
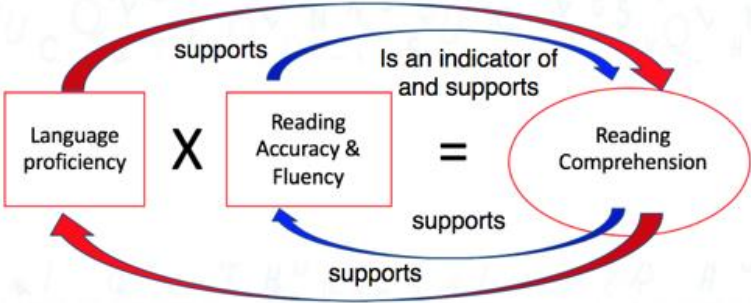






Language Focused Repeated Reading Process

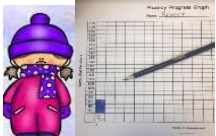

<p>Purpose</p> 	<ol style="list-style-type: none"> 1. Improve reading fluency (rate, accuracy, prosody) through language supported repeated reading practice 2. Recognizing language and comprehension contribute to reading fluency, and are an essential part of supporting ELs in fluent reading 	
<p>Step</p>	<p>Description</p>	<p>Details/Example Teacher Language</p>


Product of Project LEE projectlee.com
Sanford, Swindle, & Brown (2018)


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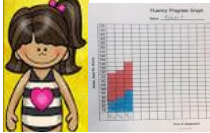
<p>Selecting passage: Before Reading</p> 	<p>Select a passage that students can read at a cold read with 90-95% accuracy (instructional level)</p>	<p>For ELs, make sure they can decode and understand most of the words.</p>
<p>Before instruction select high-utility vocabulary words; unfamiliar words</p>	<p>Pre-read the passage – identify 3-5 unknown words (words students can't read or don't know the meaning)</p> <ol style="list-style-type: none"> 1. High leverage 2. Important to understanding the passage 3. Vocabulary Tier 2 (applies across content areas)* <p>*fast map (teach quickly with “show & go” or quick definition) domain specific vocabulary</p>	<p>Pre-teach words (see below) that are more generalizable such as fuel, fumes, and cruise.</p> <p>Fast mapped words: words identified by students as unknown words and domain specific vocabulary such as tubular and sand dunes.</p>
<p>Quick pre-teach of vocabulary</p>	<p>Teach vocabulary explicitly and quickly</p> <ol style="list-style-type: none"> 1. Teacher reads; students chorally read 2. Student friendly definition (with visual or TPR) 3. Example & cognate/native language definition if appropriate 	<ol style="list-style-type: none"> 1. The word is _____ (fumes) 2. What word? (fumes) 3. The word fumes means chemicals or gas that smell bad and are dangerous to breath... (wave hand)


		<p>in front of face to demo bad smell)</p> <p>4. In Spanish fumes mean humo o vapores</p> <p>5. Fumes come out of the exhaust pipe of the delivery truck (waving hand in front of face)</p>
<p>Prediction</p> 	<ol style="list-style-type: none"> 1. Read the title of the passage chorally 2. Make a prediction <ol style="list-style-type: none"> a. Use sentence frame (written and verbally) <ol style="list-style-type: none"> i. "I predict that we will read about..." ii. "I predict that we will learn about..." b. Meticulously model <ol style="list-style-type: none"> i. Teacher says ii. Students say iii. Students write iv. Students read 	<ol style="list-style-type: none"> 1. "I predict that we will read about..." <p>or</p> <ol style="list-style-type: none"> 2. "I predict that we will learn about..." <p>"Use the title, picture clues, and the vocabulary clues to make a prediction about what you think we will read/learn about.."</p>

