Fluency Intervention Strategy – Repeated Reading with Comprehension

For: Any student in Grades 1 (mid-year and up) and higher who is below benchmark/target on the AIMSweb Oral Reading Fluency CBM and/or who exhibits fluency and comprehension issues as determined by running records or another reading measure.

Materials: a selection of reading passages at the student's independent reading level (**Passages may be obtained from the school's Title I or AOM program.)**, teacher copies of the same reading passages, timer, graph (attached), colored pencils

Recommended Duration and Frequency: This intervention should be conducted at least 3-5 times per week for at least 10 -15 minutes. Monitor the student's progress once a week or twice monthly using the AIMSweb ORF-CBM assessment. When the student's score is at the benchmark/target **on grade level passages** for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, the intervention may be discontinued.

Steps for Intervention:

1. Before beginning the intervention, set a "words correct per minute" reading goal for the student. Most often, the goal will be the grade level target as indicated by AIMSweb norms (found on the AIMSweb website), but in the case of very dysfluent readers, the goal may be somewhat lower.

2. Determine a student's independent reading level. You can do this by having the student read sample passages at a variety of increasingly difficult levels until you find the highest-level passage where the student still achieves at least 96%+ word accuracy in Levels A – K or 98%+ word accuracy in Levels L – Z with acceptable comprehension. If comprehension is difficult for the child even when word accuracy is at an independent level, especially if the passage is at or near grade level, a comprehension intervention may also be indicated. **Building Title I programs each also have a leveling assessment system. Contact them to see if this assessment has already been completed for the student.**

3. Give the student a passage at his/her independent level, sharing with the student any background or introductory information s/he may need, if necessary. Have the student read the passage orally for one minute.   While the student reads, record substitutions, omissions, or insertions on your copy. If the student makes an error and moves on, do not stop the student to correct the mistake. If the student struggles with a word for 3 seconds and doesn't respond, tell the student the word and record it as an error. After one minute, mark the last word the student read. (Note: The student should be getting at least 96% word accuracy on the first timing in reading levels through K, and at least 98% word accuracy in reading levels L and above. If accuracy is lower, or if the student isn't comprehending, the passage is probably too hard for a fluency intervention.)

4. Count up the words read correctly in one minute. Record on a bar graph in a color of your choice. (You may also record the number of errors the student made.)

5. Give feedback to the student regarding words missed. Have students re-read the sentences containing the missed words.

6. Tell the student s/he will be reading the passage a second time, and when finished, you will be asking "who or what the passage is about". Time the student again for one minute on the same part of the same passage. Ask the student to describe who or what the passage is about. Praise if response is appropriate, or model a response if not appropriate. Mark errors as before. Record on the bar graph the number of words read correctly by extending the initial bar in a different color.

7. Now tell the student s/he will be reading the passage a third time, and when finished, you will be asking what the "most important thing s/he learned (about the who or what, or about the passage in general). Time the student again for one minute on the same part of the same passage. Ask the student to describe the most important thing s/he learned. Praise if response is appropriate, or model a response if not appropriate. Mark errors as before. Record on the bar graph the number of words read correctly by extending the initial bar in a different color.

8. Now tell the student s/he will be reading the passage one more time, and when finished, you will be asking the student to "predict what the rest of the passage will be about". Time the student again for one minute on the same part of the same passage. Ask the student to predict what will happen in the rest of the passage. Praise if response is appropriate, or model a response if not appropriate. Mark errors as before. Record on the bar graph the number of words read correctly by extending the initial bar in a different color.

9. Chorally read the remainder of the passage with the student, pushing the pace slightly. Then ask the student if his/her prediction was accurate. Model a response if the student's is not appropriate. Ask the student to share anything else s/he found interesting about the passage, or ask if the passage reminded him/her of anything. Reinforce appropriate reading behaviors you noticed in the student (i.e. expression or phrasing).

