The Effectiveness of Repeated Reading Practice on Fifth Grade DIBELS 8th Edition Progress Monitoring Oral Reading Fluency (ORF) Scores

Lacey K. Wright

Eastern Illinois University

Abstract

The purpose of this study was to determine if using repeated reading as an intervention is effective at increasing participants' oral reading fluency scores when measured using the DIBELS 8th Edition Oral Reading Fluency (ORF) progress monitoring passages. The researcher also wanted to determine how effective the repeated reading intervention was in increasing participants' oral reading fluency scores. It was hypothesized that the participants in the repeated reading instructional intervention group would increase their DIBELS ORF scores and would do so at a greater percentage rate than when compared to participants' scores when not participating in the intervention. Two research questions guided this study: Is participation in repeated reading practice effective at increasing DIBELS ORF scores? and to what extent is repeated reading an effective practice for increasing DIBELS ORF scores? Twenty-one students, ages 10 and 11, from a single fifth-grade classroom participated in the study for six weeks. During Phase I, all participants received regular reading instruction from the general education classroom, and a repeated reading intervention session was implemented by the researcher during Phase II. Of the 21 participants, 19 had increased DIBELS ORF scores from the Phase I post-test to the Phase II post-test and this supports the researcher's first research question and hypothesis. Only six participants had a significant percent change while 15 participants did not have a significant percent change, which does not support a significant extent of effectiveness between repeated reading and increasing DIBELS ORF as addressed in the second research question and hypothesis.

Keywords: repeated reading, fluency, intervention

The Effectiveness of Repeated Reading Practice on Fifth Grade DIBELS 8th Edition Progress Monitoring Oral Reading Fluency (ORF) Scores

Students today are exposed to a wide variety of educational concepts, skills, and strategies, but most content throughout the day revolves around the three primary focuses which have existed for decades - reading, writing, and arithmetic. As a requirement of the Common Core State Standards, teachers are expected "to prepare all students for success in college, career, and life by the time they graduate from high school" (English Language Arts Standards, 2010, para. 1). Teachers must be prepared to provide students a variety of opportunities to increase their literacy cognition to meet these rigorous standards. Reading is a complex process that requires multiple processes occurring simultaneously for comprehension to exist. There are many reasons people read which could be summarized into two main categories. People read to gain knowledge and for entertainment. Whichever category a person is engaged in is irrelevant. What is relevant is that the reader can decode, encode, synthesize, and predict all within a few seconds of each other for comprehension accuracy and connecting to the text.

Increasing fluency is one way to increase a reader's ability to reallocate cognitive resources for text analysis to facilitate comprehension. Accuracy, rate, and prosody are the three primary components of fluency, as agreed upon by multiple researchers (Amendum et al., 2017; Hosp & Suchey, 2014; Rasinski, 2014a: Rasinski et al., 2016). Rasinski's research (2014a) reported the significance of increasing a student's automatic word recognition creating a causal effect of freeing cognitive resources for comprehension and text analysis. According to Rasinski and Samuels (2011), "Disfluent readers are not automatic in word recognition and have to devote significant portions of their finite cognitive resource to that task" (p. 95). Fluency is the bridge that connects individual word reading with comprehension and is a means to increase

knowledge. A student who is lacking a strong fluency level will struggle with grade level reading tasks in all subjects. Working to increase student fluency is necessary for students to achieve proficiency with reading tasks both in their present academic careers and to prepare them to be fully literate as adults.

Using fluency scores as data for this action research project will help identify the effectiveness of using repeated readings for increasing fluency. If the research shows a positive correlation between using repeated readings as an instructional strategy and increasing fluency scores, more teachers are likely to adopt this practice and see greater student oral reading fluency growth. Targeting the fifth-grade class for this study will supply a population who should be successful enough in phonemic awareness and phonics skills, encoding fluency in encoding and decoding, to demonstrate basic fluency as compared to using a lower level grade. Reading teachers in many districts have the ability to not only influence student success but can also be instrumental in providing teachers with strategies to improve instruction. The study was guided by two research questions. The questions are as follows:

1. Is participation in repeated reading practice effective at increasing DIBELS ORF scores?
2. To what extent is repeated reading an effective practice for increasing DIBELS ORF scores?

The researcher hypothesized that the participants in the repeated reading instructional intervention group will increase their DIBELS ORF scores, and the participants in the intervention group will increase their DIBELS ORF scores at a greater percentage rate when compared to participants' scores when not participating in the intervention.

Learning to Read

Learning to read as a child should be expected when a student is enrolled in any U.S. school. However, sixty-five percent of fourth grade students are not meeting proficiency levels (National Assessment of Educational Progress [NAEP], 2019). The mastery of reading skills as early in life as possible can be the difference in a child who develops a lifelong love for literacy and acquiring knowledge and one who loathes while likely avoiding the process. The enjoyment of reading should be shared with children from as early an age as possible. This can be done through oral story reading as well as developing oral communication skills by engaging in discussion. Beginning to hear stories read aloud from family and caregivers prior to formal entry into school can give students a head start in literacy endeavors. Reading is a complex process which involves acquiring a variety of skills and strategies over time to reach levels of proficiency. The process requires a student to move through stages with levels of proficiency which include phonemic awareness, letter naming, letter-sound correspondence, decoding, encoding, and culminates with an ability to fluently read complex text while making sense of the words (NRP, 2000). Students are then able to transfer the knowledge throughout a variety of experiences and content.

The focus of reading fluency, specifically in the elementary classroom, has remained at the forefront of educational experts' interest for many decades. Literacy best practices have changed over time as well as the reasoning for developing fluent readers. Reading fluency is a component that allows a reader to transfer skills from learning to read into those of reading to learn and progressing from word list reading to text reading (Altani et al., 2019). Students exiting third-grade should demonstrate fluency proficiency. This is indicated by a mastery of foundational reading skills including phonemic awareness, phonics, and oral reading fluency by

the middle to the end of the second-grade year. Early diagnosis of reading difficulties as well as effective, research-based strategies implemented could potentially avoid frustrations for students in later years. The purpose of this research follows the interest of many educational researchers. The significance of identifying effective ways to increase student fluency has never been more important when comparing results of NAEP (2019) and the National Reading Panel (NRP, 2000) reports. The purpose of this study is to identify the effectiveness of a commonly used oral reading fluency intervention known as repeated reading, which is one effective research-based and evidence-based strategy used in classrooms throughout the United States. This literature review will examine the research base that exists which provides evidence that repeated reading is a successful instructional practice for increasing fluency.

Defining Fluency and Examining Fluency Components

The concept of fluency varies depending upon who is supplying the definition. Fluency in its simplest understanding is an ability to read words accurately and at a rate which conveys meaning (Kuhn et al., 2014). The rate should sound as close to conversational speech as possible. A fluent reader will also be able to modify prosody to appropriately match the intended purpose as designed by the author. Rasinski and Samuels (2011) include automaticity as a component when defining fluency while Lee and Yoon (2017) list automaticity as an indicator of reading fluency. As a student increases their time spent reading, they are going to become more fluent and increase their automaticity. A reciprocal effect emerges when the repeated reading practice time is performed accurately. This gives the reader time to develop proficiency and confidence like that of an athlete or musician practicing their talents until levels of proficiency are reached (Samuels, 1997). Reading fluency is significant for oral reading and silent reading. The differences between oral and silent reading as processes are obvious in that one includes reading

aloud and one is reading silently in one's head. Although this study's focus is aimed at increasing oral reading fluency, addressing how this connects to silent reading fluency is necessary. Rasinski and Samuels (2011) stated that silent reading should allow the reader to hear an internal voice. Without being proficient in oral reading, it will become much more difficult for students to access that internal voice which facilitates comprehension during silent reading.

Many researchers agree that there are three primary components that constitute fluency - accuracy, rate, and prosody (Amendum et al., 2017; Hosp & Suchey, 2014; Rasinski, 2014a; Rasinski et al., 2016). These three components are requirements which must be achieved at developmentally appropriate levels for a reader to move onto the ultimate reading goal of comprehension. Prosody is an often-forgotten component of fluency by researchers as it is not as easily assessed as accuracy and rate. Prosody also assists in developing the internal voice heard by students during silent reading (Rasinski & Samuels, 2010). Ardoin et al. (2013) focused their research on prosody in the context of repeated readings and teacher feedback. Their definition of prosody includes components such as sounding like regular conversational speech, appropriate pausing and phrasing, accurate articulation, and varying pitch. Although the present study will not focus on prosody as a component of fluency for instructional or assessment purposes, it is important to note that as a fluent reader, the teacher researcher will demonstrate accurate prosody when participating in the choral reading component of the repeated reading instruction. Accurate prosody is one way to effectively model the oral reading of the text for students. Ardoin et al. (2013) reported that whichever component, either rate or prosody, students were expected to focus on, there was an increase in that component. They stress that teachers should be mindful of this when developing instructional practices so that the desired component is explicitly taught. Rasinski and Samuels (2011) expound upon the importance of fluency in connection with

prosody in that students must have the ability to understand the text while they read in order to know when, how, and for how long to pause as well as when and how to adjust the pitch of their voice to reflect the author's intent.

