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The Six-Minute Solution
A Reading Fluency Program (Primary Level)

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Grades K-2
and Remedial Grade 3

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Introduction

In order to become proficient readers, primary students must possess a foundational knowledge of phonetic elements, an automatic sight-word vocabulary, and the ability to read text fluently. The *Six-Minute Solution Primary* will help students do just that. Our research-based, effective instructional procedures are designed to “open the door to literacy” to primary students while using only six minutes of the instructional day.

The program contains assessments, instructional formats, and fluency practice sheets for common phonetic elements; as well as automatic words lists and nonfiction reading passages that are designed for partner practice, but can also be implemented with small instructional groups or individual students. Teachers may choose to introduce the *Six-Minute Solution Primary* activities in one of two ways: (1) they may follow the general description of the activity; or (2) they may follow the scripted format for the activity, which provides exact wording to use when introducing the concepts.

Phonetic Elements

The explicit teaching of sounds (phonemes) and the letters used to represent them (graphemes) is known as *systematic phonics instruction*. According to a report of the National Reading Panel (National Institute of Child Health and Human Development; NICHD, 2000), “Systematic phonics instruction produces gains in reading and spelling, not only in the early grades (K–2) but also in the later grades (2–6), and among children having difficulty learning to read.”

Phonetic Elements Fluency Building Sheets (see *Fluency Building Sheets*) are designed to build fluency at the individual letter, sound, and decodable word level. There are 113 skills sheets included in this section. *Decodable Short-Vowel and Long-Vowel Stories* (also found in *Fluency Building Sheets*), which focus on targeted phonetic elements, are provided for additional reinforcement. There are a total of 20 stories—ten focusing on short-vowel words, and ten focusing on long-vowel words—in this section.

Automatic Words

Automatic words are those that occur with high frequency in textbooks for grades 1–8. Since these words repeatedly appear—a mere 13 words account for more than 25% of the words in print (Johns & Lenski, 2001)—it is imperative that primary students be able to read these words automatically. The 25 *Automatic Words Fluency Building Sheets* (see *Fluency Building Sheets*) are designed to build fluency at the sight-word level by having students read and reread the same ten words on each list until they can read them at a rate of one word per second, or 60 correct words per minute (cwpm).

Practice Passages

The 75 *Practice Passages* (see *Fluency Building Sheets*) are based on social studies and science standards. The passages are broken down by grade level—1, 2, and 3—and each grade level has five different themed units, each containing five related passages with common vocabulary. The five passages in each themed unit are sequenced in successively higher reading levels within

that grade. As students practice fluency by reading the *Practice Passages*, they also enhance their background knowledge and content-area vocabulary.

Rereading to Build Fluency

As the saying goes, “Practice makes perfect,” whether it’s shooting basketballs, playing the piano, or processing text in a smooth, efficient, and accurate manner. The benefits of repeated readings of the same passage to build reading fluency have been well documented in many research studies (Levy, Nicholls, & Kroshen, 1993; Meyer & Felton, 1999; Samuels, 1979). The *Six-Minute Solution Primary* helps students succeed at reading fluency by using an instructional model that is based on repeated-reading research and partnering students whose instructional and fluency levels most closely match (see *Table I.1*). Research supports the fact that students’ reading skills improve when they work with peers in structured reading activities (Greenwood, Delquadri, & Hall, 1989; Rosenshine & Meister, 1994; Stevens, Madden, Slavin, & Famish, 1987).

Table I.1
THE SIX-MINUTE SOLUTION PRIMARY INSTRUCTIONAL FORMAT

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 partnership’s portfolio. ■ Partners record today’s date on their respective <i>Fluency Record</i> sheets. 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 2s 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</i> sheet. ■ 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 fluency builder.

1 minute		<ul style="list-style-type: none"> ■ All Partner 1s give feedback. ■ Partner 1 tells Partner 2 how many words he/she read, how many errors he/she made, and does the error-correction procedure. ■ Partner 2 records the numbers on his <i>Fluency Record</i> sheet. ■ 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</i> sheets, and zipper-lock plastic bags with the dry-erase marker and erasing cloth to their portfolios.

Six-Minute Solution Primary Sample Schedule

Monday

- All partnerships have new fluency building sheets or passages. Partners preview the entire fluency sheet or passage for accuracy (i.e., whisper-read or silently read, underlining unknown words). Teacher monitors and identifies any unknown words to either partner.

Option 1: No timings on Mondays. Have partners use the allotted six minutes for previewing passages.

Option 2: Allow extra time (10–15 minutes) on Mondays. Have partners first preview their fluency building sheet or passage for accuracy. Then, conduct partner fluency practice during the allotted six minutes.

Tuesday through Thursday

- The *Six-Minute Solution Primary* procedure: Fluency practice.

Friday

- Partners turn in their fluency building sheet or passage and select new ones.

Option for Practice Passages: Extend the amount of time on Fridays to incorporate comprehension strategies or summary writing. Have students use the practiced passage before turning it in and selecting a new one. See *Chapter 8* for comprehension and writing strategies suggestions.

Partnering Students to Build Fluency

In the *Six-Minute Solution Primary*, students' current instructional reading levels are determined, and then students are placed in fluency partnerships. In these partnerships, one student reads the passage or fluency building sheet to his/her partner for one minute while the partner tracks the words read correctly as well as the reading errors. The partners then switch roles, with each partner charting his or her own progress. The entire procedure takes only six minutes.

Decoding & Fluency

Experts may disagree as to what exactly is the best approach to teach students how to read, but they are in agreement as to what good reading “sounds” like. According to Carnine, Silbert, and Kame’enui (1997), *fluency* is “reading smoothly, easily, and quickly.” In order to read fluently, the reader must be able to decode the vast majority of words automatically, with approximately 95% accuracy. However, although there is a clear link between fluency and decoding skills, fluency practice alone will not improve a student’s decoding skills. Any underlying decoding problems must also be addressed either prior to or in conjunction with fluency practice.

Comprehension & Fluency

Research also shows a high correlation between reading *comprehension* and reading *fluency* (Farstrup & Samuels, 2002; Foorman & Mehta, 2002; LaBerge & Samuels, 1974). If a student is focusing his/her cognitive energies on word decoding and recognition, those energies are not available for comprehension. In the words of Farstrup and Samuels (2002), *fluency* consists of “optical, perceptual, syntactic, and semantic cycles, each melting into the next as readers try to get meaning as efficiently as possible using minimal time and energy.”

Independent Reading & Fluency

Fluent readers generally find reading to be a pleasurable activity; as a result, they read more. When the amount of time spent on independent reading increases, there are accompanying gains in reading-related skills. As students read more, they increase not only their comprehension but also their vocabulary, background knowledge, decoding, and fluency skills. The “Matthew effect”—a term coined by reading researcher Dr. Keith Stanovich—refers to the effect that in reading, as in other areas of life, “the rich get richer while the poor get poorer” (Stanovich, 1986).

Work Completion & Fluency

Fluent readers will be better able to complete both class assignments and homework. As an example, consider two students reading at the second-grade level. Student A—a fluent second-grade reader—is able to read an average of 80 cwpm. Student B—a struggling second-grade reader—has an average fluency rate of 20 cwpm. Both students are assigned the same amount of reading. Student A, with an appropriate fluency rate, is able to complete the reading assignment in 20 minutes. Student B, who reads four times slower than Student A, needs more than an hour to complete the same assignment.

Reading Achievement & Fluency Practice

Although the National Assessment of Educational Progress (Pinnell, Piluski, Wixson, Campbell, Gough, & Beatty, 1995) found that 44% of fourth graders were not fluent readers, research shows that educators have the knowledge and tools to positively affect this problem. After analyzing many fluency studies, the National Reading Panel (NICHD, 2000) reported that fluency can be taught and that guided, repeated, oral-reading procedures are “appropriate and valuable avenues for increasing reading fluency and overall reading achievement.” Skilled readers read words quickly, correctly, and without hesi-

tation. Students who have not become fluent readers continue to plod slowly through each sentence without experiencing the joy of quick, automatic, fluent reading. By its very nature, fluency practice supports comprehension. It provides a skill-building activity that enables students to move quickly through text. As students build fluency through rereading, they amass a larger reading vocabulary. As they begin to read with automaticity, their cognitive attention can be focused on the text's meaning instead of on word identification. The National Reading Panel (NICHD, 2000) found that repeated oral reading, accompanied by feedback and guidance, resulted in significant reading achievement.

The *Six-Minute Solution Primary* uses both of these research-validated components—repeated readings of the same passage and/or fluency building sheet as well as oral feedback from peers—to build reading fluency.

Program Overview

The *Six-Minute Solution Primary* is based on the premise that six minutes' worth of concentrated practice on targeted literacy skills—such as phonetic elements, automatic words recognition, and passage reading—can increase student reading achievement. The program can be easily implemented in a variety of educational settings by following six easy steps, each of which are discussed in the first six chapters.

Chapter 1: Assessments

Assessment is critical for determining individual student needs, forming student partnerships, and grouping students. The assessments found in this program include:

- Letter recognition
- Letter/sound correspondence
- Phonetic elements (e.g., short and long vowels, CVC, CVCC, CVCe patterns)
- Automatic words
- Placement passages

Chapter 2: Selecting Fluency Partners and Instructional Groupings

This chapter provides suggestions for forming student partnerships and instructional groups for the purpose of fluency building.

Chapter 3: Introducing the Fluency Concept

This chapter provides the necessary steps for introducing to students the concept of repeated practice.

Chapter 4: Establishing Partner Behavior

Suggestions are offered for training students how to:

- Be supportive partners
- Work in a cooperative manner
- Provide polite feedback

Chapter 5: Training Students in the Partnership Model

Chapter 5 provides step-by-step instructions to train students in the partnership model. It also includes adaptations for individualized and small-group practice.

Chapter 6: Managing Materials

Well-organized materials that are easily accessible to students will assist in the establishment of effective fluency routines. Tips for materials management as well as for monitoring student progress and making instructional decisions based on student progress are included in this chapter.

Chapter 7: Student Progress and Record Keeping

It is essential to monitor student progress and make instructional decisions based on individual student progress. Chapter 7 provides examples of how to interpret fluency data, adjust student goals, and support students who are not making adequate progress.

Chapter 8: Comprehension and Writing Strategies

The fluency passages contained in this program may also be used to support comprehension and writing strategies. Chapter 8 offers suggestions for teaching students how to summarize, paraphrase, retell, describe, sequence, compare, problem-solve, and determine cause and effect. The passages may also be used to teach students to write a short summary. Examples of paragraph frames are included.

Chapter 9: Building Letter/Sound Fluency

Letter-naming fluency in kindergarten is a strong predictor of future reading achievement. Chapter 9 provides information, instructional strategies, and teaching procedures to increase students' automatic letter-identification ability as well as sound-symbol correspondence.

Chapter 10: Building Phonetic Elements Fluency

Phonics, an understanding of the relationship between the letters of a written language and the corresponding sounds of its spoken language, is a vital reading skill. This chapter contains the continuum of phonetic elements presented in one-minute practice and fluency formats designed to build automatic recognition of these essential reading elements.

Chapter 11: Building Automatic Words Fluency

An automatic sight-word vocabulary is a critical literacy skill. Chapter 11 provides instructional formats and teaching procedures to help build automatic word fluency.

Conclusion: More Than Six Minutes a Day

With the *Six-Minute Solution Primary* partnership model, students are able to increase their phonetic element, automatic word, and/or passage reading fluency by practicing for only six minutes a day on a regular basis. There will be times, however, when teachers will need to devote more than six minutes a day to fluency practice. The *Conclusion* outlines some situations that may require extended practice.

Assessments

The first step in implementing the *Six-Minute Solution Primary* is to determine students': (1) knowledge of phonetic elements; (2) level of sight-word acquisition; (3) oral reading rate on a grade-level passage; and (4) instructional reading level. Three different assessments are included in the *Six-Minute Solution Primary*:

- Phonetic Elements Assessment
- Automatic Words Assessment
- Passage Reading Assessment (includes oral reading fluency/instructional reading level)

All three assessments do not need to be given in order to use the program. Depending on a student's instructional level, the teacher may elect to focus on fluency building for phonetic elements and/or sight-word fluency before passage reading fluency. More proficient readers may need to work only on passage reading fluency. Teachers should also consider *DIBELS* (Good & Kaminski, 2003) or other diagnostic assessments in determining the appropriate fluency building entry point for their students.

We recommend that students be assessed for fluency a minimum of three times a year (fall, winter, and spring) for progress monitoring purposes. Placement passages can be used for this purpose as identified later in this chapter.

Students who have significant reading problems may need a more extensive assessment than is described in this program in order to determine the nature and severity of their reading problems. The more extensive assessment information can either replace the *Six-Minute Solution Primary* assessments or be used in conjunction with them.

Phonetic Elements Assessment

This assessment measures mastery of individual letter names and sounds, single-syllable short-vowel words, single-syllable long-vowel words, consonant blends and digraphs, vowel combinations, and "r"-controlled vowels. There are six subtests in the *Phonetic Elements Assessment*. Each subtest consists of a Student Copy, a Teacher Record Sheet for documenting individual student scores, and a Class Record Sheet. Teachers should select the appropriate subtest for each student based on the best estimate of student knowledge. For example, a kindergarten teacher might select the Letters and Sounds subtest at the beginning of the school year, while a first-grade teacher might select the CVC Short Vowel Patterns subtest at the same point in time.

Materials:

- Two copies of the Student Copy of the selected subtest—one for the student and one for the examiner—laminated or enclosed in a plastic sleeve.
- One copy of the Teacher Record Sheet of the selected subtest on which the teacher marks a student's errors and stopping point.
- A marking pen and a highlighter for the teacher.

Estimated Time:

2–5 minutes per student, depending on how many subtests are administered.

Activity Procedure:

1. Hand the student a Student Copy of the selected subtest.
2. Instruct the student to say the letter name, the letter sound, or the word, depending on the subtest being administered. Allow no more than 3 seconds per subtest item before marking the item as incorrect.
3. As the student responds, follow along and track the correct responses as well as the errors.
4. Continue administering the subtests until the student's accuracy rate drops below 90%.

Notes:

- Assessments should be administered individually and out of hearing distance of other students.
- Noting correct responses in a different pen color at each point in the school year (e.g., red for fall, blue for winter, green for spring) provides a visual representation of a student's progress over time.
- A Class Record Sheet is included within each phonetic element subtest. Listing all students and their scores on the Class Record Sheet aids teachers in forming instructional groups.
- An Individual Comprehensive Phonetic Element Assessment form on which to record a student's scores from the six subtests is included at the end of the *Phonetic Elements Assessment* section.
- Individual subtests may also be used for progress monitoring purposes.

Automatic Words Assessment

This assessment contains lists of the most frequently encountered sight words in reading texts (Carroll, Davies, & Richman, 1971). There are 25 subtests (lists) in this assessment. Each list contains ten sight words ranging in order of frequency, from most frequent to least frequent. Teachers should select the appropriate list for each student based on their best estimate of student knowledge.

Materials:

- Two copies of the Student Copy of the selected word list(s)—one for the student and one for the examiner—laminated or enclosed in a plastic sleeve.
- One copy of the Teacher Record Sheet for each student being assessed.
- A marking pen and a highlighter for the teacher.

Estimated Time:

2.5 minutes per student, depending on how many lists are administered.

Activity Procedure:

1. Hand the student a Student Copy of the selected word list(s).
2. Instruct the student to read the words quickly and carefully.

3. Follow along, drawing a line through any word the student does not read correctly **within three seconds**, and record errors at the bottom of the word list(s).
4. When a student misses one word on any list, stop. This is the list number that the student should begin practicing.
5. A Class Record Sheet is included at the end of the *Automatic Words Assessment*. Listing all students and their individual instructional-level list number on the Class Record Sheet aids teachers in forming instructional groups.

Passage Reading Assessment

The primary purpose of this assessment is to obtain both an oral reading rate and an instructional reading level for each student in order to pair reading partners. The results of this assessment provide baseline information so that student growth can be evaluated. The two subtests in this assessment include Oral Reading Fluency and Instructional Reading Level.

Oral Reading Fluency Assessment

Oral reading fluency is the number of correct words per minute (cwpm) a student reads on a grade-level passage. To determine a student's individual oral reading fluency, the teacher listens to the student read a grade-level passage aloud for one minute, noting the total number of words read and subtracting any errors to obtain the cwpm score. For the purpose of assessment, students must read a passage appropriate for their grade level (e.g., second-grade students must read a second-grade passage). Teachers may use one of the *Assessment Passages* (see *Assessments*) included in the *Six-Minute Solution Primary* or a grade-level fluency passage of their choice. **Note:** While students must read a grade-level passage for the purpose of assessment, they should be assigned passages at their individual instructional reading level.

