Intervention Guide: Repeated Reading with Comprehension

**Purpose**

**Objective:** Students will increase broad reading skills such as reading rate, vocabulary knowledge, and comprehension strategies when reading story passages using repeated reading (RR) with peer support.

**Skill area and need:** Broad reading skills and comprehension.

**Preparation**

**Pre-assessment**

- Determine need for intervention based on CBMreading grade-level data (e.g., FAST Group Screening Report).
  - Students should have accuracy levels above 95% on grade-level CBMreading.

**Progress Monitoring**

- CBMreading

**Time**

- Conduct intervention 2-4 times per week for 15-20 minutes until student(s) attain appropriate automaticity and broad reading skills in reading connected text (e.g., sentences, story passages, books) at grade level benchmark expectations (approximately 4-8 weeks).

**Materials**

- Prepared instructional reading passages at grade level or book
- *Partner Reading Rules*
- *Partner Comprehension Guide*
- Timer for teacher
- Optional: *Partner Correction Guide: How to Help Correct Words*

**Format**

- Flexible grouping: whole class or large group; small groups or one-on-one (with modifications)

**Lesson Plan**

- One instructional passage (about 250 words) from the materials provided for the intervention can be used for each lesson.
  - The teacher may opt to choose stories or reading passages available in core curriculum or what is available to read in the classroom (leveled story books).
- For the first week implement the intervention by modeling the retell and answering the questions for the class rather than with partners. The class can read the story chorally each time and teacher can model retell and question procedures.
Intervention Procedures

Prepare Materials
1. Identify appropriate reading passage for students. All students should be able to read passage with at least 95% accuracy.
   - Hand out materials, including (1) copy of the reading passage to each student, and (2) the Partner Reading Rules, (3) Partner Comprehension Guide
     - Option: create intervention folders for pairs and place passages and additional materials in folder each day and hand these out
   - Pick partners based on similar skill level before intervention is implemented.

Explain the Activity
2. Explain the activity by providing the basic objective and what the activity includes (this step can be shortened when students become familiar with the intervention activity).
   - “Today we will practice reading a story together. First, we will review vocabulary words, and then we will read the story together out loud and practice how to retell the story to our partner. Then you will take turns reading with your partner and practice retelling what you read to your partner. It is important for you to practice thinking about what you are reading as you read it to build your comprehension skills.”

Review Vocabulary Words
3. Pre-teach any words from the story passage that may be considered vocabulary words or words that are challenging for students. Write the words on the board, point to each word and say the word and have the students say the word chorally. While writing the words on the board, have the students write the words at the bottom of their story passage (with definition and synonym if desired). Pre-teach up to 5 words per story passage.
   - “This word is ______. What’s this word? A definition for this word is ____________. A synonym for this word is __________. Can you think of another synonym for this word?”

Model the Activity and Provide Guided Practice
4. Read the story with students reading along out loud with you. Read the entire story using appropriate intonation/expression and reading rate.
   - “Now we will read the story together. Please read with me out loud. Make sure to pay attention to any difficult words so that you will know how to read them when it’s your turn to read to your partner.”

5. After reading the story, share with students what to consider when retelling the story to their partner by describing story elements and questions to think about for comprehension.
   - “After you read the story, you will be retelling what you remember about the story to your partner. You will want to think about story elements and questions to help you retell the story.”
   - “For the first week, we will work as a group/class and think about the story elements and questions to ask as you read the story and then I will teach you how to work with your partner doing the same activity.”
Explain what story elements are: “When you are reading a story, there are story elements that can help you retell the story. Every story usually has four elements: character(s), setting, problem, and solution. At the beginning of a story, we learn about the characters and the setting. The characters are WHO the story is about and the setting is WHEN and WHERE the story happens or takes place. There may be more than one problem in a story. At the end of the story there is a solution which means we learn how the problem is solved. You can use these story elements to help retell the story you read. These story elements are on your partner comprehension guide.”

Explain the questions to consider: “When you are reading a story, you can think about four questions to help you understand what the story was about. These questions go along with the story elements:

- Who is (are) the main character(s)?
- Where and when did the story take place?
- What did the main character do?
- How did the story end?”

6. Teach students how to complete the partner reading activity at the end of the first week. Teach partners rules for retelling the story and answering questions about the story using the Partner Comprehension Guide.

- “Now I want you to take turns reading with your partner. Partner 1 will read the story while Partner 2 listens and follows along. Then, Partner 1 will retell everything they remember about the story to Partner 2 for one minute using the story elements and questions as a guide. Then Partner 2 will read the story while Partner 1 listens and follows along doing the same procedure. After you both have read, each of you will read the story one more time and see if you can remember more details about the story. Each partner will have 4 minutes to read the story and then retell the story. I will set the timer and tell you when to switch.”

- Model and teach each how to work with a partner using a partner demonstration during the first/second week when the class transitions to work with partners. Make sure to focus on teaching partners to use the story elements and questions to retell the story. After students learn the rules, this step can be skipped.

Provide Collaborative and Independent Practice

7. Students will read the story with their designated partner two times each while the teacher does the timing and walks around the groups to monitor each group.

- Walk around room and check student groups to ensure they are following procedures.
- Provide immediate feedback for student groups when needed.

8. After each read, student retells the story to their partner.

- When timer stops say: “Now switch roles of who is reading and retelling.”
- Provide reminder to use Partner Comprehension Guide and check to see if partners around room are able to retell the story to one another. Stop and provide guidance to partners when needed.

9. If additional time, have students complete a written form of the retell procedure on the bottom of their story sheet. Students may also draw a picture of the story.
Additional Ideas

Procedure modifications or accommodations

- Provide additional support for readers with lowest accuracy. If needed, have adults (vs. a peer) work with these students one-on-one so these students feel comfortable reading.
- If desired, choose stories or reading passages available through the core curriculum or what is available to read in the classroom (leveled story books). These may provide an additional level of engagement if students are able to have some choice in picking what book they want to read (e.g., pick out three book choices and let class choose which one to read that week). You will have to decide how many pages the students will read (count words and approximate how much students can read in 2-3 minutes).
- Have stronger reader of partners read the story first
- After students understand procedures, consider reducing the level of modeling you provide by taking out the choral read at the beginning of the lesson and having partners read the story to each other two times only.
- It may work to pick partners based on skill level before intervention is implemented (e.g., split class in half based on highest versus lowest performing readers and pair highest performing reader with the highest of the lowest performing readers).
- The time amount specified per partner (4 minutes) can be modified to meet the needs of your students and the instructional passages they are reading.
- If there is not enough time in one day to complete the lesson, consider splitting the lesson into two parts in two days. The first day, review vocabulary, read the story chorally as a class, and then on the second day have students work as partners to read the story two times each.

More Generalized Practice Ideas

- For additional engagement activities, consider having students predict what might happen in the second part of the story by marking a stopping point for the students on the story for the first time both partners read it. Then have both students predict what the story was about and have them both read the next part of the story to one another and see if their prediction was correct.