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Effective Reading Strategies That Increase Reading Fluency

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August 2019

A Literature Review Presented

in Partial Fulfillment of the Requirements

For the Degree of Master of Education

August 12, 2019

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Abstract

Research states that a student's reading fluency has a direct correlation to their reading comprehension. This literature review investigates the most effective reading strategies that increase a student's reading fluency rate. The research explores strategies such as repeated readings, modeling and scaffolding, preteaching key words in text, and silent reading. This literature review will bestow peer reviewed, scholarly journals to research the most effective reading strategies to increase student's reading fluency rate. The results of the various studies throughout this paper determined that repeated reading strategies that incorporate scaffolded repetitive readings of a text, such as FORI (Fluency Oriented Reading Instruction) have been highly successful. Modeling and repeated readings along with other interventions in place were also found to be highly successful.

Key Words: reading fluency, repeated readings, reading strategies, repetition

Effective Reading Strategies That Increase Reading Fluency

Reading is the most important component in education. It is the foundation of learning every subject area in school and out of school. According to the National Reading Panel (NPR), there are 5 essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Comprehension is the backbone of reading. If a student cannot comprehend what they read then they struggle with learning. Research states that a student's reading fluency rate has a direct impact on a student's reading comprehension. Reading fluency has been a hot topic for several years. Trying to find new ways to keep kids motivated and excited about reading fluently has been a challenge in many classrooms.

There are multiple strategies that claim to increase a student's reading fluency. There has also been a lot of research done comparing reading strategies to each other to determine which ones are the most effective. According to Mastropieri, Leinart, and Scruggs (1999), there has been substantial research conducted to determine the most effective ways to improve reading comprehension. This literature review will address what the research says about which research-based strategies are the most effective reading strategies to increase a student's reading fluency. The researcher will collect all of this data and review which reading strategies are the most commonly known to have the most effective results on student's reading fluency. The researcher will use the findings of this literature review to influence instruction.

Some of the reading fluency strategies that will be explored in this literature review are preteaching key words in text, modeling, scaffolding, repetition, repeated readings, listening passage preview, silent reading, group size and duration. The goal of this literature review is to collect and analyze multiple reading strategies to increase student reading fluency to implement into the reading interventionist classroom and general education classroom.

Literature Review

What is Fluency?

The National Reading Panel (NPR) defined fluency as the ability to read orally with sufficient accuracy and speed, plus appropriate expression and identified fluency as one of the five essential components of reading instruction. The five essential components of reading instruction are: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Phonemic awareness is the knowledge that words are made up of a combination of individual sounds. It is a combination of recognizing each sound and holding onto those sounds to blend them into words and the ability to take them apart successfully. The National Reading Panel defines phonics as the method of teaching reading and writing with the relationship between specific letters and their sounds. It is the ability to hear, identify, and manipulate phonemes. The National Reading Panel also defined vocabulary as an essential component of reading instruction because as children are learning to read they are beginning to understand the meaning of the words they are reading. They may not need to know all of the words they read, but it does make comprehension much easier when they know a majority of the words that they are reading. The last essential component that the National Reading Panel defined as an essential component of reading instruction is comprehension. Comprehension is the ultimate goal for reading. Some students can be fabulous readers, but have no idea what they just read. Good readers can read fluently and have the skills to be able to comprehend everything that they read. Each of these components plays a key role in reading fluently. When a student understands phonemic awareness and phonics easily they are able to read or decode quickly. The same is true with vocabulary. The more words that they know fluently the smoother they will be able to read them

and comprehend what they have read. A reader must master all of these components in order to

become a really good reader. (The National Reading Panel Report, 2005).

History

Strickland, Boon, and Spencer (2013) stated that the 2011 report of The Nation's Report

Card (National Center for Education Statistics [NCES], 2011) indicated that less that a third of

students in elementary and middle school were found to be reading below grade level reading

proficiency. The report also revealed that reading achievement scores have remained unchanged

for fourth grade students and slightly increased for 8th grade students from 2007-2011. As

expected, the findings were alarming to say the least.

