

Module 17: Repeated Reading

Fluency (Accuracy, Rate and Prosody)

Procedure

- The teacher explains the elements of fluency the student needs to work on and how better fluency will help reading comprehension. The teacher explains how to do repeated reading.
- The teacher and the student set fluency goals.
- The teacher selects a short text at the student's instructional level.
- The student performs an unpracticed reading of the text. The student and the teacher talk about the reading in terms of the student's fluency goals and add any additional goals.
- The student hears a fluent reading of the text, either by the teacher or a recording.
- The student practices reading the text orally multiple times independently.
- The student reads the text for the teacher and they evaluate how well the student has met the fluency goals.

Monitoring progress

- The teacher listens for progress between the unpracticed and final versions of each passage.
- The teacher listens for fluency improvement in the unpracticed passages to determine if the student is ready to move to a more difficult level of text.

Tips

- Spread students out facing the wall or in carrels so they don't disturb others and aren't embarrassed to be heard reading.
- Use of a recording of the passages frees teacher time and allows the students to listen to the model more than once if necessary. Some students find it helpful to listen to the model and then read along with the model before practicing on their own. Use headphones for recordings.
- Shorter more frequent lessons are better. (10 - 15 minutes)
- Students can review older passages they have mastered.
- The teacher can support several students working with this technique at once by moving from student to student to hear the initial and final readings.