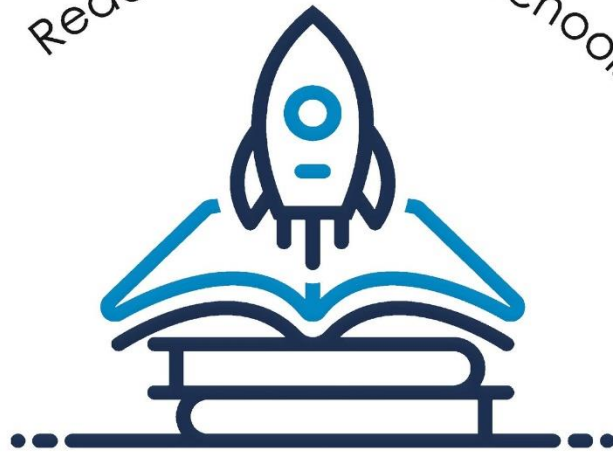


Reading Science in Schools



Stephanie Le Lievre

Routine: Paired Reading Fluency.
Addressing FAQs from RSiS community.

"From decoding to automaticity - the missing link" - The Reading Ape webinar recording.

STEP Ahead Teaching School Hub have made a recording of the webinar available - [click here](#) - the password is: tra.



<https://www.thereadingape.com/single-post/from-decoding-to-automaticity-the-missing-link-the-reading-ape-webinar-recording>

Fluency

- ▶ Accuracy - correctly decoding the words
- ▶ Rate - speed at which the words are decoded (automaticity)
- ▶ Prosody - intonation, stress, volume

Reading fluency difficulties have been shown to be the single biggest concern for more than 90% of children with under-developed reading comprehension (Duke, Pressley and Hilden, 2004 via FivefromFive.com.au)

Fluency- instructional considerations

- ▶ Instant word recognition is dependent on phonological processing and code knowledge
- ▶ Students require a high reading mileage! They require varied opportunities to develop robust orthographic representations. Whole class reading, paired reading, individual reading.
- ▶ Decodable texts aid orthographic representations (instant word recognition)

Paired Reading Fluency

CLASSROOM ROUTINE

Instructional Routine Checklist (IRC): 1-6 Paired Reading Fluency

Whole Class reading (class text)

- Teacher models fluent reading of a passage/text.
- Whole class choral reading (students read aloud in unison as whole class) and/or
- Whole class echo reading (having students read aloud each sentence after teacher reads it).

Paired-partner reading (differentiated texts)

- Students sit in pairs (pairing pre-determined).
- Partner A reads to Partner B for 3-4 minutes & swap.
- While one partner is reading, the other must be tracking along on their own copy of the text.
- While the students are reading, the teacher is listening to specific students.
- Teacher must announce to the class when the time begins and ends for each partner.



When the teacher says GO

- Take your passage/decodable book out
- Sit in your fluency spot



-
- Apples read
 - Bananas track



Feedback



bananas give feedback to apples

	First reading	Second reading	Third Reading
Accuracy	<input type="radio"/> skipped words <input type="radio"/> read every word <input type="radio"/> self-corrected	<input type="radio"/> skipped words <input type="radio"/> read every word <input type="radio"/> self-corrected	<input type="radio"/> skipped words <input type="radio"/> read every word <input type="radio"/> self-corrected
Expression	<input type="radio"/> attended to end punctuation <input type="radio"/> paused at commas (phrasing) <input type="radio"/> used expression	<input type="radio"/> attended to end punctuation <input type="radio"/> paused at commas (phrasing) <input type="radio"/> used expression	<input type="radio"/> attended to end punctuation <input type="radio"/> paused at commas (phrasing) <input type="radio"/> used expression
Rate	<input type="radio"/> read too fast <input type="radio"/> read at a rate which allowed accuracy	<input type="radio"/> read too fast <input type="radio"/> read at a rate which allowed accuracy	<input type="radio"/> read too fast <input type="radio"/> read at a rate which allowed accuracy



