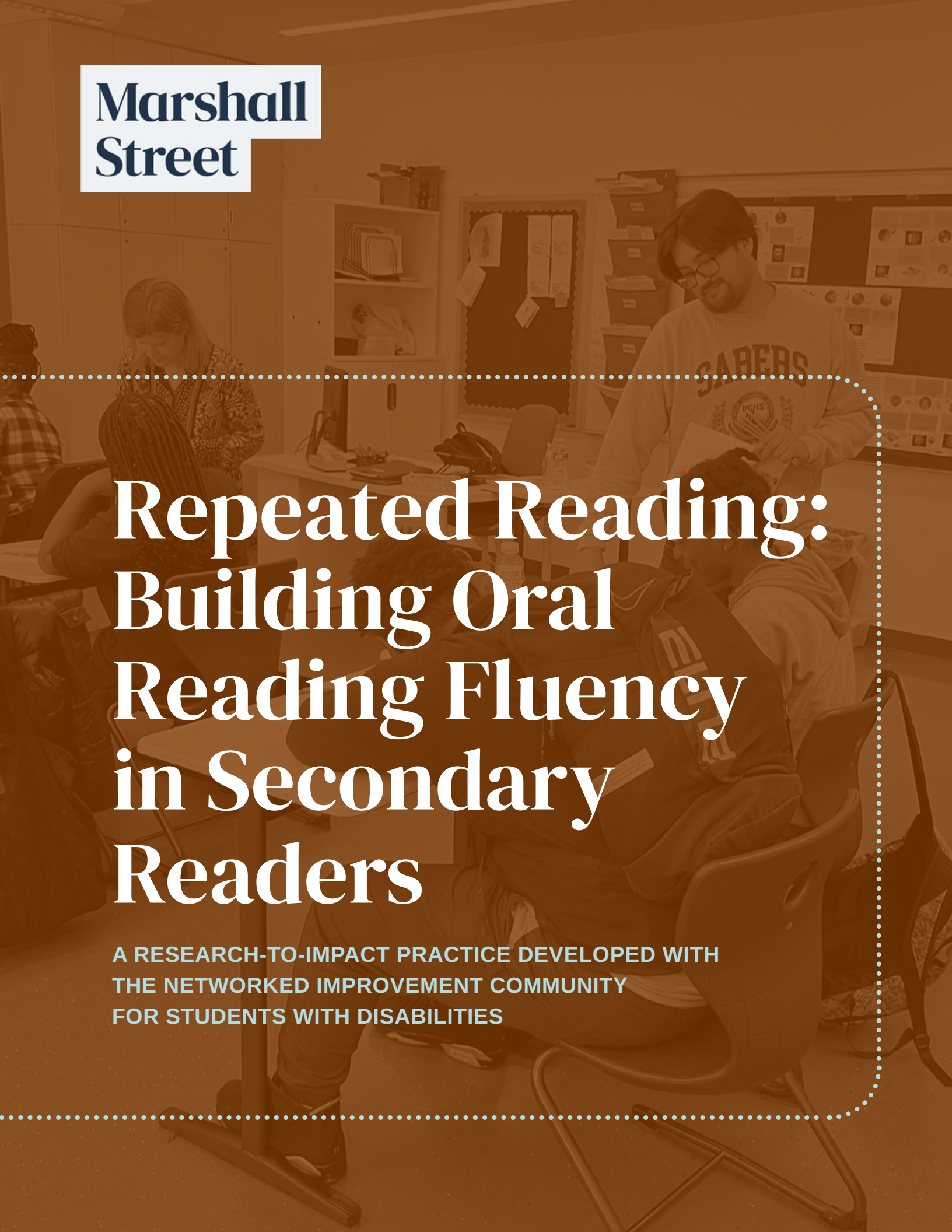
Marshall Street



Repeated Reading: Building Oral Reading Fluency in Secondary Readers

A RESEARCH-TO-IMPACT PRACTICE DEVELOPED WITH THE NETWORKED IMPROVEMENT COMMUNITY FOR STUDENTS WITH DISABILITIES

TABLE OF CONTENTS

4.3..... Practice Overview

4.3 | What is the Practice?

4.4 | Why is Repeated Reading Important?

4.5..... Bringing this Practice to Life

4.8..... Implementation at a Glance

4.8 | Enabling Conditions

4.9 | Steps to Implement

4.10..... How to Implement this Practice

4.10 | Lay the Groundwork for the Practice

4.10 | Step 1: Use Data to Identify Students Who Would Benefit from Repeated Reading

4.11 | Step 2: Choose a Repeated Reading Variation and Setting

4.12 | Step 3: Assign Partners (if Using Repeated Reading with a Peer Partner)

4.12 | Step 4: Choose Texts and Create Passages

4.13 | Step 5: Create a Plan to Explicitly Build Student Motivation and Engagement

4.13 | Put Repeated Reading into Practice

4.13 | Step 6: Introduce the Purpose and Routine for Repeated Reading

4.16 | Step 7: Train Students and Staff in Routines for Repeated Reading

4.18 | Step 8: Conduct Repeated Readings with Students

4.21 | Monitor the Effectiveness of the Intervention

4.21 | Step 9: Analyze Student Progress

4.22 | Practice Snapshot: Exploring Additional Settings for Repeated Reading

4.24..... Summary

4.25..... Appendix

4.26 | How to Measure

4.28 | PRACTICE TOOL: Repeated Reading Protocol

4.30 | Notes

4.30 | Bibliography

Building Oral Reading Fluency in Secondary Readers

Implementation Level

- [ ] District/Central Office
- [ ] School
- [x] Program/Department
- [x] Classroom

Who Implements

- [x] Teacher(s)
- [ ] Instructional Coach
- [ ] Principal
- [ ] Central Office Leadership
- [x] Specialist

Practice Overview

What is the Practice?

Brief, structured, repeated reading protocols, coupled with goal setting and progress monitoring, practiced at least three times per week to increase oral reading fluency in secondary readers.



What is reading fluency?

Reading fluency is generally defined as accurate reading of connected text at a conversational rate with adequate prosody.[1] Reading fluency is made up of three key elements: **accuracy** (reading the words correctly), **rate** (reading the words at a conversational rate), and **prosody** (reading the words with expression).

Why is Repeated Reading Important?

Repeated reading directly builds oral reading fluency skills, which has the potential to unlock access to grade level content for students. Fluent, accurate, and automatic word reading is strongly correlated with reading comprehension, or the ability to make meaning from text, which is the ultimate goal of reading.[2] This is in part because, when readers process connected text smoothly and automatically, cognitive resources such as working memory are freed up to devote attention to comprehension rather than to lifting the words off the page.[3] Conversely, the difficult work of slow, effortful decoding taxes a reader's working memory capacity, diminishing their ability to understand the content.[4]

Because of this, secondary students who are not yet reading text fluently and automatically often have difficulty engaging with the rigor required to meet secondary ELA standards. What's more, students with reading disabilities are more at risk for presenting with difficulties in reading fluency,[5] and the subsequent lack of participation in grade-level reading instruction can contribute to the achievement gap between students with disabilities and their typically developing peers.[6]

Repeated reading is one of the most studied and validated methods for increasing reading fluency and overall reading proficiency. The application of this practice to authentic, grade-level texts — whether through a partner reading protocol or a 1:1 teacher-directed protocol — has strong potential to increase access to and comprehension of grade-level texts for students with and without disabilities.

