

### **Scripts and Integrity Checks**

- **Fluency Development Lesson**
- **Repeated Reading-Partner Reading**
- **Repeated Reading-Accuracy**
- **Repeated Reading-Intensive Accuracy for Phonics**
- **Repeated Reading- Intensive Accuracy for Advanced Regular and Irregular Words**
- **Repeated Reading-Rate**
- **Repeated Reading-Intensive Rate**
- **Repeated Reading-Pencil Tap**
- **ROAR**

### **Note**

The following procedures are centered on the research base for repeated reading as a practice of reading a single passage several times with modeling and error correction. Component variations in the repeated reading procedures are based varying repeated reading models, but research is limited on the individual components of repeated reading. Findings for repeated reading typically show the most support for rate and accuracy gains.

Students being provided repeated reading should have their progress monitored to determine the students' response to intervention. Progress monitoring should assess the area of focus during the intervention period.

## **Repeated Reading- Fluency Development Lesson (FDL)**

**By Timothy V. Rasinski**

The FDL employs short reading passages (poems, story segments, or other texts) that students read and reread over a short period of time.

### **Before Practice**

CUE-Teacher explains that the class is practicing to read for others.

FINGERPOINT-Teacher explains that students need to follow along.

### **Repeated Reading Sequence**

REVIEW-

1. Students read a familiar passage from the previous lesson to the teacher or a fellow student for accuracy and fluency.

MODELING-

2. The teacher introduces a new short text and reads it to the students two or three times while the students follow along.
3. The teacher and students discuss the nature and content of the passage.

CHORAL READING-

4. Teacher and students read the passage chorally several times. Antiphonal reading and other variations are used to create variety and maintain engagement.

PARTNER READING-

5. The teacher organizes student pairs. Each student practices the passage three times while their partner listens and provides support and encouragement.

PERFORMANCE READING-

6. Individuals and groups of students perform their reading for the class or other audience.

### **Optional**

MORE PRACTICE-

7. The students and their teacher choose 3 or 4 words from the text to add to the word bank and/or word wall.
8. Students engage in word study activities (e.g. word sorts with word bank words, word walls, flash card practice, defining words, word games, etc.)
9. The students take a copy of the passage home to practice with parents and other family members.
10. Students return to school and read the passage to the teacher or a partner who checks for fluency and accuracy.

## Repeated Reading-Fluency Development Lesson

|                  |               |              |
|------------------|---------------|--------------|
| <b>Teacher:</b>  | <b>Date:</b>  | <b>Time:</b> |
| <b>Location:</b> | <b>Group:</b> |              |

| Steps   | Yes | No | N/A |
|---|-----|----|-----|
| <b>Setup~ Check with Teacher</b>  |     |    |     |
| <b>Materials:</b> Reading passages <b>Accuracy:</b> ≈ 95% <b>Length:</b> 50-200 words or 1-2 min.   |     |    |     |
| <b>Preparation:</b> Teacher assessed the accuracy level for students on current passage level   |     |    |     |
| <b>Before Practice</b>  |     |    |     |
| <b>Cue:</b> Teacher explains that the class is practicing to read for others.   |     |    |     |
| <b>Fingerpoint:</b> Teacher explains that students need to follow along.  |     |    |     |
| <b>Repeated Reading Sequence</b>  |     |    |     |
| <b>Review:</b> Students read the passage from the previous lesson to the teacher or a fellow student.   |     |    |     |
| <b>Modeling:</b> The teacher introduces a new short text and reads it to the students two or three times while the students follow along.                             |     |    |     |
| <b>Discussion:</b> Teacher and students discuss the nature and content of the passage.  |     |    |     |
| <b>Choral Reading:</b> Teacher and students read the passage chorally several times.  |     |    |     |
| <b>Partner Reading:</b> Each student practices the passage three times while the partner listens and provides support and encouragement.                              |     |    |     |
| <b>Performance Reading:</b> Individuals and groups of students perform their reading for an audience.   |     |    |     |
| <b>Optional</b>   |     |    |     |
| <b>Word Wall:</b> The students and their teacher choose 3 or 4 words from the text to add to the word wall.   |     |    |     |
| <b>Activities:</b> Students engage in word study activities (e.g. word sorts with word bank words, word walls, flash card practice, defining words, word games, etc.) |     |    |     |
| <b>Homework:</b> The students take a copy of the passage home to practice with parents and other family members.  |     |    |     |
| <b>Teacher Check:</b> Students return to school and read the passage to the teacher or a partner who checks for fluency and accuracy.                                 |     |    |     |

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| <b>Observer:</b> | <b>Observation Date:</b> |
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| <b>Additional Comments:</b> |
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## Repeated Reading-Partner Reading

### Setup

|  |   |
|--|---|
| Assess students to determine level of passages.          | Passage accuracy should be approximately 95%.     |
| Passage length: 50 to 200 words or 1 to 2 minutes        | Shorter passages are used for beginning students. |
| Progress monitoring is used to assess effectiveness.     | Student progress informs instructional changes.   |
| Struggling students are paired with a proficient student | Sessions take place 3 to 5 times a week.          |

### Before Practice

PAIRING- Teacher has two lists. The first list has high reading students, and the second has struggling students. Both lists are organized by level. To partner students, the teacher matches students at the top of both lists and continues down each list. The more proficient student is **Partner 1**. The struggling student is **Partner 2**.

### PARTNER TRAINING-

- 1) Teacher works with students until the partners are independent with the sequence and error correction; this may take several days.
- 2) Both students are taught to provide error correction for misread words, skipped words, adding words, and 3 second pauses, 4 second pauses.
- 3) Both students are taught standard error correction procedures, but are also taught how to sound out hard words or reread sentences.
- 4) Both students know how to find and graph words read correct per minute.
- 5) Both students are consistently following along while the partner is reading.

### Repeated Reading Sequence

#### FIRST READING-

- 1) **Partner 1**- Reads aloud to provide a model of fluent reading. **Partner 2**- Provides error correction.
- 2) **Partner 2**- Reads the same text aloud. **Partner 1**- Provides error correction.

**Repeat until entire passage is completed**

#### SECOND READING-

- 1) **Partner 1**- Reads aloud to provide a model of fluent reading. **Partner 2**- Provides error correction.
- 2) **Partner 2**- Reads the same text aloud. **Partner 1**- Provides error correction.