Materials:

- Two copies of an *Assessment Passage* (see *Assessments*) at the student's grade level—one for the student to read from and one for the teacher to record reading errors and the stopping point—laminated or enclosed in a plastic sleeve. Each student in the class will read the same passage individually (e.g., all first-grade students will read the same Level 1 *Assessment Passage*).

Note: When listening to an individual student read, sit apart from the other students so that they are not within hearing distance. This would give them prior knowledge of the passage.

Note: The teacher may wish to have one copy of the same *Placement Passage* for each student on which to permanently record reading errors and the stopping point. In that case, the teacher will need as many copies of the *Assessment Passage* as there are students in the class.

- One copy of the *Initial Assessment Record* (see *Appendix*) on which to record all students' cwpm scores.
- A digital timer or stopwatch, a marking pen, and a clipboard.

Special circumstances: When working with groups of students who read significantly below grade level, it would not be appropriate to ask

them to read a grade-level *Assessment Passage*. Instead, assess remedial students with a *Assessment Passage* at their estimated reading levels. Continue assessing to determine the level at which a student reads with 95% accuracy (e.g., five errors in a 100-word passage). This would be the appropriate level for a student to begin building fluency.

Activity Procedure:

1. Give each student a laminated copy of the *Assessment Passage* and say, "The title of this passage is _____. When I say 'Please begin,' I would like you to start reading here (point to the first word) and read out loud quickly and carefully until the timer sounds. If you do not know a word, I will tell it to you. Are you ready?"
2. Set the timer for one minute and say, "I will start the timer when you begin reading."
3. Using a clipboard to hold the teacher copy of the *Assessment Passage*, follow along as the student reads, underlining errors. Mark a diagonal line when the timer sounds, indicating the point at which the student stopped reading. The use of the clipboard will keep the student from being distracted by any marks the teacher may make.
4. Tell the student, "Thank you. Please return to your seat and ask _____ (the next student) to come over to read."
5. During the interval between students, determine the total number of words the student read, subtract any errors, and note the cwpm read.
6. When all students have read the *Assessment Passage*, record their scores on the *Initial Assessment Record*.

Oral Reading Errors:

- Mispronunciations, unless attributed to accent or dialect.
- Words supplied by the teacher.
- Word omissions.
- Dropped word endings, unless attributed to accent or dialect.
- Substitutions, even if the word meaning is unchanged (e.g., "home" for "house").
- Reversed order of words counts as two errors (e.g., "he was" for "was he").

Notes:

- Repetitions are not counted as errors (e.g., "the boy, the boy").
- Insertions do not count as errors or as words read.
- Mispronunciations of proper nouns count as one error every occurrence.

Instructional Reading Level Assessment

A variety of assessments can be used to obtain a close approximation of a primary student's instructional reading level. These include word recognition tests and silent reading tests. Informal reading inventories can also be used. Teachers should select the type of assessment that best suits their needs.

Word Recognition Test

Materials:

- *San Diego Quick Assessment of Reading Ability* (see *Assessments*).

Estimated Time:
About 2 minutes per student.

Activity Procedure:

1. Make copies of the Student Form, Teacher Record, and scoring sheet.
2. Administer the test per the directions in the introductory paragraph.
3. Transfer student scores to the scoring sheet.

Silent Reading Test

Teachers of students who read at grade 2 level or above may choose to use a silent reading test to obtain students' instructional reading level. The advantage of using a group silent reading test is that it can be administered to all students at the same time. While students are taking the test, the teacher can read with individual students to obtain an oral reading fluency rate.

Materials:

- Copies of the test for all students in the class.

Estimated Time:
Will vary, depending on the test.

Activity Procedure:

1. Choose a silent reading test that can be administered to the entire class during one class period. Examples of commercially prepared tests, which lend themselves well to this procedure, include:
 - a. Scholastic Reading Inventory (SRI) (Scholastic, Inc., 2003). Scores are reported in Lexile levels.
 - b. Gates-MacGinitie Reading Tests (MacGinitie, MacGinitie, Maria, & Dreyer, 2003). Scores are reported in percentiles.
 - c. McLeod Test of Reading Comprehension (Consortium on Reading Excellence; CORE, 1999). Scores are reported in grade-level scores.
 - d. Measures of Academic Progress (MAPs). Scores are reported in RIT (Rasch Unit) scores, which use individual-item difficulty values to estimate student achievement.
2. Explain the test directions to the class and complete practice items with students.
3. Instruct students to begin working on the silent reading test. Make sure that students have something they can do independently when they finish the test.
4. After all of the students are finished, record their scores.

Special circumstances: Students who are enrolled in Title 1, remedial reading, special education, or English Language Learner (ELL) classes, or who have significant reading problems may be more appropriately assessed with an individually administered reading test such as the Woodcock Reading Mastery Test (Woodcock, 2000).

Using the Assessment Passages to Monitor Progress and Make Instructional Decisions

In addition to using the *Assessment Passages* to determine oral reading fluency, the passages may also be used to monitor progress and make instructional decisions:

- To measure student progress after several weeks of daily fluency practice, select the same *Assessment Passage* as utilized for the original baseline data collection. Have the initial fluency scores that were recorded on the *Initial Assessment Record* available for comparison.
- Conduct the one-minute timing assessment and calculate the student's cwpm score. Subtract the original cwpm score from the present number to determine the number of words gained per minute resulting from the fluency practice.
- Share the increase of words gained per minute with the student and the student's parents by illustrating the gain on the *Parent Fluency Assessment Report* (see *Appendix*).
- As students reach the reading fluency benchmark for their instructional level passages, move on to the *Assessment Passage* at the next instructional level and conduct an unpracticed fluency assessment.
- Use *Table 1.1* (Hasbrouck & Tindal, 2005) to determine if a student's instructional reading level has increased. If so, assign *Practice Passages* at the new level.

Appropriate Fluency Rate

Refer to *Table 1.1* (Hasbrouck & Tindal, 2005) for oral reading fluency rates by grade and season of the year. As a general rule, any student who scores below 50% on grade-level passages would benefit from a fluency-building program. Since it is recommended that students practice fluency building on instructional-level passages, their target fluency rate should be based on the instructional reading level. For example, the fluency goal for a second-grade student reading at mid first-grade level would be based on the first-grade, not the second-grade norms.

Table 1.1
2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm.

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Note that there is a difference between monitoring and placement. **Monitoring** with an assessment tool such as *Reading Fluency Monitor* can help you identify students who need to improve their fluency and monitor their progress over time.

Placement is the process of selecting an appropriate level of reading material and setting a reading rate goal within the context of a fluency-building program, such as READ NATURALLY. To place students in READ NATURALLY, use the READ NATURALLY placement table.

Grade	Percentile	Fall cwpm*	Winter cwpm*	Spring cwpm*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31

*cwpm = Correct Words Per Minute

Grade	Percentile	Fall cwpm*	Winter cwpm*	Spring cwpm*
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

Selecting Fluency Partners and Instructional Groupings

When selecting fluency partners, an appropriate match is critical to their individual and collective success. Partner students as closely as possible by both oral reading fluency rates and instructional reading levels. An example of an appropriate match is a partnership between two third-grade students whose shared instructional reading level is grade 1 and whose oral fluency rates are within ten words of each other. If one of these third-grade students had an oral reading fluency rate of 45 cwpm and the other had an oral reading fluency rate of 65 cwpm, they would be mismatched as fluency partners. The slower-reading student would not be able to follow along with his partner's more rapid rate of reading.

Keeping in mind that student partners must always read the same *Practice Passage*, you could partner a third-grade ELL student reading at the second-grade level with a third-grade special education student who is also reading at the second-grade level.

Occasionally, there may be an “outlying” student—one whose instructional reading level does not match that of any other student. This student may be partnered with a teacher, an aide, or a classroom volunteer. Fluency partners can be selected by using spreadsheet software or by manually sorting students' oral reading fluency rates and instructional reading-level scores using graphs and records included in the *Appendix* section of this book.

Using Spreadsheets to Select Fluency Partners

For large groups of students, the easiest way to select fluency partners is to use spreadsheet software. The following steps will help you create the spreadsheet:

1. Begin by opening a new document (blank spreadsheet) and naming it (e.g., Language Arts Period 3, Mr. Smith's Third-Grade Class).
2. Label six columns with the following headings: Last Name, First Name, Date, Grade, Oral Reading Fluency Rate (cwpm), and Instructional Reading Level.
3. Enter the data in the six columns for each student.
4. Sort the data first by fluency (cwpm) and then by instructional reading level, in either ascending or descending order.
5. Assign fluency partners based on the sort (e.g., the first two students on the list would be partners, the second two students would be partners, and so on).

Manually Sorting Scores to Select Fluency Partners

Another method you can use to select fluency partners is to manually rank students. The following steps will help you sort your students' scores more easily:

1. Sort your students' Oral Reading Fluency Assessment (see *Chapter 1*) scores in ascending order (from lowest to highest).
2. In the first column on the Initial Assessment Record (see *Appendix*), list students in the order of their oral-reading fluency scores.
3. In the second column, list the oral-reading fluency score for each student.

4. In the third column list the students' instructional reading-level scores—from the San Diego Quick Assessment of Reading Ability (see *Assessments*) or another reading test.
5. Match students as closely as possible based on the data, making sure that each partnership's fluency score is within ten words of one another and both students are reading at the same instructional level.

Selecting Instructional Groupings

The *Six-Minute Solution Primary* is fundamentally designed for an entire classroom, but the following grouping configurations can also be used successfully:

- Small groups within a class
- Cross-age partnerships
- Parent-student partnerships
- Individual fluency programs

Entire Classroom

In this instructional grouping, the entire classroom is assessed and fluency partnerships are assigned. All Partner 1s read the assigned *Practice Passage* to their partners for one minute. While they are reading, Partner 2s mark Partner 1 errors and stopping points on their own laminated copy of the passage. Partner 1s then record their own final score (cwpm) on their *Fluency Record* (see *Appendix*). All Partner 2s then read the same *Practice Passage* for one minute. Results are tracked by Partner 1s on their laminated copy of the passage. Partner 2s then record their own final score (cwpm) on their *Fluency Record*. When fluency practice is completed for the day, partners store their portfolios, which contain the laminated *Practice Passages*, *Fluency Records*, and a zipper-lock plastic bag with a dry-erase marker and erasing cloth.

Small Groups Within a Class

Repeated reading practice can also be implemented in a small-group setting—such as within a guided reading group—using the same passage for students reading at the same instructional level. A sample schedule is as follows:

Monday

- The teacher and students preview passages for accuracy. The teacher sets a timer for one minute. Students whisper-read to themselves.
- When the timer sounds, students calculate the cwpm they read and graph the number on their *Fluency Record*. This is their initial reading score.

Tuesday, Wednesday, Thursday

- The teacher and students choral-read the passage together for one minute.
- The teacher then sets a timer for one minute. Students whisper-read the passage to themselves.
- When the timer sounds, students calculate their cwpm and graph the number on their *Fluency Record*.

Friday

- Final timing, using one of two options:
 - Option 1**—Students pair up. Teacher sets a timer for one minute. One student reads while the partner follows along, underlining any word errors and circling the last word read. Partner tells the reader how many cwpm were read, and the reader records the number on his/her *Fluency Record*. This is the final timing. The teacher then resets the timer for another minute. Students repeat the process, with roles reversed.
 - Option 2**—The teacher listens to each student read for one minute while the other students follow along silently. The teacher tells each student his/her cwpm read on the final timing. Students graph their own results.

Cross-Age Partnerships

Many elementary schools pair older classes with primary classes in a “big buddy” setting. The older students conduct one-minute fluency timings and record the data of their younger “buddies.” After fluency timings have been conducted, the older and younger students then take part in whatever other “buddy” activities the teacher has decided for them.

Parent-Student Partnerships

A very effective way of engaging families in their children’s fluency progress and provide additional fluency practice is by having them use the appropriate *Fluency Building Sheets* with their children. Drilling students with *Automatic Words Fluency Building Sheets* and *Grade-Level Practice Passages* (see *Reproducibles*) are very effective ways of engaging families in their children’s fluency progress. Parents can be trained to conduct one-minute fluency timings and to record data either at school or at home. Students can bring the home recording sheets to school and have them checked by the teacher. Additional *Fluency Building Sheets* can be sent home based on the recorded data. As parents conduct fluency timings at home, they will acquire first-hand knowledge of their children’s reading improvement on a daily basis.

Individual Fluency Programs

All struggling readers should have reading fluency practice as an instructional goal. However, the partnership model is not appropriate in all educational settings. In a special education, remedial, or resource room—where the students’ instructional reading levels may be very diverse—it is often not possible to select evenly matched fluency partners. In these cases, individual fluency programs should be developed.

To establish an individual fluency program, the teacher will need to assess each student to determine the appropriate level for fluency practice. Students should be introduced to the concept of repeated reading and given a rationale as to why they will be engaging in the practice. Finally, each student will need his/her own fluency folder containing two *Practice Passages*—one for the student to read from and the other for the teacher to follow along with—a *Fluency Graph* (see *Appendix*), and a marking pen for filling in the graph each day.

There are two options for conducting individual fluency programs. With Option 1, all students read a *Practice Passage* at their own instructional level,

and all students follow the same steps every day. With Option 2, all students read a *Practice Passage* at their own instructional level and then proceed through the steps at their own individual rate.

Option 1

- **Monday**—All students select a new *Practice Passage* at their own instructional level. Students read the passage on their own, underlining difficult or unknown words. The teacher meets with each student individually. The teacher reads the entire passage with the student for accuracy, modeling fluent reading. Then, the student reads the passage while being timed for one minute to obtain an initial cwpm score. The student graphs the cwpm number on his/her *Fluency Graph*.
- **Tuesday, Wednesday, and Thursday**—All students take turns reading their *Practice Passage* to the teacher while being timed for one minute. Each student then graphs the cwpm number on his/her *Fluency Graph*. When not meeting with the teacher, students practice whisper-reading their passage.
- **Friday**—All students take turns reading their *Practice Passage* to the teacher while being timed for one minute in order to obtain a final score. Each student then graphs the final cwpm number on that particular passage on his/her *Fluency Graph*.

Option 2

- **Step 1:** All students select a new *Practice Passage* at their own instructional level.
- **Step 2:** The teacher meets with each student individually and, together with each student, choral-reads the passage for accuracy (untimed).
- **Step 3:** Each student reads the passage to the teacher for one minute. The teacher tells the student how many cwpm he/she read. This is the student's initial score.
- **Step 4:** The teacher and the student select a target goal. The goal should be 20–40 words above the initial timing. For example, if a student reads 50 cwpm on an initial timing, the target goal could be 80. **Note:** Select a target goal that is reasonably attainable for the student, taking into consideration his/her reading level and motivation.
- **Step 5:** Every day during fluency practice, the student reads his/her *Practice Passage* to the teacher for one minute and graphs the cwpm on the *Fluency Graph*. When students reach their oral reading goal with fewer than three reading errors, they have passed the passage. **Note:** Some students may be able to fluently read a passage in one week or less, while others may need to practice reading the same passage for two or more consecutive weeks before they reach their predetermined goal.

Introducing the Fluency Concept

This chapter provides a model for introducing the concept of fluency to students. Students deserve to be given an explanation prior to engaging in a new procedure. They are more likely to be enthusiastic participants when they understand the “what” and the “why.” In the words of noted educator Dr. Anita Archer, “Rationale reduces resistance.”

Materials:

- For kindergarten, beginning first-grade, and remedial students, use a *Letter/Sound Fluency Building Sheet* (see *Fluency Building Sheets*). For students in mid-first to third grade, use a *Practice Passage* (see *Fluency Building Sheets*).
- One copy of the selected *Letter/Sound Fluency Building Sheet* or *Practice Passage*, laminated or enclosed in a plastic sleeve, for each student in the class.
- An overhead transparency of the same *Letter/Sound Fluency Building Sheet* or *Practice Passage* and a transparency marker.
- One zipper-lock plastic bag for each student to store a dry-erase marker and a cloth square for erasing markings.
- A digital timer or stopwatch.
- An overhead transparency of “What Is Reading Fluency?” (see *Appendix*).
- An overhead transparency of “Why Is Reading Fluency Important?” (see *Appendix*).
- One copy of the *Fluency Graph* (see *Appendix*) for each student.
- An overhead transparency of the *Fluency Graph*.