Why It Works

READING FLUENCY IS CORRELATED WITH READING COMPREHENSION.

Oral reading fluency has been consistently shown to correlate with students' ability to comprehend both simple and complex texts at all levels.[7]

READING FLUENCY CAN BE POSITIVELY INFLUENCED BY INSTRUCTION.

Encouragingly, reading fluency has consistently been proven to be responsive to explicit and targeted intervention, and repeated oral reading, partner reading, and goal setting with progress monitoring are all proven, effective instructional strategies for developing reading fluency in adolescent readers with disabilities.[8]

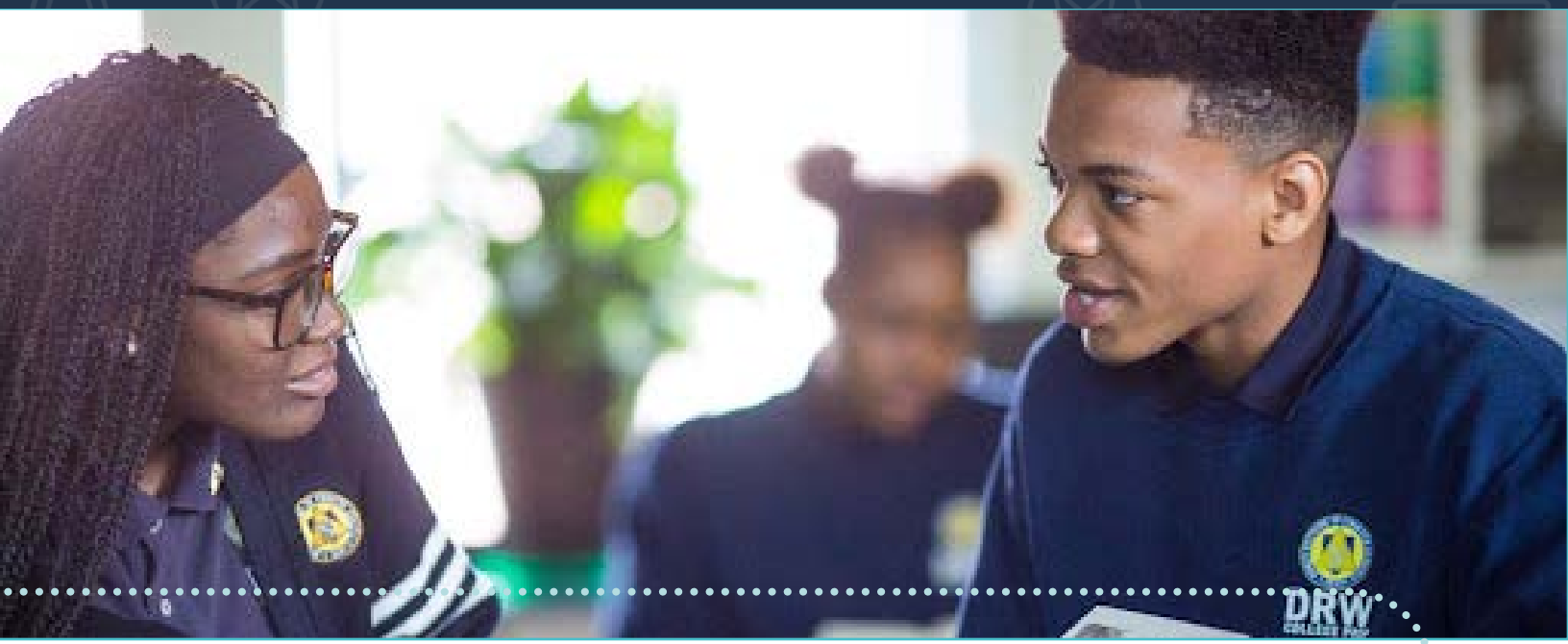
REPEATED ORAL READING IS HIGHLY EFFECTIVE.

Repeated reading interventions for students with learning disabilities are associated with improvements in reading rate, accuracy, and comprehension.[9] A recent review of the literature suggests that repeated reading is the most effective intervention for improving reading fluency in students with disabilities.[10]

This is not only true in the primary grades. While many studies of foundational reading instruction do focus on the primary grades, repeated reading has been shown to have a positive impact on oral reading fluency specifically with secondary students.[11]

Keep in mind...

Though reading fluency interventions have been proven to have a positive impact on oral reading fluency and, ultimately, on reading comprehension, they are insufficient to meet the myriad reading needs that secondary students with disabilities might present. This subgroup often includes students who may have needs in decoding, multisyllabic word reading, vocabulary, syntactic knowledge, and other literacy skills. See ***Guiding Literacy Interventions Through Tiered Assessment*** for guidance on identifying specific reading needs for the purposes of instruction and intervention programming.



Bringing this Practice to Life

INTEGRATING REPEATED READING INTO CONTENT COURSES AT NOBLE SCHOOLS

Noble Schools, a public charter network in Chicago, IL, set out to dramatically improve student reading skills across their high school campuses. Noble teachers collaborated with the Networked Improvement Community (NIC) professional learning community to learn and apply evidence-based reading interventions in core classes to support students to learn skills to improve their reading while learning course content. The following case study highlights the efforts of one co-teaching pair at Chicago Bulls College Prep to embed the repeated reading practice in their World History course.

Each day at Chicago Bulls College Prep, a school within the Noble Schools network, Megan, a learning specialist, welcomes 10th grade students to their co-taught World History class. She previews the topic of the day's reading and reminds students of the protocol for repeated partner reading. She thanks several students by name for their attention and preparation, while Derek, a content area specialist, quickly reassigns students whose partners are absent.

Megan prompts the students who will read first to raise their hands, and a calm settles over the classroom. When she announces the starting commands — "Ready…Set…Go!" — a cacophony of reading voices fills the room. One hundred percent of student eyes are glued to the text, which is connected thematically to the current unit. Students are either reading the passage aloud or monitoring while their partners read. After one minute, students provide feedback to their partners (skipped or misread words, for example), calculate and record a rate and accuracy score, and switch roles. The entire procedure is wrapped up in eight minutes, after which Megan and Derek transition to the content-focused objectives for the day's lesson.

A Routine to Support All Learners

Megan and Derek implement this structured instructional protocol daily to build reading fluency in their co-taught course. As a former teacher of a self-contained special education classroom, Megan is well-versed in evidence-based practices for building secondary readers' foundational reading skills. In her role as a co-teacher of general education content area classes, she saw that both students with disabilities and their peers at times had difficulty independently reading grade-level texts. So, she proposed bringing the practices that had supported the diverse learners in her self-contained classroom into the general education environment. Derek understood that in order to reach the rigorous academic goals he had for his students, he would need to be not only a content area expert, but a teacher of reading as well. Thus, the idea to implement the reading fluency protocol was born.

