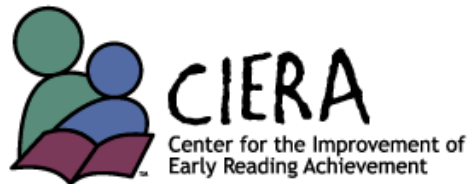


# Fluency- Oriented Reading Instruction

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**This work was done  
with Kathleen  
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# Stages of Reading Development

- Emergent Literacy
- Decoding
- Confirmation and Fluency
- Learning the New
- Multiple Viewpoints
- A World View



# Emergent Literacy

- Children develop understanding of the form and function of reading.
- Important landmarks
  - ◆ Print concepts
  - ◆ Alphabet knowledge
  - ◆ Phonological Awareness
  - ◆ Vocabulary growth



# Decoding

- Children learn about words, letters, and sounds
- Important landmarks
  - ◆ Children begin to read independently
  - ◆ Children learn basic letter-sound correspondences
  - ◆ Children develop sight vocabulary



# Confirmation and Fluency

- Children develop automatic word recognition
- Children move from learning to read to reading to learn
- Important landmarks
  - ◆ Fluency and prosody in reading
  - ◆ Use of context to monitor reading
  - ◆ Reading more complex books

# How do you develop fluency?

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Practice!



# Types of Practice

- Wide Reading
- Repeated Reading
- Assisted Reading
- Echo Reading





# Wide Reading

- The most important thing we can do to improve children's reading achievement is to have them read as much connected text at their instructional level as possible.
- It is important that children read challenging (but not too challenging) material.



# The National Reading Panel

- Analysis could not find support that having children read texts that they have chosen affects their reading achievement



