



THE  
**SIX-**  
**MINUTE**  
SOLUTION:  
A READING FLUENCY PROGRAM

So little time ... so much progress!

Build fluent readers in six minutes a day.



*The Six-Minute Solution:  
A Reading Fluency Program*

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LEARNING®  
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Sopris

# THE SIX-MINUTE SOLUTION: A READING FLUENCY PROGRAM

Reading is the key to learning. Reading fluently is the key to learning well.

## The Problem

Every educator has witnessed a student struggling to read a sentence and has wanted to do something—anything—to help that student become a fluent reader.

## *The Six-Minute Solution*

*The Six-Minute Solution* is a simple, hassle-free program that builds students' reading fluency in **just six minutes a day**.

With this program, teachers in any subject area first assess students' current instructional reading levels and then place them in fluency pairs. In these pairs, one student reads the passage or fluency-building sheet to his or her partner for one minute, while the partner tracks the words read correctly or incorrectly. The partners then switch roles. Students chart their own progress, which increases motivation.

### Key Benefits:

- **Actively engages and motivates students with peer-to-peer interaction**
- **Increases fluency, time on task, and work completion in all content areas**
- **Flexible and easy to implement; can be used in classrooms and groups of all sizes with no special materials required**
- **Research based and field tested, incorporating proven partnering and repeated-reading techniques**
- **Embedded professional development; no teacher training required**
- **Effective with all students, including English language learners and students with special needs**

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6 The repeated reading practice impacts fluency and is also highly motivating. The graphing component empowers the students by recording their reading achievement, sets goals, and puts them in charge of their learning. Over the years, I have found that students—especially those in a ‘failure to thrive’ loop—need to see tangible proof of improvement; *The Six-Minute Solution* provides that for them.

— Teri Middleton, teacher  
Meadowbrook Middle School, Poway, CA

## How Can Six Minutes Make a Difference?

### Repeated Reading and Peer-Assisted Learning

There is a well-documented correlation between reading fluency and reading comprehension. The National Reading Panel found that repeated reading is one of the most powerful ways to build reading fluency. Students who read fluently read more independently and are better able to complete assignments—across all content areas.

#### **The Six-Minute Solution Instructional Format**

TIME	PROCEDURE
<b>Minute 1</b> 1	<ul style="list-style-type: none"><li>• Teacher announces it is time for fluency practice; students retrieve fluency folder</li><li>• Partners record date on their respective record sheets</li><li>• Students identify Partner 1 and Partner 2</li></ul>
<b>Minute 2</b> 2	<ul style="list-style-type: none"><li>• Teacher sets timer and says, “Begin”</li><li>• Partner 1 reads, and Partner 2 marks errors and stopping point</li></ul>
<b>Minute 3</b> 3	<ul style="list-style-type: none"><li>• Partner 2 tells Partner 1 how many words he/she read and how many errors were made, and does error correction procedure</li><li>• Partner 1 records the numbers on his/her record sheet</li></ul>
<b>Minute 4</b> 4	<ul style="list-style-type: none"><li>• Teacher again sets timer and says, “Begin”</li><li>• Partner 2 reads the same passage to Partner 1</li><li>• Partner 1 records errors and stopping point</li></ul>
<b>Minute 5</b> 5	<ul style="list-style-type: none"><li>• Partner 1 tells Partner 2 how many words he/she read and how many errors were made, and does error correction procedure</li><li>• Partner 2 records the numbers on his/her record sheet</li></ul>
<b>Minute 6</b> 6	<ul style="list-style-type: none"><li>• Students return their passages, record sheets, and materials</li></ul>

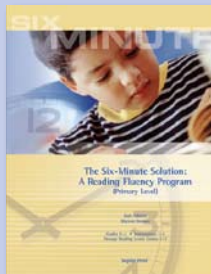
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## Quick, Easy Implementation

Everything needed to implement *The Six-Minute Solution* is in one book, including:

- **Assessment records and tools**—to determine the correct instructional reading level and partner for each student
- **Reproducible charts**—for teachers and students to use for progress monitoring
- **Automatic high-frequency word lists**—sets of the most commonly encountered words in written English
- **Cross-curricula, tiered nonfiction reading passages**—high-interest nonfiction reading passages—including social studies, science, and biographies—are organized by interest level and readability so that practice can be individualized for all learners

### Primary



Interest Level: K–3  
Readability Level: 1–3

### Intermediate



Interest Level: 3–8  
Readability Level: 1–6

### Secondary



Interest Level: 6–12  
Readability Level: 4–9

## Assessment and Progress Monitoring

Assessments are an important step in implementing *The Six-Minute Solution*. Determining students' reading levels helps teachers select practice passages, assign student partners, and establish a baseline to measure student progress.

### Initial/Baseline Assessment

Primary Level	Intermediate and Secondary Levels
<ul style="list-style-type: none"> <li>• Phonetic Elements Assessment</li> <li>• Automatic Words Assessment</li> <li>• Passage Reading Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment 1: Oral Reading Fluency Rate</li> <li>• Assessment 2: Instructional Reading Level (San Diego Quick Assessment)</li> </ul>

In addition to the Initial/Baseline Assessment, *The Six-Minute Solution* incorporates a fluency record and a fluency graph to monitor students' daily progress.

# Address Multiple Levels of Fluency

All levels of *The Six-Minute Solution* contain passages for students who read at, above, or below grade level, making it easy to differentiate instruction.

