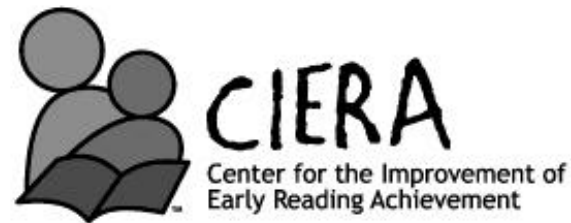



Fluency Based Reading Instruction

Steven A. Stahl

The University of Georgia / CIERA





Fluency is more than automatic word recognition

- Children also need to be able to read with prosody and expression.

Development of Fluency



- Repeated Reading

- Assisted Reading

- Wide Reading

Repeated Reading



- Tutorial approach
 - Pick a 100 word passage, slightly difficult
 - Have child read passage, time reading and record errors
 - Review time and errors, Graph
 - Repeat until child can read 100 words per minute with 0 or 1 miscue.

Assisted Reading



Teacher and student read passage together, repeatedly, until desired level of fluency is achieved.

Taped Reading



- Child reads along with tapes, until child can read at desired level of fluency.
- Only works if children are responsible for reading passage fluently.
- If children are not responsible, this can be a waste of time.

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

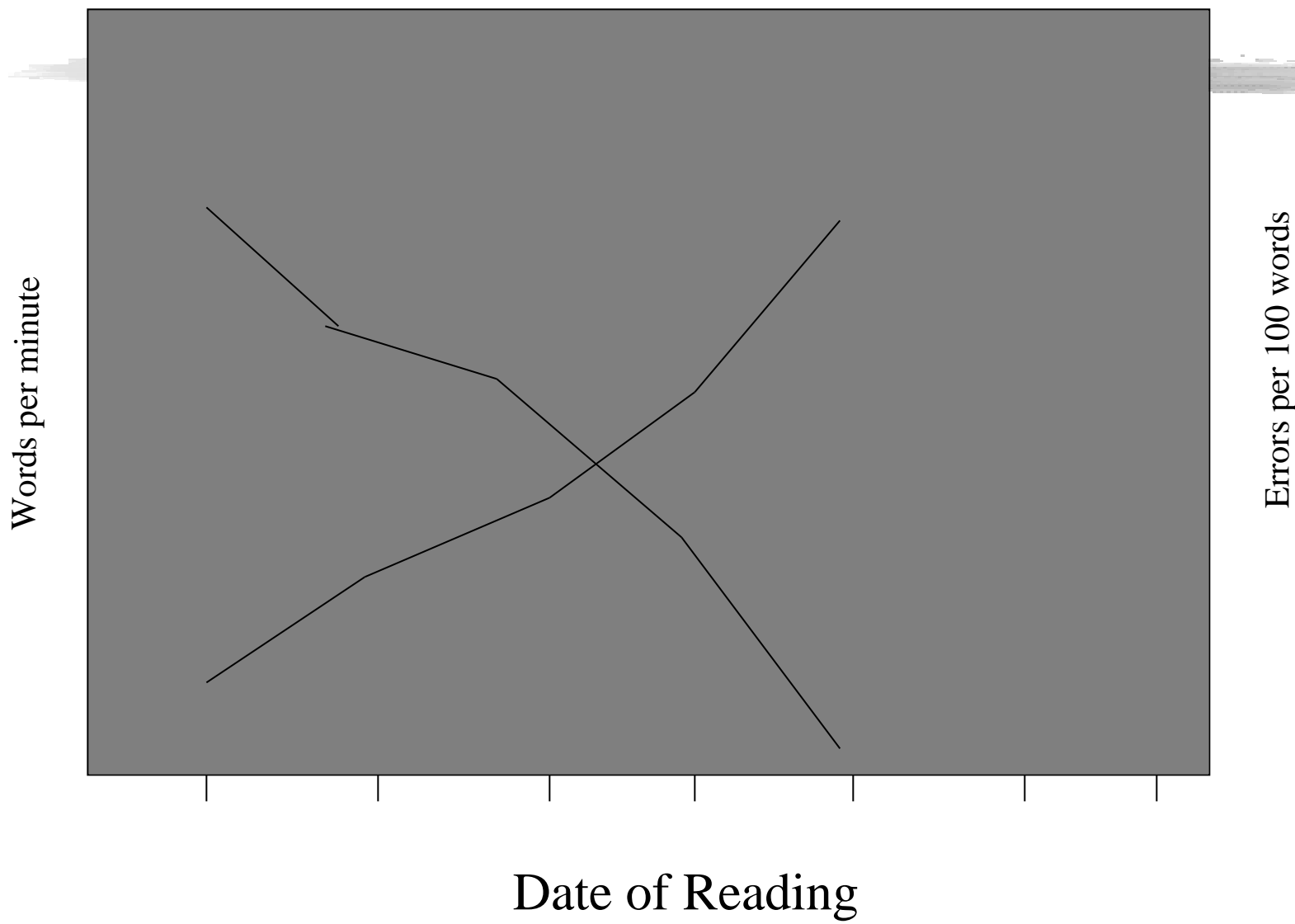
The National Reading Panel

- 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?

“Curious George” Technique

- Use Series books like “Curious George”, “Harry the Dirty Dog,” “The Pobbletons”, 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

- Four teachers, a graduate student, and myself met one summer to design the program
- We began with five principles

Five principles



- All lessons must be comprehension-oriented
- Children will be supported through repeated readings
- Children will read at their instructional level
- Children will do partner reading to maximize “eyes on text” time.
- Children will read as much as possible both at home and at school.

- 
- New superintendent mandated that all children will read material at their grade placement
 - We decided to scaffold children at a higher level, using material at their level.

Three components of fluency-oriented reading instruction



- Home reading program
- Choice reading
- Redesigned Basal Reading Program

Redesigned Basal Reading program

■ Comprehension Focus

- Teacher reads story to class
- Teacher discusses story
 - | May do story map, or graphic organizer
 - | May ask questions

■ Preparation for reading

- Teacher may do echo reading with all or part of the class

Redesigned Basal Reading program

- Preparation for reading
 - Teacher preteaches vocabulary, does prereading activities
- Home reading
 - Students bring book home
- Partner reading

Home Reading Program



- Students read at home, as part of homework.
- We met with parents as part of a PTO program to discuss how to read at home.
- We kept track using logs, but teachers did not feel they were efficient.

Choice Reading



- Children read material of their choosing for 15-20 minutes per day.
- Allowed for children to read material at their instructional level

Results



- Teachers were able to do the program all year long.

Results



- Children made an average of 1.8 years gain in each single year

Results



- All children who were reading at the primer level or higher at the beginning of the year were reading at the second grade level or higher at the end of the year.