

Repeated Reading Exercises

Introduction: The repeated reading exercises are useful to teach students who have difficulty with **RAN** (Rapid Automatic Naming) tasks on assessments such as **CELF-4** or the **PAL**. The aim of the repeated readings exercises is for students, who have difficulty with RAN tasks, to increase their reading and reading fluency speed.

The repeated reading lessons are focused on students having access to the same story and related words, phrases and text on a repeated and consistent basis. The following exercises have been adapted from the **University of Minnesota Early Success: Intervention Program**.

Book Selection

Select a book that is at the child's reading level, but not a book that a child finds *too* easy to read. **Best texts to use are good picture books that can be read in one session.** Use a '*guesstimate*' to select a book that is a *little* difficult for the child to read independently, but not difficult to the point where the child miscues much of the text.

Once the book has been selected have the student read the text out loud and note the number of *miscues* and the *time* it has taken for the student to read the text. *This information becomes important when you retest the child at the end of the week.*

Repeated Reading Sequence

The Method of Repeated Reading is recommended to be run over the course of a single school week, or 5 days. The student's task is to focus attention on *one* text for the 5 days. The repeated readings need to be focused and consistent to produce the best results.

Repeated Reading Exercises

- Day 1:** The teacher reads the entire story at a moderate speed level to the student using their finger to scan over the text. (*fingerpoint reading*) The teacher then rereads the story while the student traces *their* own finger over the text. (*This does require some active monitoring from the teacher.*)
- Day 2:** The teacher and student reread the same story together. That is, the teacher reads a passage, and then the student reads a passage and so on. During this process *fingerpoint reading* can again be used to assist in reading the text. Any particularly difficult words can be noted and highlighted by the teacher, and the word's meaning discussed.
- Day 3:** The student is encouraged to silently read the story to him/herself. The student should reread the story silently several times over the course of the day.
- Day 4:** Working in tandem with the teacher and other students, the student rereads the story several times throughout the school day. The student is also encouraged to take the book home and reread the story out loud to his/her parents.
- Day 5:** The student reads the same story to the teacher who notes the number of miscues and reading speed and then compares the results to the *pre-test scores* from the beginning of the week. If the student has made progress, be sure to praise his/her efforts and chart any improvement.

The same process can be continued the following week after selecting another text at the appropriate reading level.