Estimated Time:
20 + minutes.

Use Activity Procedure or Scripted Procedure

Activity Procedure:

1. **Select the *Letter/Sound Fluency Building Sheet* or *Practice Passage*.**
Select one *Letter/Sound Fluency Building Sheet* or *Practice Passage* for classroom demonstration and training. For beginning readers, select a fluency sheet with randomly ordered letter names, letter sounds, or high-frequency words known by all students. If you are using a passage, the readability should match the lowest level of reading in the class. For example, in a second-grade class, if the student who reads at the lowest level reads at a beginning first-grade level, the passage selected for training should be a first-grade readability level. It is important that students do not struggle while reading the passage.
2. **Introduce the concept of fluency.**
Using grade-appropriate vocabulary, introduce to students the value of building fluency. You may paraphrase the information provided in the *Introduction* section and discuss the benefits of rereading, the concept of “practice makes perfect,” and the correlation of fluency, comprehension, and work completion.

Optional Scripted Procedure for Introducing the Concept of Fluency:

Show students the overhead transparency of “What Is Reading Fluency?” and say:

- “Our class will be starting a daily reading fluency program. Before I explain the program to you, I want to talk about what fluency is and why it is important. Reading fluency is the ability to read text accurately. That means that you know all of the words. Reading fluency is also the ability to read text quickly. However, fluency is not speed-reading. Good readers read quickly, but not too quickly. As readers, we want to be sure to stop at the punctuation marks and to read so that other people can understand what we are saying. That means that we need to clearly say each word, not read so fast that the words run together. We need to remember the three parts of fluent reading: reading accurately, quickly, and with expression.”
- “Listen. When we read fluently, we are reading accurately, quickly, and with expression.”
- “Everyone, when you read fluently, you are reading how?” (Students should respond, “accurately.”) “You are also reading how?” (Students should respond, “quickly.”) “But you are also reading with what, everyone?” (Students should respond, “with expression.”)
- “So, reading fluently is reading accurately, quickly, and with expression.”
- “Say it with me, everyone.”

Show students the overhead transparency of “Why Is Reading Fluency Important?” and say:

- “It is important to work on improving reading fluency for three reasons. How many reasons?” (Students should respond, “three.”) “The most important reason is because reading fluency is related to comprehension. Fluent readers understand what they are reading. Fluent readers have good what, everyone?” (Students should respond, “comprehension.”) “If we can read the words easily or fluently, we can pay better attention to what we are reading. So the main reason that we are going to work on reading fluency is so we will improve our what, everyone? Our ... ” (Students should respond, “comprehension.”)
- “Fluent readers like to read because reading is easy for them. If reading is easy for us, we will read more and if we read more, we will learn more. So, another reason for improving reading fluency is to be able to read more independently. We are going to practice reading fluency so that we will become what kind of readers, everyone?” (Students should respond, “independent.”)
- “Finally, fluent readers need less time to complete their class assignments and their homework. Fluent readers read faster, so they finish work faster and have more time for outside activities. Raise your hand if you would like to be able to finish your homework in less time. So, we will practice reading fluency so that we will improve our what?” (Students should respond, “work completion.”)

3. Explain the *Letter/Sound Fluency Building Sheet* or *Practice Passage*.

- Pass out copies of the selected *Letter/Sound Fluency Building Sheet* or *Practice Passage* to the class. Explain to students that the fluency sheet or passage has numbers at the beginning of each line in order to help them keep track of how many letter-sounds or words they read in one minute.

4. Model the reading fluency procedure.

- Explain to students that when they read a *Letter/Sound Fluency Building Sheet* or *Practice Passage*, they will start with the first letter-sound on the fluency sheet or the first word of the passage and read until the timer sounds. As they read, they should track their reading with a pen (without making marks) and underline any unknown or difficult letter-sounds or words. When the timer sounds, they will draw a diagonal line after the last letter or word they read.
- Demonstrate the above procedure on the overhead of the fluency sheet or passage.
- Continue using the transparency to demonstrate **how to count the total number of letter-sounds or words read**. Starting at the number at the beginning of the last line read, simply count from that number to the last word or letter read. This is the total number of words or letters read. Count the number of underlined (i.e., difficult or incorrect) letter-sounds or words. Subtract the number of incorrect letter-sounds or words from the total number to determine the **correct number of letter-sounds or words read per minute**.

Optional Scripted Procedure for Presenting a Letter/Sound Fluency Building Sheet or Practice Passage:

- “Listen. When we read a passage [fluency sheet], we will start with the first word [letter] (point) and read until the timer sounds. Where will we start, everyone?” (Students should respond, “the first word [letter].”) “As we read, we should track with our finger or pen and be ready to underline any unknown or difficult words [letter-sounds]. A difficult word [letter-sound] is a word [letter-sound] that we cannot figure out within a couple of seconds. What will we do with difficult words [letter-sounds], everyone?” (Students should respond, “underline them.”) “When the timer sounds, we will put a diagonal line after the last word [letter-sound] we read.”
- “Watch me.” (Demonstrate on the overhead transparency of the fluency sheet or passage.)
- “Next, we need to figure out the total number of correct words [letter-sounds] we read in one minute. To do this, we look at where we put the diagonal mark after the last word [letter-sound]. What do we do first, everyone?” (Students should respond, “find the last word [letter-sound] we read.”) Then, we go back to the beginning of that line. Where do we go, everyone?” (Students should respond, “to the beginning of the last line we read.”) “Now, we find the number count on that line. What do we find?” (Students should respond, “the number count on that line.”) “Then, we count from that number to the last number read. That is the total number of words [letter-sounds]

we read. What is it?” (Students should respond, “the total number of words [letter-sounds] we read.”) “We write that number of the line on the passage [fluency sheet]. Next, we count the number of underlined words [letter-sounds]. What do we count?” (Students should respond, “the number of underlined words [letter-sounds].”) “Now, subtract the number of underlined words [letter-sounds] from the total number of words [letter-sounds] read. The answer gives us the number of correct words [letter-sounds] read per minute. What does it tell us?” (Students should respond, “the number of correct words [letter-sounds] read per minute.”)

$$\begin{array}{r} \text{Total Words Read} \underline{\hspace{2cm}} \\ - \text{Underlined words} \underline{\hspace{2cm}} \\ = \text{CWPM} \end{array}$$

5. Have students whisper-read the *Letter-Sound Fluency Building Sheet* or *Practice Passage*.

- Set the timer for one minute, and ask students to whisper-read the fluency sheet or passage by following the procedures of tracking, underlining unknown/difficult letter-sounds or words, and drawing a diagonal line after the last letter-sound or word read when the timer sounds. **Note:** Students must whisper-read in order to simulate oral reading.
- Ask students to figure out the total number of letter-sounds or words read, subtract the number of underlined items, and determine the total correct number of letter-sounds or words read per minute. Monitor students carefully.
- Set the timer again for one minute, and ask students to read the fluency sheet or passage again, beginning with the first letter or word.
- When the timer sounds, ask students to determine their total correct letter-sounds or words read per minute.
- Lead a group discussion about fluency practice. Ask students to raise their hands if their second score was higher. Solicit student reflection on why they might have read more letter-sounds or words per minute the second time.

Optional Scripted Procedure for Presenting Whisper-Reading:

- “Now it is your turn. I am going to set the timer for one minute. When I tell you to begin, I want you to whisper-read the passage [fluency building sheet] beginning with the first word of the passage [the first letter or word of the fluency building sheet]. It is important that you whisper-read because we are practicing oral, not silent, reading. As you read, underline any unknown or difficult words [letters]. When the timer sounds, put a diagonal mark after the last word [letter-sound] you read. Let’s check: Will you read silently?” (Students should respond, “no.”) “How will you read?” (Students should respond, “whisper-read.”) “What will you do when the timer sounds?” (Students should respond, “put a slash mark after the last word [letter-sound] read.”)

- When the timer sounds, say, “Put a diagonal mark after the last word [letter-sound] you read. Go back to the beginning of that line. Say the number and continue counting until you reach the last word [letter-sound] you read. That is your total number of words [letter-sounds]. Write that number down.” Monitor students closely. “Now, go back to the beginning of the passage [fluency building sheet] and count the number of underlined words [letter-sounds]. Subtract that number from your total number of words [letter-sounds].” Monitor students closely. “Now you have your total number of correct words [letter-sounds] per minute. Write that number on the passage [fluency sheet].”
 - “Now, you are going to whisper-read the passage again. Start at the same place with the first word [letter-sound], whisper-read, and underline unknown words [letter-sounds]. This time when the timer sounds, circle the last word [letter-sound] you read. Ready, please begin.”
 - When the timer sounds, say, “Circle the last word [letter-sound] you read. Go back to the beginning of that line. Say the number and continue counting until you reach the last word [letter-sound] read. That is your total number of words [letter-sounds]. Write that number down.” Monitor students closely. “Now, go back to the beginning of the passage [fluency building sheet] and count the number of underlined words [letter-sounds]. Subtract that number from your total number of words [letter-sounds].” Monitor students closely. “Now you have your number of correct words [letter-sounds] per minute for your second reading. Write that number on the passage [fluency sheet].”
 - “Compare your first timing score with your second timing score.” Pause as students compare their scores. “Raise your hand if you read more words [letter-sounds] the second time than you read the first time.” The vast majority of students will have read more the second time. “Turn to your neighbor (partner) and tell him/her why you think that you read more words [letter-sounds] the second time.” Monitor students. “As I monitored, I heard many of you say that when you read the second time, you already knew the words [letter-sounds]. You were familiar with the passage so you could read faster the second time. There were no surprises on the second reading. You are exactly right. The more you practice a skill, the better you will become at that skill. So in order to become more fluent readers, we are going to practice every day.”
6. **Demonstrate the graphing process.**
- Distribute one copy of the *Fluency Graph* to each student.
 - Using the overhead transparency of the *Fluency Graph*, demonstrate how to record the number of correct letter-sounds or words read per minute.
 - Have students practice graphing their correct letter-sounds or words per minute on their first and second readings of the fluency sheet or passage. **Note:** Teachers of very young students may wish to use a simple record sheet instead of the *Fluency Graph*.

Optional Scripted Procedure for Presenting the Graphing Process:

- “Now, we are going to look at how to graph the number of correct words [letter-sounds] we read in one minute. Each one of you has a graph that looks like this (show the *Fluency Graph*). At the top, you will write your name, your partner’s name, the class you are in, and the date you first started using this graph. For today’s practice, just fill in your name.”
- “Notice at the bottom of the graph, there is a place for the passage [fluency sheet] number and the date. Fill in the passage [fluency sheet] number and today’s date. Since all of us read the same passage [fluency sheet] on the same day, we will have the same passage [fluency sheet] number and the same date.”
- “Now, look at the numbers on the left side of the passage [fluency sheet]. Those are the number of correct words [letter-sounds] you read. What are the numbers for?” (Students should respond, “the correct number of words [letter-sounds] read.”) “Now, look at the graph. Do you see a place for errors on this graph?” (Students should respond, “no.”) “You will not be recording errors on the graph. You will subtract your errors from your total on the passage [fluency sheet] and record only the correct words [letter-sounds] per minute on the graph.”
- “Do the numbers start with 1? (Students should respond, “no.”) “What do they start with?” (Students should respond, “5.”) “That’s right, the numbers are in increments of 5. Let’s pretend that I read 45 correct words per minute (cwpm) on my initial timing. Put your finger on the number 45. I will color in the squares from 5 to 45 to graph my initial timing. Now, let’s pretend that on my second timing, I read 52 cwpm. Is the number 52 on the graph?” (Students should respond, “no.”) “So I will have to estimate. To do that, I will go to the number closest to 52. What number will that be?” (Students should respond, “50.”) “Then I will go just a little higher to show that I read more than 50 cwpm. This time, I will color in the squares from 5 to just past 50 to graph my second timing.”
- “Now, it’s your turn. Graph your first and second timing scores. Raise your hand if you need help.” Walk around the room and monitor as students graph their numbers.

Establishing Partner Behavior

In order for the partnership model to be successful, students need to work together in a polite and respectful manner. This chapter offers suggestions for introducing the concept of a working relationship within a cooperative partnership. Students need to be instructed in appropriate fluency partnership behavior (e.g., leaning in and whispering), remembering that the only people who need to hear them are their partners, and providing appropriate corrective feedback on missed words or letter-sounds. Addressing classroom noise level during training is key to preventing many potential problems. Teachers are often amazed at the low level of classroom noise when fluency timings are in progress.

Use Activity Procedure or Scripted Procedure

Activity Procedure:

1. Tell students that they will be working with a fluency partner for six minutes each day, emphasizing that the partnership is a working relationship and not necessarily a friendship. You may want to give an example of cooperation within a workplace, explaining that although we may not necessarily like everyone with whom we work and may not want to be close friends with, we still need to treat coworkers with respect. An explanation may be given that the partnerships were assigned based on assessment data and the fact that “the computer assigned the partners.” **Note:** If the concept of fluency is discussed completely with the class, there are generally few problems within partnerships. However, very occasionally, there may be partners who simply do not work well together. In that case, partners may need to be reassigned.
2. Set rules about appropriate noise levels during fluency practice. Remind students that because half of the class will be reading aloud at the same time, the only people who will need to hear them are their fluency partners. Tell students that they will “lean in and whisper” when reading to their partners. Model the procedure, giving examples and non-examples.
3. Teach students to give polite feedback to each other by following this format: “You read ____ words [letter-sounds]. I heard ____ errors. Your score is ____ .”
4. Teach students this error-correction procedure: The partner points to the missed word [letter-sound] and says, “This word [letter-sound] is ____ . What is the word [letter-sound]?”

Optional script for presenting expectations of fluency partnerships:

- “We are going to be working in partnerships to practice reading fluency for six minutes every day. Let me tell you about partnerships. Partnerships are two people working together. What are they, everyone?” (Students should respond, “two people working together.”) “You do not have to be friends with your partners. You do not have to eat lunch together or walk down the hall together. You do not have to talk to each other outside of this class. But here is what you do need to do:

For the six minutes that you are working in the partnership, you have to be polite and respectful. What do you have to be?” (Students should respond, “polite and respectful.”)

- “In your partnerships, one of you will be Partner 1 and one of you will be Partner 2. All Partners 1s will read at one time while all Partner 2s listen, follow along, and underline any errors. That means that half of the class will be reading at one time. If all Partner 1s read in a regular speaking voice, is it possible that the noise level in the room will be too high? Yes or no?” (Students should respond, “yes.”) “In order to keep the level down so that partners can hear each other read, you will lean in and whisper. What will you do?” (Students should respond, “lean in and whisper.”)
- Choose a student partner to demonstrate the procedure. “I am (Juan’s) partner. Watch me read to Juan.” Demonstrate reading in a regular voice while looking straight ahead. “Did I lean in and whisper? Yes or no?” (Students should respond, “no.”) “Watch me again.” Demonstrate the correct procedure. “Did I lean in and whisper?” (Students should respond, “yes.”)
- “While your partner is reading, you will follow along and underline any errors you hear. What will you do?” (Students should respond, “follow along and underline errors.”) “When the timer sounds, you will draw a diagonal line after the last word or letter-sound your partner reads. What will you do when the timer sounds?” (Students should respond, “draw a diagonal line after the last word or letter-sound my partner reads.”) “Then you will figure out your partner’s correct words or letter-sounds per minute. What will you do?” (Students should respond, “figure out the correct words or letter-sounds per minute.”)
- “The next step is reporting to your partner. What is the next step?” (Students should respond, “reporting to your partner.”)
- “First, you will tell your partner the total number of words or letter-sounds that he/she read. Say, ‘You read ____ words [letter-sounds].’ What do you say?” (Students repeat.) “Then you say, ‘I heard ____ errors.’ What do you say?” (Students repeat.) “Why do you suppose I want you to say ‘**I heard** ____ errors’ rather than ‘**You made** ____ errors’?” (Students should suggest that it sounds better.) “Yes, it sounds kinder. Then you tell your partner their correct words or letter-sounds per minute. That is the number they will graph at the end of the reading session.”
- “Finally, you will point to any reading errors your partner made, one word at a time, and pronounce the words correctly for your partner. Your partner will then read the words again correctly.”
- “There is one very important rule that you need to know when working with your partner. The rule is: **No arguing**. What is the rule?” (The students should respond, “no arguing.”) “The reason why we have a ‘No arguing’ rule is that arguing wastes time. What does it do?” (Students should respond, “it wastes time.”). “If my partner underlines a word or letter-sound that I think I read correctly, I could stop reading and tell my partner that he or she made a mistake. But if I do that, I will miss the rest of my timing for that day and I won’t be able to record a score.”