The primary reason for reading is either to acquire knowledge or engage in an enjoyable experience through the process. Altani et al. (2019) expand that for fluency achievement to be reached in complete text format, which includes reading sentences and passages fluently, the reader must be able to maintain both speed and accuracy on individual words. This alludes into two separate but related fluency structures - word reading and text reading. Word reading fluency would provide practice and assessment by presenting single words. Text reading fluency would provide sentences and passages to be utilized for practice and assessment purposes. Text reading fluency is dependent upon the readers ability to fluently read words in isolation. If a student can read a given text fluently, then it would be assumed that he would also be able to read words in isolation at the same level fluently. As students develop skills based on phonics instruction as well as phoneme manipulation, they are able to move beyond word reading fluency into text reading fluency (Altani et al., 2019; Kim, 2015; Rasinski, 2014a; Rasinski et al., 2016).

Significance of Fluency Instruction

Fluency instruction is a key component to developing reading abilities at an automatic level. When a person reads with high levels of fluency, the comprehension process can occur more easily due to the cognitive load shifting to the analytical process rather than decoding and encoding. Rasinski (2014a), Rasinski and Samuels (2011), and Wexler (2019) emphasized that readers who are automatic can read with minimal usage of their cognitive resources. They are supported by a landmark study conducted by Samuels (1997) as well as Shanahan (2017) and Kim (2015) when explaining that fluent students can use their cognitive resources for more

important top-down processes, such as reading comprehension. Students who engage in repeated reading practices can increase their fluency on subsequent readings becoming proficient and moving on to higher level texts (Samuels, 1997). Samuels (1997) identified that as students participated in fluency instruction practice using repeated readings that they became more accurate while increasing their reading speed.

It is important to remember that reading rate, accuracy, or prosody alone are not the most important components of reading instruction. A well-rounded literacy foundation will include all three components as part of regular fluency instruction to help students develop automaticity. Fluency is a significant component for reading proficiency and must be included as part of regular reading and literacy instruction (Rasinski, 2017; Swain et al., 2017). Kostewicz and Kubina (2020) describe the completion of academic endeavors with "grace and fluidity" (p. 86) which is an accurate way to describe how oral reading should sound. This description when applied to fluency wraps all three components into a perfect presentation. Swain et al. (2017) compare oral reading fluency to a thermometer in that it is a signal of strength or weakness. Typically, students with lower reading rates as a weakness are expected to have difficulties in comprehension. A reading rate that is too fast may be considered a weakness when the student fails to attend to meaning and comprehend the text (Rasinski & Samuels, 2011).

Successful Fluency Instruction

Kuhn et al. (2014) integrated multiple instructional components to identify successful qualifiers for effective fluency instruction. These qualifiers include reading connected text, teacher modeling, scaffolding, and feedback, as well as repeated readings. Reading connected text is an important component of reading instruction for building a solid knowledge base. Teacher modeling, scaffolding, and feedback are discussed in the following section of this

literature review and will be limited in the present study to teacher modeling through choral reading during the instructional session passage. The successful fluency instructional practice presently being examined is that of repeated readings. Lee and Yoon (2017) reported that repeated readings combined with other interventions provided the greatest benefit for students. However, the purpose of this study is to solely focus on repeated readings while recognizing that teachers have a variety of effective and successful strategies which can be used to differentiate instruction for all students. Teachers should ensure that the strategies selected match their students' strengths and weaknesses as well as the constraints and freedoms found within their school days in order to craft an efficient fluency structure to be used regularly (Rasinski & Samuels, 2011).

The concept of a repeated reading is basic: a student will read a passage or given text multiple times. These repeated readings may be timed for a designated amount of time (usually one minute), untimed, or the elapsed time of completion may be documented. Repeated readings can be scored for accuracy or simply a practice to assist students in increasing their fluency. Repeated readings prove most beneficial for students when completed during one day sessions (Kuhn et al., 2014; Rasinski, 2014a). When students increase fluency quickly, they are more motivated to try new and more challenging texts. Samuels (1997) reveals the increase of student initial reading scores on future passages because of participating in repeated reading instructional practices. To continue increasing future fluency success, students should continue receiving regular practice with a repeated reading fluency protocol (Swain et al., 2017). It is important to note that regular fluency practice should be a consistent component of reading instruction for elementary, middle, and high school students (Rasinski & Samuels, 2011). Teachers should not

limit their thinking that fluency instruction should be utilized only in elementary classrooms or with students who struggle in reading.

The National Reading Panel (2000) identified 14 studies which supported using repeated reading to improve reading. The focus of the studies was typically related to fluency or comprehension improvement. In most of the studies, repeated reading was the sole instructional practice while repeated reading was combined with other practices in some studies. Rasinski (2010) explained the benefit of combining repeated reading practice with other oral and silent reading strategies when attempting to develop effective fluency practices. Interestingly, the NRP (2000) discovered that attempts to have students simply read more did not provide the same results in student improvement as an explicit instructional practice such as repeated reading.

Student Cascading, Teacher Scaffolding, and Reading Comprehension

There is no denying that reading comprehension is an indicator of reading proficiency. Students are given weekly, quarterly, and annual assessments that evaluate their ability to analyze text, identify key elements within the text structure, and be able to effectively decode the printed words prior to completing the analysis tasks. As they are reading, their brain is involved in a complex, multi-faceted process identified by Altani et al. (2019) as *cascading*. This process requires a reader to decode, blend, process, and analyze at an almost instantaneous time. A student who is more proficient in phonemic awareness, has a better grasp on phonics skills, and demonstrates proficiency regarding the various aspects of fluency will more easily cascade their analytical processes during reading.

Cascading and scaffolding, within the context of reading, are two different processes and are both necessary for reading achievement. Scaffolding is provided by a teacher, or another person qualified to assist with instruction. It is an opportunity for the students to activate prior

knowledge, become aware of key vocabulary meanings, and gain assistance during the decoding process as needed. Scaffolding can also take the form of read alouds and assisted reading to help establish a solid base for students when approaching new text (Rasinski, 2010). Most often scaffolding will take place when the text level is at or below the students' instructional levels. As a higher level of text is presented to a student, a greater level of scaffolding and support will be necessary to achieve success (Kuhn et al., 2014). Text complexity will be addressed in more detail later in the literature review.

There is a connection between a student's cascading, teacher's scaffolding, and accuracy in comprehension. As readers gain exposure to a wide variety of texts, there is a reciprocal effect which develops. Readers become more effective when reading also creates meaningful and lasting connections to words which enables them to perform at higher levels. This process is what enables a child to increase levels of text difficulty and become a more proficient reader. The key to creating these connections, which function bidirectionally, is the development of fluency and automaticity for the reader (Hosp & Suchey, 2014; Kim, 2015). A reader who is able to implement and utilize the strategies and skills which have been acquired through repeated readings should be effective in applying those strategies and skills to new texts with greater confidence and efficacy (Rasinski, 2014a) as well as develop automaticity to allow for an increase in comprehension (Powell & Gadke, 2018). Rasinski and Samuels (2011) describe fluency, including both automaticity and prosody as components, as a bridge that connects phonics with comprehension. This is a significant reason that fluency instruction in schools must be both intentional and explicit. Students who are not proficient in their fluency will struggle with the analytical and synthesizing processes of reading.

Text Complexity

As a reader becomes more fluent in their instructional level of text, they will begin working on texts that are of greater complexity and difficulty. A student who reads a text at their frustration level will expend a great deal of effort attempting to decode multiple words and the meaning of the text will be lost (Rasinski, 2014a). As previously stated, students require greater scaffolding and support when attempting to read a text at their frustration level. Reading a text at one's frustration level should not be avoided, if the appropriate scaffolding opportunities are provided prior to, during, and following the reading of the text. When the focus of a reader is solely on decoding and blending, their attention is limited to these isolated skills and they cannot cascade into additional skills effortlessly which will impede comprehension (Rasinski, 2014b). Teachers must ensure that they are providing sufficient and effective support if a student is expected to have success reading text above, and sometimes even at, his instructional level (Raskinski, 2014a; Rasinski et al., 2016). Powell and Gadke (2018) identify another facet of text complexity as the "responsibility to learn more difficult content at a faster pace" (p. 1276) which is a direct result of the Common Core State Standards (CCSS).

Previously noted, students must be able to have success with word reading fluency prior to text reading fluency. This would prove true when determining appropriate text complexity for a reader. If a student is unable to accurately read instructional level word lists with appropriate fluency, expecting them to achieve text reading fluency at the same instructional level will likely prove frustrating. This could result in a refusal to continue reading and should be avoided if possible. Altani et al. (2019) examines the sequential processing from word reading fluency to text reading fluency. Their research identifies the need for students to have proficiency in their accuracy in individual-word list reading, multiple-word list reading, and text reading before

speed can be increased effectively. The correlation between accuracy and speed can be reflected in repeated readings of individual-word lists, multiple-word lists, or written text. As students become more accurate and confident in their abilities, they can increase their speed to an appropriate rate. Teachers must ensure that when providing word lists and texts to a student for the first time, that the level selected will provide the student with initial success. If the words or text are too difficult from the beginning, the student may enter refusal at the frustration level. In slight contrast, Kim (2015) suggests that if students are reading text as opposed to word lists, there is a connection that allows comprehension to occur as a result of the text structure being complete text as opposed to word lists. This could imply that reading a more difficult text with less fluency would not necessarily indicate lower comprehension, which could be facilitated by the reader's prior knowledge. A typical pattern emerges when the complexity or difficulty of a text increases. There is a decrease that is observed in accuracy and speed as complexity or difficulty increases (Amendum et al., 2017; Ates, 2019). An effective teacher will find the appropriate balance to prevent the complexity of text from being too difficult which causes accuracy and speed to decrease to a level which inhibits fluency and comprehension.

