### Ready Reference Form

<table>
<thead>
<tr>
<th>Goal: Fluency</th>
<th>Strategy: Reread Text</th>
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<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Students reread a selection of text several times until they can read it smoothly, accurately, and with expression.</td>
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<td><strong>Why Children Need This Strategy</strong></td>
<td>Children benefit from this rereading strategy because of the ease with which it can be implemented in the classroom. Students can reread by themselves or with a partner and with any “good-fit books” they are reading.</td>
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<td><strong>Secret to Success</strong></td>
<td>For this strategy to improve fluency, students must read from a good-fit book. If students are choosing books that are too difficult, their cognitive demand and energy will be spent on decoding words, with little left for fluent reading.</td>
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| **How We Teach It** | During our conferences, we set the purpose for the task of rereading to make reading smooth, accurate, and with expression, which will give the students a chance to practice their fluency. Students will

  ◆ choose a different paragraph from the story they are reading each day;
  ◆ reread that paragraph until they can read it smoothly, read it with expression, and read all the words correctly;
  ◆ eventually practice reading the same passage at a quicker pace.

We tell students this practice doesn’t take long—only about five to eight minutes of reading time each day, and with only one paragraph a day.

They can practice this rereading strategy during Read to Self or Partner Read and also at home.

We might use language or prompts like the following:

  “Which passage did you practice yesterday to increase your fluency?”
  “When did you practice this passage? Was it during Read to Someone or Read to Self?”
  “Let’s try this together: show me the passage you are practicing today, and let me hear you read it.”
  “Do you think you are becoming more fluent? How do you know?” |
| **Troubleshooting** | Rereading is a strategy used by even our youngest readers as they read the same text over and over to gain control of the words and meaning of the text. This very common strategy of rereading with our early readers changes from rereading to make sense of what is read to rereading paragraphs to practice fluency.

We have never had a whole class of students who needed to work on their fluency. Consequently, we have never taught this particular lesson in a whole group. This is a specialized strategy we use with only a few of our students.

For an example of this lesson, see pages 82–83. |