

## **Partner (Paired) Reading**

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Partner (Paired) Reading is a research-based fluency strategy used to support readers who lack fluency. More fluent readers are paired with less fluent readers. Readers at the same level can be paired to reread a text they have already read or are familiar with reading as well. Students form pairs and take turns reading aloud to each other. The paired reading can be used with any text and students can take turns reading by sentence, paragraph, page, section or chapter.

### **How to pair students:**

Form pairs of students with the same reading ability level or pair high level readers with low level readers. Use the following steps to pair high-level readers with low-level readers:

1. List the students in order from highest reading level to lowest reading level.
2. Divide the list in half and label the top half as Reader A and the second half as Reader B for each pair.
3. Pair the top student Reader A list with the top student in Reader B list.
4. Continue until all students have been paired with another student. (Be mindful of pairing students with special needs and adjust the list as needed. Provide additional support for students as needed.)

### **How to implement the strategy:**

1. Select the reading passage the students will read and determine if they should take turns reading it by sentence, paragraph, page or section or read it simultaneously.
2. Introduce the students to the Partner (Paired) Reading strategy by modeling the procedure to ensure students understand how to use the strategy.
3. Emphasize that while one student reads, the other student needs to follow along and listen carefully.
4. Model and explain error-correction procedures to use as they support each other's reading (state misread words; ask for assistance for pronouncing difficult or unfamiliar words, adjust reading speed, etc.)
5. Pair the students by alternately calling a student from the Reader A list to form a pair with the corresponding student from the Reader B list (make adjustments as needed to meet student needs).
6. Continue calling until all the students have an assigned partner.
7. Have Partner A read the assigned section while Partner B listens carefully.
8. Have the pairs discuss what was read.
9. Have Partner B pick up where Partner A left off and continue reading.
10. Repeat until they have finished reading the text selection.
11. Rotate among the pairs to monitor and support students as needed as they read.

**Additional Resources:**

- Fuchs, D., Fuchs, L., & Burish, P. (2000). Peer-Assisted Learning Strategies: An Evidence-Based Practice to Promote Reading Achievement. *Learning Disabilities Research and Practice*, 15(2), 85-91.
- Fuchs, L., Fuchs, D., & Kazdan, S. (1999). Effects of peer-assisted learning strategies on high school students with serious reading problems. *Remedial and Special Education*, 20(5), 309-318.
- Koskinen, P. & Blum, I. (1986). Paired repeated reading: A classroom strategy for developing fluent reading. *The Reading Teacher*, 40(1), 70-75.
- Topping, K. (1995). *Paired reading, spelling and writing: The handbook for teachers and parents*. Continuum International Publishing Group.