

Objective: To increase reading fluency

Description: Student reads text to improve fluency.

Materials:

Short passage at student's reading level (4-6 sentences)

Intervention Procedure:

1. **EXPLAIN:** Tutor tells the student the portion of text they are going to read. Explain that he/she will read aloud one sentence at a time fluently, and explain the **Stop/Go Procedure**. (Fluent reading is not speed reading, but sounds like having a conversation or like reading a bedtime story to someone). This explanation may be shortened for students who have had experience with this intervention, but some explanation and rationale must be given at the start of every session.
2. **First Reading:** Student begins reading. Tutor delivers standard error correction procedure immediately for any error as needed. At the end of each sentence, tutor says, "Stop." Waits 2-5 seconds (this feels like a long time!), depending upon the difficulty of the next sentence. Tutor says, "go."
3. Student continues read aloud, one sentence at a time, with tutor direction, "Stop...Go."
4. Provide standard error corrections immediately following any error. . (**"That word is _____. What word? Student repeats the word. Tutor says, "Yes, that word is _____." Student goes back to the beginning of the sentence to begin again.**)
5. **Second Reading:** Student should read the same portion of text again, this time without tutor cues between sentences. Tutor says, "At the end of each sentence, stop and take a big breath." Tutor delivers standard error correction procedure immediately for any error as needed.
6. **Third Reading:** Student should read the same portion of text again. Student should be told to read naturally, briefly pausing at the end of each sentence. Tutor delivers standard error correction procedure immediately for any error as needed.
7. Repeat steps 2-6 with new portions of text, until the session time ends.

Progress Monitor:

1. Students should be progress monitored using DIBELS ORF (oral reading fluency).