So, if I think that my partner hears a word or letter-sound incorrectly, it is counted as an error because there is no what?” (Students should respond, “no arguing.”). “The best thing for partners to do is to treat each other fairly.”

- Taking the time to properly train students in *Six-Minute Solution Primary* procedures will ensure that the program runs smoothly. It is important that students be taught the correct fluency procedures. Once students are properly trained, the entire fluency practice should take only six minutes of the reading period each day.

Training Students in the Partnership Model

Taking the time to properly train students in *Six-Minute Solution Primary* partnership procedures will ensure a smoothly running program. Once students are trained, the entire fluency practice should take only six minutes of the reading period each day. This chapter discusses how to teach fluency procedures to students.

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:

- Two laminated copies of a *Practice Passage* at the readability level of the lowest reader in the class;
- OR
- Two laminated copies of a fluency building sheet with randomly ordered letters/sounds (*Letter/Sound Fluency Building Sheets*), phonetic elements (*Phonetic Elements Fluency Building Sheets*), or automatic words (*Automatic Words Fluency Building Sheets*) known by all students. (All fluency building sheets can be found in *Fluency Building Sheets*.)
- A copy of a *Phonetic Elements Record Graph*, *Automatic Words Record Graph*, *Fluency Record*, or *Fluency Graph* for each student partner. (All of these items can be found in the *Appendix*.) **Note:** If students are being trained to use *Practice Passages*, use a *Fluency Record* or a *Fluency Graph*. If students are practicing phonetic elements, use a *Phonetic Elements Record Graph*. If students are practicing automatic words, use an *Automatic Words Record Graph*.
- 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.
- An overhead transparency of the selected reading passage or fluency building sheet.
- An overhead transparency of the scoring record or graph and a dry-erase marker.
- A digital timer or stopwatch.

Use Activity Procedure or Scripted Procedure

Activity Procedure:

1. Seat each student with a fluency partner—random or selected—and 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/letters/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 (see *Figure 5.1*).
- How to calculate the correct words/letters/sounds per minute (cwpm) by determining the total number of words/letters/sounds read and then subtracting errors. For example:

$$\begin{array}{r} \text{Total Words Read} \quad \underline{\quad 35 \quad} \\ - \text{Errors} \quad \underline{\quad 2 \quad} \\ = \text{CWPM} \quad \underline{\quad 33 \quad} \end{array}$$

- 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, 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.

4. 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.

Optional Scripted Procedure for training students:

1. Select a student partner with whom to read, and instruct her/him to make a few reading errors. Say:
 - "Watch as my partner Sarita and I conduct our fluency timings. Sarita is Partner 1, so she will read first. Watch what I do while she is reading."
2. Set the timer for one minute, and ask the student partner to begin reading.
3. Model the tracking of the partner's reading with the marking pen, underlining the reading errors as the student partner reads and drawing a diagonal line at the partner's stopping point when the timer sounds.

4. After the timer sounds, say:
 - “What did you observe me doing with my pen as my partner was reading?” (Students should respond, “tracking.”)
 - “Yes, it is important to follow along by tracking under each word as my partner reads. What did I do when I heard an error?” (Students should respond, “you underlined it.”)
 - “Yes, I underlined the error and kept tracking. Did I make any extra marks on the sheet?” (Students should respond, “no.”)
 - “I made a mark only if I heard an error. If I had drawn a line under each word my partner read, would I have been able to tell when she made an error? Yes or no?” (Students should respond, “no.”). “Also, marking under all the words would be messy and hard to clean off in only one minute.”
 - “Listen to me give polite feedback to Sarita: You read 76 words. I heard two errors. $76 - 2 = 74$. 74 is your score. Mark that on your graph. You will color in the squares later.”
 - “Now I need to tell Sarita the words she missed and ask her to repeat them.” Point to the first error and say, “This word is ____ . What word?”
 - “Now it is your turn. Raise your hand if you are a Partner 1. Raise your hand if you are a Partner 2. When I say ‘Please begin,’ all Partner 1s will lean in and whisper-read to their partners. All Partner 2s should have their pen and be ready to follow along, marking your partner’s errors and the stopping point. Please begin.”
5. After the timer sounds, say:
 - “All Partner 2s give polite feedback to Partner 1s.” (Partner 2s give Partner 1s their scores. Partner 1s mark their graphs. Monitor the conversational exchanges.)
 - “Now it is Partner 2s turn. When I say ‘Please begin,’ all Partner 2s lean in and whisper-read to their partners. All Partner 1s should have the pen and be ready to follow along, marking your partner’s errors and the stopping point. Please begin.”
6. After the timer sounds, say:
 - “Now Partner 1s should give polite feedback to Partner 2s.” (Partner 1s give Partner 2s their scores. Partner 2s mark their graphs. Monitor the conversational exchanges.)
7. One partner from each partnership puts away all materials.

Note: Continue these practice sessions with students until they are comfortable with their partner roles, determining number counts, and recording scores. Remember that the goal is for students to be able to complete the procedure in only six minutes.

Managing Materials

Well-organized materials that are easily accessible to the primary student will assist in the establishment of effective fluency routines. Ideas for initial implementation and ongoing management of *Six-Minute Solution Primary* materials are included in this chapter.

Teacher Preparation

- Set up files for fluency sheets and reading passages. Determine which level of fluency sheets and reading passages are needed for the class, then make multiple copies of them and file them. Organize your files by readability or phonetic element. Color-coding is a very effective visual aid when setting up detailed filing systems.
- Make one portfolio—a folder with pockets—for each student partnership. Each portfolio should hold two copies of the same fluency sheet or reading passage; two copies of the *Fluency Record*, *Fluency Graph*, or *Partner Points Sheet* (depending on which of the three is to be used; all are found in the *Appendix*); and a zipper-lock plastic bag containing a dry-erase marker and a small piece of cloth.
- Set up a file for reading passages organized by readability level.
- Set up a central location to store the portfolios.

Teacher Demonstration

- Show the class where the partnership portfolios will be kept.
- Demonstrate the procedure for turning in old fluency sheets or reading passages on Fridays: (1) one partner takes the old fluency sheets or reading passages out of the enclosed plastic sleeves and, also in the case of old laminated fluency sheets or reading passages, returns them to a designated file; (2) the other partner selects two copies of a different fluency sheet or reading passage of the same level to be used the next week. **Note:** Only one of the partners should perform both tasks. If not, there will be too many students at the filing location at the same time.

Additional Fluency Tips

- Once students are trained in the *Six-Minute Solution Primary* Instructional Format (see *Table I.1* in the *Introduction* section), use the *Six-Minute Solution Primary* Sample Schedule (also in the *Introduction*). It is most effective and efficient for students to begin reading a *Fluency Building Sheet*, *Assessment Passage*, or *Practice Passage* on the first day of the school week.
- Make certain that each partnership knows who is Partner 1 and who is Partner 2. Partner 1 is the stronger reader and always reads first. Do not share that information with students, however; simply state that Partner 1 reads first for management purposes.
- Tell students where they will sit during fluency practice. For example, some teachers make a seating arrangement for the language arts period that places partners next to each other. Other teachers have Partner 1s move next to Partner 2s' desks.

- Begin the first fluency practice session of the week with an accuracy check. Have students read the fluency sheet or reading passage (untimed) to determine any unknown or difficult words. If neither one of the partners knows a word, supply it for them. This accuracy check should occur only on the first day of a new fluency sheet or reading passage each week.
- Remember that students need a minimum of three to five repeat readings of the same fluency sheet or reading passage. Since both student partners will have the same fluency sheet or reading passage, both will hear it read twice each day. Fluency sheets or passages should be changed once a week so that students are not able to memorize the material. **Note:** The reading level of the *Practice Passage* is changed only after teacher review and assessment.
- Remind students that they are responsible for keeping to the six-minute time frame:
 - One minute for the partners to get ready.
 - One minute for Partner 1 to read.
 - One minute for Partner 2 to tell Partner 1 the total number of words read, the errors, corrections, and cwpm. Partner 1 quickly records his/her cwpm.
 - One minute for Partner 2 to read.
 - One minute for Partner 1 to tell Partner 2 the total number of words read, the errors, corrections, and cwpm. Partner 2 quickly records his/her cwpm.
 - One minute for both partners to color in their own graphs and put materials away.
- Generally speaking, fluency partners provide accountability for each other. Occasionally, a partnership may appear to be awarding inflated scores. A word or two in private to the “suspects” should solve the problem along with maintaining close proximity while the partnership is conducting its timings.
- *Continually* monitor students closely during the six-minute fluency practices.

Student Progress and Record Keeping

Record keeping is an essential component of the *Six-Minute Solution Primary*. It is critical to monitor improvement and make instructional decisions based on individual student progress. This may be accomplished by using either the *Fluency Record* or the *Fluency Graph* (see the *Appendix*). Teach students how to graph their own progress. Students tend to enjoy using the *Fluency Records* and *Fluency Graphs*, as they make it easy for them to see their progress. Graphs can be especially motivating to students who have not had much reading success in the past. It gives them a concrete way to see their reading skills improve.

As a general rule, students who repeatedly read *Phonetic Elements/Automatic Words Fluency Building Sheets* or *Practice Passages* at the correct instructional level make weekly progress—even if only by an increase of a few correct words per minute. Give special attention to any student whose reading rates are not increasing from week to week.

Determine whether students are reading at the expected rate for their instructional reading levels (see *Table 1.1* in *Chapter 1*). Remember, students should read at the rate commensurate with their *instructional reading levels*, not their grade-level placements. Reading rates increase as students are able to read more difficult material.

Check your students' *Fluency Records* or *Fluency Graphs* on a regular basis in order to determine that:

- Adequate progress is being made.
- Students have been assigned appropriate *Phonetic Elements/Automatic Words Fluency Building Sheets* or *Practice Passages*—neither too easy nor too difficult.
- Students have been assigned appropriate fluency partners.
- It is the appropriate time to increase the difficulty level of the *Phonetic Elements/Automatic Words Fluency Building Sheets* or *Grade-Level Practice Passages* being used by partners.

Making Instructional Decisions Based on Fluency Graphs

The following examples demonstrate how the information on a student's *Fluency Record* or *Fluency Graph* can help you make important instructional decisions.

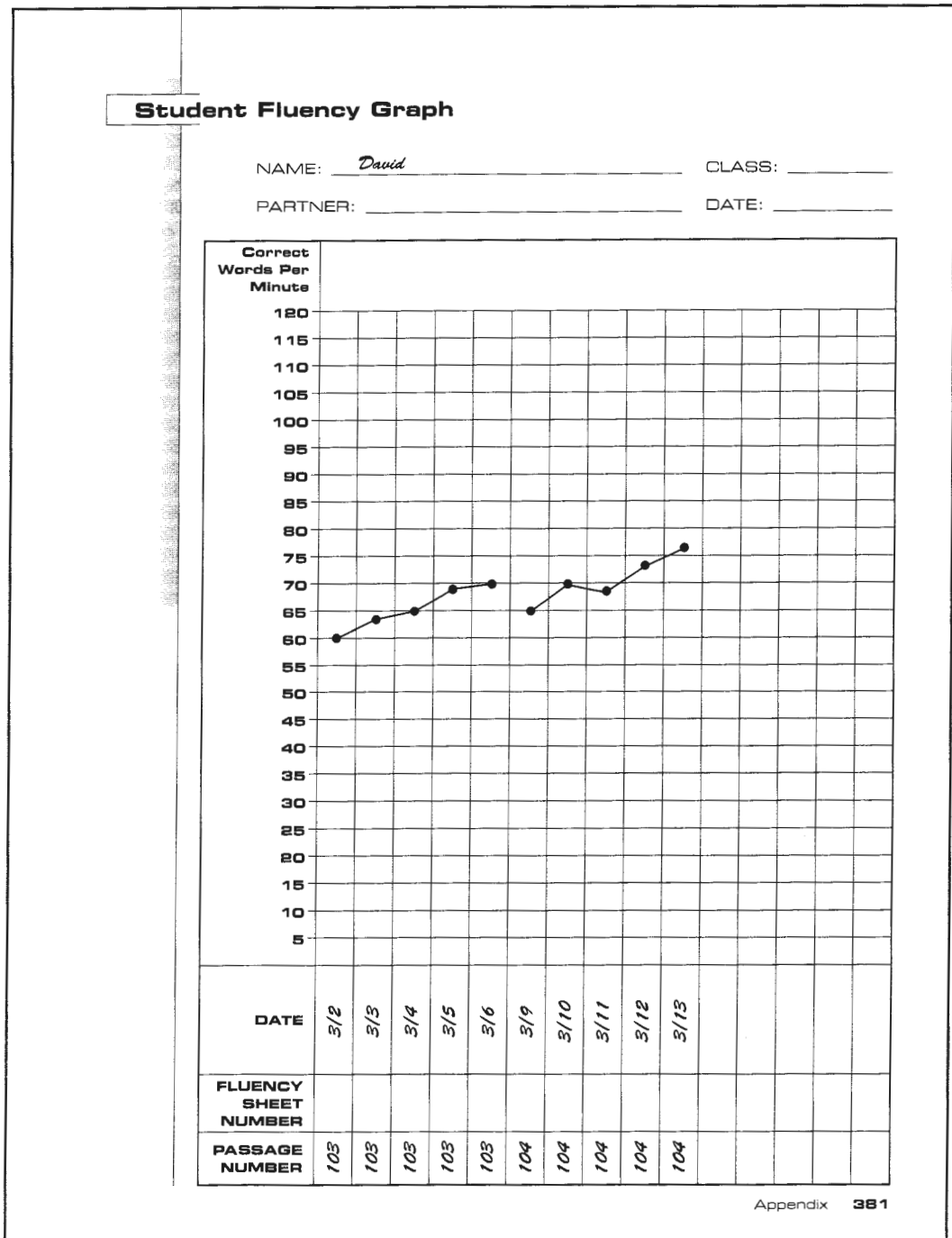
Example 1: David

David is a second-grade student with a first-grade instructional reading level. Based on *Table 1.1* (Hasbrouck & Tindal, 2005) in *Chapter 1*, he is within the expected reading rate for his instructional level. David is also making adequate progress (see *Figure 7.1*). The first five days on his *Fluency Graph* reflect rereading the same *Practice Passage*. His first reading on Monday was 60 cwpm. After practicing the passage four more times, his ending fluency rate was 70 cwpm.

Notice what happened the following week (see March 9 column), when David began reading a new first-grade *Practice Passage*. His beginning fluency rate has increased by five words (from 60 to 65 cwpm) when compared to the previous Monday—even though this is a new passage. As he continued

to reread this passage during the second week, David's reading rate steadily improved. As David's reading rate continues to improve and he begins to approach and pass 75 cwpm on his weekly passages, he will most likely be ready to start practicing second-grade *Practice Passages*.

