

# READING FLUENCY INTERVENTIONS



### Tier 2 – Tier 3 Fold-In Technique (drill sandwich)

This intervention can be used to address deficits in reading and math. Specifically, teachers can address sight word recognition to increase reading fluency (may include Dolch sight words or vocabulary/keywords from reading curriculum). Teachers can address letter-sound recognition to increase decoding skills.

#### *Materials*

Dolch sight word flashcards

Fry sight word flashcards

Master sheet of words to record correct and incorrect responses

#### *Steps in Implementing the Intervention*

1. Select flashcards for **3 unknown** (target words/facts) and **7 mastered** words/letters
2. Place the **3 target words** in the **3rd, 6th, and 8th positions** within the stack of 10 words
3. Present each flashcard to student:
  - a) If no attempt to respond within 3 seconds, provide the correct response
  - b) If incorrect response, provide correct response and have student repeat correct response
4. Reshuffle the mastered cards, retaining the target cards in the 3rd, 6th, and 8th positions (this will prevent students from memorizing the word order)
5. Present the stack of 10 flashcards **3 times** per session
6. Replace mastered word/fact with a new word each time the student correctly responds to a target card for 3 consecutive sessions without error – if the stack is presented 3 times during each session, then the student will have responded correctly 9 consecutive times to be considered at mastery level for that word
7. Tally correct and incorrect responses for each word per session, with date noted for each session

#### *Considerations*

- Allow student only 2 or 3 seconds to respond. If he hasn't given a response within 2 seconds, either he does not yet know the word or has not yet learned it to a level of automaticity. In either case, research indicates that **modeling the correct word** (not just prompting the beginning sound) results in students learning words more quickly.
- Consistency is the key – students need repeated practice with newly acquired words before they are mastered to a level of automaticity. Be sure to closely and correctly follow the procedures for cycling in new words as words are mastered.
- For students who are particularly resistant to this intervention, it may be beneficial to tie an increase in mastered words to earning of a reward.

**Progress Monitoring Tool**

Use DIBELS "DORF" to monitor the student's progress on this intervention. In addition, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Implementation Manual must be used to document when the intervention is implemented.

**Reference**

Shapiro, E. S. (2004). *Academic skills problems: Direct assessment and intervention*. New York, NY: Guilford Press.

## Tier 2 – Tier 3 Repeated Reading

This intervention is designed to increase reading fluency and promote generalization of words newly acquired in isolation to mastery in the context of passage.

### *Materials*

2 copies of reading passage from basal reader, recreational book, magazine, etc.

Stopwatch

Tally sheet to record errors and words read per minute

### *Steps in Implementing the Intervention*

1. Select passage of approximately 100 to 200 words in length
2. Begin timer as student begins reading
3. As student reads aloud, the reading partner corrects any errors, has student repeat the correct word and re-read the sentence from the beginning
4. Reading partner provides word if student hesitates, has student repeat the correct word and re-read sentence from the beginning
5. Reading partner records errors (errors include mispronunciations, skipped words, substitutions, additions) for first read-through by marking through word on photocopy of passage
6. Note end time as student completes reading passage
7. In the event that student becomes too frustrated and does not complete passage, note end time and the point at which student stopped reading
8. Student re-reads same passage for a second time, with reading partner repeating same timing, error correction, and error recording procedures (use different color pen/pencil for errors from second read-through)
9. Teacher tallies total number of errors (separately) for first and second read-through
10. Teacher tallies words read per minute (WPM) by dividing the total number of words read by the total number of seconds
11. Teacher records errors for first and second read-through and WPM

### *Considerations*

- Select high-interest materials whenever possible.
- For even better results, have reading partner read through the passage with student following along prior to the student doing two read-throughs. Research shows that this will likely reduce the number of errors made by the student, thus improving fluency and comprehension.
- Make it a game: reward students for beating their time.
- Make students aware of their fluency and accuracy progress by having them assist the teacher in plotting their WPM and errors on a line graph.

