Effects of Daily Reading of Informational Text on Young Readers’ Fluency

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Daily Reading of Informational Text by English Language Learners

- Reasons why informational text is particularly effective with English Language Learners

- Research on the effects of informational text on English Language Learners’ fluency and comprehension
Daily Reading of Informational Text by English Language Learners

• Reasons why informational text is particularly effective with English Language Learners
  • for developing--and using--schemata & comprehension strategies
  • for developing fluency: Informational texts have features that support fluency:
    • fewer unique words
    • fewer rare words
    • greater repetition of hard words.
Why informational text for fluency?
Analysis of Narrative & Informational Texts

% of 17.25 million words

- 0-2: 135473
- 3: 13882
- 4: 2980
- 5: 1676
- 930

Zeno et al 1995
Nation’s Leading Reading Textbook & Its Science Textbook

HM Gr2 READ

HM Gr2 SC

Zeno et al., 1995
IRA Symposium 2004
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• Research on the effects of informational text on English Language Learners’ fluency and comprehension
Program of Research:
Weekly WCPM For 2nd Graders

WCPM Gain per week

Study 1
Study 2
Study 3

Content Text
Misc. Texts

Literature
Status quo

IRA Symposium 2004
Design of Current Project (Study 4)

• Part of Fluency-Oriented-Reading-Instruction (FORI) (Stahl, Schwanenflugel, Kuhn, Morris, Morrow)
• 3rd year of 5 year project: Whole school-implementation with “fidelity” measures rather than control groups
• Intervention occurs for 15-25 minutes of a school day; only a portion of the daily 2.5 hour reading/language arts period

• 11 classes in 2 CA schools with 87% native Spanish speakers; 85% free/reduced lunch; 94% parent permissions
• 2 8-week periods: Nov to mid-January; mid-January to end-March
• Deno et al.’s Maze assessment plus a similarly constructed informational Maze test (& TOWRE)
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Example of Informational Text: Science

Do Animals Talk?

Some birds communicate by moving their tails.

How Animals Communicate

Animals don’t talk, but they do communicate. When you communicate, you are sharing information with others. Animals have ways of communicating that are different from the ways that people use. When your friend talks to you, your friend uses language to communicate information. In a language, each word means something.

Animals do not use words. They use sounds and signals. Birds sing and move their wings. Some animals move their tails. Other animals communicate by moving their bodies in other ways. Different sounds and signals help animals communicate with each other.
FIRST READ:
1. Before students read: Have them identify what they already know about the topic. Ask them to identify and discuss at least two new and challenging words.
2. Ask students to read the passage aloud or silently, taking as much time as needed.
3. After reading, ask students to write words or phrases on graphic organizer that will help them remember the content.

SECOND READ:
1. Teacher reads aloud with students at a comfortable pace.
2. Teacher reads the passage aloud with students at the target rate of one minute.
3. Have students identify one thing about the topic that is important to remember.

THIRD READ (PASSAGES 1 to 4):
1. Students take turns reading aloud the passage as partners.
2. After partner reading, students write responses to comprehension questions.

THIRD READ (Passage 5):
1. Ask students to read to remember but as quickly as they can. They mark down their words when the one-minute timer goes off.
2. After timed reading, students respond to comprehension questions.
Percentile Distribution: November to March

- 10 & below
- 11 to 30
- 31 to 50
- 51 to 70
Implications

• For reading instruction: Use informational text with second graders and above for developing fluency, vocabulary, and comprehension (the 3 higher-level domains of Reading First)

• Find informational text that is useful for fluency as well as schemata/vocabulary instruction in science textbooks as well as trade books
Research studies can be found at:

www.textproject.org