When you do, be sure to emphasize the goal of reading for meaning by **asking a comprehension question** about the main idea of the passage.

Notes continue on the next page.

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.

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- At the end of each day, go through the folders. **Check** the students' papers for accuracy and completion, as well as to look for student progress.
- Then, **restuff folders with new passages** at Partner Two's instructional level to be used for the next day's fluency instruction. Students should not read the same passage 2 days in a row.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.

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.

Slide 36—Scaffolding



Refer participants to **Handout 12: Scaffolding Fluency Instruction**, which lists the scaffolding steps presented on this slide and the caveats about fluency listed on slide 38.

Careful monitoring of students will also guide your decisions about fluency instruction. As students show sustained progress, you will need to increase the difficulty of the text.

Read the first bullet.

This is a general guideline, but teacher judgment should always be used in combination with fluency scores.

For some older readers, rotating pairs frequently has been shown to be an effective way to keep students motivated (Fuchs, Fuchs, & Kazden, 1999).

Read the second bullet.

Notes continue on the next page.

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.

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You do not want to leave the same students partnered indefinitely. The pairs should be considered flexible and should be changed to reflect students' improvement and to offer different models for students who are not making adequate progress.

Read the third bullet.

It is not necessary to implement Partner Reading rigidly or indefinitely. Use teacher discretion in determining when students' motivation is waning. Give them a break from the routine and focus on other reading skills.

REFERENCE: Fuchs, Fuchs, & Kazden, 1999.

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.

Obtaining Passages



- TMSFA practice passages
- Lexiled books

Slide 37—Obtaining Passages



Refer participants to **Handout 13: Obtaining Fluency Practice Passages**.

Sixty-six practice passages are available in the TMSFA materials (TEA et al., 2008). Do not use the passages that are a part of the Passage Reading Fluency subtest or the progress monitoring component. Use only the passages in the separate file entitled: Practice Fluency Passages. These passages are Lexiled and have word counts, but there will not be enough passages at any one level to sustain fluency instruction for more than a few days. Students will likely not be ready to progress to the next level of text by the time they have exhausted the available passages.

To obtain more passages, you can select portions of books that have been Lexiled. Simply search online through the database on **www.Lexile.com** to find the Lexile of a particular title or author.

If you prefer not to use Lexile levels, but would rather use material leveled by grade, you can calculate the level of any text by typing it into a Word document

Notes continue on the next page.

Obtaining Passages

- TMSFA practice passages
- Lexiled books

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and running the readability statistics. The steps for this are outlined on Handout 13.

The disadvantage of using materials from the Lexile database or from your own readability calculation is that those documents will probably not have all the words counted and a running tally noted in the margins. In order for students to calculate their WCPM, you will need to provide the word counts on the passages used for fluency practice.

Several commercial sources of leveled passages have word counts already noted in the margins, but you should select passages from a source that you trust has calculated the level appropriately.

REFERENCE: TEA et al., 2008.

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.)

Slide 38—Caveats About Fluency

Students who struggle with reading need fluency instruction as one component of their intervention. This must be combined with instruction in word identification, vocabulary, and comprehension. All of those elements are related, but targeting **fluency alone** will not cause increases in other reading skills.

Many of the fluency guidelines are based on research with children in grades 1–4. Much less is known about fluency practices for older students. When interpreting fluency scores of adolescents, it may be necessary to make a judgment about when fluency instruction is no longer profitable. The most important outcome for students is that they can understand and learn from text. If students exhibit **somewhat below-average fluency but are comprehending grade-level material, it may not be appropriate to spend considerable time** on improving their rate of reading.

Similarly, although most descriptions of fluent adolescent readers indicate that they read at least 150 WCPM (Hasbrouck & Tindal, 2006; Yovanoff, Duesbery, Alonzo, & Tindal, 2005), students reading **grade-level text at 90–100 WCPM**

Notes continue on the next page.

Caveats About Fluency

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 - 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 12.1)

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with 90% accuracy may benefit more from time spent on enhancing their background knowledge, vocabulary, and/or comprehension rather than on fluency instruction. Fluency gains are much more difficult beyond this “ceiling.”

