

Lesson 3: Strategies to Build Reading Fluency

Select *one* of the two reading-fluency strategies listed below to teach your tutors. Both strategies are easily taught and have been demonstrated to be very effective in building reading fluency. Choose the one that you believe would be easiest for your tutors to use and that will match the skills of the children being tutored.



Lesson 3A: How to Do Paired Reading

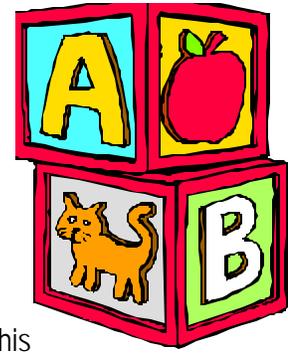
Paired reading is an ideal fluency-building technique to use with less-skilled readers who are not confident in reading alone. The tutor and tutee read together from the text. When the tutee chooses, he or she can read alone, while the tutor follows silently along in the text. Whenever the tutee misreads a word or otherwise makes a reading error, the tutor supplies the correct word and resumes reading aloud in tandem with the tutee.

OR

Lesson 3B: How to Do 'Listening While Reading'

'Listening While Reading' is an approach that allows the struggling reader to silently 'rehearse' a passage by first following along silently in the text while the tutor reads aloud. Then the tutee reads the same passage aloud, receiving help and corrective feedback on difficult words.

Lesson 3A: How to Do Paired Reading



Introduction

Paired reading is a simple but effective technique for helping struggling readers to increase their reading fluency and accuracy in text. The goal of this lesson is to train your peer tutors to use paired reading correctly and with confidence.

Estimated Time

- 30-40 minutes

Materials Needed

- Reading books for each peer tutor (See *Preparation* section below)
- Poster: *Paired Reading*
- Colorful, assorted small stickers

Preparation

- **Familiarize yourself with paired reading.** Read through the sheet *Paired Reading: A Description*, contained in this packet. Study the paired-reading strategy until you are comfortable in teaching it to peer tutors.
- **Have books on hand.** Peer tutors will need reading books during this session, in order to practice their paired-reading skills. Either instruct tutors to bring reading books to the session or have a collection of books on hand that tutors can borrow for practice.

Training Steps

1. **Introduce the paired-reading strategy.** Tell your students that you are going to teach them a simple way to help younger children to read better: *paired reading*.
 - Refer to the Paired Tutoring poster on the wall as you explain the steps of peer tutoring.

Paired Reading: Steps

- *Read from the book with your student.*
- *When your student taps your hand, let the student read alone as you follow along silently.*
- *If the student reads a word wrong, skips a word, or doesn't know a word (5-second rule):*
 - *Point to the word*
 - *Tell them the word*
 - *Have them repeat the word*
 - *Join them in reading aloud again*

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- Pick a student from the group. Tell him or her to play-act the role of a younger reader. Encourage your student to read somewhat haltingly and to make an occasional reading error. With the student as your 'tutee', demonstrate the paired-reading strategy. At the end of the demonstration, ask whether students have any questions about how to do paired reading.

NOTE: Be sure that students understand that they should wait at least 5 seconds before supplying the correct word to a hesitant reader. Have them practice the '1-Mississippi, 2-Mississippi...' mental counting method to monitor the appropriate wait-time. Also, model the use of praise as you demonstrate paired reading by occasionally praising the effort or reading ability of your 'tutee.'

2. **Have students practice paired reading with each other.** Divide students up into pairs. Instruct each pair that one student is to assume the role of tutor and the other is to pretend to be the tutee. Have the pairs practice paired-reading about 5 minutes while you circulate around the room observing and providing encouragement and corrective feedback. Then direct the pairs to *trade* roles, with the former tutee taking the role of tutor and vice versa. Give them an additional 5 minutes to practice under your supervision.
3. **Hand out peer tutoring badges and award stickers.** To show tutors that they have done a good job during this lesson, hand out their peer tutoring badges. Allow tutors to select and affix a sticker to their badges, signifying that they have successfully completed the lesson. Then collect the badges.

Evidence of Student Mastery: "Look-fors"

Students who have mastered the *Paired Reading* lesson show through simulated peer-tutoring sessions that they:

- grasp the essential steps of paired reading.
- understand and readily respond to a tutee's signal to read independently.
- promptly supply the correct word and have the tutee *repeat* the word whenever the tutee misreads a word in the text.
- monitor tutee hesitations in decoding words and supply the correct word after 5 seconds.
- resume reading in unison with the tutee after each reading error or hesitation of 5 seconds or more.
- provide occasional (and appropriate) praise to the tutee for reading ability or effort during paired reading.

Paired Reading: A Description

Description: The student reads aloud in tandem with an accomplished reader. At a student signal, the helping reader stops reading, while the student continues on. When the student commits a reading error, the helping reader resumes reading in tandem.

Materials:

- Reading book

Preparation:

The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the paired-reading approach.



Intervention Script:

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text.
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. Then 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 (e.g., “That was a hard word. You did a nice job sounding it out!”).
5. If, while reading alone, the child either commits a reading error, skips a word or line, or hesitates for longer than 5 seconds, point to the error-word and pronounce it. Then 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.

Reference: Topping, K. (1987). Paired reading: A powerful technique for parent use. *Reading Teacher*, 40, 608-614.

