



► **Dr. Elfrieda H. Hiebert***

Expertise: Fluency, vocabulary, and knowledge development through appropriate texts

Dr. Hiebert is president and CEO of TextProject, Inc. She has been an educator and researcher at the universities of Kentucky, Colorado-Boulder, Michigan, and California-Berkeley. She is a fellow of the American Research Association and has been awarded a William S. Gray Citation of Merit by the International Reading Association for outstanding contributions to the field of reading.



► **Dr. P. David Pearson***

Expertise: Assessment and educational measurement; reading development

Dr. Pearson is a faculty member and former Dean at the Graduate School of Education at the University of California, Berkeley. He has served on the faculties of education at the universities of Michigan State, Illinois, and Minnesota. He is an award-winning researcher and prolific author and is currently chairman of the International Reading Association's Literacy Research Panel.



► **Dr. John Guthrie***

Expertise: Cognitive and motivational aspects of reading and learning

Dr. Guthrie is professor emeritus in the Department of Human Development at the University of Maryland. He was director of the Center for Educational Research and Development and co-director of the National Reading Research Center. He has published numerous papers on student engagement, motivation, and reading achievement.



► **Dr. Timothy Rasinski***

Expertise: Reading fluency and word study; reading in the elementary and middle grades

Dr. Rasinski is a professor of literacy education at Kent State University. He has served on the Board of Directors of the International Reading Association and has been president of the College Reading Association. He has been published widely in scholarly journals and books, is a frequent lecturer on reading fluency issues, and has years of experience as a classroom teacher.



► **Dr. S. Jay Samuels***

Expertise: Methods for improving word recognition, fluency, comprehension, and automaticity

Dr. Samuels is a professor and reading researcher at the University of Minnesota. He has been presented with several distinguished awards for his teaching and investigations regarding the reading process, including the prestigious William S. Gray Research Award and the National Reading Conference Oscar Causey Research Award.



► **Dr. Ralph Radach**

Expertise: Visual perception, attention, and eye-movement control

Dr. Radach is a professor of psychology at the University of Wuppertal, Germany, and an associate professor of cognitive and developmental psychology at Florida State University. He is a leading international expert in the use of eye-movement analyses to study information processing in reading.



► **Dr. D. Ray Reutzel***

Expertise: Literacy development in young children

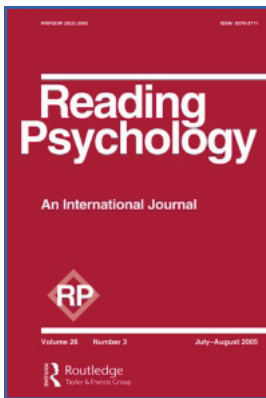
Dr. Reutzel holds an endowed chair and is director of the Emma Eccles Jones Center for Early Childhood Education at Utah State University, where he is also a distinguished professor of Early Childhood Education. He served on the Board of Directors of the International Reading Association and he has years of experience as a teacher.



► **Stanford E. Taylor**

Expertise: Visual and oculomotor functions; technology in reading instruction and remediation

Mr. Taylor is the founder of Taylor Associates and the designer of the original Reading Plus® program. He is a pioneer in the introduction and use of technology to improve reading. Mr. Taylor continues to draw from decades of experience, contributing to the ongoing evolution of the Reading Plus® program. He is an honorary member of the International Reading Association Honor Society and has published numerous articles and books related to silent reading fluency.



The Relationship Between a Silent Reading Fluency Instructional Protocol on Students' Reading Comprehension and Achievement in an Urban School Setting

Journal: *Reading Psychology*, Vol. 32, No. 1, January 2011, pp. 75-97

Authors: Timothy Rasinski, S. Jay Samuels, Elfrieda Hiebert, and Yaacov Petscher

Summary: This study examined a large-scale implementation of Reading Plus® to validate the effects as well as the feasibility of deployment of Reading Plus® within a wide range of school settings. Results indicated that students participating in Reading Plus® for a minimum of 40 lessons over approximately six months made significantly greater gains on both the criterion-referenced and norm-referenced reading tests that are part of the Florida Comprehensive Achievement Test (FCAT) than students who did not participate in the program. Positive results also were demonstrated for various subpopulations often considered at risk for reading difficulties.



Exploring a Guided, Silent Reading Intervention: Effects on Struggling Third-Grade Readers' Achievement

Journal: *The Journal of Educational Research* (in press)

Authors: D. Ray Reutzel, Yaacov Petscher, and Alexandra N. Spichtig

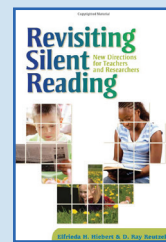
Summary: This study explores the effects of Reading Plus® with 80 struggling third-grade readers who were retained at grade level as a result of poor performance on the reading portion of the Florida Comprehensive Assessment Test (FCAT), a criterion-referenced state assessment. Students, who engaged in Reading Plus®, demonstrated statistically significant higher mean gains on the FCAT than the comparison group of students who were exposed to other supplemental reading programs.

Revisiting Silent Reading: New Directions for Teachers and Researchers

Editors: Elfrieda H. Hiebert and D. Ray Reutzel

Chapter Highlights:

- Chapter 2: Eye Movements Make Reading Possible
- Chapter 6: Engaged Silent Reading
- Chapter 8: Scaffolded Silent Reading: Improving the Conditions of Silent Reading Practice
- Chapter 9: Are Students Really Reading in Independent Reading Contexts?

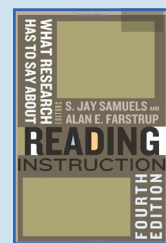


What Research Has to Say About Reading Instruction (Fourth Edition)

Editors: S. Jay Samuels and Alan E. Farstrup

Chapter Highlights:

- Chapter 2: Eye Movements and Reading: What Teachers Need to Know
- Chapter 3: Essential Elements to Fostering and Teaching Reading Comprehension
- Chapter 4: Reading Fluency: What It Is and What It Is Not
- Chapter 6: The Importance of Independent Reading



Comprehension-Based Silent Reading Rates: What Do We Know? What Do We Need to Know?

Journal: *Literacy Research and Instruction*, Vol. 51, No. 2, March 2012, pp. 110-124

Authors: Elfrieda H. Hiebert, S. Jay Samuels, and Timothy Rasinski

Summary: This article uses a review of literature to consider a fundamental aspect of reading instruction that has been marginalized in policies and practices over the last decade: the development of silent reading habits that involve strong comprehension and optimal reading rates. It also examines typical development and student performance at different proficiency levels, the relationship between oral reading and silent reading comprehension, and common instruction.