The literature shows that students have been struggling with oral reading difficulties for

years. According to Rasinski & Hoffman (2003), near the end of the 19th century and beginning

of the 20th century, the dominant role of oral reading as the primary mode of instruction in

reading was challenged. Since then, many strategies have been implemented to try to increase a

student's reading fluency. Strategies such as: oral reading, round robin reading, and repeated

readings were some of the first ones implemented. Putnam, Smith, & Cassady (2009) stated that

beginning in the 1990's, there were large increases in the number of legislative actions directed

toward federal and state policy initiatives. The findings of this research were that when

legislation mandates change, teachers felt no value or commitment to follow through to

implement the modifications. The teachers were not outright protesting the laws, but just did not

change their day-to-day teaching methods within their classrooms. They modified their practices

just enough to avoid punishment.

The report determined that at the school level the teachers must be supported in their work. The

teachers work first hand with students and know what is effective and what isn't effective and

that it must be a collaborative effort to increase good reading instructional strategies. As Putnam, Smith, and Cassady (2009) stated, they must change their expectations that all teachers are willing and able to teach in the same fashion in order to actually influence reading instruction and learning that is taking place in the classrooms.

Although it has never been widely advocated, one of the first strategies for reading fluency was round robin reading (Rasinski & Hoffman, 2003). However, in the beginning it was used more for checking accuracy than fluency. Teachers liked this form of instruction due to the fact that it offered minimal preparation and the teacher could help students with errors. However, many students found this method to be embarrassing due to the fact that their errors or lack of competence would be publicly displayed. Another method that Rasinski & Hoffman (2003) discussed that has been used in the past for improving students' fluency was Paired Reading. In this method, a less fluent student was paired with a student that read fluently. The fluent reader would adjust their reading rate to the student that was not fluent. The less fluent reader could also choose to read independently for a portion of the time. The duration for this reading strategy is for 10-15 minutes. This reading method is still said to have a positive effect on a student's reading fluency. Research conducted by Mastropieri, Leinhart, and Scruggs (1999) stated that peer tutoring resulted in gains for students with reading difficulties. Students that peer tutored also had more opportunities to practice reading aloud and other activities that were able to build fluency as well. Another method that Rasinski & Hoffman (2003) described that has been used in the past for increasing student's reading fluency is the use of Reader's Theaters. Students are given scripts for a part and they practice their parts repeatedly. The students then stand in front of an audience and present the play. The play must be performed with expressive and meaningful voices. This form of reading strategy has a high student interest rate. Students really enjoy acting

out the parts and performing in front of an audience. This form of reading strategy has been highly effective in the past and still has an effective growth on a student's reading fluency rate. According to the research conducted by Rasinski & Hoffman (2003), researchers found that the Readers Theater group substantially outperformed two other controlled classroom groups for reading fluency rate and overall reading achievement. Another reading strategy that has been used in the past is cross-age paired reading. This reading strategy consists of older students reading with and to younger students. This allows the younger students to hear what a fluent reader should sound like. This is a strategy that still shows growth for students' reading fluency. Students really enjoy reading to other students and being read to by other, older students.

Overall, oral reading fluency has been a topic to focus on in education since the end of the 19th century. As far back as the mid nineteen-century, schools were beginning the process of using oral recitation (Rasinski & Hoffman, 2003). Determining the most effective ways of implementing teaching strategies to increase reading fluency is still yet to be determined. As in the past, successful teachers have provided their students with a regular stream of comparatively easy reading materials.

Repeated Readings

Repeated readings were the most commonly used researched strategy implemented throughout this literature review. Research conducted by Mastropieri et al., (1999) outlined several reading strategies to increase reading fluency, including repeated readings. During this research, students were given passages to read repeatedly. Students that read a passage as least seven times read the passage more fluently than students that read the passage two or three times. Another finding of this research was that students that read passages that had a significant amount of overlapping words had more gains. The findings also stated that students that were

struggling readers had more effective gains when given specific instructions or were pre taught specific words.

Strickland, Boon, and Spencer (2013) also provided an extensive review on the effectiveness of using repeated readings as a strategy to increase a student's reading fluency. This research consisted of research-based repeated reading studies that indicated large to moderate gains in reading fluency and comprehension in the findings. This was research-based and was conducted from 2001 to 2011 on students with learning disabilities. In this study repeated readings were compared alone, they were compared to other reading interventions, in combination with other reading interventions, and as a part of a reading program. Repeated readings as the primary intervention was proven as an effective reading strategy to increase reading fluency and has the potential to increase students' comprehension in students with or without learning disabilities at the elementary grade level. The study by Strickland et al. (2013) also compared repeated readings to other reading interventions revealed that students in the repeated readings intervention groups outperformed the other reading fluency groups. The study that consisted of repeated readings in combination with other reading intervention groups revealed that students had significant gains. The study by Strickland et al. (2013) that consisted of repeated readings as a part of a reading program revealed that students had great gains as well. Overall, the study conducted by Strickland et al. (2013) suggested using repeated readings as the primary intervention, in combination with other reading interventions, or as part of a reading program. The limitations of this study consisted of a limited number of participants to give an accurate representation of the effectiveness of the strategy, there was not a homogenous group of students in the classroom, some of the studies do not report student demographics, and there were not any standard protocols in place for the repeated readings. Another study in the research