Summary

Fluency is a significant means to be utilized and improved consistently to reach the desired and goal of accurate reading comprehension. While there are multiple strategies that can be used to provide fluency instruction, it is imperative that teachers select strategies that are appropriate for their classroom based upon the needs of each individual student. Teachers should model for students regularly appropriate fluency and should provide opportunities for students to practice orally presenting whether in a whole class, small group, or partner situation to build efficiency and stamina. While students can become more fluent readers through silent reading to

oneself, it is also expected and necessary for students to practice oral reading to develop their oral fluency in addition to their silent reading fluency.

Increasing reading fluency should lead to reading more complex and diverse texts which allow for more meaningful connections to be developed by the reader. These connections become ingrained in the student's schema and can be utilized during future retrieval to recall additional prior knowledge. Students increase their knowledge of key vocabulary and concepts through reading more complex and more diverse text while likely developing interests in topics they might not have otherwise been interested in (Kuhn et al., 2014). Expanding student interests can facilitate developing relationships and increased communication with others who share similar interests. Gaining knowledge through the variety of reading skills expected of students at the elementary level, and later at the high school level, will allow students to participate in a global community more easily. It is imperative for teachers of all subjects and grades to implement reading skills practice within the context of the curriculum to provide students opportunities throughout all facets of their education to develop stronger reading skills.

The focus on fluency maintains importance because of the connectivity it provides between the foundational skills of phonemic awareness and phonics with the higher-level skills of vocabulary acquisition and comprehension. Rasinski (2010) identified personal experience with students who were proficient in listening comprehension, able to decode and encode accurately, and a solid vocabulary but were unable to understand what they read. This supports the significance of increasing fluency instruction through an effective strategy such as repeated reading to help students develop a more thorough understanding of the texts they read. The components of accuracy, rate, and prosody regarding reading fluency are the key which can

unlock the door which allows a child to enter into a lifelong journey through knowledge and enjoyment.

Methods

This quantitative study utilized a quasi-experimental design over a six-week period. The study consisted of Phase I and Phase II. All participants were a part of Phase I which received regular reading instruction from the general education teacher during the first three weeks of the study. Student pretest scores were compared to posttest scores to determine the percentage and mean change with only regular classroom instruction. All participants were a part of Phase II which included repeated reading practice sessions implemented by the teacher-researcher. The practice sessions lasted for three weeks and took no more than 20 minutes while occurring no more than two times per week.

Participants and Setting

The participants in the study were purposely selected from the fifth-grade classroom at the teacher researcher's school in Metropolis, Illinois. The sample consists of 10 and 11-year-old boys and girls. The class consists of 21 students - 11 boys and 10 girls. Students range in socioeconomic status and reading ability. One student has an IEP for reading and math, three students receive Tier 2 RTI reading services, and two students receive Tier 2 RTI math services. One student, who receives RTI reading services, is enrolled in remote learning.

The location of this study was a fifth-grade classroom at Maple Grove Elementary, which is in a rural community near Joppa, Illinois. The elementary facility houses grades pre-kindergarten through sixth and is the only feeder school to the Joppa-Maple Grove UD #38. Students enrolled in seventh through twelfth grades are enrolled at Joppa Jr./Sr. High School located approximately three miles away. The 2019 Illinois School Report Card indicated that the

143 students include 91.6% White, 1.4% Black, and 5.6% two or more races (Illinois State Board of Education, 2019). The student population includes 90.9% students classified as low-income and 11.9% of students have an IEP or 504 plans (Illinois State Board of Education, 2019).

Data Source and Research Materials

The teacher researcher used one instrument for assessment (DIBELS 8th Edition Oral Reading Fluency probes) and one instrument for the repeated reading instructional intervention (Reading A-Z Fluency Practice Passages for Levels X, Y, and Z). All repeated reading passages used during the instructional intervention will be leveled appropriately for fifth-grade students during the fall semester. Levels X, Y, and Z each contain four separate fluency practice passages. The two passages with the lowest word count were selected from each of the three levels to be used for the repeated reading intervention sessions.

Participants' pretest scores gathered before the intervention were compared with post-test scores to determine if the repeated reading practice is effective. Participants engaged in choral reading practice as well as timed one-minute reads and individually timed readings, three times for each mode. Participants documented on the fluency data tracking table (Appendix C) the number of words read for each one-minute timed reading and the total elapsed time for each unlimited timed reading. Appendix D includes all DIBELS 8th edition passages used for assessment (pre-test and post-test scores) and progress monitoring scores. Scores are reported as words correct per minute (WCPM). Progress monitoring was administered weekly for participants in both the control group and the treatment group by the teacher researcher to ensure consistency in scoring. Appendix E includes passages which were used during the repeated reading intervention sessions obtained from Reading A to Z's website, https://www.readinga-z.com/.

A distinction should be made to the differences in one aspect of the repeated reading instruction and the progress monitoring assessment. When the participants were assessed, the passage used had not been viewed previously. During the repeated reading interventions, the participants were given repeated exposure to the same text. This difference is important to note because it provided the participants with different reading opportunities.

Data Collection

The projected time frame for this study was six weeks. The teacher researcher collected baseline data by administering a DIBELS 8th ORF progress monitoring probe. Participants were in two groups – Phase I with regular classroom reading instruction and Phase II which involved repeated reading practice sessions. Phase I included weeks one through three, and Phase II included weeks four through six. Please see table 1 for the summary of the six weeks' data collection.

Week One

During week one, Phase I participants were assessed on day one using DIBELS 8th Edition Progress Monitoring Oral Reading Fluency (ORF) passage 5.3. All participants were assessed, and participant 10 was assessed remotely using Google Meet with the screen sharing option. Data from passage 5.3 was used for pre-test purposes for Phase I. Participants were provided regular classroom instruction for week one except for participant 10 who received paper packet reading instruction. Progress Monitoring ORF passage 5.4 was administered on day four due to school not being in session on day five. Participants 9 and 10 were absent and lacked data for the end of week one.

Week Two

In week two, participants were provided regular classroom reading instruction, and participant 10 continued to receive paper packet reading instruction. Participants were assessed for progress monitoring purposes on day five using DIBELS ORF passage 5.5. Participant 11 was absent and lacks data for the end of week two. Participant 10 was assessed remotely using Google Meet with the screen sharing option and reported after completing the assessment having difficulty seeing the top half of letters on the final line of text read aloud.

Week Three

In week three, participants were provided regular classroom reading instruction, and participant 10 continued to receive paper packet reading instruction. Participants were assessed on day five for Phase I post-test data purposes using DIBELS ORF passage 5.6. All participants were assessed, and participant 10 was assessed remotely using Google Meet with the screen sharing option. Prior to assessing, participant 10 was asked to scan the passage to ensure all letters were completely visible.

Week Four

During week four, Phase II began, and participants were assessed on day one using DIBELS 8th Edition Progress Monitoring ORF passage 5.7. All participants were assessed. Data from passage 5.7 was used for pre-test purposes for Phase II. Participants were provided regular classroom instruction and the repeated reading intervention for week four. Repeated reading intervention sessions occurred on day one and day two using Level X passages (Appendix E). Passage titles can be found in Table 1. All students were present for the repeated reading intervention sessions on day one. All participants were present for the week four day two repeated reading session except Participant 13. Participant 13 was late for the repeated reading

intervention session week four number two and missed all three choral readings and the first one-minute timed reading which resulted in no data recorded for those readings. Progress Monitoring ORF passage 5.8 was administered to all participants on day four due to school not being in session on day five. It should be noted that during week four, participant 10 returned to in-person instruction in the classroom, and limitations regarding how this may impact the study are addressed in the appropriate section.

Week Five

In week five, participants were provided regular classroom instruction and the repeated reading intervention for week five. Repeated reading intervention sessions occurred on day two and day four using Level Y passages (Appendix E). There was no student attendance on day one due to a holiday, and participants were engaged in remote learning from home on day three. Passage titles can be found in Table 1. Participants 13 and 18 were absent for the repeated reading intervention session on day two, and participant 1 was absent for the day four session. Progress Monitoring ORF passage 5.9 was administered on day five with no data for participant 1 due to absence at school.

