

## REPEATED READING EXERCISES FOR THE STUDENT WITH LIMITED READING FLUENCY

*by:*

**Estrella R. Robles**

*Teacher II, Alasasin Elementary School*

Low reading fluency is a common problem of struggling readers and in low-achieving students. To be considered a fluent reader, a student should be able to read: 40-60 words per minute by first grade, 50-95 words per minute by second grade, 80-115 words per minute by thirds grade, 120-180 words per minute by fourth and fifth grades, by grades sixth and up 150-180 words per minute.

A student is fluent if he can read between 180 and 200 words per minute. Fluency was determined into speed and accuracy. A fluent reader of any grade level should be able to pronounce words with at least 95% accuracy or no more than five errors in every 100 words pronounced. To improve word reading ability and accuracy of the struggling readers, here are some alternative teaching methods and techniques that we can use:

Do echo reading or imitating reading exercises. Neither you nor a fluent reader can be the leader, and the child follows (repeats). When doing echo reading, read one sentence at a time and start with reading material slightly above the student's current reading level. Always begin with a basic and gradually progress the student in length and difficulty.

Use Assisted reading; the leader supplies any words in the passage that the student does not recognize or mispronounces. You can read the same passages together but with alternating lines. For example, you read all the first lines then the student follows you reading each second line (1-2 order). Finish the passage, and then reread switching

lines; that, the child reads first and you second (2-1 in order). Repeat this for several minutes, and finally, have the student reread the whole paragraph himself.

Repeated reading of passages slightly above the student's current reading level is necessary in increasing the child's sight vocabulary. Once the student masters' passages at a particular reading level, move the child to repeated reading of passages at the next reading level. Repeat this process until the child reads passages closer to his age level.

*References:*

[https://www.readingrockets.org/strategies/timed\\_repeated\\_readings?\\_\\_cf\\_chl\\_tk=8sTfntz.8NIgA66Og41fOGuwN.osz28viwxajjvxy0o-1675226179-0-gaNycGzNCL0](https://www.readingrockets.org/strategies/timed_repeated_readings?__cf_chl_tk=8sTfntz.8NIgA66Og41fOGuwN.osz28viwxajjvxy0o-1675226179-0-gaNycGzNCL0)

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