

THE EFFECTS OF FOCUSED FLUENCY PRACTICE ON READING RATE
MOTIVATION AND INTEREST IN READING

A Thesis by

Kimberly D. Ashley

Bachelors of Science Elementary Education, Sterling College 1986

Submitted to the Department of Curriculum and Instruction
and the faculty of the Graduate School of
Wichita State University
in partial fulfillment of
the requirement for the degree of
Masters of Education

May 2008

© Copyright 2008 by Kimberly D. Ashley

All Rights Reserved

THE EFFECTS OF FOCUSED FLUENCY PRACTICE ON READING RATE
MOTIVATION AND INTEREST IN READING?

The following faculty members have examined the final copy of this thesis for form and content, and recommends that it be accepted in partial fulfillment of the requirement for the degree of Master of Arts in Curriculum and Instruction.

Dennis Kear, Committee Chair

Mara Alagic, Committee Member

Catherine Bohn-Gettler, Committee Member

Robin Surland, Committee Member

ABSTRACT

This study examines the effects of focused fluency practice on reading fluency, motivation, and interest in reading using a variety of research based strategies designed to improve fluency in struggling students. The twelve-week study looks at six third grade students with low achievement in reading. Multiple assessments and an assortment of methods included: repeated reading strategies, Reader's Theatre, Quick Reads, humorous literature, and reading for a reason. Rationale for each strategy is given and individual student progress is profiled to show the effectiveness of using a variety of methods to improve reading fluency. Results found repeated readings of independent and instructional level texts to improve reading rates, error and self-correction rates in students with slow reading acquisition. The importance of reading motivation is highlighted using information from pre and post reading surveys.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	
Rationale	1
Hypothesis	2
Research Question	5
Assumptions and Limitations	5
II. REVIEW OF THE LITERATURE	
Introduction	7
The Review	7
Summary	14
III. PROCEDURES OF THE STUDY	
Sample	15
Instruments of Measure	16
Procedure	18
Student Pretest Profiles	20
IV. PRESENTATION OF THE FINDINGS	
Results	23
Control Group	25
Student Posttest Profiles	27
V. DISCUSSION AND CONCLUSIONS	
Introduction	30
Discussion	30
Implications for further study	34
Conclusion	35
LIST OF REFERENCES	
APPENDIX A READING SURVEY	

LIST OF TABLES

Table	Page
1. Survey Response Comparison.....	26

LIST OF FIGURES

Figure	Page
1. Reading Rate Gains.....	23
2. Reading Probes Over Time.....	24
3. Reading Motivation.....	25
4. Control Group and Treatment Group Comparison.....	26

Chapter 1

Introduction

Rationale

Reading fluency demonstrates a reader's ability to interact with text in a meaningful way, integrating everything they have previously learned about printed and spoken language. Automatic word recognition, vocabulary knowledge, comprehension, and assimilation of perceptual skills combine to produce fluency while reading (Wolf, 2006). Oral reading fluency requires additional skills in the areas of language, speech, and prosody, which refers to the expression, smoothness, accuracy, and reading rate used by the reader. Fluent text reading and "autonomous reading" support comprehension while reading (Schwanenflugel et al, 2006) while preceding literacy and language experiences help to further comprehension by providing a foundation of knowledge to draw from while interacting with text. As readers effectively combine their skills and knowledge for reading, they attain fluency. Fluent readers enjoy reading, read a wider variety of texts, read recreationally, and find more success in their academic achievements (Anderson, Wilson, & Fielding, 1988; Raskinski, 1987). Ideally, reading becomes a natural process that grows exponentially as readers expand their range of interests and have increased exposure to more complex texts and content throughout their lifetime. Developing sufficient reading fluency is critical for opening the door to a lifetime of literacy and educational opportunities. Engaged readers are confident in their ability to read and intrinsically motivated to master reading (Guthrie, 2001). Cultivating a love for reading through a variety of positive reading experiences, helps maintain

motivation and interest in the reading process (Bullion-Mears, McCauley, & McWhorter, 2007).

In recent years, reading fluency has been an assumed outcome of reading instruction (Allington, 1983). While many students seem to develop reading fluency using grade level reading curriculum, the issue of fluency for students who struggle requires special attention to the underlying problems that inhibit fluent reading and the support to minimize or correct those problems. Struggling readers often fall behind their peers in reading development from their earliest attempts due to a variety of causes. Difficulties associated with learning to read are associated with poor literacy backgrounds (Lippe & Weber, 1996), insufficient language development, perceptual readiness problems, and learning disabilities (Reissner, 1997). These obstacles result in a delay of the acquisition of automatic word recognition necessary for fluent reading. While their peers become fluent readers at grade level, the focus of instruction for struggling readers becomes prerequisite reading skills such as understanding concepts about print, the alphabetic principle, phonological awareness, and language development. In the classroom setting, these students do not receive the opportunity, attention, or practice required for mastery (Samuels, 1997), which often results in the development of negative reading habits and loss of motivation to read. The gap between students who can read and struggling readers widens continuously making it difficult for those who struggle to catch up with their peers (Stanovich, 1985).

Hypothesis

The first hypothesis is that struggling primary readers need extra attention paid to fluency development to keep them from becoming discouraged and losing motivation for

reading. Because problems with fluency are detectable in pre-emergent readers with rapid naming tests, phonemic awareness tasks, and vocabulary tests (Wolf, 2006), it is important to give attention to all reading instruction as it relates to fluency. Struggling students often need additional instruction and practice with decoding strategies along with focused fluency practice (Marseglia, 1997). Children who become aware of weaknesses in their reading capability often begin to feel incompetent and lose their desire to read (Guthrie, 2001). Detecting early problems with fluency development and incorporating appropriate strategies lends support to students, lessening the risk for loss of motivation to read.

The second hypothesis is that in order to motivate students for the task of reading it is necessary to offer activities and experiences with text that support and build motivation in students. Motivation, which consists of a reader's belief in his ability, various internal and external motivators, social experiences involving reading, and the desire to read can be determined and measured for the purposes of providing appropriate activities and experiences for students (Baker & Wigfield, 1999). Recognizing the relationship between student motivation and reading achievement by providing opportunities in the classroom that are relevant and meaningful helps students to become engaged readers (Guthrie, 2001). Finding ways to ensure struggling students develop reading skills that will help them become fluent, engaged readers becomes paramount to keeping them motivated to read. Using a range of methods and strategies with text topics that interest students and provide optimum reading experiences is critical for motivation (Guthrie & Wigfield, 2000). Offering a variety of methods that include interaction with peers, positive experiences with reading books, and choices of reading material helps to

raise a student's intrinsic desire to read (Agrinoni, 2006). Teacher modeling of text, repetition, immediate feedback, and appropriate leveled text combined with strategies that motivate students, positively effect the development of reading skills and help to increase fluency development for even struggling students (Richards, 2000). Providing student focused activities using text and activities that engage students in the reading process increases motivation for reading.

The third hypothesis is that incorporating the strategy of repeated reading will increase reading rates and overall fluency for students. Research indicates positive results using focused fluency practice such as modeling, repeated reading and appropriate text selection for developing fluency in primary students. Introduction of a fluency based reading program helped to increase the number of words read correctly by the treatment group in a peer reviewed study of thirty second and third grade students with a beginning reading rate of between 41 and 60 (Martens et al., 2007). A study of 1,484 second to fifth grade students representing all socioeconomic levels and a large number of English language learners found participants to make greater gains in words correctly read per minute than the control group (Hiebert & Fisher, 2006). Four first grade struggling readers were able to find success in the first grade reading curriculum using teacher modeling and repeated reading strategies (Turpie & Paratore, 1994). Comprehension and fluency was improved in a second grade classroom showing repeated reading of text to be beneficial for reading development over time (Ramunda, 1994). In a peer reviewed study of one third grade participant, use of a variety of fluency interventions including teacher modeling and repeated reading were beneficial in reading fluency growth (Morra, 2006).