**Repeat until entire passage is completed**

#### THIRD READING-

- 1) **Partner 2**- Reads the same text aloud. **Partner 1**- Times Partner 2 for 1 minute and marks where the student ends.
- 2) **Both Partners**- Discuss errors, expression, and the information in the story.
- 3) **Both Partners**- Record words read correct per minute on chart.

### Additional

ERROR CORRECTION-**“Stop. That word is \_\_\_\_\_. What word?”** (Cue) **Student say the word. Back to the beginning of the sentence.** (Cue) **Student repeat the sentence.**

#### TEACHER CHECK-IN-

- 1) Teacher checks in with students at least weekly to review student chart
- 2) Teacher observes partner reading at least every two weeks
- 3) Teacher rechecks passage difficulty on occasion (based on team decision)
- 4) Teacher shows student progress monitoring graph at least monthly.

## Repeated Reading-Partner Reading

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|------------------|---------------|--------------|
| <b>Teacher:</b>  | <b>Date:</b>  | <b>Time:</b> |
| <b>Location:</b> | <b>Group:</b> |              |

| Steps  | Yes | No | N/A |
|--|-----|----|-----|
| <b>Setup~ Check with Teacher</b>   |     |    |     |
| <b>Materials:</b> Reading passages & stopwatch <b>Accuracy:</b> ≈ 95% <b>Length:</b> 50-200 words or 1-2 min.  |     |    |     |
| <b>Preparation:</b> Teacher assessed the accuracy level for students on current passage level  |     |    |     |
| <b>Before Practice</b>   |     |    |     |
| <b>Pairing:</b> A proficient reader was paired with a struggling reader. The proficient reader can read practice material at an independent level.   |     |    |     |
| <b>Partner Training:</b> Teacher has provides training in the sequence of partner reading, error correction procedures, and graphing skills. Students can proficiently complete partner reading by together. |     |    |     |
| <b>Repeated Reading Sequence</b>   |     |    |     |
| <b>First Reading:</b> Partner 1 reads first. Partner 2 reads second. Both provide error correction as needed.  |     |    |     |
| <b>Second Reading:</b> Partner 1 reads first. Partner 2 reads second. Both provide error correction as needed.   |     |    |     |
| <b>Third Reading:</b> Partner 2 reads. Partner 1 times their partner for 1 minute and marks the end point.   |     |    |     |
| <b>Additional</b>  |     |    |     |
| <b>Discussion:</b> Both students discuss errors, expression, and information from the story  |     |    |     |
| <b>Graphing:</b> Student graph the words read correct per minute   |     |    |     |
| <b>Standard Error Correction:</b> Partner supplies word, students repeat word, and students repeat the sentence  |     |    |     |
| <b>Fingerpoint:</b> Students follow along while listening  |     |    |     |
| <b>Frequency of Sessions:</b> 3-5 times a week   |     |    |     |
| <b>Progress Monitoring:</b> Students are monitored for rate and errors at least monthly  |     |    |     |

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| <b>Observer:</b> | <b>Observation Date:</b> |
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| <b>Additional Comments:</b> |
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## Repeated Reading-Accuracy

### Setup

|  |   |
|--|---|
| Assess students to determine level of passages.      | Passage accuracy should be approximately 95%.     |
| Passage length: 50 to 200 words or 1 to 2 minutes    | Shorter passages are used for beginning students. |
| Progress monitoring is used to assess effectiveness. | Student progress informs instructional changes.   |
| Students are grouped by needs and level.             | Sessions take place 3 to 5 times a week.          |

### Before Practice

CUE-**“We are going to practice reading to improve our accuracy and rate. This will help us increase our understanding of what we read.”** (Modify script to help students understand the purpose of reading)

**“At the end of practice, we will need to read with fewer than \_\_\_\_ mistakes and read \_\_\_\_ words per minute.”** (Teachers need to identify the number of mistakes allowed and rate needed to meet checkout criteria, *see checkout criteria*) (Modify script to help students understand the checkout criteria)

FINGERPOINT-**“When we read together, you need to follow along with your finger. This helps me see who needs help.”** (To assist, the teacher can teach fingerpointing or assist student with following along)

### Repeated Reading Sequence

MODELING-**“Fingers up.”** Students point to first word. **“Follow along as I read the story to you, I may stop to check that you’re following along. Get ready.”** (Teacher begins to read)

CHORAL READING-**“Now, we’re going to read together. Fingers up.”** Students point to first word. **“Get ready.”** (Cue) (Teacher leads slightly while reading the passage)

DUET READING (1<sup>st</sup> reading)-**“Now, we’re going to take turns reading words. I’ll read the first word. You’ll read the next word. We’ll take turns as we read the passage. Fingers up. Get ready”**

DUET READING (2<sup>nd</sup> reading)-**“Now, we’re going to take turns reading words. You’ll read the first word. I’ll read the next word. We’ll take turns as we read the passage. Fingers up. Get ready.”**

SENTENCE READING-**“Now, I will call on different students to read a sentence. You will need to follow along. We will need to keep our mistakes low and read \_\_\_\_ words per minute. Fingers up. Get ready.”** (Teacher calls on different students to read sentences from entire passage) (Teacher counts errors, and determines rate after 1 minute of reading)

### Additional

ERROR CORRECTION-**“Stop. That word is \_\_\_\_\_. What word?”** (Cue) Students say the word. **Back to the beginning of the sentence.”** (Cue) Students repeat the sentence.

CHECKOUT CRITERIA- (Passage reading is at  $\approx$ 98% accuracy and rate is increased\*)

**If not met, the teacher repeats choral reading and sentence reading steps until criteria is met.**

**If not enough time and not met, repeat all steps with same passage next intervention session.**

\* Rate is 30% higher than the group’s average rate on unread leveled reading passages; teacher reassesses students every two weeks. An increasing rate criterion could be used. Teams may choose a different criterion.