Figure 7.1
David's Fluency Graph
Practice Passage: Level 1

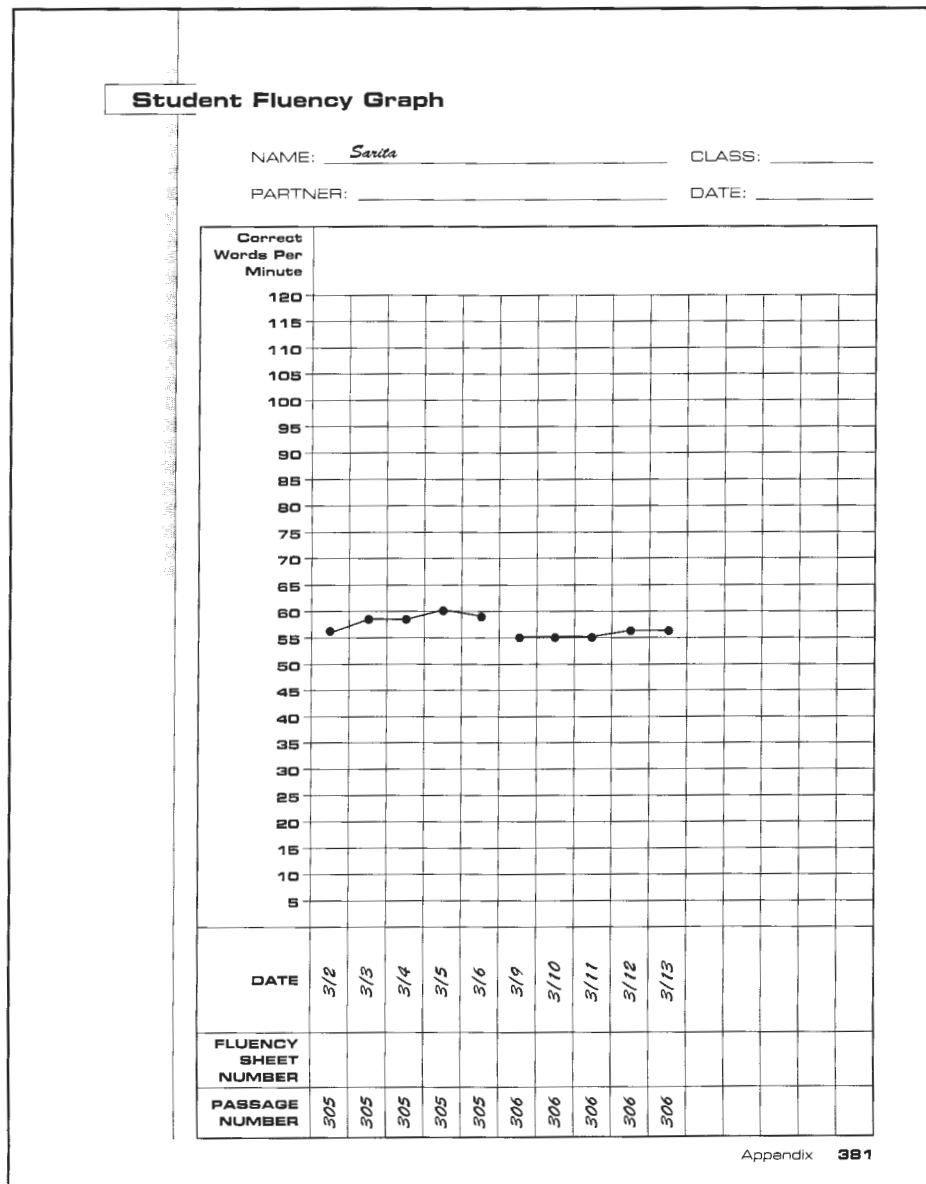


Example 2: Sarita

Sarita is reading at a third-grade instructional reading level and was assigned a third-grade *Practice Passage*. Based on Table 1.1 (Hasbrouck & Tindal, 2005) in Chapter 1, the appropriate goal for Sarita to read third-grade material in the spring of the school year is at least 107 cwpm.

A glance at Sarita's *Fluency Graph* (Figure 7.2) reveals that she is reading significantly below her expected range. In this case, the teacher decides that he needs to reevaluate whether or not Sarita has been placed correctly at her instructional level. Based on this reevaluation, the teacher will decide whether or not to: (1) lower the *Practice Passage* reading level; (2) add practice with *Automatic Words Fluency Building Sheets*; or (3) incorporate additional instructional strategies such as the ones in the following section, "Helping the Student Who Is Not Making Adequate Progress."

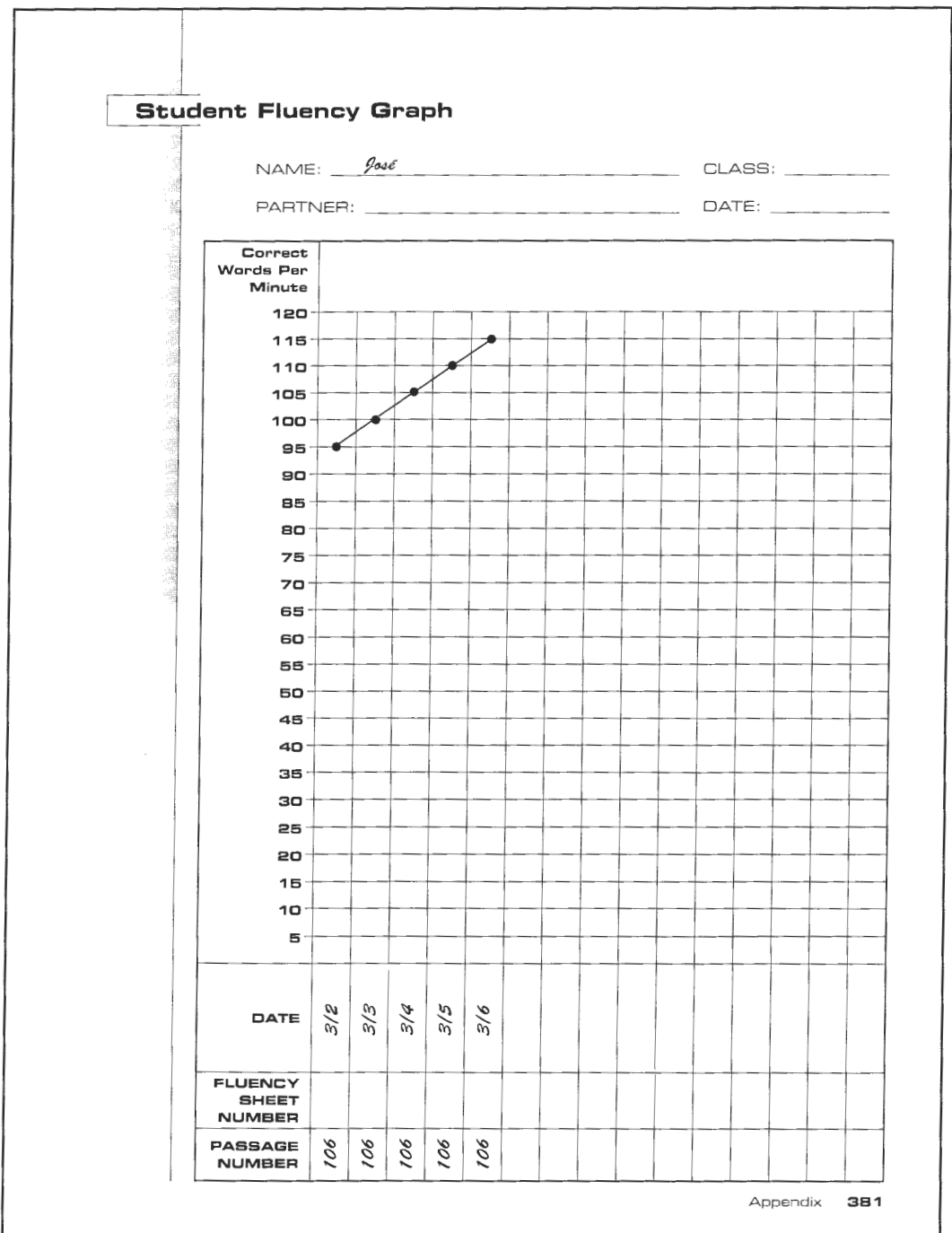
Figure 7.2
Sarita's Fluency Graph
Practice Passage: 305



Example 3: José

José is a first-grade student with a first-grade instructional reading level. His minimum fluency goal in the spring of the school year as shown in *Table 1.1* (Hasbrouck & Tindal, 2005) in *Chapter 1* is 53 cwpm. When José's teacher reviewed his *Fluency Graph* (*Figure 7.3*), she noticed that his reading rate was above his goal rate. She decided to assign second-grade instructional reading level *Practice Passages* to José, which may be more challenging for him.

Figure 7.3
José's Fluency Graph
Practice Passage: Level 1



Helping the Student Who Is Not Making Adequate Progress

If a student is not making progress in the *Six-Minute Solution Primary* word building or passage fluency activities, it may be that the assigned *Fluency Building Sheets* or *Practice Passages* do not match the student's *instructional reading level*. Students must be placed at the correct instructional reading levels in order to make the expected progress. When students practice fluency at their correct instructional levels, the vast majority makes excellent progress. However, if after examining a student's *Fluency Graph* or *Fluency Record* you determine that little progress has been made in two or more weeks, consider the following:

- Ensure that the student is receiving comprehensive reading instruction in addition to the *Six-Minute Solution Primary*.
- Read the *Fluency Building Sheet* or *Practice Passage* with the student to ascertain if he/she has been placed at the correct instructional reading level. The student should be able to correctly read approximately 95% of the words at the appropriate instructional level. Note the errors the student is making. Perhaps many of the words the student is having difficulty with are high-frequency sight words. In this case, the student is likely to benefit from additional practice with *Automatic Words Fluency Building Sheets*. These lists contain sets of the most commonly encountered (i.e., high-frequency) words in the written English language.
- If you observe that a student is having great difficulty reading an assigned *Fluency Building Sheet* or *Practice Passage*, have the student practice with a fluency sheet or passage that is one grade level below the current one. If the student reads less than 95% of the words correctly in the new fluency sheet or passage, have him/her read one at an even lower reading level.
- A student's reading fluency problems may be associated with poor decoding skills. Assess whether the student would benefit from extra instruction in decoding or in using *Phonetic Elements Fluency Building Sheets*.
- When students are first presented with a new *Fluency Building Sheet* or *Practice Passage*, make a point of meeting with the partnerships of struggling readers to ensure that they are demonstrating adequate accuracy. Consistently and carefully monitor partnerships of struggling readers throughout the week.
- A stronger reader may be paired with a struggling reader as a practice partner. The stronger reader reads the *Fluency Building Sheet* or *Practice Passage* while the struggling reader follows closely behind, echoing the words of the stronger reader. The struggling reader gains additional reading strength by having the fluency sheet or passage read almost simultaneously. The practice partnership session would occur in addition to the regular *Six-Minute Solution Primary* session.
- Give fluency partners extra untimed reading-practice opportunities. Partners can whisper-read to each other, thus gaining additional rereadings of the same *Fluency Building Sheet* or *Practice Passage* before taking their formal one-minute timings. Additional practice sessions help to build the confidence of struggling readers.

- Fluency partners may also “ping-pong read” sentences back and forth to each other as another form of practice. This also helps them gain confidence and familiarity with the *Fluency Building Sheet* or *Practice Passage* prior to the formal fluency timing.

Comprehension and Writing Strategies

Comprehension strategies (e.g., summarizing and paraphrasing) and the use of graphic organizers can be taught and practiced using the *Practice Passages* in the *Six-Minute Solution Primary*. It is recommended that students be taught comprehension strategies and how to use graphic organizers directly through modeling and guided practice, and then bolstered by independent practice.

Examples of effective comprehension strategies for nonfiction include:

- Summarizing
- Paraphrasing
- Retelling
- Describing
- Learning expository text structure

Summarizing

One method to improve students' comprehension skills is to teach *summarizing*. First, model summarizing by pausing after reading aloud each paragraph of a *Practice Passage* from an overhead transparency. Then “think aloud” while you determine the main idea of each paragraph. It is important to limit the number of words in the summary. Counting the words as they are spoken is a powerful way to illustrate this concept. Another effective way of teaching summarizing is the use of “paragraph-shrinking” (Fuchs, Fuchs, Kazlan, & Allen, 1999).

Once you have modeled summarizing, you can assign each partner an alternate paragraph to summarize from their *Practice Passage*. Then, have the partners practice summarizing the whole passage. Encourage them to formulate a summary statement about the entire passage.

With additional instruction, this oral summarization practice can be extended to summary writing. After students complete their oral summarizations, ask them to turn over the *Practice Passage* and write a short summary of it.

Paraphrasing

To model *paraphrasing*, read aloud a *Practice Passage*—paragraph by paragraph—from an overhead transparency. After reading each paragraph, stop and announce, “I can put the information from this paragraph into my own words by saying”

Point out to students that it is easier to learn new information when you put it into your own words instead of trying to remember the text's language. Now have partners paraphrase alternate paragraphs of their *Practice Passages*.

Another effective method for teaching paraphrasing is to use the “read-cover-write-check” strategy for the *Skills for School Success Series* (Archer & Gleason, 2002).

Retelling

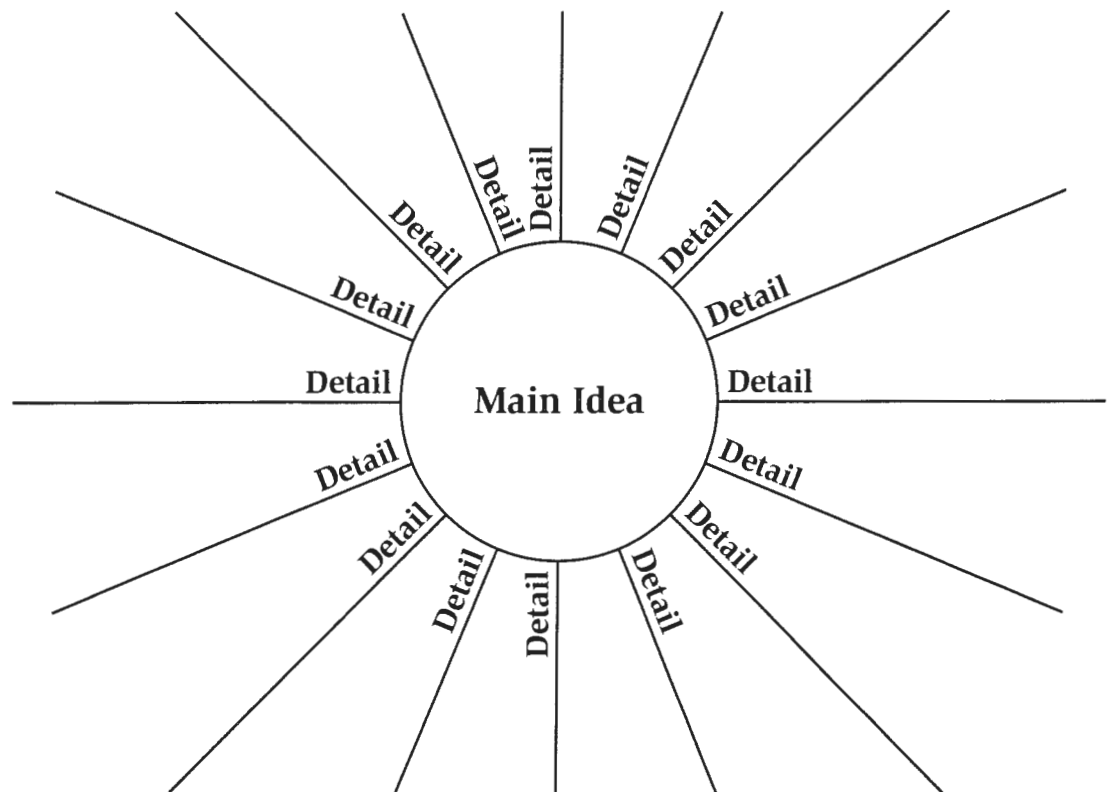
Read aloud a *Practice Passage* from an overhead transparency. Then, model a brief *retelling* of the passage, using the main ideas of each paragraph to formulate the retelling. By using phrases such as “The passage begins with ... ,”

“Next, I read ... ,” and “Then I learned ... ,” you can effectively model retelling of information.

Describing

You can model *describing* by listing the characteristics, features, and examples of a topic. As you model, include key vocabulary words and phrases generally found in descriptive texts, such as “for example,” “characteristics,” “for instance,” “such as,” and “to illustrate.” You may use a spider-web graphic organizer (as in *Figure 8.1*) in which the topic of the passage is listed in a circle in the center and the features are written on lines extending out from the circle, forming a “web.”

Figure 8.1
Spider-Web Graphic Organizer



Students can take turns orally describing their *Practice Passage* paragraphs to their partners while the partners take notes on the passage.

