Intervention Guide: Repeated Reading with Partners

Purpose

Objective: Students will increase reading rate (automaticity) when reading words in sentences and story passages using repeated reading (RR) strategies with peer support.

Skill area and need: Automaticity in reading fluency.

Preparation

Pre-assessment

- Determine need for intervention based on CBMreading grade-level screening assessment data (e.g., FAST Group Screening Report).
    - Use with students who have accuracy levels above 93% on grade-level CBMreading passages.

Progress Monitoring

- CBMreading

Time

- Conduct intervention 3-5 times per week for 10-15 minutes until student(s) attain appropriate automaticity in reading connected text (e.g., sentences, story passages, books) at grade level benchmark expectations (approximately 4-8 weeks).

Materials

- Prepared instructional reading passages
- *Partner Reading Rules* guide
- *Partner Word Correction* guide
- *Repeated Reading Log*
- Timer for teacher

Format

- Flexible grouping: whole class or large group; small groups or one-on-one (with modifications

Lesson Plan

- The instructional passages included in the materials are separated into two parts so that Part 1 is read on one day and then Part 2 is read on the following day. The passages are short so that students can read the story parts in about 2-3 minutes.
    - The teacher may opt to include a third day if less time per day for intervention is available in the schedule or use Part 1 and 2 in one day if there is more time.

Intervention Procedures

Prepare Materials

1. Identify appropriate reading passage for students. All students should be able to read passage with at least 93% accuracy.

   - Hand out materials, including (1) copy of the reading passage to each student (Part 1 for first day, and Part 2 for second day, (2) the *Partner Reading Rules*, (3) the *Partner Word Correction* guide and (4) the Repeated *Reading Log* sheet.
     - Option: create intervention folders for pairs and place passages and additional materials in folder each day and hand these out
   - Pick partners based on skill level before intervention is implemented. It may work to pick partners based on skill level before intervention is implemented (e.g., split class in half based on highest versus lowest performing readers and pair highest performing reader with the highest of the lowest performing readers).

Explain the Activity

2. Explain the activity by providing the basic objective and what the activity includes (this step can be shortened when students become familiar with the intervention activity).

   - *"Today we will practice reading a story together. First, we will read the story together out loud. And then you will work with your assigned partner and practice reading the story to each other. Practicing reading helps us to become better readers."*
   - For first week, explain what practicing fluency means: *"Fluency means being able to read all words accurately with a good rate and good expression. It doesn't mean reading really fast. The goal is to be able to understand what you are reading."*

Model the Activity and Provide Guided Practice

3. The teacher reads the story with students reading along out loud. Read the entire story (Part 1 or Part 2) using appropriate intonation/expression and a moderate reading rate (try to read at a slightly slower rate or rate you would like students to read based on grade level).

   - *"Now we will read the story together. Please read with me out loud. Make sure to pay attention to any difficult words so that you will know how to read them when it's your turn to read to your partner."*
     - Option: read aloud with students for one minute and mark where the class stops reading. This can provide a guide for how many words correct per minute that you want your students to read. You can also tie in saying *"the class read ___ many words per minute the first read. How about each of you try reading ___ words correct per minute."*

4. Teach students how to complete the partner reading activity during the first week. Teach partners rules for reading (see Partner Reading Rules), including error correction

procedures (see Partner Word Correction Guide) and how to calculate correct words read per minute if needed.

- *"Now I want you to take turns reading with your partner. Partner 1 will read for one minute first while Partner 2 listens and follows along underlining/highlighting any words that are incorrect or skipped. Then Partner 2 will go through those words by each sentence and have Partner 1 reread each sentence with incorrect words in it. After that is done, then Partner 2 will read for one minute while Partner 1 listens and follows along doing the same procedure. After you both have read, each of you will read the story one more time. I will set the timer for each time you both read and give you time between each reading."*
    - o Model and teach each of these using a partner demonstration the first time and re-teach for the first week of implementation as needed to ensure students are following directions. After students learn the rules, this step can be skipped.

Provide Independent Practice

5. Students will read the story with their designated partner two times each while the teacher does the timing and walks around the groups to monitor each group and makes sure the timer is set each time with appropriate amount of time for students to calculate words read correct per minute and the error correction procedures in between the timed readings (i.e., provide about 2 minutes between timed readings).
    - Walk around room and check student groups to ensure they are following procedures. Provide immediate feedback for student groups when needed.
    - *"Partner __ will begin reading while Partner __ follows along when I say go. I will tell you when to stop at one minute (*listen for the beep)."*

6. After each read, the partner who is reading should write down the number of words read correct in their *Reading Log* for each time they read.
    - When timer stops say: *"Now count how many words your partner read correct and go over any incorrect words. Then write down the number of correct words in your Repeated Reading Log. I will tell you when to switch to let Partner __ read."*

7. If additional time is left, have students read Part 1 of story silently to self or have students read the entire story if students were on Part 2.

Additional Ideas

Procedure modifications or accommodations

- Provide additional support for readers with lowest accuracy. If needed, have adults (vs. a peer) work with these students one-on-one so these students feel comfortable reading.
- In small group, procedures can be modified so that the teacher provides the self-correction procedures for each student and each student takes a turn reading one after the other. This procedure generally works for 2-3 students but with 4+ students it may be easiest to pair them into groups with close teacher supervision as they complete the partner activity.
- For a classwide option, see how many more words were read correct from first read to second read with class (Sum all words read correct first read and second read) and keep track of this throughout the week on the board.
- If desired, choose stories or reading passages available through the core curriculum or what is available to read in the classroom (leveled story books). These may provide an additional level of engagement if students are able to have some choice in picking what book they want to read (e.g., pick out three book choices and let class choose which one to read that week). You will have to decide how many pages the students will read (count words and approximate how much students can read in 2-3 minutes).
- If less time is available per day, consider splitting the activity into smaller parts. For example:
  - Day 1 - teacher and class read Part 1 of passage and then both students read Part 1 of story one time
  - Day 2 – Students read Part 1 of story two additional times and track words read correct per minute
  - Day 3 – teacher and class read Part 2 of passage, then both students read Part 2 one time each
  - Day 4 – Students read Part 2 of story two additional times and track words read correct per minute (if time, have each partner read Part 1 and Part 2)

More Generalized Practice Ideas

- For additional engagement activities, consider having students predict what might happen in the second part of the story on Day 2 as a comprehension activity prior to reading it aloud to everyone or have students draw a picture of what they think may happen in the story.
- After each student reads, consider having students retell partner what they remember about the story.