

Repeating Reading

Description:

Repeated reading is an intervention that utilizes the Nuclear Reading Intervention (NRI) to provide students with extra reading practice to improve reading fluency. NRI contains 12 lessons in each of grades first through fourth, with each lesson consisting of three passages (A, B, and C). One may have the child read one passage four times (ex. have the child read passage A four times), or read two passages with the children reading each twice. Both methods have been found to be effective.

Materials:

- ❖ Nuclear Reading Intervention (NRI) materials.
 - Passages for the child to read as well as passages for the adult to follow along.

Preparation:

- ❖ Use survey level assessment (ex. CBM) to determine the student's instructional reading fluency (i.e. words read per minute (WRPM)).
 - Words are subtracted if those words are considered incorrectly read. This includes substitutions, 3 second hesitations, skipped words, and words misread unless self- corrected within 3 seconds.
- ❖ Determine the lessons from the NRI that will be used for the particular child(ren) (i.e. determine age appropriateness and what implementation will be used (one passage four times or two passages two times each)).
- ❖ Set a desired time (about 30 minutes) for the students to practice the readings.

Steps in Implementing this Intervention:

Using One Passage:

Step 1: Hand the passage to the child and have him read it.

Step 2: Follow along on your copy, help the child with any tough words, and mark any words he gets incorrect.

Step 3: Repeat four times.

Step 4: Note the WRPM. Have him read a passage from another lesson to determine if the extra reading helped with his reading overall.

Using Two Passages:

Step 1: Hand the first passage to the child and have him read it.

Step 2: Follow along on your copy, help the child with any tough words, and mark any words he gets incorrect.

Step 3: Repeat two times.

Step 4: Note the WRPM.

Step 5: Give the child the second passage and have him read it twice as well.

Step 6: Have him read a passage from another lesson to determine if the extra reading helped with his reading overall.

Tips:

- ❖ If a student hesitate on a word for more than 3 s, the word should be provided to the student.
- ❖ Tokens can be used to encourage the child to read the passages.

Reference:

Ardoyn, S. P., McCall, M., & Klubnik, C. (2007). Promoting generalization of oral reading fluency: Providing drill versus practice opportunities. *Journal of Behavioral Education, 16*(1), 55-70.