

# Part 1 - What Repeated Reading Strategies Can Teachers Use to Promote Fluency?

## 9 Strategies for individuals and choral reading groups



**Although methods for repeated practise of passages share common features, teachers and researchers have developed and tested different variations on repeated reading.**

These variations provide ways for teachers to break up the practise, so that it does not become monotonous and yet students still get the needed practise. In this section we describe a basic version of the method and two different variations on repeated reading.

### Individual Strategy

Howell and Nolet (2000) presented a basic plan for repeatedly practising reading of passages. They recommended that teachers employ the following six steps.

1. Identify short reading passages (150-300 words) that a student can read with > 95% accuracy;
2. Have the student read for 1-minute as quickly and accurately as possible and determine words correct per minute ('cold reading');
3. Identify and mark a target rate approximately 30% greater than cold reading;
4. Have the student independently re-read the passage with one-minute timer until he or she reaches the target rate (typically with 3 - 4 readings; if a student does not attain the target after 5 readings, select a new passage);

5. Repeat Step 2, in which the student reads to the teacher, to determine if the target rate was achieved; and
6. Record the scores for both “cold” and “hot” timings on graph paper.

As a supplement to having students repeatedly read passages to themselves to obtain practise, teachers may want to employ other methods to provide practise. One strategy permits a teacher to work with several students in a small group.

## Repeated Choral Reading

The Vaughn-Gross Center for Reading and Language Arts in the College of Education at The University of Texas at Austin, provided directions about how to provide repeated reading practise in small groups. With this strategy, teachers model and lead students through reading portions of connected text. The length of the section to read, (i.e. a phrase, sentence, paragraph) is dependent upon the complexity of the text and skills of the readers (e.g. students with less skills read a phrase, more skills a few sentences). The materials for this can vary widely from stories, to worksheets, to directions on worksheets.



**Variations on the basic repeated reading activity provide ways for teachers to break up the practise, so that it does not become monotonous and yet students still get the needed practise.**

**Teachers can use an easy, three-step routine when employing the choral reading strategy.**

1. **Teacher Reads.** Read the material (phrase, sentence, or passage), modelling good fluency and expression and running your finger beneath the words and have the students follow along with their own copies. While modelling, keep a steady pace, chunk the material in manageable units, and pause strategically to ensure that the students are actively tracking their materials (i.e. books, worksheets).
2. **Teacher and Students Read Together.** After the teacher reads the material once, she should have the students re-read the passage with the teacher. Again, check to ensure that the students are running their fingers smoothly under the words being read. The teacher should monitor to correct errors and provide feedback when needed.
3. **Students Read.** After the students practise the material a few times in unison with the teacher, the teacher can have the students re-read the material aloud themselves. The teacher should monitor and provide help and feedback as needed. Upon completion the teacher can then model good comprehension strategies by asking questions or making predictions when appropriate.

### **Reference:**

**Teaching Tutorial 6: Repeated Readings to Promote Fluency**

**Beth Harn, Ph.D., University of Oregon and David Chard, Ph.D., Southern Methodist University**

*In association with Teaching LD.org*

*Adapted for a global audience by Get into Neurodiversity*