by Strickland et al. (2013) compared a group of students using repeated readings and continuous

reading to a controlled condition with no reading interventions in place. The students in the

repeated reading and continuous reading groups outperformed their peers in the controlled group

with no reading interventions in place. Strickland et al. (2013) also studied repeated readings in

combination with other reading interventions. This study also resulted in great gains with reading

fluency. The results of this research overall indicated that repeated readings should be

implemented in the classroom to improve students' reading fluency. (Strickland et al., 2013).

Some of the limitations of the study include the small sample size used, most of the studies did

not include a homogenous group of students, and no standard protocols were followed to

implement the repeated readings.

The study by Begeny, Krouse, Ross, & Mitchell (2009) consisted of examining three

small group interventions using repeated readings, listening passage preview, and listening only.

In this study, four-second grade students with below average or average reading skills were

evaluated. The reading probes used during the intervention were Dynamic Indicators of Basic

Early Literacy Skills 6th Edition (DIBBELS) at the 2nd grade reading level. The conditions for

this study were very specific and clearly followed. Listening passage preview consisted of the

student listening to a more skilled reader read the passage while following along silently. In this

study the skilled reader was the teacher. This study resulted in repeated readings as the most

effective reading intervention to increase reading fluency followed by listening passage preview.

The limitations of this study consisted of a limited number of students in the study and

the amount of time on task was not clear. The researcher recommended further study with a

larger sample of students to get a more accurate result of the effects of the strategy. The study by

Murry, Munger, and Clonan (2012) also examined the use of repeated readings to increase a

student's reading fluency. This study consists of a case study to use assessment as a strategy to increase reading fluency outcomes with students that have reading difficulties. The goal of this study was to prove that assessments could identify underlying reading difficulties in order to display how improvements in oral reading fluency can be achieved. This study consisted of a reading clinic where graduate students work one-on-one with struggling readers. One specific study pointed out the importance of using assessments to guide instruction. A student was given an overall assessment that resulted in displaying his lack of phonics knowledge in specific areas. His teacher used the assessment to create lessons that helped his with his decoding struggles. He went from gaining one word a week to nearly three words per week as his intervention progressed. Repeated readings alone would not have been an effective strategy with this student. However, after implementing more targeted assessments and interventions to assist with his word reading difficulties this student showed great improvements.

Poetry and Rhymes

Rasinski, Rupley, Paige, and Nichols (2016) examined strategies based on research to increase students' reading fluency. They found that both phonics and reading fluency have been identified as the two most critical components in a student's successful reading development. Rasinski et al. (2016) also noted that from theory and their research, it is extremely important for students to be able to recognize print accurately and with meaningful expression and phrasing.

Rasinski et al. (2016) also found that the use of poetry and rhymes in choral reading is a powerful tool to help students develop mastery in word decoding and reading fluency. The article also stated that the use of alternative texts such as poetry, Reader's Theater scripts, song lyrics, and speeches lead to improvements in reading fluency, as well as comprehension and overall reading achievement. As the authors pointed out, the objective to teaching poetry is to

teach the readers the orthographic patterns so that the can use those patterns when encountering words in new text. Rasinski et al (2016) also pointed out that as teachers teach word families and how to manipulate them to make new words, it helps students be able to use analogies when learning to read. Rasinski et al. (2016) goes on to say that they suggest a three-step sequence of instruction to use rhyming poetry to teach phonics and reading fluency. The first step is for the teacher to identify a target word family and brainstorm words in that family. Step two moves the words from the word family to practicing words in isolation to practicing them in text or rhyming poetry. The third step is for the teacher to model using the words to write a poem of her own. The students are then encouraged to do the same. They can use them as poems or create little songs to sing. This also adds greater variety to their learning and allows them to be more involved and interested in their learning. They also suggested further research on the length of treatments and how the alternative text affects the student's attitudes and motivation. The researchers also found that the use of modeling fluent reading and supporting students when they are reading orally are key methods in increasing reading fluency.

