

# Bibliography

---

- Althoff, S. E., Linde, K. J., Mason, J. D., Nagel, N. M., & O'Reilly, K. A. (2007). *Learning objectives: Posting & communicating daily learning objectives to increase student achievement and motivation* (Unpublished master's thesis). Saint Xavier University, Chicago, IL.
- Carbo, M. (1978). Teaching reading with talking books. *The Reading Teacher*, 32(3), 267–273.
- Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35(5), 386–406.
- Chomsky, C. (1976). After decoding: What? *Language Arts*, 53(3), 288–296.
- Daane, M. C., Campbell, J. R., Grigg, W. S., Goodman, M. J., & Oranje, A. (2005). *Fourth-grade students reading aloud: NAEP 2002 special study of oral reading*. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/nationsreportcard/pdf/studies/2006469.pdf>
- Dahl, P. R. (1979). An experimental program for teaching high speed word recognition and comprehension skills. In J. E. Button, T. Lovitt, & T. Rowland (Eds.), *Communications research in learning disabilities and mental retardation* (pp. 33–65). Baltimore: University Park Press.
- Dowhower, S. L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22(4), 389–405.
- Eldredge, J. L., & Quinn, D. W. (1988). Increasing reading performance of low-achieving second graders with dyad reading groups. *Journal of Educational Research*, 82(1), 40–46.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22(1), 27–48.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Whinnery, K. (1991). Effects of goal line feedback on level, slope, and stability of performance within curriculum-based measurement. *Learning Disabilities Research and Practice*, 6(2), 66–74.
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5(3), 239–256.
- Hasbrouck, J., & Tindal, G. (2017). *An update to the compiled ORF norms* (Technical Report No. 1702). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Heckelman, R. G. (1969). A neurological-impress method of remedial-reading instruction. *Academic Therapy Quarterly*, 5(4), 277–282.
- Hollingsworth, P. M. (1978). An experimental approach to the impress method of teaching reading. *The Reading Teacher*, 31(6), 624–626.
- Jenkins, J. R., Fuchs, L. S., van den Broek, P., Espin, C., Deno, S. L. (2003). Sources of individual differences in reading comprehension and reading fluency. *Journal of Educational Psychology*, 95(4), 719–729.

- Klauda, S. L., & Guthrie, J. T. (2008). Relationships of three components of reading fluency to reading comprehension. *Journal of Educational Psychology, 100*(2), 310–321.
- Kim, Y., Petscher, Y., Schatschneider, C., & Foorman, B. (2010). Does growth rate in oral reading fluency matter in predicting reading comprehension achievement? *Journal of Educational Psychology, 102*(3), 652–667.
- Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly, 45*(2), 230–251.
- Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology, 95*(1), 3–21.
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology, 6*(2), 292–323.
- Lee, J., & Yoon Yoon, S. (2015). The effects of repeated reading on reading fluency for students with reading disabilities: A meta-analysis. *Journal of Learning Disabilities, 50*(2), 213–224.
- Morgan, P. L., & Sideridis, G. D. (2006). Contrasting the effectiveness of fluency interventions for students with or at risk for learning disabilities: A multilevel random coefficient modeling meta-analysis. *Learning Disabilities Research & Practice, 21*(4), 191–210.
- Morgan, P. L., Sideridis, G., & Hua, Y. (2011). Initial and over-time effects of fluency interventions for students with or at risk for disabilities. *The Journal of Special Education, 46*(2), 94–116.
- National Institute of Child Health and Human Development. (2000a). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- National Institute of Child Health and Human Development. (2000b). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
- Padeliadu, S., & Giazitzidou, S. (2018). A synthesis of research on reading fluency development: Study of eight meta-analyses. *European Journal of Special Education Research, 3*(4), 232–256.
- Price, K. W., Meisinger, E. B., Louwse, M. M., & D’Mello, S. (2015). The contributions of oral and silent reading fluency to reading comprehension. *Reading Psychology, 37*(2), 167–201.
- Rasinski, T. V., Reutzel, D. R., Chard, D., & Linan-Thompson, S. (2011). Reading fluency. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of Reading Research: Volume IV* (pp. 286–319). New York, NY: Routledge.
- Reschly, A. L., Busch, T. W., Betts, J., Deno, S. L., & Long, J. D. (2009). Curriculum-based measurement oral reading as an indicator of reading achievement: A meta-analysis of the correlational evidence. *Journal of School Psychology, 47*(6), 427–469.
- Reutzel, D. R., & Hollingsworth, P. M. (1993). Effects of fluency training on second graders’ reading comprehension. *Journal of Educational Research, 86*(6), 325–331.

- Riedel, B. W. (2007). The relation between DIBELS, reading comprehension, and vocabulary in urban first-grade students. *Reading Research Quarterly*, 42(4), 546–567.
- Schwanenflugel, P. J., Meisinger, E. B., Wisenbaker, J. M., Kuhn, M. R., Strauss, G. P., Morris, R. D. (2006). Becoming a fluent and automatic reader in the early elementary school years. *Reading Research Quarterly*, 41(4), 496–522.
- Samuels, S. J. (1997). The method of repeated readings. *The Reading Teacher*, 50(5), 376–381. (Reprinted from *The Reading Teacher*, 1979, 32(4), 403–408.)
- Stevens, E. A., Walker, M. A., Vaughn, S. (2017). The effects of reading fluency interventions on the reading fluency and reading comprehension performance of elementary students with learning disabilities: A synthesis of the research from 2001 to 2014. *Journal of Learning Disabilities*, 50(5), 576–590.
- Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading. *Remedial and Special Education*, 25(4), 252–261.
- Wayman, M. M., Wallace, T., Wiley, H. I., Tichá, R., & Espin, C. A. (2007). Literacy synthesis on curriculum-based measurement in reading. *Journal of Special Education*, 41(2), 85–120.
- Yang, J. (2006). *A meta-analysis of the effects of interventions to increase reading fluency among elementary school students* (Unpublished doctoral dissertation). Graduate School of Vanderbilt University, Nashville, TN.