

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


## Repeated Reading

PLAN

**Component:** Fluency

**Instructional Activity:** Repeated Reading

**Materials Needed:** teacher and student copies of previously read text

 **Approximate Time:**  
5 minutes

- Individual
- Small Group
- Large Group

OBJECTIVE

**State the objective(s):**

We have been reading (insert title of text) together. In this lesson, we are going to work on rereading this text to practice our fluency. To read a text fluently you may need to reread it multiple times. It's important to remember that good readers always reread for different purposes. Today's purpose is to work towards readers being able to read the words correctly and at an appropriate rate while using proper intonation, phrasing, and expression.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary:** *Set up the tools needed to succeed.*

There are three areas to focus on when working on increasing your fluency. We want to remember to read at a speed that feels comfortable for ourselves and our listeners, maintain accuracy with each word, and pay careful attention to punctuation and clues within the text to assist us with reading expression.

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

I DO IT!

**I do it! – Demonstrate:** *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Distribute previously read, aligned text prepared for teacher and student.

**Watch and listen as I reread (insert text title) we have been working on together. Pay attention to the speed and expression I use as I read. I'm going to pay close attention to the punctuation in the text to determine the appropriate expression throughout reading.**

Teacher reads a sample of, or the whole text to the students.

After reading reflect with the students:

- **What did you notice about how I read (insert text title)?**
- **Did the speed of the reading feel comfortable to listen to and allow you to understand the text?**
- **Did I use appropriate expression?**

*Teacher Tip: If students need guided instruction on using punctuation to read with expression, select sentences or phrases from the aligned text to review. Point out the punctuation in the sentence stating: **I notice this sentence ends with a \_\_\_\_ . How should I read this sentence?**" Read the sentence or phrase using varying expression. Review the correct expression based on the punctuation used.*

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WE DO IT!

**We do it! - Provide guided practice:** *Provide opportunities for students to practice as a group with teacher scaffolding. Provide immediate and specific feedback.*

**Let's try it together. Remember to focus on reading with a comfortable speed and good expression.**

Teacher and students read the text together.



If students need support with:	Then try this:
Reading the text with expression	Select sentences or phrases from the text to discuss the punctuation and phrasing. Read the selection in multiple different ways to enable students to hear how the text is intended to be read.

YOU DO IT!

**You do it! - Provide independent practice:** *Provide individual students with multiple opportunities to practice independently, provide feedback as needed.*

**Now it is your turn! Remember to try your best to read each word correctly, pay close attention to the punctuation, and use a speed that feels comfortable for you.**

Student reads the text to the teacher, redirecting and providing feedback as needed.

*Teacher Tip: You may want to time the student reading to progress monitor, utilize an oral reading fluency measure to track accuracy and rate, and/or utilize a rubric to monitor prosody. Determine the purpose of the student rereading prior to conducting an informal assessment.*



If students need support with:	Then try this:
Maintaining appropriate rate	Select chunks of the text to focus on rereading at the appropriate rate.

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### ASSESS

**Assess students (formally or informally):** *Determine the level of mastery for the stated objective.*

Observe the student as they read, scaffold, or correct all errors, and provide specific feedback. Determine if an informal rate, accuracy, or prosody assessment is appropriate for the individual student.

### ENRICH/EXTEND

**Enrichment/Extension:** *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate ease with rereading the selected text, check for accurate comprehension of the text using a graphic organizer, discussion of the text, or comprehension questions.

### SCAFFOLD

**Additional Scaffold:** *Provide scaffolded opportunities for students who need more support.*

For students experiencing difficulty with guided instruction in rereading, consider providing explicit instruction of the spelling patterns used with the text. Provide the student with opportunities to encode and decode words within the text as well as words not within the text that follow the same spelling pattern.

*Teacher Tip: If a student is having continued difficulty with fluency, consider assessing the students' decoding as this could be an indicator of a need for intensified decoding instruction.*