



Time, engagement and support: Lessons from a 5 year fluency intervention

Melanie R. Kuhn
melaniek@rci.rutgers.edu
Paula J. Schwanenflugel
pschwan@uga.edu



Two approaches to fluency development - FORI

- Teacher reads story to class
- Class discusses story
- Echo reading of story
- Children read story at home
- Choral reading of story
- Partner reading
- Children read story as play (option)
- Children learn one section of text (option)



Two approaches to fluency development - Wide Reading

- Teacher reads story to class
- Class discusses story
- Class echo or choral reads story
- Class partner read story (option)
- Children read story at home
- Class echo or choral read trade book on Thursday and Friday

Weekly Lesson Plans - FORI

FORI	Monday	Tuesday	Wednesday	Thursday	Friday
Reading Lesson	Teacher introduces story; reads story to class; class reads along; teacher and students discuss story	Students practice story. Teacher and Students echo read story.	Students practice story. Teacher and Students choral read story.	Students practice story. Students partner read story.	Students complete extension activities. Option: Teacher can take running records
Home Reading	Students read 15-30 minutes in book of own choosing.	Students take story home and practice reading aloud to someone	Students who need more practice take home the primary text; others take a book of their own choosing	Students who need more practice take home the primary text; others take a book of their own choosing	Students read 15-30 minutes in book of own choosing

Weekly Lesson Plans - Wide Reading

Wide Reading	Monday	Tuesday	Wednesday	Thursday	Friday
Reading Lesson	Teacher introduces story; reads story to class; class reads along; teacher and students discuss story	Students practice story. Teacher and Students echo read story (story 1).	Students complete extension activities.	Teacher and Ss echo or choral read trade book (Story 2).	Teacher and Ss echo or choral read trade book (Story 3).
Home Reading	Students read 15-30 minutes in book of own choosing.	Students take story home and practice reading aloud to someone	Students who need more practice take home the primary text; others take a book of their own choosing	Students take story home and practice reading aloud to someone	Students take story home and practice reading aloud to someone



Results for 2001-2002

Assess- ment point	Condition	Score type	TOWRE	GORT-3	WIAT
Pretest	Adjusted Mean	Standard Score	96	7.4	99
Winter	Control FORI Wide		97 98 100*	8.0 8.4 8.9*	
Spring	Control FORI Wide	*Indicates significant controls at time point, adjusting for pretest scores, using HLM	98 102* 101*	8.8 9.1 9.3*	99 101* 102*



Long term results (2002-2003)

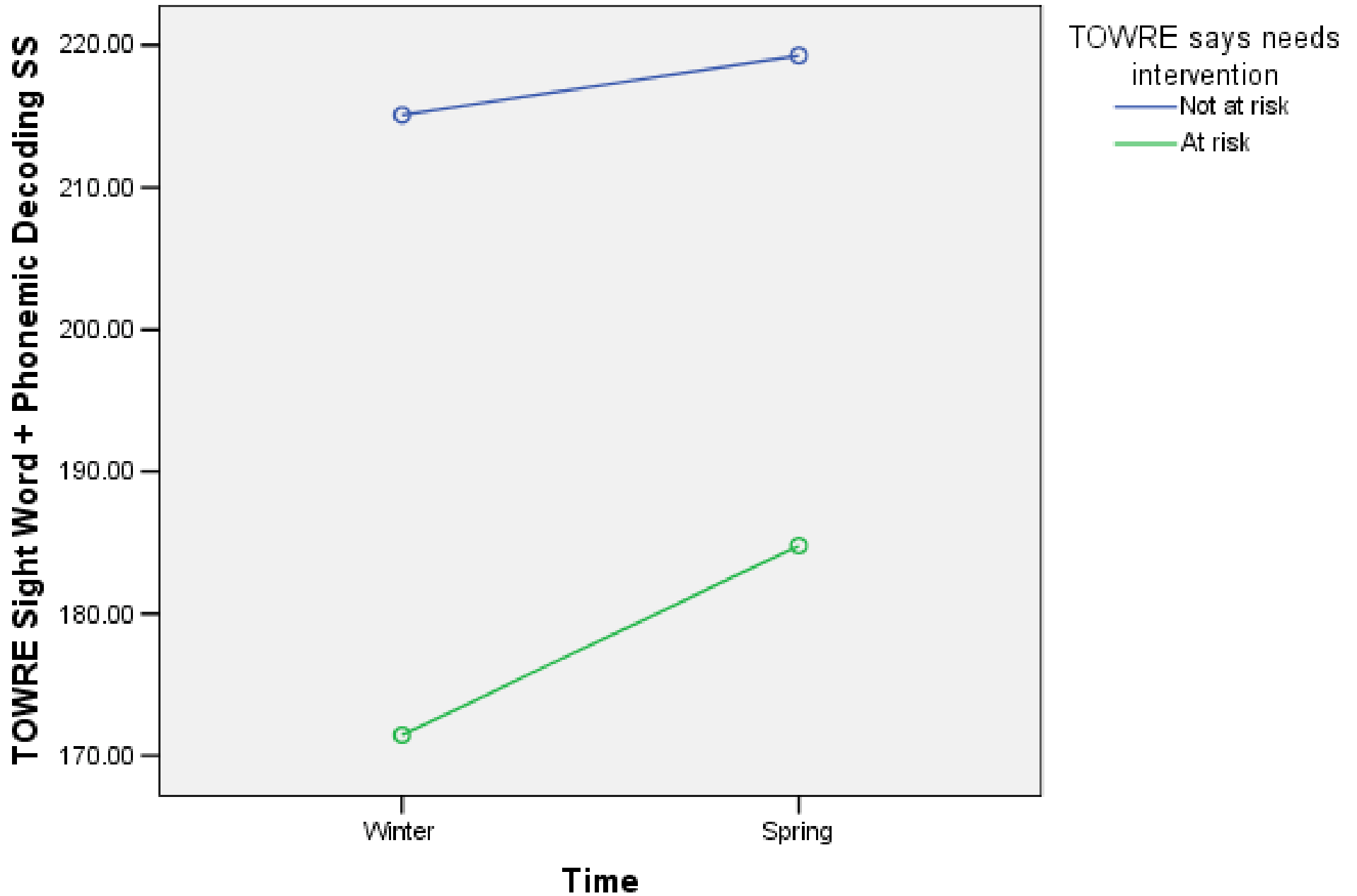
Assess- ment point	Condition	Score type	TOWRE	GORT-3	WIAT
One year later	Control	Standard Score	201	8.8	96
	FORI		204	9.4	99*
	Wide	*Indicates significant increase over controls at Spring time point, adjusting for pretest scores, using HLM.	203	9.2	98*



Results for 2002-2003

Assess- ment point	Condition	Score type	TOWRE	GORT-3	WIAT
Winter	Control	Standard scores	195	8.3	
	FORI		198	8.7*	
	Wide		197	8.6	
Spring	Control	*Indicates significant increase over controls at time point, adjusting for pretest scores, using HLM.	199	8.7	101
	FORI		200	9.0	101
	Wide		203	9.3*	103

NJ Pilot Short-term Intervention 2003-2004





Results for 2004-2005

- Word recognition
 - No effect on word recognition
- Reading fluency
 - Significant *negative* effect on text reading fluency
- Reading comprehension
 - No effect