Learning Expository Text Structure

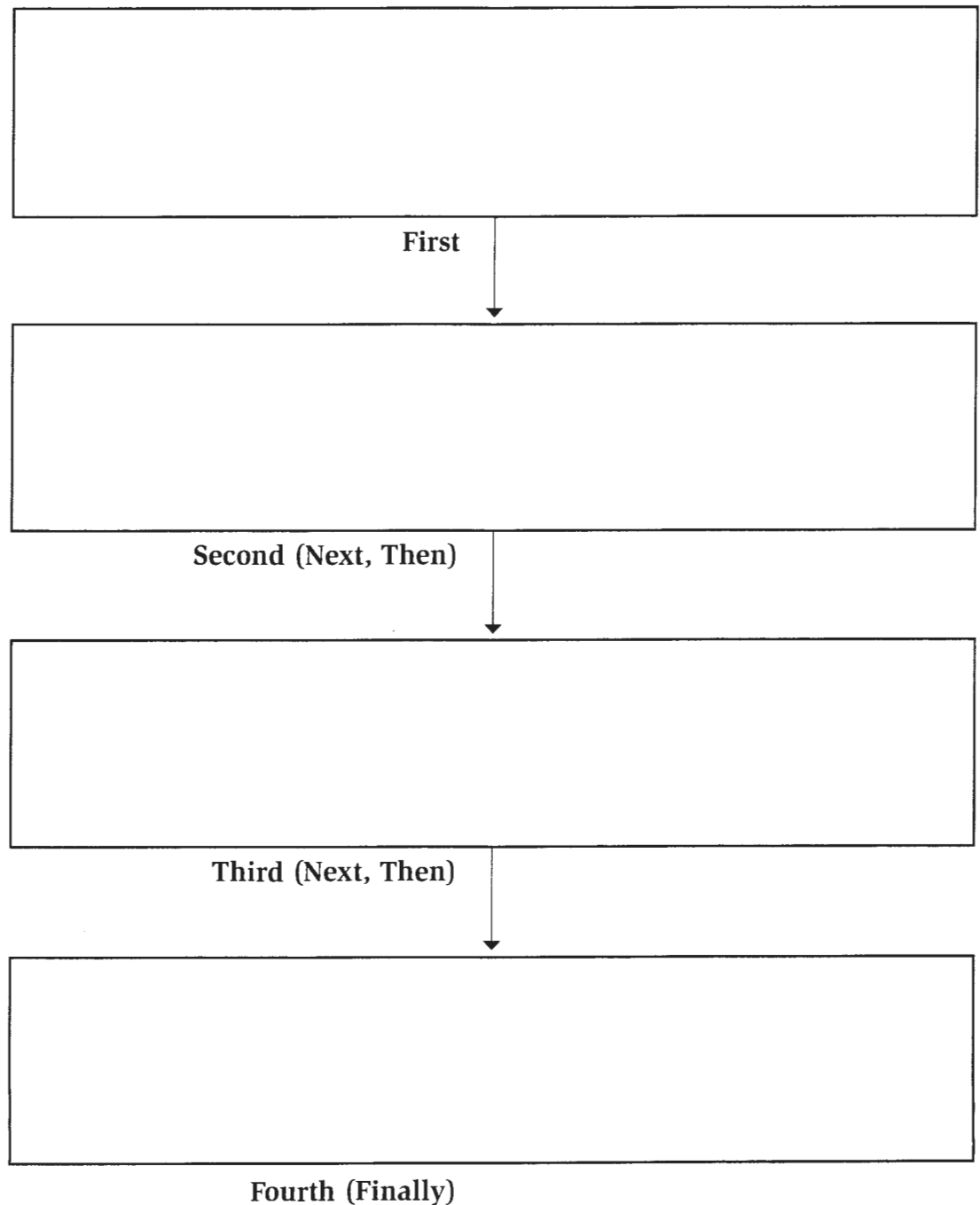
Students can be taught about how text is structured using the following methods:

- Sequencing
- Comparing
- Analyzing cause and effect
- Problem-solving

Sequencing

Some of the *Practice Passages* list items or events in numerical or chronological order. When teaching students a comprehension strategy for this type of passage, call attention to key vocabulary words such as “first,” “second,” “third,” “next,” “then,” “finally,” “yesterday,” “today,” “now,” “later,” “before,” and “after.” Extend this sequencing comprehension activity to include writing by using a graphic organizer to list information sequentially (see *Figure 8.2*).

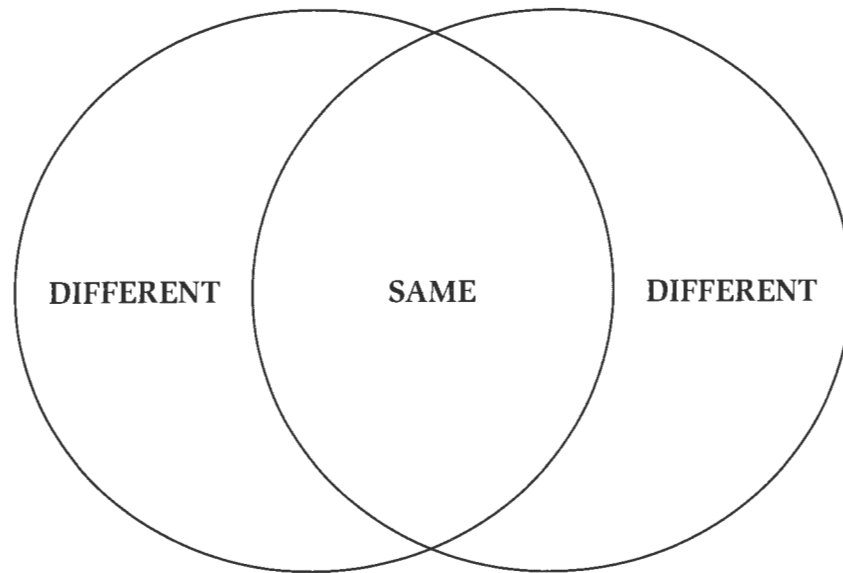
Figure 8.2
Sequencing Graphic Organizer



Comparing

Some of the *Practice Passages* explain how two or more things are alike or different. Call attention to key vocabulary in these passages such as “alike,” “same as,” “different from,” “in contrast,” “on the other hand,” “but,” “yet,” “however,” “although,” “opposite of,” “as well as,” “while,” and “unless.” Venn diagrams are excellent graphic organizers to use for showing the similarities and differences in comparison text. A Venn diagram consists of two or more overlapping circles (see *Figure 8.3*).

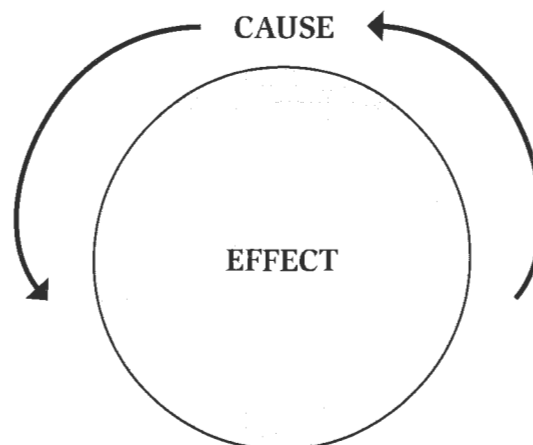
Figure 8.3
Venn Diagram



Analyzing Cause and Effect

Another type of expository text structure lists one or more causes and the resulting effect(s). Key vocabulary for this type of text includes “consequently,” “because,” “if ... then,” “thus,” “since,” “nevertheless,” “accordingly,” “because of,” “as a result of,” “may be due to,” “therefore,” and “this led to.” A graphic organizer may be used to illustrate cause and effect (see *Figure 8.4*).

Figure 8.4
Cause and Effect Graphic Organizer



Problem-Solving

This type of expository text structure states a problem and lists one or more solutions. Key vocabulary includes “the problem is,” “the question is,” “furthermore,” “one reason for,” “a solution,” and “another possibility.” An example of a graphic organizer for a problem-solution text is shown in *Figure 8.5*.

Figure 8.5
Problem-Solving Graphic Organizer

Problem:

Solutions:

Summary Writing Strategies

Teachers may elect to incorporate summary-writing strategies into the *Six-Minute Solution Primary* fluency model. In that case, on the last day of fluency practice, partners write a short summary of the assigned *Practice Passage*. It is recommended that teachers demonstrate summary writing with a *Practice Passage* whose readability matches the reading level of the lowest reader in the class.

Activity procedure:

- Each student has a copy of the demonstration passage and a copy of the Summary Paragraph Frame (following).
- The teacher introduces the Summary Paragraph Frame and discusses each part.
- Students and teacher read the demonstration passage together.
- The teacher models filling in the Sample Paragraph Frame by thinking aloud.
- Students follow along and fill in their Summary Paragraph Frame.
- The teacher and students write a summary paragraph based on the Summary Paragraph Frame.

Summary Paragraph Frame 1

This passage was about _____. First, I learned _____. Next, I learned _____. Finally, I learned _____.

Summary Paragraph Frame 2

Topic sentence (name the “who” or the “what”). Tell the most important thing about the “who” or the “what.”

Example:

Reading is a very useful skill. One important fact is _____.

Another important fact is _____. A final important fact is _____.

Building Letter/Sound Fluency

The first steps a student takes down the path to literacy begin with building an automatic knowledge of letters and the sounds they represent. It is not enough that a student can reproduce the letter symbols and their related sounds; a student must also do so quickly, automatically, and accurately—every time.

This chapter of the *Six-Minute Solution Primary* is divided into two parts. The first part contains specific directions for introducing letters/sounds to students who do not know them. The second part contains directions for using the *Letter/Sound Fluency Building Sheets* (see *Fluency Building Sheets*) to help those same students identify letters and sounds quickly, automatically, and accurately.

Introduction of Unknown Letters/Sounds

Materials:

- Various forms of targeted letters (e.g., magnetic letters, felt letters, letter cards)
- Word lists found at the end of this chapter
- White boards
- Dry-erase markers

Lesson Format

Step 1: Presentation of a New Letter/Sound

- Begin the lesson by modeling the new letter/sound. Hold up a letter card or write the letter on a white board. Say:
 - “This letter is ‘m’ and it says /m/. What is this letter?” (Students respond, “m.”)
 - “What does it say?” (Students respond, “/m/.”)
 - “Say its name with me.” (Students respond, “m.”)
 - “Say its sound with me.” (Students respond, “/m/.”)
- Repeat this modeling and practice together multiple times. Keep it quick and to the point.

Step 2: Group Practice of the New Letter/Sound

- Elicit individual and group responses for more practice. For example:
 - “Everyone who’s wearing something blue, say this letter’s name.”
 - “Write the letter that says ‘/m/.’”
 - “When I touch this letter on the board, say its sound.”
- Use letters made up of different materials such as magnetic letters and felt letters.
- Check for accuracy by pronouncing words and asking students for a thumbs-up or thumbs-down response if the word does or does not begin with the letter/sound of choice.
- Have students continue to practice the new letter/sound for the next few days until they know it automatically.

Step 3: Independent Practice of the New Letter/Sound

- Reinforce the new letter and sound daily with a quick, focused practice session. For example:

- “Show me the letter that says ‘/m/,’ and write the letter that says ‘/m/’ three times on your white boards.”

Step 4: Review of Letters/Sounds

- Incorporate previously taught letters and sounds—along with a new letter/sound—into a daily quick, focused practice session. Pronouncing words and asking students to hold up or write the correct beginning letters/sounds will enhance their letter knowledge.

Using the Letter/Sound Fluency Building Sheets

The *Letter/Sound Fluency Building Sheets* have been organized to enable students to practice letter names and/or letter sounds. Depending on the student’s grade level, you may elect to have the student simply identify the sheet’s letters by name, repeating them as quickly and accurately as possible. The individual letter sounds could be practiced in the same manner. The sheets can also be used to have students identify both the letter names and the letter sounds at the same time. Here are some suggestions for using the *Letter/Sound Fluency Building Sheets*:

- Introduce the letter names or letter sounds (or both) on a particular fluency sheet with direct instruction.
- Model the first two lines and then have students repeat them.
- Model the letter names and/or sounds and have students repeat them in an “echo” fashion.
- Instruct students to whisper-read the fluency sheet, marking the last letter/sound read when a timer sounds. Have students record their scores on a *Phonetic Elements Record Graph* (see *Appendix*), which they should store in a folder.
- Instruct students to whisper-read each row of the fluency sheet until they can *accurately* read the entire sheet in one minute or less.
- Train a student peer to be a “checker.” The checker’s job is to listen to a student read the fluency sheet and give an OK when the student can read it correctly in one minute or less. The student must “check out” with the teacher before moving on to the next fluency sheet. (The teacher listens to the student read the fluency sheet to determine if the student is 100% accurate in one minute or less.)

Partner Practice:

- Assign partners based on assessment results.
- Train partners in the *Six-Minute Solution Primary* fluency concept (see *Chapter 3*).
- Provide time each day for partner practice with the *Letter/Sound Fluency Building Sheets*. Have student partners practice reading their assigned fluency sheets to each other, correct each other’s errors, and record their own number of letters/sounds read correctly in one minute on a *Phonetic Elements Record Graph*. Have students store the graph in a folder.

Small-Group Practice:

- Assign students to practice groups based on their assessment results.
- Introduce the letter names/sounds on the fluency sheet and have each group quietly “echo” each letter name, letter sound, or both. Student groups can then chant the entire fluency sheet together, moving to the next letter at the sound of a tap made by the teacher.

- Form partnerships within each small group by having students take turns practicing the fluency sheet with the student sitting next to him/her. Time the students as they read to their partners, and then have them record their times on the *Phonetic Elements Record Graph* in their folders.
- Number the students within each group, and direct the number 1 students to read the first line, the number 2 students to read the second line, and so on, down the sheet for additional fluency practice.
- Divide each group, and direct the first half to read the first six lines of a fluency sheet and the second half to read the last six lines.
- Organize the small groups in a variety of ways (e.g., boys only, girls only, alphabetically by name, wearing the color yellow today) so that students have fun practicing the letter names/sounds.

Other Instructional Activities/Suggestions for Using the *Letter/Sound Fluency Building Sheets*

- Using pictures cut out of old magazines, have students make an “Alphabet Book.” Students write a letter at the top of a sheet of paper and paste magazine pictures of objects whose spellings contain that letter/sound. (This is also an excellent homework activity.) Letters/sounds that students have already mastered can simply be skipped in the Alphabet Book.
- Time students individually to ensure that they have the letters/sounds down to an automatic level. The goal should be to correctly pronounce 60 letter names/sounds they are practicing within one minute. Record student scores on the *Phonetic Elements Record Graph* in their folders.
- Introduce hands-on instructional activities to help students gain letter/sound knowledge. For example, have students sort magnetic letters into different types of categories: all short letters, all tall letters, all consonant letters, all vowel letters, all uppercase letters, all lowercase letters, in alphabet sequence, etc.
- Enlist parent volunteers, older students, aides, or more proficient classmates to work with individual students, partnerships, or small groups.
- Send the *Letter/Sound Fluency Building Sheets* home for parents to help their children build letter/sound recognition to an automatic level. **Note:** It is important that students go home knowing how to correctly pronounce the letters/sounds. The sole purpose of the “homework” is to build recognition fluency of the letters/sounds.
- Use the following word lists when presenting letters and sounds.

Beginning Sounds Word Lists

Aa	Bb	Cc	Dd	Ee
ant	bat	cow	duck	elf
add	balloon	cap	dog	elk
apple	bank	cat	dust	elm
as	basket	cave	dock	end
at	beach	castle	dime	Ed
and	beads	cartoon	deer	enchant
ash	broom	car	dollar	exit

Ff	Gg	Hh	Ii	Jj
fog	gate	hat	if	jump
fish	goose	hair	is	jacket
feather	guitar	hammer	infect	jeep
five	gold	hay	in	joke
fire	gas	head	it	jail
football	goal	hall	imp	jam
fan	goat	ham	ill	job

Kk	Ll	Mm	Nn	Oo
kite	ladder	mop	nickel	on
kangaroo	lamp	mail	nap	ox
kettle	lemon	marble	name	odd
king	lake	map	needle	oxygen
kitten	log	milk	noise	otter
key	lunch	mirror	nose	often
kit	leaf	moon	nurse	octopus

Pp	Qq	Rr	Ss	Tt
pig	quick	rock	sun	table
paint	queen	rabbit	sack	top
peach	quiz	ranch	seed	tomato
pillow	quack	rat	seven	telephone
pickle	quaint	robe	sink	toe
pencil	quake	rocket	soup	tail
pipe	quiet	race	seal	tape

Uu	Vv	Ww	Xx	Yy
up	vase	wagon	box	yam
us	van	wall	sax	yawn
umpire	valentine	web	six	yellow
ugly	vine	week	xylophone	yard
umbrella	vote	wife	wax	yo-yo
upon	voice	wire	mix	year
under	violin	window	fox	yarn

Zz
zebra
zinc
zoom
zipper
zoo
zero
zip

Building Phonetic Elements Fluency

The *Phonetic Elements Fluency Building Sheets* (see *Fluency Building Sheets*) in this program provide a quick and easy format to enable students to practice phonetic elements. This chapter is divided into two parts. The first part contains specific directions for introducing phonetic elements to students. The second part contains directions for using the *Phonetic Elements Fluency Building Sheets* to help students identify phonetic elements quickly, automatically, and accurately.

