

Repeated Reading Weekly Lesson Plans

Day	Activity	Passage
Monday	<p><input type="checkbox"/> Conduct the Cold Read . . .The student is given a new weekly practice passage of about 50 to 200 words at his or her instructional level (level read with about 95% accuracy). The "cold read" is the first time the student views and orally reads the passage. After the student orally reads the passage within 1 minute, the teacher records the number of words read correctly and the number of errors. Next, the teacher orally reads the passage to the student to provide a model that the student can imitate. Teacher modeling consists of</p> <ul style="list-style-type: none"> ○ attending to expression ○ reading in phrases and clauses ○ using a finger to follow along if needed ○ reading at a slightly faster pace than the student <p><input type="checkbox"/> Finally, the student orally rereads the passage with assistance from the teacher. During this read, when the student comes to an unknown word, the teacher encourages the student to apply a known strategy. If the student does not know a word within 3 seconds, the teacher provides the word.</p>	
Tuesday	<p><input type="checkbox"/> Monitor Progress and Practice Weekly Passage to monitor progress, the student orally reads an unfamiliar passage one grade level above his or her instructional reading level. Therefore, teachers using this approach must have access to reading passages for student weekly practice as well as progress monitoring. For example, the Dynamic Indicators of Basic Early Literacy Skills (<u>DIBELS</u>; Good & Kaminski, 2005) can be used for biweekly reading and graphing using passages one grade level above the student's instructional level, and the Read Naturally program (Read Naturally, 2005) can be used to record cold and hot reads for passages at the student's instructional level.</p> <p><input type="checkbox"/> Following this read, the teacher records the student's data on a progress monitoring graph, Instructional decision making should include data analysis. Generally, the teacher can estimate one or two words gained for each</p>	

	<p>week of instruction above the baseline (Scott & Weishaar, 2003). Fuchs (1989) recommended that instructional modifications are warranted when the student's performance falls below the aim line on three consecutive points (Mercer & Pullen, 2005).</p> <p><input type="checkbox"/> Also, the student also orally reads the weekly practice passage as a "good reader," with good expression and adequate speed and phrasing, and as a "fast reader" at a slightly faster pace. Repeatedly reading the same passage at a faster pace provides opportunities to embed the faster pace. The student may also chorally read the passage with a group of 3 to 5 students. Students are typically reminded to read along with their finger to avoid losing their place, carefully track the words, and group phrases.</p>	
Wednesday	<p><input type="checkbox"/> Practice. Practice. Practice. The student practices orally reading the new passage at least twice, and the teacher provides immediate and corrective feedback.</p>	
Thursday	<p><input type="checkbox"/> Monitor Progress and Practice Weekly Passage. The process from Tuesday is repeated by having the student read a new (unfamiliar) passage from the progress monitoring curriculum. This data are also graphed. The student also orally reads the weekly passage at least twice, as a good reader and as a fast reader.</p>	
Friday	<p><input type="checkbox"/> Conduct the "Hot Read" The student reads the weekly passage aloud to the teacher, and the data are again recorded. Teachers should share the difference from the cold and hot read data with the student, as an increase in words per minute on the hot read is very motivating for students.</p>	
Notes		