



**The Six-Minute Solution:  
A Reading Fluency Program  
(Primary Level)**

Gail Adams  
Sharon Brown

Grades K-2 • Intervention 1-3  
Passage Reading Levels Grades 1-3

Sopris West™

# Minute Solution Reading Fluency

**Lindsey Nicole Baumgartner**

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

## **Minute Solution Reading Fluency:**

The Six-minute Solution Gail N. Adams,Sheron M. Brown,2004

**The Six-minute Solution** Gail N. Adams,2007

**The Use of Six-Minute Solution Passages to Increase Reading Fluency** Lindsey Nicole Baumgartner,2014 The purpose of this study was to examine the effectiveness of the Six Minute Solution program for reading fluency Three pairs of fourth grade students were chosen for this intervention during a four week time period The pairs of students came from various levels of reading fluency In the pairs of students one student read the Six Minute Solution passages while the other partner helped track the first student s progress The intervention lasted approximately six minutes a day five days a week Participants were audio recorded when necessary and the progress was monitored weekly using AIMSweb fluency probes Reading Curriculum Based Measurement The participants were compared to the nationally normed average for rate of improvement according to AIMSweb The conclusion was that the program helped build confidence improved reading fluency and created the determination to read more throughout the day to continue progress

The Effects of Using the Six Minute Solution -- a Reading Fluency Program on Third Grade Fluency and Comprehension Leanne Amelon,2009 The purpose of the study was to determine whether the use of daily repeated reading practice through the use of the Six Minute Solution Reading Fluency Program would improve reading fluency and as a result increase reading comprehension of third grade students This study used a pretest posttest design in a third grade classroom during the fall trimester of the 2009 2010 school year Pretests were given to determine the individual student s reading level their fluency rate and their comprehension level The students participated in a daily six minute routine which included repeated reading of passages in order to improve their fluency rate Students graphed their scores daily Assessments were done regularly to determine whether students needed to be regrouped The data and results showed an increase in reading fluency as well as comprehension in the majority of students thus supporting the purpose of this study

*The Six-Minute Solution* Gail N. Adams,Sheron M. Brown,Sopris West Inc,2003-01 This program offers an easy to implement quick and inexpensive way to improve the fluency of all readers including the areas of passage reading fluency automatic word recognition vocabulary and comprehension

**The Six-Minute Solution** Gail N. Adams,Sheron M. Brown,2003-01

*Evaluating Oral Reading Fluency Interventions* Ronald A. Boardman,2010

**Essentials of Dyslexia Assessment and Intervention** Nancy Mather,Barbara J. Wendling,2024-01-10 Expert guidance on the features of dyslexia and the most effective treatment options Essentials of Dyslexia Assessment and Intervention allows psychologists graduate students reading specialists and others to quickly acquire the knowledge and skills needed to treat individuals struggling with dyslexia This book provides step by step guidance on accurately identifying assessing and using evidence based interventions with individuals with dyslexia Addressing the components that need to be considered in the assessment of dyslexia both cognitive and academic this book includes descriptions of the various tests used in a comprehensive dyslexia assessment along with detailed evidence based

interventions that professionals and parents can use to help individuals struggling with dyslexia A part of the trusted Essentials of Psychological Assessment series this book features concise chapters designed to facilitate retention of key concepts with callout boxes bullet points and extensive illustrations Additionally the chapters contain questions to test your knowledge and reinforce what you have learned This updated second edition covers essential topics for today s professionals including genetic factors reading instruction technology and dyslexia in schools Gain an understanding of the neurological and genetic causes and risk factors of dyslexia Assess reading fluency phonological awareness and other markers of dyslexia Discover the latest interventions for improving reading and spelling in individuals with dyslexia Learn to pick up on cues that help with early identification and treatment of dyslexia Providing an in depth look at dyslexia this straightforward book presents information that will prepare school psychologists neuropsychologists educational diagnosticians special education teachers as well as general education teachers to recognize assess and provide effective treatment programs for dyslexia The book is also a good resource for parents who are helping a child with dyslexia **Teach Them ALL to Read** Elaine K. McEwan-Adkins, 2009-07-15 Featuring vignettes graphic organizers instructional strategies up to date research and more this updated bestseller helps educators understand the most effective ways to teach all students to read *RTI Applications* Matthew K. Burns, T. Chris Riley-Tillman, Amanda Mathany VanDerHeyden, 2012-02-09 This book addresses a crucial aspect of sustaining a response to intervention RTI framework in a school selecting interventions with the greatest likelihood of success and implementing them with integrity Leading RTI experts explain how to match interventions to students proficiency levels drawing on cutting edge research about the stages of learning Effective academic and behavioral interventions for all three tiers of RTI are described in step by step detail and illustrated with vivid case examples In a large size format with lay flat binding for easy photocopying the book features more than 40 reproducible planning tools and other helpful forms Purchasers also get access to a companion Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series See also *RTI Applications Volume 2 Assessment Analysis and Decision Making* which provides tools for assessing the effectiveness of RTI practices *Explicit Instruction* Anita L. Archer, Charles A. Hughes, 2010-11-09 Explicit instruction is systematic direct engaging and success oriented and has been shown to promote achievement for all students This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area The authors are leading experts who provide clear guidelines for identifying key concepts skills and routines to teach designing and delivering effective lessons and giving students opportunities to practice and master new material Sample lesson plans lively examples and reproducible checklists and teacher worksheets enhance the utility of the volume Downloadable video clips demonstrating the approach in real classrooms are available at the authors website [www.explicitinstruction.org](http://www.explicitinstruction.org) *RTI Applications, Volume 1* Matthew K. Burns, T. Chris Riley-Tillman, Amanda M. VanDerHeyden, 2012-03-27 This book addresses