-
- Bananas read
 - Apples track



Feedback



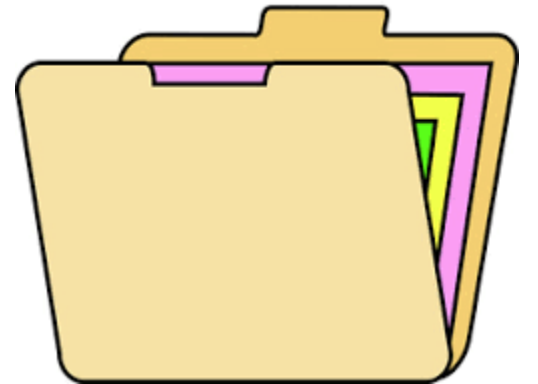
apples give feedback to bananas

	First reading	Second reading	Third Reading
Accuracy	<input type="radio"/> skipped words <input type="radio"/> read every word <input type="radio"/> self-corrected	<input type="radio"/> skipped words <input type="radio"/> read every word <input type="radio"/> self-corrected	<input type="radio"/> skipped words <input type="radio"/> read every word <input type="radio"/> self-corrected
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When the teacher says GO

- Go back to your desks
- Put your passage away



Fluency practice in Foundation

List of graphemes

List of decodable words

Phrases

Sentences

Decodable text



Reading support: Response to Intervention principles

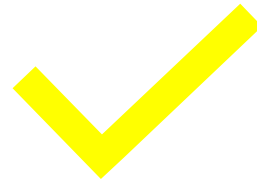
An approach used in schools to provide early targeted support for students who are struggling academically or behaviourally.

It is a multi-tiered framework that integrates assessment, instruction, and intervention to identify and address students' needs efficiently.

Response to Intervention principles



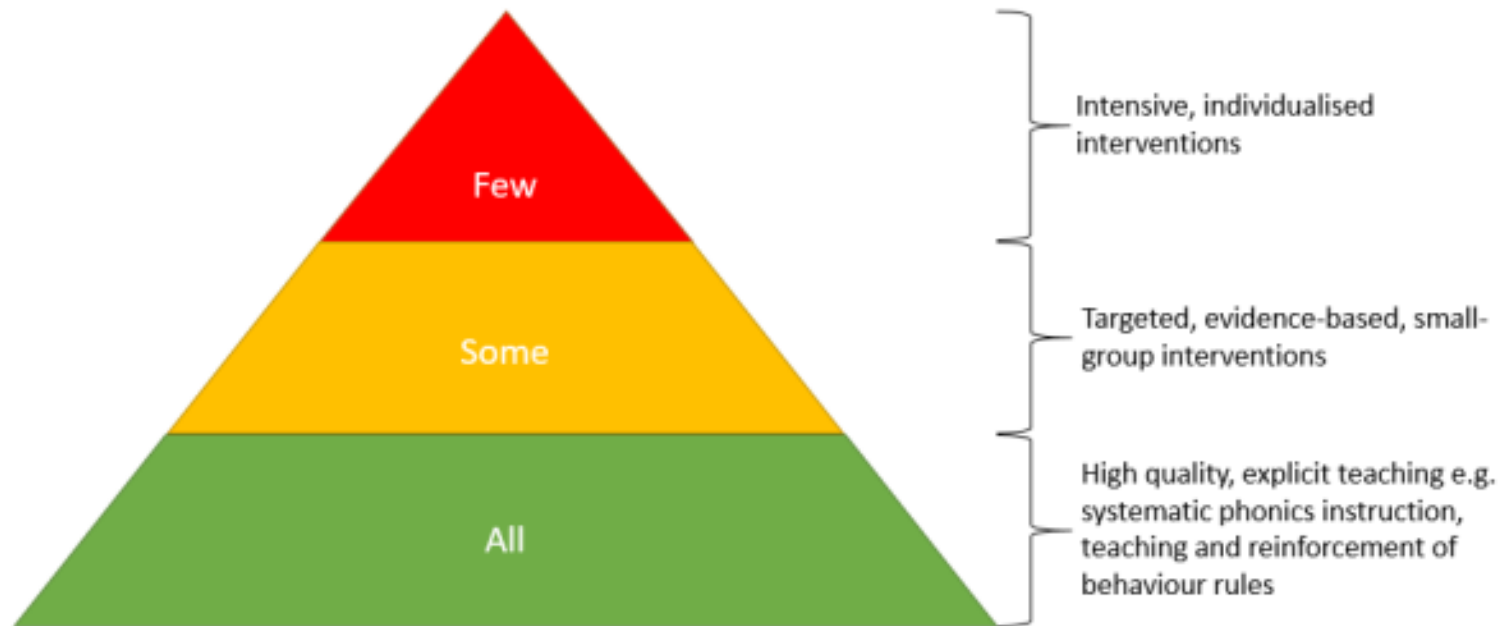
Universal screening- with an evidence-aligned tool with high validity and reliability (Acadience)



