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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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

Visit www.soprislearning.com/sixminute or call 800-547-6747.
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.

How Can Six Minutes Make a Difference?

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**The Six-Minute Solution Instructional Format**

<table>
<thead>
<tr>
<th>TIME</th>
<th>PROCEDURE</th>
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</table>
| Minute 1 | • Teacher announces it is time for fluency practice; students retrieve fluency folder  
|         | • Partners record date on their respective record sheets  
|         | • Students identify Partner 1 and Partner 2                              |
| Minute 2 | • Teacher sets timer and says, “Begin”  
|         | • Partner 1 reads, and Partner 2 marks errors and stopping point         |
| Minute 3 | • Partner 2 tells Partner 1 how many words he/she read and how many errors were made, and does error correction procedure  
|         | • Partner 1 records the numbers on his/her record sheet                  |
| Minute 4 | • Teacher again sets timer and says, “Begin”  
|         | • Partner 2 reads the same passage to Partner 1  
|         | • Partner 1 records errors and stopping point                             |
| Minute 5 | • Partner 1 tells Partner 2 how many words he/she read and how many errors were made, and does error correction procedure  
|         | • Partner 2 records the numbers on his/her record sheet                  |
| Minute 6 | • Students return their passages, record sheets, and materials          |

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

### 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

<table>
<thead>
<tr>
<th>Primary Level</th>
<th>Intermediate and Secondary Levels</th>
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<tbody>
<tr>
<td>- Phonetic Elements Assessment</td>
<td></td>
</tr>
<tr>
<td>- Automatic Words Assessment</td>
<td></td>
</tr>
<tr>
<td>- Passage Reading Assessment</td>
<td>- Assessment 1: Oral Reading Fluency Rate</td>
</tr>
<tr>
<td></td>
<td>- Assessment 2: Instructional Reading Level (San Diego Quick Assessment)</td>
</tr>
</tbody>
</table>

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

**Fireflies: The Night Workers**

Fireflies are insects. But they are not flies. They are a kind of beetle. Fireflies have a hard shell. The shell covers their wings. Fireflies live in the grass. They eat small bugs. They also eat snails. Fireflies have a big tail. Their tail makes a yellow light. They fly on warm nights. When they fly at night, they look like little lights in the air. Fireflies talk to each other using their tails. They flash light patterns to each other. Fireflies go to sleep about 9 p.m. When they go to sleep, their lights fade.

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

**Glaciers: Nature’s Bulldozers**

Glaciers are channels of ice. A river carries water. A glacier carries ice. Glaciers are formed when more snow falls than melts in the mountains. As snowflakes fall, they are changed into snow. When more snow is added, the old snow becomes compacted. That means that it becomes smooth and rounded. Eventually, the old snow turns into ice. This cycle occurs again and again until finally a solid mass of ice is created. Glaciers move downhill. The word “glacier” comes from French and Latin roots. “Glace” is a French word meaning ice. The word can also refer to something coated with a sugar glaze. It is not hard to imagine a glacier as “sugar-coated ice.”

A glacier could better be described as a river of ice. In fact, a glacier is a huge, slow-moving mass of ice nested between mountains.

Glaciers are so powerful that they shape the earth. They move with such power and speed that they can change the landscape. They can move small rocks along with them. As they are pulled along, the rocks scrape and grind their way to the sea. The glaciers can also change very large rock formations into smaller ones. As glaciers move downhill, they flatten everything in their way. The ice becomes so thick that it overflows, slides downhill, and becomes a river. The word “glacier” paints a vivid picture in the minds of most people. The word “glacier” comes from French and Latin roots. “Glace” is a French word meaning ice.

Glaciers are considered to be nature’s bulldozers. As glaciers move downhill, they scratch the ground as they are pulled along. The rocks rub against one another and eventually are ground into a fine dust-like powder which is called glacial silt. Moving rocks and soil as they travel, they scratch the ground as they are pulled along. The rocks rub against one another and eventually are ground into a fine dust-like powder which is called glacial silt. Moving rocks and soil as they travel, they scratch the ground as they are pulled along. The rocks rub against one another and eventually are ground into a fine dust-like powder which is called glacial silt. Moving rocks and soil as they travel, they scratch the ground as they are pulled along. The rocks rub against one another and eventually are ground into a fine dust-like powder which is called glacial silt.

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

Places all over the world have unusual names. The stories behind how they got their names are sometimes funny, descriptive, and strange.

For example, centuries ago, the owner of Blarney Castle in Ireland talked an enemy out of attacking his castle by using clever words and flattery. People who are clever with words, know how to flatter others, and talk their way out of trouble are said to have kissed the Blarney Stone. Today, tourists come from all over the world to kiss the Blarney Stone and get the gift of gab!

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

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

**Captivating Content**

The primary level is based on themes (for example, insects). The program contains passages for students who read at, above, or below grade level. All levels of *The Six-Minute Solution* address the following areas of fluency:

- Letter sound
- Word reading
- Prefixes/suffixes
- Passage reading
Sustained Reading Growth


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


The average reading fluency gain was 36%.  
The average reading comprehension gain was 26%.