## Repeated Reading-Accuracy

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|------------------|---------------|--------------|
| <b>Teacher:</b>  | <b>Date:</b>  | <b>Time:</b> |
| <b>Location:</b> | <b>Group:</b> |              |

| Steps  | Yes | No | N/A |
|--|-----|----|-----|
| <b>Setup~ Check with Teacher</b>   |     |    |     |
| <b>Materials:</b> Reading passages & stopwatch <b>Accuracy:</b> ≈ 95% <b>Length:</b> 50-200 words or 1-2 min.  |     |    |     |
| <b>Preparation:</b> Teacher assessed the accuracy level for students on current passage level  |     |    |     |
| <b>Before Practice</b>   |     |    |     |
| <b>Cue:</b> Teacher cues students to the purpose of reading practice and checkout criteria.  |     |    |     |
| <b>Fingerpoint:</b> Teacher prompts students to fingerpoint. Teacher checks that students are following along with their finger.   |     |    |     |
| <b>Repeated Reading Sequence</b>   |     |    |     |
| <b>Modeling:</b> Teacher reads passage to students. During the reading, the teacher checks that students are following along.  |     |    |     |
| <b>Choral Reading:</b> Teacher and students read the passage together  |     |    |     |
| <b>Duet Reading (1st):</b> Teacher and students take turns reading every other word. Teacher starts reading.   |     |    |     |
| <b>Duet Reading (2nd):</b> Teacher and students take turns reading every other word. Students start reading.   |     |    |     |
| <b>Sentence Reading Checkout:</b> Teacher calls on different students to read sentences. (No error correction is provided)   |     |    |     |
| <b>More Practice</b> (repeat until criteria is met): Repeat choral reading and sentence reading checkout <b>OR</b> repeat repeated reading sequence with same passage next session |     |    |     |
| <b>Additional</b>  |     |    |     |
| <b>Checkout Criteria:</b> A criterion has been established prior to practice and met before progressing to a new passage.  |     |    |     |
| <b>Standard Error Correction:</b> Teacher supplies word, students repeat word, and students repeat the sentence  |     |    |     |
| <b>Group size:</b> 1-5 students (if larger, school teams have agreed upon the size)  |     |    |     |
| <b>Frequency of Sessions:</b> 3-5 times a week   |     |    |     |
| <b>Progress Monitoring:</b> Students are monitored for rate and errors at least monthly  |     |    |     |

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| <b>Observer:</b> | <b>Observation Date:</b> |
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| <b>Additional Comments:</b> |
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## Repeated Reading-Intensive Accuracy for Phonics

### Setup

|  |   |
|--|---|
| Assess students to determine level of passages.      | Passage accuracy should be approximately 90-95%.  |
| Passage length: 50 to 200 words or 1 to 2 minutes    | Shorter passages are used for beginning students. |
| Progress monitoring is used to assess effectiveness. | Student progress informs instructional changes.   |
| Students are grouped by needs and level.             | Sessions take place 3 to 5 times a week.          |
| Determine regular word pattern deficits              | Create word lists by pattern and match to passage |

### Before Practice

CUE-**“We are going to practice reading to improve our accuracy and reading rate. This will help us increase our understanding of what we read.”** (Modify script to help students understand the purpose of reading)

**“At the end of practice, we will need to read with fewer than \_\_\_\_ mistakes and read \_\_\_\_ words per minute.”** (Teachers need to identify the number of mistakes allowed and rate needed to meet checkout criteria, *see checkout criteria*) (Modify script to help students understand the checkout criteria)

FINGERPOINT-**“When we read together, you need to follow along with your finger. This helps me see who needs help.”** (To assist, the teacher can teach fingerpointing or assist student with following along)

### Word List

SEGMENTING-**“I will tell you the word, and you will tell me the sounds.”** (Teacher says the word) (Cue) Students say each sound and hold up a finger for each phoneme and say how many. (Modify script to encourage students to count phonemes on fingers and say how many) (Teacher repeats for each word)

\*Depending on level, students may do this without looking at word list

ERROR CORRECTION-**“Listen.”** (Teacher says word) (Teacher says the sounds and holds a finger up for each phoneme in the word ) **“Your turn, listen.”** (Teacher says word) (Cue) Students say each sound and hold up a finger for each phoneme and say how many

BLENDING-**“I will tell you the sounds, and you will put them together to say the word the fast way.”** (Teacher says the sounds and holds a finger up for each phoneme in the word) (Cue) Students say the word the fast way. (Teacher repeats for each word) \*Depending on level, students may do this without looking at word list

ERROR CORRECTION-**“Listen. The sounds are \_\_\_\_.”** (Teacher says word) **“Your turn, listen.”** (Teacher repeats sounds) (Cue) Students say the word the fast way.

WORD LIST READING-**“Fingers up. Wait for my signal to read each word. Get ready.”** (Cue) Students say the word. (Teacher repeats the cue for each word until the word list is finished)

ERROR CORRECTION-**“Stop. That word is \_\_\_\_\_. What word?”** (Cue) Students say the word. **Back to the top.”** Students go to the top of the word list.

### Repeated Reading Sequence

MODELING-“**Fingers up.**” Students point to first word. “**Follow along as I read the story to you, I may stop to check that you’re following along. Get ready.**” (Teacher begins to read)

CHORAL READING- “**Now, we’re going to read together. Fingers up.**” Students point to first word. “**Get ready.**” (Cue) (Teacher leads slightly)

DUET READING (1<sup>st</sup> reading)- “**Now, we’re going to take turns reading words. I’ll read the first word. You’ll read the next word. We’ll take turns as we read the passage. Fingers up. Get ready**”

DUET READING (2<sup>nd</sup> reading)- “**Now, we’re going to take turns reading words. You’ll read the first word. I’ll read the next word. We’ll take turns as we read the passage. Fingers up. Get ready.**”

SENTENCE READING-“**Now, I will call on different students to read a sentence. You will need to follow along. We will need to keep our mistakes low and read \_\_\_\_ words per minute. Fingers up. Get ready.**” (Teacher calls on different students to read sentences from entire passage) (Teacher counts errors, and determines rate after 1 minute of reading)

### Additional

ERROR CORRECTION-“**Stop. That word is \_\_\_\_ . What word?**” (Cue) Students say the word. **Back to the beginning of the sentence.**” (Cue) Students repeat the sentence.

CHECKOUT CRITERIA- (Passage reading is at  $\approx 98\%$  accuracy and rate is increased\*)

If not met, the teacher repeats choral reading and sentence reading steps until criteria is met.

If not enough time and not met, repeat all steps with same passage next intervention session.

\* Rate is 30% higher than the group’s average rate on unread leveled reading passages; teacher reassesses students every two weeks. An increasing rate criterion could be used. Teams may choose a different criterion.