### **Progress Monitoring Tool**

Use DIBELS "DORF" to monitor the student's progress on this intervention. In addition, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Implementation Manual must be used to document when the intervention is implemented.

**References**

- Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22, 389-406.
- Herman, P.A. (1985). The effects of repeated readings on reading rate, speech pauses, and word recognition accuracy. *Reading Research Quarterly*, 20, 553-565.
- Intervention Central. (2007).  
<http://www.interventioncentral.com/htmldocs/interventions/rdngfluency/rptrdng.php>
- Rashotte, C.A. & Torgesen, J.K. (1985). Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly*, 20, 180-188.
- Rasinski, T.V. (1990). Effects of repeated reading and listening-while-reading on reading fluency. *Journal of Educational Research*, 83(3), 147-150.

## **Tier 2 – Tier 3 Assisted Reading Practice**

In this very simple but effective intervention, the student reads aloud while an accomplished reader follows along silently. If the student commits a reading error, the helping reader corrects the student error.

### ***Materials***

Reading book

### ***Preparation***

The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use assisted reading approach.

### ***Steps in Implementing the Intervention***

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text. (Or get two copies of the book so that you each have your own copy.)
2. Instruct the student to begin reading out loud. Encourage him or her to “do your best reading.”
3. Follow along silently in the text as the student reads.
4. If the student mispronounces a word or hesitates for longer than 5 seconds, tell the student the word. Have the student repeat the word correctly. Direct the student to continue reading aloud through the passage.
5. Occasionally, praise the student in specific terms for good reading (e.g., “You are doing a really great job of sounding out the words that you don’t know. Good work!”).

### ***Considerations***

Train parents to use this strategy. Assisted reading is an easy method to learn and gives students valuable practice that can really boost their reading fluency. You can train parents to read with their children on a regular basis using assisted reading practice.

### ***Progress Monitoring Tool***

Use DIBELS “DORF” to monitor the student’s progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

### ***References***

The Savvy Teacher’s Guide: Reading Interventions That Work, Jim Wright  
([www.interventioncentral.org](http://www.interventioncentral.org))

Shany, M.T. & Biemiller, A. (1995). Assisted reading practice: Effects on performance for poor readers in grades 3 and 4 . Reading Research Quarterly, 30, 382-395.

## Tier 2 – Tier 3 Listening Passage Preview

The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the passage aloud, receiving corrective feedback as needed.

### *Materials*

Reading book

### *Steps in Implementing the Intervention*

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text. (Or get two copies of the book so that you each have your own copy.)
2. Say to the student, *"Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud."*
3. Read aloud from the book for about 2 minutes while the student reads silently. If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student to keep up with you.
4. Stop reading and say to the student, *"Now it is your turn to read. If you come to a word that you do not know, I will help you with it."* Have the student read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, tell the student the correct word and have the student continue reading.
5. Repeat steps 3 and 4 until you have finished the selected passage or story.

### *Considerations*

- Ask occasional comprehension questions. You can promote reading comprehension by pausing periodically to ask the student comprehension questions about the story (e.g., who, what, when, where, how) and to encourage the student to react to what you both have read (e.g., "Who is your favorite character so far? Why?").
- Preview a text multiple times as a rehearsal technique. In certain situations, you may wish to practice a particular text selection repeatedly with the student, using the listening passage preview approach. For example, if the student is placed in a reading book that is quite difficult for him or her to read independently, you might rehearse the next assigned story with the student several times so that he or she can read the story more fluently during reading group.

### **Progress Monitoring Tool**

Use DIBELS "DORF" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

**References**

The Savvy Teacher's Guide: Reading Interventions That Work, p. 15. Jim Wright  
([www.interventioncentral.org](http://www.interventioncentral.org))

Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. *Learning Disabilities Quarterly*, 7, 39-44.

Van Bon, W.H.J., Bokseveld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. *Journal of Learning Disabilities*, 24, 471-476.