### 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.

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<th>Academic Intervention Strategies</th>
<th>Research Citations</th>
<th>Teacher Notes</th>
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As the 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.

4. READING FLUENCY: ECHO READING. 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.


5. READING FLUENCY: LISTENING PASSAGE PREVIEW. 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 phrase that includes the error word, and then continues the reading activity.

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<th>6. READING FLUENCY: PAIRED READING. 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.</th>
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<th>7. READING FLUENCY: REPEATED READING. 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) PREPARATION: 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) GOAL-SETTING: The teacher shows the student the performance graph 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.</th>
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