DRILL TECHNIQUE (optional team decision)-**(Teacher records word errors during word list and sentence reading)** (Teachers writes each word on a flashcard and creates a card deck) “**We are going to practice the words that we had a difficult time with today. I will show you a card and quickly cue you for the word. If a word is correct, I will lay it down on the table. If I hear a mistake, I will tell you the correct word and ask you to say the word. Then, the word will be put in the back of the deck. This sequence will be repeated until the deck is completed. We will reshuffle the deck and repeat the entire process until the entire deck is completed with no mistakes.** (Modify script to help students understand the task)

**(At the start, the teacher shuffles the deck) “Get ready.”** (Teacher shows the card) **(Immediately Cue)** Students say the word. (Teacher puts the correctly read word on the table) (Teacher repeats for each word)

ERROR CORRECTION-“**That word is \_\_\_\_ . What word?**” (Teacher puts card in back of the deck) **(Once the entire deck is completed, the deck will be shuffled and practiced until completed without error)**

## Repeated Reading-Intensive Accuracy for Phonics

|                  |               |              |
|------------------|---------------|--------------|
| <b>Teacher:</b>  | <b>Date:</b>  | <b>Time:</b> |
| <b>Location:</b> | <b>Group:</b> |              |

| Steps  | Yes | No | N/A |
|--|-----|----|-----|
| <b>Setup~ Check with Teacher</b>   |     |    |     |
| <b>Materials:</b> Reading passages & stopwatch <b>Accuracy:</b> ≈ 90-95% <b>Length:</b> 50-200 words or 1-2 min.   |     |    |     |
| <b>Preparation:</b> Teacher assessed the accuracy level for students on current passage level  |     |    |     |
| <b>Word List:</b> Teachers puts together a word list (about 8 words) that focuses on students needs and is connected with the repeated reading passage                             |     |    |     |
| <b>Before Practice</b>   |     |    |     |
| <b>Cue:</b> Teacher cues students to the purpose of reading practice and checkout criteria.  |     |    |     |
| <b>Fingerpoint:</b> Teacher prompts students to fingerpoint. Teacher checks that students are following along with their finger.   |     |    |     |
| <b>Word List</b>   |     |    |     |
| <b>Segmenting:</b> Teacher says the word and students say each phoneme. Error correction is applied.   |     |    |     |
| <b>Blending:</b> Teacher says the phonemes and students say the word. Error correction is applied.   |     |    |     |
| <b>Word List Reading:</b> Students read each word correctly. Error correction is applied.  |     |    |     |
| <b>Repeated Reading Sequence</b>   |     |    |     |
| <b>Modeling:</b> Teacher reads passage to students. During the reading, the teacher checks that students are following along.  |     |    |     |
| <b>Choral Reading:</b> Teacher and students read the passage together  |     |    |     |
| <b>Duet Reading (1st):</b> Teacher and students take turns reading every other word. Teacher starts reading.   |     |    |     |
| <b>Duet Reading (2nd):</b> Teacher and students take turns reading every other word. Students start reading.   |     |    |     |
| <b>Sentence Reading Checkout:</b> Teacher calls on different students to read sentences. (No error correction is provided)   |     |    |     |
| <b>More Practice</b> (repeat until criteria is met): Repeat choral reading and sentence reading checkout <b>OR</b> repeat repeated reading sequence with same passage next session |     |    |     |
| <b>Additional</b>  |     |    |     |
| <b>Checkout Criteria:</b> A criterion has been established prior to practice and met before progressing to a new passage.  |     |    |     |
| <b>Standard Error Correction:</b> Teacher supplies word, students repeat word, and students repeat the sentence.   |     |    |     |
| <b>Group size:</b> 1-5 students (if larger, school teams have agreed upon the size)  |     |    |     |
| <b>Frequency of Sessions:</b> 3-5 times a week   |     |    |     |
| <b>Progress Monitoring:</b> Students are monitored for rate and errors at least monthly  |     |    |     |
| <b>Drill Practice (optional team decision):</b> Teacher has collected errors from word list and sentence reading and completes the drill technique.                                |     |    |     |

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| <b>Observer:</b>            | <b>Observation Date:</b> |
| <b>Additional Comments:</b> |                          |

## Repeated Reading-Intensive Accuracy for Advanced Regular and Irregular Words

### Setup

|  |   |
|--|---|
| Assess students to determine level of passages.      | Passage accuracy should be approximately 90-95%.    |
| Passage length: 50 to 200 words or 1 to 2 minutes    | Shorter passages are used for beginning students.   |
| Progress monitoring is used to assess effectiveness. | Student progress informs instructional changes.     |
| Students are grouped by needs and level.             | Sessions take place 3 to 5 times a week.            |
| Determine regular or irregular word pattern deficits | Use list of known and unknown words that match text |

### Before Practice

CUE-**“We are going to practice reading to improve our reading rate. This will help us increase our understanding of what we read.”** (Modify script to help students understand the purpose of reading)

**“At the end of practice, we will need to read with fewer than \_\_\_\_ mistakes and read \_\_\_\_ words per minute.”** (Teachers need to identify the number of mistakes allowed and rate needed to meet checkout criteria, *see checkout criteria*) (Modify script to help students understand the checkout criteria)

FINGERPOINT-**“When we read together, you need to follow along with your finger. This helps me see who needs help.”** (To assist, the teacher can teach fingerpointing or assist student with following along)

Word List (Teams may choose to do a Flashcard Practice ~ *see Drill Technique below for ideas*)

MODEL-**“We are going to practice a few words. Some of the words you know and some we need more practice. First, I will read the words to you. Fingers up.”** (Teacher reads the list to students) Students follow along.

CHORAL-**“Now, we will read the list together. Fingers up. Students point to first word. “Get ready.”** (Cue) (Teacher leads slightly while reading all the words)

SILENT PRACTICE-**“Now, you will practice the word list silently. Practice the list twice. If you come to a word you don’t know, remember to raise your hand and ask for help. Get ready.”** (Cue)

WORD LIST READING-**“Fingers up. Wait for my signal to read each word. Get ready.”** (Cue) Students say the word. (Teacher repeats the cue for each word until the word list is finished)

ERROR CORRECTION-**“Stop. That word is \_\_\_\_\_. What word?”** (Cue) Students say the word. **Back to the top.”** Students go to the top of the word list.