Week Six

During the final week of Phase II and the final week of the study, participants were provided regular classroom instruction and the repeated reading intervention for week six. Repeated reading intervention sessions occurred on day one and day two using Level Z passages (Appendix E). Passage titles can be found in Table 1. Participant 10 was absent for the repeated reading sessions on week six day one and Participant 16 missed all choral reading practice and the first one-minute timed reading due to being late to class. Participants five, 13, and 20 were all absent from the repeated reading intervention session for week six day two. Progress Monitoring

ORF passage 5.10 was administered on day five and was used as the post-test data for Phase II. All participants were present for the post-test data collection.

Intervention Sessions and Progress Monitoring

During the intervention, participants were engaged in practice sessions which lasted no longer than 20 minutes per session. The initial intervention session lasted approximately 35 minutes due participants' lack of understanding of the process, and the remainder of the sessions lasted between 15 and 25 minutes, with faster times occurring as the procedures became more familiar for participants. The practice sessions used the following format: one choral reading with researcher, two choral readings without researcher, three times with one-minute time limits, and three times with unlimited length timed readings. Accuracy during intervention practice sessions was not considered. Only during assessments (pre-test, post-test, and progress monitoring) did fluency scores reflect WCPM. Participants documented the number of words per minute (WPM) read during each of the one-minute timed sessions as well as elapsed time recorded in seconds from start to finish for each of the three unlimited length timed readings using Appendix C. The blank tables on the Reading A to Z passages were not completed.

All participants were assessed weekly using sequential DIBELS 8th ORF Progress Monitoring probes after both intervention sessions were conducted. The title of the passage was read by the researcher to each participant prior to beginning reading and the one-minute timed sessions began when the student read the first word of the passage. Participants were allowed the opportunity to track print as they felt necessary. If participants hesitated on a word for more than three seconds, the word was given and scored as incorrect. Participants who self-corrected words within three seconds were given credit for the correct pronunciation. Words inserted were not counted as miscues and did not receive extra points when calculating the final WCPM.

Repetitions and words blended correctly were not counted as miscues. Words mispronounced based on context as well as omissions were each counted as miscues. Words which were read out of order were counted as one miscue, so long as there were only two words flipped. If more than two words were read out of order, the number of miscues reflected the total number of words out of order. Miscues were subtracted from the total number of words read to calculate the WCPM.

Table 1

Six Weeks Data Collection

Week #	Data Collection	Group	Intervention	Notes
Week 1 9/14-9/18	Day 1 - Administer Phase I baseline/pretest - PM ORF 5.3 Day 4 - Administer PM ORF 5.4*	Phase I	Classroom Instruction Only; Participant 10 - remote learner, paper packets for reading instruction	*PM completed Day 4 because the school was not in session on Day 5. 9/17 - Two participants absent (#9, #10) for PM ORF 5.4
Week 2 9/21-9/25	Day 5 - Administer PM ORF 5.5	Phase I	Classroom Instruction Only; Participant 10 - remote learner, paper packets for reading instruction	9/24 - Participant 11 absent for PM ORF 5.5; Participant #10 administered remotely - reported trouble seeing the top half of letters on the last line of text read.
Week 3 9/28-10/2	Day 5 - Administer Phase I posttest - PM ORF 5.6	Phase I	Classroom Instruction Only; Participant 10 - remote learner, paper packets for reading instruction	All participants present for Phase I posttest.
Week 4 10/5-10/9 (No School on 10/9)	Day 1 - Administer Phase II baseline/pretest - PM ORF 5.7; Intervention Session Day 2 - Intervention Session Day 4 - Administer	Phase II	Week 1 Repeated Reading Fluency Intervention - Level X “Crime Scene Investigators” “Avalanche Disaster”	*PM completed Day 4 because the school was not in session on Day 5. 10/5 - Participant 10 returned to in-person instruction. 10/6 - Participant 13 late,

	PM ORF 5.8			missed all choral reading and 1 one-minute timed reading
Week 5 10/12-10/16 (No School on 10/12)	Day 2 - Intervention Session Day 4 - Intervention Session Day 5 - Administer PM ORF 5.9	Phase II	Week 2 Repeated Reading Fluency Intervention - Level Y "Safety First, Gold Next" "The Edible Schoolyard"	*Intervention session completed on days 2 and 4 because the school was not in session on days 1 and 3. 10/13 - Participants 13, 18 absent from intervention session 10/15 - Participant 1 absent from intervention session 10/16 - Participant 1 absent for PM ORF 5.9
Week 6 10/19-10/23	Day 1 - Intervention Session Day 2 - Intervention Session Day 5 - Administer Phase II posttest - PM ORF 5.10	Phase II	Week 3 Repeated Reading Fluency Intervention - Level Z "Haunted House" "Finding Refuge"	All participants present for Phase II posttest. 10/19 - Participant 10 absent from intervention session; Participant 16 late, missed all choral reading and 1 one-minute timed reading 10/20 - Participants 5, 13, 20 absent from intervention session

PM ORF = Progress Monitoring Oral Reading Fluency (DIBELS passage)

Data Analysis and Results

The data was analyzed quantitatively using descriptive analysis of the pre-test, end of each week, and post-test scores from the DIBELS 8th Edition Oral Reading Fluency Progress Monitoring passages. The study was conducted in two phases. Phase I included the first three weeks of data collection in which participants received regular reading instruction in the general education classroom by the classroom teacher. Phase II included the following three weeks of data collection which included repeated reading intervention sessions implemented by the

researcher in addition to the regular reading instruction in the general education classroom by the classroom teacher. The sample size included 21 participants aged 10 and 11 who are enrolled as fifth grade students at the researcher's employing school.

Data Analysis

The researcher used descriptive analysis to analyze the data quantitatively. Each week the researcher collected progress monitoring data on the last student attendance day of the week. Pre-test data was collected on day one of each phase, and post-test data was documented using the progress monitoring data from the last student attendance day of week three for Phase I and week six for Phase II. Data collected from all assessments was organized and reported as raw scores using bar graphs, line graphs, and tables.

Two bar graphs were created to show participants' pre-test and post-test scores for Phase I and Phase II. The first bar graph shows participants' pre-test and post-test scores for Phase I which occurred during the first three weeks of the research and included general education reading instruction provided by the classroom teacher. The second bar graph shows participants' pre-test and post-test scores for Phase II which lasted the final three weeks and included the general education reading instruction as well as a repeated reading intervention session implemented by the researcher two times per week.

The researcher hypothesized that participants would increase their DIBELS ORF scores during the repeated reading intervention sessions and that increase would be at a greater percentage than when the intervention was not being utilized. In order to support or reject the hypothesis, tables showing the mean and standard deviation of participants' scores for Phase I and Phase II were created. A line graph showing the percentage change for each individual participant from Phase I percentage growth or decline compared to the Phase II percentage

growth or decline was also created. Individual participant assessment data for Phase I and Phase II can be found Appendix I and J, respectively, and will be discussed in the following section. Following is an analysis of the results of the study based on the research questions.

Results

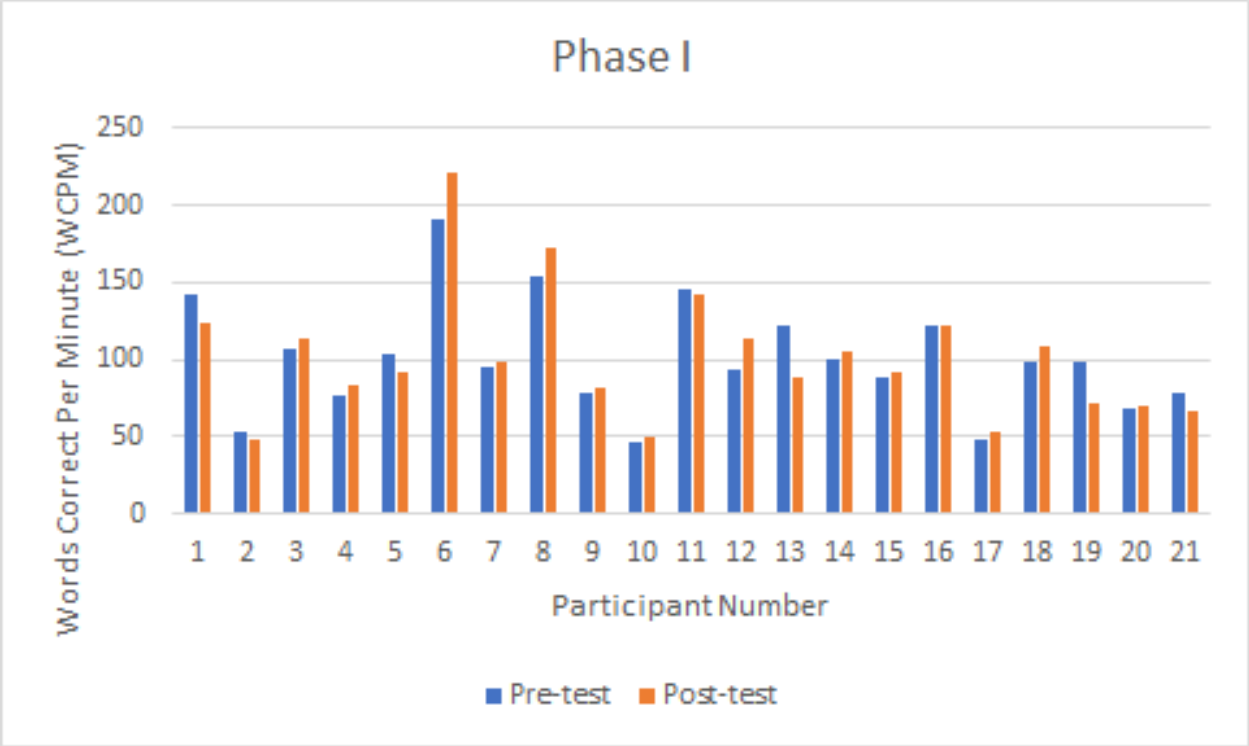
The overall results reported that 19 participants increased their DIBELS ORF scores from Phase I post-test to Phase II post-test. This supports repeated reading as an effective strategy for increasing DIBELS ORF scores as addressed in the first research question and hypothesis. However, the overall results reported that only six participants had a significant or positive percent change while 15 participants did not have a significant or positive percent change. This does not support a significant extent of effectiveness between repeated reading and increasing DIBELS ORF as addressed in the second research question and hypothesis. The overall results indicate that while repeated reading is an effective strategy when comparing Phase I post-test scores to Phase II post-test scores, repeated reading may not be the most effective strategy when examining the percent change participants made during the study.