The program addresses the following areas of fluency:

- Letter sound
- Word reading
- Prefixes/suffixes
- Passage reading

## Cross-Content-Area Connections

## Primary Level Based on Themes (for example, insects)

### Fireflies: The Night Workers

0 Fireflies are insects. But they are not flies. They are a  
11 kind of beetle. Fireflies have a hard shell. The shell covers  
22 their wings. Fireflies live in the grass. They eat small bugs.  
33 They also eat snails.

37 Fireflies have a big tail. Their tail makes a yellow  
47 light. They fly on warm nights. When they fly at night,  
58 they look like little lights in the air. Fireflies talk to each  
70 other using their tails. They flash light patterns to each  
80 other. Fireflies go to sleep about 9 p.m. When they go to  
92 sleep, their lights fade.

96 In the fall, fireflies lay eggs. They lay eggs on leaves.  
107 Rain washes the eggs to the soil. Each egg hatches into  
118 a larva. A larva stays in the soil all winter. Then spring  
130 comes. The larva comes out to feed. In the summer, it  
142 turns into a pupa. It stays a pupa for about two weeks.  
153 Then it becomes an adult firefly.  
159

INSECTS PRACTICE PASSAGE 109

### Glaciers: Nature's Bulldozers

0 The word "glacier" paints a vivid picture in the minds of most  
12 people. The word "glacier" comes from French and Latin roots. "Glace" is  
24 a French word meaning ice. The word can also refer to something coated  
37 with a sugar glaze. It is not hard to imagine a glacier as "sugar-coated  
52 ice."

53 A glacier could better be described as a river of ice. In fact, a  
67 glacier is a huge, slow-moving mass of ice nestled between mountains.  
79 Glaciers are formed when more snow falls than melts in the mountains.  
91 As snowflakes fall, they are changed into snow. When more snow is  
103 added, the old snow becomes compacted. That means that it becomes  
114 smooth and rounded. Eventually, the old snow turns into ice. This cycle  
126 occurs again and again until finally a solid mass of ice is created. The  
140 ice is so thick that it overflows, slides downhill, and becomes a

PRACTICE PASSAGE 514

## Captivating Content

### Where in the World Did They Get Their Names?

0 Places all over the world have unusual names. The stories behind  
11 how they got their names are sometimes funny, descriptive, and strange.  
22 For example, centuries ago, the owner of Blarney Castle in Ireland talked  
34 an enemy out of attacking his castle by using clever words and flattery.  
47 People who are clever with words, know how to flatter others, and talk  
60 their way out of trouble are said to have kissed the Blarney Stone. Today,  
74 tourists come from all over the world to kiss the Blarney Stone and get  
88 the gift of gab!

92 The Amazon River is another example of an interesting name  
102 origin. The Amazon, in South America, is the world's second-longest  
113 river. Spanish explorers discovered the river. South American natives,  
122 wearing tall headdresses and grass skirts, attacked them. The natives  
132 reminded the Spanish of the Greek legend about tall women warriors.  
143 These women warriors were called Amazons, so the explorers named the  
154 river the Amazon.

157 The Pacific Ocean was named by a Spanish explorer named  
167 Magellan. Magellan found the ocean to be very peaceful. So he named  
179 it the Pacific Ocean after the Spanish word for "peaceful." It is ironic  
192 because the Pacific Ocean is probably the stormiest ocean. Magellan must  
203 have been lucky enough to sail when the ocean was calm.  
214

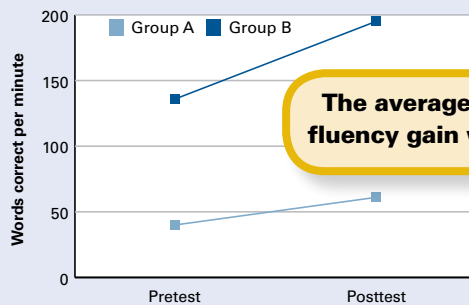
PRACTICE PASSAGE 802

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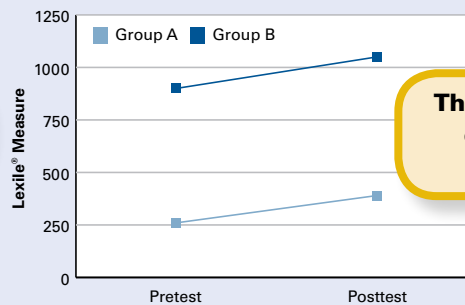
## Sustained Reading Growth

How much of a difference can six minutes a day make? At Meadowbrook Middle School in Poway, California, 52 students—all reading at least two years below grade level—attended a 24-day summer reading intervention program in 1999\*. *The Six-Minute Solution* model was a critical component in the program. The teacher-student ratio was 1-to-26 for two homogenous classes (Groups A and B) divided by instructional level, with students attending class for two hours a day, Monday through Friday.

**Reading Fluency Gains**



**Reading Comprehension Gains**



Group A = Students scoring low on initial assessment  
Group B = Students scoring high on initial assessment

\*Adams, G., Brown, S., & Van Zant, S., (1999). Summer reading intervention program prepares fifth grade students for middle school reading challenges. *Educational Research Service Successful School Practices*, 22(1), 6-8. Arlington, VA: Educational Research Service.

Adams, G., Brown, S., & Van Zant, S. (2000). Working with words: A summer reading intervention program. *Principal*, 80(1), 59-60. Alexandria, VA: National Association of Elementary School Principals (NAESP).



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