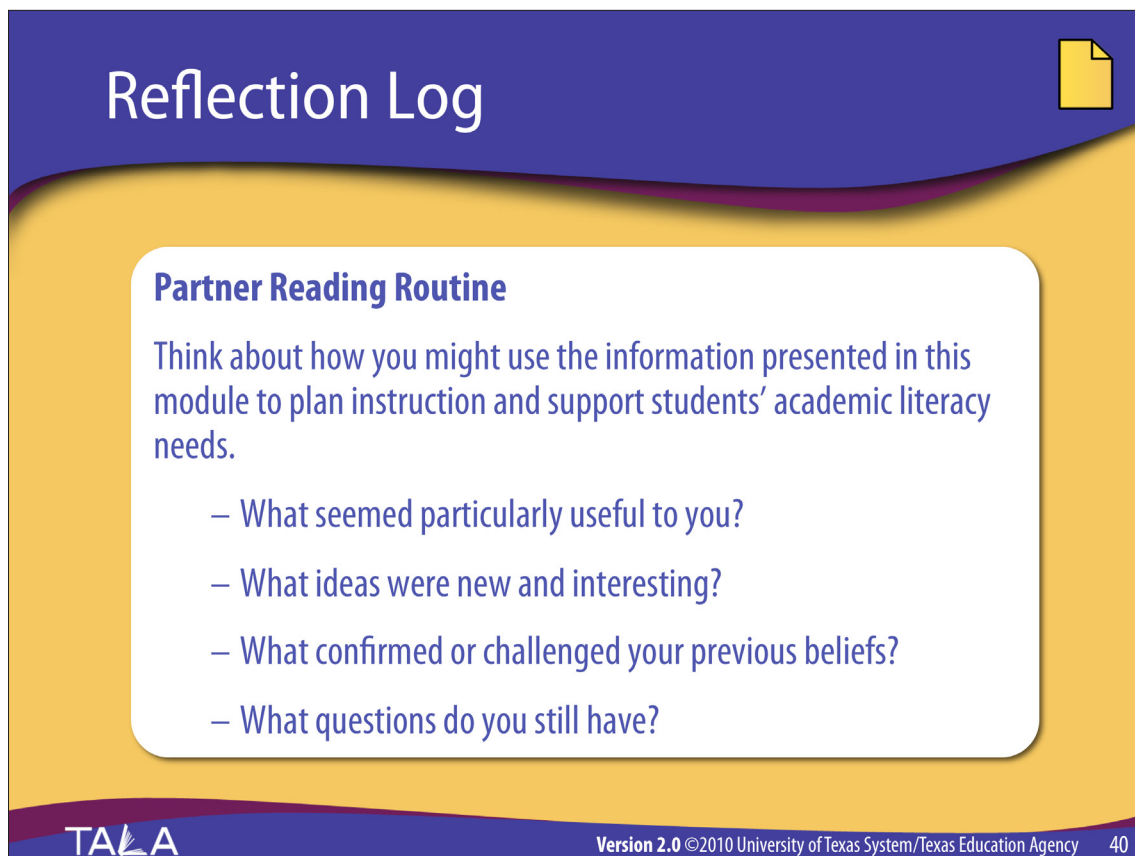
REFERENCES: Hasbrouck & Tindal, 2006; Yovanoff, Duesbery, Alonzo, & Tindal, 2005.

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.

Slide 39—Summary

Review the objectives.

A presentation slide titled "Reflection Log" with a blue header and a yellow body. The title "Reflection Log" is in white text on the blue background. In the top right corner of the blue header is a yellow document icon. The main content is in a white rounded rectangle on a yellow background. It is titled "Partner Reading Routine" in blue text. Below the title is a paragraph in blue text: "Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs." Below the paragraph is a list of four questions in blue text, each preceded by a blue dash: "– What seemed particularly useful to you?", "– What ideas were new and interesting?", "– What confirmed or challenged your previous beliefs?", and "– What questions do you still have?". At the bottom of the slide, there is a blue footer with the TALA logo on the left and the text "Version 2.0 ©2010 University of Texas System/Texas Education Agency 40" on the right.

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?

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Slide 40—Reflection Log

Activity: Reflection Log



Have participants turn to **Handout 14: Reflection Log**.

Read the directions on the slide.

Allow 2 minutes for participants to write quietly.