Paired Reading

1. Read aloud from the book with your student.

2. When your student taps your hand, let the student read alone as you follow along silently.

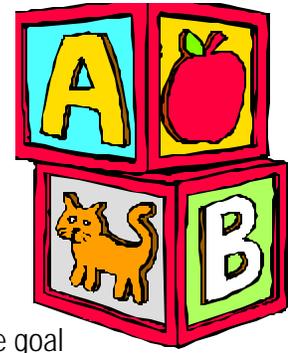


3. If the student reads a word wrong, skips a word, or doesn't know a word (5-second rule):

- Point to the word
- Tell them the word
- Have them repeat the word
- Join them in reading aloud again

Peer Tutoring: Paired Reading

Lesson 3B: How to Do 'Listening While Reading'



Introduction

'Listening while reading' is a simple but effective technique for helping struggling readers to increase their reading fluency and accuracy in text. The goal of this lesson is to train your peer tutors to use 'listening while reading' correctly and with confidence.

Estimated Time

- 30-40 minutes

Materials Needed

- Reading books for each peer tutor (See *Preparation* section below)
- Poster: *Listening While Reading*
- Colorful, assorted small stickers

Preparation

- **Familiarize yourself with 'listening-while-reading'.** Read through the sheet *Listening While Reading: A Description*, contained in this packet. Study the strategy until you are comfortable in teaching it to peer tutors.
- **Have books on hand.** Peer tutors will need reading books during this session, in order to practice their 'listening while reading' skills. Either instruct tutors to bring reading books to the session or be sure to have a collection of books on hand that tutors can borrow for practice.

Training Steps

1. **Introduce the 'listening while reading' strategy.** Tell your students that you are going to teach them a simple way to help younger children to read better: *listening while reading*.
 - Refer to the 'Listening While Reading' poster on the wall as you explain the steps of peer tutoring.

Listening While Reading: Steps

- *Read aloud from the book for about 2 minutes at a time while your student follows along silently.*
- *Next, have your student read aloud alone from the same passage that you just read—while you follow along silently.*
- *If the student reads a word wrong, skips a word, or doesn't know a word:*
 - *Point to the word*

- *Say the word*
 - *Have the student repeat the word*
 - *Tell the student to continue reading.*
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- Pick a student from the group. Tell him or her to play-act the role of a younger reader. Encourage your student to read somewhat haltingly and to make an occasional reading error. With the student as your 'tutee', demonstrate the 'listening while reading' strategy. At the end of the demonstration, ask whether students have any questions about how to do 'listening while reading'.
2. **Have students practice paired reading with each other.** Divide students up into pairs. Instruct each pair that one student is to assume the role of tutor and the other is to pretend to be the tutee. Have the pairs practice 'listening while reading' for 5 minutes while you circulate around the room observing and providing encouragement and corrective feedback. Then direct the pairs to *trade* roles, with the former tutee taking the role of tutor and vice versa. Give them an additional 5 minutes to practice under your supervision.
 3. **Hand out peer tutoring badges and award stickers.** To show tutors that they have done a good job during this lesson, hand out their peer tutoring badges. Allow tutors to select and affix a sticker to their badges, signifying that they have successfully completed the lesson. Then collect the badges.

Evidence of Student Mastery: "Look-fors"

Students who have mastered the *Listening While Reading* lesson show through simulated peer-tutoring sessions that they:

- grasp the essential steps of 'listening while reading'.
- actively monitor the accuracy of the tutee's reading when the tutee is reading aloud.
- promptly supply the correct word and have the tutee *repeat* the word whenever the tutee misreads a word in the text or hesitates in reading the word.
- provide occasional (and appropriate) praise to the tutee for reading ability or effort.

Listening While Reading: A Description

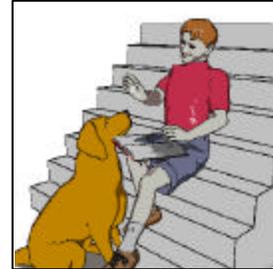
Description: The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the passage aloud, receiving corrective feedback as needed.

Materials:

- Reading book

Preparation:

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the 'listening while reading' approach.



Intervention Script:

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text. (Or get two copies of the book so that you each have your own copy.)
2. Say to the student, *"Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud."*
3. Read aloud from the book for about 2 minutes while the student reads silently. If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student to keep up with you.
4. Stop reading and say to the student, *"Now it is your turn to read. If you come to a word that you do not know, I will help you with it."* Have the student read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, tell the student the correct word and have the student continue reading.
5. Repeat steps 3 and 4 until you have finished the selected passage or story.

Tips:

Ask Occasional Comprehension Questions. You can promote reading comprehension by pausing periodically to ask the student comprehension questions about the story (e.g., who, what, when, where, how) and to encourage the student to react to what you both have read (e.g., "Who is your favorite character so far? Why?").

References:

Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. *Learning Disabilities Quarterly*, 7, 39-44.

Van Bon, W.H.J., Bokseveld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. *Journal of Learning Disabilities*, 24, 471-476.

Listening While Reading

1. Read aloud from the book for about 2 minutes at a time while your student follows along silently.
2. Have your student read aloud alone from the same passage that you just read--while you follow along silently.
3. If the student reads a word wrong, skips a word, or doesn't know a word:
 - Point to the word
 - Say the word
 - Have the student repeat the word
 - Tell the student to continue reading.



Peer Tutoring: Listening While Reading