To implement the fluency protocol, Megan and Derek first choose a passage that is related to the content in their current World History unit and written at a Lexile level accessible for the students in the class. They then utilize the **Oral Reading Fluency Passage Generator** from Intervention Central to translate the passage into a curriculum-based measurement that includes the total number of words per line at the end of each line. This supports students in calculating a total score ("correct words per minute" or CWPM) for their partners.

School Spotlight

Students in **Noble Schools** take a universal screening assessment at the beginning and end of the school year using one of several approved reading assessment platforms: SRI, Star Reading assessment, or Achieve3000 LevelSet. Students with disabilities also take a mid-year assessment. Noble campuses in the Networked Improvement Community used LevelSet as their universal screening tool, which provides a Lexile score for each student. This numeric score represents both a reader's ability on the Lexile scale and the level of text a reader is likely to comprehend.[14] Knowing students' Lexile levels helps Megan and Derek strategically choose texts that are likely to be challenging, yet accessible, for most students.



Curriculum-Based Measurement: ***Oral Reading Fluency Passage: Examiner Copy***

Assessment Date:___/___/____ Student:_____ Examiner:_____

Words Read Correctly (WRC): ____ Errors: ____ Notes: _____

Opinion: Saudi Arabia isn't always this repressive. Now it's unbearable.

Jamal Khashoggi

When I speak of the fear, intimidation, arrests and public shaming of intellectuals and religious leaders who dare to speak their minds, and then I tell you that I'm from Saudi Arabia, are you surprised? 12 26 35

With young Crown Prince Mohammed bin Salman's rise to power, he promised an embrace of social and economic reform. He spoke of making our country more open and tolerant and promised that he would address the things that hold back our progress, such as the ban on women driving. 46 59 72 84

Example passage used for partner reading in Megan and Derek's World History class. The original opinion article by Jamal Khashoggi was published in The Washington Post *on September 18, 2017.*

Q2
Name: _____ Period: _____

Fluency Tracker

My starting CWPM: _____ My CWPM goal by the end of the quarter: _____

200+										
190										
180										
170										
160										
150										
140										
130										
120										
110										
100										
90										
80										
70										
60										
50										
Week #	1	2	3	4	5	6	7	8	9	10
CWPM										

Oral reading fluency goal and progress tracker used in Megan and Derek's World History class

During the instructional protocol, students take turns reading the passage in partners. While one partner reads, the other listens, provides feedback on the reader's errors, and calculates a CWPM score. Partners switch and repeat the process, and the protocol ends with students graphing their CWPM scores.

After the partner reading, the class works as a whole group through words that were challenging to decode. The protocol ends with the teacher or a student volunteer modeling a fluent reading of the full text. Hearing a model of fluent reading supports the development of reading fluency when partnered with repeated reading,[12] and reading the text aloud ensures that all students have equal access to the vocabulary and concepts from the text, regardless of their independent reading ability.[13]

Seeing Results of Reading Practice

While the fluency protocol took some time to roll-out to students, Megan and Derek have built proficiency with the routines so that it takes an average of six minutes to complete. The impact of this small investment of time has been to level the playing field between students with disabilities and their peers: **students with IEPs in Megan and Derek's co-taught World History class demonstrated beginning- to end-of-year Lexile growth commensurate with students without IEPs.** As a result of this success, Noble Schools has started to spread this practice through professional development designed and delivered by Megan and Derek. (See ***Enhancing Educator Capacity to Implement Evidence-Based Reading Interventions for Secondary Readers*** for more information on this professional development.)

Implementation at a Glance

The information in this section provides a high-level view of what to consider when implementing this practice. **Enabling Conditions** describes the minimum conditions needed for successful implementation, including resources, mindsets, staffing, and recommended time allocation. **Steps to Implement** presents a concise checklist of action items, which are explained in detail in the following section.

Enabling Conditions

Prerequisites

INFRASTRUCTURE

- Assessment structures exist to identify students most likely to benefit from this protocol:
  - A universal screening assessment to identify students at risk of not meeting grade-level ELA benchmarks and/or standards
  - Diagnostic assessments that identify which students within that group have adequate word recognition skills, but low rates of reading fluency

CULTURE AND KNOWLEDGE

- Teacher belief that supporting foundational reading skills is the teacher's role, and basic understanding of the relationship between reading fluency and overall reading proficiency
- Teacher agency to plan and implement reading interventions within existing classes/schedules; i.e., teachers have the autonomy to both plan for literacy interventions based on student need and to determine when and where in the instructional day those interventions are best scheduled.

Recommended Materials

- Passages from grade-level course content to be used for repeated reading practice or as curriculum-based measurements
- Timers
- Calculators (for calculating rate and accuracy)
- Progress monitoring graphs

In addition, a suite of evidence-based reading interventions may enhance the practice by addressing student needs across the components of reading.

Staff Commitment

- Dedicated staff members to enact repeated reading practice based on variation selected
- Instructional coach to provide ongoing coaching and implementation support for repeated reading
- Designated team to monitor effectiveness of the practice based on student data and make adjustments to intervention planning

Recommended Time Allocation

CENTRAL AND SCHOOL LEADERSHIP (INCLUDING TEACHER LEADERS)

- Time to develop and implement training (1 hour initial training plus time for development)
- Time to support data-based instructional decision making. This includes identifying the students likely to benefit from this practice. If the practice is being implemented as a Tier 2 or 3 intervention, the student support team should monitor responsiveness to support ongoing intervention planning

TEACHERS

- Time to participate in training
- Time to implement the intervention with students, ideally 3 times/week, 5–10 minutes per reading
- Time to participate in data-based instructional decision making (i.e., review progress monitoring data, plan intervention adjustments based on student progress, and document decisions)

Steps to Implement

Throughout the year, school teams **complete the following steps** to implement an oral reading fluency intervention practice.

LAY THE GROUNDWORK

- [ ] Use data to identify students who would benefit from repeated reading
- [ ] Choose a repeated reading variation and setting
- [ ] Assign partners (if using repeated reading with a peer partner)
- [ ] Choose texts and create passages
- [ ] Create a plan to explicitly build student motivation and engagement

PUT REPEATED READING INTO PRACTICE

- [ ] Introduce the purpose and routine for repeated reading
- [ ] Train students and staff in routines for repeated reading
- [ ] Conduct repeated readings with students

MONITOR THE EFFECTIVENESS OF THE INTERVENTION

- [ ] Analyze student progress

How to Implement

There are two primary variations of this reading fluency practice:

1. repeated reading with a peer partner
2. repeated reading with a teacher

Both variations can be implemented across a variety of instructional settings, such as specialized small groups, 1:1 pull-outs, or general education settings taught by a single teacher or teaching team. (See the case study, **Practice Snapshot: Exploring Additional Settings for Repeated Reading**, at the end of this chapter for additional implementation ideas.) Implement the practice a minimum of three times per week, 5–10 minutes at a time.

Lay the Groundwork for the Practice

This practice requires several pre-implementation steps.

Step 1: Use Data to Identify Students Who Would Benefit from Repeated Reading

Use data from universal screening and diagnostic assessments to identify students who are likely to benefit from repeated reading (See ***Guiding Literacy Interventions Through Tiered Assessment*** for more guidance.)

