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## Class Wide Fluency Intervention Impact on Student Reading Growth

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**Class Wide Fluency Intervention Impact on Student Reading Growth**

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Northwestern College

An Action Research Project Presented  
in Partial Fulfillment of the Requirements

For the Degree of Master of Education

Northwestern College

Dr. Daniela Syed

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**Abstract**

This action research was driven by the researcher's interest in reading fluency and specifically about using a class-wide intervention to help increase students' words per minute using Varied Practice Reading. The researcher is a third-grade teacher in her 7<sup>th</sup> year of teaching, where her own students participated in the class-wide intervention. The five week intervention was conducted on the students' fluency to analyze the effectiveness of the class-wide Varied Practice Reading intervention. Throughout the five weeks, oral reading fluency was progress monitored for six students that were identified as persistently at-risk or at-risk based on *Fastbridge* 3rd grade fall benchmark score. Findings revealed common pieces of effective reading fluency specially with an increase of correct words per minute when reading orally aloud. The research was conducted to result in future instruction in whole building classrooms to solidify the decisions made in regard to fluency interventions.

*Keywords: fluency, repeated readings, varied practice reading*

### **Class Wide Fluency Intervention Impact on Student Reading Growth**

As students grow into strong readers, teachers focus on accuracy and fluency rate of the students' reading skills. Teachers include many researched-based instructional strategies in their reading block to promote effective accuracy and fluency skills. According to the 2011 National Assessment of Education Progress (NAEP) reading scores, most fourth graders are reading at proficient level or below which infers that these students are only partial mastery of grade level fundamental skills (Swain 2017). Teachers can use reading strategies in their classrooms to promote reading at an appropriate rate, rereading to correct mistakes, making few pronunciation errors, and reading like someone is talking. The goal is for students to develop long lasting habits of growing into strong readers and a love for reading.

There are many fluency interventions including repeated readings, audio listening passages, and teacher models that students may participate in to improve their fluency, and teachers find themselves analyzing which one is going to be the most effective for the students (Swain 2013). The Varied Passage Reading intervention promotes students to increase their reading fluency by reading three passages that use many of the same words. Reading fluency includes three factors of accuracy which means being able to correctly decode words, automaticity which means being able to quickly recognize words, and prosody which means using tone, pacing, phrasing, and inflection of words when reading. When reading fluency is mastered, then students will be able to focus and be challenged with their comprehension skills and expanding their vocabulary knowledge (Gorsuch & Taguchi 2010).

The purpose of this action research is to analyze the effectiveness of a third-grade class-wide reading intervention of Varied Passage Reading. By using the class-wide fluency intervention of Varied Passage Reading, the analysis of the student data will provide the teacher with formative data if students increase their accuracy and fluency rate after the intervention

takes place. This class-wide reading intervention provides students with repeated readings, peer feedback, and self-reflection. This research will conclude if the implementation of Varied Passage Reading made an impact on students' fluency skills.

## **Literature Review**

### **Reading Fluency**

Reading fluency includes three factors of accuracy which means being able to correctly decode words, automaticity which means being able to quickly recognize words, and prosody which means using tone, pacing, phrasing, and inflection of words when reading (Edwards 2019). Researchers Armbruster et al. (2001) of the National Reading Panel examined the need of decoding and fluency as foundational skills for vocabulary and comprehension. According to the 2011 National Assessment of Education Progress (NAEP) reading scores, slightly more than half of fourth graders are reading at proficient level or below which infers that these students are only partial mastery of grade level fundamental skills (Swain et al., 2017). Efficient reading interventions are needed for children to ensure that students are reading at a proficient level.

Reading fluency is a critical reading skill that encourages students to read with speed, accuracy, and expression. Teachers use specific strategies to target these areas of reading fluency through phonemic awareness, phonics, vocabulary, and comprehension to allow students to be skillful and strategic readers (Marinak & Gambrell, 2010). Reading fluency is defined as the ability to read text quickly and accurately with few miscues and little effort and to read expressively with appropriate pausing, phrasing, and articulation. Reading fluency is considered an indicator of automaticity. The effectiveness of repetition and the effects of repeated reading intervention are derived from a theory of automatic word processing (LaBerge & Samuels, 1974; Logan, 1988). That is, when automaticity is achieved it allows students to focus on the meaning of the text including comprehension skills and expanding their vocabulary (Lee & Yoon, 2017). Marinak and Gambrell (2010) also examined the connection between oral reading fluency, self-motivation, and the gender gap in elementary school aged children. In their research of 288

third-grade students, they found that girls and boys who are average readers are equally self-confident about themselves as readers. They also noticed that boys who are average readers are less motivated to read, and specifically that they value reading less than girls who are average readers. Due to self-motivation and self-monitoring, teachers need to provide opportunities for students to practice good reading skills and habits.