Results from these studies demonstrate the impact and importance of making fluency practice a focus of instruction.

Research Question

If struggling students require extra support to develop reading fluency and research supports repeated reading as an effective strategy for developing reading fluency, what is the effect of repeated reading on fluency for struggling students? What can be learned from reading rate, miscue analysis, and qualitative analysis of student performance during reading probes taken over the course of the study regarding the effectiveness of repeated reading? Furthermore, if maintaining motivation to read requires incorporating reading experiences that motivate students, do students find repeated reading with a variety of texts motivating? Research suggests using topics for text selection based on information taken from student surveys, allowing for student choice for independent reading, and providing opportunities for social interaction while reading, as methods for offering students a variety of contexts for maintaining motivation while participating in repeated reading practice.

Limitations and Assumptions

Studying any group of students requires consideration of the students' backgrounds and their specific literacy deficiencies when making comparisons or generalizations. Struggling students exhibit a variety of differing needs in their literacy development. A solution for one student may not suit the other study participants. Use of repeated reading and the presentation a variety of texts should reach a wider scope of learning styles and complexities. However, offering a comprehensive package of methods to improve fluency may have limited the benefits from each and potentially obscured

results. Using a variety of methods also inhibits the ability to know which method was responsible for growth. The primary focus of this study was to raise the reading rate for struggling readers. However, reading rate is only one facet of reading fluency and should not be completely relied on as the only measure of fluent reading (Rasinski, 2000). The assumption is made that the ability to read fluently frees the ability to comprehend text, the ultimate goal of reading, promoting reading proficiency (Samuels, 1994). Reading proficiency in turn, fosters motivation to read (Guthrie, 2001).

Chapter 2

Review of the Literature

Introduction

Improving fluency for struggling beginning readers through early intervention is essential for supporting future reading success. Supporting proper fluency instruction requires knowledge and availability of appropriate leveled text and strategies that promote fluency while providing meaningful reading experiences that keep students from developing negative attitudes about reading. Creating a desire to read and building reading confidence can play a significant role in expanding reading motivation. Presenting opportunities in the classroom that give students reasons for reading help to increase their motivation.

The Review

In order for students to develop reading fluency, it is necessary to create a positive, supportive, learning environment that accounts for student ability, needs, interest and choice. A motivating environment that effectively mixes language experiences and phonics skills maximizes literacy growth in elementary students (Pressley, 2005). The excitement and enthusiasm a teacher conveys about literacy and the task of reading can help to increase student motivation to read (Powell-Brown, 2006). A student's belief in their ability to accomplish the task of reading, how others perceive them as readers, and their internal or external motivations to read affect their interest in reading (Agrinoni, 2006). Helping students become more secure by providing text at the appropriate reading level and using strategies that improve reading can generate confidence and serve to raise a reader's self-perception. Placing value on the reading

ability a student possesses, using appropriate questions, allowing enough answer time, and permitting the option for silent reading are helpful ways for teachers to show students they possess confidence in their students' capabilities (Hillerich, 1985). Identifying student interest through surveys and interest inventories directs students toward reading material that will stimulate their desire to read. Data collected in reading surveys is useful for lesson preparation, gives insight into particular groups of students, and provides direction for further investigation and follow-up of individual student's needs (McKenna & Kear, 1990). Allowing student choice for partner reading and text selection can be beneficial for promoting motivation in students. Students will most often choose text that interests them based on prior knowledge or positive feelings about topics, just below or at their instructional reading level. Choosing partners for paired reading most often results in students gravitating toward friends or students with similar reading ability (Kuhn & Stahl, 2003). By offering authentic, purposeful reading activities that are student focused, reading can become meaningful and relevant to a student's life.

To offer motivating activities that develop fluency, it is important to have an understanding of how students acquire fluency. Several theories provide insight into fluency development. Chall (1983) offers a model that uniquely breaks down reading development into six stages showing when students are ready to develop fluency. Ehri (1998), has defined four phases of sight word development that are similar to Chall's model, demonstrating that children are ready for focused fluency practice only after they have complete knowledge of symbol sound relationships and can recognize word patterns (Kuhn & Stahl, 2003). The Laberge-Samuels (1974) model of automaticity explains the importance of automatic word recognition in developing reading fluency. As students

repeatedly give attention to a visual cue, the cue requires less attention with each subsequent experience allowing the cue to become automatic. When the cue becomes automatic, the reader is able to direct attention toward processing meaning from the text (Laufer & Hulstijn, 1997). Other explanations attribute memory, effort, and problem solving with subsequent experience rather than a lack of attention resource (Samuels, 1994). Adams (1994) describes the reading process as a system comprised of four “processors”. The orthographic and phonological processors provide a visual and auditory stimulus that is made meaningful by the meaning and context processors using the reader’s own experience. Using knowledge of student development stages and the reading process established by these theories not only provides information about student ability and limitations, but also helps set goals that support and motivate students for fluency development.

Setting reasonable expectations for growth in reading fluency offers guidance for instruction and motivates students to achieve. Estimated reading rates are given as baseline information for teachers to give direction and establish student goals (Harris & Sipay, 1990). Normed reading rates are available to provide information about reasonable expectations for student performance according to grade level and ability (Hasbrouck & Tindall, 1992). A more complete picture of student’s fluency can be determined using a 5-point fluency Scale for oral Reading developed by Jerry Johns (Johns & Lenski, 2005). Using oral reading miscues provides invaluable information for helping to improve fluency by understanding the reader’s linguistic knowledge and behavior with print (Goodman & Goodman, 1994). Monitoring students’ growth using established guidelines

for fluency helps both students and teacher set realistic goals for promoting fluency development.

To meet these established goals requires incorporating suitable strategies designed to increase fluency by providing students with the necessary practice for fluency improvement. Using a balanced approach that incorporates “modeled reading, paired readings, repeated readings, and dramatization” offers students a variety of strategies and substantially improves fluency (Kartch, Marks, & Reitz, 1999). Wolf (2006), asserts that comprehension skills, decoding skills, vocabulary and syntax knowledge must be smoothly coordinated to achieve fluency. Repeated reading is effective in improving oral reading fluency and overall reading by reinforcing the understanding of the “morphological and syntactic cues” given in text while providing opportunity for discovery of the non-textual cues of prosody (Schreiber, 1980). According to Johns (2005), at least 100 studies using repeated reading have consistently found “statistically significant improvement” in oral reading fluency. Because of the positive results, use of repeated reading strategies should regularly be used in reading instruction (Dowhower, 1994). Further support is found in a review of recent literature by Kuhn and Stahl (2003) regarding fluency and repeated reading focusing predominately on the primary grades, more specifically on third grade when students should begin to show evidence of fluent reading. Most studies in the review found repeated reading to be an effective method for raising reading rates for students and fluency, but it is unclear of the effects on comprehension. Differences in the studies are evident in the text reading levels used by the students, text length, and materials read. Participants in the studies range in particular grade level or combined grade levels, learning disabled, high achieving or low achieving,

below average or above average. Criteria used in the studies ranged from using reading rate, a set number of stories, or were performance based.

A more specific list of studies reveals similar findings about the effectiveness of repeated reading with attention to automatic word recognition, need for intervention, increased reading rates, and raising student interest in reading. A two-year study of a reorganized reading program showed repeated reading, partner reading and student choice, to advance growth in fluency and automatic word recognition for primary students (Stahl, Heubach, & Cramond, 1994). Repeated reading and listening while reading were equally effective in promoting reading fluency for primary students (Rasinski, 1990). A peer-reviewed study of four third grade students found that a combination of repeated reading, listening to reading passages prior to reading, and isolated work on difficult words, was most effective in raising fluency rates in reading (Begeny & Silber, 2006). An earlier study looking at the behavior of students and teachers found repeated reading aided in growth in fluency and self-correction for students while reducing the need for teacher intervention (Askew, 1993). During a 12 week study of primary students participating in repeated reading and partner reading, results showed an increase in reading rates, error correction rates, and interest in reading as demonstrated by the number of books read and time spent reading (Sutton, 1991). Repeated reading resulted in improved comprehension and fluency test scores for participating second and third grade struggling readers (Eber & Miller, 2003). A study about the effects of repeated oral reading on analysis skills found that while oral reading fluency and words read correctly were increased, comprehension was improved in only half of the participants indicating more research was needed using a greater number and

variety of students (Hammer, 2003). These studies prove a reader's repeated experience with text as a means by which reading fluency is acquired making repeated reading a dependable fluency strategy for use in the classroom.