Identify students who display a combination of the following:

- poor performance on grade-level assessments of reading comprehension
- mastery of basic word-reading skills (i.e., students know the relationships between letters and sounds and are able to apply this knowledge to read isolated words)
- slow (fewer than 120 correct words per minute) and/or inaccurate (below an accuracy rate of 95%) reading of grade-level texts



Green Dot team reviews literacy data tools at a NIC convening

Step 2: Choose a Repeated Reading Variation and Setting

Choose a variation to implement using the following considerations to guide decision making:



Variation 1: Repeated Reading with a Peer Partner

BENEFITS

- Repeated reading with a peer partner allows students to practice reading in a socially supportive context.
- Partner reading can serve more students simultaneously, as one teacher can monitor multiple partners at the same time.

POTENTIAL DRAWBACKS

- Students may be less accurate than an adult in calculating rate and accuracy.
- Students may be less consistent than an adult in noticing errors and providing corrective feedback.



Variation 2: Repeated Reading with a Teacher

BENEFITS

- While research does support partner reading as an effective strategy for building fluency, reading to an adult has been shown to be more effective.

POTENTIAL DRAWBACKS

- Some students might find it stigmatizing to receive 1:1 instruction that is "different" from the core instruction.
- In 1:1 settings, students miss the benefits of cooperative learning structures offered in small and whole group settings.

Once the variation has been selected, determine the setting in which to implement the practice. Possible settings could include:

- **Co-taught content area classrooms**
  *See **Bringing this Practice to Life**, above*
- **Reading intervention class for students with IEPs**
  *See **Practice Snapshot: Exploring Additional Settings for Repeated Reading**, below, for an example from Uncommon Charter High School*
- **Reading intervention class for students with and without IEPs**
  *See **Practice Snapshot: Exploring Additional Settings for Repeated Reading**, below, for an example from Green Dot Public Schools*
- **As a pull-out from any class within a learning center or other space designated for pull-out specialized services**

Step 3: Assign Partners (if Using Repeated Reading with a Peer Partner)

When implementing repeated reading with a peer partner, first determine how students will be paired. Use data from a universal screener or diagnostic assessments to rank order students according to their reading levels. Divide the rank-ordered group in half, and pair students in the higher-performing half with students in the lower-performing half. For example, pair the student with the highest reading level with the student with the highest reading level in the lower half of the group. This strategy allows for the lower-performing readers to hear a higher-performing reader read the text first.

After assigning partners, designate the first reader (Student A) and the second reader (Student B) within each pair. Student A will always be the partner with the higher reading level. Reassign partnerships every 3–4 weeks.

Example of Student Pairing and Role Assignments Based on Reading Level

Student Pairs	Student A	Lexile	Student B	Lexile
Pair A	Miguel	1150L	Tran	880L
Pair B	James	1080L	Latasha	840L
Pair C	Danielle	1000L	Tiffany	820L
Pair D	Brittney	920L	Carl	800L

Step 4: Choose Texts and Create Passages

The purpose of developing reading fluency is to support students in reading and understanding grade-level texts. As such, the ideal texts for practice contain mostly words that students can read correctly, but also contain some challenging words that require practice in order to read fluently. These should be grade-level texts and can come from any content area (e.g., science, social studies, or a novel from the English Language Arts class). Passages should be between 200 and 350 words long, and should be changed regularly — weekly or after several uses. See the Further Learning section of this chapter for more guidance on text selection.

> **Intervention Central's Oral Reading Fluency Passage Generator** allows educators to copy and paste any text to create a curriculum-based measurement of that content. The CBM version will have a total word count at the end of each line of text, aiding the calculation of rate and accuracy for progress monitoring purposes.

Convert the selected passage to a curriculum-based measurement (or CBM, a passage that shows the word count at the end of each line of text) to facilitate the calculation of rate and accuracy scores.

Step 5: Create a Plan to Explicitly Build Student Motivation and Engagement

Secondary learners who are not yet reading proficiently have often established a self-concept of being incapable readers. This low sense of self-efficacy can manifest as reluctance to participate in instructional activities with which these students have not historically been successful. To proactively address this, educators can create a plan for sharing the purpose and process of the oral reading fluency intervention with students, along with the rationale for their assignment to the intervention. This can be done as a whole class, in small groups, or one-on-one with students.

When first introducing the intervention to students, leverage the theory of malleable intelligence to explain how practicing reading can build their reading brains and ultimately make reading a less effortful, more productive, and more enjoyable experience. As part of this process, ask students to set longer-term goals for themselves as readers, such as goals for the school year, for their educational career, or for life. This can help them visualize their long-term goals and connect the short-term intervention to their bigger picture.

Student conferencing during the intervention launch or during progress monitoring activities also helps build motivation and engagement and can involve students in goal-setting activities. Educators can use these 1:1 conferences to share baseline data with students to support them in developing goals for progress, and later to train students to reflect on their goals and progress over time. (See ***Strengthening Timely Interventions through Goal Setting and Progress Monitoring*** for more guidance on student conferencing).

Put Repeated Reading into Practice

Research suggests that fluency protocols, whether conducted with an educator or with a peer partner, can positively impact student reading, even when delivered in short increments of 5–10 minutes. Protocols should be implemented at least three days per week. A printable protocol for repeated reading can be found in the **Appendix**.

Step 6: Introduce the Purpose and Routine for Repeated Reading

When launching the practice, whether as a partner-based reading activity or 1:1 with an adult, explicitly naming the purpose and providing an overview of the routine to students will directly support buy-in and investment. This step ensures students understand what the activity is and why they are doing it. Though the actions in this step differ by variation, both variations specifically address:

- what the repeated reading practice is;
- who is involved;
- when, where, and how the practice will happen; and
- why the students are doing repeated reading practice.



Variation 1: Repeated Reading with a Peer Partner

As a whole group, provide an introductory overview of the practice that shares what the practice is, as well as information about how it will happen. An introduction may sound like this:

> *"We're starting a new practice — repeated reading with a partner. This practice will include reading a passage from our World History textbook, practicing reading the passage several times, and timing ourselves both the first time we read the passage and again after we've practiced several times. We will practice repeated reading three times a week."*

Share the purpose and larger intention of the repeated reading practice with the group:

> *"The point of this activity is to help us become stronger readers and to help us better understand what we are reading. Often, the first time we read something, it can be difficult to read new words and big words that we haven't seen before. We spend a lot of our brain's energy trying to read those words, and we don't have much energy left over to think about what the words mean. I know that's true for me when I'm reading a new, complex text. When we practice reading something a few times, those words get easier, and we can think more about the meaning of the text.*
> *(Continued on following page)*



Variation 2: Repeated Reading with a Teacher

When first meeting with the student for repeated reading practice, **share what is happening and when and where it will occur.** An introduction may sound like this:

> *"I'm excited to be working with you three times a week for a reading skill routine. It will usually take about 10 minutes from the time we meet up in your classroom to the time we wrap and send you back into the room. Each day, we'll read a passage together several times and record how many words you read each time so we can keep track of your progress."*

Share with students why they are doing this intervention and answer questions that may arise:

> *"We wanted to offer this reading practice to you to strengthen your reading skills and build your confidence as a reader. We know that, often when we first read passages, it can be difficult to read new words and larger words we haven't seen before. We also saw from your reading tests that you have a lot of skill and strengths as a reader that we can unlock with some small, purposeful practice. Our plan is to try this reading practice together for the first quarter of our school year, and then look at your data to see what progress you are making. From there, we'll make a plan with you for what we do next."*

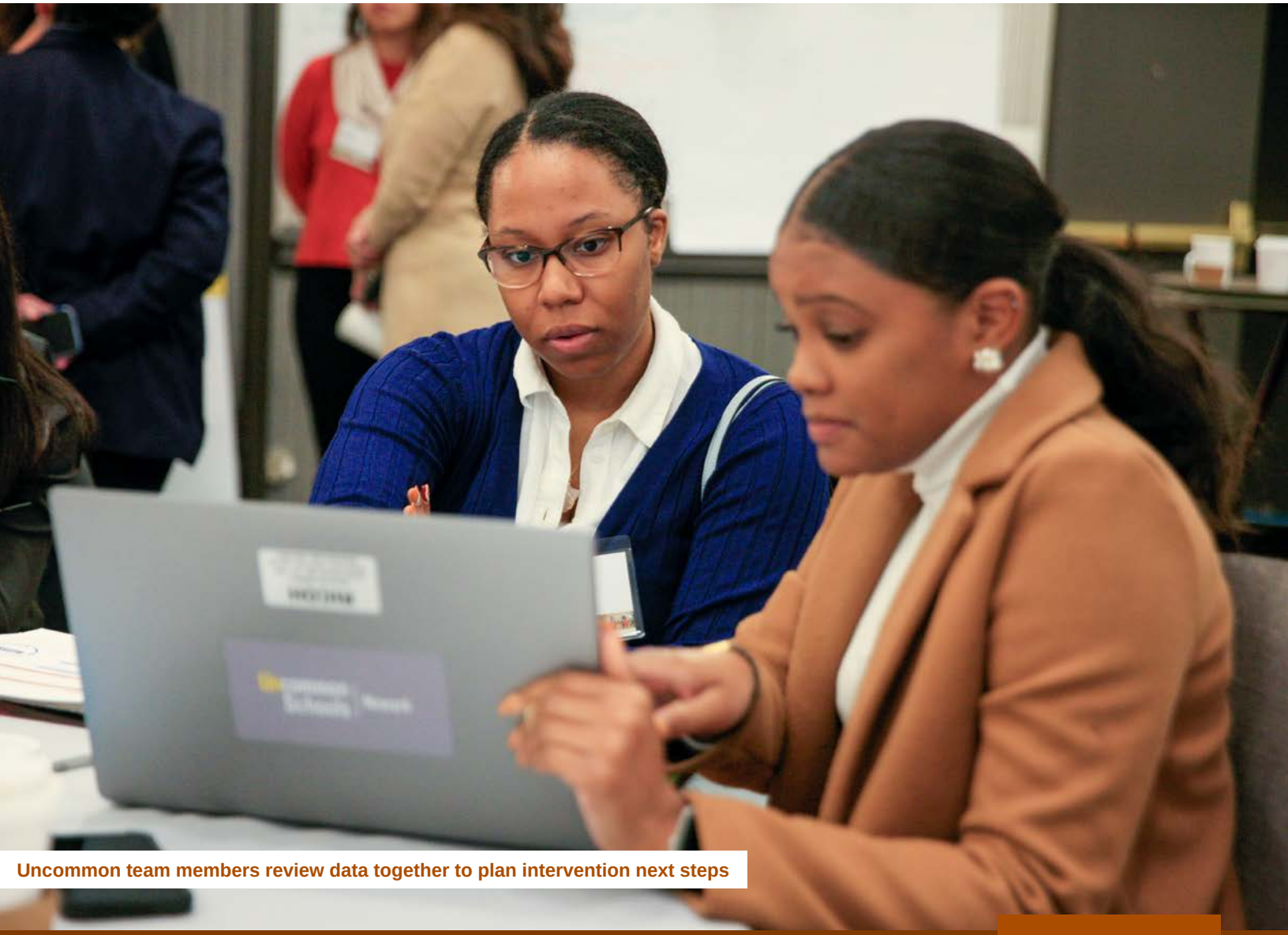
> *I think about this like learning to navigate a new city. When I first moved to Los Angeles, I hardly noticed my surroundings as I drove around. I was so focused on figuring out where to turn next, making sure I didn't miss my exit, etc. etc. But after I practiced driving the same routes over and over, it became (cont.) automatic. I didn't have to think about where to turn or exit anymore, and I could start paying attention to what was around me."*

After this introduction, teachers can consider goal setting activities for the practice, such as creating a class goal for progress, to create shared investment in reading growth.

Finally, talk with the student about setting one or more goals for the repeated reading practice that you will review together daily or weekly. Set an initial goal for the student's improvement in reading rate and accuracy from the cold read to the hot read. To begin, consider starting with a goal to increase by at least 30 CWPM. Write the student's goal on their progress monitoring graph.

If, after implementing the practice with 3–4 passages and practicing each passage 3–5 times, the student is not achieving the initial goal, talk with the student about adjusting the goal down.

If the student easily achieves the goal with only one practice, adjust the goal up.



Uncommon team members review data together to plan intervention next steps

Step 7: Train Students and Staff in Routines for Repeated Reading

CALCULATING RATE: COLD VS. HOT READS

A "cold read" is a student's first attempt at reading a particular passage. A "hot read" is their final reading, which comes after repeated practice readings.

Once the purpose of the practice has been established with students, take time to train them explicitly in the routines of repeated reading. If students are doing this practice with peers, there will be more training and practice needed to develop proficient partnerships in the practice. If working with students in a 1:1 setting, it is most important to make sure the staff leading the intervention, such as a teacher or paraeducator, are well trained in how to run the routines and how to guide students through them in ways that build students' confidence and independence as readers. When training students and staff in the repeated reading routine, use materials like step cards, written directions, and sentence stems to support students in each component of the routine they are learning.



Variation 1: Repeated Reading with a Peer Partner

If introducing repeated reading for the first time, or after a long break, train students in the following aspects of the practice:

- recording mistakes during the "cold" and "hot" reads
- providing feedback during practice reads
- calculating rate and accuracy
- graphing results
- transitioning to partner assignments

Recording mistakes during the cold and hot reads: Provide students with opportunities to practice recording mistakes. Read a passage aloud as students follow along with their own copy of the text. Make several errors as you read. At the end of one minute, give students an opportunity to add up the total words read and the total errors made. Discuss their responses.

Providing corrective feedback: Feedback on errors is an essential component of an effective repeated reading practice. You might tell students:



Variation 2: Repeated Reading with a Teacher

In a 1:1 setting, the staff member leading the intervention will need to understand:

- how to record mistakes during the "cold" and "hot" reads, and
- how to provide feedback during practice reads.

A professional development session in advance of the roll out is the best setting for this initial training, which should be paired with opportunities to observe and/or practice with colleagues or students for feedback.

The facilitating teacher or staff member will subsequently train the student in the steps of the practice, often in a way that increases student ownership and independence with the routine over time.

