



WHAT THE EXPERTS SAY

SPOT: Kid Accuracy *Developing Reading Fluency* (accuracy)



Using Appropriate Texts to Promote Fluency

In order to make progress in fluency, readers need opportunities to practice and apply their growing word identification skills to appropriate texts. Appropriate texts are those in which the reader is able to decode about 95% of the words accurately. This means that they should already know 19 of every 20 words they read. When accuracy falls below 90%, the reader is reduced to simple word calling because the text is too difficult. He/she becomes unable to construct meaning.

For students who struggle with word recognition, it is crucial that the text is appropriate. Key features of appropriate text include:

- a small number of unique words,
- a high percentage of most frequently used words, and
- often repeated key words (key words are those words that influence the meaning of the text the most).

Students who read from these types of texts, which are often found in guided reading programs, made significant gains over students who read from traditional commercial readers.

Using Repeated Reading Procedures

The National Reading Panel supported the use of repeated reading procedures for improving reading fluency. These methods include repeated reading, neurological impress, radio reading, paired reading, among others. While there are differences in the procedures and the amount of adult support, all have merit. Features of effective procedures for struggling readers consisted of:

- brief daily practice,
- repeated oral reading of passages,
- overlap of shared words across passages,
- consistency in text content,
- controlled text difficulty,
- opportunity for feedback,
- adult-modeled text reading,
- audio-taped modeled reading,
- repeated reading with a partner,
- cross-age tutoring with a partner, and
- specified performance levels of accuracy.

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