Tiered Intervention Support



Progress monitoring



The Response to Intervention model

Acadience Reading and DIBELS

- ▶ Acadience Reading and DIBELS are **universal screening and progress monitoring assessments** that measures the acquisition of early literacy skills from kindergarten through sixth grade.
- ▶ They are not a diagnostic or formative assessment. They are an indicator of literacy achievement with high validity and reliability- they does not miss students!

Oral Reading Fluency - reading passage



1 minute test



administered individually

- ▶ Oral Reading Fluency (ORF) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.
- ▶ Words Correct per minute

Yr 6

Student Name	RCS	ORF WC
[REDACTED]		227 Percentile: >99*
[REDACTED]		130 Percentile: 50*
[REDACTED]		137 Percentile: 59*
[REDACTED]		94 Percentile: 16*
[REDACTED]		133 Percentile: 54*
[REDACTED]		164 Percentile: 87*
[REDACTED]		119 Percentile: 39*
[REDACTED]		131 Percentile: 51*
[REDACTED]		100

What texts should I use for paired reading fluency in F-2

Phonics placement test

Are students fluent decoders based on phonics placement test

NO

YES

Decodable readers based on phonics placement testing
student must have high accuracy to be placed on a particular book/passage.

Authentic text :
Chat GPT, ReadWorks etc.



Year Level	Average Acadience ORF for end of Year Level
1	47
2	87
3	100
4	115
5	130
6	120 (decreases as texts get harder)

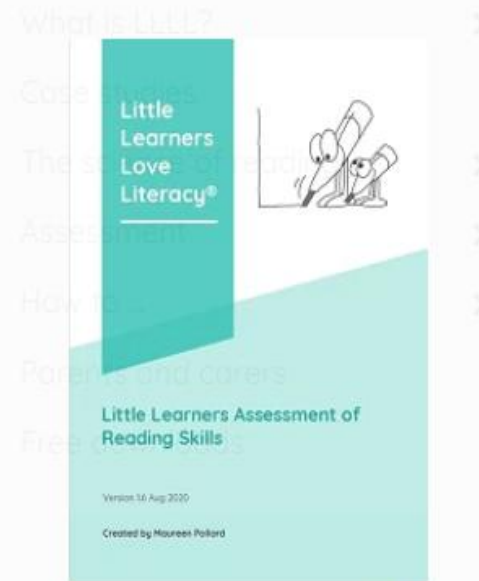
We need to consider code knowledge AND word structure (CVC, CCVC, CVCC etc.) when doing a phonics placement test.

What texts should I use for paired reading fluency in F-2

Name:	Date:
Diagnostic Reading Assessment - teacher's sheet	
1	s a t i m n o p b c g h d e f v k l r u j w z x y ff ll ss zz
2	sof jum rel ked vug ziff
3	kand seft ump roft benk lant
4	trop frem prab plim druff snop
5	stend plimp slupt pronk flant stroft
6	chip shed thin quest that rock wing
7	brittle which crackle thanking glinted swinging when rested
8	plain tweet stoat burst instead frown stool might hood stork coil chart clear
9	stay belong so person tread sound grew wild could bald annoy grass stare steer table cream slow shirt again glue cry push claw half there here
10	tape toe Pete messy world flute tie fault laugh pear break stone learn dine talk heart their

[Download Assessment](#)

<https://www.phonicbooks.co.uk/advice-and-resources/advice-and-resources-for-teachers/where-to-start/>



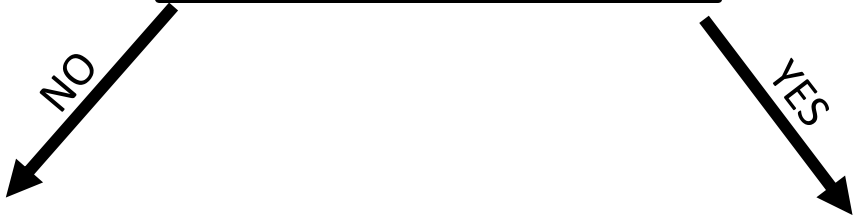
The Little Learners Assessment of Reading Skills (LLARS), New Edition

