

Repeated Reading with Comprehension Strategy Practice

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
Pencil/pen for teacher to mark errors
Scrap paper for teacher to make notes as needed about student responses to questions

Sequence:

1. Prior to working with a student, teacher previews the passage to be sure he/she is comfortable responding to the questions that will be asked during the intervention sequence.
2. Teacher explains that students will be reading a passage multiple times to work on increasing fluency, that fluency is rate and accuracy and expression – not just speed, and that the student will be answering questions about the passage.
3. Teacher gives copies of passages to student
4. Teacher explains that for the first reading out-loud, the student will read for 1 minute.
5. Teacher says “Begin” (not “Start”) and starts stop-watch.
6. Student reads passage out-loud.
7. Teacher marks errors on own sheet and monitors stopwatch. At one minute, teacher says “Stop” and marks the last word read by the student.
8. Teacher records number of correct words per minute and graphs results, showing the graph to the student or has the student quickly graph the score.
9. Teacher provides explicit feedback to the student regarding student rate and number of errors and quality of reading expression.
10. Teacher provides standard error correction for each word the student read in error. (“That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
11. Teacher explains that the student will read the same passage a second time, and that after reading, the student will be asked to say “who or what the passage is mostly about.” (Note to teacher: the answer to this question should be the main character if it is a narrative passage or the main subject if it is an expository passage).
12. Repeat steps 5-7
13. Teacher asks student “Tell me who or what this passage is mostly about.” Teacher provides praise if the student’s response is reasonable, or briefly models an appropriate response if the student’s response is not reasonable. (“I think this passage is mostly about...”).
14. Repeat steps 8-10
15. Teacher explains that the student will read the same passage a third time, and that after reading, the student will be asked to say the “most important thing he/she learned about (the who or what).” (Note to teacher: the answer to this question should be the main idea/theme based on what they have read so far).
16. Repeat steps 5-7
17. Teacher asks student “Tell me the most important thing you learned about (restate the who or what).” Teacher provides praise if the student’s response is reasonable, or briefly models an appropriate response if the student’s response is not reasonable. (“I learned that...”).
18. Repeat steps 8-10
19. Teacher explains that the student will read the same passage a final time, and that after reading, the student will be asked to “predict what the rest of the passage will be about.”

20. Repeat steps 5-7
21. Teacher asks student “Based on what you have read so far, what do you predict the rest of the passage will be about?” Teacher provides praise if the student’s prediction is reasonable and not too general, or briefly models an appropriate prediction if the student’s response is not reasonable, or is too general. (“I predict that...”)
22. Repeat steps 8-10
23. Teacher says, “Now keep your voice with mine as we read the rest of the passage together so we can find out if your prediction was accurate.” Student matches teacher pace, reading aloud while teacher reads with good expression at a pace that the student can follow.
24. Teacher says “You predicted that the rest of this passage would be about _____. Was your prediction accurate? Teacher provides praise if student correctly identifies that his/her prediction was accurate, or correctly identifies that his/her prediction was not accurate. Teacher briefly models the correct response if student does not provide it.
25. If the student did not provide a reasonable answer to any of the comprehension question, teacher models a final statement including a concise statement of who or what the passage was mostly about, the most important thing about the who or what, the prediction given, whether the prediction was accurate, and if the prediction was not accurate, what the rest of the passage was actually about. (“This passage was about _____, and we learned that _____. You predicted that in the rest of the passage we would learn about _____, and you were correct (or) but actually....”). If student responses were all reasonable, skip this step.
26. Teacher asks “What does this passage make you think about? Almost any response is acceptable, but teacher does model if the student does not give any response. (Note to teacher: The purpose of this question is to encourage the student to make a text to text, text to self, or text to world connection).

Repeated Reading with Comprehension Strategy Practice Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Member: _____ Observer: _____

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student, has a copy of his/her own & a stopwatch.		
Teacher explains fluency as rate + accuracy + expression, and explains that student will be working on building fluency and on answering questions about the passage.		
Reading 1: Teacher times student reading for 1 min. and marks on his/her copy errors & last word.		
Teacher records WRC/min and graphs the score, showing graph to student or has student quickly graph own score.		
Teacher provides brief explicit feedback to the student regarding student rate <u>and</u> number of errors <u>and</u> quality of reading expression.		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading.		
Reading 2: Teacher explains that after the next reading, student will be asked to say “who or what the passage is mostly about.”		
Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy errors and last word read.		
Teacher asks student to say who or what passage is mostly about <u>and</u> either gives praise for a reasonable answer or provides a brief and appropriate model if the student answer is not reasonable.		
Teacher records WRC/min and graphs, showing graph to student or has student quickly graph own score.		
Teacher provides explicit feedback to the student regarding student rate <u>and</u> number of errors <u>and</u> quality of reading expression.		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading.		
Reading 3: Teacher explains that after the next reading, student will be asked to say “the most important thing about (the who or what)” from the passage		
Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy errors and last word read.		
Teacher asks student to say the most important thing about the who or what they learned from the passage <u>and</u> either gives praise for a reasonable answer or provides a brief and appropriate model if the student answer is not reasonable.		
Teacher records WRC/min and graphs, showing graph to student. Or has student quickly graph own score.		
Teacher provides brief explicit feedback to the student regarding student rate <u>and</u> number of errors <u>and</u> quality of reading expression.		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading.		
Reading 4: Teacher explains that after the next reading, student will be asked to “predict what the rest of the passage will be about.”		
Teacher times student reading the same passage from the same starting point for 1 minute		

and marks on his/her copy errors and last word read.		
Teacher asks student to make a prediction about what the rest of the passage will be about <u>and</u> either gives praise for a reasonable answer that is not too general or provides a brief and appropriate model if the student answer is not reasonable or is too general.		
Teacher records WRC/min and graphs, showing graph to student or has student quickly graph own score.		
Teacher provides explicit feedback to the student regarding student rate <u>and</u> number of errors <u>and</u> quality of reading expression.		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading.		
Passage Completion Reading: Teacher says, “Now keep your voice with mine as we read the rest of the passage together so we can find out if your prediction was accurate.”		
Student matches teacher pace, reading aloud while teacher reads with good expression at a pace that the student can follow.		
Teacher says “You predicted that the rest of this passage would be about _____. Was your prediction accurate? Teacher provides praise if student correctly identifies that his/her prediction was accurate, or correctly identifies that his/her prediction was not accurate. Teacher briefly models the correct response if student does not provide it		
If student gave an unreasonable response to any of the questions, teacher models a final statement including a concise statement of who or what the passage was mostly about, the most important thing about the who or what, the prediction given, whether the prediction was accurate, and if the prediction was not accurate, what the rest of the passage was actually about. (“This passage was about ____, and we learned that _____. You predicted that in the rest of the passage we would learn about ____, and you were correct (or) but actually....”). If student gave reasonable answers to all questions, skip this step (and mark yes).		
Teacher asks, “What does this passage make you think about?” and provides praise for any acceptable answer or provides a model in response to an unacceptable answer or no response.		
This protocol is completed with one passage in approximately 10 minutes. (Completing two passages in a typical 20-minute session). If not, indicate how long each passage took.		
Student was reading out loud for at least 50% of the total number of minutes in the session.		