Students will need training on:

- calculating their own rate and accuracy, and
- graphing their results.

Recording mistakes during the cold and hot reads: Staff members will need to understand and practice how to record mistakes as they follow along with readers, as well as how to calculate the total words read and total errors made. It is often beneficial to mark the type of errors students make, such as a substitution

> *When you are reading aloud, you will likely make some mistakes. This might be reading a word incorrectly, skipping a word, or adding a word. Because we're practicing reading challenging texts, this will happen to all of us at some point in our practice. Your partner is responsible for listening and giving you feedback if they hear a mistake.*

Give students sample language for providing feedback on the specific types of errors that they might notice. To practice using the sample language, provide students with a copy of a passage. Read the passage aloud, intentionally making several errors. After each error, ask students to practice telling a partner which feedback they should provide. Finally, model going back to the start of the sentence after correcting each error.

Calculating rate and accuracy and graphing progress: Provide students with several opportunities to practice calculating rate (total words read minus total errors) and accuracy (words read correctly divided by total words read). Make calculators available to students. Provide opportunities for students to practice graphing both rate and accuracy on their progress monitoring graphs.

Transitioning to partner assignments: Using the peer partner assignments prepared before class, move students into their pairings. Communicate who will be the first reader (Student A) and the second reader (Student B). Student A will always be the partner with the higher reading level, but do not explain to students why they were assigned a particular role.

(e.g., *being* for *bring*), an omission (i.e., skipping the word), or skipping a line while reading. Training should include discussion of these errors and results, along with ways to teach students about the types of errors when regularly running the repeated reading intervention 1:1.

Providing corrective feedback: Feedback on errors is an essential component of an effective repeated reading practice. Staff will need to understand how to prompt and cue students through errors when reading, as well as how to introduce this type of feedback to students as part of the practice. When talking with students, staff might say:

> *When you are reading aloud, you will likely make some mistakes. This might be reading a word incorrectly, skipping a word, or adding a word. Because we're practicing reading challenging texts, this is something we expect to happen. It happens to all of us! I will be acting like your reading coach to listen to you read and give you feedback if I hear a mistake. When that happens, correct the mistake and keep reading. Over time, you'll get better and faster as a result.*

Calculating rate and accuracy and graphing progress: In the 1:1 setting, introduce the progress monitoring graph to students, showing them their goal on the graph, and guiding them through the steps for calculating rate (total words read minus total errors) and accuracy (words read correctly divided by total words read) each time they do a hot and cold read. Allow students to use a calculator to calculate their scores themselves, and then coach them through graphing their rate and accuracy on the progress monitoring graph.

Sentence Stems for Immediate Error Feedback

Error-specific sentence stems provide appropriate feedback to students. These can be used by peer partners or staff members working 1:1 with students. Examples include:

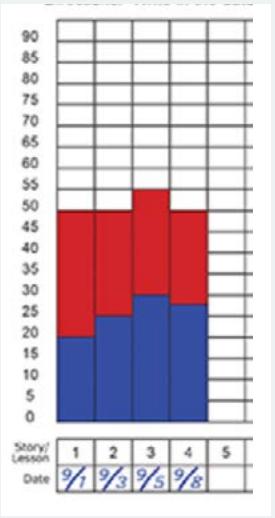
- The reader reads the word incorrectly: "That word is…"
- The reader skips a word or a part of a word: "You missed this word…"
- The reader adds a word: "You added a word."
- The reader hesitates (for 3+ seconds): "That word is…"

With each correction, the reader restarts the sentence to practice reading fluently and accurately.

Graphing Progress with Students

Involving students in monitoring their own progress through performance feedback and goal setting can increase motivation and lead to better academic outcomes.[15]

One way to make progress visible between the cold and hot reads is to have students graph their rates on a stacked bar graph — **the cold read in blue and the hot read in red** on the same bar of the graph. Accuracy graphing can be done the same way.



Step 8: Conduct Repeated Readings with Students

Once students understand the purpose and routine of repeated reading and have been trained in the steps for running the practice, it is time to conduct repeated readings. Keep in mind that, as with any new routine, initial practice will likely result in students making mistakes, asking clarifying questions, and needing coaching on aspects of the training items. It can be helpful to have students try the repeated reading multiple times and debrief questions or celebrations at the end of each practice session in order to build skill and buy-in.



Variation 1: Repeated Reading with a Peer Partner

Distribute a copy of the passage to each student. Have students write their name and their partner's name on the copy and designate which copy will be used for notes on each reader's progress.

Introduce the text and restate the objectives of the practice. Provide a brief preview of the text to the whole group. Remind students of their roles during the practice and to focus on reading the text accurately, smoothly, and with expression. This might sound like the following:



Variation 2: Repeated Reading with a Teacher

Provide the student with a copy of the passage. Typically in the 1:1 version, student passages do not have word counts, while staff versions have word counts.

Introduce the text and restate the objectives of the practice. Provide a brief preview of the text (a passage chosen from a content area text or selection) and remind the student to focus on reading the text accurately, smoothly, and with expression.

> *Remember, the reader will focus on reading accurately, quickly, and with good expression. The reader's partner will listen, record any errors on their copy of the text, and tell the reader their total number of words read and their total number of errors. The reader will then calculate their own rate and accuracy on their graph, and then the readers will switch.*
>
> *We're learning about the expansion of the Ottoman Empire this week. In this passage, you'll read about the conquest of the city of Constantinople. Get ready to read, and begin.*

Conduct cold reads.

1. In partners, student A reads the passage aloud. Student B listens and follows along on a separate copy of the passage, noting reader errors with a slash mark.
2. At the end of one minute, students stop reading. Use a one minute timer and/or teacher prompting to stop reading.
3. Student B tells Student A the total number of words read and the number of errors. Student A subtracts the number of errors from the total number of words read to calculate a rate score expressed as correct words per minute, or CWPM. Student A also divides the CWPM by the total number of words read to calculate an accuracy score, represented as a percentage. This is the student's cold read, or baseline.
4. Student A records the baseline rate and accuracy scores on the progress monitoring graph.
5. The students switch roles and repeat the process.

Practice reading the passage: Over the course of the three-day protocol, students practice reading the passage with the goal of getting faster and more accurate each time.

6. While Student A reads, Student B follows along and provides corrective feedback when needed, and vice versa.

Revisit goals for reading practice growth in skills or habits, as appropriate. For example, a teacher might say:

> *This week we're reading a passage about the conquest of the city of Constantinople from your English class. You're going to practice reading the text multiple times to build your fluency and accuracy as a reader. As you read, think about using the tools and strategies we have been practicing, like tracking with your pencil and using the first syllable to help you read the word. Start with the first word and read until I tell you to stop. Start when you are ready.*

Conduct cold reads.

1. The student reads the passage aloud. While the student reads, follow along and record student errors on a separate copy of the passage.
2. After one minute, tell the student to stop reading.
3. Mark the final word read, and share with the student the total number of words read as well as the total number of errors.
4. The student subtracts the number of errors from the total number of words read to calculate a rate score expressed as correct words per minute, or CWPM. The student also divides the CWPM by the total number of words read to calculate an accuracy score, represented as a percentage. Coach the student through this process, as needed.
5. The student records their baseline rate and accuracy scores on their chart and graphs this cold read on their progress monitoring graph.

