

What Really Matters for Struggling Readers offers a clear blend of research and practice that teachers can use to develop better methods for helping children with reading difficulties. Includes clear, non-technical summaries of research on the subject of children as proficient readers. Research section on reading fluency that provides instructional models and methods for fostering fluency, including pause-prompt-praise, partner reading, taped read-alongs, impress method, choral reading, and fluency charting. Research section that studies the effects of enhancing access to appropriate books and offers suggestions for designing schools where all children have books that are appropriate. In What Really Matters for Struggling Readers, nationally recognized scholar Dick Allington offers easy-to-understand interpretations of research that support three important principles: Children need to read a great deal to become proficient readers, offering summaries of research on the subject, the text shows how to monitor the amount of reading and create interventions that expand reading activity. Children need access to appropriate books, exploring the research on the subject, the text contains suggestions for designing schools where books are available and appropriate for all children. Children need to develop fluent reading to become proficient readers, reviewing the research on reading fluency, the text provides instructional models and methods for fostering fluency. Richard L. Allington is the Fien Distinguished Professor of Education at the University of Florida, Gainesville. He was a co-recipient of the Albert J. Harris Award from the International Reading Association for his contributions to the better understanding of reading and learning disabilities. Dick is also a past president of the National Reading Conference and has been elected to membership in the Reading Hall of Fame.

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