Sample of a repeated reading bar graph:
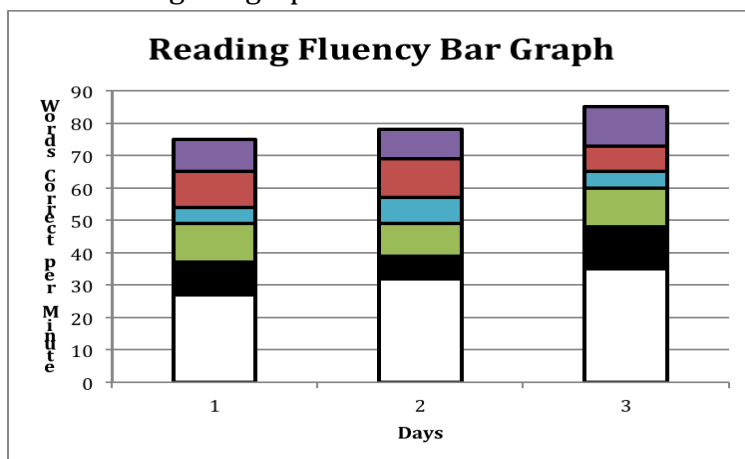
Interpretation: On Day 1, the student initially read 27 words correct per minute. On the second timing, the student read 11 more words, for a total of 38 words correct per minute. The student read the passage 6 times on Day 1, eventually achieving 75 words correct per minute.

10. The next day, work with a new passage or a section of the old passage that the student has not yet read and follow the above steps.

11. When a student reads 3 passages at the same level on three consecutive days and hits his goal or target level **on the first reading** ("passes" the level), begin using passages at the next highest reading level. Continue moving up to higher passages as the student "passes" each level until a student reads and hits his target on grade level passages (such as AIMSweb probes at his grade level) on 3 consecutive days.

Fluency/Repeated Reading with Comprehension Intervention – Integrity Check

Interventionist:_____ **Date:**_____ **Grade Level:**_____ **Tier**_____

Integrity Monitor:_____

Descriptor - Student	Yes	No	N/A
Student is performing below benchmark on AIMSweb CBMs or other fluency measures.			
Student is in Grade 1 or above.			

Descriptor - Materials	Yes	No	N/A
Student has a passage to read.			
Interventionist has the identical passage as the student.			
Interventionist has a bar graph and colored writing tools to record student scores.			
Interventionist has a timer.			

Descriptor - Interventionist	Yes	No	N/A
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist has selected a passage at the student's independent level.			
Interventionist has set an appropriate words-correct-per-minute target for the student.			
Interventionist has the student read his/her passage for one minute, counting words correct per minute and marking substitutions, omissions, and insertions, giving the child a word if he does not respond after 3 seconds but not correcting mistakes if the child continues reading after erring.			
After the initial reading, Interventionist provides error correction for the words missed.			
Interventionist has the student re-read the same passage 3 more times, counting words correct per minute and marking substitutions, omissions, and insertions.			
For the second, third, and fourth readings, Interventionist asks the student the question as indicated in the directions (2nd reading – Who or what the passage is about, 3rd reading – the most important thing learned, and 4th reading – a prediction of what the rest of the passage will be about). Interventionist models an appropriate response if one is not received from the student.			
Interventionist records all words-correct-per-minute scores for each timing (error recording optional) correctly on the bar graph.			
Interventionist moves students into a higher level when the target or benchmark is achieved on initial readings 3 times consecutively.			
Interventionist monitors the student's progress at least twice a month using the AIMSweb R-CBM oral reading fluency probes, and records progress on a graph or on the AIMSweb online system.			
Interventionist discontinues intervention when the student reaches his/her target on initial readings on grade level AIMSweb probes 3 consecutive times, or if the student continues to struggle with comprehension of the passages.			
Intervention is conducted for at least 10-15 minutes 3-5 times per week.			

Fluency/Repeated Reading Intervention Integrity Check Summary:_____ of _____ applicable components are observed.

Notes:

Repeated Reading Chart (Younger Students)

Target:_____   Level:_____

		Week 1					Week 2					Week 3					Week 4					Week 5					Week 6				
	120																															
W	110																															
O	100																															
R	90																															
D	80																															
S	70																															
per	60																															
M	50																															
I	40																															
N	30																															
U	20																															
T	10																															
E	0																															
	10																															
	9																															
E	8																															
R	7																															
R	6																															
O	5																															
R	4																															
S	3																															
	2																															
	1																															
	0																															

Student Name:_____   Interventionist:_____

Repeated Reading Chart (Older Students)

Target:_____   Level:_____

		Week 1					Week 2					Week 3					Week 4					Week 5					Week 6				
W	190																															
O	180																															
R	170																															
D	160																															
S	150																															
per	140																															
M	130																															
I	120																															
N	110																															
U	100																															
T	90																															
E	80																															
	70																															
	60																															
	50																															
	40																															
	30																															
	20																															
	10																															
	0																															
	10																															
	9																															
E	8																															
R	7																															
R	6																															
O	5																															
R	4																															
S	3																															
	2																															
	1																															
	0																															