

## *Intervention Planner for Academics: Reading Fluency Interventions*

This form provides descriptions of the selected intervention, a listing of research articles supporting the intervention ideas, and space for teacher notes.

<b>Academic Intervention Strategies</b>	<b>Research Citations</b>	<b>Teacher Notes</b>
<p>1. <b>READING FLUENCY: ASSISTED CLOZE.</b> Fluency is the goal of this reading intervention. Sessions last 10-15 minutes. The teacher selects a passage at the student's instructional level. The teacher reads aloud from the passage while the student follows along silently and tracks the place in the text with a finger. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage. Then the teacher continues reading. The process continues until the entire passage has been read. Then the student is directed to read the text aloud while the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer (whether during the assisted cloze or independent reading phase), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the current reading activity. Optionally, the teacher may then have the student read the passage again (repeated reading) up to two more times as the teacher continues to silently monitor and correct any errors or hesitations.</p>	<p>Ellis, W. A. (2009). The impact of C-PEP (choral reading, partner reading, echo reading, and performance of text) on third grade fluency and comprehension development. Unpublished doctoral dissertation, University of Memphis.</p> <p>Homan, S. P., Klesius, J. P., &amp; Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. <i>Journal of Educational Research</i>, 87(2), 94-99.</p>	
<p>2. <b>READING FLUENCY: CHORAL READING.</b> This simple strategy to build reading fluency can be used with individuals and groups of students. Sessions last 10-15 minutes. The teacher selects an engaging text at students' instructional or independent level. During choral reading sessions, the teacher or other fluent reader takes the role of 'lead reader', reading the passage aloud, while students also read aloud. Students are encouraged to read with expression.</p>	<p>Moskal, M. K., &amp; Blachowicz, C. (2006). <i>Partnering for fluency</i>. New York: Guilford Press.</p>	
<p>3. <b>READING FLUENCY: DUET READING.</b> This strategy targets reading fluency. Sessions last for 10-15 minutes. The teacher selects an engaging text at the student's instructional or independent level. During duet reading, the teacher and student alternate reading aloud from the passage one word at a time, while the teacher tracks the place in the passage with an index finger. As the</p>	<p>Gallagher, T. M. (2008). The effects of a modified duet reading strategy on oral reading fluency. Unpublished doctoral dissertation, University of Wisconsin-Madison.</p>	

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<p>student grows more accomplished, the teacher can change the reading ratio to shift more responsibility to the student: for example, with the teacher reading one word aloud and then the student reading three words aloud in succession. As the student becomes more familiar with duet reading, the teacher can also direct the student to track the place in the text. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.</p>		
<p>4. <b>READING FLUENCY: ECHO READING.</b> In this strategy to boost student reading fluency, the teacher selects a text at the student's instructional level. The teacher reads aloud a short section (e.g., one-two sentences at a time) while the student follows along silently. The student then reads the same short section aloud--and the read-aloud activity continues, alternating between teacher and student, until the passage has been completed. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.</p>	<p>Ellis, W. A. (2009). The impact of C-PEP (choral reading, partner reading, echo reading, and performance of text) on third grade fluency and comprehension development. Unpublished doctoral dissertation, University of Memphis.</p> <p>Homan, S. P., Klesius, J. P., &amp; Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. <i>Journal of Educational Research</i>, 87(2), 94-99.</p>	
<p>5. <b>READING FLUENCY: LISTENING PASSAGE PREVIEW.</b> This intervention targets student reading fluency in sessions of 10-15 minutes. The teacher selects a passage at the student's instructional level. The student is directed to follow along silently and track the place in the text with a finger while the teacher reads the passage aloud. Then the student is prompted to read the passage aloud as the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding</p>	<p>Guzel-Ozmen, R. (2011). Evaluating the effectiveness of combined reading interventions on improving oral reading fluency of students with reading disabilities. <i>Electronic Journal of Research in Educational Psychology</i>, 9(3), 1063-1086.</p>	