States and districts are adopting assessments to help monitor oral reading fluency of student growth. In 2013, the Iowa Department of Education decided to select FastBridge (FAST) as the universal screening and progress monitoring tool for reading in kindergarten through sixth grade which resulted in FAST being implemented in nearly 350 school districts throughout Iowa (Edwards 2019). CMBreading (CMB-r) is one of FastBridge's universal screening tools. This is an evidence-based, one-minute assessment that is a useful indicator of reading development. When students read a grade-level passage with efficiency they are better able to use their cognitive resources to comprehend while reading (Edwards 2019). Iowa school districts use this universal screening to help predict student growth in oral reading fluency to help educators target specific instruction and intervention to either enhance or reteach necessary reading skills.

### **Fluency Interventions**

There are many components that make up a good reading intervention. According to Swain et al. (2017), effective reading instruction should include phonological awareness, decoding skills, vocabulary, fluency practice and variety of reading comprehension strategies, and if a student is struggling in one or more of those essential components, reading becomes laborious. When a student can read fluently then he or she has the ability to read words with little effort, resulting in an increased capacity for comprehension understanding. There is strong



evidence connecting reading fluency and comprehension (Swain et al., 2017). Researchers Swain et al. (2017), investigate the two most common and effective interventions of repeated reading and listening passage preview. Repeated readings include students rereading the same passage several times in hopes of gaining more words per minute to help increase oral reading fluency. Listening passage preview is when students are able to listen to the passage read aloud first before reading it themselves. During the study, they observed third-grade students participating in both interventions. They found both interventions provided to be effective methods to increase oral reading fluency and suggest that repeated reading was the most effective when looking at words correct per minute. The negative implications of this type of reading intervention is the motivation and encouragement to read faster and students focusing on the speed instead of how and what they are reading. It draws attention away from the actual skill of reading with a good prosody which improves the rate at which the student reads and how the student is using expression to convey the mood of the text.

Of the various learning difficulties school-age students may exhibit, reading failure represents one of the primary challenges that educators have to address in the classroom (Begeny et al., 2012). When a struggling reader comes into the classroom, teachers must take action on what is necessary for the student to grow in their reading skills. This study examined the effects of small group instruction and one on one instruction targeted towards reading fluency with Spanish speaking students. The study observed six second-grade students participating in a reading intervention in both small groups and one on one settings. Results showed that nearly all students benefited from one or both of the reading interventions. Based on the findings it suggests for teachers to use small groups or one on one reading interventions to target students' needs, but educators must consider the real-life roadblocks to implementing effective reading

instruction (Begeny et al., 2012). The most common reason reported by teachers for not implementing an intervention is simply a lack of time during the instructional day. With the limited time of instruction, it creates a sense of urgency to decide the most effective reading intervention for students' growth of oral reading fluency.

There is a wide range of fluency interventions including repeated reading, training in phonics and other word-level identification strategies, multi component interventions, peer or parent tutoring, goal setting, and tangible reinforcement (Morgan et al., 2012). Picking the correct reading fluency intervention is based on targeted distinct factors of students' skill and will of reading. When focusing on students' reading skill, teachers are suggested to use repeated readings to train the student in decoding words. On the other hand, when focusing on students' reading will, teachers can try goal setting to increase students' self-monitoring and self-motivation of reading skills. Identifying the right match of reading intervention will increase a student's efforts to read fluency (Morgan et al., 2012).

Researchers Ardoin et al. (2013) observed 38 third-grade and 38 fourth-grade students on whether repeated reading improves the reading rate and prosody of skilled readers and to evaluate the extent to which the content of instructions and performance feedback may alter those benefits. The prosody is important for students to focus on since it encourages a rhythm of expression in the student's voice. During the study, students were randomly assigned to either a rate-focused or prosody-focused repeated reading intervention. The research findings indicated that repeated reading improves students' reading fluency, and also the importance of the messages conveyed to students through directions and feedback (Ardoin et al., 2013). According to this study, repeated reading intervention indicated that the instruction of the intervention and performance feedback provided student growth in their rate and prosody of reading fluency.