Figure 1 shows participants' Phase I pre-test and post-test scores. Phase I provided three weeks of participant assessment when receiving general education reading instruction provided by the classroom teacher. Of the 21 participants, 13 participants increased their DIBELS ORF scores from pre-test to post-test. Participant 3 increased from 107 WCPM on the pre-test to 114 WCPM on the post-test. Participant 4 increased from 76 WCPM on the pre-test to 83 WCPM on the post-test. Participant 6 increased from 191 WCPM on the pre-test to 222 WCPM on the post-test. Participant 7 increased from 96 WCPM on the pre-test to 99 WCPM on the post-test. Participant 8 increased from 154 WCPM on the pre-test to 172 WCPM on the post-test. Participant 9 increased from 78 WCPM on the pre-test to 82 WCPM on the post-test. Participant

10 increased from 46 WCPM on the pre-test to 50 WCPM on the post-test. Participant 12 increased from 94 WCPM on the pre-test to 113 WCPM on the post-test. Participant 14 increased from 100 WCPM on the pre-test to 105 WCPM on the post-test. Participant 15 increased from 88 WCPM on the pre-test to 92 WCPM on the post-test. Participant 17 increased from 48 WCPM on the pre-test to 54 WCPM on the post-test. Participant 18 increased from 99 WCPM on the pre-test to 109 WCPM on the post-test. Participant 20 increased from 69 WCPM on the pre-test to 70 WCPM on the post-test. Participant 16 had no change in their score of 122 WCPM from pre-test to post-test. Seven participants decreased their ORF scores from pre-test to post-test during Phase I. Participant 1 decreased from 142 WCPM on the pre-test to 124 WCPM on the post-test. Participant 2 decreased from 53 WCPM on the pre-test to 48 WCPM on the post-test. Participant 5 decreased from 104 WCPM on the pre-test to 92 WCPM on the post-test. Participant 11 decreased from 145 WCPM on the pre-test to 142 WCPM on the post-test. Participant 13 decreased from 122 WCPM on the pre-test to 89 WCPM on the post-test. Participant 19 decreased from 98 WCPM on the pre-test to 71 WCPM on the post-test. Participant 21 decreased from 78 WCPM on the pre-test to 67 WCPM on the post-test. Sixty-one percent of the participants demonstrated growth, and 33 % had a decrease in their scores.

Figure 1.

Phase I Pre-test and Post-test Scores for All Participants

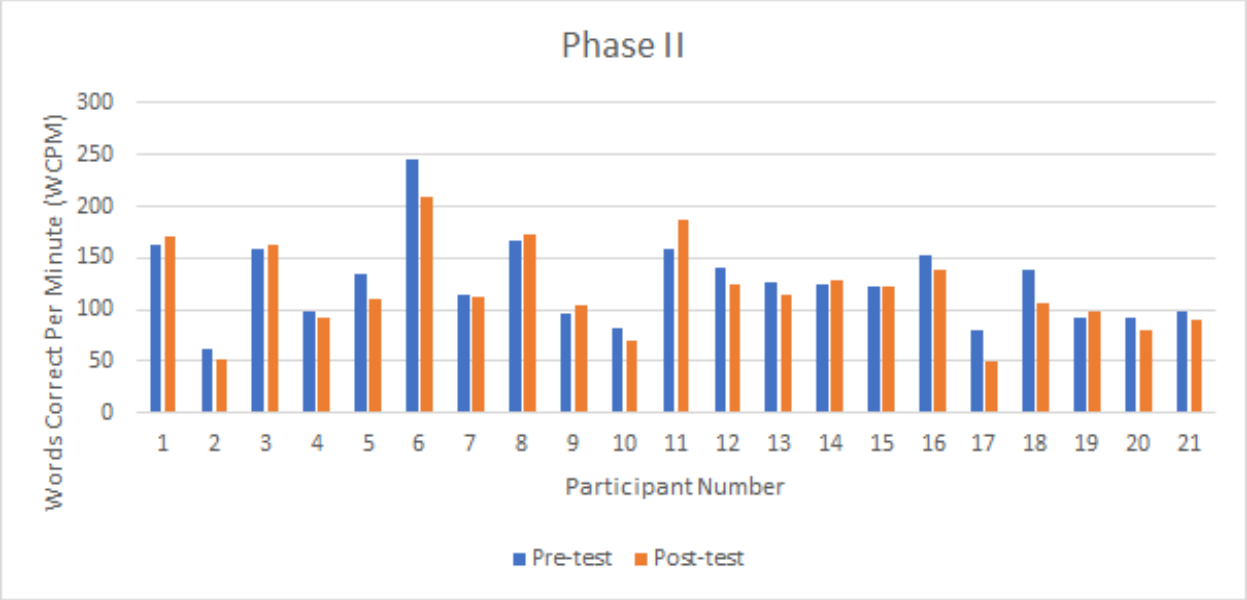


Phase II pre-test and post-test scores are reported in Figure 2. Phase II provided three weeks of participant assessment when participating in repeated reading intervention sessions two times per week lead by the researcher in addition to the general education reading instruction provided by the classroom teacher. Seven of the 21 total participants increased from their pre-test to post-test DIBELS ORF scores during Phase II. Participant 1 increased from 162 WCPM on the pre-test to 170 WCPM on the post-test. Participant 3 increased from 158 WCPM on the pre-test to 162 WCPM on the post-test. Participant 8 increased from 167 WCPM on the pre-test to 173 WCPM on the post-test. Participant 9 increased from 97 WCPM on the pre-test to 104 WCPM on the post-test. Participant 11 increased from 159 WCPM on the pre-test to 186 WCPM on the post-test. Participant 14 increased from 125 WCPM on the pre-test to 128 WCPM on the post-test. Participant 19 increased from 92 WCPM on the pre-test to 99 WCPM on the

post-test. Participant 15 had no change in their score of 122 WCPM from pre-test to post-test. Thirteen participants decreased their ORF scores from pre-test to post-test during Phase II which equals 61 percent of the participants. Participant 2 decreased from 61 WCPM on the pre-test to 52 WCPM on the post-test. Participant 4 decreased from 99 WCPM on the pre-test to 92 WCPM on the post-test. Participant 5 decreased from 134 WCPM on the pre-test to 110 WCPM on the post-test. Participant 6 decreased from 245 WCPM on the pre-test to 209 WCPM on the post-test. Participant 7 decreased from 114 WCPM on the pre-test to 113 WCPM on the post-test. Participant 10 decreased from 82 WCPM on the pre-test to 69 WCPM on the post-test. Participant 12 decreased from 140 WCPM on the pre-test to 124 WCPM on the post-test. Participant 13 decreased from 126 WCPM on the pre-test to 115 WCPM on the post-test. Participant 16 decreased from 153 WCPM on the pre-test to 138 WCPM on the post-test. Participant 17 decreased from 80 WCPM on the pre-test to 49 WCPM on the post-test. Participant 18 decreased from 139 WCPM on the pre-test to 107 WCPM on the post-test. Participant 20 decreased from 93 WCPM on the pre-test to 80 WCPM on the post-test. Participant 21 decreased from 98 WCPM on the pre-test to 90 WCPM on the post-test. Thirty-three percent of the participants demonstrated growth, and 61% had a decrease in their scores. It should be noted that the comparisons between isolated Phase I and isolated Phase II data are not indicative of the effectiveness of the repeated reading intervention and is a means to provide information on individual participant performance during each phase.

Figure 2.

Phase II Pre-test and Post-test Scores for All Participants



Tables 2 and 3 both show a summary comparison of participants' mean scores for each assessment given during Phase I (see Table 2) and Phase II (see Table 3). Participants increased their mean score during Phase I only slightly when comparing pre-test and post-test scores after a large increase in WCPM during week 1 and week 2 followed by a sharp drop to end the data for Phase I. Although participants' mean scores for the post-test of Phase II was lower than the pre-test of Phase II, it is significant to note the mean increase from the Phase I post-test to the Phase II post-test. The comparison of post-test data points indicates that participants were successfully increasing their ORF scores during the repeated reading intervention.

