

# REPEATED READINGS

## An Introduction

Repeated Reading is an instructional strategy used to support students in developing oral reading fluency. Students have multiple opportunities to practice the reading aloud of passages at their independent level, meaning they are able to read the text with at least 95% accuracy (Cahill & Gregory, 2011), and receive instructive feedback from their teacher. Teachers provide instructive feedback to the student as necessary, focusing on accurate word decoding, prosody (e.g., intonation), and rate of reading. The use of repeated readings enables students to develop reading fluency, as the repetitive process increases familiarity with the text as well as comprehension through multiple exposures (Samuels, 1979).

Teachers implement repeated readings in their classrooms using a variety of techniques, such as incorporating peer partners to listen as well as model passage reading. Teachers may also incorporate whole class and small group repeated readings by using poetry and plays (e.g., Readers Theatre) to gain fluency through repetition. However, when implementing repeated readings, research, indicates three core components to consider (Therrien & Kubina, 2006; What Works Clearinghouse, 2014):

1. Ensure students are paired with an appropriate tutor, who can provide helpful feedback.
2. Provide students with feedback regarding their accuracy, prosody, and rate, as well as any decoding errors before they reread the passage. Provide feedback during the read aloud as necessary, (modeling if a student omits a word or hesitates for more than 5 seconds; What Works Clearinghouse, 2014).
3. Students should continue reading passages until they have met the performance criterion.

### Repeated Readings Tips

- Find a relatively quiet location for repeated readings when working one-on-one with a student, or for students working with peer tutors.
- When selecting reading materials, give students a choice of reading passages to promote interest and motivation.
- Provide students with at least 3-4 opportunities to reread the passage (students may begin by choral reading of new text).
- Praise students for their efforts during the intervention.