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 or count-down timer
Pencil/pen for Interventionist to mark errors – may choose to use put 1 copy of
text in a page protector, and mark with a dry erase marker so materials may be
reused.

Sequence:
1. Interventionist 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. Interventionist 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. Interventionist explains that for the first reading out-loud, the student will read for 1
   minute.
5. Interventionist says “Begin” (not “Start”) and starts stop-watch.
7. Interventionist marks errors and monitors stopwatch. At one minute, Interventionist says
   “Stop” and marks the last word read by the student.
8. Interventionist records number of correct words per minute and graphs results, showing
   the graph to the student.
9. Interventionist provides standard error correction for each word the student read in error.
   (“That word is _______. What word?” The student repeats the word. Interventionist
   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, Interventionist 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

Student Name: ___________________________  Grade Level of Student: _________
Interventionist Name: ______________________  Date of Observation: __________
Observer Name: ___________________________

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


Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. Remedial and Special Education. 25(4) 252-261