



SUPPORTED BY  
GREAT MINDS

# At Home Repeated Reading Routine



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Read the entire passage aloud to your child.</p> <p>Re-read a shorter section together (choral reading).</p> <p>Have your child read the passage aloud 1-2 times, correcting errors immediately.</p>	<p>Read the passage aloud to your child, pausing at the end of each sentence.</p> <p>Have your child echo read each sentence.</p> <p>Have your child read the entire passage aloud 1-2 times on their own.</p> <p>Correct errors immediately.</p>	<p>Take turns reading the entire passage (or smaller chunks of the passage) out loud to one another.</p> <p>Correct errors immediately.</p> <p>Give each other feedback on expression using Tim Rasinski's Fluency Rubric on the next page.</p>	<p>Have your child practice reading the passage several times out loud to a pet, stuffed animal, friend, or family member.</p> <p>Have your child self-evaluate using Tim Rasinski's Fluency Rubric.</p>	<p>Have your child perform or record themselves reading the passage out loud.</p> <p>Celebrate progress made throughout the week!</p>

NAME \_\_\_\_\_

## FLUENCY RUBRIC

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.  Reads fast and slow	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.