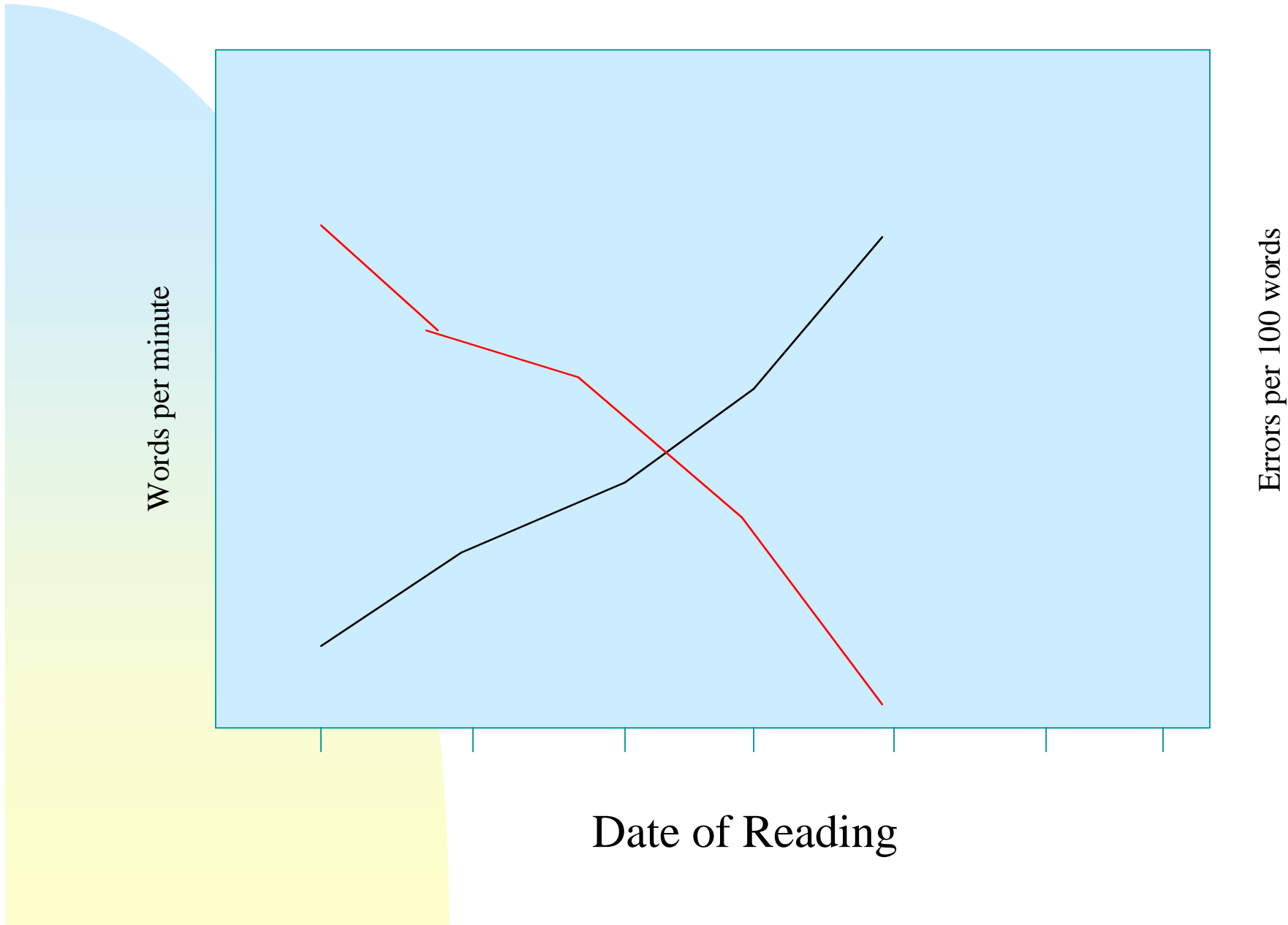
# The National Reading Panel

- Panel looked only at experimental studies. Best evidence is correlational.
- Studies did not control for relative difficulty.



# Repeated Reading

- Classical approach
- Have children read a passage of 100 words.
- Time their reading and note miscues
- Graph their time and errors
- Have them re-read the passage until they read with 0 or 1 error at 100 words per minute.





# Paired Repeated Reading

- Children read in pairs
  - One child reads the text three times
  - The other child reviews errors and rates the reader on fluency on the third reading.
  - The children reverse roles with next section.
- Koskinen, P. S., & Blum, I. H. (1986). Paired repeated reading: A classroom strategy for developing fluent reading. *The Reading Teacher*, 40, 70-75.



# Assisted Reading

- Teacher and children read passage together.
- Teacher and children re-read until adequate level of fluency is attained.



# Research on Repeated and Assisted Reading

	Repeated Reading	Assisted Reading
Favors treatment	6	5
No Difference	8	2
Favors control	1	





# Results

- Repeated reading does not seem to produce higher results than a control
  - ◆ Effects could be due to increased amount of reading
- Assisted reading seems to be effective
  - ◆ Modeling?



# Questions?

- Are the effects due to increased amount of reading or something in the treatment?
- How difficult should the material be?
- What is the role of prosody?



# Tape Reading

- Children read along with a taped version of the story.  
Children practice until they can read the story fluently and accurately.
- **This only works if the child is responsible for reading the story to teacher without the tape.**



# “Curious George” Technique

- Use Series books like “Curious George”, “Harry the Dirty Dog,” “The Poptopons”, etc.
- Read entire book and discuss.
- Teacher and children read first third of the book using assisted reading.
- Children choose five words to learn from the book.



# “Curious George” Technique

- Children practice their words at home.
- Teacher and children make a summary of the story, using pictures from the book.
- Children practice the summary.
- Class proceeds through the book.
- See Richek & McTeague



# Buddy Reading

- An older child reads with a younger child regularly
  - ◆ Two years apart seems best
- Older struggling readers practice easy books
  - ◆ Motivational
  - ◆ Provides practice at an appropriate level
- Should be school-wide



# Fluency Oriented Reading Instruction

- A classroom approach to developing fluency in second grade



# Five principles

- Lessons would be comprehension-oriented.
- Children would read material at their instructional level.
- Children would be supported through repeated readings
- Children would read with partners
- Children would increase the amount of reading they do at home and at school.

