

## **Fluency Intervention Strategy – Paired Reading**

**For:** Any student in Grades 1 and up who is below benchmark/target on the AIMSweb Oral Reading Fluency CBM and/or who exhibits fluency issues as determined by running records or another fluency measure.

**Materials:** a selection of reading passages at the student's independent reading level that the student and teacher can share (**Passages may be obtained from the school's Title I or AOM program.**)

**Recommended Duration and Frequency:** This intervention should be conducted at least 3-5 times per week for at least 10 -15 minutes. Monitor the student's progress once a week or twice monthly using the AIMSweb ORF-CBM assessment. (If you choose not to use the AIMSweb online system to record student's progress, paper/pencil recording sheets can be found at: [http://www.interventioncentral.org/cbm\\_warehouse](http://www.interventioncentral.org/cbm_warehouse).) When the student's score is at the benchmark/target **on grade level passages** for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, the intervention may be discontinued. (AIMSweb benchmarks or targets can be found on the AIMSweb site online.)

### **Steps for Intervention:**

1. Determine a student's independent reading level. You can do this by having the student read sample passages at a variety of increasingly difficult levels until you find the highest-level passage where the student still achieves at least 96%+ word accuracy in Levels A – K or 98%+ word accuracy in Levels L – Z with acceptable comprehension. If comprehension is difficult for the child even when word accuracy is at an independent level, especially if the passage is at or near grade level, a comprehension intervention may also be indicated.  
**Building Title I programs each also have a leveling assessment system. Contact them to see if this assessment has already been completed for the student.**
2. Sit next to the student and position the reading passage between you so you both can see it easily. Share with the student any background or introductory information s/he may need, if necessary.
3. 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 for the student) 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."
4. You may want to establish a starting signal, like saying, "Ready, Set, Go," with the student so you start together. Read along with the child, pushing the pace just slightly faster than the student can read by himself in order to encourage a fluent pace. Read with good expression to provide a good reading model for the child.
5. When the child taps the back of your hand, stop reading aloud and instead follow along silently as the student continues with oral reading. Be sure to occasionally praise the student



in specific terms for good reading (e.g., “That was a hard word. You did a nice job sounding it out.”)

6. If, while reading alone, the child either commits a reading error or hesitates for longer than 3 seconds, point to the error-word and pronounce it. Then tell the student to say the word. When the student says the word correctly, begin reading aloud again in unison with the student. (Alternative instruction: When the student commits an error, say the word for the student. Have the student say the word, and then have the student go back to the beginning of the sentence where the error was committed. Have the student read the entire sentence that had the error. Then continue reading along with the student.)
7. Read along with the student until he or she taps the back of your hand to signal that he or she wants to read alone.
8. Every 2 – 3 minutes, stop reading and ask the student to retell what he has read, or ask the student a couple of comprehension questions related to the reading. **If the student appears to be reading without comprehending, have a conversation with the student about the purpose for reading and the importance of understanding what we read. If the student continues not to be able to retell or answer questions about passages, it is recommended that the fluency intervention be discontinued and replaced with a comprehension intervention.**
9. Move up to a higher-level passage as you sense the student feels comfortable and is becoming fluent with the current level. The intervention may be discontinued when the student hits the norm or target on grade level passages (such as AIMSweb probes at his grade level) on 3 consecutive days.

Note: This strategy is quite simple and can be taught to a parent or older peer.

This intervention was adapted from: [www.interventioncentral.org](http://www.interventioncentral.org)



## **Fluency/Paired Reading Intervention – Integrity Check**

**Interventionist:**\_\_\_\_\_ **Date:**\_\_\_\_\_ **Grade Level:**\_\_\_\_\_ **Tier**\_\_\_\_\_

**Integrity Monitor:**\_\_\_\_\_

<b>Descriptor - Student</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Student is performing below benchmark on AIMSweb CBMs or other fluency measures.			
Student is in Grade 1 or above.			

<b>Descriptor - Materials</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Student and Interventionist are sharing a passage to read.			

<b>Descriptor - Interventionist</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist has selected a passage at the student's independent level, and the student and the Interventionist are seated side-by-side so both can see the passage.			
Interventionist explains the task to the student using the language indicated in the instructions.			
Interventionist and the student begin reading the passage together, and the Interventionist reads with good expression and slightly faster than the student would read independently.			
Interventionist stops reading when the student taps the back of his/her hand.			
When the student makes an error or hesitates on a word for 3 seconds, Interventionist stops the student and tells him/her the word, has the student repeat the word, and then continues reading orally with the student until he/she taps the back of the Interventionist's hand.			
Interventionist occasionally uses specific praise when a student reads well.			
Interventionist stops reading every 2 – 3 minutes to ask the student to retell, or asks the student comprehension questions about what was read.			
Interventionist moves the student into a higher-level passage when the student is reading the current level passages fluently and seems comfortable with the task.			
Interventionist monitors the student's progress at least twice a month using the AIMSweb R-CBM oral reading fluency probes, and records progress on a graph or on the AIMSweb online system.			
Interventionist discontinues intervention when the student reaches his/her target on grade level AIMSweb probes 3 consecutive times, or if the student struggles with comprehension of the passages.			
Intervention is conducted for at least 10-15 minutes 3-5 times per week.			

Fluency/Paired Reading Intervention Integrity Check Summary:\_\_\_\_\_ of \_\_\_\_\_ applicable components are observed.

Notes: