

National Association of Special Education Teachers (NASET)

THE PRACTICAL TEACHER

This Month's Topic:

Enjoying Favorite Books with Struggling Readers, Part 2

By Matthew Glavach, Ph.D.

Abstract

Children enjoy books more when they do not have to stop and sound out difficult words. Researchers have found that readers with reading problems are more likely to be interrupted during reading and that the focus of the interruption is on sounding out words. The reader begins to anticipate the interruption and reads each word waiting to be interrupted. Without realizing it, we are developing word by word readers instead of fluent readers. Studies show that engaging children in repeated reading of text with limited, if any, interruptions is particularly effective in encouraging more fluent reading with struggling readers. This issue of **NASET's Practical Teacher series** was written by Matthew Glavach, Ph.D. In *Enjoying Favorite Books with Struggling Readers, Part 2*, Dr. Matthew Glavach has added timed reading to repeated reading. Reading quickly and fluently gives the brain time to comprehend what is being read.

INTRODUCTION

Those of you who tried my July lesson, on repeated reading with favorite books, probably found that children enjoy books more when they do not have to stop and sound out difficult words and that you enjoy reading with them more. Reading becomes a positive experience, and you provide a valuable model for fluent reading. Children do not have to read all of the words in their favorite books to gain skills and to enjoy the book. That is why you are reading with them. While they read more book parts, they improve their reading and begin to see themselves as successful readers.

SOUNDING OUT WORDS: ARE WE DEVELOPING WORD BY WORD READERS?

Researchers have found that readers with reading problems are more likely to be interrupted during reading and that the focus of the interruption is on sounding out words. Some readers pause after each word waiting for correction, and some look up at the teacher after each word. The reader begins to anticipate the interruption and reads each word waiting to be interrupted. Without realizing it, we are developing word by word readers instead of fluent readers. Word by word reading is always slower than reading in phrases. Word by word reading does not provide any enjoyment and personal fulfillment and does not promote wanting to read. It also presents problems with comprehension because the meaning in reading is found more in phrases rather than in individual

words. Word by word readers seldom choose to read on their own. Focusing on individual words works best during word building activities.

Studies show that engaging children in repeated reading of text with limited, if any, interruptions is particularly effective in encouraging more fluent reading with struggling readers. Providing much practice with repeated readings of favorite texts, and texts at the children’s reading levels, in a non-interruptive way can produce profound changes in reading.

TIMED READING

In ***ENJOYING FAVORITE BOOKS WITH STRUGGLING READERS, PART 2***, I am adding timed reading to repeated reading. Using a part of the book that the children read well, time them on a 50 or 100 word book part. Children should usually be reading above the first grade.

Why Is Reading Faster Important?

Along with phonemic awareness (being able to hear and manipulate language sounds), one of the best predictors of dyslexia is called *naming speed*. Children with dyslexia can name colors, but they cannot name them rapidly. The time it takes for the brain to process the names of colors, letters, numbers, or objects is often a predictor of who will have reading difficulty.

Slower reading means that children will read far less and have difficulty completing reading lessons, science lessons, social studies lessons, and more. Reading quickly and fluently gives the brain time to comprehend what is being read.

TIMED READING ACTIVITY

When children are able to read a book part fluently, use that book part to check their reading rates in the timed reading.

- Choose a 50 or 100 word part from a book.
- After practice, children read the chosen book part, from the book, for timed reading. Or type the word part from the book for children to read.
- Record the number of words read correctly in 1 minute.
- Subtract 2 points for each word missed in a 50 word part, and 1 point for each word missed in a 100 word part.
- Complete 3 timings.
- Most children enjoy being timed on a book part that they can read successfully. I have included a chart to measure the children’s progress.
- Have children choose their best scores and fill them in the chart with crayons or colored markers.

READING RATES	WORDS PER MINUTE
Second half of first grade.....	60
Second grade.....	90
Third grade.....	100
Fourth grade.....	110
Fifth Grade.....	120
Sixth grade.....	140

These are general guidelines.

REPEATED READING GRAPH (Graph 1)

Student: _____

Book: _____

Check One

☐ 50 Word Passage

☐ 100 Word Passage

Trial # 1

Words Read _____

Errors _____

Score _____

Trial # 2

Words Read _____

Errors _____

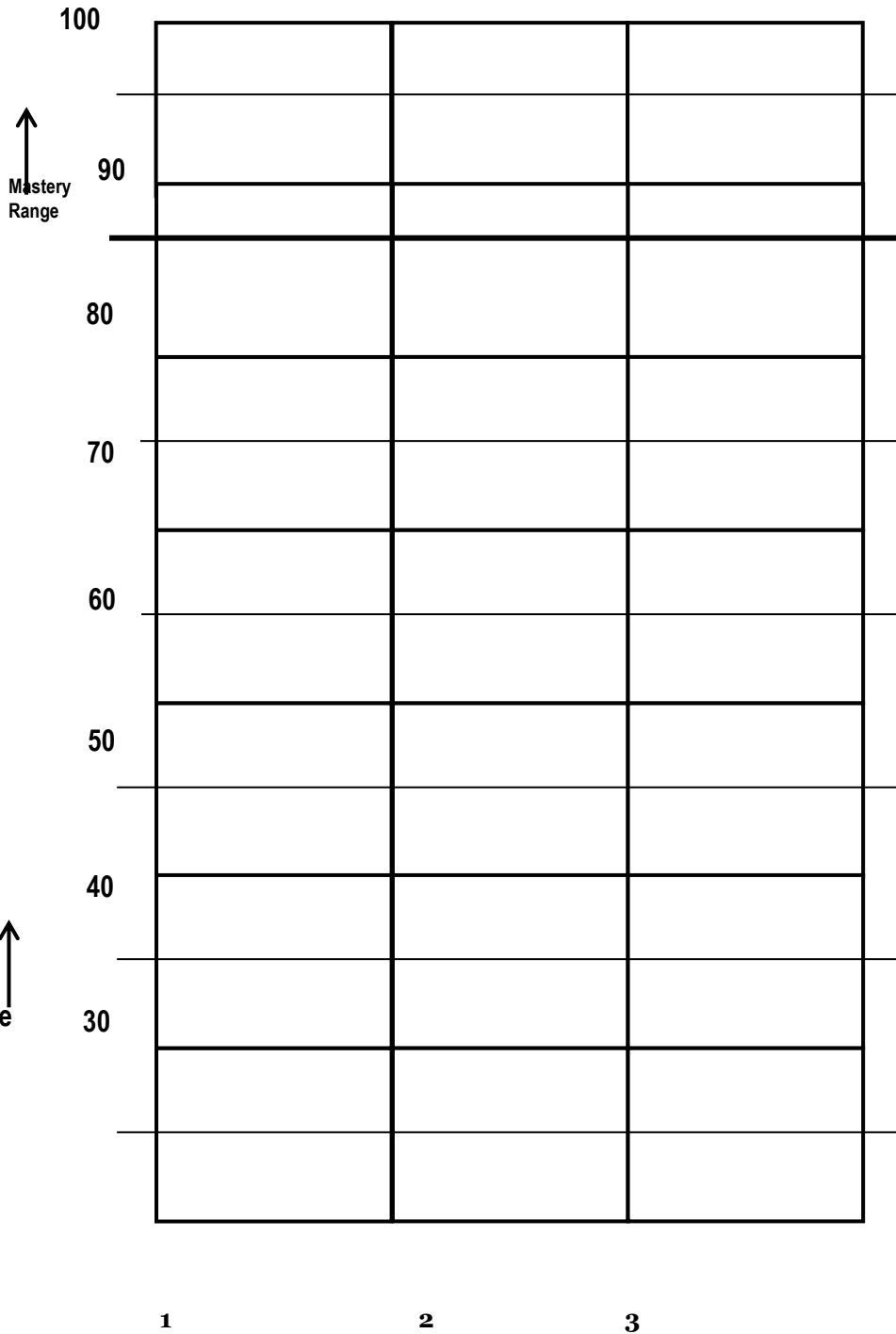
Score _____

Trial # 3

Words Read _____

Errors _____

Score _____



REPEATED READING GRAPH (Graph 2)

