

# Fluency Intervention: Partner Reading

Objective: Given a selected text, students will increase fluency by rereading it

Materials: Copies of short texts at the lower-performing reader's instructional level for each pair of participating students. (This can be a whole class intervention!)

Sequence:

1. Pair higher-performing readers with lower-performing readers for fluency practice. To do this, rank the students according to performance level (you can use the most recent benchmark data to do this), then split the class in half, pairing the highest-performing student in the class with the top-ranked student from the lower half, and so on for the remaining students.
2. Provide each pair with reading texts at the lower-performing student's instructional-reading level. (Lower performing student must be able to read these texts with at least 95% accuracy).
3. Model and explain Partner Reading procedures below. Be prepared to model and practice the procedures over several days including specific training on the correction procedure in order to ensure implementation integrity for your students.
4. Assign roles to student pairs, with Partner A being the stronger reader and Partner B the lower-performing reader. You do not need to explain to students what A or B stands for.
5. Have students take turns reading. Partner A reads the text aloud first, modeling fluent reading, for one minute. Partner B follows along (actively with eyes and finger on page). Then Partner B reads aloud the same text for one minute.

Partner Reading Procedures:

1. Partner A reads for 1 minute while Partner B follows along silently.
2. Partner B reads the same text for one minute.
3. Students discuss text, with listening student asking questions and the reading partner answering
4. Repeat steps 1-3 until story is complete

Rules:

1. Talk only to your partner using a quiet voice
2. Talk only about reading
3. Work together

Possible Errors in Reading

1. Reading the word incorrectly
2. Leaving out a word
3. Adding a word
4. Waiting longer than three seconds

Feedback on Incorrect Pronunciation

1. The listening partner points to the incorrectly read word and asks the reading partner, "Do you know this word? Then if the reading partner cannot decode the word, "That word is \_\_\_\_\_. What word?" When the reading partner says the word correctly, the listening partner says, "Yes, that word is \_\_\_\_\_. Now read the sentence again."

Bos & Vaughn (2002); Delquadri, Greenwood, Wharton, Carta, & Wall (1986); Greenwood, Delquadri, & Hall (1989); Fuchs, Fuchs, Mathes, & Simmons (1997), Vaughn & Linan-Thompson (2004)

## Partner Reading Intervention Integrity Checklist

INTERVENTION SEQUENCE	YES	NO
Partners identified appropriately		
Text provided to each pair matches lower performing member's instructional level		
Partner reading procedures & rules are explained and modeled		
Students are assigned correctly as Partner A or Partner B with A as stronger reader in each pair		
Teacher manages time (1 min) for each partner to be reading		
Teacher actively monitors room to support on-task behavior throughout intervention period		
Reading Partner reads aloud using a soft voice his/her partner can hear		
Listening Partner follows along actively, and performs standard correction procedure each time needed		
After 1 minute, listening partner asks questions of reading partner about text		
Partners switch listening and reading roles, and continue alternating until passage is complete		