When selecting text for repeated reading, it is essential to pay attention to proper reading level and have access to a variety of texts. Choice of appropriately leveled text requires a reading ability of 90% accuracy rate or greater. For independent leveled reading, a student must be able to read with a 95% accuracy rate. Using these guidelines for choosing student text for repeated reading will have the greatest impact on improving automatic word recognition (Stahl, Heubach, & Cramond, 1994). Using texts with high frequency words and predictable sentence patterns helps early reading development. Offering text with age appropriate literary ideas and balancing narrative, expository, and technical reading prepares students for future reading challenges (Hiebert, 1998). Increasing the amount of time students spend reading an assortment of texts at their instructional level offers appropriate practice for development of reading skills. High interest reading material that provides opportunities for repeated reading at instructional level motivates students and provides optimum experiences for increasing fluency.

Readers' Theatre can be used as an excellent classroom motivator for promoting oral reading and providing an opportunity for repeated reading (Larson, 1976). Students rehearse through repeated reading practice of text material and then perform while reading the text or script before an audience. Positive effects on students' understanding of story elements presented in text, prosody, and greater comprehension of reading content can be attained using Readers' Theatre (Annarella, 1999; Bullion-Mears, McCauley, & McWhorter, 2007). A 10-week study using Readers' Theatre provided

second grade students with a meaningful literacy experience, the opportunity for repeated reading practice, and showed an overall improvement in oral reading rates (Martiniz, Roser, & Strecker, 1999).

Offering humorous stories and poetry to students is an excellent way to increase motivation and encourage repeated reading. In a study of third grade students using community volunteers and humorous poetry with a combination of repeated readings and modeling, students made significant gains in reading rate and automatic word recognition and fluency over that of the control group (Wilfong, 2006). Providing opportunities for students to read about characters and stories that are humorous can make reading more enjoyable (Klesius, Laframboise, & Gaier, 1998).

Providing high interest reading material is another method for promoting student motivation in the classroom. QuickReads (Hiebert, 2001) are one minute leveled readings with social studies and science texts. QuickReads offer themed expository texts that provide opportunity for vocabulary enrichment, comprehension development and fluency improvement. Modeling and comprehension support are given before and after readings of the text. Students look for key words and write sentences about the main ideas of the text. Repeated readings provide students opportunity for reading practice with high frequency words and appropriate multi-syllabic words for their reading level. In a study of the effectiveness of QuickReads using a control group, students using QuickReads made greater gains in reading rate and had better comprehension than the control group or the group using longer texts in the schools' reading program (Trainin, Wilson, Rankin-Erickson, & Hayden, 2007). Providing students with shorter amounts of text and a

recurrence of high frequency words for repeated reading practice helps increase reading fluency (Hiebert, 1998).

Using a variety of texts in a variety of contexts, while matching text to the instructional levels of students, helps to increase fluency and provides motivation for students as they develop reading fluency.

Summary

A comprehensive overview of the literature presented, supports the hypotheses formulated regarding fluency development. Providing the extra practice and instruction required for struggling students using text selection, student choice, and activities that include social interaction, motivates students to the task of reading. Literature regarding repeated reading finds repeated reading of text to be a highly effective strategy for increasing words per minute and overall oral reading fluency (Johns & Lenski, 2005) supporting the hypothesis that repeated reading of texts will help to increase reading rates and overall fluency.

The following study uses repeated reading with a variety of texts, highlighting the need for motivational techniques with fluency practice. The assortment of activities provide low achieving students the opportunity to interact with different types of texts using the repeated reading strategy that are motivating, based on their interests and at their reading level. By providing sufficient opportunities for students to read at their instructional level and using a variety of texts to motivate students, repeated reading helps to promote reading fluency and increases students' intrinsic desire for reading (Lippe, 1996).

Chapter 3

Procedures of the Study

To study the effects of focused fluency practice using repeated reading, third grade students took part in repeated reading strategies using a variety of texts including, story books, plays, poetry, humor, and expository texts for approximately 12-weeks. The expected outcome of focused fluency practice was to increase reading rate and fluency, thereby fostering continued interest and motivation in reading. Reasons for reading, appropriate modeling, and teacher feedback to support fluency development were provided. Reading rate of words correctly read per minute, teacher observation using miscue analysis and prosody, monitored growth in fluency. Students responded to a reading survey to detect reading interest and motivation.

Sample

Six third grade Title I students consisting of five boys and one girl with a history of slow reading development took part in a twelve-week study. The students were selected for the study using assessment data that showed slow acquisition of reading ability, specifically, oral reading fluency, over a two or more year period. Each of the students were unique in their various strengths and weaknesses, yet portrayed typical third grade students, behind their peers in reading and at risk for delayed development of literacy skills.

The previous school year's third grade Title I students' scores provided a control group. The control group consisted of four girls and two boys. Similarities in the two groups are consistent in grade level, Title I participation, and collection of assessment

data used for comparison. The control group did not participate in repeated reading strategies.

Instruments of Measure

A combination of assessments determined student participation in the study and monitored student progress. Each student was pre-assessed to find reading levels and reading rate using a basic reading inventory for the pre and posttests of the study. A reading survey developed for the study assessed motivation and interest in reading (see appendix A). Quantitative analysis of the data and teacher observation determined fluency growth in the participants of the study.

Jerry Johns Basic Reading Inventory (BRI) (Johns, 2001) is a collection of graded word lists and stories with running records that provide data collection in the areas of miscue analysis, comprehension, and reading rate. Students' independent, instructional, and frustration reading levels can be determined. This assessment was used as a pretest to document and record miscue analysis, self-correction rate, comprehension, and reading rate. Probes of reading rate were taken three times over the course of the study using BRI (see Figure 2). Miscue analysis, reading rate and comprehension levels were compared with the control group using this measure.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Good & Kaminski, 2002) assessment was used to monitor and measure oral reading fluency. Oral reading fluency was measured by how many words a student correctly read in one minute. Students were scored by comparison to a large test group, determining their risk for developing reading fluency. This measure was used for comparison with the control group.

Success Maker LLC. (CCC) is the computer lab system used to provide extra reading practice for students during daily twenty-minute sessions. The system automatically sets to a student's level for grade and month based on need. This measure was used to make comparisons with the control group.

HOSTS Survey of Developmental Tasks (SDT) (HOSTS, 2004) is used to measure student readiness in the area of auditory perception and memory, visual perception and memory, language development, conceptual development and visual motor control. Five of the participants were administered this test as kindergarteners or first graders offering information regarding readiness skills. This information was useful in gaining understanding of students' deficiencies in perceptual awareness, memory, language and conceptual development and the effects on reading development.

Iowa Test of Basic Skills (ITBS) (Hoover, Dunbar, & Frisbie, 2001) was used to identify normed scores for students and provided information about language and reading scores. Normed test scores can be used to compare similar students nationally.

A reading survey was developed for discovering student interest and motivation to read (see appendix A). To measure increase in motivation and interest in reading, students answered five questions about liking to read, where they liked to read, and with whom they liked to read. The students responded by circling one of three choices: always, sometimes, or never. The interest portion of the survey consisted of fifteen topics that students might read about or find interesting. Student interest in reading was measured according to number of interests selected. Shifts in interests and favorability to texts read during the study can also be detected. A reading inventory for each student established reading levels and documented growth for the study as a pre and posttest. A

reading interest and motivation survey helped identify areas of interest and find areas for improvement in student motivation.

