

Wide Reading: Why it matters for Reaching Common Core Goals

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Goals for the presentation

- of wide reading in the curriculum
- Consider how wide reading can be implemented in the classroom in ways that support the CCSS
 - How wide reading facilitates fluency and, more importantly, comprehension
- Present possible directions for future research

Review of studies dealing with fluency instruction

- Studies designed for working with students making the transition from purposeful decoding to fluent reading
- Studies designed for working with struggling readers
- Studies designed for individual learners, dyads, groups of learners and classrooms

We found there are a number of strategies that have proven to be effective in helping students become fluent readers, including:

- Repeated readings
- Reader's theater
- Neurological Impress Method
- Reading-while-listening
- Paired Reading
- Oral Recitation Lesson

What we found:

- Improvements in fluency were identified in terms of speed, accuracy and, when measured, prosody
- The interventions were successful not only at aiding fluency development but also at improving students' understanding of texts
- The approaches were effective both for struggling readers and for those students who were at the point in development during which this transition usually occurs

What we found:

- The instructional approaches are effective because of the scaffolding they provided either through the use of modeling or through the repetition of text
- This scaffolding allows learners to work successfully with material that would otherwise be too challenging for them in terms of length and reading level

What we found that was unexpected:

We also noted that when repeated reading of text – the underlying principle of fluency instruction – was compared to the scaffolded reading of an equivalent amount of text without repetition, the gains were equivalent

Research Questions

- Is such instruction effective because of the repeated exposure to given texts or would simply increasing the amount of exposure students have to connected texts lead to similar results?
- Are there a developmental point at which fluency-oriented instruction can be said to be particularly effective for learners?

We wanted to integrate elements of effective fluency strategies, such as repetition and modeling of expressive reading, in order to create a classroom curriculum that would assist in learners becoming fluent readers, while attempting to determine the answer to these questions.

Original FORI study

- Read story to class and discuss (Monday)
- Choral reading (Tuesday)
- Echo reading (Wednesday)
- Partner reading of story (Thursday)
- Children complete extension activities (Friday)
 - Story goes home for practice every night starting on Tuesday
 - Students who are proficient read another text

Results from original study

- First year
 - four second grade classrooms
 - 84 students
 - 1.88 years growth on QRI
- Second year
 - 10 second grade classrooms
 - 180 students (125 completed pre- and post-assessments)
 - 1.77 years growth on QRI

Original Wide-Reading study

- Four groups of 6 students
- Repeated readings group
- Wide-range reading group
- Listening-only group
- Control group

Results from original study

- Assessment measures
 - TOWRE, QRI, NAEP
- Both repeated reading and wide reading groups showed improvement in terms of prosody, on word recognition in isolation, and for correct words per minutes in context
- Wide reading group showed improvement on comprehension measure and a decrease in number of miscues

IERI/NICHHD/NSF study

- FORI approach
 - Switch echo and choral reading
- Wide-FORI approach
 - Three texts over the course of the week
- Control
 - Range of instructional approaches
- Sites in NJ and GA
 - Low to middle SES

IERI/NICHD/NSF study

- Fluency-Oriented Reading Instruction (FORI)
 - Comprehension dealt with first
 - All students read grade-level material*
 - Reading will be scaffolded through repetition
 - Partner reading will be incorporated
 - Amount of reading will be increased by reading at home
- * challenging for many of the learners

IERI/NICHHD/NSF study

- Fluency-Oriented Reading Instruction (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

IERI/NICHHD/NSF study

- Wide FORI Instruction
 - Comprehension dealt with first
 - All students read grade level material*
 - Rather than repetition, an equivalent amount of text will be used
 - Amount of reading will be increased by reading at home
- *challenging for many of the learners

IERI/NICHD/NSF study

- Wide FORI Instruction
 - Class echo or choral reads story
 - Class discusses story
 - Class partner read story
 - Children read story at home
 - Class echo or choral read trade book on Thursday and Friday

