Has your school spent tens of thousands or more dollars on fluency-based reading assessment programs?

If so, you might be getting less for your investment than you think.

Bess Altwerger, Nancy Jordan, and Nancy Rankie Shelton

*Foreword by* Richard L. Allington

Challenging commonly held notions of the importance of fluency, *Rereading Fluency* provides the vital information needed to determine the most effective way to help students read well.

Using a multischool, multiprogram study, *Rereading Fluency* compares the effects of commercial, phonics-based programs and noncommercial literature-based programs on students’ fluency and overall proficiency. The results will surprise you:

- Faster, more accurate readers aren’t always better comprehenders.
- Decoding rates vary among readers with similar comprehension.
- Commercial, phonics-based programs do not result in better decoding.
- Fluency assessments say little about students’ ability to read and understand literature.

Whether your school is about to mandate a commercial reading program or a standardized fluency assessment, or it is trying to get out from under one, make *Rereading Fluency* your powerful, research-based ally in the battle for improved assessment and instruction.

*Rereading Fluency* is an important and timely book.... The authors do not just criticize current policies and practices but offer alternatives for improving the quality of reading assessment and instruction.”

—Richard L. Allington

**About the Authors**

**Bess Altwerger** is the author Reading for Profit (2005), and editor of Whole Language: What’s the Difference? (1990). She is Professor of Elementary Education and Graduate Reading at Towson University. Bess has worked to develop critical literacy pedagogies that prepare students to build a more just, democratic, and sustainable future. Her current activities are devoted to transforming repressive literacy policies, reprofessionalizing teaching, and returning joy to classrooms.

An independent educational consultant, researcher, and writer, as well as a twenty-six year teaching veteran, **Nancy Jordan** focuses on the teaching and learning of written discourse with an emphasis on creating classrooms that respond to the cultural and linguistic needs of each child. She has recently explored how unexamined practice, mandated curriculum, and standardized tests create social and educational inequality.

**Nancy Rankie Shelton** is Assistant Professor of education at the University of Maryland, Baltimore County. Nancy taught ten years in Florida schools, and her interest in *Rereading Fluency* stems from her struggle to provide meaningful reading and writing instruction amidst standardization and accountability policies. She also studies the writing process approach to teaching and the affects of mandated curriculum on elementary schools.

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*How the Bottom Line Leaves Kids Behind*

**Bess Altwerger**


Lead your practice, your school, or your district toward a return to professionalism and away from faceless literacy programs designed with dividends in mind. Get informed with *Reading for Profit*; read studies that prove NCLB and other reforms hurt kids, and learn how to initiate the change your students need.

**Reading Against Democracy**
*The Broken Promises of Reading Instruction*

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*Reading Against Democracy* takes a fully documented, up to date, and utterly convincing look at how businesses and political interests broke the promise that American education would teach students how to think, read, and write as citizens. Shannon lays out the whole story of where literacy education has gone wrong, where it’s headed, and what steps we can take to make sure our children are educated like people, not trained like employees.