Elementary Reading Attitude Survey, (McKenna & Kear, 1990) evaluates students' attitude toward reading using a familiar cartoon character to illicit responses. Twenty questions assess student attitude in the areas of recreational and academic reading. Survey norms represent over 18,000 elementary students. This instrument offers teachers a dependable tool for better understanding and instructing their students. Results from this survey were compared to post study results of the reading survey used for the study.

Procedures

After reading levels and interests were pre-assessed, the students were offered research based instructional practices and texts for the purpose of improving fluency. Students read appropriate leveled text and practiced repeated reading to bring them closer to a third grade level-reading rate. Students participated in daily reading activities designed to enhance reading fluency during four thirty minute sessions each week. Specific strategies used were modeling, repeated reading, paired reading and immediate feedback. A variety of texts were used throughout the study to motivate and interest students including Quick Reads, Readers Theatre, humorous literature, poetry, and student choice of independent level texts.

During week 1 and 2 of the study, students chose from a variety of independent level reading materials. Students listened as the story was read to them. They reread the entire story each day and specifically practiced reading one page for accuracy and expression. Each week students also practiced reading one minute Quick Reads. Students

read aloud and wrote down keywords that helped them remember what they read. They then read the passage again and responded in writing with a sentence about the main idea of the passage.

For the next several weeks of the study, students read a variety of texts and narrative stories about topics in their areas of interest. Each reading was broken down into small sections for repeated reading opportunities. Students followed along as the passage was read to them and then read it orally for themselves. The students paired off and reread the text a third and fourth time.

Weeks nine and ten, students performed Readers' Theatre. Students practiced reading stories each day and performed the reading on the final pull out session each week. Readings were modeled and teacher direction was given to remind students to use proper expression, timing, and accuracy while reading.

During the final weeks of the study students read humorous stories and poetry books from the school library. Teachers modeled poetry for the students each day and they chose readings to prepare and read for the rest of the group.

At the end of the study, the students were given a posttest reading assessment (BRI). The students reread the original story for words per minute and self-correction analysis. Students read another 3rd grade story, a 4th grade level story and a 3rd grade *silent* story to confirm growth in reading ability. Comparisons from the first and second read of the pretest and the performance on each additional reading document the kinds of gains students made in reading fluency. The reading survey was given at the end of the study to detect growth in motivation and interest in reading.

Student Pretest Profiles

To provide insight into the differences and similarities present in the students, the researcher of this study who is also the Title I teacher, offers a brief profile for each student, providing background information regarding school attendance in the district, readiness skills, reading ability, and student strengths and weaknesses. Offering profiles for each student aids in understanding the benefits of focused fluency practice for different kinds of learners and the problems they encounter. All comments made about the students are observations made by the researcher of the study.

Student A moved to the school as a beginning first grader, behind in letter knowledge and letter sound correspondence. Beginning first grade readiness score was 80% and showed her to be low in language and conceptual development. Although the student has made adequate progress each year, she has remained behind her peers in developing the necessary reading skills for success in the classroom. Strengths for this student are enjoyment and positive attitude toward reading. Oral reading fluency and comprehension skills need improvement. The reading level for this student at the beginning of the study was 3rd grade, 70 words per minute. SDT scores during first grade and observation of this student during HOSTS sessions over a two-year period demonstrate lack of adequate early experience and exposure to early literacy skills when compared to peers.

Student B has attended the school since kindergarten. Readiness scores were low in auditory memory, auditory perception, language and conceptual development with an overall score of 70%. Strengths for this student are positive attitude and family support. This student receives speech and language services from the school's speech pathologist.

ITBS scores are low in language usage and expression. The student's reading level at the beginning of the study was 3rd grade, 69 words per minute.

Student C has attended the school since the beginning of his kindergarten year. Testing by the school psychologist showed slow growth in attainment of reading skills due to slow processing skills. Readiness scores at the time of kindergarten were 76%. Visual and auditory memory as well as language and conceptual development were low. This student's strengths are comprehension, reading for meaning, and self-correction. He has consistently received high-test scores in the area of language on ITBS assessments. Oral reading fluency has been his weakness with a reading rate of 36 words per minute at the 3rd grade level at the beginning of the study.

Student D has attended the school since kindergarten. Kindergarten screening scores for readiness were at 98% showing the necessary readiness skills to be present. However, he has continued to have inadequate reading rate and deficits in his acquisition of vowel knowledge on word analysis assessments. Weak areas for this student are phonics, lack of self-correction while reading and low ITBS scores in the area of spelling, language usage and expression. His strengths are in the area of comprehension and ability to retell what he has read. His reading rate was 42 words per minute at the beginning of the study. This student is at risk for losing motivation to read because the attention to the task of reading appears to be overwhelming.

Student E has attended the school since kindergarten and repeated first grade. Readiness scores were low in each of the readiness areas with an overall score of 72%. Problems with phonics, phonemic awareness, and memory have hindered reading development. ITBS language scores have consistently been very low. Language

development as well as auditory processing has limited this student's literacy development.

Student F was in a home school environment transitioned to public school as a second grader. Word Analysis and ITBS scores indicate low phonological awareness, capitalization, and punctuation. Reading rate for this student was 47 words per minute at the 3rd grade level. This student's strength is in his attitude.

Chapter 4

Presentation of the Findings

Results

After twelve weeks of repeated reading using a variety of texts, reading rates increased for all students and interest and motivation to read were unchanged or slightly improved. Students gained an average of 20 words per minute (See Figure 1). Automatic word recognition, self-correction rates, and comprehension also increased overall. Similar findings in reading rate growth were observed when comparing BRI results to DIBELS results.

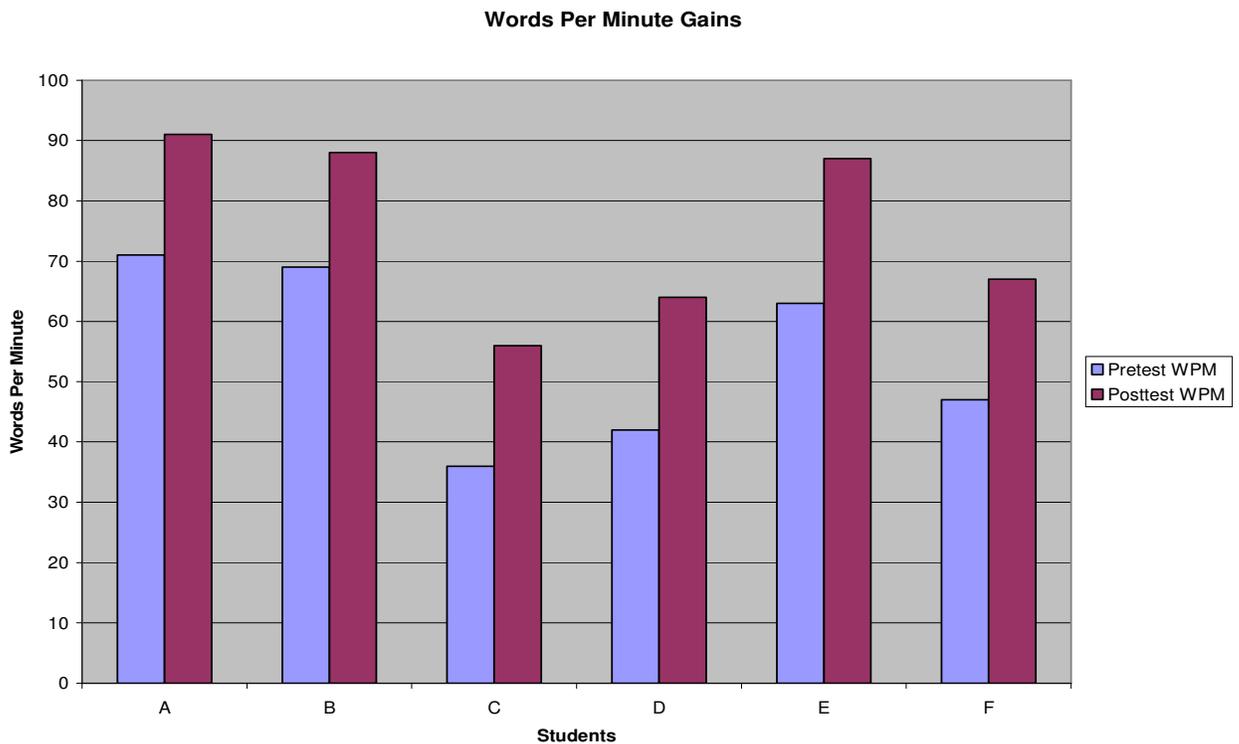


Figure 1. Reading rate gains pretest to posttest.

Timed reading probes taken three times during the study reveal growth over time showing specific strategies to be more effective for certain students (See figure 2). Growth during the first half of the study indicates the effects of independent level repeated readings using high frequency words and repetitive text. Growth during the second half of the study signifies the effects of repeated reading with instructional level text. The students made thirty-four errors collectively during the pretest and reduced that number to fifteen during the posttest. Self-correction rates as a group, increased from twelve percent at the beginning of the study to fifty-three percent at the end of the study.

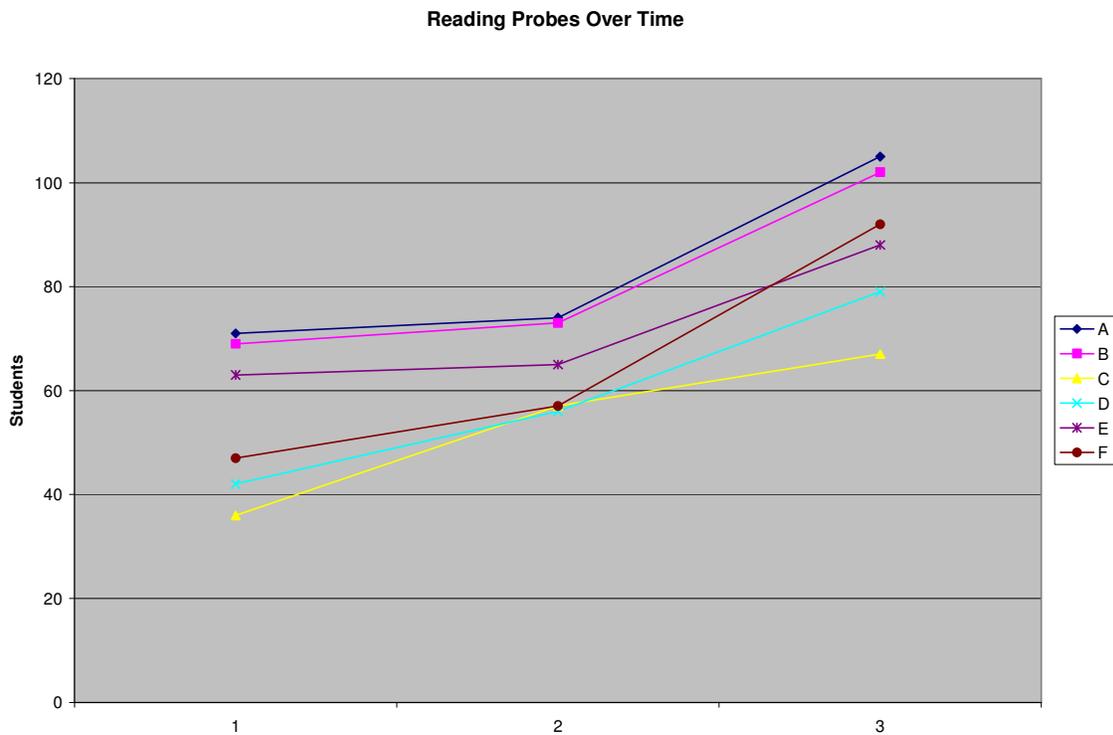


Figure 2. Reading probes showing gains in words per minute over time.

Post-survey responses reflected gains for two students in motivation to read. One student showed no change, one student gave one negative response, and one student was unable to take the post survey. Overall motivation to read was observed in an increase in the number of topics selected by the participants at the end of the study. Motivation and interest in reading slightly improved with an increase in favorable responses as shown in figure three.

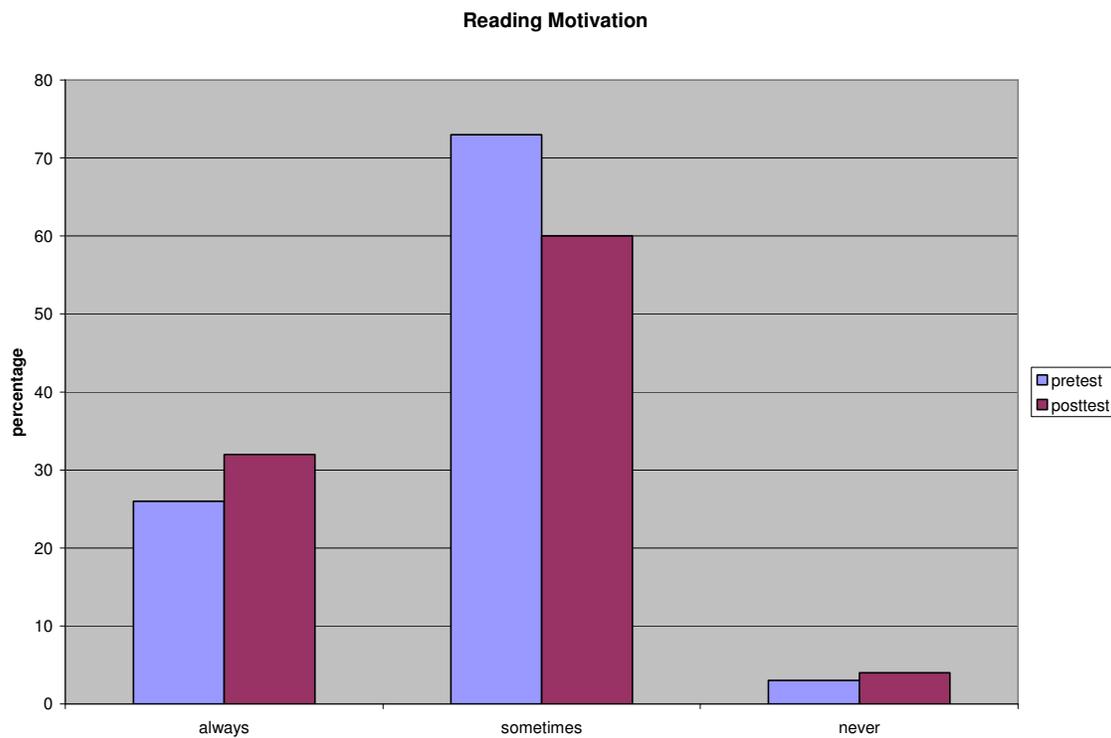


Figure 3. A comparison of pretest and posttest reading survey responses.

Comparisons to the normed survey (ERAS) showed results that are more specific. Recreational reading scores were lower than the academic scores overall. Students with higher scores on the ERAS correlate with a higher number of positive responses on the Reading Motivation and Interest Survey used in the study (See Table 1).

Table 1: Survey Response Comparison

Student	Elementary Reading Attitude Survey			Reading Motivation Survey		
	Academic Reading	Recreational Reading	Total Reading	Always	Sometimes	Never
A	63	13	34	XX	XX	
B	41	45	41	XX	XX	X
C	63	64	64	XX	XXX	
D	47	33	38	X	XXXX	
E	22	17	15	X	XXXX	

Control Group

DIBELS, BRI, and CCC scores from both groups show the treatment group receiving instruction using repeated reading to make more growth (See figure 4).

