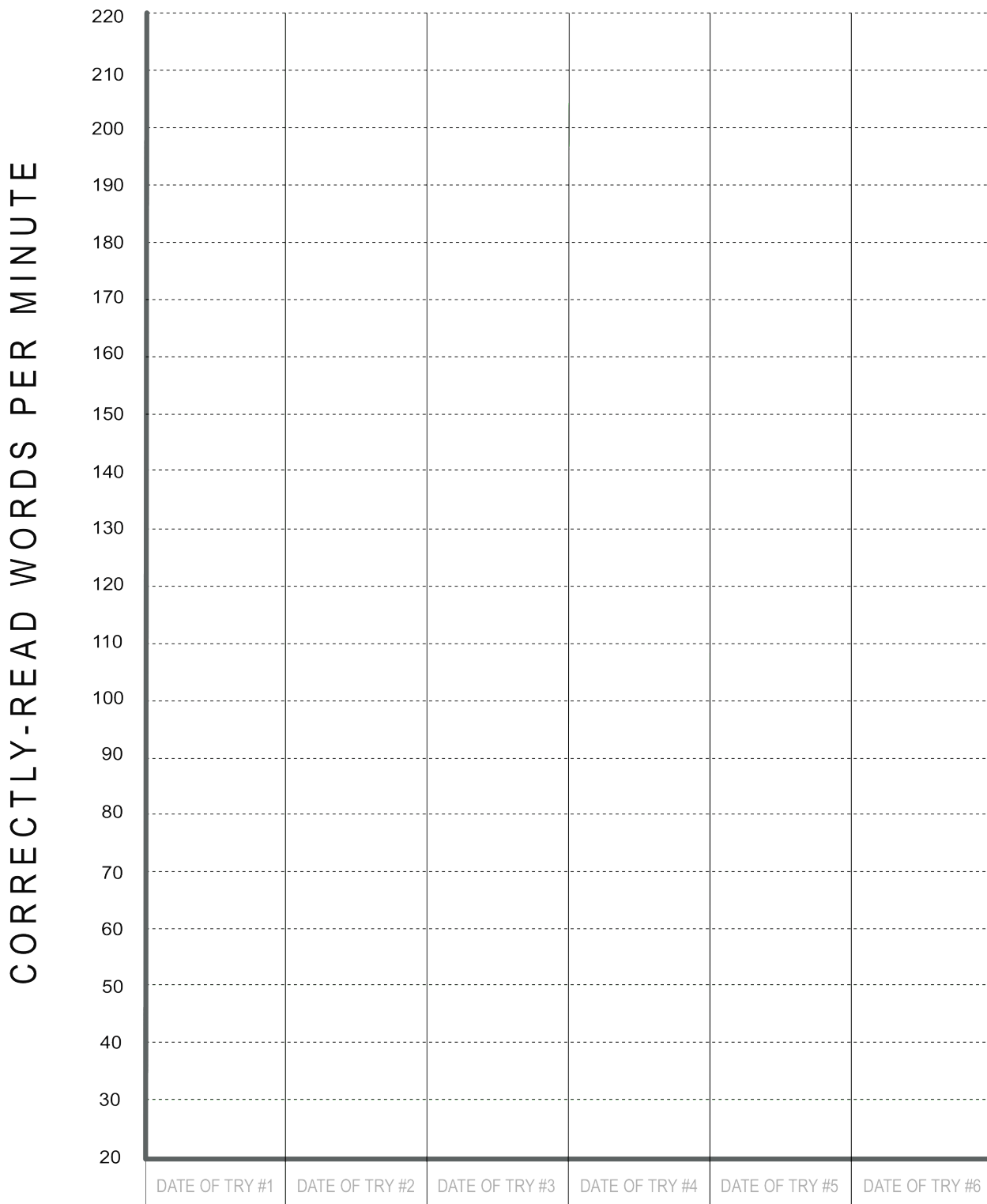


REPEATED READING GRAPH

Title & Author: _____



STEP-BY-STEP DIRECTIONS

Repeated Reading is a time-tested intervention for helping students to improve their reading rate. Research proves that a child's reading rate is closely associated with their ability to comprehend what they read.

1. Ask the student to select a passage of text that's at their instructional level. A good choice should be **just a little bit hard** to read! If necessary, offer help at this stage.
2. Practice is meant to take only a few minutes, so the passage should be no longer than a few hundred words in length. Make six copies of the passage with the beginning and ending sentences marked.
3. Count the exact number of words in the passage. If the text is available electronically, a tool such as www.wordcounttool.com may be useful. Many word processors also have word count functions. Note that some people prefer to omit one-letter words and printed numbers from the total. Either way, it is important to be consistent in how you count the number of words.
4. Using a stopwatch, record how long it takes the student to read the entire passage out loud. Listen carefully and make note of any errors (or observations) on one of the photocopies but do not interrupt the reading. If time permits, it can be helpful to review those errors and observations with the student.
5. To calculate their score, divide **the number of words read CORRECTLY** by **the total number of seconds read** and then multiply by 60. Round the result to the nearest whole number.
e.g: $194 \text{ words read} \div 122 \text{ seconds} \times 60 = 95 \text{ words per minute}$.
6. Have the student fill-out the chart on the opposite side of this page (i.e. title, author and date of first reading) and then graph their score in the first column. Again, offer help if necessary.
7. Instruct the student to practice reading the same passage out loud a couple of times each day. The reading can be done at a whisper level but it should be audible! (This can be done for homework.)
8. Over the next week or two, repeat steps four through six several times. Encourage continued daily practice. As time passes, direct instruction to remediate problems may be helpful. Additional practice with flash cards isolating the most difficult words may be valuable.
9. File the copies in date order in a duotang or binder. Over time, these charts can serve as a rich source of data for evaluation as well as tools for celebrating growth with the student.
10. The following table contains information that may be useful for evaluation and goal-setting.

Approximate Average Reading Rates							
Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
1	n/a	23	53	5	110	127	139
2	51	72	89	6	127	140	150
3	71	92	107	7	128	165	177
4	94	112	123	8	161	177	191

Source documents: www.readingrockets.org/content/pdfs/Hasbrouck-Tindal_chart.pdf and www.ldonline.org/article/6354/