

Handouts

UNIT 6, MODULE 1: Building Fluency With Partner Reading

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http://meadowscenter.org/vgc/materials/middle_school_instruction.asp

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TEKS Connections

The word study skills in this module correlate to those taught in the elective reading course; the standards for this course are found in the Reading (Elective Credit) section of the TEKS. These skills also are taught in English language arts courses in the earlier grades, but middle school readers often struggle because they have not mastered these skills, among others.

Reading Elective Credit (Grades 6–8)

- (3) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
 - (B) adjust reading rate based on purposes for reading; and
 - (C) read orally at a rate that enables comprehension.

SOURCE: Texas Education Agency (TEA), 2008.

English Language Proficiency Standards (ELPS) Connections

- 4(E) Read linguistically accommodated content area text with a decreasing need for linguistic accommodations as more English is learned.

SOURCE: TEA, 2007.

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

Passages for Partner Reading are determined by the lower-ability student's (Partner Two's) instructional level. Fluency practice is productive with passages on either the instructional or independent levels.

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

Partner Reading Routine

<p>Cold Read (use a blue ink pen)</p>	<ol style="list-style-type: none"> 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.
<p>Warm Read (use a black ink pen)</p>	<ol style="list-style-type: none"> 1. Partner One reads while Partner Two: <ul style="list-style-type: none"> • Follows along • Underlines errors • Circles last word • Conducts error correction • Calculates WCPM 2. Partners switch duties.
<p>Hot Read (use a red ink pen)</p>	<ol style="list-style-type: none"> 1. Partner One reads while Partner Two: <ul style="list-style-type: none"> • Follows along • Underlines errors • Circles last word • Conducts error correction • Calculates WCPM 2. Partners switch duties. 3. Each partner graphs her/his own hot read WCPM on a fluency chart.

PARTNER READING adapted with permission from Bryant et al., 2000; Delquardi et al., 1986; Mathes et al., 1994.

Error-correction Procedure

Partner:

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

Read the underlined words together.

Partner:

Would you like to review any other words?

If YES, review the words.

If NO, move on to the next step.

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

Sample Passage for the Cold Read

Cynthia's Big Decision

Cynthia had always been afraid to try new things. She wanted to learn to play the trumpet in middle school. However, her mother wondered whether the trumpet was the best choice for her.

“I’m happy that you want to play an instrument. Don’t you think you would rather try the flute?” her mother asked. “That’s the instrument I played when I was in school. We already have one. A flute makes a lovely sound. It’s also much easier to carry from place to place.”

But Cynthia was adamant. She was determined to master the shiny golden instrument with the bold sound. Band classes began, and it soon became apparent that Cynthia was an exceptional musician. While other students squeaked their way up and down the scales, Cynthia played simple melodies in pure, sweet tones.

The trumpet provided a new way for her to express her feelings. Cynthia found herself making new friends. The other trumpet players often asked Cynthia for suggestions on how they could improve their playing. Cynthia was growing more confident.

By the time Cynthia reached high school, she was one of the best trumpet players in the band. One day Mr. Peters, her band teacher, asked Cynthia to see him after class. She was eligible to audition for the countywide youth orchestra. He would be delighted to recommend her. Was she interested?

Cynthia hesitated. Playing in the youth orchestra would be a dream come true. The orchestra was made up of the best young musicians in the county. But it meant that she would have to memorize a piece of music. She would also have to audition in front of a group of music teachers. What if she didn’t do well? What if she forgot the notes? She would be embarrassed. Mr. Peters would be disappointed.

Cynthia swallowed hard. She told Mr. Peters that she would think about it. The next day Cynthia talked to her mother.

“I want to audition, but I’m also afraid. I don’t know what to do!” she told her mother.

Cynthia’s mother looked her in the eye. “Remember when I told you that you should play the flute? Well, you knew all along that the trumpet was right for you. I think you know what is right for you now.”

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Sample Passage for the Warm and Hot Reads

Penguins

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.

52 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.

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

Reprinted with permission from TEA et al., 2008.