Student: _____

Book: _____

Check One

☐ 50 Word Passage

☐ 100 Word Passage

Trial # 1

Words Read _____

Errors _____

Score _____

Trial # 2

Words Read _____

Errors _____

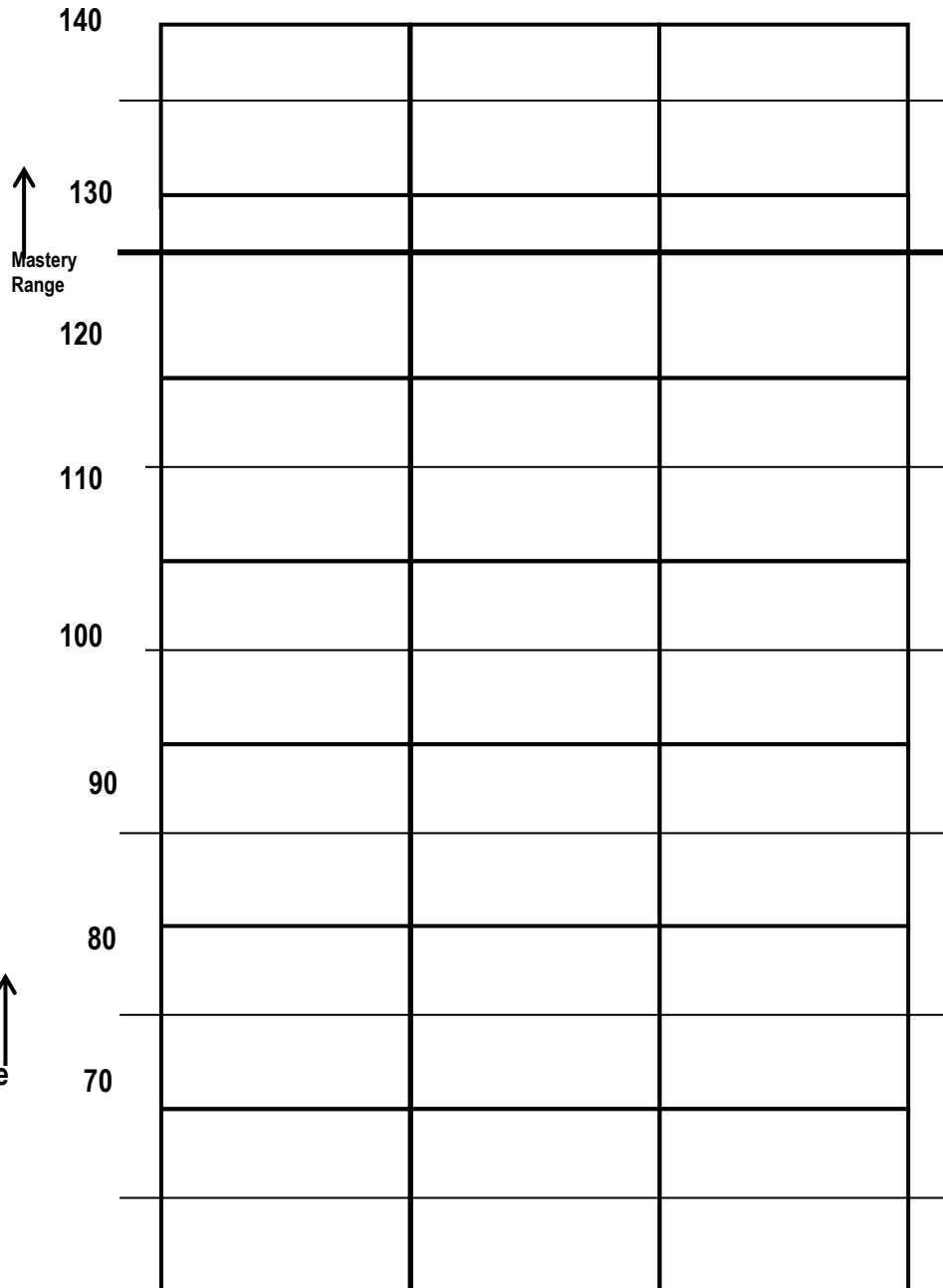
Score _____

Trial # 3

Words Read _____

Errors _____

Score _____



For questions, contact

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Endnotes:

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ABOUT THE AUTHOR

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Matthew Glavach, Ph.D., teacher, researcher, and writer, has authored and coauthored over 40 educational programs, including High Interest Teaching Systems, **HITS**, a popular music based reading program for older struggling readers, and **Reading with Donny and Marie Osmond**, an original music based reading program for younger readers. He has also authored numerous research articles related to reading improvement with struggling readers.