

Video 34 Repeated Reading (REL Southeast)

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https://youtu.be/8q2mvF_6K6M?si=LXAVtUgdtMkaC4A

Narrator: Repeated reading is the instructional practice of having students practice rereading the same text as a way to support the development of oral reading fluency. In repeated reading, students are repeatedly exposed to the same words, which should help students recognize them more efficiently. Goals are set to gradually increase their reading rate and accuracy. Once this is accomplished, students move on to more challenging text.

Teacher: So this is a story we're going to use to practice your fluency it's called Team Colors. In this story, Madison is trying to figure out the perfect gift to buy her or make or buy for her favorite coach, Ms. Acosta, okay? So you're going to read it three different times, and each time I'm gonna time you and see how many words you get in a minute. And then afterwards we'll figure out how many words you got in a minute, and I'll coach you if you had any tricky words, and then we'll do it three times, and we're just looking for you to get a little bit more each time because that shows more fluency, alright? When you are ready, you may begin.

Student: Madison's favorite color, favorite coach was Ms. Acosta. Madison wanted to give Ms. Acosta a gift, but she didn't have any money. She used a tooth.

Teacher: All right, that was well done. So 60, 61, 62, 63, 64, 65. So that time you got 65 words in a minute and you did a nice job fixing coach. Here at the end of this word, you said fingers. Check your ending there. What's that word?

Student: Finger.

Teacher: There you go, great fixing. And right here, this was a tricky word. So-

Student: Dirt.

Teacher: Oh, you fixed it. Because now do you understand she's making something?

Student: Yeah.

Teacher: Okay, and she's using the salt and the flour. This was a tricky word for you. So I noticed sometimes, because that was the first time you read it, you were working on figuring out some hard words. So this time I want you to see if you can put the words together a little bit faster, more like talking. She twirled her necklace on her finger. Just like that. You try it.

Student: She twirled her necklace on her finger.

Teacher: Oh, lovely. Alright my friend. Are you ready for a second? Go round. Okay. Whenever you're ready. You may begin.

Great job. All right, well you definitely got more words this time. 87, 88, 89. You got all the way up to 89 on that one. And your words were together more smoothly, just like talking. So right here you said hold, she used a toothpick to make a hold through the middle. What would make sense there at the end?

Student: Hole

Teacher: Cool, great fixing. And right here you said, oh, you fixed it. You said, then she blacked and then you fixed baked. Great job making it make sense. And right here, Madison, you said spreaded. We actually don't need an ed on the end of this, we just say Madison spread. Do you see the ending? Alright, my friend did. Great. Are you ready for your third and last read? Okay. Whenever you're ready, you may begin.

Student: Madison's favorite coach was Ms. Acosta. Mr, Madison wanted to give Ms. Costa a gift, but she didn't have any money. Madison sat with her head in her hands. She twirled her necklace on her finger.....Newspapers

Teacher: All right, so that time you got 90 words. So a little bit faster, and you did a nice job making it smooth, working on your fluency, right?