

Repeated Reading with Question Generation

- Objective: To increase fluent reading and comprehension on passages for students in grade 3 and above who:
- read with high accuracy
 - show benefit from repeated practice on the same passage
 - demonstrate poor comprehension of passages read

Materials: Narrative texts the student can read with at least 95% accuracy in 1-1.5 minutes
Cue card of questions
Timer

Sequence:

1. Give the student a reading passage. Explain that he/she will read the passage aloud several times with a goal of reading the passage at a pre-specified rate:
For grade 1 passages: 40 WRC/min For grade 2 passages: 94 WRC/min
For grade 3 passages: 114 WRC/min For grade 4 passages: 118 WRC/min
For grade 5 passages: 128 WRC/min For grade 6 passages: 135 WRC/min
For grade 7 passages: 143 WRC/min For grade 8 passages: 150 WRC/min
Teacher says "Read this story the best you can and as quickly as you can. Pay attention to what you are reading as you will need to answer these questions (teacher points to cue card questions)."
2. Teacher presents the cue card of questions to the student, and prompts the student to read the questions aloud prior to the first reading.
3. **First Reading:** Student reads the passage aloud.
4. Teacher times the reading, recording the total number of seconds taken to complete the passage.
5. Teacher provides corrective feedback on all word errors. This feedback is immediate if the student hesitates on a word for 3 seconds, or omits a word. The feedback occurs after the end of the first reading for other errors such as substitutions. In all cases, the standard correction procedure is used. ("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.)
6. Teacher calculates the WRC/min by multiplying the number of WRC times 60, and dividing that sum by the number of seconds taken to complete the passage. (i.e., if a student read 130 WRC in 94 seconds, they read 84 WRC/min ((130 x 60) / 94 = 84)).
7. **Second through Fourth Readings:** Student reads passage at least 2 times, but no more than 4 times, stopping when WRC goal has been reached or after the 4th re-read, whichever comes first. Procedures for these re-reads are the same as the first reading.
8. **Questions:** After the terminal passage reading, the teacher prompts the student to answer the cue card questions orally.
 - a. If the student responds incorrectly, a prompt to look for the information in the passage is given
 - b. If the student responds incorrectly again, the teacher points to the sentence where the answer can be found or inferred
 - c. If the student responds incorrectly again, the teacher provides the answer, and the teacher explicitly points out where information is found in the text and the rationale needed to answer the question.
9. Teacher asks at least 2 factual or inferential comprehension questions specifically about the passage, and gets oral responses from the student
10. Difficulty of texts used for subsequent sessions is adjusted using the following guidelines. If the student is unable to reach the pre-established number of WRC required for the goal in 4 readings across 3 consecutive sessions, the reading material to be used in subsequent sessions is lowered by one grade level. If, for 3 sessions in a row, the student is able to reach the pre-established number of WRC required for the goal in one reading, the reading material to be used in subsequent sessions is raised by one grade level.
11. Cue Card Questions:
 - a. Who is the main character?
 - b. Where and when did the story take place?
 - c. What did the main character do?
 - d. How did the story end?
 - e. How did the main character feel?

Repeated Reading with Question Generation Intervention Integrity Checklist

Student Name: _____ Grade: _____ Date: _____

Staff Name: _____ Observer: _____

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student, has a copy of his/her own		
Teacher explains to student that he/she will read the passage several times, tells the student his/her WRC/min goal, and shows the student the questions he/she will answer.		
Student reads cue card questions aloud		
Reading 1: Student reads the entire passage aloud. Student's initial reading of the passage is at least 95% accurate		
Teacher provides immediate error correction for hesitations and omissions, and delayed error correction at the end of the passage reading for any other errors		
Teacher calculates WRC/min for reading 1		
Reading 2: Student reads the passage aloud a second time		
Teacher provides immediate error correction for hesitations and omissions, and delayed error correction at the end of the passage reading for any other errors		
Teacher calculates WRC/min for reading 2.		
If student met WRC/min goal, skip to Questions step. If not, proceed with Reading 3.		
Reading 3: Student reads the passage aloud		
Teacher provides immediate error correction for hesitations and omissions, and delayed error correction at the end of the passage reading for any other errors		
Teacher calculates WRC/min for reading 3		
If student met WRC/min goal, skip to Questions step. If not, proceed with Reading 4.		
Reading 4: Student reads the passage aloud		
Teacher provides immediate error correction for hesitations and omissions, and delayed error correction at the end of the passage reading for any other errors		
Teacher calculates WRC/min for reading 4, and proceeds to questions step		
Questions: Teacher prompts the student to answer the cue card questions orally		
Teacher provides correct scaffolded support for each incorrect answer		
Teacher asks student at least 2 additional factual or inferential questions specific to the passage		
Difficulty level of passages is adjusted appropriately following guidelines		

Therrien, W.J., Wickstrom, K., & Jones, K (2006). Effect of a Combines Repeated Reading and Question Generation Intervention on Reading Achievement. *Learning Disabilities Research & Practice*, 21(2), 89-97.