Table 2

Participants' Mean and Standard Deviation Scores for Phase I n=21

Phase I	Mean	Standard Deviation
Pre-test	100.48	35.56
End of Week 1	129.37	51.37
End of Week 2	130. 35	40.48
Post-test/End of Week 3	100.9	40.45

Table 3

Participants' Mean and Standard Deviation Scores for Phase II n=21

Phase II	Mean	Standard Deviation
Pre-test	126	39.91
End of Week 4	106.48	39.66
End of Week 5	116.6	45.77
Post-test/End of Week 6	118.67	41.58

Participants 9 and 10 were absent for the end of week one progress monitoring, Participant 11 was absent for the end of week two progress monitoring, and Participant one was absent for the end of week five progress monitoring. See Appendix G for a chart containing all participant attendance in pre-test, progress monitoring, and post-test assessments. Participant 13 was late for the repeated reading intervention session week four day two and missed all three choral readings and the first one-minute timed reading which resulted in no data recorded for those readings. Participants 13 and 18 were absent for week five day one, and Participant one

was absent for week five day two. Participant 10 was absent from the week six day one intervention session, and Participant 16 was late and missed all three choral readings and the first one-minute timed reading for the week six day one intervention which resulted in no data recorded for those readings. Participants five, 13, and 20 were all absent from the intervention session for week six day two. See Appendix H for a chart containing all participant attendance during intervention sessions. The next section discussed the details of the results of the study based on the research questions.

IS PARTICIPATION IN REPEATED READING PRACTICE EFFECTIVE AT INCREASING DIBELS ORF SCORES?

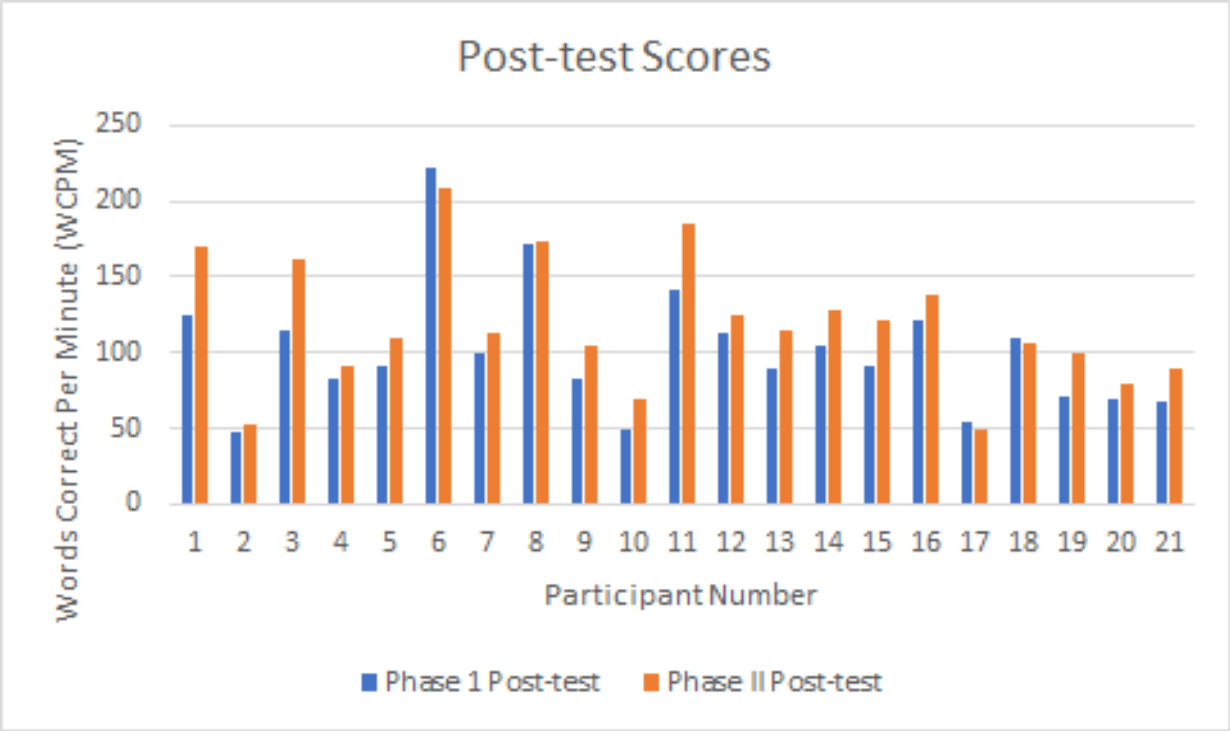
All students in the fifth-grade class were participants in both Phase I and Phase II of the research. No requests for exclusion were received, and no questions or comments were asked by participants' parents or guardians. All 21 students were present for pre-test and post-test data in both Phase I and Phase II. Appendix I and J contain individual participant raw scores for each assessment in Phase I and Phase II, respectively.

Figure 3 uses a bar graph to show a comparison of individual participant scores for Phase I post-test (see blue bars) and Phase II post-test (see red bars). Of the 21 participants, 19 had increased DIBELS ORF scores on the Phase II post-test which equals 90 %. This supports the researcher's hypothesis that participating in repeated reading intervention sessions would increase the participant's DIBELS ORF scores. Both Participant 6 and 17 showed decreases in their Phase I to Phase II post-test scores. Participant six went from a score of 222 WCPM for Phase I post-test to 199 WCPM on the Phase II post-test. Both scores were higher than any other participants score on the post-tests for both phases. It could be inferred that this participant has significant success with their ORF whether involved in repeated reading or not and could present

an opportunity for future research to determine if there is a point at which repeated reading is not effective for all students, especially those with elevated ORF levels. Participant 17 scored a 54 WCPM on the Phase I post-test and a 49 WCPM on the Phase II post-test. This five-point decrease results in a nine percent decrease. This participant also has a mean score of 60 WCPM with the highest score being 86 WCPM and the lowest being 48 WCPM.

Figure 3.

Participants' Post-test Scores



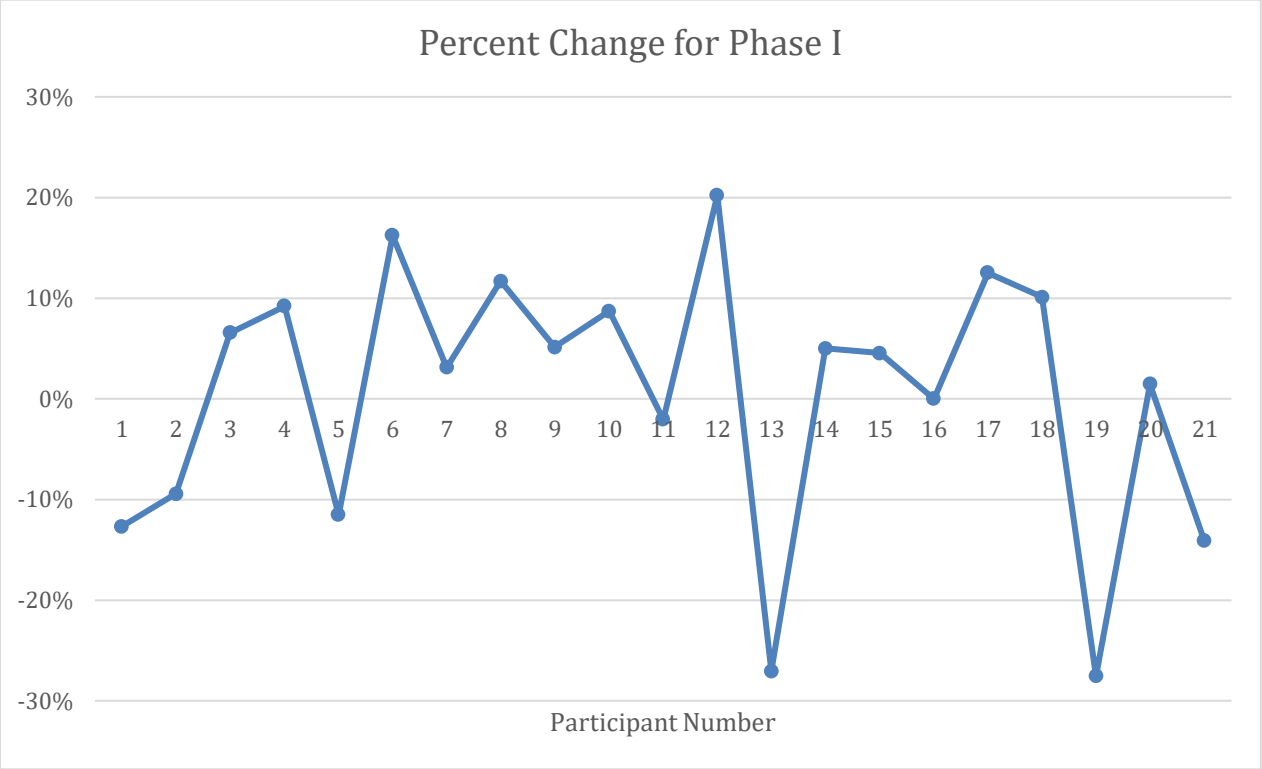
TO WHAT EXTENT IS REPEATED READING AN EFFECTIVE PRACTICE FOR INCREASING DIBELS ORF SCORES?