### Repeated Reading Sequence

**MODELING-** “Fingers up.” Students point to first word. “Follow along as I read the story to you, I may stop to check that you’re following along. Get ready.” (Teacher begins to read)

**CHORAL READING-** “Now, we’re going to read together. Fingers up.” Students point to first word. “Get ready.” (Cue) (Teacher leads slightly while reading the passage)

**DUET READING (1<sup>st</sup> reading)-** “Now, we’re going to take turns reading words. I’ll read the first word. You’ll read the next word. We’ll take turn as we read the passage. Fingers up. Get ready”

**DUET READING (2<sup>nd</sup> reading)-** “Now, we’re going to take turns reading words. You’ll read the first word. I’ll read the next word. We’ll take turn as we read the passage. Fingers up. Get ready.”

**SENTENCE READING-** “Now, I will call on different students to read a sentence. You will need to follow along. We will need to keep our mistakes low and read \_\_\_\_ words per minute. Fingers up. Get ready.” (Teacher calls on different students to read sentences from entire passage) (Teacher counts errors, and determines rate after 1 minute of reading)

### Additional

**ERROR CORRECTION-** “Stop. That word is \_\_\_\_\_. What word?” (Cue) Students say the word. Back to the beginning of the sentence.” (Cue) Students repeat the sentence.

**CHECKOUT CRITERIA-** (Passage reading is at ≈98% accuracy and rate is increased\*)

**If not met, the teacher repeats choral reading and sentence reading steps until criteria is met.**

**If not enough time and not met, repeat all steps with same passage next intervention session.**

\* Rate is 30% higher than the group’s average rate on unread leveled reading passages; teacher reassesses students every two weeks. An increasing rate criterion could be used. Teams may choose a different criterion.

**DRILL TECHNIQUE (optional team decision)-**(Teacher records word errors during word list and sentence reading) (Teachers writes each word on a flashcard and creates a card deck) “We are going to practice the words that we had a difficult time with today. I will show you a card and quickly cue you for the word. If a word is correct, I will lay it down on the table. If I hear a mistake, I will tell you the correct word and ask you to say the word. Then, the word will be put in the back of the deck. This sequence will be repeated until the deck is completed. We will reshuffle the deck and repeat the entire process until the entire deck is completed with no mistakes. (Modify script to help students understand the task)

(At the start, the teacher shuffles the deck) “Get ready.” (Teacher shows the card) (Immediately Cue) Students say the word. (Teacher puts the correctly read word on the table) (Teacher repeats for each word)

**ERROR CORRECTION-** “That word is \_\_\_\_\_. What word?” (Teacher puts card in back of the deck) (Once the entire deck is completed, the deck will be shuffled and practiced until completed without error)

### Repeated Reading-Intensive Accuracy for Advanced Regular and Irregular Words

|                  |               |              |
|------------------|---------------|--------------|
| <b>Teacher:</b>  | <b>Date:</b>  | <b>Time:</b> |
| <b>Location:</b> | <b>Group:</b> |              |

| Steps  | Yes | No | N/A |
|--|-----|----|-----|
| <b>Setup~ Check with Teacher</b>   |     |    |     |
| <b>Materials:</b> Reading passages & stopwatch <b>Accuracy:</b> ≈ 90-95% <b>Length:</b> 50-200 words or 1-2 min.   |     |    |     |
| <b>Preparation:</b> Teacher assessed the accuracy level for students on current passage level  |     |    |     |
| <b>Word List:</b> Teachers puts together a word list (about 8 words) that focuses on students needs and is connected with the repeated reading passage                             |     |    |     |
| <b>Before Practice</b>   |     |    |     |
| <b>Cue:</b> Teacher cues students to the purpose of reading practice and checkout criteria.  |     |    |     |
| <b>Fingerpoint:</b> Teacher prompts students to fingerpoint. Teacher checks that students are following along with their finger.   |     |    |     |
| <b>Word List</b> (Teams may choose to use Flashcard Practice before reading)   |     |    |     |
| <b>Modeling and Choral Reading:</b> Teacher reads the word lists. Everyone reads the words list. Error correction is applied.  |     |    |     |
| <b>Silent Reading:</b> Students read the word list independently. Assistance is provided as needed.  |     |    |     |
| <b>Word List Reading:</b> Students read each word correctly. Error correction is applied.  |     |    |     |
| <b>Repeated Reading Sequence</b>   |     |    |     |
| <b>Modeling:</b> Teacher reads passage to students. During the reading, the teacher checks that students are following along.  |     |    |     |
| <b>Choral Reading:</b> Teacher and students read the passage together  |     |    |     |
| <b>Duet Reading (1st):</b> Teacher and students take turns reading every other word. Teacher starts reading.   |     |    |     |
| <b>Duet Reading (2nd):</b> Teacher and students take turns reading every other word. Students start reading.   |     |    |     |
| <b>Sentence Reading Checkout:</b> Teacher calls on different students to read sentences. (No error correction is provided)   |     |    |     |
| <b>More Practice</b> (repeat until criteria is met): Repeat choral reading and sentence reading checkout <b>OR</b> repeat repeated reading sequence with same passage next session |     |    |     |
| <b>Additional</b>  |     |    |     |
| <b>Checkout Criteria:</b> A criterion has been established prior to practice and met before progressing to a new passage.  |     |    |     |
| <b>Standard Error Correction:</b> Teacher supplies word, students repeat word, and students repeat the sentence.   |     |    |     |
| <b>Group size:</b> 1-5 students (if larger, school teams have agreed upon the size)  |     |    |     |
| <b>Frequency of Sessions:</b> 3-5 times a week   |     |    |     |
| <b>Progress Monitoring:</b> Students are monitored for rate and errors at least monthly  |     |    |     |
| <b>Drill Technique (optional team decision):</b> Teacher has collected errors from word list and sentence reading and completes the drill technique.                               |     |    |     |

|                             |                          |
|-----------------------------|--------------------------|
| <b>Observer:</b>            | <b>Observation Date:</b> |
| <b>Additional Comments:</b> |                          |

## Repeated Reading-Rate

### Setup

|  |   |
|--|---|
| Assess students to determine level of passages.      | Passage accuracy should be approximately 98%.     |
| Passage length: 50 to 200 words or 1 to 2 minutes    | Shorter passages are used for beginning students. |
| Progress monitoring is used to assess effectiveness. | Student progress informs instructional changes.   |
| Students are grouped by needs and level.             | Sessions take place 3 to 5 times a week.          |