Peer-mediated instruction in which students work together to support each other is an evidence-based practice for improving performance in a variety of academic areas (Marr et al., 2011). Because of this, teachers can use peer-mediated fluency-building intervention for struggling readers. Marr et al. (2011) found that their participants in the study showed significant growth in rates of oral reading compared to peers in control-group classrooms. This supports that teachers need to provide opportunities for peer-mediated instruction to help develop reading fluency for all readers.

Even though Repeated Readings is a popular and effective strategy that works with children that struggle with reading, it may not be the best option (Zimmermann et al., 2019). According to Zimmermann et al. (2019), repeated reading has positive effects on the oral reading fluency of students with reading difficulties, but there is no consensus about the intervention's effectiveness. Repeated reading involves students reading a grade-level text multiple times in succession to gain multiple exposure to those words and sentences that allow for rehearsal and refinement of reading skills (Zimmermann et al., 2019). The goal of this intervention is to increase accuracy and rate of oral reading. The primary limitation of this reading intervention is its lack of transfer to practice passages. Using non-repetitive reading intervention is another intervention to consider with struggling readers. This intervention approach exposes students to more words than in just one passage. Experiences with a variety of words can foster students' abilities to read a wider range of texts written in different genres and containing different text structures (Zimmermann et al., 2019). Researchers Zimmermann et al. (2019), studied a fifteen year long observation of students using non-repetitive interventions. Their findings concluded that non-repetitive fluency interventions seem to be an equally plausible means of intervening with students experiencing reading difficulties.

For students with reading disabilities who experience difficulties with oral reading fluency, school-based interventions frequently focus on increasing speed through interventions such as repeated readings of texts (Murray et al., 2012). Repeated readings may not be the right reading intervention for every student. School districts and teachers are using fluency data to distinguish fluency measures of reading difficulties, but this data does not reveal the source of where the targeted problem lies. Most reading interventions include speed and rate of oral fluency reading, but researchers Murray et al. (2012) want teachers to focus on if students can read the text accurately and effortlessly, and not just the rate at which the student reads. Through their findings, using phonics instruction through syllable types may be the better approach for readers that struggle with accuracy. Using letter- sound recognition, word recognition, and decoding will better support readers instead of the mindset of reading for the “need for speed” (Murray et al., (2012).

### **Repeated Reading Interventions**

Researchers Lo et al. (2011) states that reading is a life-long skill that all students must master in order to be successful not only in academics, but also in everyday life. One common strategy to improve reading fluency is repeated reading of passages. This intervention involves a student rereading passages aloud to either a teacher or peer multiple times then receiving corrective feedback and recording how many words they read in a 1-minute time period. The goal of this is to monitor student growth of words per minute and performance feedback. Repeated reading also supports the idea of adult modeling of rate and expression through the use of students listening to an adult read a passage or from unison reading where students read aloud with the adult (Lo et al., 2011). Along with modeling good reading fluency, teachers can also

cue students to focus on their fluency and graph their growth and performance. Graphing students' performance provides prompts and feedback to accomplish higher achievement and increases oral reading fluency for students with and without learning disabilities (Lo et al., 2011). In this study, researchers observed three second-grade students reading fluency through a repeated reading program involving each participant receiving individual repeated reading sessions from the teacher for fifteen to twenty minutes, four times per week. The results indicated that all three students increased their words per minute and brought all participants closer to the grade level benchmark criterion.

Teachers should include oral reading fluency in the classroom because it contributes to reading comprehension and it has been recognized as a predictor of current and future reading comprehension skills (Lipka 2017). Students need fluency interventions because they are integral to effective reading instruction for all students (Stevens et al., 2017). Repeated readings is most commonly used with students that have reading disabilities and is combined with other interventions, such as passage preview and systematic error correction (Lee & Yoon, 2017). It has consistently been reported as an effective intervention to improve reading fluency specifically in accuracy and rate when combined with other interventions. Researchers Lee and Yoon (2017), state that other inventions should consist of word preview, listening passage preview, error correction, performance feedback, peer-mediated reading, and textual factors. When students are provided the opportunity to preview isolated words, listen to model reading, correct errors, goal setting, collaborating with peers, and being introduced to a gradual level of text difficulty, along with the instruction of repeated reading then it will conclude greater gains for students' oral reading fluency.

