

Teaching Children to Become Fluent and Automatic Readers (Kuhn et al., 2006) JLR

Abstract

The purpose of the study was to examine the effects of two instructional approaches designed to improve the reading fluency of 2nd-grade children.

The first approach was based on Stahl & Heubach's (2005) fluency-oriented reading instruction (FORI) and involved the scaffolded, repeated reading of grade-level texts over the course of each week. The second was a wide-reading approach that also involved scaffolded instruction, but that incorporated the reading of 3 different grade-level texts each week and provided significantly less opportunity for repetition.

By the end of the school year, FORI and wide-reading approaches showed similar benefits for standardized measures of word reading efficiency and reading comprehension skills compared to control approaches, although the benefits of the wide-reading approach emerged earlier and included oral text reading fluency skill. Thus, we conclude that fluency instruction that emphasizes extensive oral reading of grade-level text using scaffolded approaches is effective for promoting reading development in young learners.