

**Intervention Name: Phrase Drill**

**Setting:** (check all that apply)

Whole-class	Small-group	Individual
		X

**Focus Area:** (Check all that apply)

Acquisition	Fluency	Generalization
X		

**Brief Description:**

Phrase drill is an effective error correction procedure designed to provide multiple opportunities to respond and promote generalization of reading words in text. Phrase drill addresses reading fluency, and is best for students who are able to read most words, but do so slowly. The overall goal of Phrase drill is to increase the accuracy with which students read to help them become more fluent readers.

**Procedures:**

1. Have the student read a text while you highlight errors on an examiner copy
2. After reading the text, show the student your copy
3. Read the error word correctly to the student
4. If more than one error in a sentence, read the error words and model reading the sentence
5. Have the student read the sentence/phrase that contains the word three times
6. Monitor progress of student's oral reading fluency and the percentage of words read correctly

**Critical Components (i.e., that must be implemented for intervention to be successful):**

The most important aspect of this, and any fluency intervention is instructional match. When implementing a fluency intervention, such as phrase drill, the text selected should be a text that the student can read at their independent level. Meaning, students should be able to read the text with at least 97% accuracy so that they are working on speed and expression, rather than decoding. Text that does not match their independent level, but is manageable (i.e., they can read the text with 93% accuracy) is the student's instructional level. Text selected for Phrase drill should fall within this 93-97% range to avoid the student's frustration level.

**Critical Assumptions (i.e., with respect to prerequisite skills):**

Phrase drill is a fluency procedure designed to increase a student's reading fluency. Prior to the use of this intervention, students require two critical components of reading skills: phonemic awareness and phonics. Phonemic awareness is one's ability to decode words by being able to hear and manipulate phonemes. Phonics is the understanding of the relationship between written letters and their sound. Once a student has mastered skills associated with phonemic awareness and phonics, they can begin interventions focused on fluency.

**Materials:**

- Student copy of text. This should be a passage the student can read with 90-95% accuracy.
- Examiner copy of text.
- Highlighter or pen

**References:**

Begeny, J.C., Daly, E.J., & Valleley, R.J. (2006). Improving oral reading fluency through response opportunities: A comparison of phrase drill error correction with repeated reading. *Journal of Behavioral Education, 15*, 229-235.

Daly, E.J., Persampieri, M., McCurdy, M., & Gortmaker, V. (2005). Generating reading interventions through experimental analysis of academic skills: Demonstration and empirical evaluation. *School Psychology Review, 34*, 395-414.