



Using Repeated Reading to Teach Reading Fluency

Objective: To teach students to use repeated reading as a means to increase fluency and comprehension

Setting and Materials:

Settings: One-on-one, small group

Materials: Passage on student reading level; graph for student WPM and errors

Content Taught

The student will be presented with a passage on their reading level. Students will read the passage aloud a total of three times with explicit feedback and progress monitoring.

Teaching Procedures

Often derived from a task analysis or other detailed description of the intervention

1. Present student with a passage on their reading level (e.g., novel, short passage, decodable book)
2. Direct student to read through the passage aloud within a 1 minute timed session. Teacher provides explicit feedback and error correction for errors using the following model-lead-test sequence:
 - a. Teacher provides correction
 - b. Student repeats correction
 - c. Teacher leads student to repeat the sentence read with the initial error
3. Upon completion of first reading, teacher directs student to re-read the same passage again within a 1 minute timed session. Teacher counts errors and number of words read per minute (WPM).
4. Upon completion of the second reading, teacher provides student with the WPM and errors made.
5. Student graphs WPM and errors on graph.
6. Teacher reviews errors made during second reading with the student.
7. Teacher directs student to re-read the passage a third time, following steps 3 through 6.

Evaluation

The number of WPM and errors will be recorded on the student graph. Using an assessment such as DIBELS ORF, the teacher will be able to determine a target goal for WPM. Errors should not exceed more than 3 per 100 words read.

Lesson Plan Based on:

Freeland, J. T., Skinner, C. H., Jackson, B., McDaniel, C. E., & Smith, S. (2000). Measuring and increasing silent reading comprehension rates: Empirically validating a repeated readings intervention. *Psychology in the Schools, 37*, 415-429.

Paige, D. D. (2006). Increasing fluency in disabled middle school readers: Repeated reading utilizing above grade level reading passages. *Reading Horizons, 46*, 167-181.

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Vandenberg, A. C., Boon, R. T., Fore III, C., & Bender, W. N. (2008). The effects of repeated readings on the reading fluency and comprehension for high school students with specific learning disabilities. *Learning Disabilities: A Multidisciplinary Journal, 15*, 11-20.

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