

A Research-Based Repeated Reading Routine

Day 1: Introduction

- Student reads passage for the first time (**COLD READ**).
- Teacher assesses accuracy and reading rate...and then records information on a chart and/or a graph.

Adapted from Neuhaus: [Practices for Developing Accuracy & Fluency](#)

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Story #1: **New Glasses**

Jane got new glasses, but she didn't put them on. She didn't think she looked good in them, so she slipped them in the pocket of her jacket and ran to the park. She hopped and jumped and just had fun at the park. After it got dark, she went home. She took off her jacket and felt in her pocket. No glasses! Her glasses were not there. She ran back to the park. In the darkness she didn't see her glasses. She fretted and didn't get much sleep. In the morning, she ran to the park. There were her* glasses under a tree. Glad Jane skipped home with her glasses on.



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Repeated Reading Process

Day 2: FOCUS = Accuracy

- Teacher introduces a **Word Recognition Chart** with **irregular words** from the story.
- Student re-reads the passage orally.
- Teacher asks **Comprehension Questions*** at the end of the reading.

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RAPID WORD RECOGNITION CHART for *New Glasses*

new	put	were	there	some	glasses
glasses	some	there	were	put	new
there	put	new	were	some	glasses
some	new	put	glasses	there	were
there	glasses	new	some	were	put

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Repeated Reading Process

Day 3: FOCUS = **Punctuation**

- Review Word Recognition Chart.
- Student circles all of the **Punctuation Marks** in the passage.
- Student re-reads the passage orally...with attention to punctuation.

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Repeated Reading Process

Day 4: FOCUS = **Phrasing**

- Review Word Recognition Chart.
- Teacher helps the student “chunk” the sentences in the passage with **Phrasing Arcs**.
- Student re-reads the passage orally with attention to phrasing.

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Repeated Reading Process

Day 5: Focus = **Reassess** = **Hot Read**

- Teacher reassesses accuracy & rate and then records the information on a chart and/or a graph.
- Student should get feedback about his/her progress. Graphs depicting progress can really motivate a student to **practice** reading!

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