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<p>phrase that includes the error word, and then directs the student to continue reading. Optionally, the teacher may then have the student read the passage again (repeated reading) up to two more times as the teacher continues to silently monitor and correct any errors or hesitations.</p>	<p>Hofstadter-Duke, K. L., &amp; Daly, E. J. (2011). Improving oral reading fluency with a peer-mediated intervention. <i>Journal of Applied Behavior Analysis</i>, 44(3), 641-646.</p>	
<p>6. <b>READING FLUENCY: PAIRED READING.</b> This reading fluency intervention prompts the student to read independently with prompt corrective feedback. Each session lasts 10-15 minutes. The teacher selects an engaging passage at the student's instructional level. The student is told that the teacher and student will begin the session reading aloud in unison. The student is also told that, whenever the student chooses, he/she can give a silent signal (e.g., lightly tapping the teacher's wrist); at this signal, the teacher will stop reading aloud and instead follow along silently while the student continues to read aloud. In addition, the student is told that, if he/she hesitates for 3 seconds or longer or misreads a word when reading aloud independently, the teacher will correct the student and then resume reading in unison. The session then begins with teacher and student reading aloud together. Whenever the student commits a reading error or hesitates for 3 seconds or longer (during either unison or independent reading), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and resumes reading in unison. The teacher also praises the student for using the silent signal to read aloud independently and occasionally praises other aspects of the student's reading performance or effort.</p>	<p>Fiala, C. L., &amp; Sheridan, S. M. (2003). Parent involvement and reading: Using curriculum-based measurement to assess the effects of paired reading. <i>Psychology in the Schools</i>, 40(6), 613-626.</p>	
<p>7. <b>READING FLUENCY: REPEATED READING.</b> During 15-20 minute sessions, the student practices difficult words in isolation, reads the same passage several times to boost fluency, and tries to beat a previous fluency score. (1) <b>PREPARATION:</b> Before each session, the teacher selects a text within the student's instructional range long enough occupy the student for more than a minute of reading aloud and makes teacher and student copies. The teacher locates five challenge words in the passage to practice. (2) <b>GOAL-SETTING:</b> The teacher shows the student the performance graph</p>	<p>Begeny, J C., Krouse, H. E., Ross, S. G., &amp; Mitchell, R. C. (2009). Increasing elementary-aged students' reading fluency with small-group interventions: A comparison of repeated reading, listening passage preview, and listening</p>	

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<p>with his/her most recent repeated-reading score and encourages the student to beat that score; (3) PREVIEW CHALLENGING WORDS: The teacher introduces each of the passage challenge words: "This word is _____. What is this word?"; (4) INITIAL READ: The student is directed to read the passage aloud, to do his/her best reading, to start at the beginning of the passage [which the teacher points out] and to read until told to stop. Also, the student is told that--if stuck on a word--the teacher will supply it. While the student reads aloud, the teacher marks reading errors. At the end of one minute, the teacher says "Stop", marks the student's end-point in the text with a bracket, totals the number of words correctly read, plots that score on the student graph, and labels that graph data-point "1st reading". (5) FEEDBACK AND ERROR CORRECTION: The teacher shows the student his/her graphed performance. The teacher then reviews student errors. Pointing to each error word, the teacher says, "This word is _____. What is this word?" and has the student repeat the correct word three times before moving to the next. (6) MODELING: The teacher directs the student to read aloud in unison with the teacher while using a finger to track the place in the text. The teacher takes the lead, reading the entire passage aloud at a pace slightly faster than that of the student. (6) REPEAT STUDENT READS. The teacher has the student repeat steps 4 and 5 twice more, until the student has read the passage independently at least 3 times. If the student's fluency score on the final read exceeds that of the previous session, the teacher provides praise and perhaps incentives (e.g., sticker, points toward rewards).</p>	<p>only strategies. Journal of Behavioral Education, 18, 211-228.</p> <p>Lo, Y., Cooke, N. L. &amp; Starling, A. L. P. (2011). Using a repeated reading program to improve generalization of oral reading fluency. Education and Treatment of Children, 34(1), 115-140.</p>	
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