Preteaching Words

Coulter & Lambert (2015) conducted a research project to determine the effects of preteaching key words on accuracy and fluency in connected text with three fifth grade students with learning disabilities. The students received small group reading instruction in a resource room for 25-30 minutes 3 to 4 days per week. Researchers selected 15-20 multisyllabic words that the students would most likely miss from each passage. The words were then pre taught one word at a time. The researchers in this project found conflicting reviews when preteaching key words to increase reading fluency. The researchers found that in some studies, preteaching words increased speed and accuracy throughout the group. However, in other studies that was not the

case. One study showed that training words in context was more effective than training words in

an isolated list. Accuracy scores for all three of the students went up. One of the limitations of

this study that could have affected the results was that all three participants were absent from

school a number of days during the intervention due to illness. Another limitation could be the

variability of the passages could have affected their fluency scores.

Another study by Jasmine & Schiesl (2009) researched the effects of word wall words

and word wall activities on the reading fluency of 20 first grade students. The purpose of this

study was to help improve student's reading fluency by interacting with a word wall and the

activities related with the word wall. The researchers consisted of a college professor and field

supervisor of student teachers who had observed ineffective ways of using word walls in lower

elementary classrooms. The other researcher was a first grade teacher that wanted to research the

most effective ways to help her students. The study was conducted over a period of four weeks.

The researchers identified four stages of reading development: 1) pre-alphabetic stage, 2) partial

alphabetic stage, 3) fully alphabetic stage, and 4) the consolidated alphabetic stage. They

revealed that each of these stages was designed to build upon each other. One important point

that was made was that as important as it is to know sight words and be fluent with them, word

walls could become the core to reading fluency.

During the research by Jasmine & Schiesl (2009) structured word wall activities were

created to help students with the fluency and comprehension of the sight words. The activities

were taught during daily reading instruction and center time. The methods of data collection for

this study was pre and post running records, teacher observations of word wall activities, and

interviews with students about their experiences with word wall activities. The results of this

study showed that word wall activities might have been a factor in increasing word recognition

in reading fluency. Some of the limitations of this study were that the students were first grade

students and could have been easily distracted during word wall activities. Another limitation

was student absences, and restricted data collection. This research confirms that there is potential

to increase a student's reading fluency rate by implementing word wall activities. A study

conducted by Mastropieri, Leinart, and Scruggs (1999) also found that computers could be used

effectively to provide practice for sight words that build reading fluency. They can also be used

to assess or measure reading abilities.

Modeling, Scaffolding, and Repetition With Connected Text

Modeling, scaffolding, and repetition with connected text is another reading strategy that

Kuhn, Rasinski, and Zimmerman (2014) researched to improve reading fluency. This study

consisted of FORI (Fluency Oriented Reading Instruction), Wide Reading FORI, and FDL

(Fluency Development Lesson). FORI is based on a five-day cycle with the teacher providing

full support on Day one and lessoning the support each day with the students on their own by

Day five. A new text is introduced on Day one, with the teacher giving some background

information about the new text involving activities. The teacher then reads the text aloud while

the students follow along in their own texts. This also allows the teacher to model how fluently

the text should sound. Following reading the book will be a discussion about the book involving

comprehension focus. Day Two consists of echo reading the book. Following the reading will be

activities to expand on the meaning of the text. On the second day the student will be taking the

book home to read. Day Three consists of choral reading the book. Day Four, the students read

the book with a partner. They act as coaches for one another.

According to the research conducted by Kuhn et al. (2014), students using the Fluency

Oriented Reading Instruction (FORI) format went from the 25th percentile to the 75th percentile

in their reading fluency. The study by Kuhn et al. (2014) also found that Wide Reading FORI

consists of the same principles as FORI, however, where students read a single text with FORI,

Wide Reading FORI has them read three texts over the same five-day period. The Fluency

Development Lesson (FDL) incorporates the same principles found in FORI and Wide Reading

FORI. However, instead of spreading the lesson out over a week, the lesson is all done in one

day. This allows the lessons to be longer, no more than 30 minutes and more intense. The

researchers found that all three of these approaches have been very effective in improving

student's reading fluency scores. They also found that these lessons were highly motivational for

students. Kuhn, Rasinski, and Zimmerman (2014) found that one of the most important features

connected with increasing student reading fluency is the amount of time students actually spend

reading. They recommended that for students to read aloud 20-30 minutes per day to increase

and maintain reading fluency. Another important component to increase students' reading

fluency is to use texts that challenge the students. When texts are challenging the students have

an opportunity to be exposed to grade level textbooks that allow them to decode and understand

comfortably with support from the teacher. The research conducted by Kuhn et al. (2014)

showed that when students were not challenged, they did not make significant progress. The

study also showed that the scaffolding of challenging text that the FORI and the FORI Wide

approaches used gave the students just the right amount of support through repetition and

modeling.

