

Oral Reading Fluency and Comprehension

Abstract

There is a tremendous need to bridge the gap between struggling readers and students who read on grade level. Today's technological innovations dictate "quick fixes". Struggling readers need time, individualized instruction and effective support. Implementing strategies and differentiated instruction, students can build fluency and comprehension (Fuchs & Fuchs, (2005).

Statement of Problem

Fluent oral reading is essential in the successful journey throughout school. Fluency instruction is most likely to be effective when it is geared towards reading with understanding, rather than simply reading a text quickly. Despite the advantages in the knowledge regarding the importance of reading acquisition and effective reading strategies, the majority of children with ASD experience even greater difficulties with learning to read (Lee, Simpson, & Shogren, 2007). Children on the spectrum are often perceived as less capable of learning academic skills compared with their typically developed counterparts, specifically in the areas of oral reading fluency and comprehension (Erickson & Koppenhaver, 1995). In addition, the majority of children with ASD receive instructional services in the special education setting or self-contained classrooms with limited access to activities fostering literacy acquisition. Thus, these children are placed at a greater disadvantage for developing appropriate reading skills necessary to succeed in the educational environment (Zascavage & Keefe, 2004).

The ideal combination is the use of scaffolding with texts read once, or perhaps twice, and the use of scaffolding with particular texts read repeatedly and which is used depends on both the text and the reason(s) it is being read.

Purpose and Research Questions

The purpose of this study is to explore the effect of oral reading strategies on struggling readers' fluency and comprehension. The following research question will be investigated: What effect does oral reading fluency have on reading comprehension?

Review of Literature

The current literature review will discuss the effects that oral reading has on comprehension as well as the role of other reading skills on comprehension. The use of Oral Reading Fluency used as an assessment tool to increase performance and comprehension. The achievement gap in reading, which affects minority groups, including those with disabilities has been an ascending problem in recent years. No Child Left Behind has goals in place to close the gaps among minority students, yet the achievement gaps remain. The achievement gap is greater among students with disabilities. As aforementioned, there are concerns within the educational system involving students with specific learning disabilities (SLD). These concerns hinder students from becoming successful readers. Readers are able to focus more on understanding a text when there isn't as much energy put into decoding words. Researchers are finding that comprehension skills are improved through an increase of oral reading fluency. Studies determine the relationship between oral reading fluency and reading comprehension scores.

Relating to fluency instruction, to be effective, there should be a sense of urgency on reading for comprehension, rather than reading a text quickly. The use of ORF allows data to be collected weekly and measure its effectiveness as an instructional tool. Reading aloud is becoming an approach that is being frequently used for classroom instruction. In addition, three approaches guarantee learners focus on the meaning of the text as it is read. Each of the approaches integrate instructional beliefs identified as improving reading fluency.

Research Methodology

The study will be conducted at a Miami Dade County Public School (MDCPS) elementary 3rd grade classroom. Participants will include seven students who are identified as performing below grade level in reading. There will be 32 other 3rd grade students in the classrooms during the time of study. Permission to conduct the study obtained from the school principal. Permission obtained from the parents of each participant. The researcher will conduct the study using the resources as follows: MDCPS curriculum of 3rd grade reading, WonderWorks Reading Program, iReady, MyOn Reader, and other teacher made materials. Teacher made materials will be aligned to MDCPS reading curriculum requirements. Each of the aforementioned instruments will be used to monitor and collect data before, during and after implementing reading and procedures. Students will be taught to read and reread texts with a purpose in mind. Students will build fluency and work on dissecting and comprehending a text. The researcher will collect and monitor data from both whole group and small group instruction.

Results

Research findings will be available during the time of the conference and will be presented.

Implications

Students lack the foundational reading skills which affects their motivation to read. Despite the advantages in the knowledge regarding the importance of reading acquisition and effective reading strategies, the majority of children with ASD experience greater difficulties learning to read (Lee, Simpson, & Shogren, 2007). Children on the spectrum are often perceived less capable of learning academic skills compared with typically developed counterparts, specifically

in the areas of oral reading fluency and comprehension (Erickson & Koppenhaver, 1995). The majority of children with ASD receive instructional services in the special education setting with limited access to activities fostering literacy acquisition.

References

Algozzine, B., Marr, M. B., Kavel, R. L., & Dugan, K. K. (2009). Using peer coaches to build oral reading fluency. *Journal of Education for Students Placed at Risk, 14*(3), 256-270.

Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/61836113?accountid=1090>

1

Barth, A. E., Tolar, T. D., Fletcher, J. M., & Francis, D. (2014). The effects of student and text characteristics on the oral reading fluency of middle-grade students. *Journal of Educational Psychology, 106*(1), 162-180. Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/1697504278?accountid=1090>

901

Deeney, T. A. (2010). One-minute fluency measures: Mixed messages in assessment and instruction. *Reading Teacher, 63*(6), 440-450. Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/61803750?accountid=1090>

1

Guerin, A., & Murphy, B. (2015). Repeated reading as a method to improve reading fluency for struggling adolescent readers. *Journal of Adolescent & Adult Literacy, 58*(7), 551-560. Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/1697499020?accountid=1090>

901

Kuhn, M., Rasinski, T., & Zimmerman, B. (2014). Integrated fluency instruction: Three approaches for working with struggling readers. *International Electronic Journal of Elementary Education*, 7(1), 71-81. Retrieved from <http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/1630429549?accountid=10901>

Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4-6: Effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency. *Reading and Writing*, 23(9), 1109-1129. doi:<http://dx.doi.org/10.1007/s11145-009-9198-2>

Marr, M. B., Algozzine, B., Nicholson, K., & Dugan, K. K. (2011). Building oral reading fluency with peer coaching. *Remedial and Special Education*, 32(3), 256-264. Retrieved from <http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/870288029?accountid=10901>

Murray, M. S., Munger, K. A., & Clonan, S. M. (2012). Assessment as a strategy to increase oral reading fluency. *Intervention in School and Clinic*, 47(3), 144-151. doi:<http://dx.doi.org/10.1177/1053451211423812>

Paige, D. D. (2011). Engaging struggling adolescent readers through situational interest: A model proposing the relationships among extrinsic motivation, oral reading proficiency, comprehension, and academic achievement. *Reading Psychology*, 32(5), 395-425. Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/964188513?accountid=109>

01

Ross, S. G., & Begeny, J. C. (2014). An examination of treatment intensity with an oral reading fluency intervention: Do intervention duration and student-teacher instructional ratios impact intervention effectiveness? *Journal of Behavioral Education, 24*(1), 11-32. Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/1697487035?accountid=10>

901

Veenendaal, N. J., Groen, M. A., & Verhoeven, L. (2015). What oral text reading fluency can reveal about reading comprehension. *Journal of Research in Reading, 38*(3), 213-225.

Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/1720064499?accountid=10>

901

Wanzek, J., Roberts, G., Linan-Thompson, S., Vaughn, S., Woodruff, A. L., & Murray, C. S. (2010). Differences in the relationship of oral reading fluency and high-stakes measures of reading comprehension. *Assessment for Effective Intervention, 35*(2), 67-77. Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/61801265?accountid=1090>

1

Wise, J. C., Sevcik, R. A., Morris, R. D., Lovett, M. W., Wolf, M., Kuhn, M., . . . Schwanenflugel, P. (2010). The relationship between different measures of oral reading fluency and reading comprehension in second-grade students who evidence different oral reading fluency difficulties. *Language, Speech, and Hearing Services in Schools, 41*(3), 340-348. Retrieved from

<http://ezproxy.fiu.edu/login?url=http://search.proquest.com/docview/754911567?accountid=109>

01