Problem:

Kids W/ poor

fluency reading
frustration level
Ther I text
STATIL

reaching Children to Become Fluent and Nutomatic Readers (Kuhn et al., 2006) JLR

- 2 apps fluency author telling us re:
fluency?

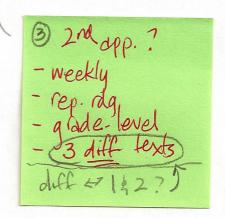
Abstract

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

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 approaches emerged earlier and included oral text reading fluency skill. conclude that fluency instruction that emphasizes extensive reading of grade-level text using scaffolded approaches is eff promoting reading development in young learners.

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



F & W = some?

- improve thony

diff?

WF = early & > WCPM