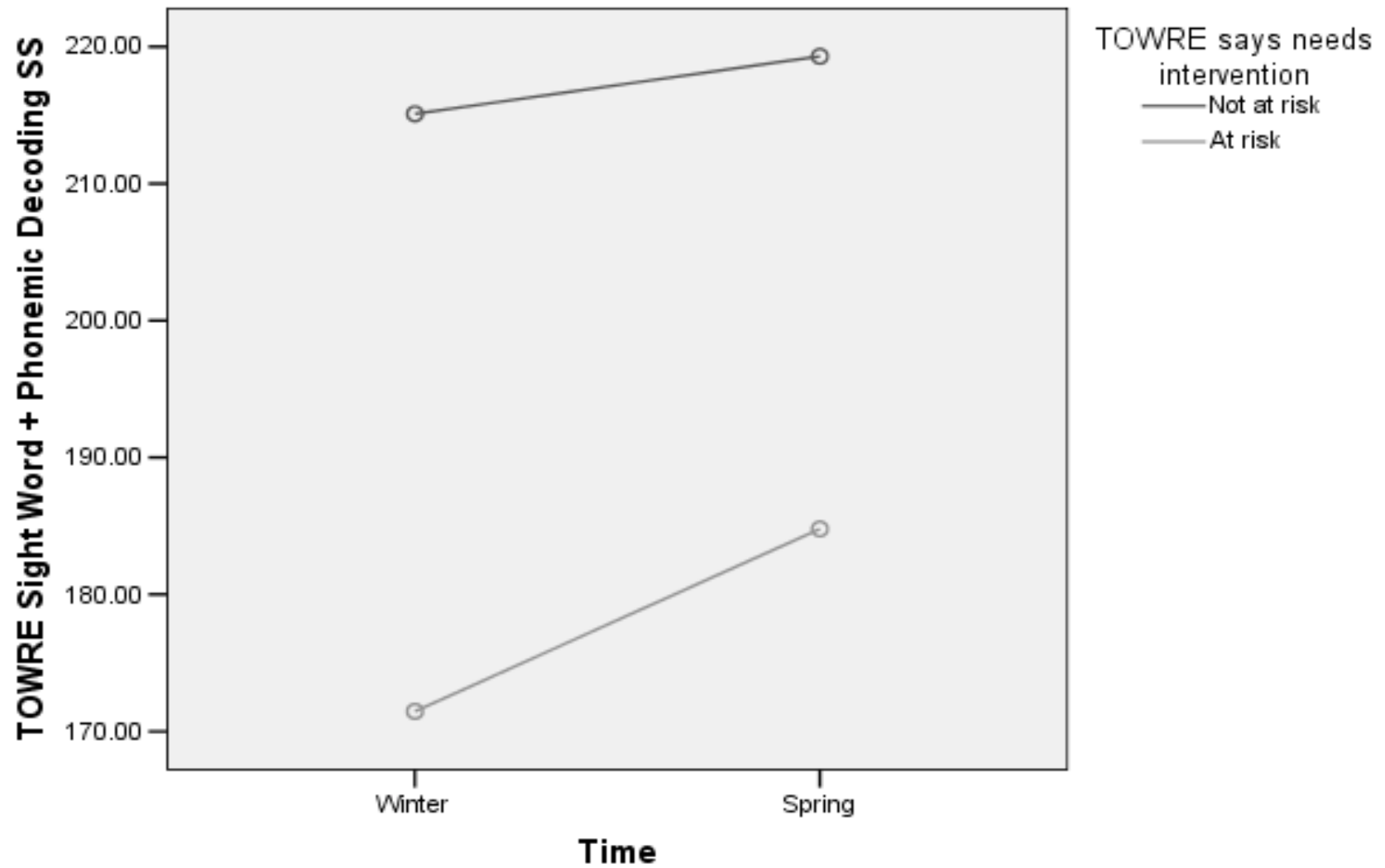
IERI/NICHHD/NSF study – Years 1&2

- Students in the FORI and Wide FORI groups did significantly better in terms of word recognition in isolation (TOWRE) and comprehension (WIAT)
- Students in the Wide FORI group also did significantly better in terms of word recognition in context (GORT)
- One year later students in these groups outperformed the controls on the WIAT

IERI/NICHD/NSF study – Year 3

- Scaled up FORI
 - Students made 6 months growth in 4 months on word recognition (students moved from the 58th to the 67th percentile)
- Especially effective for struggling readers

NJ Pilot Short-term Intervention 2003-2004



IERI/NICHD/NSF study – Year 4

- Scaled up FORI without support
- Word recognition
 - No effect on word recognition
- Reading fluency
 - Significant negative effect on text reading fluency
- Reading comprehension
 - No effect

What happened?

