

# Part 2 - What Repeated Reading Strategies Can Teachers Use to Promote Fluency?

## Reading guidelines to follow for peer and partner reading practice



**Although methods for repeated practice of passages share common features, as noted previously, teachers and researchers have developed and tested different variations on repeated reading.**

These variations provide ways for teachers to break up the practice, so that it does not become monotonous and yet students still get the needed practice. In this section we describe a basic version of the method and two different variations on repeated reading.

### Peer or Partner Reading Approaches

Peer or partner approaches represent another method that teachers can employ to increase students' opportunities to practice reading passages repeatedly. Class-wide Peer Tutoring (CWPT; Veerkamp, Kamps, & Cooper, 2007), Peer Assisted Learning Strategies (PALS; Fuchs & Fuchs, 2007), and Reciprocal Peer Tutoring (RPT; Mastropieri et al., 2001) are well-known, researched-based methods to support reading development (see Maheady, Mallette, & Harper, 2006 for overviews). Each of these partner or peer-tutoring approaches has the following similar instructional delivery components.

- They can be incorporated into the regular part of the reading program (completed 2-5 times a week).
- The materials should be carefully selected for student accuracy and interest.

- Students should be trained to use each step of the approach faithfully and the teacher should monitor and support implementation.
- Teachers should pair students strategically (see following discussion).
- Students should read actively (i.e. students read aloud and discuss what they read).
- Teachers should monitor progress regularly (i.e. 1-2 times a month).

## Creating Pairs

Hasbrouck (1998) suggested useful guidelines for pairing students, which we have adapted for use with these methods. It is not necessary—it may even be a mistake—for the highest skilled readers to work with the students of greatest need. When pairing students, consider the following:

1. Rank order students according to reading fluency scores or skills;
2. Split the class (from the rank ordered list) into two groups (i.e. highest and lowest halves);
3. Pair the top ranked student in the upper half with the top ranked student in the lower half (i.e. if class has 26 students: #1 with #13, #2 with #14, etc.);
4. Decisions about pairs should also consider other reading skills and personal relations between students;
5. To maximize instructional time, maintain the same partners for three to four weeks; only adjust pairs when necessary (e.g. when data warrant adjustments or behavior problems arise).



## Guidelines for Partner Reading Activities

The following issues should be considered if not using an established method or program.

- The teacher needs to select reading material that is appropriate for the less-skilful student in the pair, basing the selection on reading accuracy as well of interest.
  - Create a folder that includes reading passages and graphs for each student and
  - Determine the length of time for the reading activity and lead the group to keep pace brisk (e.g. 1, 3, 5 minutes).
- The teacher should teach both members of the pair all of the steps of partner reading and monitor and coach the students as they complete each of the steps in the procedure:
  - The higher performing student should read first in the reading exchange (providing a model of fluent reading for the lower performing student) while the teacher times the procedure.

- Then the lower performing student should read the same material;
  - At the end of each brief reading time, the teacher should have the students actively summarize what they just read (e.g. retell main ideas, characters, etc.); and
  - When the students are capable of executing the procedures independently, the higher performing student can score the reading of the lower performing student.
- Students' progress should be monitored to evaluate growth and to determine if student pairs need to be modified.

**Reference:**

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