

Repeated Reading

Objective: To increase fluent reading on passages for students who

- read with high accuracy
- show benefit from repeated practice on the same passage

Materials: 2 copies each of texts that the student can read with at least 95% accuracy
Stop-watch
Pencil/pen for teacher to mark errors

Sequence:

1. Teacher explains that students will be reading a passage multiple times to work on increasing fluency (fluency is rate and accuracy and expression – not just speed)
2. Teacher gives copies of passages to student
3. (Optional Step) Student whisper reads passage to him/herself while tracking with his/her finger to figure out unknown words. Students may ask about any unknown words.
4. Teacher explains that for the first reading out-loud, the student will read for 1 minute.
5. Teacher says “Begin” (not “Start”) and starts stop-watch.
6. Student reads passage out-loud.
7. Teacher marks errors and monitors stopwatch. At one minute, teacher says “Stop” and marks the last word read by the student.
8. Teacher records number of correct words per minute and graphs results, showing the graph to the student.
9. Teacher provides standard error correction for each word the student read in error. (“That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
10. Repeat steps 5-9 at least two more times for a minimum of 3 timed readings (student reads, teacher times, words read correctly are recorded, and errors are corrected). Additional repetitions may be completed if student’s fluency continues to improve through these readings.

What If I Don’t See Progress?

1. Is the reading material at a level the student can read at 95% accuracy?
2. Have repeated reading sessions been regular and frequent?
3. Has there been sufficient praise?
4. Are the error correction procedures being delivered correctly?

Repeated Reading Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Member: _____ Observer: _____

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student, has a copy of his/her own & a stopwatch.		
Optional Reading 1: Teacher allows time for students to whisper read passages and ask about any unknown words. (Leave yes/no box blank if this step was skipped)		
Students actively track as they whisper read. (Leave yes/no box blank if this step was skipped)		
Reading 2: Teacher times student reading for 1 minute and marks on his/her copy ending point.		
Teacher records WRC/min and graphs the score, showing graph to student		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading.		
Reading 3: Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point.		
Teacher records WRC/min and graphs, showing graph to student		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading.		
Reading 4: Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point		
Teacher records WRC/min and graphs, showing graph to student.		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading.		
Optional Reading 5: Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point. (Leave yes/no box blank if this step was skipped)		
Teacher records WRC/min and graphs, showing graph to student. (Leave yes/no box blank if this step was skipped)		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. (Leave yes/no box blank if this step was skipped)		
Optional Reading 6: Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point. (Leave yes/no box blank if this step was skipped)		
Teacher records WRC/min and graphs, showing graph to student. (Leave yes/no box blank if this step was skipped)		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. (Leave yes/no box blank if this step was skipped)		