### Before Practice

CUE- **“We are going to practice reading to improve our reading rate. This will help us increase our understanding of what we read.”** (Modify script to help students understand the purpose of reading)

**“At the end of practice, we will need to read with fewer than \_\_\_\_ mistakes and read \_\_\_\_ words per minute.”** (Teachers need to identify the number of mistakes allowed and rate needed to meet checkout criteria, *see checkout criteria*) (Modify script to help students understand the checkout criteria)

FINGERPOINT- **“When we read together, you need to follow along with your finger. This helps me see who needs help.”** (To assist, the teacher can teach fingerpointing or assist student with following along)

### Repeated Reading Sequence

MODELING- **“Fingers up.”** Students point to first word. **“Follow along as I read the story to you, I may stop to check that you’re following along. Get ready.”** (Teacher begins to read)

CHORAL READING- **“Now, we’re going to read together. Fingers up.”** Students point to first word. **“Get ready.”** (Cue) (Teacher leads slightly while reading the passage)

ECHO READING- **“Now, we’re going to practice sentences together. I’ll read the sentence, and you’ll repeat the same sentence. We will do this for the entire passage. Fingers up. Get ready.”** \*Teams may plan on using DUET READING (2Xs).

SENTENCE READING- **Now, I will call on different students to read a sentence. You will need to follow along. We will need to keep our mistakes low and read \_\_\_\_ words per minute. Fingers up. Get ready.”** (Teacher calls on different students to read sentences from entire passage) (Teacher counts errors, and determines rate after 1 minute of reading)

### Additional

ERROR CORRECTION- **“Stop. That word is \_\_\_\_ . What word?”** (Cue) Students say the word. **Back to the beginning of the sentence.”** (Cue) Students repeat the sentence.

CHECKOUT CRITERIA- **(Passage reading is at 98% accuracy and rate is increased\*)**

**If not met, the teacher repeats choral reading and sentence reading steps until criteria is met.**

**If not enough time and not met, repeat all steps with same passage next intervention session.**

\* Rate is 30% higher than the group’s average rate on unread leveled reading passages; teacher reassesses students every two weeks. An increasing rate criterion could be used. Teams may choose a different criterion.

### Repeated Reading-Rate

|                  |               |              |
|------------------|---------------|--------------|
| <b>Teacher:</b>  | <b>Date:</b>  | <b>Time:</b> |
| <b>Location:</b> | <b>Group:</b> |              |

| Steps  | Yes | No | N/A |
|--|-----|----|-----|
| <b>Setup~ Check with Teacher</b>   |     |    |     |
| <b>Materials:</b> Reading passages & stopwatch <b>Accuracy:</b> ≈ 98% <b>Length:</b> 50-200 words or 1-2 min.  |     |    |     |
| <b>Preparation:</b> Teacher assessed the accuracy level for students on current passage level  |     |    |     |
| <b>Before Practice</b>   |     |    |     |
| <b>Cue:</b> Teacher cues students to the purpose of reading practice and checkout criteria.  |     |    |     |
| <b>Fingerpoint:</b> Teacher prompts students to fingerpoint. Teacher checks that students are following along with their finger.   |     |    |     |
| <b>Repeated Reading Sequence</b>   |     |    |     |
| <b>Modeling:</b> Teacher reads passage to students. During the reading, the teacher checks that students are following along.  |     |    |     |
| <b>Choral Reading:</b> Teacher and students read the passage together  |     |    |     |
| <b>Echo Reading:</b> Teacher reads the sentence first. Students repeat the same sentence. *If teams chose to use duet reading, mark yes when observed correctly.                   |     |    |     |
| <b>Sentence Reading Checkout:</b> Teacher calls on different students to read sentences. (No error correction is provided)   |     |    |     |
| <b>More Practice</b> (repeat until criteria is met): Repeat choral reading and sentence reading checkout <b>OR</b> repeat repeated reading sequence with same passage next session |     |    |     |
| <b>Additional</b>  |     |    |     |
| <b>Checkout Criteria:</b> A criterion has been established prior to practice and met before progressing to a new passage.  |     |    |     |
| <b>Standard Error Correction:</b> Teacher supplies word, students repeat word, and students repeat the sentence.   |     |    |     |
| <b>Group size:</b> 1-5 students (if larger, school teams have agreed upon the size)  |     |    |     |
| <b>Frequency of Sessions:</b> 3-5 times a week   |     |    |     |
| <b>Progress Monitoring:</b> Students are monitored for rate and errors at least monthly  |     |    |     |

|                             |                          |
|-----------------------------|--------------------------|
| <b>Observer:</b>            | <b>Observation Date:</b> |
| <b>Additional Comments:</b> |                          |

## Repeated Reading-Intensive Rate

### Setup

|  |   |
|--|---|
| Assess students to determine level of passages.      | Passage accuracy should be approximately 98%.     |
| Passage length: 50 to 200 words or 1 to 2 minutes    | Shorter passages are used for beginning students. |
| Progress monitoring is used to assess effectiveness. | Student progress informs instructional changes.   |
| Students are grouped by needs and level.             | Sessions take place 3 to 5 times a week.          |

### Before Practice

CUE- **“We are going to practice reading to improve our reading rate and expression. This will help us increase our understanding of what we read.”** (Modify script to help students understand the purpose of reading) \*Students could benefit from a discussion on fluent expressive reading vs. quick reading.

**“At the end of practice, we will need to read with fewer than \_\_\_\_ mistakes and read \_\_\_\_ words per minute.”** (Teachers need to identify the number of mistakes allowed and rate needed to meet checkout criteria, see checkout criteria) (Modify script to help students understand the checkout criteria)

FINGERPOINT- **“When we read together, you need to follow along with your finger. This helps me see who needs help.”** (To assist, the teacher can teach fingerpointing or assist student with following along)

### Repeated Reading Sequence

SENTENCE READING (Cold Timing)- **I will call on different students to read sentence. You will need to follow along. Take your time and I will help you with difficult words. Fingers up. Get ready.”** (Teacher calls on different students to read sentences, counts errors, and determines rate)

GRAPHING-(Teacher graphs students initial words read correct per minute)

MODELING- **“Fingers up.”** Students point to first word. **“Follow along as I read the story to you, I may stop to check that you’re following along. Get ready.”** (Teacher begins to read)

CHORAL READING- **“Now, we’re going to read together. Fingers up.”** Students point to first word. **“Get ready.”** (Cue) (Teacher leads slightly while reading the passage)

ECHO READING-**“Now, we’re going to practice sentences together. I’ll read the sentence, and you’ll repeat the same sentence. We will do this for the entire passage. Fingers up. Get ready.”** \*Teams may plan on using DUET READING (2Xs).