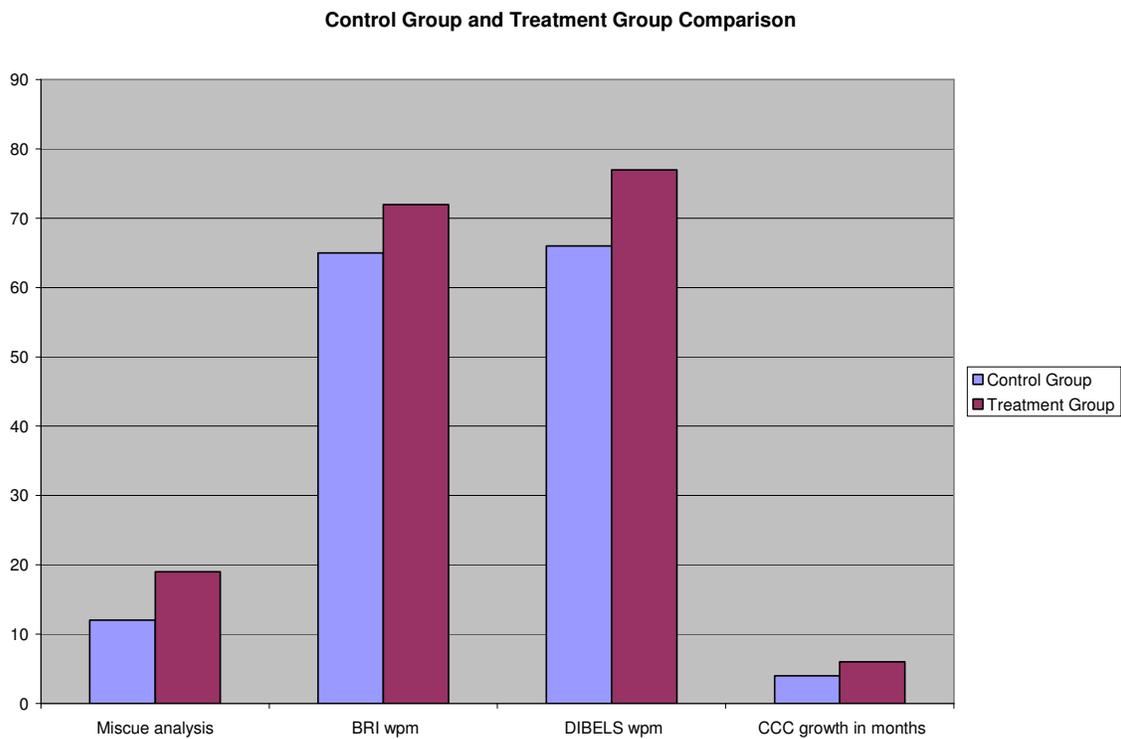


Figure 4. Measures used to compare the control group with the treatment group.

DIBELS midyear average scores show the treatment group to have 72 words correctly read per minute when compared to the control group with 65 words correctly read. The range of scores was 27.

CCC lab scores showed the treatment group to begin the year with an average score of 2.91 increasing to 3.60 by the end of the study. The control group began the year at 3.02 and grew to 3.46 by mid-year. The average gain for the control group was four months growth while the treatment group showed six months growth.

Comparing the two groups using BRI scores, measured three areas: miscue analysis, comprehension level, and words per minute. Using results from a fourth grade leveled story, taken mid-year for both groups, revealed 19 miscues for the control group and 12 miscues for the treatment group. Comprehension levels for the control group showed three students at frustration level, two students at independent-instructional level, and one student at independent level for comprehension. The treatment group showed two students at instructional frustration level, two students at instructional level, and two students at independent level for comprehension. Average words per minute for the control group was 67 words per minute while the treatment group average was 77 words per minute.

Student Posttest Profiles

Student A gained 20 words per minute at the third grade level on oral reading with comprehension at the independent instructional level. When reading silently, comprehension was at instructional level and reading rate was 118 words per minute. DIBELS score also indicates growth with an increase of 18 words per minute. Student A circled seven topics of interest during the pre test and five in the posttest. Three answers

remained unchanged. This student answered favorably to liking to read, reading at home, being read to, and reading to others. Reading at school was most favorable.

Student B began the study with a reading rate of 69 and raised it to 88 by the end of the study showing an increase of 19 words per minute. Comprehension level was independent instructional. The silent reading rate was 91 words per minute with an independent comprehension level. DIBELS score went from 64 to 80 at the end of the study. According to the reading survey, this student circled two topics of interest before the study and nine topics at the end of the study. This student gave the only negative response to the reading motivation questions during the post survey, expressing displeasure with reading to others.

Student C began the study reading only 36 words per minute. This student had excellent comprehension and self-correction, but a very slow reading rate. By the end of the study, they added 20 more words per minute while reading orally and 27 words reading silently at the third grade independent level for comprehension. This student's growth in words per minute showed the greatest increase in the first half of the study. DIBELS score increased by 16 words per minute to 57 words correctly read per minute. Student C only chose two areas of interest at the beginning of the study and increased that number to eight at the time of the posttest. Overall, this student grew in his fluency, interest, and motivation to read.

Student D increased his reading rate by adding 37 words per minute. He began the study with 42 words per minute and ended with 64 words per minute. The silent reading resulted in even greater gains, 90 words per minute at the independent level for comprehension. Very similar results occurred in the DIBELS score growing from 43 at

the beginning of the study to 63 words correctly read at the time of the posttest.

However, this student showed no improvement in his ability to self-correct. His pre and post reading interest survey responses were the same.

Student E gained 24 words in his reading rate. He began the study at 63 words per minute, and ended the study with 87 words per minute. His silent reading rate was 83 words per minute with an independent level for comprehension. This student's ability to self-correct improved from zero to 100%. This student also had the most positive pre survey responses indicating motivation to read. His answers indicate an interest in reading, reading at home, and reading to others. DIBELS and post survey results are not available for this student.

Student F increased his reading rate by 20 words from 47 to 67 words. His comprehension is at the independent level for a third grade story. His DIBELS score increased by nine words a minute correctly read from 62 to 71. He began and ended the study with a 50% correction rate. This student's pre survey results showed him to enjoy reading. He increased his enjoyment of reading in the area of liking to read to others, liking someone to read to him and liking to read at home. He chose the same five areas of interest in the pretest and the posttest.

Chapter 5

Discussion and Conclusion

Introduction

The focus of this study was to determine if repeated reading could increase oral reading fluency by raising reading rates and by keeping students interested in developing their reading skills. Pre-assessment showed each one of these students could comprehend while reading, but exhibited problems with oral reading. Observation of these students showed improvement in reading rate and overall fluency. Error and self-correction rates were both improved (Askew, 1993). In each measure used, the treatment group outperformed the control group.

Discussion

Using repeated reading as a strategy was beneficial for developing fluency for these students. Reading rate, error and self-correction rates, and comprehension improved. Although reading survey results show reading motivation was only slightly improved, the survey used for the study showed motivation in reading was not low to begin with and relatively unaffected by the repeated reading techniques. Results from the normed reading attitude survey (McKenna & Kear, 1990) gave specific information regarding recreational and academic reading. The lower recreational scores showed the students are not intrinsically motivated to read outside of class. However, academic scores were higher showing the reading during class and use of repeated reading strategies did not lower motivation to read. It is possible that the higher academic scores are a result of repeated reading, the social interaction, and the variety of texts supporting the hypothesis that social interaction and text variety help to increase motivation. The two

highest readers in the group scored the highest on the attitude survey while, the two lowest readers scored the lowest. One student consistently showed she does not enjoy reading recreationally or academically, which is inconsistent with her interest in bringing books from home and her demonstrated interest during the study. Questions “three” and “thirteen” were most like the reading survey used in the study, specifically directed at reading at home and reading at school. The reading survey showed all students responding “somewhat” while on the normed attitude survey, three students gave answers corresponding with 3 points, one gave a 4 point response, and one student gave a 2 point response. These results indicate a similar response to “somewhat” given on the reading survey showing some consistency in responses to the surveys.

