

Reading Research Studies referenced by

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“What Really Matters for Struggling Readers?”

Krashen, S. (1993) *The Power of Reading: Insights from the Research*

Krashen notes that in 93% of the reading comprehension test comparisons students who were assigned more reading or allocated more reading time in school performed as well as or better than students who did not have the added reading assigned or that added time allocated. In 9 studies that were a year or more of duration, 8 found positive achievement effects, 1 found no significant difference, and 0 found an achievement advantage for students in the traditional, control classes. In other words, replacing whatever went on in classrooms with added reading time was as effective as, or more than, traditional instruction in enhancing reading comprehension performance.

Allington, R. & McGill-Franzen, A. (1989) “School Response to Reading Failure” *Elementary School Journal*, 89, 529-542.

A contrastive study examining the volume of higher-achieving students with lower-achieving students. The findings show that the typical higher achieving student read approximately 3x's as much each week as their lower achieving classmates. Lower achieving readers simply read less during the school day than their higher achieving peers.

Hiebert, E.H. (1983) “An Examination of Ability Grouping for Reading Instruction”

Shows the discrepancy in volume of reading between low and high achievers is reported that low achieving students are more often reading aloud, usually to their teacher or in a small group setting. When children read aloud only 1 student is necessarily reading. In a small group of 4 students engaged in oral reading, each of the 4 children might only read 100 words while the same group engaged in silent reading each student might read 400 words.

Foertsch, M.A. (1992) *Reading In and Out of School: Achievement of American Students in Grades 4, 8, & 12 in 1989-90. Washington, DC: National Center for Educational Statistics: U.S. Government Printing Office.*

Examined the background factors that were most closely related to reading instruction and reading performance on the NAEP including instructional approaches, reading experiences, home influences, and demographic characteristics. Major findings were:

- *The amount of reading that students do in and out of school was positively related to their reading achievement*
- *Children spending extensive time emphasizing workbook activities, showed no positive relationship with reading achievement*
- *Students reporting home environments that fostered reading activity had higher reading achievement*

NAEP Reading Report Card for the Nation (U.S. Department of Education, 1999; available at <http://nces.ed.gov/naep>).

There is a consistent relationship between the amount of reading done in school and for homework and the students' scale score on standardized achievement tests. At each grade level, students who read more pages each day were more likely to achieve the Proficient Level of performance in the NAEP reading assessment.

Summary : Richard Allington

Kids need to read a lot if they are to become good readers. The cornerstone of an effective school organization plan is allocating sufficient time for lots of reading and writing. In such a plan there would be blocks of uninterrupted time for reading and writing. Reading and writing would be integrated across all subject area.