

Toward a Theory of Automatic Information Processing in Reading, Revisited

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1. The student selects a passage that is neither so hard that he or she cannot read any of the words nor so easy that all of the words can be read with high accuracy and speed. The selection can be a passage as short as 50 words or as long as 500 words, depending on the reader's skill.
2. The helper – a teacher, teacher's aide, parent, or student tutor – makes a chart for recording word-recognition errors and speed.
3. The student reads the selection aloud to the helper, who counts the number of errors and records the reading time in seconds. These data on errors and speed are put on the chart for each testing.
4. The student rereads the selection independently until called to read aloud again by the helper. It may be necessary to write the words the student cannot read on a sheet of paper and have him or her study them in addition to rereading the selection.
5. The testing-reading cycle is repeated until the student can read the selection with some degree of fluency. It is *not* important to eliminate all word-recognition errors, but it is important to have the student read the selection with fluency. When this goal is reached, a new selection is chosen and the process is repeated. The charts provide feedback to the student to indicate rate of progress.

From Ruddell, R.B., Ruddell, M.R., & Singer, H. (Eds.), *Theoretical Models and Processes of Reading* (4th ed., pp. 816-837). Copyright © 1994 by the International Reading Association.