

Article Review

Complete APA bibliographic reference:

Fuchs, D., & Fuchs, L. S. (2005). Peer-assisted learning strategies: Promoting word recognition, fluency, and reading comprehension in young children. *The Journal of Special Education*, 39, (1), 34-44.

Descriptors:

Main: Strategy, peer learning, cooperative learning, word recognition, fluency

Type of Article:

Other: Literature Review

Levels:

Kindergarten, Lower Elementary (1-3)

Briefly stated major purpose of the article:

The purpose of the article is to review research results from several studies on peer-assisted learning in kindergarten and first grade settings.

Article summary –

The authors review research conducted over 10 years on the efficacy of using peer-assisted learning strategies to improve word recognition, fluency, and comprehension. Using results of research in grades 2-6 on peer-assisted learning, the authors designed cooperative strategies to improve word recognition skills and decoding skills for kindergarten students, followed by first grade studies. By pairing high performing students with low performing students, teachers are able to provide differentiated instruction in an instructional design that improves word recognition and fluency. Designs targeting improvement in comprehension were not as successful.