Before being able to calculate the effectiveness of the repeated reading intervention sessions on DIBELS ORF scores, the percentage of change must be calculated for individual participants in each phase. Figure 4 shows the percent change for each participant during Phase I. The percentage change for both phases were calculated by taking the post-test score, subtracting

the pre-test score, then dividing by the pre-test score. This was done for each phase in order to create Figure 4 and Figure 5. Thirteen participants had a positive percentage change during Phase I, with the greatest percentage increase being 20% and the lowest percentage increase being one percent. One participant had no change in ORF score from pre-test to post-test. Seven participants had a negative percentage change and ranged from negative one percent to negative 28%.

Figure 4

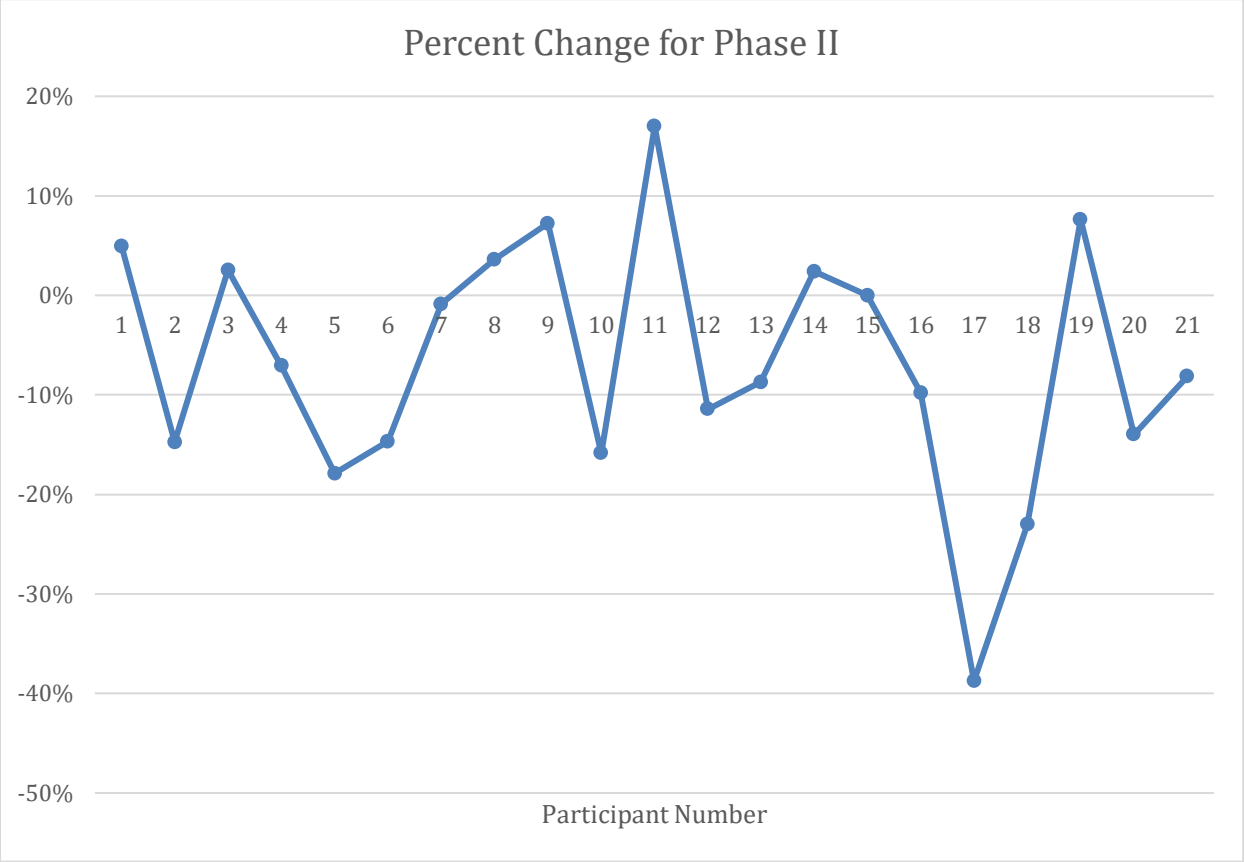
Participants' Percentage Change from Pre-test to Post-test in Phase I



Phase II percentage changes are reflected in Figure 5. There was also a single participant who had zero percent change during Phase II, while seven participants had positive percentage changes and 13 had negative percentage changes. Positive percentage changes ranged from 2% to 17% during Phase II, and negative percentage changes ranged from negative one percent to negative 39%.

Figure 5

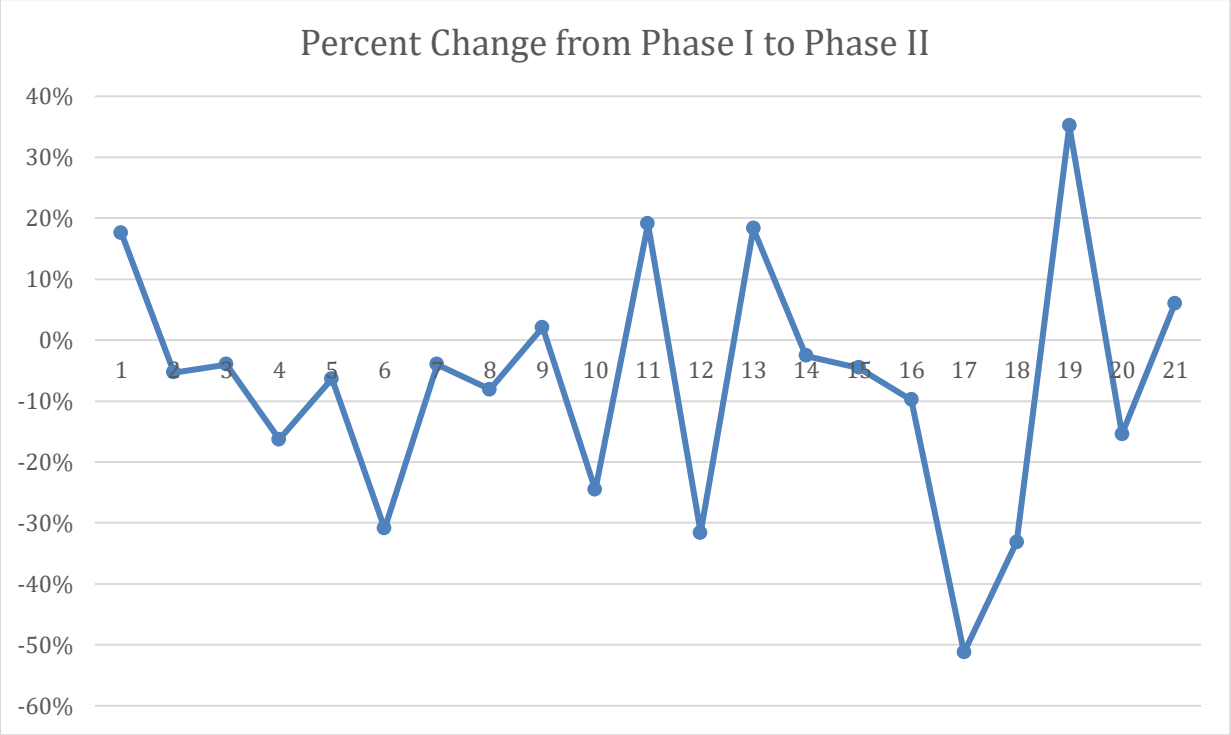
Participants' Percentage Change from Pre-test to Post-test in Phase II



To support or refute the researcher's second hypothesis, the difference in percentage change from Phase I and Phase II must be considered. Figure 6 was created by taking each individual participants' Phase II percent change (see Figure 5) and subtracting the participants' Phase I percent change (see Figure 4). Only six participants had a positive percent change while 15 participants had a negative percent change. This reveals 29% of participants with significant percent changes and 71% with not significant percent changes. The researcher's hypothesis that the participants in the intervention group will increase their DIBELS ORF scores at a greater percentage rate when compared to participants' scores when not participating in the intervention is not supported based on the percentage changes when comparing Phase I and Phase II.

Figure 6

Participants' Percentage Change from Phase I to Phase II



Findings, Implications, and Limitations

Findings

Repeated reading intervention sessions proved to be an effective way to increase participants' ORF scores based on data comparisons of Phase I and Phase II post-test scores. Nineteen of 21 participants had greater Phase II post-test scores than Phase I post-test scores which equal 90 percent of participants having increased scores among the two data points. Only two participants had lower Phase II post-test scores than Phase I post-test scores.