Practice reading the passage: The student reads the same passage several times (typically 3–5) while the teacher listens and provides corrective feedback as needed. The teacher can decide, depending on the length of the passage and the time allocated for the practice, whether the repeated readings happen in one session or across 2–3 sessions.

Conduct hot reads and graph progress: At the end of the third day of the protocol, the partners repeat steps 1–3 and record their hot-read scores on their progress monitoring graphs. (See ***Strengthening Timely Interventions through Goal Setting and Progress Monitoring*** for more details.)

Throughout the practice time, monitor and coach. While students are reading, circulate to listen in, remind students of their roles, provide additional feedback, and collect observational data on student reading. The teacher can also create a schedule to rotate in and partner with students as an assessment opportunity.

If the protocol is being used as a whole group, two adults (e.g., two teachers or one teacher and one paraprofessional) can be leveraged to facilitate, monitor, and support student practice.

Conduct hot reads and graph progress: When the student is ready for a hot read, prompt the student to read the same passage for one minute and count errors. The student recalculates their rate and accuracy scores and records the hot-read score on the progress monitoring graph.

If the new scores meet the pre-established goal, the teacher chooses a new passage for the next practice cycle. If not, the student continues to read the same passage until the rate and accuracy goal is met.

Throughout the practice, coach student reading habits. Provide positive reinforcement to encourage the use of strategies. Ask students to share their reflections on their reading practice and jot observational notes where useful for monitoring student progress.

Tips and Tools to Support Oral Reading Fluency with Students

Sometimes students need additional coaching, or tools, to support their reading tracking or self-monitoring while reading. There are many useful strategies and tools educators can use with students. A few common strategies include:

- **Coaching for visual tracking:** Prompt students to use a finger or pencil to point to the words and track the text as they read, or use a sticky note or index card to help them build skills for reading line over line.
- **Accommodating visual tracking:** Provide enlarged text and spacing as an accessibility accommodation for students with visual tracking difficulties.
- **Prompting to use strategies:** Secondary students often have habits and routines as readers they will need to learn or unlearn around reading. Teachers can remind and encourage students to use their resources (e.g., error correction prompts) and strategies (e.g., re-reading text after correcting errors) to build their reading habits and muscle.
- **Providing tools:** Calculators to compute reading rate and accuracy or timers for peer-partner coaching use are both valuable tools for developing student skill and engagement.

Monitor the Effectiveness of the Intervention

Step 9: Analyze Student Progress

The ultimate goal of repeated reading practice is to improve student fluency and automaticity to facilitate reading comprehension. Monitor the effectiveness and impact of the oral reading practice by regularly collecting rate and accuracy data, as well as information about student prosody. After 6–8 weeks of practice, gather the data for review by individual educators or teams. To understand the broader trends in progress and the impact of the practice on other metrics, teams can analyze student progress on global reading measures, such as ELA assessments or benchmark reading assessments, alongside students' fluency data. For additional perspective, consider collecting and reviewing student feedback, including student perception of the intervention's impact on their skill development and confidence as readers, so student insights and needs are part of the data discussion.

Use the data gathered to adjust the approach to implementation and to guide additional staff training aligned to student and educator needs. Ongoing professional development for teachers might focus on using student fluency data to inform additional instruction and intervention planning, working around barriers to implementation, and leveling up the practice as routines and procedures are internalized.

Oct GL Test Used (K-8)	Oct WPM	1st Trimester Grade Level Recommendations & Status	Oct Accuracy
6	106	Needs additional support	94%
		Not enough data.	
6	100	Needs additional support	99%
1	82	Reading sufficiently on level tested	91%
6	154	Reading sufficiently on level tested	96%
6	110	Needs additional support	93%
6	114	Needs additional support	98%
3	90	Reading sufficiently on level tested	95%
6	115	Needs additional support	98%
6	114	Needs additional support	96%
6	121	Needs additional support	97%
6	131	Reading sufficiently on level tested	98%

Example Google Sheets tracker of student oral reading fluency used by Uncommon Charter High School

Reading with **prosody** means reading with expression — in other words, reading with appropriate phrasing, pausing, stress, and intonation. While rate and accuracy can be calculated easily, measuring prosody requires more teacher discretion. A **fluency rubric** can be a helpful way to quantify prosodic reading.

Practice Snapshot

EXPLORING ADDITIONAL SETTINGS FOR REPEATED READING

While teachers at Noble Schools are successfully implementing a reading fluency protocol in a co-taught World History course, repeated reading interventions can be implemented in a variety of instructional settings.

Uncommon Charter High School

Val and Giovanni, teachers at Uncommon Charter High School in Brooklyn, New York, include a structured reading fluency protocol in their Academic Prep class, a reading intervention class for 9th grade students with reading disabilities. Academic Prep is designed to build the foundational reading skills necessary for meaningful engagement with grade-level content and texts.

To create a cohesive experience for the students in the class, Val and Gio use the same text for each of the instructional activities within their daily lesson structure. Students read the passage with partners several times, providing feedback, and calculating and graphing a reading rate. While partners engage in the protocol, Val and Gio circulate to listen in and help students as needed. In the context of the Academic Prep course, the fluency protocol serves both to build reading fluency, and to set students up to engage in additional reading work with the same passage, including word study and vocabulary.



As a result of the reading intervention, which includes the reading fluency protocol, four of the five students in the Academic Prep course identified as needing additional fluency support at the beginning of the year increased their reading fluency between October and May. The average increase in reading fluency rate for these four students was 20 CWPM.

Green Dot Public Schools

Green Dot Public Schools in Los Angeles, CA, embeds small group reading fluency support for students with disabilities into their Read 180 reading intervention class and other small group or 1:1 settings throughout the day. Within the Read 180 class, Green Dot identifies a subset of students who may benefit from explicit fluency support in addition to the interventions provided in Read 180. (See ***Guiding Literacy Interventions Through Tiered Assessment*** for an in-depth description of Green Dot's identification process.)

The selected students work with an instructional aide for approximately 15 minutes of their Read 180 block three days per week. On the first day, the students are timed for a cold read of the passage selected for the week. Over the course of the three days, they read the passage several times and receive feedback on errors. At the end of the third day, they are timed on a hot read and their progress is graphed.

Early data indicates that this approach is yielding strong results. Of students participating in the supplemental fluency intervention (in addition to the Read 180 class) 75% made progress in their oral reading fluency over the course of the 2022–23 school year, with half of students increasing their oral reading fluency rates more than 30%. The team continues to monitor progress weekly, as well as on **6-week cycles**, to ensure that teachers can rapidly adapt their approaches and that students who have made sufficient progress are exited from the intervention.



Summary

English Language Arts standards for secondary students ask readers to engage in deep meaning-making work with complex texts. Still, many students enter our middle and high schools not having had the opportunity to develop the foundational reading skills necessary to engage in this work. This problem is particularly pronounced for Black and Latinx students, students experiencing poverty, and students with disabilities. Many of these readers are able to apply phonics decoding skills to sound out words, yet reading grade-level connected text is a slow, laborious process that commandeers much of their working memory capacity while reading, leaving little availability for meaning-making processes.