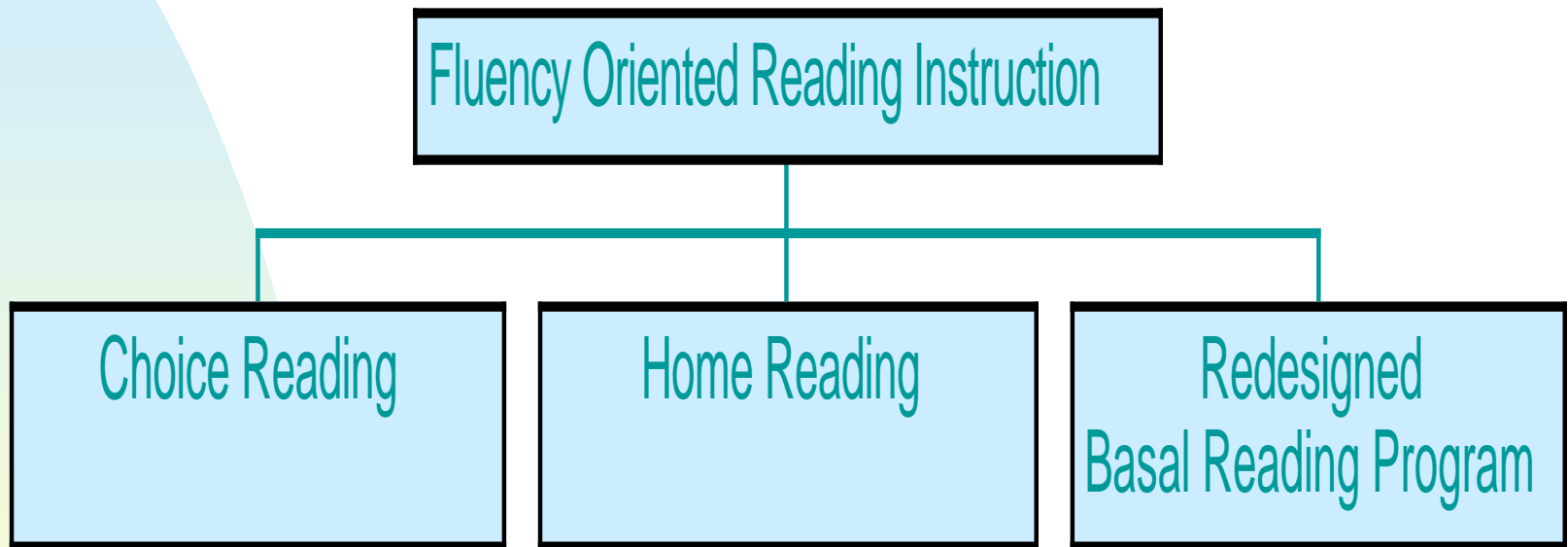




# Process of developing the program

- Four teachers, Kathleen and I met over the summer, reviewing these five principles.
- A new superintendent mandated that all children read using a grade level text.
- We developed the following program.

# Fluency-Oriented Reading Instruction





# Choice Reading

- Children read books of their own choosing.
- Children read either alone or in partners.
- Fifteen to twenty minutes per day.



# What books should children choose?

- We found that children chose books at an appropriate level.
- Teacher made sure that children did so by encouraging them to read chapter books and the like.
- Remember the “Goldilocks Principle”!!!