Students should experience the development of reading proficiency through most effective instruction including repeated readings, modeling, careful selection of text difficulty level, and explicit improvement criteria (Daly & Kupzyk, 2012). Researchers Daly and Kupzyk (2012), studied the effects of delivering this instruction by a teaching assistant and parents. Throughout the study, they observed three third-grade students' oral reading fluency skills through parent-delivered reading interventions for four to five weeks. The interventions included listening passage preview where the passage was read once to the child to model accurate and fluent reading, repeated readings where the passage was read aloud three times and recorded number of errors, phrase drill error correction, and flashcard instruction. At the end of the intervention session, parents were asked to report how much time it took to complete reading the story and how many errors the child made. This provided the child with constructive performance feedback three times. The results suggested that parent-delivered interventions in combination with school instruction can produce generalized reading urgency improvements. Also, with the use of positive reinforcement, choice, and performance feedback it may motivate children to practice reading at home.

### **Varied Practice Reading**

According to the Iowa Reading Research, Varied Practice Reading includes students pairing up with another classmate to read three passages that contain similar words, and it also allows the opportunity to provide academic and behavior goal setting and feedback on reading errors. Researchers, Reed et al. (2019), examined the improvement of oral reading fluency rate by comparing a Varied Practice approach and Repeated Readings throughout twelve weeks. The study examined fourth graders reading with a partner for twenty minutes about three to four

times a week. The results indicated that Varied Practice Reading demonstrated significantly better fluency outcomes than students who participated in the Repeated Readings (Reed et al., 2019). The findings support that fluency approaches focused on practicing words in redundant sentences and contexts will provide student growth in their oral reading fluency skills.

According to the researchers Swain et al. (2017), repeated oral readings followed by feedback and effective instruction promotes improvement in reading for students at all levels. Rashotte and Torgesen (1985) examined repeated oral reading with different word overlap between the passages which included repeated reading with low word overlap, repeated reading with high word overlap, and no repeated reading. With the passages having word overlap it promotes students' vocabulary knowledge to expand with exposure of new words. By reading like passages with common words, students' vocabulary skills and fluency skills should both increase. Their result concluded that high word overlap had the most gains in reading fluency and that it is an effective way to increase reading fluency (Swain et al., 2017). Varied Practice Reading includes a high word overlap between the three passages, which indicates a possible effective reading fluency intervention for all students.

Educators can provide opportunities for students to practice good reading skills and habits by using Varied Practice Reading. This intervention provides students reading in different contexts to make them more successful than repeated readings. Through the Iowa Research Varied Practice Reading online training, educators learn the difference between Varied Practice and Repeated Readings. The difference states that Varied Practice provides students with passages with the focus of high word overlap, exposure to new vocabulary words, rate, and prosody.

**Summary**

Examining this research, it provides understanding of reading fluency interventions in the classroom. Students need effective reading fluency strategies presented to them in the classroom in order to develop strong reading habits and skills. It is also important for students to develop the ability of reading at a reasonable rate, with few miscues and with expressions that sound like language (Swain et al., 2017). In order for reading to become less laborious, research suggests using effective reading instruction including phonological awareness, decoding skills, vocabulary, fluency practice, and variety of reading comprehension strategies (Swain et al., 2017).

After reading about the importance of oral reading fluency, the findings suggest using a reading intervention to increase students' oral reading fluency. Using Varied Practice Reading interventions will provide the opportunity for students to grow in their rate and accuracy of words per minute. Students will also be given the opportunity to provide peer-mediated performance feedback, monitor the number of errors, and self-motivate their reading by setting reading goals. Through this action research, the researcher will be able to provide a conclusion about the effects of a class-wide fluency intervention using Varied Practice Reading in a classroom setting.



## **Methodology**

### **Participants**

The action research study was a third-grade classroom with 18 students participating in the class-wide fluency intervention of Varied Practice Reading. Students completed the reading intervention at least two times a week for five weeks which lasted 20 minutes each session. The students' reading fluency ranged from 23 to 177 words per minute when reading a third-grade level passage before the intervention took place. One of the eighteen students is enrolled in special education services for the subject of reading. Three of the eighteen students are considered persistently at-risk and four of the eighteen students are considered at-risk based on their oral reading fluency. These seven students receive an extra reading intervention at least two times a week for 20 minutes in a small group setting. For students that are persistently at-risk they have not met Fastbridge's required oral reading benchmarks at least twice in a row, and students that are at-risk have not met the required benchmark once.

All 18 participants are Caucasian that participate in a 90-minute reading block which breaks down to 30-minutes of whole group daily instruction and at least 30-minutes of small group weekly instruction. This five-week intervention took place while the 18 students were participating in a hybrid model of learning. Students attended in-person school either two or three times a week depending on the school district's Group A and Group B hybrid schedule due to COVID-19. When students were not at school, they were completing mandatory at-home learning with videos and activities that align with grade level standards.

