

FORI and FORI-PLUS (Wide Reading Variation):

Key Points and Procedures

FORI: Fluency Oriented Reading Instruction (Kuhn et al., 2007)

- FORI is a supplemental approach – particularly designed to boost students’ oral reading fluency when needed.
- FORI should not be rigidly applied. If the story to be read is particularly difficult, the teacher should spend more time on preparation for reading. If it is long, the student may need to spend more time on echo or partner reading. If it is relatively easy, the students should not take it home on Tuesday; instead they should read a book of their own choosing.
- Texts used should be on, or close to, students’ actual grade-level in which they are enrolled (not their reading level)
- Texts used should be interesting enough to warrant discussion.

Component	Monday	Tuesday	Wednesday	Thursday	Friday
School	<ul style="list-style-type: none"> • Teacher introduces story/selection (background knowledge, vocab., genre) • Teacher reads selection aloud; class/group follows along with their own copy • Discussion takes place as selection is read • Possible use of graphic organizers • Other activities /teaching strategies may be used (e.g., from basal or other sources) 	<ul style="list-style-type: none"> • Students “echo- read” same selection <p>(Echo reading= teacher reads one or two sentences...up to a paragraph, and students echo that reading.)</p>	<ul style="list-style-type: none"> • Students choral read same selection (choral reading= students and teacher read text aloud, in unison) • If time... students begin partner reading. 	<ul style="list-style-type: none"> • Students partner read same selection (partners may be self selected or designated by tchr.) 	<ul style="list-style-type: none"> • Students do extension activities, responses to the selection. • Teacher may take a running record/ record of oral reading of a few students (including a fluency check)
Home	<ul style="list-style-type: none"> • Students read 15- 30 minutes: choice reading 	<ul style="list-style-type: none"> • Students take book/chapter home and read it to someone. 	<ul style="list-style-type: none"> • Students read 15- 30 minutes: choice reading 	<ul style="list-style-type: none"> • Students read 15- 30 minutes: choice reading 	<ul style="list-style-type: none"> • Students read 15- 30 minutes: choice reading

FORI “ PLUS” : WIDE- Reading Variation of FORI:

- Monday, Tues and Wed use same text.
- Th and Fri use additional text selections

Component	Monday	Tuesday	Wednesday	Thursday	Friday
School	<ul style="list-style-type: none"> • Teacher introduces story/selection (background knowledge, vocab., genre) • Class/group follows along with their own copy • Discussion takes place as selection is read • Possible use of graphic organizers • Other activities /teaching strategies may be used (e.g., from basal or other sources) • 	<ul style="list-style-type: none"> • Students “echo- read” same selection <p>(Echo reading= teacher reads one or two sentences...up to a paragraph, and students echo that reading.)</p>	<ul style="list-style-type: none"> • Students do extension activities , writing in response to reading, etc <ul style="list-style-type: none"> • Teacher may take a running record/ • record of oral reading of a few students (including a fluency check) 	<ul style="list-style-type: none"> • Students echo or choral read a <u>new (different) selection (selection #2)</u> • If time – partner reading • If time, extension activities or preview of Fri. selection 	<ul style="list-style-type: none"> • Students echo or choral read a <u>new (different) selection (selection #3)</u> • If time – partner reading
Home	<ul style="list-style-type: none"> • Students read 15- 30 minutes: choice reading 	<ul style="list-style-type: none"> • Students take book/chapter home and read it to someone. 	<ul style="list-style-type: none"> • Students read 15- 30 minutes: choice reading 	<ul style="list-style-type: none"> • Students read 15- 30 minutes: choice reading 	<ul style="list-style-type: none"> • Students read 15- 30 minutes: choice reading

Background Information re: FORI and FORI Plus:

Reference: Kuhn et al: (2006) Teaching Children to become fluent and automatic readers. Journal of Literacy Research. 38 (4) -357 – 387

Background/Key Points regarding Kuhn et al study:

- FORI= Fluency Oriented Reading Instruction
- Fluency is a key outcome of reading instruction
- The Kuhn et al study examined effects of two instructional approaches with grade 2 students (24 classrooms in high poverty schools in NJ and Georgia). Control groups were part of study. Professional development in “experimental” schools included two sessions: explanation and watching a video. Follow up mtg. one month later. Follow up throughout yr. The six lowest students in each class (usually < primer level) had additional support (e.g., RAVE-O, PHAST)
- FORI and its variations are always part of a broader literacy curriculum – never considered a complete program. The broader program should include decoding, writing, and other literacy activities.
- Both approaches resulted in significant improvements in fluency and also in comprehension. (Assessments included Test of Word Reading Efficiency, Gray Oral Reading Test , WIAT)
- The Wide Reading Variation produced effects on fluency sooner than FORI, and also showed effects on oral reading fluency. However, both techniques showed positive effects on reading achievement.

Why successful?

- use of grade appropriate , engaging text
- use of scaffolded reading techniques
- significant time (20-40 min. per day) reading connected text