

INTERVENTIONS FOR FLUENCY
Paired Reading/Partner Reading

Purpose:

This strategy is to provide an opportunity to read orally and to give repeated practice to improve fluency as well as self-confidence.

Description:

The student reads aloud in tandem with an accomplished reader.

Materials:

1. Any reading passage

Procedure/Steps: For paired reading—pair students carefully, i.e. (high, middle) (middle, middle) (middle, low).

1. Sit with the student in a quiet location without too many distractions. Position the book so that the student can easily follow along.
2. Say to the student, “Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this (demonstrate) and I will stop reading. If you come to a word you don’t know, I will tell you the word and begin reading with you again.”
3. Begin reading aloud with the student. If the student misreads a word, point to the word and pronounce it. Have the student repeat the word. When the student reads the word correctly resume reading through the passage.
4. When the child delivers the appropriate signal (a hand tap), stop reading aloud and instead follow along silently as the student continues with oral reading. Be sure occasionally to praise the student in specific terms for good reading.
5. If, while reading alone, the child either commits a reading error or hesitates for longer than 5 seconds, point to the error-word and pronounce it. Tell the student to say the word. When the student pronounces the error word correctly, begin reading aloud again in unison with the student.
6. Continue reading aloud with the student until he or she again signals to read alone.

Evaluation of Effectiveness:

Compare AIMSweb Fluency data before and after the intervention.

Sources:

www.interventioncentral.org