

Article Review

Complete APA bibliographic reference:

Hiebert, E. H., & Fisher, C. W. (2005). A review of the National Reading Panel's studies on fluency: The role of text. *The Elementary School Journal*, 105 (5), 443-460.

Three to five descriptor terms that best describe the topic:

Main: Fluency, readability

Type of Article:

Other: Literature Review

Levels:

Kindergarten, Lower Elementary (1-3),
Upper Elementary (4-5), Middle School
(6-8), High School (9-12)

Briefly stated major purpose(s) of the article:

The purpose of the article is to closely examine the influence of text type in fluency studies used by the National Reading Panel (NRP) in its meta-analysis of fluency research.

Discussion Article:

Hiebert and Fisher take a closer, exhaustive look at the types of text structure found in the NRP analysis of fluency studies and divide the studies' text types into: pre-1990 basal text, skill-builder text, high-interest/low-vocabulary stories, and post-1990 basal text. The authors conclude that of the 49 studies they examined from the NRP meta-analysis, 73% of the studies used text that controlled for vocabulary in some fashion. Based on these findings, they caution that repeated reading or guided oral reading interventions or instruction using literature-based basals with a high percentage of unique vocabulary words, may not have positive effects for struggling readers. Readers who have mastered a corpus of high-frequency words may benefit from repeated reading of non-controlled text.