Our free reading assessment comprised of four subtests - phoneme-grapheme knowledge, reading non-words, reading heart words (optional)

[Free Downloads \(littlelearnersloveliteracy.com.au\)](https://www.littlelearnersloveliteracy.com.au)

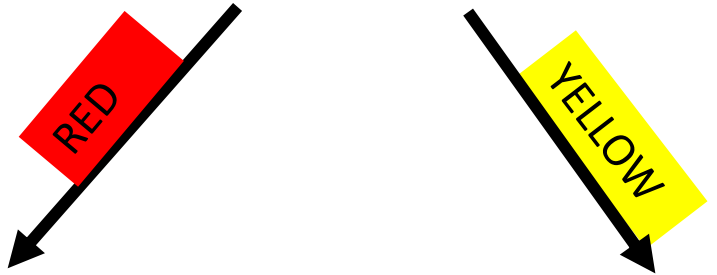
What texts should I use for paired reading fluency in Year 3-6

Are students in the **green** or **blue** for ORF (Acadience Reading/DIBELS)?



Authentic text :
Chat GPT, ReadWorks etc.

Are students in the red or yellow for ORF?



Phonics placement test
(E.g. Phonic Books, SPIRE placement etc.)

Differentiated authentic text
Chat GPT, ReadWorks etc.

Decodable passages based on testing (e.g. SPIRE, Phonic Book Catch-Up Series, UFLI)

ChatGPT has the ability to write grade-level texts. Use ORF data to estimate.

Year Level	Average Acadience ORF for end of Year Level
1	47
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5	130
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Free UFLI decodable passages

- <https://ufli.education.ufl.edu/foundations/toolbox/>

Look at the ship. Trish and Josh jump on the ship deck. Trish has a net to get fish. Josh has a bag to get shells.

Trish jumps off the ship with the net. She swims to get fish. Josh jumps off the ship with his bag. He swims to get shells.

Trish and Josh get back on the ship. "Look at the fish in my net," said Trish. "Look at the shells in my bag," said Josh. We had fun on the ship.

Frequently asked questions

▶ How do I pair students?

- ❑ Practical approach
- ❑ Ideally on the same text!! For tracking purposes
- ❑ Consider students who can work together
- ❑ Consider a 'safe' partner for your at-risk students



Frequently asked questions

▶ What do I do if students can't read a decodable book yet?

- ❑ Can they use lists of decodable words?
- ❑ If these students are in Year 1-6, are they getting Tier 2 intervention?

Frequently asked questions

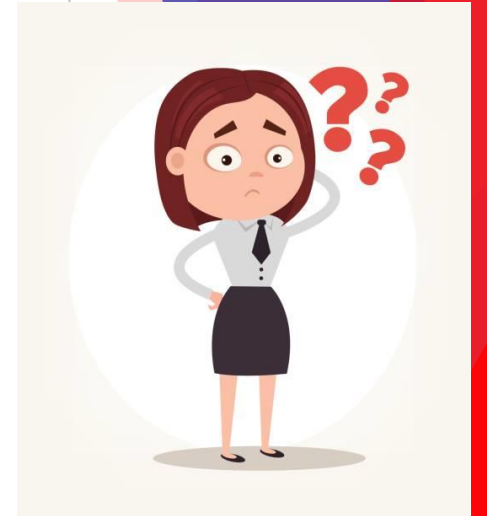
▶ What do you do if there are uneven numbers?

- ❑ Put in a group of three, and one person each day records themselves on the iPad.
- ❑ Teacher/EA reads with them

Frequently asked questions

▶ What do I do as a teacher as this routine is happening?

- ❑ Depends on the dynamics and needs of the class
- ❑ Different days could have a different focus (i.e. Monday + Tuesday = working with weaker students, Wed + Thur = walking around the class monitoring).
- ❑ We want to listen to every student read 1:1 across the week at some point (Foundation to Year 2). Where else can we fit this in? In the mornings?



Frequently asked questions

▶ Why can't feedback include “you read too slow”.

- ❑ We need to learn to love “the dismal and unnatural monotony of sound which pervades every classroom”. (Reading Ape).
- ❑ VITAL phase of fluency is sounding out.

