

Fluency Intervention Strategy – Repeated Reading

For: Any student in Grades 1 and up who is below benchmark/target on the AIMSweb Oral Reading Fluency CBM and/or who exhibits fluency issues as determined by running records or another fluency measure.

Materials: a selection of reading passages at the student’s independent reading level (**Passages may be obtained from the school’s Title I or AOM program.**), teacher copies of the same reading passages, timer, graph (attached), colored pencils

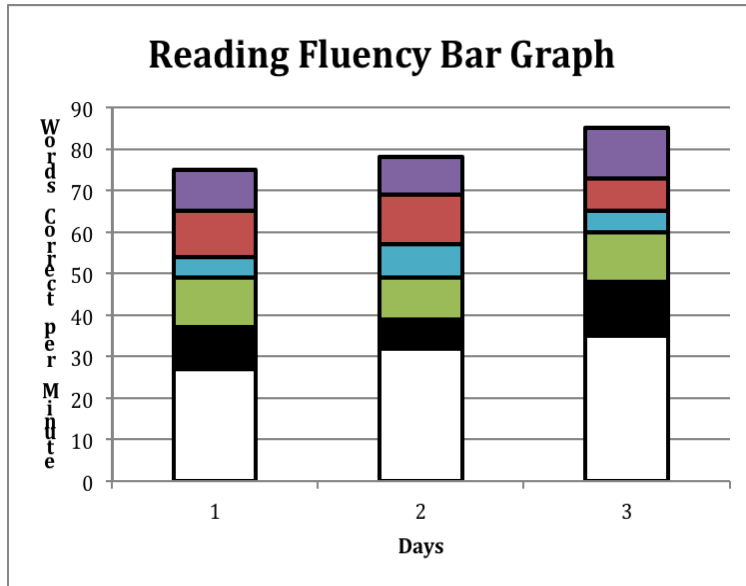
Recommended Duration and Frequency: This intervention should be conducted at least 3-5 times per week for at least 10 -15 minutes. Monitor the student’s progress once a week or twice monthly using the AIMSweb ORF-CBM assessment. When the student’s score is at the benchmark/target **on grade level passages** for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, the intervention may be discontinued.

Steps for Intervention:

1. Before beginning the intervention, set a “words correct per minute” reading goal for the student. Most often, the goal will be the grade level target as indicated by AIMSweb norms (found on the AIMSweb website), but in the case of very dysfluent readers, the goal may be somewhat lower.
2. Determine a student’s independent reading level. You can do this by having the student read sample passages at a variety of increasingly difficult levels until you find the highest-level passage where the student still achieves at least 96%+ word accuracy in Levels A – K or 98%+ word accuracy in Levels L – Z with acceptable comprehension. If comprehension is difficult for the child even when word accuracy is at an independent level, especially if the passage is at or near grade level, a comprehension intervention may also be indicated.
Building Title I programs each also have a leveling assessment system. Contact them to see if this assessment has already been completed for the student.
3. Give the student a passage at his/her independent level, sharing with the student any background or introductory information s/he may need, if necessary. Have the student read the passage orally for one minute. While the student reads, record substitutions, omissions, or insertions on your copy. If the student makes an error and moves on, do not stop the student to correct the mistake. If the student struggles with a word for 3 seconds and doesn’t respond, tell the student the word and record it as an error. After one minute, mark the last word the student read. (Note: The student should be getting at least 96% word accuracy on the first timing in reading levels through K, and at least 98% word accuracy in reading levels L and above. If accuracy is lower, or if the student isn’t comprehending, the passage is probably too hard for a fluency intervention.)
4. Count up the words read correctly in one minute. Record on a bar graph in a color of your choice. (You may also record the number of errors the student made.)

5. Ask the student if s/he needs help with any words before s/he reads the passage again. You may also read the passage chorally with the student, untimed.
6. Time the student again for one minute on the same part of the same passage. Mark errors as before. Record on the bar graph the number of words read correctly by extending the initial bar in a different color. Repeat this step 3 or 4 more times, recording words correct per minute each time in a different color by extending the initial bar graph.

Sample of a repeated reading bar graph:



Interpretation: On Day 1, the student initially read 27 words correct per minute. On the second timing, the student read 11 more words, for a total of 38 words correct per minute. The student read the passage 6 times on Day 1, eventually achieving 75 words correct per minute.

7. Ask questions or have the student retell what was read after the last reading to ensure the student comprehends the passage. (Note: If the student appears to be reading without comprehending, have a conversation with the student about the purpose for reading and the importance of understanding what we read. If the student continues not to be able to retell or answer questions about passages, it is recommended that the fluency intervention be discontinued and replaced with a comprehension intervention.)
8. The next day, work with a new passage or a section of the old passage that the student has not yet read and follow the above steps.
9. When a student reads 3 passages at the same level on three consecutive days and hits his goal or target level **on the first reading** (“passes” the level), begin using passages at the next highest reading level. Continue moving up to higher passages as the student “passes” each level until a student reads and hits his target on grade level passages (such as AIMSweb probes at his grade level) on 3 consecutive days.

Fluency/Repeated Reading Intervention – Integrity Check

Interventionist: _____ **Date:** _____ **Grade Level:** _____ **Tier** _____
Integrity Monitor: _____

Descriptor - Student	Yes	No	N/A
Student is performing below benchmark on AIMSweb CBMs or other fluency measures.			
Student is in Grade 1 or above.			

Descriptor - Materials	Yes	No	N/A
Student has a passage to read.			
Interventionist has the identical passage as the student.			
Interventionist has a bar graph and colored writing tools to record student scores.			
Interventionist has a timer.			

Descriptor - Interventionist	Yes	No	N/A
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist has selected a passage at the student’s independent level.			
Interventionist has set an appropriate words-correct-per-minute target for the student.			
Interventionist has the student read his/her passage for one minute, counting words correct per minute and marking substitutions, omissions, and insertions, giving the child a word if he does not respond after 3 seconds but not correcting mistakes if the child continues reading after erring.			
After the initial reading, Interventionist either asks the students if s/he would like words from the passage pronounced, or chorally reads the passage with the student.			
Interventionist has the student re-read the same passage 4-5 more times, counting words correct per minute and marking substitutions, omissions, and insertions.			
After the last reading, Interventionist either asks the student to retell the passage or asks questions about the passage to check comprehension, ensuring that a comprehension intervention is not warranted.			
Interventionist records all words-correct-per-minute scores for each timing (error recording optional) correctly on the bar graph.			
Interventionist moves students into a higher level when the target or benchmark is achieved on initial readings 3 times consecutively.			
Interventionist monitors the student’s progress at least twice a month using the AIMSweb R-CBM oral reading fluency probes, and records progress on a graph or on the AIMSweb online system.			
Interventionist discontinues intervention when the student reaches his/her target on initial readings on grade level AIMSweb probes 3 consecutive times, or if the student continues to struggle with comprehension of the passages.			
Intervention is conducted for at least 10-15 minutes 3-5 times per week.			

Fluency/Repeated Reading Intervention Integrity Check Summary: _____ of _____ applicable components are observed.

Notes:

Repeated Reading Chart (Younger Students)

Target: _____ Level: _____

		Week 1				Week 2				Week 3				Week 4				Week 5				Week 6							
WORDS per MINUTE	120																												
	110																												
	100																												
	90																												
	80																												
	70																												
	60																												
	50																												
	40																												
	30																												
	20																												
	10																												
	0																												
	10																												
	9																												
E	8																												
R	7																												
R	6																												
O	5																												
R	4																												
S	3																												
	2																												
	1																												
	0																												

Student Name: _____ Interventionist: _____

