

Resource #7 - Partner Reading Fluency

Time	Materials	Procedures
1 Minute	<ul style="list-style-type: none"> ▪ Two copies of the same <i>Fluency Building Sheet</i> or <i>Practice Passage</i> in plastic sleeves. ▪ One dry-erase marker and an erasing cloth in a zipper-lock plastic bag. ▪ Two <i>Fluency Record</i> sheets. ▪ A digital timer or stopwatch. 	<ul style="list-style-type: none"> ▪ Teacher announces that fluency timings will begin. ▪ Teacher hands out materials to student partners. ▪ Students remove fluency materials from their folders. ▪ Partners record today’s date on their respective <i>Fluency Record sheets</i>. Partner 1 will read first; Partner 2 will highlight Partner 1’s errors and stopping point with the dry-erase marker on the transparent plastic sleeve. ▪ Teacher monitors to ensure students are ready to begin their timings.
1 Minute		<ul style="list-style-type: none"> ▪ Teacher sets timer and says, “Begin.” ▪ All Partner 1s read. ▪ All Partner 2s mark partner 1 reading errors and stopping point on his/her copy of the <i>Fluency Building sheet</i> or <i>Practice Passage</i>
1 Minute		<ul style="list-style-type: none"> ▪ All Partner 2’s give feedback ▪ Partner 2 tells partner 1 how many elements/words he/she read, the number of errors he/she made, and does the error-correction procedure. ▪ Partner 1 records the numbers on his <i>Fluency Record Sheet</i>. ▪ Partner 2 wipes off the dry-erase markings on his fluency builder and gives the dry-erase marker to Partner 1.
1 Minute		<ul style="list-style-type: none"> ▪ All Partner 2s read. ▪ Teacher again sets timer and says, “Begin.” ▪ Partner 2 reads the same <i>Fluency Building Sheet</i> or <i>Practice Passage</i> to Partner 1. Partner 1 marks Partner 2 errors and records the stopping point on his/her copy of the <i>Fluency Builder</i>.
1 Minute		<ul style="list-style-type: none"> ▪ All Partner 1s give feedback. ▪ Partner 1 tells partner 2 how many words he/she ready, how many errors he/she made, and does the error-correction procedure. ▪ Partner 2 records the numbers on his <i>Fluency Record Sheet</i>. ▪ Partner 1 wipes off the dry-erase markings on his fluency builder and returns the dry-erase marker and erasing cloth to the zipper-lock plastic bag.
1 Minute		<ul style="list-style-type: none"> ▪ Students put materials away. ▪ Students return their <i>Fluency Building Sheet</i> or <i>Practice Passage</i>, <i>Fluency Record Sheets</i>, and zipper-lock plastic bags with the dry-erase marker and erasing cloth to their portfolios.

TRAINING STUDENTS IN THE PARTNER READING

Devote a minimum of two or three class periods to student training. It is recommended that an explicit instructional model be employed. The procedures should be introduced through modeling followed by considerable guided practice time, with the teacher monitoring student participation, giving feedback, and remodeling as necessary so that students can practice the procedures independently.

MATERIALS:

- Passages that students can read with 95%-97% accuracy. Each partner would have the same passages, however, some partners may have harder/easier passages. Each passage should be in plastic removable covers. **OR** Copies of previously taught sounds pages and/or words pages from the Small Group Instruction presentation booklets that are known by all students.
- A copy of a *Letter-Sounds Record Graph*, *Words Record Graph*, or *ORF Fluency Graph* for each student partner.
- A zipper-lock plastic bag containing a dry-erase marking pen and a small piece of cloth for erasing marks or a small piece of dampened sponge and a washable ink pen for each student pair.
- A digital timer or stopwatch.

For the teacher model lessons:

- An overhead transparency of the selected reading passages
- An overhead transparency of the scoring record or graph and a dry-erase marker

USE ACTIVITY PROCEDURE OR SCRIPTED PROCEDURE

Activity Procedure:

1. Seat each student with a fluency partner. Partner 1's left shoulder should be touching partner 2's right shoulder. Label the partners as Partner 1 and Partner 2.
2. Model the fluency partnership with a student partner, emphasizing how the listener should accurately track the words/sounds the partner reads. Tracking helps students keep their place as they silently read along with the reading partner and makes marking errors easier.
3. Review with students:
 - The procedure for marking errors and noting the stopping point.
 - The process of word counting and error reporting.
 - How to calculate the correct words/sounds per minute (cwpm) by determining the total number of words/letters/sounds read and then subtracting errors. For example:

Total Words Read	35
- Errors	2
= CWPM	33

- How to use the scoring record or graph.

Figure 5.1
An EXAMPLE OF THE ERROR-CORRECTION PROCEDURE

While the reader is reading aloud for one minute, the fluency partner follows along and underlines any errors. When the timer sounds, the partner notes the last word read with a bracket, then, provides feedback in the following manner:

Partner: "You read ____ (total number of) words. You made ____ (number of) errors." The partner then points to each underlined (incorrect) word and pronounces it correctly for the reader.

Reader: Records the CWPM on the *Fluency Graph*.

Note: Establish a "No arguing" rule between partners at this point in the training.

1. Practice with students;
 - Set the timer for one minute, and ask all Partner 1s to read. Remind them to lean in toward their partner and whisper-read. Remind Partner 2s to track their partner's reading accuracy.
 - Instruct partner 2s to give polite feedback to Partner 1s.
 - Set the timer again for one minute, and instruct Partner 2s to read. Remind them to lean in toward their partner and whisper-read. Remind Partner 1s to track their partner's reading accuracy.
 - Instruct Partner 1s to give polite feedback to Partner 2s.

•There are a variety of strategies/programs available:

- Classwide Peer Tutoring (CWPT)
- Peer Assisted Learning Strategies (PALS)
- Reciprocal Peer Tutoring (RPT)

•Each program has similar components

- Can be incorporated within the regular part of the reading program
- Complete 2-5 times a week
- Careful selection of reading materials
- Students must be trained on steps of approach
- Performance pairing of students
- Progress monitor all students to adjust pairing as necessary

Rank order students according to reading fluency.

- Split the rank ordered list into the top and bottom halves.
- Pair the top ranked student in the upper half with the top ranked student in the lower half (i.e., #1 with # 13 if class has 26 students). See Teacher Reports!
- Adjust pairings according to "personality" issues.
- Maintain pairs approximately 4 weeks.

(Modified from Hasbrouck, 1998)

1. Teacher needs to **select** appropriate reading material for each student.
2. Teacher needs to **model** steps of partner reading.
3. The **higher** performing reader reads first as a model.
4. Both students should have an opportunity to lead the reading (coaches and players)
5. Teacher should **monitor** the group in the activity and reinforce for appropriate behavior.
6. At the end of the activity, have both students **summarize** what they just read (e.g., retell, main ideas, characters, etc.).
7. Periodic progress monitoring to ensure progress and to readjust pairs.