### **Measures**

The class-wide fluency reading intervention used Varied Practice Reading materials to complete the action research. This researched-based intervention is provided through the Iowa

Reading Research Center. It is designed for Grades 1 through 5, and teachers complete the online module before implementing it into their classroom. The module includes oral reading fluency, tradition and alternative approaches to fluency practice, oral reading fluency skills goal setting, peer mediation and error correction, and classroom implementation.

The state of Iowa monitors and measures student fluency using FastBridge's assessment of CMB-r three times a year. FastBridge has set benchmarks for students to accomplish in the fall, winter, and spring. These benchmarks help school districts and educators make important decisions in reading instruction and interventions. Fastbridge also requires students to be progress monitored if they are persistently at-risk which means the student has not met the set benchmarks at least two times in a row. Educators progress monitor these students once a week with grade level passages to monitor progression of oral reading fluency to help analyze fluency, accuracy, and an option comprehension section. School districts use these assessments and data analysis to accomplish district goals, curriculum development, and professional development in the area of reading.

The FastBridge CBM-r fluency progress monitoring passage 1 called "Ann" was used to monitor oral reading fluency as the baseline data point and ending data point for each students' words per minute score. Words correctly read per minute were calculated by subtracting the number of mistakes from the total number of words read in 60 seconds. Mistakes included mispronunciations, omissions, and substitutions. Words were given to the student after 3 seconds without a response.

### **Procedures**

The Varied Practice Reading class-wide fluency intervention was implemented to increase fluency by listening to model read passages from a peer, receiving feedback, and goal

setting. The intervention consisted of students being paired with a classmate partner. The partners were assigned based on their baseline fluency score. Students were ordered from highest to lowest words per minute from one to eighteen. Then the list was cut in half and one was paired with nine, two was paired with ten, and so forth. The students' personality and behavior was also taken into consideration when creating the pairings for the reading intervention. The researcher not only made sure the pair was appropriate based on academic data, but also considered how the pairings would follow the instruction and stay on task to ensure success for all students. Using positive reinforcement of verbal encouragement and the school's tier 2 classroom behavior management system, the researcher was able to keep students motivated to complete the intervention with high expectations. Through correct classroom implementation, students were directly taught, witnessed modeling, and were able to practice with their partner.

Within the pairing of students, they both begin with grabbing their printed passage set booklet and sitting side by side. Both students then goal set by picking a reading goal and a positive behavior goal before beginning the intervention. They share their goals with each other. Student 1 then starts as the "coach" where he is going to listen and follow along in the text as Student 2 is the "reader" which she will be reading the passage aloud. After the "reader" has finished the text, then the "coach" provides feedback by reviewing any mistakes and recording the number of errors. Now it is time for them to switch roles and complete the same process with the same text. The pair of partners will continue this routine for passage two and passage three within set one. After each student has read all three passages, then both students go back to their goal page to complete a self-reflection. They end the intervention with sharing their self-reflection to each other. This process is repeated twice a week for a total of five weeks.

To ensure that the intervention was completed with fidelity, the researcher monitored the pairings by walking around the room to redirect any steps that needed to be done. Students that failed to complete the intervention steps correctly were given the opportunity by the researcher of reteaching and asked to redo the sections correctly. The steps of the reading intervention were listed on the board in the front of the classroom to help motivate and remind students of the correct steps of instruction needed to complete the intervention correctly. Students were able to use the “Fluent Readers” poster and checklist to ensure fidelity (see Appendix A).

### **Data Collection**

For this action research, the data collected was quantitative. The data includes baseline fluency scores, ending fluency scores, and growth of words per minute. The baseline and ending fluency scores were collected using a Fastbridge testing passage called “Ann”. Before the class-wide intervention took place, the research used the baseline scores to group students with an appropriate partner for the intervention. During the intervention, students individually filled out a “My Reading Log” printed worksheet to record their number of errors and corrective feedback from their partner. The researcher thought it was more appropriate for the students to write with pencil on a paper copy rather than keep this important data in the Varied Practice Reading binder where the whiteboard marker could easily be erased. The students’ “My Reading Log” was provided through Varied Practice Reading and students were able to keep track of what set of passages they were reading, record the number of errors, answer yes or no if it sounded like they were talking as they were reading, and a notes section to write feedback from their coach. Some examples of feedback the students wrote during the intervention was to use their finger to follow the words, reread when making a mistake, and not stopping frequently to ask for assistance. The students kept their “My Reading Log” in their reading folder. At the end of the five-week intervention, the researcher used the FastBridge passage of “Ann” to collect each student’s ending score to analyze the growth of correct words per minute.

