The background of the slide is a spiral-bound notebook with a light beige, textured cover. The spiral binding is on the left side, with the metal rings visible. The text is centered on the page.

Recreational Reading Effects on Fluency

**Michael L. Kamil
Elizabeth B. Bernhardt
Stanford University**



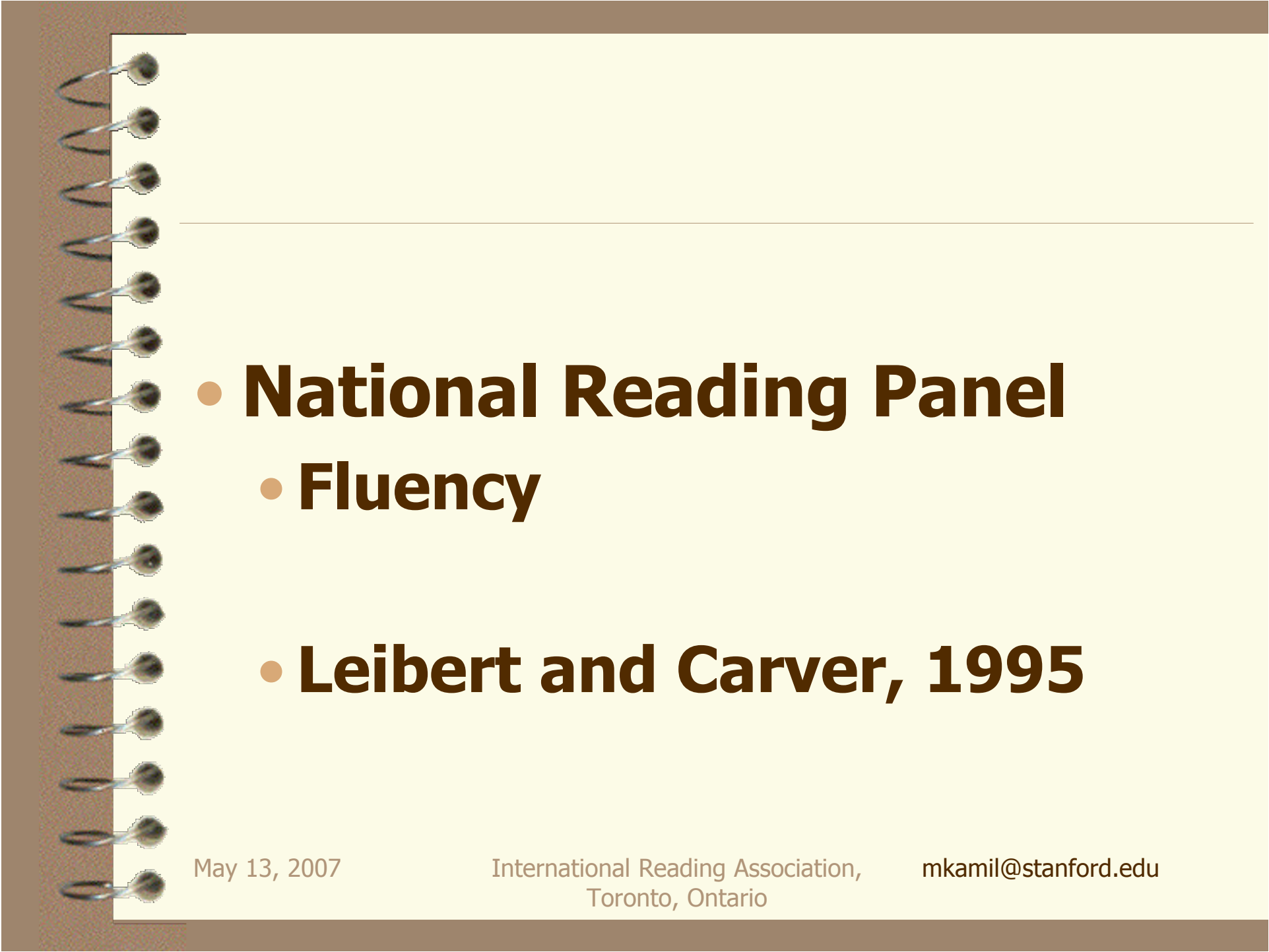
Books and Beyond Study

- **Recreational Reading**
- **Popular Intervention**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu

- 
- A graphic of a spiral-bound notebook with a brown cover and a cream-colored page. The spiral binding is on the left side. The page contains a list of items.
- **National Reading Panel**
 - **Fluency**
 - **Leibert and Carver, 1995**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu

YEAR 1 RESULTS

- **Students read average of 2289 pages**
- **No general effect on standardized tests**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu

YEAR 1 RESULTS

- **Fluency**

- **Grades 2-3**
- **Grades 4-6**

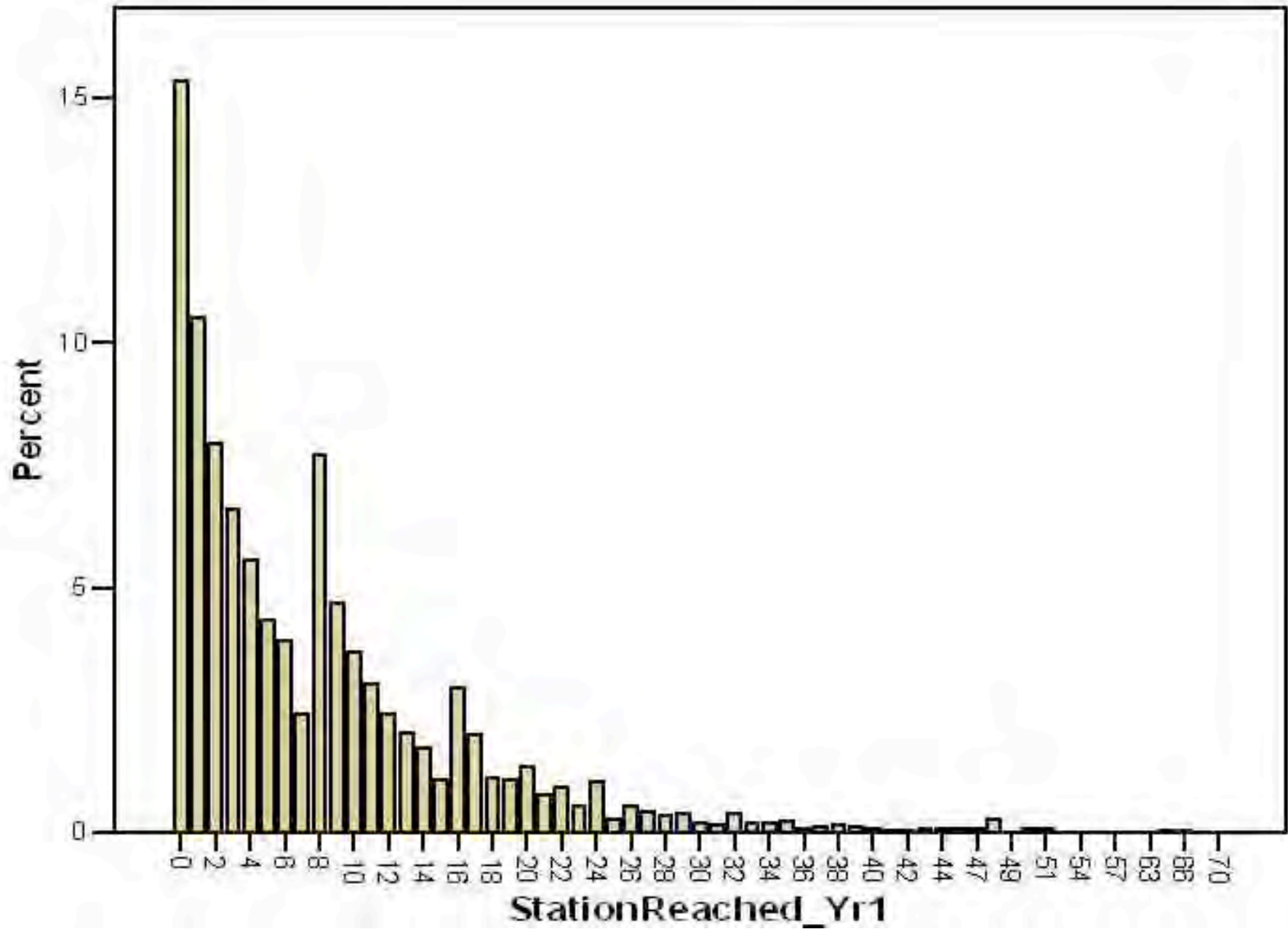
Participants > Controls
No effect

- **PPVT**

- **English PPVT**
- **Spanish PPVT**

No effect
Participants > Controls

StationReached_Yr1



PRELIMINARY RESULTS

- **Students read average of 2289 pages**
- **No general effect on standardized tests**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu

SECOND YEAR STUDY

- **No differences between participants and controls**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu



RATIONALE FOR RTL

- **Information text**
- **Professional development**
- **ELLs**
- **Connected to instruction**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu

LOGIC OF PROFESSIONAL DEVELOPMENT

- **Increase in teacher knowledge**
- **Change in teacher practice**
- **Improved student achievement**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu



The Team

- **Books and Beyond**
- **San Diego County Schools**
- **Stanford University**
 - **Education**
 - **Humanities and Sciences**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu

- 
-
- **Significant pre-post test gains in knowledge (Summer Institute)**
 - **Increased application of teaching practices**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu

Reading To Learn: First Year

- **Fluency** **Participants > Controls**
- **Comprehension** **Participants > Controls**
- **Vocabulary** **No difference**
- **Same effects for ELLs as native speakers**

Preliminary Conclusions

- **Recreational reading BY ITSELF has NO effect**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu

Preliminary Conclusions

- **COUPLED WITH INSTRUCTION**
recreational reading has
SIGNIFICANT effects on fluency
and comprehension

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu

Other Supporting Work

- **Samuels**
 - **Accelerated Reader**
- **Reder**
 - **Adult learners**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu



FUTURE WORK

- **Continue with the program**
- **Emphasize vocabulary**
- **New measures of vocabulary**

May 13, 2007

International Reading Association,
Toronto, Ontario

mkamil@stanford.edu