Silent Reading

Reutzel and Juth (2014) found that silent reading routines produced several different

outcomes with elementary students. The authors researched the effects of using silent reading to

increase students' fluency rates. The researchers investigated an evidence-based framework for

silent reading for students in 3rd through 6th grade. According to Reutzel and Juth (2014) using

specific instructional content and contexts that motivate silent reading is extremely important to

student reading fluency. The researchers discovered five major concerns: (1) How Students Self

Select Reading Materials, (2) Student Reading Stamina and Time on Task, (3) Student

Accountability, (4) Lack of Student Talk About Text, and (5) Teacher Engagement. (Reutzel and

Juth, 2014) Struggling readers often pick out books that are difficult for them which in turn make

them frustrated and lose interest in reading. Student book selection is key to a student's reading

success. Reis, Eckert, and McCoach (2008) found that when students read relatively easy library

books for a period of six weeks their reading level, vocabulary, and rate went up. Time spent

with the appropriate text improves word reading as well as comprehension.

Reis et al. (2008) also stated that simply allocating time to read is not enough. Students

need to be fully engaged in reading text. It is very difficult to know exactly how much time on

task students are actually reading so teachers need to combine reading time with motivational

practices. Student accountability is necessary to ensure that students reading times are

productive. Teachers need to make sure that students are given some type of work to document

the time they spent reading. Things such as a reader's response notebook or book logs are a

couple of effective ways to hold students accountable. Another important component that the

researchers recognize are students talking about the text. When students know that they need to

know details about the text they are reading it helps them have a focus for their reading. When

students discuss the text that they are reading with a group it helps them socially interact with

one another and motivates them to read. This also helps hold the students accountable when they

are reading and keeps them focused. Teacher engagement is the last important component. In the

past the teacher was expected to model silent reading while the class silent read. However, now it

is more important that teachers promote books to students to encourage them to read. Providing

students with scaffolding is extremely important. One limitation of this study consists of

treatment diffusion where the teachers assigned to either the treatment group or the control

groups discuss the group on a daily basis. Another limitation in this study is the use of ITBS as

an assessment and it is not able to recognize subtle differences in reading comprehension. A third

limitation of this study is the limited amount of time the study took place. The researchers

recommend implementing the study for an entire school year to give teachers time to adjust to

the new program.

Reutzel and Juth (2014) discovered four evidence-based components that support silent

reading fluency development during their research. They are: (1) allocated practice time, (2)

supportive classroom environment, (3) engaged reading, and (4) teacher scaffolds and

instruction. They believe that these four components will help educators successfully implement

a reading program that supports the development of silent reading fluency in elementary

classrooms. As the researchers stated, the allocated practice time for reading should consist of

the students reading for the whole time allocated, not looking for books or materials to read. The

second important component, supportive classroom environment, is another extremely important

piece to a student's success. The classroom environment needs to include a variety of books

organized to support easy selection for the students. Comfortable seating is also another

important component to encourage student's success. The classroom library needs to be located

in a quiet and peaceful area of the room as well. Another successful way that the researchers

discussed for book browsing is for the teacher to code the difficulty of the books within the

classroom so students know what books they can easily read and which books are too difficult

for them. Student engagement is another important component to supporting a successful silent

reading fluency program. When students have a choice in what they read they are more engaged in their reading. Student engagement also promotes discussion and social interactions around texts and also promotes an increase in literacy skills. The fourth important component is teacher scaffold and instruction. An initial study concluded that there was no evidence that reading practice alone improved reading fluency. However, during a second follow up study it was founded that reading practice combined with instruction had significant effects on fluency and comprehension scores. Overall this study concluded that many questions still remain as to which strategies effectively increase student reading fluency the most. However, current research strongly supports the use of the four evidence-based components discussed earlier.

