

**Title:** "Using Repeated Readings to Promote Reading Success in a Heterogeneously Grouped First Grade"

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**Subject(s):** Fluency, Intervention

**Grade Level:** 1–2

**Synopsis:** [Authors' Abstract:] "A study investigated whether the practice of repeated reading enables [the lowest-performing] first-grade children participating in a heterogeneous grouping model (which requires them to read difficult text) to acquire the fluency, accuracy, and understanding necessary to become independent readers. Subjects were four children from a public first-grade classroom in a predominantly white, middle-class suburb of Boston, Massachusetts. All children in the classroom were instructed using a combination of first-grade texts of a basal reading program and trade book literature. During the intervention phase, the teacher read the story aloud, the subjects read the story as a chorus with the whole class or in a small group, and the subjects read the story four more times with a partner over a period of several days. The intervention occurred for a minimum of 5 days. Assessment had two components: students read the selection aloud and retold the story in their own words. Results indicated that the four subjects experienced substantial improvement in accuracy, fluency, self-correction behaviors, understanding of grade-appropriate text, and ability to retell stories. Findings suggest that repeated readings enabled struggling readers to participate successfully in the first-grade curriculum, and the struggling readers succeeded in learning to read difficult text when the practice of repeated reading was combined with a full array of effective early reading strategies."

[Further detail] The authors were responding to an issue that arises when children are grouped heterogeneously for reading instruction. Heterogeneous grouping is often practiced today because of the evidence that ability grouping does not have beneficial results, especially for the lowest-performing students. However, the practice raises questions about how the struggling readers will be able to read difficult text. The authors hoped that repeated reading, along with other support, would enable the lowest-performing students to participate in a mixed-ability group that required them to read difficult text. They found this to be true for this, admittedly, small sample. Text that was at first at the frustration level for these children because instructional level text after rereading.

**Quote(s):** "Studies have indicated that fluency can be increased through both assisted and unassisted repeated reading." (p. 2)

"The success of these first-grade children on difficult text is consistent with work published earlier by Gonzales and Elijah (1975). While working with older students, they, too, used text that initially proved difficult for children, and found that with one rereading, frustration level text became classified as instructional level text." (p. 10)

“In this study, when the practice of repeated reading was combined with a full array of effective early reading strategies, struggling readers succeeded in learning to read difficult text.” (p. 11)