

FLUENCY

Research

TO SUPPORT SECONDARY STRUGGLING READERS

The Importance of Adolescent Fluency

This important research begins with a reminder that only one-third of high school graduates are ready for the rigor of college level reading (2009). Much of that difficulty stems from the lack of fluency skills, specifically prosody (phrasing and expression). The lack of these skills in middle and high school undermines reading comprehension. These skills are lacking due to instruction, practice, and perhaps even students' working memory capacity.

Two strategies for supporting fluency in adolescent readers are also discussed. Read-alouds and choral reading have long been used as fluency supports, but this article explains how to implement them effectively with secondary students.

Paige, D. D. (in press). The importance of adolescent fluency. In T. Rasinski, C. Blachowicz, & K. Lems (Eds.), *Fluency instruction: Research-based best practices*. New York: The Guilford Press.

Reading Fluency in the Middle and Secondary Grades

Paige's research continues with this article, first setting out the components of fluency, then with an explanation of how to determine if fluency is an issue. More discussion is given on the role of fluency in reading comprehension, and some further strategies for building fluency are given. These strategies also include word study activities, bringing decoding work into this next phase of skill-building.

As you work with middle and high school striving readers, be sure to use the information contained in this text to influence your planning, assessment, and instruction.

Paige, D.D., & Magpuri-Lavell, T. (2014). Reading Fluency in the Middle and Secondary Grades. *International Electronic Journal of Elementary Education*. 7, 83-96.

Effects of Peer Mediated Instruction on the Oral Reading Fluency Skills of High School Aged struggling Readers

Middle and high school students are inherently social creatures, so interventions that respect that aspect tend to be more effective, both for students and the teachers who must work with them. This article compares repeated reading and continued reading as supportive techniques, then explains the methods for each in relation to peer-mediated instruction. If you work with social struggling readers, these techniques may work well for you!

Calhoun, Mary. (2005). Effects of a Peer-Mediated Phonological Skill and Reading Comprehension Program on Reading Skill Acquisition for Middle School Students with Reading Disabilities. *Journal of learning disabilities*. 38, 424-33.



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