Repeated Readings

About the Strategy

REPEATED READINGS involve having students read a familiar text multiple times until they meet a predetermined rate and accuracy goal. Repeated readings help improve students' fluency, including their rate, accuracy, and prosody during oral reading, which can then be transferred to fluency on other texts. Repeated readings can be done independently, in partners, or facilitated by tutors or adults.

Implementation of the Strategy

- Determine whether you will have students complete this activity individually, in partners, or in small groups.
- Select a 100-300 word passage from a text that students have read with 95% accuracy.
- Set a daily goal for the student that is 40% above the students' most recent fluency score.
- Time the students' reading for 1 minute, telling them their goal. If they meet their goal the first time, move on to a new passage or a new student. If they do not meet the goal, have them read the passage three to five times until they meet the goal.
- Have the students graph their progress to provide extra motivation.

Measuring Progress

- Teacher observation
- Informally graph fluency

Research

Mercer, C. D., Campbell, K. U., Miller, M. D., Mercer, K. D., & Lane, H. B. (2000). Effects of a reading fluency intervention for middle schoolers with specific learning disabilities. *Learning Disabilities Research & Practice, 15,* 179-189.

Musti-Rao, S., Hawkins, R. O., & Barkley, E. A. (2009). Effects of repeated readings on the oral reading fluency of urban fourth grade students: Implications for practice. *Preventing School Failure, 54*(1), 12-23.

Wisconsin State Standards

Reading: Foundational Skills
- Fluency

Grade Level

K-5

Purpose

Use with students to support fluency: improve rate and accuracy

When to Use

During Reading

Grouping

Small Groups
Partners
Individuals

Wisconsin Department of Public Instruction

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Two examples of rubrics that can be used to evaluate students' prosody during repeated readings.

Dimension	*1*	*2*	*3*	*4*
A. Expression and Volume	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text but not others. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
B. Phrasing	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three-word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possible some choppiness; reasonable stress/intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
C. Smoothness	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions and/or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
D. Pace (during sections of minimal disruption)	Slow and laborious.	Moderately slow.	Uneven mixture of fast and slow reading.	Consistently conversational.
Adapted from: Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory Into Practice, 30*, 211-217.				

Oral Reading Fluency Levels	
Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, there do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expression.
Level 3	Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage.
Level 1	Reads primarily word by word. Occasional two-word or three-word phrases may occur, but these are infrequent and/or they do not preserve meaningful syntax.
Adapted from the *National Assessment of Educational Progress (NAEP) Scale for Assessing Oral Reading Fluency.*	

Repeated Readings

A common table used to evaluate students' oral reading fluency.

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	***Percentile***	***Fall WCPM****	***Winter WCPM****	***Spring WCPM****
1	90		81	111
	75		47	82
	50		**23**	**53**
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	**51**	**72**	**89**
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	**71**	**92**	**107**
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	**94**	**112**	**123**
	25	68	87	98
	10	45	61	72
5	90	166	182	194
	75	139	156	168
	50	**110**	**127**	**139**
	25	85	99	109
	10	61	74	83
*WCPM=Words Correct Per Minutes				
Table from: Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*(7), 636-644.				

Repeated Readings

A common table used to evaluate students' oral reading fluency.

Recommended Reading Fluency Rates in Connected Text		
Grade		***Correct words per minutes***
First grade	Winter Spring	39 40-60
Second grade	Fall Winter Spring	53 72-78 82-94
Third grade	Fall Winter Spring	79 84-93 100-114
Fourth grade	Fall Winter Spring	90-99 98-112 105-118
Fifth grade	Fall Winter Spring	105 110-118 118-128
Table from: Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? 58(8), 702-714.		

Repeated Readings

A sample format for a reading fluency chart. Charts can be adapted depending on the age and level of the student.

Student Name:_____

Words Correct Per Minute (WCPM)																			
125																			
120																			
115																			
110																			
105																			
100																			
95																			
90																			
85																			
80																			
75																			
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30																			
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20																			
15																			
10																			
5																			
Dates:																			
Titles:																			

Adapted from: Vaughn, S., & Linan-Thompson, S. (2004). Research-based methods of reading instruction: Grades K-3. Alexandria, VA: Association for Supervision and Curriculum Development.