### Data Analysis

Of the students participating in the study, only those with scores that increased their words per minute were included in the study due to the t-test dependent data analysis. This includes sixteen students in the class-wide reading intervention instead of eighteen. The average baseline score for the students was 102 words correct per minute and the average ending score was 120.25 words correct per minute. Chart 1 displays the average results of the participants baseline score of words correct per minute before the intervention was put into place, and the ending score of words correct per minute after the five-week class-wide reading intervention was completed. The correct words per minute was calculated with the same third grade reading passage for both the baseline and ending score.

There are a total of 7 students that range from persistently at-risk and at-risk in their oral reading fluency based on CMB-r fall benchmark. These students failed to meet the required words per minute for third-grade based on FastBridge. These 7 students receive an extra reading intervention throughout the week on top of their 30-minute whole group reading instruction and 30-minute small reading group. The students either receive the extra reading intervention with the researcher, the school's Title 1 Reading teacher, or a Special Education teacher. The additional interventions are to target necessary areas to help improve reading fluency. The persistently at-risk and at-risk student data is shown in Chart 2. All seven students made growth in their oral reading fluency when participating in Varied Practice Reading intervention along with receiving small group instruction from the researcher, Title 1 Reading teacher or Special Education teacher.

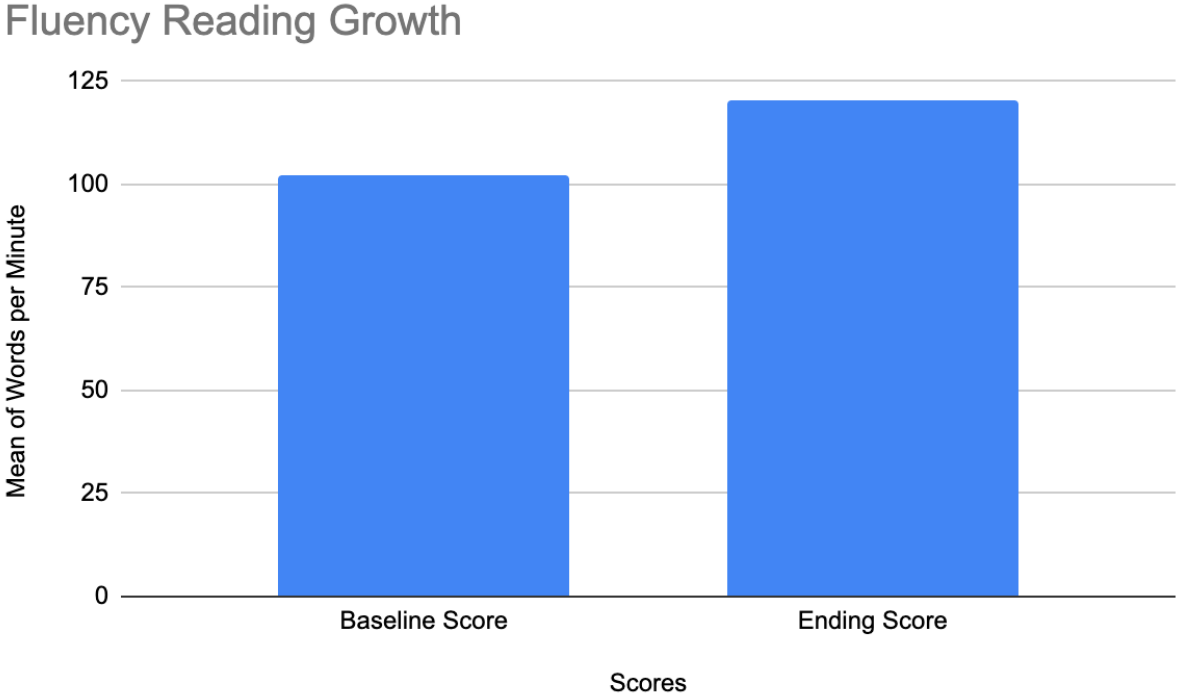
A dependent groups *t* test revealed that there was a statistically significant difference in baseline scores and ending scores on words per minute ( $M = 102$ ,  $SD = 33.8881$ ,  $n = 16$ ), as compared to ending scores on words per minute ( $M = 120.25$ ,  $SD = 40.2749$ ,  $n = 16$ ) following a

reading intervention with moderate effect size,  $t(15) = -5.02$ ,  $p < .05$ ,  $d = 0.483627$ . On average there was a -18.25 point difference between the baseline score and ending score.

