



FLUENCY AND REPEATED READING

Proficient reading requires competency in a multitude of processes including word identification (decoding) and comprehension. Comprehension requires understanding the writer's message, inferring the writer's intention, making critical judgements and so on. This process requires a large amount of attention. A reader who is not fluent (i.e. cannot decode quickly and accurately) uses large amounts of attention trying to identify the words in the text. Consequently, little attention is left over for the 'attention demanding' task of comprehending the text.

One strategy for improving reading fluency is repeated reading whereby the student rereads a passage of text until a preset criteria is reached. The effectiveness of this strategy has been well documented since the 1970s. More importantly recent research continues to support the effectiveness of this strategy.

For example, in 2008 Vadasy and Sanders randomly assigned 119 4th and 5th grade students who scored poorly on literacy tests to either a control group (who continued to receive normal classroom instruction) or an 18 week repeated reading intervention program. At the conclusion of the intervention those students who participated in the repeated reading program significantly outperformed the control group in vocabulary, word comprehension and passage comprehension.

Similarly, in 2008 Sukhram reported on a study in which it was found that struggling 6th and 7th grade students who participated in a repeated reading intervention showed statistically significant increases in their fluency. In this study, students were randomly assigned to either a group in which corrective feedback was received or to a group which did not receive corrective feedback. Students in the corrective feedback group also demonstrated statistically significant increases in their comprehension.

Repeated reading with corrective feedback is an important feature of the ***Cracking the ABC Code*** (www.crackingtheabccode.com) reading resources and is one of the factors that has resulted in improved reading skills for hundreds of students.

Sukhram, D. (2008). *The effects of oral repeated reading with and without corrective feedback on the fluency and comprehension of narrative and expository text for struggling readers*. Ph.D., University of Illinois: Urbana-Champaign.

Vadasy, P., & Sanders, E. (2008). Benefits of repeated reading intervention for low-achieving fourth- and fifth-grade students. *Remedial and Special Education*. 29 (4) 235-250