The expectation was to not only improve and maintain motivation, but to increase reading rate and automatic word recognition. The goal was to have each student progress toward the norms or baseline reading levels for their age and ability. The majority of reading tasks were texts with approximately 100 words (Hiebert, 1998). Text selections were limited to available materials, reading levels of students, and topics from the reading survey. Most of the stories read were about animals, due to student interest. Other topics included were people, news events, history, places, weather, and space.

Comparisons with the control group indicate using repeated reading is a dependable strategy for raising reading rate in struggling readers. The treatment group began the school year with lower, CCC lab scores and ended up with more growth. The treatment group had better comprehension on the BRI when compared to the control group, showing repeated readings possible effects on comprehension (Eber, 2003; Trainin, 2007).

The students made dramatic increases in fluency and motivation after the first few weeks of repeatedly reading independent level texts. This immersion into reading easier texts seemed to give them confidence and gave them practice with high frequency words and comprehension supporting the assertion that the more automatic the visual cues in reading becomes, the more resources are available for other reading tasks (Lagerge-Samuels, 1974). Students C and D made the greatest increase reading at this level indicating they were reading at instructional oral reading fluency level.

At first, the students thought it was strange that they would have to repeat the readings, suggesting that they had limited experience with repeat reading. Similar to findings by Samuels (1997), prior expectation had most likely been consistently too high, never allowing them adequate time for practice or mastery. Repeated reading of too difficult text would have proven too discouraging. Another reason they found the request for repeated readings of text surprising might be that common practice is to read once, so the expectation is to read once.

The students adjusted very quickly to the task of repeat reading and appeared to enjoy the outcome. Very soon, I began to notice that students were reading with expression for their peers during the reading sessions. These students appeared to feel a freedom with reading they had not experienced before. Student D was particularly excited to show up for his reading session. His smoothness and expression while reading were a dramatic change. His belief in his capability as reader had increased, replacing the more negative sluggish attitude he had exhibited just days before. Two other students stopped me in the hall to ask if they were going to get to read their particular story again the next morning. I observed an increase in reading rate soon after the students began

reading independent level text. Perhaps, as Wolf (2006) claimed, the practice with easier text gave their perceptual skills the chance to integrate smoothly and appropriately, in a way they had not before, giving them a foundation to begin fluent reading.

Student A enjoyed preparing an independent level text for reading to a group of kindergarten students. Student A selected a favorite story, *The Giving Tree* (Silverstien, 1964) given to her by her grandmother. She was very excited to share it with others. After practicing the book for several days and working on using expression in her voice while reading slowly and clearly enough for younger students to enjoy listening, she was ready. Student A was very eager to do the reading and made bookmarks to distribute to the younger students after the reading. When the day came to read, knowing how excited this student was to be reading to younger children, I was surprised and pleased to find that she had actually dressed up for the event. The outcome of the reading went very smoothly and was a huge confidence builder for this student.

Another positive observation occurred during week nine of the study while administering a comprehension portion of an assessment for Student D. I have known this student to require many redirects and prompts to get through a testing session. Being familiar with his habits, when the page turn revealed another whole page of questioning, I commented that he could stop and take a break if he felt like it. His comment truly amazed me. He said right away, “Oh, no, this is easy. I can finish it.” I was astounded to watch him work through the page, answering most of the question correctly. Prior to the beginning of the study, this accomplishment by this particular student would not have been possible. The many weeks of reading practice that required repeated reading of

smaller portions of text helped this student read with ease, text that would have overwhelmed and discouraged him before.

During week ten, while practicing a Readers' Theatre reading, I noticed Student F and Student C discussing what kind of expression should be used for a certain character in the story. Student F was giving direction to a peer in a very knowledgeable and thoughtful way. Student C responded by trying the idea and using it in his performance. I was gratified to see these students actually caring about the assignment, each other, and the performance they would be giving. Obviously, these students were showing the development of the intrinsic desire to read.

Another positive development occurred during the reading of humorous poetry. Students E and F expressed their unhappiness at reading poetry before having any exposure. As the poetry was modeled for them, they began to enjoy listening to poetry being read for them. Soon, it was obvious the students had become hooked on the genre of poetry (Klesius,1998). They poured over books by Shel Silverstein, searching for poems to practice and read for other study participants.

The study of the development of fluency strategies and student motivation to read was extremely positive for these students. These students began their day enjoying the reading process and finding success developing their reading skills. The time spent with repeated reading sessions was both motivating and highly successful.

Implications for further study

Currently, repeated reading is thought to be a highly successful strategy available for teaching reading fluency in the classroom. Repetition is so effective because it reinforces language processing and allows students the opportunity to integrate their

knowledge of language with printed text. More study and focus of the complex relationship between the spoken and written forms of language will serve to improve reading instruction. Because students may find repeated reading monotonous, research for the most effective way of using this strategy with different kinds of texts for specific students will be helpful. Rasinski (1990), found repeated reading and listening while reading to be equally effective in promoting reading rate, suggesting another method for raising fluency that needs more investigation. Becoming a fluent, engaged reader requires a collaboration of thinking, motivation, and language processing while reading (Guthrie & Wigfield, 2000). Gaining a greater understanding at the classroom level of how students develop and process language while reading and the effects of repeated reading on this development will enable educators to provide effective instruction for students. Facilitating how students are to accomplish integration of speaking, reading, and writing efficiently and effortlessly, in a way that generates motivation should be the driving force for future research.

Conclusion

Ensuring that developing readers become fluent is critical for future reading success. The reader is required to orchestrate all of their knowledge and abilities to achieve fluency and a broad range of skills are required. The positive impact of using repeated reading and motivational techniques with text has made a positive impact on student performance. These techniques helped to increase reading rates and accuracy, boost comprehension, and reinforce positive attitudes toward reading. The evidence provided demonstrates the use of repeated reading strategies and appropriate text selection as invaluable instructional methods for struggling students. Implementing

reading instruction that instills motivation, interest, and confidence serves to make reading less laborious and more enjoyable for struggling students, supporting the necessary foundation for more complex demands in their literacy journey.

REFERENCES

LIST OF REFERENCES

- Agrinoni, E. M. (2006). *Engaging All Readers: Motivating Reluctant Readers*. College of William and Mary, Williamsburg, Virginia.
- Allington, R. L. (1983). Fluency: The neglected goal. *The Reading Teacher*, 36, 556-561.
- Anderson, R. C., Wilson, P. T., & Fielding, L. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23, 285-303.
- Annarella, L. A. (1999). Using Readers' Theatre in the Classroom [Electronic Version]. Retrieved Dec. 27, 2008 from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_0110000019b/80/15/e2/b1.pdf.
- Askew, B. J. (1993). The Effect of Multiple Readings on the Behaviors of Children and Teachers. *Reading and Writing Quarterly*, 9(4), 307-315.
- Baker, L., & Wigfield, A. (1999). Dimensions of Children's Motivation for Reading and Their Relations to Reading Activity and Reading Achievement. *Reading Research Quarterly* 34, 452-477.
- Begeny, J. C., & Silber, J. M. (2006). An Examination of Group-Based Treatment Packages for Increasing Elementary-Aged Students' Reading Fluency. *Psychology in Schools*, 43(2), 183-195.
- Bullion-Mears, A., McCauley, J. K., & McWhorter, J. Y. (2007). Erupting with Great Force: Performing Text to Enhance Reading. *Science Scope*, 31(1), 16-21.
- Chall, J. S. (1983). *Stages of Reading Development*. New York: Harcourt Brace.
- Dowhower, S. L. (1994). Repeated Reading Revisited: Research into practice. *Reading and Writing Quarterly Overcoming Learning Difficulties*, 10(4), 343-358.
- Eber, F., & Miller, S. (2003). *Improving Primary Students' Reading Fluency*. Xavier University Chicago IL.
- Ehri, L. C. (1998). Phases of development in learning to read words by sight. *Journal of Research in Reading*, 18, 116-125.
- Good, R. H., & Kaminski, R. A. (Eds.). (2002). *Dynamic Indicators of Basic Early Literacy Skills* (6th Ed.). Eugene, OR: Institute for the Development of Educational Achievement.
- Goodman, Y. M., & Goodman, K. S. (1994). To Err is Human: Learning About Language Processes by Analyzing Miscues. In U. Ruddell R.B., N. J. (Eds) (Ed.),

