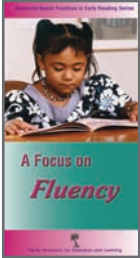




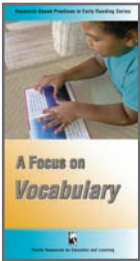
Pacific Resources for Education and Learning's Research-Based Practices in Early Reading Series

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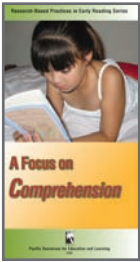
Focus on Fluency by Fran Lehr, MA; Jean Osborn, MEd (2003)

Intended for practitioners, *A Focus on Fluency* is the first booklet in the *Research-Based Practices in Early Reading* series. The 31-page report summarizes research on fluency and fluency instruction and describes strategies for fluency instruction. It also explains various methods of conducting repeated oral reading, the use of independent silent reading, an integrated fluency instruction approach, the role of texts, and fluency assessment. Available online only.



Focus on Vocabulary by Dr. Elfrieda Hiebert; Fran Lehr, MA; Jean Osborn, MEd (2004)

A Focus on Vocabulary, the second booklet in the *Research-Based Practices in Early Reading* series, explores vocabulary development as a component of reading comprehension. The text examines research results on students' vocabulary acquisition and instruction that helps them develop the kind of vocabulary knowledge that will contribute to their reading success. Available online only.



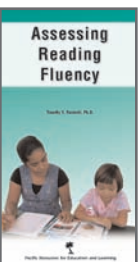
Focus on Comprehension by Fran Lehr, MA; Jean Osborn, MEd (2005)

A Focus on Comprehension is the third booklet in the *Research-Based Practices in Early Reading* series. This booklet examines what research tells us about factors that affect reading comprehension, and about what instruction must contain and what it must do to help students better comprehend the content they read. Available online only.



Focus on Professional Development by Fran Lehr, MA; Jean Osborn, MEd (2005)

A Focus on Professional Development is the fourth in the *Research-Based Practices in Early Reading* series. Because reading proficiency is fundamental to student achievement across all subjects and grades, the preparation of the teachers and administrators who are responsible for providing early reading instruction is of utmost importance. This booklet examines research on professional development and the role that effective professional development plays in improving both teacher performance and student achievement. Available online only.



Assessing Reading Fluency by Timothy Rasinski, PhD (2004)

Assessing Reading Fluency is intended to assist practitioners in monitoring students' fluency development. Assessments are discussed in terms of three components of fluency: Accuracy—accurate decoding of words in text; Automaticity—decoding words with minimal use of attentional resources; and Prosody—appropriate use of phrasing and expression to convey meaning. Sample assessments are included. Available online only.