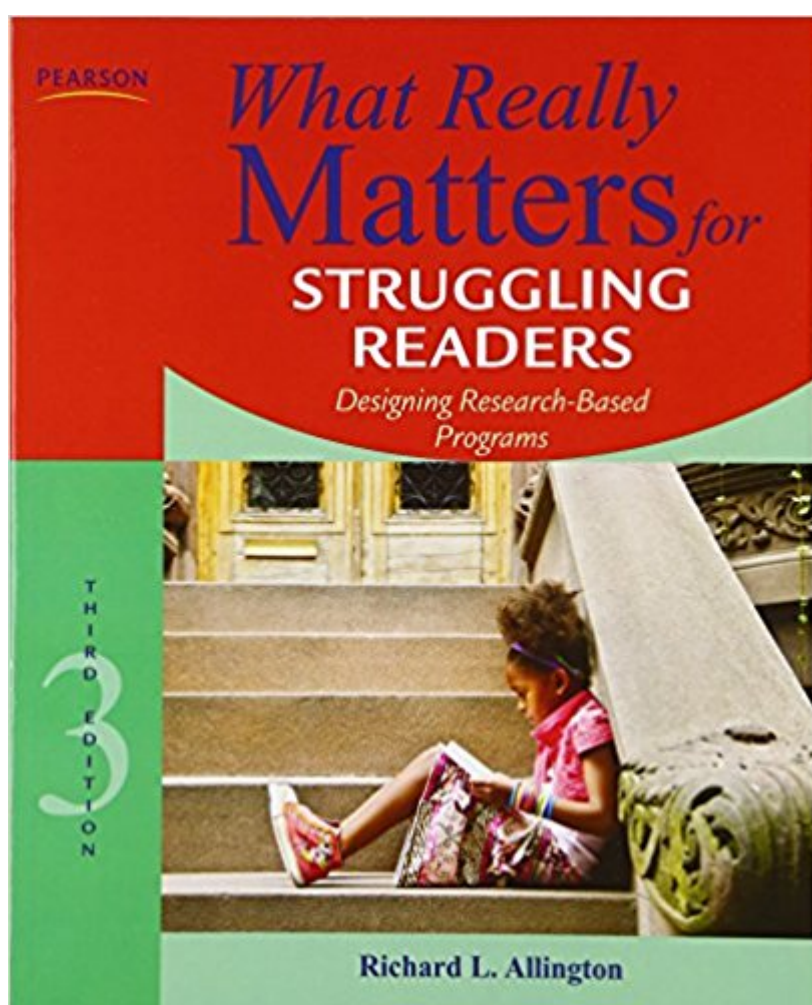


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# What Really Matters For Struggling Readers: Designing Research-Based Programs (3rd Edition) (What Really Matters Series)



## Synopsis

A part of the What Really Matters series, the Third Edition of What Really Matters for Struggling Readers examines the increasing amount of research demonstrating that we can teach every child to read. Using non-technical summaries, nationally recognized scholar and author Dick Allington delivers a concise and balanced introduction to reading remediation and intervention programs; showing teachers how to use a variety of best practices with children who are struggling readers in order to transform them into proficient readers. This new edition includes new findings on reading achievement and instruction, reading volume as it relates to reading proficiency, reader-text match, fluency development, comprehension strategies and instruction for struggling readers. Its emphasis is on explaining what the research says, why it works and how to use this information to provide intensive, expert reading instruction for all children. The continued focus on helping teachers design reading remediation and intervention programs around well-established reality and research-based components is framed within the confines of the No Child Left Behind Act. Written by authors you know and trust, each of the books in the What Really Matters series offers a succinct presentation of what matters most when teaching different aspects of the reading process. With a thought-provoking, rich presentation, Dick Allington explores complex issues teachers of reading face in today's classrooms and brings each of the topics to life. These brief and inexpensive books are written in a lively narrative with clear organization, exceptional pedagogy, and special features. Their friendly design and compact size make the books accessible, convenient, and easy-to read.

## Book Information

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## Customer Reviews

A strength of using Allington's book is reading friendliness. As I read his book, I felt like I was having a conversation with him. - Dr. Stacey Leftwich, Rowan University, Department of Reading, Glassboro, NJ

This book beautifully frames the beliefs that guide practice in working with struggling readers and overall all readers. This is an accessible, readable, and engaging affirmation for practicing teachers, reminding them of their importance in literacy programs and offering ideas for their continued growth and ever-developing repertoire of effective strategies and approaches. I commend Allington for this faith in teachers as decision-makers. - Denise H. Stuart, Ph.D., The University of Akron, Curricular and Instructional Studies, Akron OH

Dear Dr. Allington, I have just finished reading your book *What Really Matters for Struggling Readers: Designing Research-Based Programs*. I have been quoting you for the past couple of weeks during which I have been reading your book. It is such a helpful book! Here are my favourite parts:

1. The general guideline (I believe it was from NY) that children read and respond to 25+ books per year.
2. The advice to calculate the percentage of reading accuracy.
3. The suggestion of having 500 - 1500 books in a classroom roughly half and half fiction and non-fiction. Half at reading level and half below. I am busy counting my books. What wonderful guidelines!! While I often read about general targets, there is something about these numbers that is giving me a specific initial target (very motivating!)

- Ingrid Veilleux, Adjunct Teaching Professor, University of British Columbia; Learning Assistance Teacher, Brighthouse Elementary, Richmond, BC

Richard L. Allington *What Really Matters for Struggling Readers, Third Edition*

Nationally recognized scholar and author Richard Allington once again delivers a concise and balanced introduction to reading remediation and intervention programs, showing teachers how to use a variety of best practices with children who are struggling readers in order to transform them into proficient readers. This new edition includes the latest findings on reading achievement and instruction, reading volume as it relates to reading proficiency, reader-text match, fluency development, comprehension strategies, and instruction for struggling readers. Its emphasis is on explaining what the research says, why it works, and how to use this information to provide intensive, expert reading instruction for all children. The continued focus on helping teachers design

reading remediation and intervention programs around well-established reality and research-based components is framed within the confines of the No Child Left Behind Act. Paired with Dick's book *What Really Matters in Response to Intervention*, educators have the best tools for helping every student learn to love reading. In their well-known and much welcomed thought-provoking style, Pat Cunningham, Dick Allington, and others bring you the best research-based instructional advice available. Each of the brief and inexpensive books in the *What Really Matters* series features what Pat and Dick know about one aspect of teaching and learning to read independently with understanding. To learn more about the series see the inside front cover. This is an accessible, readable, and engaging affirmation for practicing teachers, reminding them of their importance in literacy programs and offering ideas for their continued growth and ever-developing repertoire of effective strategies and approaches...I commend Allington for this faith in teachers as decision-makers. - Denise H. Stuart, Ph.D., The University of Akron, Curricular and Instructional Studies, Akron OH A strength of using Allington's book is reading friendliness. As I read his book, I felt like I was having a conversation with him. - Dr. Stacey Leftwich, Rowan University, Department of Reading, Glassboro, NJ

This book has changed my classroom. Books are everywhere. Talk about books is ongoing and vital. I had no idea how little time my students spent in reading until I read this book. Now my kids are reading a lot more and enjoying it more too. My instruction is literature focused and students are reading for homework every night. I get buy in from parents and kids and results on assessments because I use what really matters. The research is there, all we have to do is use it and everything changes.

Allington does a great job of synthesizing the research, which honestly is sometimes written dry and dull. This book is not written that way. His writing is clear, chapters are well organized, and his recommendations are full of research citations so you can check it. If you are looking to revamp or improve reading instruction at your school/classroom or ready to give up on struggling readers...DONT! Instead, read this book!! There are so many practical suggestions that one could apply right away. I had to read this for my graduate course, and I'm so glad that I did. This one's a keeper that I know I'll keep coming back to reference over and over again!

If you want to make the argument for just right books and independent reading this is where to go. You want to argue for dollars to build classroom libraries, this is where to go. Kids need time on text

with books they can and want to read independently. This is the book that compiles the research that proves it.

Great book for the class I was taking. Thank you for the quick delivery!

This book changed my mind about how to reach all readers. Allington is a voice of reason that we seem to lack at times. He makes a lot of sense and his ideas are mostly doable. I highly recommend this book if you have struggling readers in your classroom.

Easy to read and informative. Instructional uses abound. The kindle version allows text to speech making it easier to read.

This is a must-have book for any teacher. I refer to mine constantly and have made adjustments to my practice, not just for struggling readers but for all students. It is written in a very straightforward, accessible way, while still referencing the research behind its recommendations. Buy it now!

An eye opening book on the gap between those who have and those that do not. It is sad, very sad.

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