Introduction of Unknown Phonetic Elements

Materials:

- Various forms of the phonetic element being taught (e.g., magnetic letters, flash cards, phonetic elements cards, felt letters)
- White boards
- Dry-erase markers

Lesson Format

Step 1: Presentation of a New Phonetic Element

- Begin the lesson by modeling and teaching the new phonetic element or pattern. Hold up a card with the element on it, or write the element on a white board. Say:
 - “This letter [letters, pattern] says _____. What letters make up this element?” (Students respond with answer.)
 - “What does this element say?” (Students respond with answer.)
 - “Say its sound with me.” (Students respond with answer.)
 - “Say it by yourselves.” (Students respond with answer.)
- Repeat this modeling and practice together multiple times. Keep it quick and to the point.

Step 2: Group Practice of the New Phonetic Element

- Elicit individual and group responses for practice. For example:
 - “Everyone say the letters in this element.” (Students respond with answer.)
 - “Say the sound(s) in this element.” (Students respond with answer.)
 - “Girls, say its sound”; “Boys, say its sound”; etc.
- Write three of the lesson words containing the new element on the board, on an overhead, or with magnetic letters. Underline the new element in the first word. Say:
 - “What letters are these?” (Students respond with answer.)
 - “What do these letters say?” (Students respond with answer.)
 - Point to the word and say, “What does this word say?” (Students respond with answer.)
 - “Say this word slowly,” and drag your finger under the word. (Students respond with answer.)
 - “What word?” (Students respond with answer.)
 - Repeat this procedure with the second and third words.

- Using the three words on the board again, follow this procedure:
 - Point to the underlined element and say, “What element?” (Students respond with answer.)
 - “What word?” (Students respond with answer.)
 - Conduct this activity quickly by calling on individual students and the group for responses.
- Write three additional words on the board, only two of which contain the phonetic element being taught. Underline any two letters in the “non-example” word and ask:
 - “Does this say ____?” (Students should respond, “no.”) Move to the next word, which contains the phonetic element being taught.
 - Ask again, “Does this say ____?” (Students should respond, “yes.”)
 - “What does this say?” (Students respond with answer.)
 - “Say the word slowly.” (Students respond with answer.)
 - “Say the word fast.” (Students respond with answer.)
 - Move on to the third word, which contains the phonetic element being taught, and follow the same procedure.
- Review the words on the board by having students say the element first and then the whole word. Do this quickly.
- Make the words containing the element with magnetic letters on the board. Slide the letters of the element in and out of the word, and have students say the element’s sound and then the whole word. Students can write the words on their white boards, underline the element in each word, and whisper-read each word.

Step 3: Independent Practice of the New Phonetic Element

- Reinforce the new phonetic element daily with a quick, focused practice session using magnetic letters, flash cards, or white boards. For example:
 - “Show me the letters that say ____ and write those letters three times on your white boards.”
- Continue reviewing the new phonetic element for the next few days until students have reached automatic and accurate fluency. Keep the practice sessions quick and to the point.
- Begin partner-practice and group-practice of the *Phonetic Elements Fluency Building Sheets* at this time. You may want to be the “partner” of some students in order to assess the independence of their learning of the particular phonetic element.

Step 4: Review of Phonetic Elements

- Incorporate phonetic elements previously taught—along with a new phonetic element—into a daily quick, focused practice session.
- Use transparencies of previously presented lessons and ask students to choral-read lines by alternating rows of material (e.g., girls read one row, then boys read the next row; the left side of the class reads one row, then the right side of the class reads the next row).
- Read *Decodable Short-Vowel and Long-Vowel Stories* (see *Fluency Building Sheets*) that focus on the targeted phonetic elements. The decodable stories may be used as review or extension activities to reinforce targeted phonetic elements in a teacher-led, small-group setting. Instructional options:

- Choral-read a story with students. After the teacher reads a sentence, have students “echo” read the same sentence.
- Read a story aloud, and omit targeted words for students to verbally fill in.
- Divide students into partnerships or groups and have them take turns reading alternate story sentences.
- Have students individually whisper-read a story while the teacher monitors their reading.

Using the Phonetic Elements Fluency Building Sheets

- Introduce the phonetic element with direct instruction using the *Phonetic Elements Fluency Building Sheets*.
- Model the first two lines and then have students repeat them.
- Model the phonetic element words and have students repeat them in an “echo” fashion.
- Have students whisper-read a fluency sheet to themselves, marking the point at which they stopped when the one-minute timer sounds. Have students record their scores on a *Phonetic Elements Record Graph* (see *Appendix*), which they should store in a folder.
- Instruct students to continue going back to the top of the fluency sheet and then whisper-reading across each row until the bottom row is completed *accurately* in one minute or less.
- Train a student peer to be a “checker.” The checker’s job is to listen to a student read the fluency sheet and give an OK when the student can read it correctly in one minute or less. The student must “check out” with the teacher before moving on to the next fluency sheet. (The teacher listens to the student read the fluency sheet to determine if the student is 100% accurate in one minute or less.)

Partner Practice:

- Assign partners based on assessment results.
- Train partners in the *Six-Minute Solution Primary* fluency concept (see *Chapter 3*).
- Provide time each day for partner practice with *Phonetic Elements Fluency Building Sheets*. Have students record their scores on the *Phonetic Elements Record Graph* in their folders.

Small-Group Practice:

- Assign students to practice groups based on their assessment results.
- Introduce the phonetic elements on the fluency sheet and have each group quietly “echo” each element. Student groups can then chant the entire fluency sheet together, moving to the next element at the sound of a tap made by the teacher.
- Form partnerships within each small group by having students take turns practicing the fluency sheet with the student sitting next to him/her.
- Number the students within each group, and direct the number 1 students to read the first line, the number 2 students to read the second line, and so on, down the fluency sheet.
- Divide each group, and direct the first half to read the first six lines of a fluency sheet and the second half to read the last six lines.

- Organize the small groups in a variety of ways (e.g., boys only, girls only, alphabetically by name, wearing the color green today) so that students have fun practicing phonetic elements.

Other Instructional Activities/Suggestions for Using the *Phonetic Elements Fluency Building Sheets*

- Using pictures cut out of old magazines, have students make a “Short ‘a’ Book” (or a book about any other phonetic element they are practicing). Students write the phonetic element at the top of a sheet of paper and paste magazine pictures of objects whose spellings contain that particular phonetic element. (This is also an excellent homework activity.)
- Organize an “element word hunt” in which students look through books for words that have the phonetic element they are practicing. Students list the book’s title, the word(s), the page number where they found the word(s), and present a group or class “share-out” of the words they found.
- Time students individually to ensure that they have the phonetic elements down to an automatic level. The goal should be to correctly pronounce 60 words they are practicing within one minute. Record student scores on the *Phonetic Elements Record Graph* in their folders.
- Send the *Phonetic Elements Fluency Building Sheets* home for parents to help their children build phonetic element recognition to an automatic level. **Note:** It is important that students go home knowing how to correctly pronounce the phonetic elements. The sole purpose of the “homework” is to build *recognition fluency* of words containing the specific phonetic elements.

Building Automatic Words Fluency

The *Automatic Words Fluency Building Sheets (Primary Automatic Words by Tens)* (see *Fluency Building Sheets*) contain the most frequently encountered sight words in reading texts. They were selected from *The American Heritage Word Frequency Book* (Carroll, Davies, & Richman, 1971), a compilation of the most frequently used words in the English language.

Since students will encounter these words repeatedly when reading, they need to know them to an automatic level. The *Automatic Words Fluency Building Sheets* are organized into 25 numbered lists, with six sets of the same ten words in each list. The sheets can be used to build fluency at the single-word level and to increase sight-word recognition.

Introduction of Unknown Automatic Words

Materials:

- One flash card for each word on the targeted list
- A pocket chart to hold flash cards
- White boards
- Dry-erase markers
- Magnetic letters and small magnetic surfaces
- Large metal rings for holding student-made flash cards

Lesson Format

Day 1—Presentation of the First Group of New Automatic Words

Introduce five of the set of ten words to students on one day, and the remaining five words of the set on the next day.

Step 1: Present the New Automatic Words

- Introduce each of today's five words by using a flash card. Say:
 - "This word is _____. What word?" (Students respond with answer.)
 - "Say the letters in this word with me." (All spell the sight word.)
 - "What do these letters spell?" (Students respond with answer.)
 - "Say the word again with me." (Students respond with answer.)
- Follow the above format to introduce each of the first five words.
- Place the flash cards in a pocket chart and point to them as all students chant them.

Step 2: Practice of the New Automatic Words

- Hold up one flash card and ask students to read the word.
- Ask students to spell the word with magnetic letters, then to touch each letter and say the word.
- Direct students to scramble the magnetic letters and then quickly spell the word again, touching each letter and saying the word when finished.
- Repeat this sequence with each of the four remaining words. Conduct this activity quickly, and keep students focused.
- Hold up one flash card and ask students to read the word. Then, using the flash card as a model, tell students to write the word on their white boards in a variety of ways (e.g., "write it in uppercase letters"; "write it in lowercase letters"; "write it in all four corners of your white board";

“write it in two corners of your white board”). Repeat with each of the first five new words.

Note: All of the above steps are typically completed in one day.

Day 2—Presentation of the Second Group of New Automatic Words

- Quickly review yesterday’s five words via the pocket chart and flash cards.
- Introduce the remaining five words in the set by following **Steps 1** and **2** above.
- Pass out an *Automatic Words Fluency Building Sheet* to the class and lead students in saying all ten words on the first two lines. Follow the “I say it, you say it” format. Chant all ten words together.
- Call on students to read single lines on the fluency sheet. Review any words that students have difficulty remembering.

Step 3: Review of Automatic Words

- Incorporate previously used flash cards with recently learned flash cards to conduct a quick review.
- Have students make their own flash cards, string them on large rings, and practice the word rings with their partners.
- Have students use their flash cards as models, making the words with magnetic letters, mixing up the letters, making the words again, and saying each word.
- Place previously learned flash cards in a pile, facedown in the middle of a small table. Instruct students to draw a flash card and read it. If a student says the word correctly, the student keeps the card and play moves to the next student. If the next student says the word incorrectly, the flash card is returned to the pile, facedown, and play continues with the next student.
- Play whole-group or small-group games (e.g., a “reading bee” instead of a spelling bee) with flash cards.
- Engage students in a “word hunt” for their sets of ten words in previously read books. Students list the book’s title, the words, and the page numbers where they found the words.

Partner Practice:

- Assign partners based on assessment results.
- Train students in the *Six-Minute Solution Primary* fluency concept (see *Chapter 3*).
- Provide time each day for partner practice with *Automatic Words Fluency Building Sheets*.
- Have partners record their own scores on an *Automatic Words Record Graph* (see *Appendix*).

Building Automatic Words Fluency With the *Six-Minute Solution Primary Fluency Concept*

Repeated, timed partner readings of assigned lists of automatic words is an excellent way to build students' automatic word knowledge in only six minutes a day. When students can accurately read their assigned list of automatic words at 60 cwpm, they should be moved to the next list of automatic words, with the introduction, instruction, and practice cycle begun all over again. The six-minute peer partnership format is a quick and efficient way to build students' automatic-word vocabulary with very little impact on instructional time.

More Than Six Minutes a Day

One of the advantages of the *Six-Minute Solution Primary* fluency partner model is that students are able to increase their oral reading fluency in only six minutes of an instructional period. The *Six-Minute Solution Primary*'s original grouping configuration is a partnership match based on instructional reading and fluency levels. By utilizing this configuration, the partnership is self-supporting—each partner's reading level mirrors the other's level. In this way, partnerships can function independently with minimal supervision.

However, there might be times when more than six minutes a day must be devoted to fluency practice, as in the following situations:

- On the first day of the week—when partnerships receive new *Phonetic Elements Fluency Building Sheets*, *Automatic Words Fluency Building Sheets*, or *Practice Passages*—more time will be required. Each student in the partnership silently reads the entire phonetic elements sheet, automatic words sheet, or practice passage. If any words are unknown, students consult first with their partners. If neither partner knows a word, the teacher supplies the correct pronunciation.
- Although the program can be easily implemented in a class of struggling readers, an individual fluency program may be more appropriate for some students. In these cases, additional time will be needed for fluency practice.
- Certain grouping configurations, such as guided reading groups, require more than six minutes a day.
- Incorporating additional comprehension activities and/or summary writing will require additional time.

SIX
MINUTE

Assessment

Phonetic Elements Assessment

The six subtests of the Phonetic Elements Assessment were designed to accurately assess various phonetic elements that a primary-grade reader would be expected to know. The subtests are organized in a hierarchical order and follow the expected progression found at the primary levels.

The subtests of this assessment must be administered on a one-to-one basis. They may be conducted by a teacher, paraprofessional, or trained parent volunteer.

Assessment Procedure:

1. Make two copies of the Student Copy version of the selected assessment subtest—one for the student and one for the examiner—onto sheets of cardstock or other sturdy paper. Laminate both assessment subtests or place them in plastic sleeves in order to provide the examiner and students with multiple uses of the assessment.
2. Make one copy of the Teacher Record Sheet for each student being assessed.
3. Instruct the student to give the sound or read the elements being assessed. **Do not allow the student more than three seconds per assessment item.** You are assessing for *automatic knowledge of phonemic elements*, which is the goal of this program. Allowing a student too much time to “figure out” each item defeats the purpose of these quick assessments. After three seconds have elapsed, mark the item as incorrect, and instruct the student to move to the next item in the assessment.
4. Mark each assessment item as indicated on the Teacher Record Sheet.
5. Score each student’s results on an Individual Comprehensive Phonetic Element Assessment form. This form provides a comprehensive record of all six assessment subtest scores for each student.
6. Based on assessment results, group or partner students for instruction in, and practice with, various phonetic elements. Refer to *Chapter 10* for suggestions on how to enhance your students’ phonetic elements proficiency levels.

1. Phonetic Elements Assessment: Letters and Sounds

STUDENT _____ TEACHER _____

PRETEST DATE _____ POSTTEST DATE _____

ASSESSED FOR:

Letter Names ____ Letter Sounds ____ Names and Sounds ____

- This assessment measures letter/name recognition as well as letter/sound correspondence.
- In the “+ /Response” column:
 - Write a plus sign (+) if the student knows the letter name and/or sound.
 - Leave blank if the student does not know the letter.
 - Write “incorrect response given” if the student responds erroneously.

Letter	+ /Response	Letter	+ /Response
h		j	
m		d	
s		v	
b		f	
g		l	
o		y	
c		k	
r		i	
p		q	
z		t	
e		w	
x		n	
a		u	

1. Phonetic Elements Assessment: Letters and Sounds

Letter	Letter
h	j
m	d
s	v
b	f
g	l
o	y
c	k
r	i
p	q
z	t
e	w
x	n
a	u

2. Phonetic Elements Assessment: CVC Short-Vowel Patterns

STUDENT _____ DATE _____

- In the “+ /Response” column:
 - Write a plus sign (+) if the student knows the word.
 - Leave blank if the student does not know the word.
 - Write “incorrect response given” if the student responds erroneously.
- Write the student’s total scores in the boxes below the table.

Word	+ /Response	Word	+ /Response
run		red	
pen		cap	
but		tin	
tan		bed	
mud		gas	
fit		fox	
cab		hen	
man		mob	
hot		rip	
get		hop	

Short “a” Total (5)	Short “e” Total (5)	Short “i” Total (3)	Short “o” Total (4)	Short “u” Total (3)

**2. Phonetic Elements Assessment:
CVC Short-Vowel Patterns**

Word	Word
run	red
pen	cap
but	tin
tan	bed
mud	gas
fit	fox
cab	hen
man	mob
hot	rip
get	hop

3. Phonetic Elements Assessment: CVC Short-Vowel Patterns—Blends and Digraphs

STUDENT _____ DATE _____

- In the “+ /Response” column:
 - Write a plus sign (+) if the student knows the word.
 - Leave blank if the student does not know the word.
 - Write “incorrect response given” if the student responds erroneously.
- Write the student’s total scores in the boxes below the table.

