



Using Repeated Reading to Teach Reading Fluency and Comprehension

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on three methodologically sound single-subject studies across 12 students with disabilities.
- This is a research-based practice for **students with learning disabilities** based on two methodologically sound single-subject studies across seven students with learning disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement repeated reading is through the following research to practice lesson plan starter:

- [Using Repeated Reading to Teach Reading Fluency \(based on the studies listed below\)](#)

With whom was it implemented?

- Students with
 - **Learning Disability (2 studies, n=7)**
 - Emotional/Behavioral Disorder (1 study, n=4)
 - Other Health Impairment (1 study, n=1)
- Ages ranged from 12-16
- Males (n=11) Females (n=1)
- Ethnicity
 - Caucasian (n=3)
 - African American (n=6)
 - None reported (n=3)

What is the practice?

Repeated Reading has been defined as “reading the same passage over again several times” (Freeland, Skinner, Jackson, McDaniel, & Smith, 2000, p. 416). Other related terms may include oral reading or oral repeated reading. Repeated Reading always includes the consecutive repeated reading of a passage presented to a student.

How has the practice been implemented?

- Repeated Reading is often used to increase reading fluency, prosody, and comprehension.
- Explicit teacher feedback is used often when using the Repeated Reading Strategy.
 - Comprehension and Fluency: (Freeland, Skinner, Jackson, McDaniel, & Smith, 2000; Vandenberg, Boon, Fore III, & Bender, 2008)
 - Fluency: (Strong, Wehby, Frank, & Lane, 2004)

Where has it been implemented?

- Special education classroom (3 studies)

How does this practice relate to Common Core Standards?

- [CCSS.ELA-Literacy.RF.5.4](#)
 - Read with sufficient accuracy and fluency to support comprehension.
- [CCSS.ELA-Literacy.RI.11-12.10](#)
 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

How does this practice relate to the Common Career Technical Core?

- Apply appropriate academic and technical skills.
 - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

References used to establish this evidence base:

- Freeland, J. T., Skinner, C. H., Jackson, B., McDaniel, C. E., & Smith, S. (2000). Measuring and increasing silent reading comprehension rates: Empirically validating a repeated readings intervention. *Psychology in the Schools, 37*, 415-429.
- Strong, A. C., Wehby, J. H., Falk, K. B., & Lane, K. L. (2004). The impact of a structured reading curriculum and repeated reading on the performance of junior high students with emotional and behavioral disorders. *School Psychology Review, 33*, 561-581.

Vandenberg, A. C., Boon, R. T., Fore III, C., & Bender, W. N. (2008). The effects of repeated readings on the reading fluency and comprehension for high school students with specific learning disabilities. *Learning Disabilities: A Multidisciplinary Journal, 15*, 11-20.

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