SENTENCE READING- **Now, I will call on different students to read a sentence. You will need to follow along. We will need to keep our mistakes low and read \_\_\_\_ words per minute. Fingers up. Get ready.”** (Teacher calls on different students to read sentences from entire passage) (Teacher counts errors, and determines rate after 1 minute of reading)

GRAPHING-(Teacher graphs students words read correct per minute) (Group discusses progress on current passage level) (Group can decide a passage needs additional practice to improve score) (Teacher shows students individual progress monitoring graph at least monthly to discuss progress and praise best scores)

**Additional**

**ERROR CORRECTION-** “**Stop. That word is \_\_\_\_ . What word?**” (*Cue*) **Students say the word. Back to the beginning of the sentence.**” (*Cue*) **Students repeat the sentence.**

**CHECKOUT CRITERIA-** (**Passage reading is at 98% accuracy and rate is increased\***)

**If not met, the teacher repeats choral reading and sentence reading steps until criteria is met.**

**If not enough time and not met, repeat all steps with same passage next intervention session.**

\* Rate is 30% higher than the group’s rate on the initial sentence reading; teacher reassesses students every two weeks. An increasing rate criterion could be used. Teams may choose a different criterion.

### Repeated Reading-Intensive Rate

|                  |               |              |
|------------------|---------------|--------------|
| <b>Teacher:</b>  | <b>Date:</b>  | <b>Time:</b> |
| <b>Location:</b> | <b>Group:</b> |              |

| Steps  | Yes | No | N/A |
|--|-----|----|-----|
| <b>Setup~ Check with Teacher</b>   |     |    |     |
| <b>Materials:</b> Reading passages & stopwatch <b>Accuracy:</b> ≈ 98% <b>Length:</b> 50-200 words or 1-2 min.  |     |    |     |
| <b>Preparation:</b> Teacher assessed the accuracy level for students on current passage level  |     |    |     |
| <b>Before Practice</b>   |     |    |     |
| <b>Cue:</b> Teacher cues students to the purpose of reading practice and checkout criteria.  |     |    |     |
| <b>Fingerpoint:</b> Teacher prompts students to fingerpoint. Teacher checks that students are following along with their finger.   |     |    |     |
| <b>Repeated Reading Sequence</b>   |     |    |     |
| <b>Sentence Reading (Cold Timing):</b> Teacher calls on different students to read sentences. (Assistance is provided as needed)   |     |    |     |
| <b>Modeling:</b> Teacher reads passage to students. During the reading, the teacher checks that students are following along.  |     |    |     |
| <b>Choral Reading:</b> Teacher and students read the passage together  |     |    |     |
| <b>Echo Reading:</b> Teacher reads the sentence first. Students repeat the same sentence. *If teams chose to use duet reading, mark yes when observed correctly.                   |     |    |     |
| <b>Sentence Reading Checkout:</b> Teacher calls on different students to read sentences. (No error correction is provided)   |     |    |     |
| <b>More Practice</b> (repeat until criteria is met): Repeat choral reading and sentence reading checkout <b>OR</b> repeat repeated reading sequence with same passage next session |     |    |     |
| <b>Graphing:</b> Students words read correct per minute is recorded after initial sentence reading and final sentence reading.   |     |    |     |
| <b>Additional</b>  |     |    |     |
| <b>Checkout Criteria:</b> A criterion has been established prior to practice and met before progressing to a new passage.  |     |    |     |
| <b>Standard Error Correction:</b> Teacher supplies word, students repeat word, and students repeat the sentence.   |     |    |     |
| <b>Group size:</b> 1-5 students (if larger, school teams have agreed upon the size)  |     |    |     |
| <b>Frequency of Sessions:</b> 3-5 times a week   |     |    |     |
| <b>Progress Monitoring:</b> Students are monitored for rate and errors at least monthly  |     |    |     |

|                             |                          |
|-----------------------------|--------------------------|
| <b>Observer:</b>            | <b>Observation Date:</b> |
| <b>Additional Comments:</b> |                          |

## Repeated Reading-Pencil Tap

### Setup

|  |   |
|--|---|
| Assess student to determine level of passages.       | Passage accuracy should be approximately 95%.   |
| Passage length: 50 to 200 words or 1 to 2 minutes    | Student progress informs instructional changes. |
| Progress monitoring is used to assess effectiveness. | Sessions take place 3 to 5 times a week.        |
| One-on-one intervention                              | Students should already have fix-up skills.     |

### Before Practice

CUE-**“We are going to practice reading accurately. During reading, if you make a mistake, I will tap my pencil on the word. You will fix the mistake, repeat the sentence, and continue reading. If you come to a word you cannot fix, I will provide it to you.”** (Modify script to help students understand the purpose of reading) (Student should already know fix-up strategies, such as reread and sound-out)

**“We will practice at least three times. At the end of practice, we will need to read without any mistakes and read smoothly.”**

FINGERPOINT-**“When we read together, you need to follow along with your finger. This helps me see who needs help. I will glide the pencil above the words and tap when a mistake is made.”** (To assist, the teacher can teach fingerpointing or assist student with following along)

### Repeated Reading Sequence

FIRST READING-**“Finger up.”** Students point to first word. **“Begin.”**

SECOND READING-**“Finger up.”** Students point to first word. **“Begin.”**

THIRD READING-**“Finger up.”** Students point to first word. **“Begin.”**

If criteria is met, this is the last reading.

If criteria is not met, repeat passage reading.

### Additional

ERROR CORRECTION-(Teacher pencil taps) Student fixes mistake and rereads the sentence.

If student pauses for longer than 4 seconds or cannot fix the mistake, **“Stop. That word is \_\_\_\_.**

**What word?”** (Cue) Students say the word. **Back to the beginning of the sentence.”** (Cue) Students repeat the sentence.

