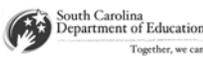


## Response to Intervention for Classroom Teachers in Grades 1–5

**Repeated Reading, Reading Conferences, and Word Study as Tier One Interventions**

March 9 or 11, 2010  
Intervention Specialists:  
Jane Johns, Sally Nottingham,  
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RtI for Classroom Teachers  
Session 3 3/9/2010 and 3/11/2010 1

## Repeated Reading

Implementing a Powerful Tool for Practicing Reading

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Session 3 3/9/2010 and 3/11/2010 2

### Repeated Reading

The method of repeated readings has had a profound impact on the field of reading instruction. A method that emphasizes practice and repetition, repeated reading has been extensively researched by S. J. Samuels, and is intended as supplemental in a developmental reading program.

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Session 3 3/9/2010 and 3/11/2010 3

### Primary goal of repeated reading

- ▶ The primary goal of repeated reading opportunities is to promote oral reading fluency as children explore and interpret meaningful literature/texts.

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Session 3 3/9/2010 and 3/11/2010 4

### The Benefits of Repeated Reading

- ▶ Helps good and poor readers recall facts from their reading. Also aids good readers in focusing on and remembering higher level, important information.
- ▶ Studies have found that improvements in comprehension extend to unpracticed passages for primary through middle-grade students.
- ▶ Improvements in comprehension are particularly strong when students are encouraged to reread for meaning, not speed.

▶ Sarah Downhower, 1989

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Session 3 3/9/2010 and 3/11/2010 5

### The Benefits of Repeated Reading :

- ▶ Is an excellent study strategy, equal to or better than strategies such as note taking, outlining, summarizing, or recalling information.
- ▶ Supports the idea of automaticity.
- ▶ Helps strugglers break out of word by word reading to read with more meaningful phrasing.

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Session 3 3/9/2010 and 3/11/2010 6

## The Benefits of Repeated Reading

When we become fluent at a task, we can devote our attention to other related tasks.

Timothy V. Rasinski,  
*The Fluent Reader*, 2003

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Session 3 3/9/2010 and 3/11/2010 7

## J. Samuels

- ▶ A carefully designed study of repeated readings (Dahl & Samuels, n.d.) was done with elementary school children who were the poorest readers.... When repeated readings were used as an adjunct to regular instruction, significant gains were made over the control group in both comprehension and reading speed.

Samuels, S. J., The method of repeated readings, *The Reading Teacher*, Vol. 50., No. 5, February, 1997.

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Session 3 3/9/2010 and 3/11/2010 8

## T. Rasinski

- ▶ Rasinski states, "rather than focusing on speed and accuracy as distinct elements in reading, I prefer to combine the concepts under the notion of efficiency in text processing."

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Session 3 3/9/2010 and 3/11/2010 9

## What is the procedure?

- ▶ The method consists of rereading a short, meaningful passage a number of times until a satisfactory level of fluency is reached. Then the procedure is repeated with another passage.

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Session 3 3/9/2010 and 3/11/2010 10

## Implementing Repeated Reading Through Direct Instruction

- ▶ Provide a passage. Choose from a variety of sources such as trade books, student writing, basal readers, poetry anthologies, etc., (50–500 words).
- ▶ Teacher reads aloud and talks about the passage.
- ▶ Read as shared reading with children several times.
- ▶ Students read along in choral reading.
- ▶ Can practice with buddies.
- ▶ Practice alone.

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Session 3 3/9/2010 and 3/11/2010 11

## Implementing Repeated Reading Through Direct Instruction (cont.)

- ▶ Students can record their own reading on a tape recorder.
- ▶ Students take printed copies home to practice.
- ▶ Next day, students are invited to read the piece to an audience.

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Session 3 3/9/2010 and 3/11/2010 12

## Try it, Apply it

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Session 3 3/9/2010 and 3/11/2010 13

## Other kinds of Repeated Reading Strategies (Rasinski)

- ▶ Radio reading (p. 84)
- ▶ Say It Like the Character (p. 89)
- ▶ Cooperative Repeated Reading (p. 91)
- ▶ A Center Approach to Repeated Reading Instruction (p. 93)
- ▶ Reader’s Theater
- ▶ Innovations from Guided Reading

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Session 3 3/9/2010 and 3/11/2010 14

## How to assess fluency

- ▶ Instruments to use in assessing fluency:
  - NAEP Fluency Scale—sponsored by the United State Department of Education
  - Multidimensional Fluency Scale—developed by Jerry Zutell and Tim Rasinski

