Repeated Reading

☐ Sit with the student in a quiet location without too many distractions.

☐ Have two copies of the passage. “Assessor Copy” with the total number of words is for you, the interventionist. “Student Copy” is for the child.

☐ Have the student read the entire passage.

☐ If the student asks for help with any word, read the word aloud. If the student requests a word definition, give the definition.

☐ When the student has completed the passage, have him or her read the entire passage again.

☐ Now, have the student read the passage for the third time for ONE minute.
   • As he or she reads, follow along and mark incorrect words on your form.

☐ When the time is up, record the number of correct words per minute at the end of the passage.

☐ Grab the two copies of the High Content Overlap (HCO) passages.

☐ Have the student read the HCO passage for ONE minute. While the student is reading, record the errors on your copy of the story.

☐ When the time is up, record the number of correct words per minute at the end of the HCO passage.
Listening Passage Preview

- Sit with the student in a quiet location without too many distractions.

- Have two copies of the passage. “Assessor Copy” with the total number of words is for you, the interventionist. “Student Copy” is for the child.

- Say to the student, “Now we are going to read together. I will read first, while you follow along silently with the passage. Then, you read the same passage aloud.”

- Read the entire passage aloud while the student reads silently.
  - If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student to keep up with you.

- After you are done reading the passage, say to the student, “Now it is your turn to read. If you come to a word that you do not know, I will help you with it.”

- Have the student read the passage for ONE minute.
  - While the student is reading, record the errors on your copy of the story.
  - If the student commits a reading error or hesitates for longer than 3 – 5 seconds, tell the student the correct word and have the student continue reading.

- When the time is up, record the number of correct words per minute at the end of the passage.

- Grab the two copies of the High Content Overlap (HCO) passages.

- Have the student read the HCO passage for ONE minute. While the student is reading, record the errors on your copy of the story.

- When the time is up, record the number of correct words per minute at the end of the HCO passage.
Sight Words

- Sit with the student in a quiet location without too many distractions.

- Have two copies of the passage. “Assessor Copy” with the total number of words is for you, the interventionist. “Student Copy” is for the child.

- Have one copy of the sight words for the specific passage.

- Work with the student on the sight words. Have the student review the sight words 5 times or until he or she knows the word. How you present the words to the student is up to you. Be creative!

- After reviewing the sight words, have the student read aloud from the passage for ONE minute.
  - While the student is reading, record the errors on your copy of the story.
  - If the student commits a reading error or hesitates for longer than 3 – 5 seconds, tell the student the correct word and have the student continue reading.

- When the time is up, record the number of correct words per minute at the end of the passage.

- Grab the two copies of the High content Overlap (HCO) passages.

- Have the student read the HCO passage for ONE minute. While the student is reading, record the errors on your copy of the story.

- When the time is up, record the number of correct words per minute at the end of the HCO passage.
Repeated Reading + Listening Passage Preview

Sit with the student in a quiet location without too many distractions.

Have two copies of the passage. “Assessor Copy” with the total number of words is for you, the interventionist. “Student Copy” is for the child.

Say to the student, “Now we are going to read together. I will read first, while you follow along silently with the passage. Then you read the same passage aloud.”

Read the entire passage aloud while the student reads silently.
  • If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student to keep up with you.

After you are done reading, say to the student, “Now it is your turn to read. If you come to a word that you do not know, I will help you with it.” Have the student read aloud.
  • If the student commits a reading error or hesitates for longer than 3 – 5 seconds, tell the student the correct word and have the student continue reading.

When the student has completed the passage, have him or her read the entire passage again.

Now, have the student read the passage for the third time for ONE minute.
  • As he or she reads, follow along and mark incorrect words on your form.

When the time is up, record the number of correct words per minute at the end of the passage.

Grab the two copies of the High Content Overlap (HCO) passages.

Have the student read the HCO passage for ONE minute. While the student is reading, record the errors on your copy of the story.

When the time is up, record the number of correct words per minute at the end of the HCO passage.
**Sight Words + Repeated Reading**

- Sit with the student in a quiet location without too many distractions.

- Have two copies of the passage. “Assessor Copy” with the total number of words is for you, the interventionist. “Student Copy” is for the child.

- Have one copy of the sight words for the specific passage.

- Work with the student on the sight words. Have student review sight words 5 times or until he or she knows the word. How you present words to the student is up to you. Be creative!

- After reviewing the sight words, have the student read from the passage aloud.
  - If the student commits a reading error or hesitates for longer than 3 – 5 seconds, tell the student the correct word and have the student continue reading.

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Sight Words + Listening Passage Preview + Repeated Reading

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