Lastly, of the participants that were identified as persistently at-risk and at-risk were progress monitored during the five weeks of the intervention. The researcher was required to weekly progress monitor these students using FastBridge third-grade passages. Only six of the seven participants' data is included in Chart 3 because one persistently at-risk student receives special education services and is progress monitored on second-grade passages. The qualitative data in Chart 3 analyzes the growth during the five-week Varied Practice Reading intervention. During progress monitoring the students read one passage and are timed for 60-seconds. The words per minute is recorded along with any errors of mispronunciation and skipping words. When analyzing Chart 3, all six students' lines are a slow increase throughout the weeks to display growth in their oral reading fluency.

**Chart 1**

*Participants at Baseline and Ending Score Bar Graph*



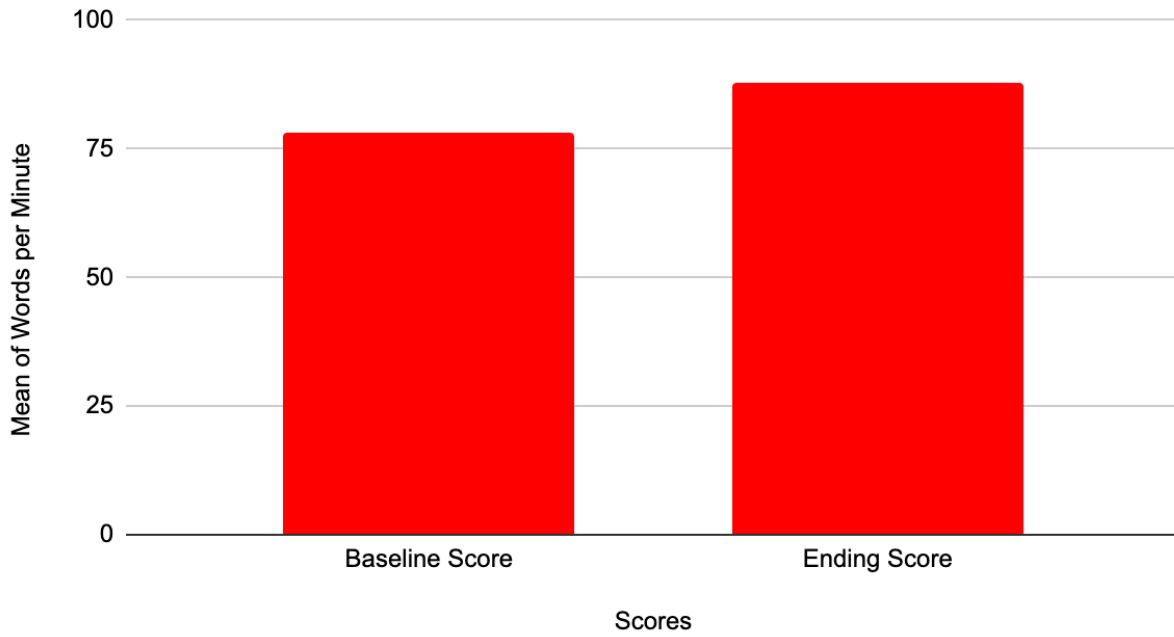


**Chart 2**

*Persistently At-Risk and At-Risk Participants at Baseline and Ending Score Bar Graph*

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**Persistently At-Risk and At-Risk Participants Growth**