CHECKOUT CRITERIA- (Passage reading is at 100% and student is reading smoothly)

### Repeated Reading-Pencil Tap

|                  |               |              |
|------------------|---------------|--------------|
| <b>Teacher:</b>  | <b>Date:</b>  | <b>Time:</b> |
| <b>Location:</b> | <b>Group:</b> |              |

| Steps  | Yes | No | N/A |
|--|-----|----|-----|
| <b>Setup~ Check with Teacher</b>   |     |    |     |
| <b>Materials:</b> Reading passages <b>Accuracy:</b> ≈ 95% <b>Length:</b> 50-200 words or 1-2 min.  |     |    |     |
| <b>Preparation:</b> Teacher assessed the accuracy level for the student on current passage level   |     |    |     |
| <b>Before Practice</b>   |     |    |     |
| <b>Cue:</b> Teacher cues students to the purpose of reading practice and checkout criteria.  |     |    |     |
| <b>Fingerpoint:</b> Teacher prompts student to fingerpoint.  |     |    |     |
| <b>Repeated Reading Sequence</b>   |     |    |     |
| <b>First Reading:</b> Student reads the passage. Teacher pencil taps for mistakes.   |     |    |     |
| <b>Second Reading:</b> Student reads the passage. Teacher pencil taps for mistakes.  |     |    |     |
| <b>Third Reading:</b> Student reads the passage. Teacher pencil taps for mistakes.   |     |    |     |
| <b>Additional</b>  |     |    |     |
| <b>Checkout Criteria:</b> Student reads the passage at least three times, reads with 100% accuracy, and reads smoothly.  |     |    |     |
| <b>Standard Error Correction:</b> Teacher pencil taps and waits for student response. If longer than 4 seconds or an error, the teacher provides correct word and has student repeat sentence. |     |    |     |
| <b>Group size:</b> 1 students (if larger, school teams have agreed upon the size and modified script)  |     |    |     |
| <b>Frequency of Sessions:</b> 3-5 times a week   |     |    |     |
| <b>Progress Monitoring:</b> Student is monitored for rate and errors at least monthly  |     |    |     |

|                             |                          |
|-----------------------------|--------------------------|
| <b>Observer:</b>            | <b>Observation Date:</b> |
| <b>Additional Comments:</b> |                          |

**Repeated Reading- ROAR**  
**By Jane Flynn Anderson**

|  |  |
|--|--|
| Assess students to determine level of passages.      | Passage accuracy should be approximately 90-97%. |
| Progress monitoring is used to assess effectiveness. | Student progress informs instructional changes.  |
| Sessions take place 3 to 4 times a week.             | Session Length: 10-15 minutes                    |

**Before Practice**

**SEATING-**

1. Student and teacher are seated across from one another or side by side.

**COLD TIMING-**

2. Session begins with a 1 minute cold read of unread material. Teacher keeps track of miscues. Words correct per minute and accuracy (%) are graphed.

**Repeated Reading Sequence**

**MODELING-**

3. Starting at the beginning of the passage.. Teacher says “My turn.” Both teacher and student fingerprint while the teacher reads.

**CHORAL READING-**

4. Teacher says “Our turn”. Teacher reads with the student, pacing the student. Do not stop if the student makes a mistake. Repeat modeling and choral reading until the student is fluent. Both teacher and student fingerprint.

**SENTENCE READING**

5. Teacher says “Your turn.” Student reads the sentence independently. If many errors are made, the sentence is repeated and /or broken into smaller parts. Practice the sentence until student is fluent. Both teacher and student fingerprint.

***Repeat modeling, choral reading, and sentence reading until the entire passage is completed.***

**MORE PRACTICE-**

6. Depending on length of the passage, sentences, paragraphs, and/or pages are repeated as larger units for additional practice. (Ex. After reading three sentences separately, the student reads all three fluently. Then, the teacher and student continue to the next sentence)

**After Reading**

**HOT TIMING-**

7. Session ends with a 1 minute hot read. Words correct per minute and accuracy (%) are graphed. This information is used as student motivation and to determine if text level should be adjusted.

### Repeated Reading-ROAR

|                  |               |              |
|------------------|---------------|--------------|
| <b>Teacher:</b>  | <b>Date:</b>  | <b>Time:</b> |
| <b>Location:</b> | <b>Group:</b> |              |

| Steps  | Yes | No | N/A |
|--|-----|----|-----|
| <b>Setup~ Check with Teacher</b>   |     |    |     |
| <b>Materials:</b> Reading passages & stopwatch <b>Accuracy:</b> ≈ 90-97% <b>Session Length:</b> 10-15 min.   |     |    |     |
| <b>Preparation:</b> Teacher assessed student to determine level and length of text to use during ROAR  |     |    |     |
| <b>Before Practice</b>   |     |    |     |
| <b>Seating:</b> Student and teacher are seated across from one another or side by side.  |     |    |     |
| <b>Cold Timing:</b> Student is timed for 1 minute while reading.. Words read correct per minute and accuracy (%) are graphed.  |     |    |     |
| <b>Repeated Reading Sequence</b>   |     |    |     |
| <b>Modeling:</b> Teacher reads.  |     |    |     |
| <b>Choral Reading:</b> Teacher reads with the student. Modeling and choral reading are repeated until student is fluent. <i>Error correction is only provided after the entire sentence.</i> |     |    |     |
| <b>Sentence Reading:</b> Student reads the sentence independently.   |     |    |     |
| <b>More Practice:</b> Sentences, paragraphs, and/or pages are chunked together to practice fluency on longer sections.   |     |    |     |
| <b>Additional</b>  |     |    |     |
| <b>Hot Timing:</b> Session ends with a 1 minute reading of the passage. Words read correct per minute and accuracy (%) is graphed.   |     |    |     |
| <b>Graphing:</b> Student is timed for 1 minute while reading. Words read correct per minute and accuracy (%) are graphed.  |     |    |     |
| <b>Fingerpoint:</b> Both the teacher and student follow along during all readings.   |     |    |     |
| <b>Frequency of Sessions:</b> 3-4 times a week (or more)   |     |    |     |
| <b>Progress Monitoring:</b> Students are monitored for rate and errors at least monthly  |     |    |     |

|                             |                          |
|-----------------------------|--------------------------|
| <b>Observer:</b>            | <b>Observation Date:</b> |
| <b>Additional Comments:</b> |                          |