*The Fluent Reader,*  
p. 173–175

RtI for Classroom Teachers  
Session 3 3/9/2010 and 3/11/2010 15

## Resources—Handouts

- ▶ Reader’s Theater: A Quick Guide p. 109, *The Fluent Reader*
- ▶ Reader’s Theater: Theater Script Sources p. 110 & 111, *The Fluent Reader*
- ▶ Cooperative Repeated Response Form, p. 92, *The Fluent Reader*

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Session 3 3/9/2010 and 3/11/2010 16

## Reading Conferences

Individualizing assessment and instruction for struggling readers

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Session 3 3/9/2010 and 3/11/2010 17

## Conferring with Readers

**Reading conferences are a tool to:**

1. Learn more about the reader.
2. Gather evidence of what the reader knows how to do.
3. Determine what the reader needs to learn next.

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Session 3 3/9/2010 and 3/11/2010 18

**What makes a reading conference a viable intervention?**

*“Once we have learned to confer well, we’ve got a power chip that never quits. It generates original strong teaching each day, each year, for every [reader], forever and ever.”*

Carl Anderson

**Reading Conference Characteristics**

1. Conferences focus on helping students become better readers
2. Conferences have a predictable structure
3. Pursue lines of thinking with students
4. In conferences both teachers and students take lead roles

**How do I select and pursue a line of thinking?**

Have strengths and weaknesses in mind and make an assessment of the reading work generated from:

- ▶ Whole class teaching
- ▶ Small group instruction
- ▶ One-to-one instruction

**Individualizing instruction with reading conferences**

- ▶ How is your reading going?
- ▶ What is happening in the book so far that is interesting to you?
- ▶ Is there anything you need help with?
- ▶ Have you come across anything that was confusing to you today?
- ▶ [Can I show you how I work on that (or how you might work on that)?]
- ▶ Have you noticed anything in your reading that connects to today’s mini-lesson?

*Adapted from Independent Reading, p. 28*

**What does it look like and sound like?**

- ▶ Video

**Word Study**

Teaching students how to apply word analysis in reading and writing in relation to students’ guided reading levels

## Word Study

“The purpose of word study is twofold. First, through active exploration, word study teaches students to examine words to discover the regularities, patterns, and conventions of English orthography needed to read and spell...Second, word study increases specific knowledge of words—the spelling and meaning of individual words.”

Bear, Invernizzi, Templeton, Johnson in  
Words Their Way

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Session 3 3/9/2010 and 3/11/2010 25

## Two principles for how to learn words

- ▶ Always work left to right when teaching, building, writing or checking a word. It will enable children to look across the letters in sequence
- ▶ Use language so children understand you are talking about a word and not a letter. For example run your finger under the word left to right as you say, “This word is \_\_\_\_.”  
(Linda Dorn, 2010)

RtI for Classroom Teachers  
Session 3 3/9/2010 and 3/11/2010 26

## Guidelines for learning how words work

- ▶ Draw the children’s attention to the word by point to the word and saying the word.
- ▶ Have the children observe carefully as you build the word letter by letter in a left to right sequence.
- ▶ Do not talk, just model. Make sure the children’s eyes are scanning across the word, left to right.
- ▶ Read the newly built word as you run your finger under the word in a left to right sequence.

(Linda Dorn, 2010)

RtI for Classroom Teachers  
Session 3 3/9/2010 and 3/11/2010 27

## Guidelines for learning how words work, (cont.)

- ▶ Provide the children with the correct letters and ask them to build the word, left to right paying close attention to the sequence of the letters within the word (provide a model if needed).
- ▶ Have the children run their finger under the word in a left to right sequence and check the word.
- ▶ Provide the children with an opportunity to build check break and rebuild several times.
- ▶ Have the child write the word several times (if fluent add to personal dictionary or spelling pattern card).

(Linda Dorn, 2010)

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Session 3 3/9/2010 and 3/11/2010 28

## Guidelines for learning how words work (cont.)

- ▶ Read the newly built word as you run your finger under the word in a left to right
- ▶ Provide the children with the correct letters...
- ▶ Children run their finger
- ▶ Provide the children with an opportunity to build check break and rebuild several times
- ▶ Have the child write the word several times, if fluent add to personal dictionary or spelling

(Linda Dorn, 2010)

RtI for Classroom Teachers  
Session 3 3/9/2010 and 3/11/2010 29