Teacher-Student Ratios and Time Variations

Another study by Ross and Begany (2014) researched the effects of an evidence-based reading fluency intervention that consisted of a variety of student-teacher ratios and varying duration times. The study consisted of four struggling second grade students. The study consisted of: small group with a 14 minute intervention, small group with a 7 minute intervention, one on one with a 14 minute intervention, and one on one with a 7 minute intervention, and a no intervention controlled condition. The results of this study showed that there was little difference in the student's outcomes between small group and one-on-one interventions. The findings also showed that all students made gains during their interventions compared to the controlled group, however, two students made more meaningful gains than the rest. The longer intervention duration appeared to be more effective than the shorter intervention durations. The researcher recommends that interventions start between 12-15 minutes in length, this would be the most efficient and effective way to increase reading fluency. One limitation of this study is that it only measured student reading outcomes on two generalized measures of reading fluency and did not

factor in additional measures that could help to evaluate the differences in treatment conditions. The researchers also recommend further study on treatment intensity as it relates to students varying levels of academic needs.

Schoolwide Enrichment Model

The research by Reis, Eckert, and McCoach (2008) concluded that using a Schoolwide Enrichment Reading Model (SEM-R) that included blocks of oral reading fluency resulted in significant gains in reading fluency verses a standard basal reading program. Other results found were that enriched independent reading could be a promising way to increase reading fluency. The research by Reis, McCoach, Little, Muller, and Kaniskan (2011) also researched the use of SEM-R and the effects on its reading achievement in five different schools. The researchers concluded that both differentiated instruction and enrichment teaching methods resulted in higher reading fluency and comprehension in some students. The research also found that the reading fluency and comprehension results for high-poverty students were significantly higher than their control group peers. The limitations of this study consist of treatment fidelity of the research project, the absence of measurement for student engagement, and the lack of data collection.

The research conducted by Amendum, Conradi, and Hiebert (2017) concluded that student's reading fluency decreased on average as the text level difficulty increased. The study started out researching what actually makes one text more difficult than another text. Overall there were 26 studies conducted between 1970 and 2015 in seventeen different journals. Eighteen of the twenty-six studies found that text difficulty varied widely within each grade level affecting student's fluency growth rates. The next part of the study conducted by Amendum et al. (2017) researched the relationship between text difficulty and a students' reading fluency. The

participants in the studies ranged from 3 to 45,670 and were in grades ranging from second

through sixth with a majority of the students in second through fourth grades. They found that

students were more likely to be accurate in texts with a larger percentage of sight words. The

study conditions also played a role in the results. If the texts encountered some of the same

vocabulary then the students were more likely to be accurate. Overall, 73% of the studies in this

research results showed that as text difficulty levels increased, students' reading rates decreased.

Some of the limitations of this study were the text levels were an independent variable displaying

how one text might be more difficult than another. Another limitation was that this study was

strictly conducted with elementary students and results could have varied with older students.

Teachers' Beliefs

A study conducted by Egloff, Forester, and Sovignier (2017) researched the effects of

teachers' beliefs on students' reading progress. The study consisted of 29 teachers and 568

students. This study researched teachers' beliefs about teaching and about students' progress.

Teachers' beliefs were assessed at the beginning of the school year prior to student assessments.

Results of the students' growth in reading fluency were positively related to the teachers' global

constructivist beliefs. However, the students' reading comprehension scores did not show any

correlation with the teachers' beliefs. However, the study noted that high achieving students in

contrast to low achieving students benefited in their reading comprehension growth from

teachers that had high constructivist beliefs. The study also showed that students had a higher

growth in reading with higher prior abilities compared to students with lower abilities within

their classrooms were affected by teachers with higher constructivist beliefs. One of the

limitations of this study was the small variation in student and classroom level reading growth.

The limited variation between classrooms' growth in reading might have also masked the effects of teacher beliefs. The belief level measures could also be affected in this study.

Application

This literature review has provided many valuable resources to bring back to the classroom. In almost all classrooms reading fluency is one of the biggest struggles that student's encounter as readers. According to Murry, Munger, & Clonan (2012) it is important to take into consideration that although some students do benefit from reading fluency interventions, it is important to realize that there are many students that need further assessments to determine why they are not reading fluently. These reading strategies could be experimented with and depending on individual student's needs used with specific students that will result in the best growth for students. Teachers could plan to incorporate many of them into the classroom and determine which strategies are the most effective for reading fluency. One of the first things that any teacher could do is sit down with the teachers of the grade levels that they work with and collaborate and review all of the fluency strategies that they all use. Then they would need to discuss with them what strategies work the best for them and what doesn't work for them. This may have been done this in the past but to ensure they are all on the same page, it would be important to review and discuss again. This will be an important step to ensure that they are all on the same page starting the year off. It would also be important to meet and review the strategies regularly. This will allow them to review the data and discuss any changes that need to be made to guide their instruction. Using data to guide instruction is an extremely important component to a student's reading growth and success. As Rasinski, Rupley, Paige, & Nichols (2016) stated that repeated readings have been shown to have powerful results on reading fluency, especially if the texts used are not to easy or too difficult.

