

## **Research-Based Practice: Partner Repeated Reading**

### **Research on Repeated Reading:**

Repeated reading originated from the work of Dahl (1974), Chomsky (1976), and Samuels (1979).

Students with reading problems benefit from repeated reading practice (Kuhn & Stahl, 2003).

Chomsky, C. (1976). After decoding: What? *Language Arts*, 53, 288-296.

Dahl, P. R. (1974). An experimental program for teaching high speed word recognition and comprehension skills. (Final Report Project #3-1154). Washington, DC National Institute of Education.

Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology*, 95, 3-21.

Samuels, S. J. (1979). The method of repeated reading. *The Reading Teacher*, 32, 756-760.

### **Research on Partner Repeated Reading:**

Goldsmith-Conley, E., & Barbour, J. A. (2011). Studying timed repeated partner reading: A classroom-friendly fluency strategy. *Illinois Reading Council Journal*, 32(5), 33-41.

Koskinen, P. A., & Blum, L. H. (1986). Paired repeated reading: A classroom strategy for developing fluent reading. *The Reading Teacher*, 40, 70-75.

Marr, M. B., & Dugan, K. K. (2007). Using partners to build reading fluency. *Preventing School Failure*, 51(2), 52-55.

Moskal, M. K., & Blachowicz, C. (2006). *Partnering for fluency*. New York: The Guilford Press.

### **Description:**

Pair students to engage in repeated reading activities. There are various ways you may decide to pair students and different procedures that can be followed. Below are some examples:

#### **Goldsmith-Conley & Barbour, 2011**

1. Administer a fluency assessment for all students (e.g. DIBELS)
2. Rank students in order of fluency scores.
3. Create pairs by placing the top student in the top half with the top student in the bottom half.
4. Continue to pair students in this manner

During the paired reading sessions, students sit shoulder to shoulder, each facing the opposite direction. Each student reads a different passage chosen according to that student's independent reading level. In addition to their own passages, students have copies of their partners' passages. Student A reads his or her passage three times. Each reading lasts for one minute.. When the

minute is over, Student B puts a number next to the last word that Student A reached: #1 for the first reading, #2 for the second, and #3 for the third. After each reading, Student A tells Student B what he or she can recall. After Student A completes three readings and retellings, Student B gets to read and retell passage B three times. After both students have completed their three readings and retellings, the students record their highest amount of words read per minute.

### **Marr & Dugan, 2007**

Use peers as fluency coaches for students who need fluency practice. The coach follows the procedures below:

1. Meet with your partner and find the story to read. (Stories are numbered. Each student is placed in a different level story on the basis of their independent reading level.)
2. You and your partner read the story together out loud.
3. You and your partner alternate reading each sentence in the story. You read the first sentence and your partner will read the next\*.
4. Your partner reads the story alone. You will help your partner with any words he or she cannot read.
5. Have your partner read the story one more time.
6. Time your partner for one minute and help your partner find the number of words that he or she read and record it on a graph.

\*Another option for step 3 is the peer coach reads a sentence and the student reads the same sentence that was modeled by the peer instead of taking turns with subsequent sentences.