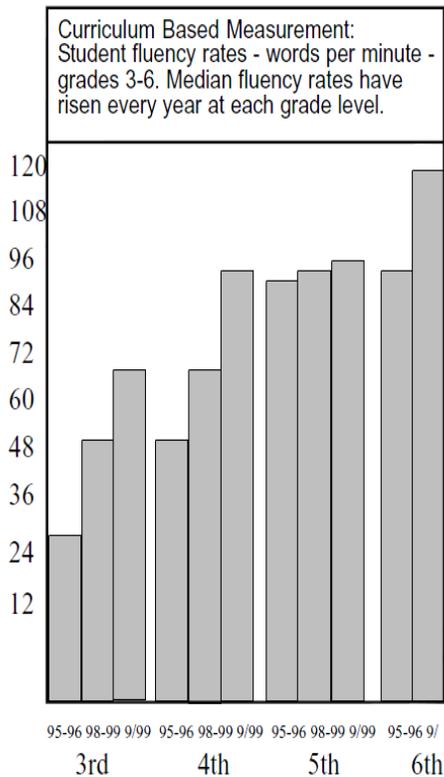


Five Minutes to Better Reading Skills Research

Five Year Study Using Five Minutes to Better Reading Skills

Debra Wilson from Redding, California states, "We did a five year study using Bonnie Terry's *Five Minutes to Better Reading Skills* and the reading fluency of kids in our school district improved dramatically." Results are published in *S'Cool Moves for Learning* by Debra Em Wilson, MA.



All students participated in annual spring standardized testing except those exempted due to parent waiver, Individual Educational Program (IEP) modifications, or extended absences. To analyze school-wide fluency rates, students in grades 3-6 were assessed using CBM reading passages in fall of each school year. A median score was recorded each year with the goal of bringing Title I and Special Education students to the median of their classes. All students in fourth grade were given a grade level reading inventory each year to determine their percent accuracy and self correction rates. Students in the seventh grade took proficiency tests in reading and math. The data collected on standardized test scores, CBM, and reading inventories determined the effectiveness of SIP (School Improvement Program).

The standardized test scores for all students were analyzed by comparing growth from Spring 1996 to Spring 1999. The number of students who scored at or above the 50 percentile on the total scores for reading and math was recorded. The total scores included all subtests in reading and math. Scores for the 1999-2000 school year became available shortly before going to press and were included for further analysis of growth.

There has been substantial improvement in the percentage of students scoring at or above the 50 percentile from 1995-2000. The number of students at or above the 50 percentile has grown by 16.3% in reading and 29.1% in math.

Approximately 480 Title I students have been served between the years 1995-2000.

Five Minutes to Better Reading Skills is Research Based

Most Ignored and Should Be #1 Priority

Sally Shawitz, M. D. states in her book *Overcoming Dyslexia*, “I urge parents of dyslexic children [or any child] to make fluency training – repeated oral reading – their number one priority. Because it involves reinforcement rather than teaching a child a new concept, it is ideally suited for the home.”

Reading Disability and the Brain

[Evidence-Based Effective Reading Instruction](#)

Sally E. Shawitz and Bennet A. Shawitz

Children do not learn how letters represent sounds by osmosis; we must teach them this skill explicitly. Once a child has mastered these foundational skills, he or she must be taught how to read words fluently.

Good evidence now indicates that we can teach reading fluency by means of repeated oral reading with feedback and guidance. Using these methods (described in detail in Shaywitz, 2003, pp. 176 – 246), we can teach almost every child to read.

Time Needed to Improve Fluency

Cecil Mercer, a researcher from the University of Florida, published his results from his study [Effects of Fluency Intervention for Middle Schoolers with Specific Learning Disabilities](#) in (2000) stating daily practice can be for as little as five or six minutes. Substantial gains in reading fluency came from repeated oral reading of various sorts such as letters or words for five or six minutes a day. The key to the success was doing the repeated oral reading over a period of time e.g. six months to twenty-three months.