This literature review has revealed valuable information to increasing student reading fluency. There has been several reading strategies discussed that any teacher could incorporate

into their classroom. Almost all general education classrooms have several students that struggle with fluency so this will give them the opportunity to apply some of the great strategies that this literature review has revealed. As Reutzel & Juth (2014) pointed out in their research, it is important for struggling readers to read books that are not too difficult for them. There have been many of these strategies used in the past, however there are many different ways to implement them in the lesson formats used by the researchers in this literature review. For example, repeated readings are commonly used multiple times in the classroom with great success. However, presentation is important when implementing lessons. It can change the whole outcome if done slightly different. As Kuhn, Rasinski, & Zimmerman (2014) stated, students that struggle with reading fluently need a more direct and intense form of fluency instruction than other students. Teachers need to be open to adjusting some of the strategies that they have used in the past to achieve even greater gains for their students. Even choosing the text difficulty level and topic has a tremendous impact on how the student will successfully read the text fluently.

One of the first strategies that teachers could implement is the repeated reading lesson format with Wide FORI (Fluency Oriented Reading Instruction) that Kuhn et al. (2014) researched. When the average student in the classroom went from the 25th to the 75th percentile, the effectiveness of the strategies being taught is extremely clear. This would be an exciting strategy to implement and use with fidelity to determine if the general education teacher would have the same gains as the research study discovered. Kuhn et al (2014) found that student's vocabulary and word recognition improved as they engaged in both guided and independent reading. They also saw that student's comprehension improved and their reading fluency. However, one thing they noticed was that struggling readers needed a more intense and direct approach for their fluency instruction to improve.

One of the most impressive concepts about the lessons in the FORI approach that Kuhn et al. (2014) researched is that it is a gradual release of responsibility from the teacher to the students. This is a really important for process for teaching reading fluency as well as other academic areas. It is also nice that the lesson is set up to work on something different every day. One day is set up to echo read, another day to choral read or a writing activity, and another day to partner read. This mixes things up so the students are not 'bored' with the same activities every day.

Another repeated reading strategy from this literature review that would be great to implement is repeated readings in combination with other interventions in place such as continuous reading. This strategy researched by Strickland, Boon, & Spencer (2013) revealed great gains as well. For this to work effectively the teacher would need to collaborate closely with all of the teachers that work with the struggling students and work together to implement this within all of their classrooms. This could be done as the Wide FORI repeated reading strategy in the Title I classroom and the continuous reading strategy could be done in the general education classroom. This would be a great way to collaborate and determine the effectiveness of these strategies. They could progress monitor the students weekly for a period of six weeks to determine the results of this intervention.

Another strategy that would also be great to implement into the classroom as a result of this literature review is more poetry and rhymes. Depending on how they have been used, some of these strategies are great ways to implement into the classroom. Rasinski, Rupley, Paige, & Nichols (2016) found in their research that the secret to teaching fluency is in the text that is used, such as rhyming poetry. Some of the poetry that has tried in the past seems to be too difficult for some students so it is important to research some more poems and rhymes that have

worked successfully for other teachers as well. This could be where preteaching some of the words ahead of time that Coulter & Lambert (2015) researched would be beneficial to help the students read the poetry successfully and fluently. As stated above, teachers could also incorporate more preteaching words into their classrooms. However, this would be extremely important to make sure to bring them into the text quickly and not teach them in isolation. The teacher could teach them within phrases to help the students bring them back to text. The idea of using word walls can be really beneficial as well, however this could be a bit difficult if done in a resource room and the teacher works with a variety of grades. However, the resource teacher could make folders of individual word walls to help individualize word vocabulary to each student.

