

# REPEATED READINGS

## IMPLEMENTATION CHECKLIST

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Component	Check when completed	Comments
<b>Step 1:</b> Determine students are at the appropriate level for this intervention (see Intervention Grid).		
<b>Step 2:</b> Choose a format for implementing the intervention (e.g., small group; one-on-one with teacher, paraprofessional, or peer partner).		
<b>Step 3:</b> Select reading passages at the independent level and collect any additional supplies (e.g., data collection sheets, timer).		
<b>Step 4:</b> Begin implementing intervention by pairing student with a qualified partner (i.e., one who can give appropriate instructive feedback).		
<b>Step 5:</b> Set performance criterion.		
<b>Step 6:</b> Student reads the passage aloud and partner provides instructive feedback (e.g., decoding, prosody, and rate).		
<b>Step 7:</b> Graph progress.		
<b>Step 8:</b> Praise students' efforts.		
<b>Step 9:</b> Allot time for students to read passages until they have met the performance criterion.		
<b>Step 10:</b> Implement a repeated reading routine as part of reading instruction.		
<b>Additional Comments</b>		

Adapted from Therrien, W. J., & Kubina, R. M. (2006). Developing reading fluency with repeated reading. *Intervention in School and Clinic, 41*(3), 156-160.