

Subject Area: English/Language Arts (Reading/Literature)

Grade Levels: Primarily K-6, but can be used K-12

Title of Instructional Method, Strategy, or Approach: Repeated Reading

Description of Instructional Method, Strategy, or Approach:

After becoming familiar with reading material, students read it repeatedly. This allows them to become familiar with the text, which allows them to become faster, more accurate (fluent) readers. Fluency is the ability to read text quickly and accurately (Wolf, 2006). Several studies show that repeated reading is an effective technique for teaching reading fluency (Therrien, 2004). Additionally, this method facilitates reading comprehension (Therrien, 2004).

References:

Therrien, W. (2004). Fluency and Comprehension Gains as a Result of Repeated Reading: A Meta-Analysis. *Remedial and Special Education* 25(4), 252-61.

(2002). Fluency: Instructional Guidelines and Student Activities. *Texas Education Agency*. Retrieved January 13, 2007 from <http://www.readingrockets.org/article/3416>.

Wolf, M. (2006). Teaching Fluency. Retrieved January 14, 2006 from <http://content.scholastic.com/browse/article.jsp?id=4466>.

“How-To” Information:

According to the article Fluency: Instructional Guidelines and Student Activities (2002), teachers should prepare students for repeat reading by:

- Provide students with opportunities to read and reread aloud a range of stories and informational texts at the students’ independent reading level.
- Provide them with opportunities for reading on their own, partner reading, or choral reading.
- Model fluent reading, and then have students reread the text on their own.

- Introduce new or difficult words to students, and practice reading these words with them before they read on their own.
- Students should hear a variety of texts of various lengths, forms, and genres read to them fluently and with expression.

After the students are familiar and comfortable with the material, they should practice reading it aloud, repeatedly. They can do this in several ways including:

- **Partners-** students pair up and read to each other
- **Round Robin-** students (small groups with supervision or whole class) take turns reading passages aloud
- **Individually to an adult-** students read to an adult. The adult can take data, if desired.
- **Choral reading-** individually or as a group, students read along with an adult
- **Tape Assisted Reading-** individually or as a group, students read along with a tape, CD, or digital sound file
- **Reader's Theatre-** Students read from a script derived from a book and perform for their classmates

Research shows all of these methods to be effective in increasing reading fluency (Therrien, 2004). They also increase reading comprehension.

Periodically, the teacher or another trained individual should time the rate of students' oral reading and record information about each student's fluency, including both reading rate and accuracy. Note how the students improve over time. This provides valuable assessment data.

Implications for Practice/Other Considerations:

- Students must be able to read independently before fluency can be developed
- Can be time consuming
- Some activities require more than one adult to supervise and guide them, especially for young students

- Should use literature that students find interesting
- Should use a variety of forms of text such as stories, textbooks, poems, essays, or any other material that the students read at their grade level
- Fluency is usually worked on the most in elementary school. This method works best for children in grades K-6, but is also effective with older students (Therrien, 2004).
- Social skills are necessary for many of the activities described.
- Also helps comprehension

Additional Links:

<http://www.busyteacherscafe.com/units/fluency.htm>

http://www.nifl.gov/partnershipforreading/publications/reading_first1fluency.html

http://reading.uoregon.edu/flu/flu_teach.php

<http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac12e.pdf>

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