a crucial aspect of sustaining a response to intervention RTI framework in a school selecting interventions with the greatest likelihood of success and implementing them with integrity Leading RTI experts explain how to match interventions to students proficiency levels drawing on cutting edge research about the stages of learning Effective academic and behavioral interventions for all three tiers of RTI are described in step by step detail and illustrated with vivid case examples In a convenient large size format the book features more than 40 reproducible planning tools and other helpful forms Purchasers also get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas See also RTI Applications Volume 2 Assessment Analysis and Decision Making which provides tools for assessing the effectiveness of RTI practices *The Six-Minute Solution* Gail Adams,Sheron Brown,2003-01 **Effects of a Reading Fluency Intervention for Middle Schoolers in a Self-contained SDC Classroom** Mary-Ellyn Tarzy,2005 This study examined the effects of the research based The Six Minute Solution A Reading Fluency Program on middle school students with learning disabilities All the participants are students in special education who have active Individualized Education Plans IEPs and who receive instruction in one of two self contained special day classes SDCs One of the SDCs implemented The Six Minute Solution while the other continued using its current reading program The Six Minute Solution incorporates repeated reading and peer assisted learning to promote reading fluency automatic word recognition and comprehension A pre and post implementation assessment measuring each participant s correct words per minute CWPM and instructional reading level IRL by grade were taken to determine effects of the oral reading fluency program The results of this study though not statistically significant indicate that the implementation of The Six Minute Solution in self contained classrooms for students with learning disabilities can have a positive effect on their oral reading fluency rates Key words Oral Reading Reading Fluency Learning Disabilities Special Education Secondary Education *Strategies for Teaching Students with Learning and Behavior Problems* Candace S. Bos,Sharon Vaughn,2006 Give your students the help they need and can use immediately Based on current research on the best practices for teaching students with learning and behavior problems in a variety of settings the sixth edition of *Strategies for Teaching Students with Learning and Behavior Problems* contains more applied teaching strategies than ever before There is also increased emphasis on the topics of progress monitoring and assessment diversity and English language learners and family involvement Icons throughout the text highlight discussions related to these topics About the Book bull Focuses on how to teach and how to apply methods making it easy to transfer new skills to school settings bull Basic how tos regarding IEPs consultation classroom and behavior management scheduling and classroom design are covered extensively bull Apply the Concept boxes allow the reader to see how concepts can be applied to learning situations bull Instructional Activities throughout the book provide teaching activities and games that can be taken right into the classroom bull Case studies of teachers and students working to succeed in classrooms are included in every chapter Information is

presented in a way that is accessible and relevant New to This Edition bull bull Reflects new IDEA 2004 legislation bull Increased coverage of progress monitoring reflects the increased importance of assessment today bull Increased coverage of methods for communicating and working effectively with parents and families bull Spotlight on Diversity features incorporate the most current methods for teaching diverse students populations including students from culturally and linguistically diverse backgrounds bull All new Tech Tips highlight software and other technology that can enhance teaching and learning bull Classroom Applications discuss the use of in depth teaching methods in the classroom

**Learning Disabilities and Challenging Behaviors** Nancy Mather, Sam Goldstein, 2008 The second edition of the comprehensive accessible textbook is a practical guide to how learning disabilities affect behavior and what to do about it *Reading Horizons*, 2012 *The Kids Left Behind* Robert D. Barr, William Parrett, 2007 The Kids Left Behind Catching Up the Underachieving Children of Poverty examines critical studies on high performing high poverty schools to identify how schools can fulfill the mission of educating all students to proficiency especially students at risk The authors identify eight best practices and then further break those down into specific strategies often using real life examples from successful schools The titles of chapters 4 11 correspond to the eight best practices of high performing high poverty schools identified by the research Each chapter begins by comparing the Old World of education with the New World of education to show how best practices can revolutionize teaching and learning Next each chapter outlines specific strategies to implement the practices at the district school and classroom levels Each chapter concludes with a rubric that readers can use to evaluate the progress of their school or district The Kids Left Behind compiles the most important research on how low performing high poverty schools can achieve radical improvements in learning for their most vulnerable students and does so in an accessible easy to use format Improving Oral Reading Fluency Megan Vainowski, 2012 Reading fluency the ability to read with speed accuracy and proper expression is essential to improving reading comprehension The law now insists that reading achievement increase every year based on standardized test Students with disabilities are included in these efforts despite the added amount of struggles they may face in order to achieve in reading Repeated reading is one evidence based intervention that may be used Six Minute Solution uses repeated reading to increase student oral reading fluency A single case study design was used to measure a student s oral reading fluency progress when using Six Minute Solution The student is in third grade and diagnosed with a specific learning disability in reading fluency The results show that the intervention had a positive effect on the student s words read correct per minute score

**Transforming Lives** Michael Gerald Luther, 2007

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### **Minute Solution Reading Fluency Introduction**

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