- Basic fidelity: Was FORI carried out by teachers?
 - 49% intervention teachers followed the basic format
 - 22% did sometimes
 - 29% did not use at all
- Core activities seen in 23% of FORI segments and 15% of control segments

Reasoning backward: What do effective teachers do?

- Comparing fastest growing classrooms with “slowest” growing classrooms
- Teachers had better classroom management
- Students exhibited more on-task behavior
- **Children read more**
 - **Estimated at 7 minutes more per day for 24 weeks = 840 extra minutes of reading**

Logan's Instance Theory of Automaticity

- Repeated reading allows readers to strengthen the depth of traces
- Wide reading allows readers to increase the number of distinct traces
- When reading a new text, the chances of encountering a similar trace (e.g., a phrase) is increased as the number of distinct traces encountered is increased

Developing Fluency

- Develops through practice – every encounter lays down a trace or instance representation in memory
- Occurs at multiple levels (letters, words, phrases, higher order propositional structures)
- Repetition – deepening of traces, allows learners to establish prosody, identify appropriate phrasing
 - *Difficulties with text successfully solved and more readily solved when encountered in another text*
- Wide reading – widening of traces, opportunities to recognize words in multiple context
 - *Expands conceptual knowledge and vocabulary*

What are the takeaways?

- Teachers find that both approaches are easy to implement and consider the structure to be helpful in terms of classroom management
- Students are better engaged with the material, feel successful, and enjoy the predictability of the programs
- **Fluency can be developed through substantial texts that can be used for shared reading, small group instruction, and partner reading**

What are the takeaways?

- Both the FORI approach and the Wide FORI approach show promise as effective classroom strategies for promoting reading development in children reading below or on grade level
- **This allows them to use more challenging texts, ensuring wider exposure to both vocabulary and conceptual knowledge and, in turn, is critical to success with the CCSS**
- However, they appear to be effective only after students have established phonemic awareness, concepts of print and an understanding of sound-symbol correspondences or a basic sight word vocabulary

Today, we test our children's reading ability without regard to whether we have given them the vocabulary and knowledge they need to be successful.

Hirsch, E.D., & Pondiscio, R. (Winter 2010-2011). There's no such thing as a reading test. *American Educator*, 50-51.

We should provide all children, regardless of their achievement levels, with as many reading experiences as possible. Indeed, this becomes doubly imperative for precisely those children whose verbal abilities are most in need of bolstering, for it is the very act of reading that can build those capacities. An encouraging message for teachers of low-achieving students is implicit here. We often despair of changing our students' abilities, but there is at least one partially malleable habit that will itself develop abilities—reading! (pp. 7 & 8)

CUNNINGHAM, A.E., & STANOVICH, K.E. (1998). WHAT READING DOES FOR THE MIND. *AMERICAN EDUCATOR*, 22, 1-8.

So where do we go from here?

- How challenging should texts be
- How much support is necessary
- How should wide reading be integrated into the curriculum?
- What role should repeated, or deep, reading play?
- Should we transition to silent reading exclusively or should some oral reading be included beyond the primary grades?

Suggested readings:

- Adams, M.J. (2009). The challenge of advanced texts: The interdependence of reading and learning. In E.H. Hiebert (Ed.), *Reading more, reading better* (pp. 163-189). New York: Guilford Press.
- Cunningham, A.E., & Stanovich, K.E. (1998). What reading does for the mind. *American Educator*, 22, 8-15.
- Halladay, J. (2012) Revisiting key assumptions of the reading level framework. *Reading Teacher*, 66, 53-62.
- Hiebert, E.H. (2002). Standards, assessments and text difficulty. In A.E. Farstrup & S.J. Samuels (Eds.) *What research has to say about reading instruction*. (pp. 337-369). Newark, DE: International Reading Association.

Suggested readings:

- Hiebert, E. H., & Martin, L. A. (2009). Opportunity to read: A critical but neglected construct in reading instruction. In E.H. Hiebert (Ed.) *Reading more, reading better* (pp. 3-29). New York: Guilford Press.
- Hirsch, Jr. E.D. (Spring, 2003). Reading comprehension requires knowledge – of words and the world: Scientific insights into the fourth-grade slump and the nation's stagnant comprehension scores. *American Educator*, 2003
- Kuhn, M.R., Schwanenflugel, P.J., & Meisinger, E.B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. Invited review of the literature. *Reading Research Quarterly*, 45, 232-253.
- Kuhn, M.R. (2009). *The hows and whys of fluency instruction*. Boston: Allyn & Bacon.