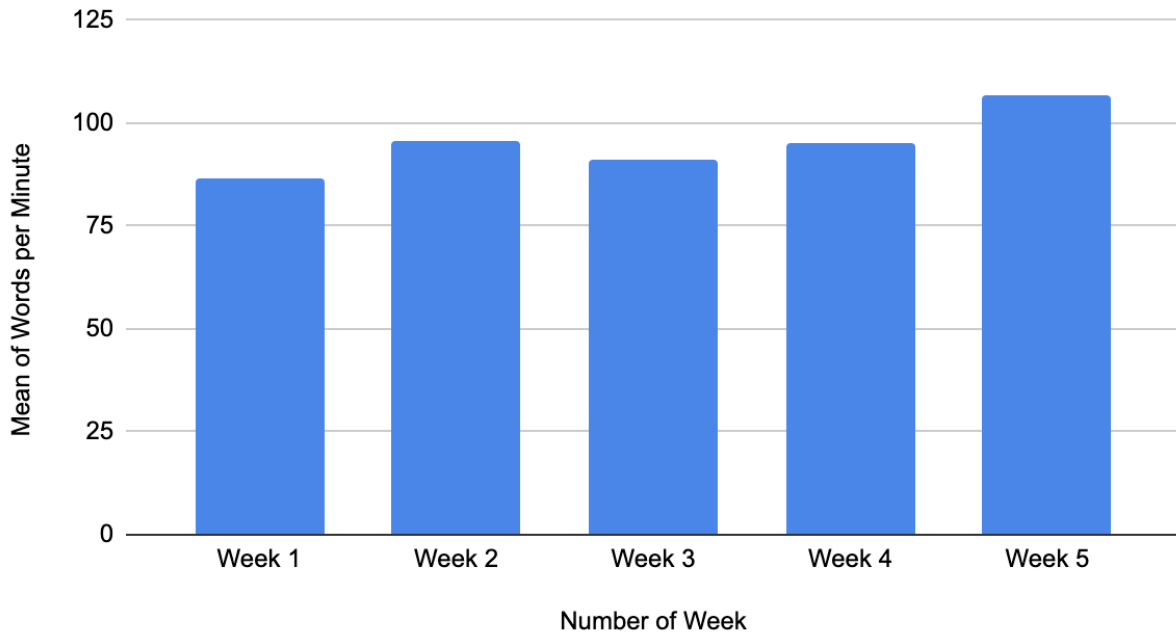


**Chart 3**

*Persistently At-Risk and At-Risk Participants Progress Monitoring Bar Graph*

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**Persistently At-Risk and At-Risk Progress Monitoring**



### **Discussion**

The action study results implicate teachers, researchers, and stakeholders that Varied Practice Reading class-wide reading intervention is successful for assisting students in their oral reading fluency. This study states that 88% of the participants made growth in their correct words per minute. Of the students that made growth, the average number of words increased is 18 over five weeks. The reasoning behind this finding is that this repeated reading intervention is very structured with training for teachers and explicit direct teaching for students to implement this 20-minute intervention.

Students were able to successfully complete the five-week intervention by engaging in the procedures with fidelity. Through direct instruction and modeling from the researcher, the participants were able to learn and practice the correct steps of the intervention before engaging in the activities. Once the intervention started, the students were held accountable through filling out their “My Reading Log.” This log provided the reader with corrective feedback and held the coach to a high standard of providing meaningful strategies to help improve reading including using your finger to follow along or rereading when making a mistake. With a class-wide reading intervention implemented throughout the five weeks, it provided a significant finding from this research to show an increase in correct words per minute when reading a grade level passage. Overall, Varied Practice Reading is successful for students by focusing on repeated readings, corrective feedback, and goal setting which promotes each student achievement on an individual basis.

### **Future Research**

The next step will be to implement this action research into other third-grade classrooms. Teachers will be presented with the findings and analysis of the results to encourage other K-5 teachers to decide to use this type of class-wide reading intervention with their students. First, teachers will participate in the online module training to understand the procedures, materials, and how to directly teach the steps. This process ensures that each teacher is able to implement the class-wide reading intervention correctly and help them be successful in their literacy instruction.

Another future step will be to continue to monitor the eighteen students throughout the school year to analyze growth of correct words per minute. The researcher will continue to implement the Varied Practice Reading as a class-wide intervention for another five-week time period. At the end of the five weeks, the researcher will compare the students' baseline score to his or her ending score. The findings will be able to support a growth of fluency if the numbers increase.

Overall, Varied Practice Passage is the focus for the researcher and other teachers for this year and next year. The focus will be to target reading fluency strategies and interventions that can be carried over to meet standards and benchmarks for student achievement.

### **Conclusion**

This study provides support by using a class-wide reading intervention to help increase oral reading fluency for all students. Using Varied Practice Reading as a reading intervention, it will support the growth of reading fluency. The eighteen students participating in this action research benefited from engaging in a five-week repeated reading intervention to help increase their words per minute with reading aloud. The results of this study indicate this type of class-wide reading intervention increases correct words per minute with at least 88% of students in the class.

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Appendix A

Fluent Readers Poster and Checklist

Materials:

- folder
- binder
- pencil
- Expo

# FLUENT READERS

Set: 1

- ✓ Set Goals    ✓ Read 3 passages    ✓ Reflection

Read at an appropriate **rate**

Make **few** pronunciation errors

Sound like they are **talking** when they are reading

Make a plan for **figuring** out unknown words

Re-read to **correct** mistakes

Do not stop **frequently** to ask for assistance