

# Paired Fluency Reading Routine Using Decodable Connected Text



<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sort students according to their DIBELS Benchmark Score for Oral Reading Fluency (ORF). List students from the highest number of words read to the lowest number of words read.</li> <li><input type="checkbox"/> Divide the list in half, so you have two groups. Number each student from the top of both groups, starting from 1.</li> <li><input type="checkbox"/> Match students according to their numbers (Number 1 from the first half is paired with Number 1 from the second half)</li> <li><input type="checkbox"/> All students in the first half will be 'As' - they always read first.</li> <li><input type="checkbox"/> All students in the second half will be 'Bs' - they always read second.</li> <li><input type="checkbox"/> Partners remain consistent unless students are absent</li> </ul> <p style="text-align: center;">Partners can be reassigned after each DIBELS Benchmark Test.</p>
<b>Organisation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print a copy of the connected text matching that week's Phonology Focus</li> <li><input type="checkbox"/> Both students have a copy of the text in front of them</li> <li><input type="checkbox"/> Students sit knee to knee or opposite each other</li> <li><input type="checkbox"/> The teacher manages the timer</li> </ul>
<b>Paired Reading</b>  3-4 minutes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student A reads for 3-4 minutes while Student B carefully tracks what is being read from their copy of the text. Student B's job is to stop Student A if they hear an error and ask them to re-read or sound the word out. (Student A may read the text more than once)</li> </ul>
<b>Paired Reading</b>  3-4 minutes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student B reads for 3-4 minutes while Student A carefully tracks what is being read from their copy of the text. Student A's job is to stop Student B if they hear an error and ask them to re-read or sound the word out. (Student B might read the whole text/or part of the text).</li> </ul>
<b>The Teacher's Role</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Start and stop the timer - so all students are reading at the same time</li> <li><input type="checkbox"/> Carefully monitor that Paired Reading is done correctly (reading and tracking).</li> <li><input type="checkbox"/> Keep all students on task - circulate and redirect students as necessary. This routine needs to be tight.</li> </ul>
<b>After Paired Reading (Optional)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> You may ask students to highlight the focus grapheme(s) or share definitions of some vocabulary in the connected text.</li> </ul>