<p>Cold Read (1st read)</p> 	<ol style="list-style-type: none"> 1. Students whisper read for 1 min timing 2. Students record their words per minute score and graph it in blue on their fluency graph. <ol style="list-style-type: none"> a. Label graph with date 	
<p>Pre-teach process for identifying unknown words</p> 	<ol style="list-style-type: none"> 1. Explicitly teach students to identify words that they cannot pronounce (decode) or don't know the meaning. <ol style="list-style-type: none"> a. Explain b. Model c. Prepare students for guided practice step (next) 	<ol style="list-style-type: none"> 1. We are going to highlight words that we don't know. I'm highlighting two types of words: those I can't pronounce and those I don't know what they mean 2. Teacher models with a think aloud: <ol style="list-style-type: none"> a. "I'm reading this text and I've come to the word _____ and I can read it but

		<p>I'm not sure what it means, should I highlight it?" Students: "yes!"</p> <p>b. "I'm reading this text and I'm trying to sound out this word... P...p...p.... I'm not sure how to read that word. Should I highlight it?" Students: "Yes!"</p>
<p>2nd read: Identify unknown words</p> 	<ol style="list-style-type: none"> 1. Students whisper read the text and highlight words they <ol style="list-style-type: none"> a. Can't read b. Don't know the meaning 	<ol style="list-style-type: none"> 1. Teacher praises quietly while students work, "Awesome! I hear people whisper reading and I see people highlighting words. So good."

		<p>2. Correction: If students are not audibly whisper reading or are too loud, correct by quietly modeling and correcting until the student is successfully whisper reading.</p>
<p>3rd read: Echo read for expression and phrasing, students flag unknown words</p> 	<ol style="list-style-type: none"> 1. Teacher reads by phrase or sentence using appropriate prosody 2. Students flag unknown words as we read them. <ol style="list-style-type: none"> a. If meaning of the word is unknown: teacher fast maps for meaning b. If word is difficult to decode, teacher reads the word, fast maps for meaning if needed, students repeat the word 	<p>My turn first. Teacher reads the first sentence. Students echo read. As they encountered unknown words she quickly defined them. She stopped to fast map “sand dune.” Sand dunes are hills of sand.”</p> <p>Fast mapping: to <u>quickly</u> give <u>meaning</u> to a word</p>

<p>4th read: Punctuation with a partner</p> 	<ol style="list-style-type: none"> 1. Students turn to their partner and decide who is going first. <ol style="list-style-type: none"> a. Students partner read the text, switching turns at each period or ending punctuation mark. b. If students finish, the opposite partner begins reading the first sentence and they partner read the text again. 	<p>“On this read, we are going to pay close attention to punctuation. Remember, when you see a period, you stop. When you see a comma, you pause” “When you see a question mark, your voice goes up.”</p>
<p>5th read: hot read for rate</p> 	<ol style="list-style-type: none"> 1. Students whisper read for 1 min timing 2. Students record their words per minute score and graph it in red on their fluency graph above their blue bar 3. Celebrate growth 	<p>“Now we’re going to read just like we’re talking or telling a story. When I say begin please read out loud in a whisper voice. When you hear the buzzer and I say stop, please circle or draw a bracket around the last word that you read. If you need help counting up your words per minute, let me know. Now, take your score and graph it in red on top of your blue bar graph that you colored in after your cold read.”</p>

<p>Comprehension check</p> 	<p>Students do one of the following to demonstrate comprehension of the passage:</p> <ol style="list-style-type: none"> 1. Write a summary 2. Apply comprehension skill or strategy of the week (with a sentence frame) 3. Answer comprehension questions 	<p>Provide students with sentence frame or language scaffold to get them started: “This passage was mainly about _____. Some interesting things I learned were _____, _____, _____.”</p> <p>Or use paragraphing shrinking for expository text: http://www.readingrockets.org/strategies/paragraph_shrinking</p> <ol style="list-style-type: none"> 1. Tell who or what the passage is about 2. Tell the most important thing about the who or what 3. Say it in 10 words or less <p>For narrative text: use a retell Tell the main character, the main problem they had and</p>
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		<p>what happened first, next, and last. This story was about _____. The main problem ____ had was _____. First, _____. Next, _____. Finally_____.</p>
<p>Additional Options: Echo read by paragraph for expression</p>		