As Kuhn et al. (2014) found in their research, another reading strategy that would be great to implement and is extremely important to incorporate into the classroom is modeling. It is very important for students to hear what fluent reading should sound like. It is important for students to hear what adults reading fluently sounds like. However, it is extremely important for students to hear what other students reading fluently should sound like as well. This could be done with older students paired reading with younger students. They could each have a book to read to each other. This is something that teachers could do to collaborate with other classroom teachers at the same grade level or a different grade level to set up to implement for each grade level.

Another reading strategy that Rasinski & Hoffman (2003) discussed in their research that was highly effective was implementing Readers Theaters into the classroom. Depending on how much the classroom teacher has done this, once a month would be a great way to start. I think my students would really enjoy doing these. This would be nice to set it up for a class to do a

Readers Theater monthly and present them to someone, even if it's just the principal or their class for that month.

It would be important for teachers to meet with the principal, instructional coach, and the other classroom teachers to discuss what strategies to try and collaborate what are the best ways to implement these strategies school wide. This is a lot of valuable information that is pertinent to share with coworkers. Things as small as making sure that students are picking out books within the general education classroom that are not too difficult for them during silent reading are crucial to the success of each students' reading fluency success. Also making sure that teachers are not just allocating silent reading time for students, but the time is being used effectively. This is extremely tricky to ensure, but crucial. This would also be a good time to set up school wide reading buddies. Another idea that we could implement is performing Readers Theaters once a month. Each grade or a few grades could take turns each month presenting.

Another thing that teachers should discuss with their principal is during family reading night or another night that would work great to have a presentation for all parents about strategies to help students with reading fluency. They could have demonstrations for them and informational packets to inform them of how to help their children with general reading fluency. It is common for so many parents to ask questions about these things and all parents would benefit from this information even if their students do not struggle with reading fluency.

Teachers' beliefs about teaching have been found to affect students' learning growth (Egloff, Forster, and Souvignier, 2017). When thinking about the importance of a students' reading fluency success, it is always important to believe in them. Students live up to the expectations that teachers have of them. The sky is the limit for all students. It is also important to make that clear to each of them. They should always know that their teachers will never stop

believing in them and their abilities to become fabulous readers.   This would be something that

should be discussed at school meetings with everyone involved in students' academic growth.

All adults need to be aware of how their beliefs affect our students' growth. This should be

addressed with the principal as well to see if this could be done.

It is really important for teachers to communicate with their students. If students do not

know specifically what they need to work on they cannot improve. Collaborating with them and

being very specific is key to student success.

Conclusion

This literature review reveals that there are still so many different viewpoints on how to increase reading fluency. Some of the most effective reading strategies that were discovered during this literature review to increase reading fluency are: repeated readings, listening passage preview, preteaching key words or word wall words in text, silent reading along with direct instruction, duration of reading intervention, FORI and Wide Reading FORI. Research shows that these reading fluency strategies used among primary grade students have displayed great success in reading fluency growth (Kuhn et al., 2014). Each one of these strategies appears to have valuable methods to increase reading fluency depending on the student's individual needs.

The future research done on increasing reading fluency needs to be focused and implemented in a variety of schools with a variety of students to determine the most effective methods overall. Another important component when conducting further research is when seeking the most effective strategies to increase student reading fluency, also measure how well the students comprehend the text. Tostes, Williams, and Capin (2017) stated that students that struggle with reading fluency also struggle with the ability to comprehend the text. Students need to be taught ways to read in a way that is not speed-reading, but sounding smooth and fluent in a way that also improves their comprehension. Another possible component to research is teaching students how to pick out books that are not too difficult for them. Teaching them strategies such as if there are too many tricky words in the first few sentences then they need to choose another book. Also helping them find books that are a high interest for them is key to helping them read successfully. This would also be a good addition to further research.

It is important that teachers as well as any school staff members that work with students that are reading be taught strategies to help the students be successful. Even sending home information or having parent informational meetings at school would help parents with prompts and strategies to guide their students learning would be important for students' success in reading fluency. When we all work together as a team the students are the ones with the biggest impact.

Even though there have been multiple studies done on the most effective ways to increase reading fluency, there still needs to be more research conducted to determine the most effective reading fluency strategies. There are a lot of great ideas out there but teachers need to have a lot of tools in a tool bag to effective reach all of their students. Idler, Mercer, Starosta, and Bartfai (2017) found that using repeated readings effectively as an intervention also gives the student a chance to practice difficult words and phrases successfully. Also knowing that all students learn in different ways, with a variety of methods and at different paces, it is extremely important to use different reading strategies to determine the most effective methods for each and every student.

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