Encouragingly, decades of research suggest that explicit strategies to develop reading fluency — including repeated reading, partner reading, and goal setting with progress monitoring — positively impact reading fluency, which in turn leads to improved reading comprehension. These evidence-based practices are a critical component of a comprehensive plan for reading intervention in middle and high schools. Implementing a structured protocol for reading fluency has strong potential to improve student proficiency and automaticity in reading, ultimately providing greater and more equitable access to grade-level instruction and rich, complex texts for all students.

FURTHER LEARNING

"What Texts to Use to Teach Fluency?"

TIMOTHY SHANAHAN

2023 Plan

and

Accompanying Powerpoint Presentation

PLANNING MULTI-TIERED READING INTERVENTIONS AT GREEN DOT PUBLIC SCHOOLS



BUILDING ORAL READING FLUENCY IN SECONDARY READERS

Appendix

How to Measure

When implementing oral reading fluency interventions to support students in middle and high school, the following measures are most essential:

PRIMARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process (utilization)	Intervention schedule	Is the protocol taking place at least 3 days/ week? Yes / No	Number of days in a week that the protocol is implemented	Reading fluency intervention takes place at least 3 days/ week	
Outcome	Student tracker of “cold” and “hot” reads of a passage	Did the student’s reading rate increase after engaging in the fluency protocol? Yes / No	Increase in words read correctly in one minute on the passage used for the fluency protocol	Students increase by 30 correct words per minute or more after 3–5 readings	A “cold” read is the first time a student reads a passage, and a “hot” read is a timed reading after the student has practiced the passage several times.
Outcome	Correct words per minute on Oral Reading Fluency Curriculum-Based Measurement (ORF CBM)	Is the student reading rate and/or accuracy improving as a result of engaging in the fluency protocol?	Increase in words read correctly in one minute on a criterion referenced CBM passage	Students increase at a rate that is more accelerated than the norm	While a “cold” and “hot” read will indicate if a student increases their fluency on a passage after practicing that specific passage, an external ORF CBM will indicate whether they are transferring those skills to other texts.

Additional measures can guide a team to know whether the reading fluency protocol is leading to the desired improvements for students:

SECONDARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Outcome	ORF CBM and/ or Universal Screening Scores	What percentage of students in the intervention are making sufficient progress to discontinue the intervention?	Quarterly, some students demonstrate progress on assessment tools and no longer require intervention.	Student growth data is allowing students to exit the intervention after one or more intervention cycles.	Monitor the effectiveness of the intervention at both the individual student level and the cohort level to track student movement into and out of the intervention over time.
Process (useability)	Teacher perception data	Do teachers feel they have the knowledge and skills needed to effectively implement the protocol?	After training and coaching, teachers report confidence in their ability to implement the protocol as designed.	100% of teachers report feeling confident in implementing the protocol as designed.	
Process (utilization)	Student participation	Are students participating in the fluency protocol?	Percentage of students who engage in the steps of the fluency protocol.	100% of students participate in the steps of the fluency protocol.	It can be expected that some students may be reluctant to participate in a new instructional protocol initially, but the goal is to build engagement over time.

PRACTICE TOOL

Repeated Reading Protocol

Spark Educational Consulting 3-Day Fluency Instruction Task Card

Day 1 (~10 minutes)

1. Students conduct “cold read,” calculate rate, and graph progress.
   - Depending on group size, options include: the teacher times the student, a partner times the student, or the student times her/himself.
2. The teacher previews and model reads the passage.
   - Prompt the students to listen for expression and prosody — e.g.: “Good readers do not read word by word with one tone of voice, like a robot. They read with expression and in phrases, or meaningful chunks of words. As I read this passage, notice how I read in phrases, how I vary my tone, and how I pause at the end of sentences.”
   - Model making a prediction for reading based on a preview of the passage — e.g. “Previewing before I start reading can help me better understand what I’m reading. This passage is about...I wonder if I will learn about...”
3. Ask students to share what they noticed about the reading, and/or what they learned from the text.
4. Chorally read the passage. Explicitly notice and comment on expressive and prosodic reading.

Day 2 (~10 minutes)

1. Provide a review of the passage and reinforce the “why” — good readers read accurately, quickly, and with expression, and fluent readers are better able to pay attention to and understand what they are reading.
2. Echo read the passage.
   - The teacher reads a sentence, modeling expression and prosody, and students chorally read (“echo”) the sentence. Repeat for the full passage.
3. Pair students for partner reading of the passage.
   - Students will either be the reader or the coach.
   - The job of the reader is to read accurately, quickly, and with good expression.
   - The job of the coach is to listen for the reader’s mistakes, help with hard words, and give feedback. Types of mistakes and corrective feedback include:
     - Mistake: Saying the wrong word; Correction: Point to the word, provide the correction, and ask the reader to read the sentence again.
     - Mistake: Getting stuck on a word (more than ~3 seconds); Correction: point to the word, say the word, ask the reader to say the word, and ask the reader to reread the sentence.
     - Mistake: Skipping a word; Correction: Tell the reader a word was skipped and ask the reader to re-read the sentence.
     - Mistake: Adding an extra word; Correction: Tell the reader a word was added and ask the reader to re-read the sentence.
     - Students read the passage through one time, switch roles and read again.

Spark EDUCATIONAL CONSULTING

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Day 3 (~10 minutes)
1. Provide a review of the passage and reinforce the “why” — good readers read accurately, quickly, and with expression, and fluent readers are better able to pay attention to and understand what they are reading. 2. Students individually read the passage quietly aloud 3–5 times. – It is important that students are reading aloud at this phase as silent reading will have less impact on oral reading fluency. 3. When students feel ready, they conduct their “hot read,” calculate their rate, and graph their progress. If the oral reading fluency goal was met, celebrate student success.

Notes

1 Hudson et al., “The Complex Nature of Reading Fluency”

2 Torgesen and Hudson, “Reading Fluency: Critical Issues”; Stecker et al., “Toward Understanding Oral Reading Fluency”

3 Honig et al., *Teaching Reading Sourcebook*

4 Perfetti and Lesgold, “Coding and Comprehension”

5 Chard et al., “A Synthesis of Research”

6 Gilmour et al., “Are Students With Disabilities Accessing the Curriculum?”

7 Torgesen and Hudson, “Reading Fluency: Critical Issues”; Stecker et al., “Toward Understanding Oral Reading Fluency”

8 Furey and Loftus-Rattan, “Actively Involving Students”; Honig et al., *Teaching Reading Sourcebook*; Southward and Goo, “Repeated Reading”

9 Eunice Kennedy Shriver National Institute of Child Health and Human Development, *Report of the National Reading Panel*, 3-15–3-20; Chard et al., “A Synthesis of Research”; Meyer and Felton, “Repeated Reading”

10 Stevens et al, “The Effects of Reading Fluency Interventions”

11 Southward and Goo, “Repeated Reading”

12 MetaMetrix, “About Lexile® Measures for Reading

13 Stahl, “Vocabulary Development”

14 Cole et al., “Engaging English Language Learners”

15 Furey and Loftus-Rattan, “Actively Involving Students”

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