



Reading Fluency: Assisted Cloze. Fluency is the goal of this reading intervention. Sessions last 10-15 minutes.

The teacher selects a passage at the student's instructional level. The teacher reads aloud from the passage while the student follows along silently and tracks the place in the text with a finger. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage. Then the teacher continues reading. The process continues until the entire passage has been read.

Then the student is directed to read the text aloud while the teacher follows along silently.

Whenever the student commits a reading error or hesitates for 3 seconds or longer (whether during the assisted cloze or independent reading phase), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the current reading activity.

Optionally, the teacher may then have the student read the passage again (repeated reading) up to two more times as the teacher continues to silently monitor and correct any errors or hesitations.

Ellis, W. A. (2009). *The impact of C-PEP (choral reading, partner reading, echo reading, and performance of text) on third grade fluency and comprehension development*. Unpublished doctoral dissertation, University of Memphis.

Homan, S. P., Klesius, J. P., & Hite, C. (1993). Effects of repeated readings and nonrepetitive strategies on students' fluency and comprehension. *Journal of Educational Research, 87*(2), 94-99.