Word	+ /Response	Word	+ /Response
plug		quit	
trot		snag	
brat		swim	
twin		then	
grip		sled	
prod		blot	
crab		stem	
glad		flap	
sprig		strap	
club		scab	
throb		chop	
skid		scram	
wham		squid	
split		drug	
smog		shin	
spot		frog	
ring		long	

“r” Blends Total (7)	“l” Blends Total (6)	“s” Blends Total (12)	tw, thr, qu Total (3)	sh, ch, wh, th, ng Digraphs Total (6)

**3. Phonetic Elements Assessment: CVC Short-Vowel
Patterns—Blends and Digraphs**

Word	Word
plug	quit
trot	snag
brat	swim
twin	then
grip	sled
prod	blot
crab	stem
glad	flap
sprig	strap
club	scab
throb	chop
skid	scram
wham	squid
split	drug
smog	shin
spot	frog
ring	long

4. Phonetic Elements Assessment: Vowel Combinations

STUDENT _____ DATE _____

- In the “+ /Response” column:
 - Write a plus sign (+) if the student knows the word.
 - Leave blank if the student does not know the word.
 - Write “incorrect response given” if the student responds erroneously.
- Write the student’s total scores in the boxes below the table.

Words	+ /Response	Words	+ /Response
each		peek	
play		paid	
pail		snow	
high		light	
seem		clay	
boat		sigh	
blow		mean	
meat		flown	
wait		soak	
say		keep	
toad		moan	

oa Total (4)	ea Total (3)	ai Total (3)	ow Total (3)	igh Total (3)	ay Total (3)	ee Total (3)

**4. Phonetic Elements Assessment:
Vowel Combinations**

Words	Words
each	peek
play	paid
pail	snow
high	light
seem	clay
boat	sigh
blow	mean
meat	flown
wait	soak
say	keep
toad	moan

5. Phonetic Elements Assessment: CVCe Combinations With Distractors

STUDENT _____ DATE _____

- In the “+ /Response” column:
 - Write a plus sign (+) if the student knows the word.
 - Leave blank if the student does not know the word.
 - Write “incorrect response given” if the student responds erroneously.
- Write the student’s total scores in the boxes below the table.

Words	+ /Response	Words	+ /Response
wipe		pet	
nose		gate	
not		bug	
mile		cube	
case		fog	
Pete		vote	
cake		bite	
bone		cane	
set		mad	
rode		yule	
scene		cute	
dime		hate	
mule		us	
can		home	
him		lime	
five		bit	
made		fuse	
use		Crete	
sale		note	

a_e Total (7)	e_e Total (3)	i_e Total (6)	o_e Total (6)	u_e Total (6)
Short “a” Total (2)	Short “e” Total (2)	Short “i” Total (2)	Short “o” Total (2)	Short “u” Total (2)

5. Phonetic Elements Assessment: CVCe Combinations With Distractors

Words	Words
wipe	pet
nose	gate
not	bug
mile	cube
case	fog
Pete	vote
cake	bite
bone	cane
set	mad
rode	yule
scene	cute
dime	hate
mule	us
can	home
him	lime
five	bit
made	fuse
use	Crete
sale	note

6. Phonetic Elements Assessment: "r" Controlled Vowels With Distractors

STUDENT _____ DATE _____

- In the "+ /Response" column:
 - Write a plus sign (+) if the student knows the word.
 - Leave blank if the student does not know the word.
 - Write "incorrect response given" if the student responds erroneously.
- Write the student's total scores in the boxes below the table.

Word	+ /Response	Word	+ /Response
art		girl	
for		bus	
stir		dirt	
mop		hurt	
burn		worn	
arch		blur	
verb		perch	
harm		trap	
firm		star	
stern		bell	
hot		herd	
bird		lit	
curb		cork	
get		duck	
park		firm	
port		fish	
jerk		cord	
curl		ran	

er Total (5)	ir Total (6)	ur Total (5)	ar Total (5)	or Total (5)
Short "a" Total (2)	Short "e" Total (2)	Short "i" Total (2)	Short "o" Total (2)	Short "u" Total (2)

**6. Phonetic Elements Assessment:
"r" Controlled Vowels With Distractors**

Word	Word
art	girl
for	bus
stir	dirt
mop	hurt
burn	worn
arch	blur
verb	perch
harm	trap
firm	star
stern	bell
hot	herd
bird	lit
curb	cork
get	duck
park	firm
port	fish
jerk	cord
curl	ran

Individual Comprehensive Phonetic Elements Assessment

STUDENT _____ DATE _____

GRADE _____ TEACHER _____

1. Letters and Sounds	2. CVC Short- Vowel Patterns	3. CVC Short-Vowel Patterns— Blends and Digraphs	4. Vowel Combinations	5. CVCe Combinations With Distractors	6. “r” Controlled Vowels With Distractors
h j	run red	plug quit	each peek	wipe pet	art girl
m d	pen cap	trot snag	play paid	nose gate	for bus
s v	but tin	brat swim	pail snow	not bug	stir dirt
b f	tan bed	twin then	high light	mile cube	mop hurt
g l	mud gas	grip sled	seem clay	case fog	burn worn
o y	fit fox	prod blot	boat sigh	Pete vote	arch blur
c k	cab hen	crab stem	blow mean	cake bite	verb perch
r i	man mob	glad flap	meat flown	bone cane	harm trap
p q	hot rip	sprig strap	wait soak	set mad	firm star
z t	get hop	club scab	say keep	rode yule	stern bell
e w		throb chop	toad moan	scene cute	hot herd
x n		skid scram		dime hate	bird lit
a u		wham squid		mule us	curb cork
		split drug		can home	get duck
		smog shin		him lime	park firm
		spot frog		five bit	port fish
		ring long		made fuse	jerk cord
				use Crete	curl ran
				sale note	
/ 26	/ 20	/ 34	/ 22	/ 38	/ 36

Primary Automatic Words by Tens

STUDENT _____ DATE _____

- Draw a line through any word the student does not recognize, or reads incorrectly, within three seconds. Non-immediate self-corrections are also counted as errors.
- Record the number of errors at the bottom of each list.

List 1	List 2	List 3	List 4
the	for	this	which
of	it	had	one
and	with	not	you
to	as	are	were
a	his	but	her
in	on	from	all
that	be	or	she
is	at	have	there
was	by	an	would
he	I	they	their
Errors:	Errors:	Errors:	Errors:

List 5	List 6	List 7	List 8
we	out	can	then
him	so	only	do
been	said	other	first
has	what	new	any
when	up	some	my
who	its	time	now
will	about	could	such
more	into	these	like
no	than	two	our
if	them	may	over
Errors:	Errors:	Errors:	Errors:

STUDENT _____ DATE _____

List 9	List 10	List 11	List 12
man	must	should	us
me	through	because	state
even	back	each	good
most	years	just	very
made	where	those	make
after	much	people	world
also	your	Mr.	still
did	way	how	see
many	well	too	own
before	down	little	men
Errors:	Errors:	Errors:	Errors:

List 13	List 14	List 15	List 16
work	day	off	three
long	same	come	himself
here	another	since	few
get	know	go	house
both	year	against	use
between	while	came	during
life	last	right	without
being	might	states	again
under	great	used	place
never	old	take	American
Errors:	Errors:	Errors:	Errors:

STUDENT _____ DATE _____

List 17	List 18	List 19	List 20
around	once	left	though
however	high	number	less
home	general	course	public
small	upon	war	put
found	school	until	think
Mrs.	every	always	almost
thought	don't	away	hand
went	does	something	enough
say	got	fact	far
part	united	water	look
Errors:	Errors:	Errors:	Errors:

List 21	List 22	List 23	List 24
head	why	knew	let
yet	didn't	city	room
government	know	next	president
system	eyes	program	side
set	find	business	social
better	going	give	present
told	look	group	given
nothing	asked	toward	several
night	later	days	order
end	point	young	national
Errors:	Errors:	Errors:	Errors:

STUDENT _____ DATE _____

List 25
second
possible
rather
per
face
among
form
important
often
things
Errors:

Primary Automatic Words by Tens

List 1	List 2	List 3	List 4
the	for	this	which
of	it	had	one
and	with	not	you
to	as	are	were
a	his	but	her
in	on	from	all
that	be	or	she
is	at	have	there
was	by	an	would
he	I	they	their

List 5	List 6	List 7	List 8
we	out	can	then
him	so	only	do
been	said	other	first
has	what	new	any
when	up	some	my
who	its	time	now
will	about	could	such
more	into	these	like
no	than	two	our
if	them	may	over

Primary Automatic Words by Tens (continued)

List 9	List 10	List 11	List 12
man	must	should	us
me	through	because	state
even	back	each	good
most	years	just	very
made	where	those	make
after	much	people	world
also	your	Mr.	still
did	way	how	see
many	well	too	own
before	down	little	men

List 13	List 14	List 15	List 16
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long	same	come	himself
here	another	since	few
get	know	go	house
both	year	against	use
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life	last	right	without
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under	great	used	place
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Primary Automatic Words by Tens (continued)

List 17	List 18	List 19	List 20
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however	high	number	less
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small	upon	war	put
found	school	until	think
Mrs.	every	always	almost
thought	don't	away	hand
went	does	something	enough
say	got	fact	far
part	united	water	look

List 21	List 22	List 23	List 24
head	why	knew	let
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government	know	next	president
system	eyes	program	side
set	find	business	social
better	going	give	present
told	look	group	given
nothing	asked	toward	several
night	later	days	order
end	point	young	national

Primary Automatic Words by Tens (continued)

List 25
second
possible
rather
per
face
among
form
important
often
things

Birds: Our Feathered Friends

0 There are thousands of different birds. Birds have two
9 legs and two wings. Some birds are very small. Others
19 are large. Birds are the only animals that have feathers.
29 Feathers can be any color. They keep birds warm and dry.
40 Flight feathers are very smooth.

45 Most birds can fly. Birds can fly because they have
55 very light bones. Their strong muscles move the wings.
64 The tail helps the bird to steer in the sky. Different birds
76 have different shaped wings. This is because birds live in
86 different places. Most birds live in trees. Other birds live
96 high in the hills. Some live on the ground. Some birds fly
108 long distances. They live one place in the summer. They
118 live someplace else in the winter.

124 Some birds cannot fly. They are too big. The biggest
134 bird is an ostrich. It can grow to be 8 feet tall and can
148 weigh 300 pounds. An ostrich has strong legs. It can run
159 very fast. Some birds are good swimmers. Penguins are
168 birds that can swim. They can swim very fast. They use
179 their wings to swim.

183

Total Words Read _____

- Errors _____

= CWPM _____

Fish Facts

0 There are many kinds of fish. They come in many
 10 colors, shapes, and sizes. Some fish are as small as
 20 tadpoles. Others are larger than crocodiles. Some fish are
 29 thin, while others are fat.

34 All fish have three important things in common. They
 43 all live in water. All fish have fins to control the direction
 55 of their movement. They all use gills to get oxygen from
 66 the water.

68 Some fish live in the ocean. They are saltwater
 77 fish. Other fish live in rivers and lakes. These fish are
 88 freshwater fish.

90 Fish are good swimmers. They propel themselves
 97 through the water by moving their tails from side to side.
 108 Fish use their fins to steer. Some fish have only one fin.
 120 But most fish have more than one fin.

128 Gills are water-breathing organs. They are located
 136 in the fish's mouth. The fish takes in water through its
 147 mouth. The water goes through gill slits. These help the
 157 fish to get oxygen from the water as it passes through.

168

Total Words Read _____

- Errors _____

= CWPM _____

Reptiles: Cold-Blooded Animals

0 Reptiles have lived on earth for a long time. They
10 have been here for more than 300 million years. Reptiles
20 are animals. They are cold-blooded. This means that their
30 body temperature changes. When it is cold outside, reptiles
39 are cold. When it is hot outside, reptiles are hot. Reptiles
50 eat 30 to 50 times less food than mammals. This is because
62 they do not have to burn fuel for energy. Reptiles have dry,
74 scaly skin. Their skin protects them from drying out.

83 There are many kinds of reptiles. More than 8,000
92 types of reptiles live on earth. Reptiles live all over the
103 world. Some reptiles live on land. Others live in the water.
114 Living reptiles fall into four classes. Turtles are one class
124 of reptiles. They are reptiles with a shell. Turtles are the
135 oldest living reptile group. Crocodiles are another class of
144 reptiles. Alligators are included in this group. Lizards are
153 a type of reptile. Snakes are reptiles, too.
161

Total Words Read _____

- Errors _____

= CWPM _____

San Diego Quick Assessment of Reading Ability

Directions: This is an individually administered sight-word reading assessment. Because this is a measure of sight-word knowledge, students need to recognize the words very quickly. Give a copy of the Student Form to the student to read. Choose a word list that is two to three grade levels below the student's current grade level as the starting point. Ask the student to read each word aloud. Keep the student moving down the lists. Do not allow more than three to five seconds on any word. Rather, tell the student to go on to the next word. Mark the word skipped as incorrect. Stop the assessment when the student has missed three or more words in a list. Record the highest grade level for each of the three levels (independent, instructional, and frustration) in the Errors & Reading Levels table when testing is completed.

San Diego Quick Assessment of Reading Ability

NAME: _____ DATE: _____

Record the highest grade level for each:

INDEPENDENT _____ INSTRUCTIONAL _____ FRUSTRATION _____

Preprimer see _____ play _____ me _____ at _____ run _____ go _____ and _____ look _____ can _____ here _____	Grade Three _____ city _____ _____ middle _____ _____ moment _____ _____ frightened _____ _____ exclaimed _____ _____ several _____ _____ lonely _____ _____ drew _____ _____ since _____ _____ straight _____	Grade Seven _____ amber _____ _____ dominion _____ _____ sundry _____ _____ capillary _____ _____ impetuous _____ _____ blight _____ _____ wrest _____ _____ enumerate _____ _____ daunted _____ _____ condescend _____	Grade Eleven _____ galore _____ _____ rotunda _____ _____ capitalism _____ _____ prevaricate _____ _____ visible _____ _____ exonerate _____ _____ superannuate _____ _____ luxuriate _____ _____ piebald _____ _____ crunch _____
Primer you _____ come _____ not _____ with _____ jump _____ help _____ is _____ work _____ are _____ this _____	Grade Four _____ decided _____ _____ served _____ _____ amazed _____ _____ silent _____ _____ wrecked _____ _____ improved _____ _____ certainly _____ _____ entered _____ _____ realized _____ _____ interrupted _____	Grade Eight _____ capacious _____ _____ limitation _____ _____ pretext _____ _____ intrigue _____ _____ delusion _____ _____ immaculate _____ _____ ascent _____ _____ acrid _____ _____ binocular _____ _____ embankment _____	
Grade One road _____ live _____ thank _____ when _____ bigger _____ how _____ always _____ night _____ spring _____ today _____	Grade Five _____ scanty _____ _____ business _____ _____ develop _____ _____ considered _____ _____ discussed _____ _____ behaved _____ _____ splendid _____ _____ acquainted _____ _____ escaped _____ _____ grim _____	Grade Nine _____ conscientious _____ _____ isolation _____ _____ molecule _____ _____ ritual _____ _____ momentous _____ _____ vulnerable _____ _____ kinship _____ _____ conservatism _____ _____ jaunty _____ _____ inventive _____	
Grade Two our _____ please _____ myself _____ town _____ early _____ send _____ wide _____ believe _____ quietly _____ carefully _____	Grade Six _____ bridge _____ _____ commercial _____ _____ abolish _____ _____ trucker _____ _____ apparatus _____ _____ elementary _____ _____ comment _____ _____ necessity _____ _____ gallery _____ _____ relativity _____	Grade Ten _____ zany _____ _____ jerkin _____ _____ nausea _____ _____ gratuitous _____ _____ linear _____ _____ inept _____ _____ legality _____ _____ aspen _____ _____ amnesty _____ _____ barometer _____	From "The Graded Word List: Quick Gauge of Reading Ability" by Margaret LaPray, Helen Ross, and Raman Royal, in <i>Journal of Reading</i> , 12, 305-307 (January, 1969) Copyright © by Margaret LaPray and the International Reading Association. All rights reserved. Reprinted with permission.

San Diego Quick Assessment of Reading Ability

see play me at run go and look can here	exclaimed several lonely drew since straight	daunted condescend
you come not with jump help is work are this	decided served amazed silent wrecked improved certainly entered realized interrupted	capacious limitation pretext intrigue delusion immaculate ascent acid binocular embankment
road live thank when bigger how always night spring today	scanty business develop considered discussed behaved splendid acquainted escaped grim	conscientious isolation molecule ritual momentous vulnerable kinship conservatism jaunty inventive
our please myself town early send wide believe quietly carefully	bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity	zany jerkin nausea gratuitous linear inept legality aspen amnesty barometer
city middle moment frightened	amber dominion sundry capillary impetuous blight wrest enumerate	galore rotunda capitalism prevaricate visible exonerate superannuate luxuriate piebald crunch