# Home Reading

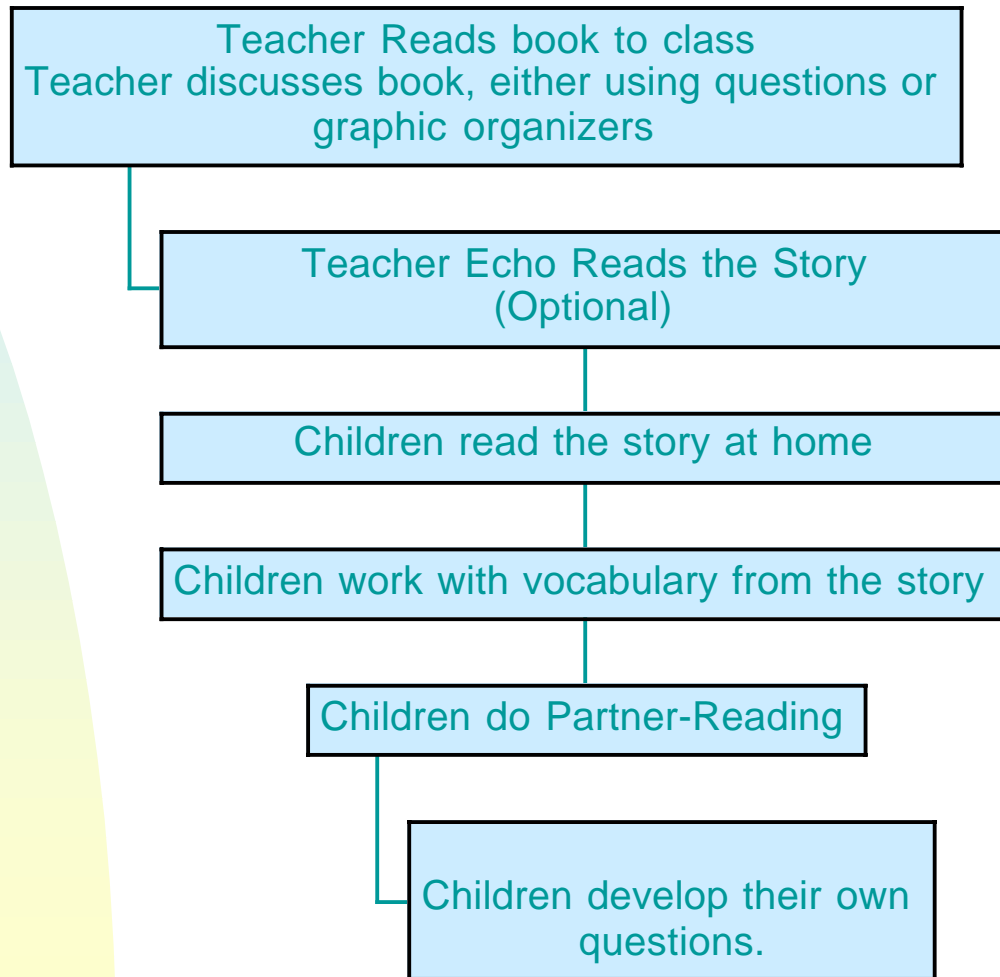
- School is only 6 1/2 hours per day.
- Adding an extra half an hour makes a great deal of difference
- Children either practiced the basal selection or read books of their own choosing.
- Parents could listen to children in variety of situations.



# Home Reading

- Could be combined with an incentive program like Reading Millionaires.

# Redesigned Basal Reading Lesson





# Teacher reads story to class

- The purpose was to make sure comprehension was dealt with early.
- Teachers discussed story either using questions or story maps.





# Echo Reading

- Used for children who needed extra help with story
- Used to provide a fluent reading model.
- Teacher reads a paragraph, children follow along and echo back.



# Home reading

- All children read the story at home on first night.
- Some children read story at home up to four times.
- We had parent meeting at beginning of the school year.
- Some children did “home” reading in afterschool program.



# Partner Reading

- Most popular part of the program
- Children read the story with partner, each reading a page.
- Children generally chose their partner, table by table.
- Took a while to get organized.



# Program Evaluation

- We worked with 4 teachers the first year, 10 teachers the second year.
- Schools had mixed SES, but generally poor.
- We pretested and posttested with the Qualitative Reading Inventory.
- We did a number of substudies, qualitative and quantitative during the study.

# What have we learned?

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Teachers could carry this program out throughout the whole year.



# What have we learned?

- Children would make significant growth on an informal reading inventory.
- Children averaged 1.78 years growth in 14 classes over two years.



# What have we learned?

- All but two children who began reading at primer or higher were reading at grade level by the end of the year.



# What have we learned?

- The most effective partner reading occurred when children could choose partners.
- Choosing partners tended to cut back on disagreements.
- Children tended to choose either friends or other children who could help them.





# What have we learned?

- Children benefited from reading text with at least 85% accuracy.
- An instructional level may depend on the amount of instruction given.



# Questions

- Should children read difficult or easy text?
- What is the relationship of this instruction to comprehension?
- Do children continue their growth after the program is over?



# Where do we go from here?

- We want to expand this program into more schools.
- We want to explore the relationship between fluency and comprehension.