WCPM Table

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

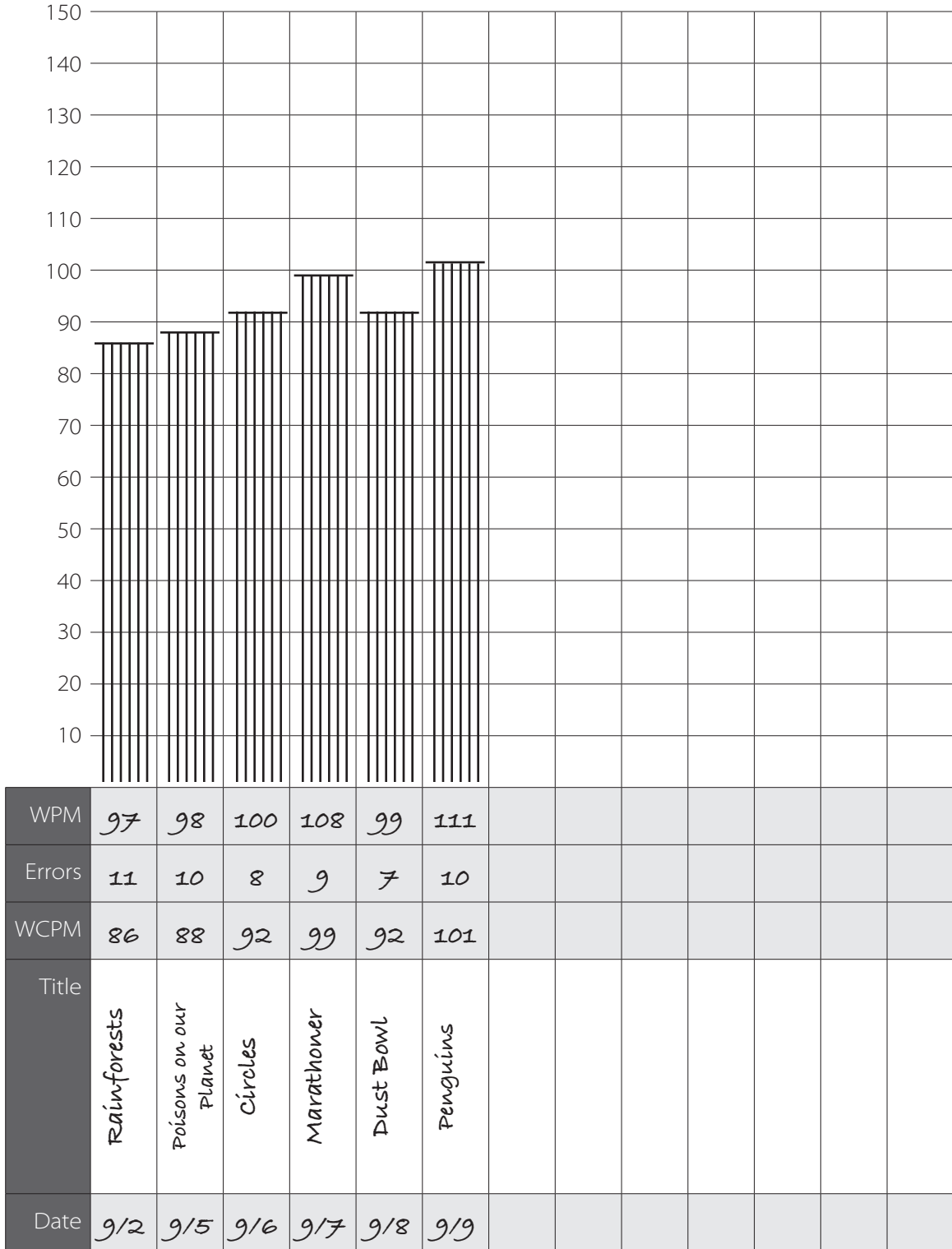
Fluency Chart

Name:

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

Sample Fluency Chart

Name:



Scaffolding Fluency Instruction

Scaffolding steps:

- Move students up a level in text when the lower-ability reader has 2 consecutive days with 95 words correct per minute (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.

Caveats about fluency:

Students who struggle with reading need fluency instruction as one component of their intervention. This component 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 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.

Obtaining Fluency Practice Passages

TMSFA Fluency Practice Passages (TEA et al., 2008)

Sixty-seven Lexiled practice passages can be found in a separate file on the CD. **Do not use any passages that are part of the Passage Reading Fluency subtest.**

Calculating Readability Using Microsoft Word

1. Under the “Word” menu, click “Preferences,” and then click the “Spelling and Grammar” tab.
2. Select the “Check grammar with spelling” box.
3. Select the “Show readability statistics” box, and then click “OK.”
4. Under the “Tools” menu, click “Spelling and Grammar” to check the whole document.
5. To check a portion of the document, highlight the selected text and then click “Spelling and Grammar.” When the dialogue box asks whether you want to continue checking spelling and grammar in the remainder of the document, select “No.”

When the spelling and grammar check is complete, an information box will appear that includes three readability items:

Passive Sentences (text with a percentage closer to 100% would be more difficult to understand)

Flesch Reading Ease (text with a score closer to 100 would be easier to understand)

Flesch-Kincaid Grade Level (text with a score of 6.0 would be written on a sixth-grade level; 7.0 would indicate text on a seventh-grade level; 8.0 would indicate text on an eighth-grade level)

Finding Lexiled Books

www.lexile.com

Click on “Search for Books by Lexile Measure and Interests.”

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Unit 6: Fluency Module 1: Building Fluency With Partner Reading

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