- Theoretical Models and Processes of Reading* (5th ed., pp. 620-639):
International Reading Association.
- Guthrie, J. T. (2001). Contexts for motivation and engagement in reading. *Reading Online*, 4(8).
- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In P. B. M.L. Kamil, P. D. Mosenthal & R. B. E. Pearson (Eds.), *Handbook of reading research* (Vol. III, pp. 403-422). New York: Erlbaum.
- Hammer, K. (2003, Dec. 10, 2007). The Effect of Oral Reading Fluency on Analysis Skills. from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/46/f6.pdf
- Harris, T. L., & Sipay, E. R. (1990). *How to Increase Reading Ability* (Ninth ed.). New York: Longman.
- Hasbrouck, J. E., & Tindall, G. (1992). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children* 24, 41-44.
- Hiebert, E., & Fisher, C. (2006). Fluency From the First: What Works with First Graders. Retrieved Dec. 7, 2007, from <http://www.textproject.org/publications/hiebert-fisher-2006>
- Hiebert, E. H. (1998). *Text Matters in Learning to Read*: CIERA Report no.1-001.
- Hiebert, E. H. (2001). *Quick Reads: a research-based fluency program*. Parsippany, NJ: Modern Curriculum Press
- Hillerich, R. (1985). Let's Pretend. *IRCJ*, 13(1), 13-20.
- Hoover, H. D., Dunbar, S. B., & Frisbie, D. A. (2001). *Iowa Tests of Basic Skills*. Rolling Meadows, IL: Riverside Publishing.
- HOSTS. (2004). Survey of Developmental Tasks. Van Couver, WA: HOSTS Learning LLC.
- Johns, J. (2001). *Basic Reading Inventory Pre-primer Through Grade Twelve and Early Literacy Assessments* (8th ed.). Dubuque, IA: Kendall Hunt Publishing.
- Johns, J., & Lenski, S. D. (2005). *Improving reading: Strategies and resources* (3rd ed.). Dubuque, IA: Kendall/Hunt.
- Kartch, D., Marks, C., & Reitz, M. (1999). *Examining Reading Fluency in Primary Children*. Xavier University, Chicago, IL.

- Klesius, J., Laframboise, K., & Gaier, M. (1998). Humorous Literature: Motivation for Reluctant Readers. *Reading Research and Instruction, 37*(4), 253-261.
- Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A Review of Developmental and Remedial Practices. *Journal of Educational Psychology, 95*(1), 3-21.
- Laberge, S., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology, 6*, 293-323.
- Larson, M. (1976). Reader's Theatre: New Vitality for Oral Reading. *The Reading Teacher, 29*(4), 359-360.
- Lippe, M., & Weber, D. (1996). *Increasing Student intrinsic Reading Motivation*: Saint Xavier University.
- Marseglia, P. (1997). *The Effect of Repeated Readings on the Fluency of High and Low Level Ability Readers in a First Grade Class*. Kean College.
- Martens, B. K., Eckert, T. L., Begeny, J. C., Lewandowski, L. J., DiGennaro, F. D., Montarello, S. A., et al. (2007). The Effects of a Fluency-Building Program on the Reading Performance of Low Achieving Second and Third Grade Students. *Journal of Behavioral Education, 16*(1), 38-53.
- Martiniz, M., Roser, N. L., & Strecker, S. (1999). "I Never Thought I Could Be a Star": A Reader's Theatre Ticket to Fluency. *The Reading Teacher, 52*(4), 326-334.
- McKenna, M. C., & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher, 43*(8), 626-639.
- Morra, J., Tracey, Dianne H. (2006). The Impact of Multiple Fluency Interventions on a Single Subject. *Reading Horizons, 47*(2), 175-199.
- Powell-Brown, A. (2006). Why Can't I Just See the Movie? Fostering Motivation in Children Who Struggle with Reading. *Intervention in School and Clinic, 42*(2), 84-90.
- Pressley, M. (2005). *Reading Instruction that Works: The Case for Balanced Teaching*. New York: New Guilford Press
- Ramunda, J. M. (1994). *A Cross-Age Reading Program: Building Fluency and Comprehension*. Kean College, Union, NJ.
- Rasinski, T. V. (1990). Effects of Repeated Reading and Listening-While-Reading on Reading Fluency. *Journal of Educational Research, 83*(3), 47-50.

- Rasinski, T. V. (2000). Speed Reading Does Matter. *The Reading Teacher*, 54, 146-151.
- Raskinski, T. (1987). Home Reading Behavior of Third and Fifth Grade Students. *American Reading Forum*, 8th Retrieved Dec. 27, 2008, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_010000019b/80/1c/46/e6.pdf
- Reissner, L. (1997). Using Taped Books with Children At-Risk: Four Case Studies. *Promoting Progress in Times of Change: Rural Communities Leading the Way* Retrieved Dec. 27, 2008, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/6f/bb.pdf
- Richards, M. (2000). Be a good detective: Solve the case of oral reading fluency. *The Reading Teacher*, 53, 534-539.
- Samuels, J. S. (1994). Toward a Theory of Automatic Information Processing in Reading, Revisited. In R. Ruddell R.B., M. R., & Singer, H. (Eds) (Ed.), *Theoretical Models and Processes of Reading* (4th ed., pp. 816-837). Newark, DE: International Reading Association, Inc.
- Samuels, J. S. (1997). The Method of Repeated Readings. *Reading Teachers*, 50(February 1997), 376-381.
- Schreiber, P. (1980). On the Acquisition of Reading Fluency. *Journal of Reading Behavior*, 12, 177-186.
- 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.
- Silverstien, S. (1964). *The Giving Tree*. New York: HarperCollins.
- Stahl, S., Heubach, K., & Cramond, B. (1994). *Fluency Oriented Reading Instruction*. San Diego, California: Office of Educational Research and Improvement.
- Sutton, P. (1991). *Strategies To Increase Oral Reading Fluency of Primary Students*. East Lansing, MI: National Center for Research on Teacher Learning.
- Trainin, G., Wilson, K. M., Rankin-Erickson, J., & Hayden, E. H. (2007). *Teaching Fluency: An experimental study of the QuickReads programs*. Retrieved December 6, 2007, from <http://www.pearsonlearning.com/index.cfm?a=43>
- Turpie, J. J., & Paratore, J. R. (1994). Using Repeated Reading to Promote Reading Success in a Heterogeneously Grouped First Grade. In *44th Annual Meeting of the National Reading Conference*. San Diego: National Reading Conference.

Wilfong, L. G. (2006). *Combining the Power of Poetry, Repeated Reading and Community Volunteers for Literacy Intervention: The Poetry Academy*. Kent State University.

Wolf, M. (2006). Common Questions About Fluency. Retrieved Oct. 19, 2007, from http://content.scholastic.com/content/collateral_resources

APPENDIX

APPENDIX A

Reading Motivation and Interest Survey

Date: _____

Student: _____

1. I like to read.

Always sometimes never

2. I like to read at home.

Always sometimes never

3. I like to read at school.

Always sometimes never

4. I like to read to others.

Always sometimes never

5. I like to have others read to me.

Always sometimes never

6. Circle the things you like to read about:

People	Jobs	Transportation
Animals	Camping	Vacation
Places	Sports	Weather
Space	History	News event
Music	Art	Dreams