

Repeated Reading Routines

Fluency Routines

Purpose: Develop reading fluency.

Research Basis: Research has shown that repeated reading (3–4 readings) of texts at an appropriate instructional level can increase reading fluency for students who struggle with reading (Chard et al. 2002; Dowhower 1987; Kuhn & Stahl 2003; O’Shea et al. 1985; Samuels 1979), and that it can enhance comprehension (Daly & Martens 1994; Dowhower 1987; Freeland et al. 2000). As described on pages PD48–PD49, repeated readings also build comprehension.

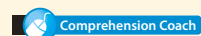
Choral or Echo Reading/Marking the Text

- 1. Select a passage.** Choose an appropriate text and provide copies for students. Keep passages short and use a variety of texts: narrative, expository, poems, songs, student writing. Choose text that is motivating.
- 2. Provide a model.** Have students listen to a fluent reading of the text. This can be read aloud by the teacher or a recorded version. Use the fluency models provided on the selection recordings audio CD or in MP3 format at NGReach.com.
- 3. Have students mark the text.** As they listen to the model, have students mark the reader’s phrasing (/ for a short pause; // for a longer pause) or intonation (rising or falling inflections) on a copy of the text.
- 4. Have students read the text.** Students can echo or choral read the text with you, following markings for phrasing and intonation. Coach phrasing and intonation as needed.
- 5. Repeated readings.** Have partners practice reading the same text in its unmarked version until they can read it fluently.

Paired Reading

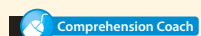
- 1. Select a passage.** Choose an appropriate text and provide copies for participants. Paired reading works best with a selection that contains strong emotions.
- 2. Establish pairs.** Pairs can be peer-to-peer or student-adult groupings. Note that performance tends to be better when students read aloud to an adult as opposed to a peer.
- 3. Read alternate sentences.** Have partners alternate reading sentences, checking each other’s readings as they go.
- 4. Monitor fluency.** Encourage students to attend to prosody (phrasing, expression, and intonation) as they read.

Recording and Tracking



- 1. Read and record.** Have students use the Comprehension Coach to record and analyze their readings.
- 2. Re-record as needed.** Encourage students to repeat their recording until they are satisfied with their reading and rate.
- 3. Note progress.** Have students note their accuracy and rate as measured by the Comprehension Coach. They should see increases in both rate and accuracy over time.

Timed Reading



Use this technique to help students develop an appropriate reading rate with good accuracy. Research suggests this technique is highly motivational if students have a clear target for words read correct per minute (WCPM) and then chart their progress.

- 1. Read and record.** Have students use the Comprehension Coach to record their readings. The Comprehension Coach encourages students to read carefully and thoughtfully, repairing miscues, thinking about vocabulary, and actively comprehending as they read.
- 2. Graph results.** Have students record their WCPM on a graph or chart each time they use the Comprehension Coach.



Application

- Daily Fluency lessons

