

**Problem:**

Kids w/ poor fluency reading frustration level Tier I text  
STAHL

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

Abstract

① author told us?  
- 2 apps → fluency  
author telling us re: fluency? how do good or bad? u know?

The purpose of the study was to examine the effects of two instructional approaches designed to improve the reading fluency of 2<sup>nd</sup>-grade children. ①

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. ②  
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. ③

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. ④  
conclude that fluency instruction that emphasizes extensive reading of grade-level text using scaffolded approaches is effective in promoting reading development in young learners.

② 1st app.?  
- weekly  
- rep. rdg.  
- grade-level text

③ 2nd app.?  
- weekly  
- rep. rdg.  
- grade-level  
- 3 diff. texts  
diff ↔ 1 & 2?

④ telling us?  
F & W = same?  
- improve fluency  
diff?  
WF = early & > WCPM

Both FORI & Wide FORI are effective due to scaffolding, but Wide FORI gains emerge quicker & lead to greater WCPM gains