The purpose of the study was to identify if repeated reading interventions would provide an increase in participants' ORF scores as opposed to only receiving regular reading instruction from the general education teacher. The research questions guided the study to determine if repeated reading interventions would increase a participants' ORF scores and to what extent the

repeated reading interventions were effective. It was hypothesized that the repeated reading interventions would increase participants' ORF scores. The study concluded that 90% of participants increased their Phase II post-test scores when participating in the repeated reading interventions as compared to their Phase I post-test scores when only regular reading instruction was provided.

The second hypothesis was that scores would be increased at a greater extent than using the regular reading instruction only. This was analyzed using a comparison of participants' percent change from each phase's post-test scores minus pre-test scores then divided by the pre-test score. The Phase I percentage was then subtracted from the Phase II percentage to calculate the percentage change for each participant between the two phases. Only six participants had a significant percent change while 15 participants did not have a significant percent change. This reveals 29% of participants with significant percent changes and 71% with not significant percent changes. The second hypothesis is not supported as most participants did not have a significant percentage change between the two phases.

Implications

Educators must be effective in determining which activities, procedures, and lessons will provide students with the greatest benefit. During this study, it was evident that implementing repeated reading interventions twice per week took little time from the whole of the day. Seeing that 90 percent of the students has increased post-test scores in Phase II compared to post-test scores in Phase I supports the use of repeated reading as an effective practice for increasing oral reading fluency. Implementing the repeated reading interventions, which can vary tremendously based on content and grade level, prove to be an integral part of increasing not only fluency scores but building self-confidence in the reader.

The significance of fluency is often overlooked at the expense of other instructional activities such as comprehension or vocabulary. It is important for educators to realize that an increase in fluency will assist comprehension and vocabulary skills because of increased ability to read complex text. Educators have multiple options for determining what types of repeated reading practice to use in their classrooms. A variety of poems, readers' theaters, short passages, or even single pages from a text can each provide opportunities to quickly practice repeated reading.

Educators should consider research by Lee and Yoon (2017) when determining how to proceed with repeated readings and include other types of fluency interventions or support. Lee and Yoon (2017) suggest including word preview, listening passage preview, error correction, performance feedback, peer-mediated reading, and textual factors as additional strategies for increasing reading fluency when paired with repeated reading. These additional strategies would lead to more time dedicated to the repeated reading practice but provides educators with options to incorporate phonics, comprehension, or vocabulary components within the intervention. It also allows educators to plan custom lessons tailored to their content or grade level as well as provide a variety of options to keep the repeated reading interventions engaging.

Limitations

For Phase I, participant 10 was provided paper packet regular reading instruction and was assessed remotely which both present limitations to the effectiveness of the instruction and the assessment data. This participant returned to in-person instruction during week four which also presents limitations to the study due to the change in regular classroom instruction method and assessment administration.

Limitations to the study include variations in the timeline of intervention sessions and progress monitoring because of student attendance days and non-attendance days. Future research should explore the effect of administering progress monitoring immediately after the second session as well as the results of varying the number of intervention sessions. Another limitation consideration is the validity of the participant reported data for the intervention sessions. Documentation of words per minute and the elapsed time for each repeated reading were not confirmed by the teacher researcher due to time constraints for the intervention sessions. For this to occur, the intervention sessions would have been lengthier.

Another limitation to consider regarding the effectiveness of repeated reading interventions is participants who missed or were late to sessions. No additional time to provide absent participants with the same interventions was made available and should be considered as part of the effectiveness of the implemented intervention. Participants missing multiple intervention sessions are likely to have less effectiveness when compared to those who were late or missed fewer sessions.

Reflection and Action Plan

Reflection

Repeated reading interventions, when analyzed using both phases' post-test data as comparison points, proved to be effective at increasing participants' DIBELS ORF scores. This supported the researcher's hypothesis for the first research question. The researcher observed the participants engaged in the process during the intervention sessions and appeared to enjoy the challenges of increasing their words per minute during timed one-minute reads and decreasing the time it took them to read the entire passage. Participants' struggled in the beginning with the process, but they quickly caught onto the expectations.

The researcher realized that participants had success or struggled with different DIBELS passages based upon their own experiences. This directly impacted their success with a given passage and could be a consideration for variations in scores. Overall, the study was an effective use of the researcher's time as it allowed for an effective research-based strategy to be implemented and analyzed using familiar participants. This should help convince the researcher's co-teachers to become confident in implementing this strategy in their classrooms, as well as taking on their own action research studies.

Action Plan

The researcher plans to encourage and support all grade level teachers at the school to implement repeated reading as a regular component of fluency instruction. Presenting model lessons in various classrooms will also be provided for teachers who desire seeing the intervention in action. The research also plans to present the results to the school district's Board of Education at a future meeting. The data and findings of the study will be presented to an action research committee at Eastern Illinois University using Power Point slides with video embedding and a professional poster.

The researcher suggests that more research should be done on combining repeated readings with other forms of fluency instruction as well as the impact of increasing or decreasing the frequency of repeated reading sessions. Alterations to the repeated reading format are also considerations for future research as well as the impact of when assessments are conducted in relation to the intervention sessions. Research including different or multiple grade levels, more participants, altering the length of the study, and using different types of passages for repeated readings would be beneficial for increasing the research base about repeated reading interventions. Future research could also examine the impact of participant rate about the

effectiveness of the strategy with an example being found in participant six's data from Figure 3. This future research should investigate if there is a level at which a participant may excel in the case of participant six in their ORF endeavors at a point that repeated reading would not be an effective strategy for increasing scores. The researcher will use knowledge gained from the study to assist students in becoming more fluent readers by incorporating repeated reading and encouraging fellow teachers to do the same.

References

Altani, A., Protopapas, A., Katopodi, K., & Georgion, G. K. (2019). From individual word recognition to word list and text reading fluency. *Journal of Educational Psychology, 112*(1), 22-39. https://doi.apa.org/doi/10.1037/edu0000359

Amendum, S. J., Conradi, K., & Hiebert, E. (2018). Does text complexity matter in the elementary grades? A research synthesis of text difficulty and elementary students' reading fluency and comprehension. *Educational Psychology Review, 30,* 121-151. https://doi-org.proxy1.library.eiu.edu/10.1007/s10648-017-9398-2

Ardoin, S. P., Morena, L. S., Binder, K.S., & Foster, T. E. (2013). Examining the impact of feedback and repeated readings on oral reading fluency: Let's not forget prosody. *School Psychology Quarterly, 28*(1), 391-404. https://doi.org/10.1037/spq0000027

Ates, S. (2019). The effect of repeated reading exercises with performance-based feedback on fluent reading skills. *Reading Improvement, 56*(1), 36-43. https://web-b-ebscohost-com.proxy1.library.eiu.edu/ehost/pdfviewer/pdfviewer?vid=6&sid=141d040c-d292-4b01-987d-ec33f356bd8f%40sessionmgr101

Common Core State Standards Initiative. (n.d.). *English language arts standards*. http://www.corestandards.org/ELA-Literacy/

Hosp, J. L., & Suchey, N. (2014). Reading assessment: Reading fluency, reading fluently, and comprehension-commentary on the special topic. *School Psychology Review, 43*(1), 59-68. https://search-ebscohost-com.proxy1.library.eiu.edu/login.aspx?direct=true&db=eric&AN=EJ1142210&site=ehost-live

Illinois State Board of Education. (2019). *2019 Illinois school report card: Maple Grove*

Elementary School. Retrieved from http://webprod.isbe.net/ereportcard/publicsite/getReport.aspx?year=2019&code=2106103802001_e.pdf

Kim, Y. G. (2015). Development, component-based model of reading fluency: An investigation of predictors of word-reading fluency, text-reading fluency, and reading comprehension. *Reading Research Quarterly*, *50*(4), 459-481. https://doi.org/10.1002/rrq.107

Kostewicz, D. E., & Kubina, R. M., Jr. (2020). A comparison of two reading fluency methods: Repeated reading to a fluency criterion and interval sprinting. *Reading Improvement, 57*(2), 86-103. https://web-b-ebscohost-com.proxy1.library.eiu.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=141d040c-d292-4b01-987d-ec33f356bd8f%40sessionmgr101

Kuhn, M., Rasinski, T., & Zimmerman, B. (2014). Integrated fluency instruction: Three approaches for working with struggling readers. *International Electronic Journal of Elementary Education, 7*(1), 71-82. https://search-ebscohost-com.proxy1.library.eiu.edu/login.aspx?direct=true&db=eric&AN=EJ1053592&site=ehost-live

Learning A-Z. (n.d.). *Fluency practice passages*. Reading A-Z. https://www.readinga-z.com/fluency/fluency-practice-passages/

Lee, J., & Yoon, S. (2017). The effects of repeated reading on reading fluency for students with reading disabilities: A meta-analysis. *Journal of Learning Disabilities, 50*(2), 213-224. DOI: 10.1177/0022219415605194

National Assessment of Educational Progress. (2019). *Reading assessments.* https://nces.ed.gov/nationsreportcard/reading/

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf

Powell, M. B., & Gadke, D. L. (2018). Improving oral reading fluency in middle-school students: A comparison of repeated reading and listening passage preview. *Psychology in the Schools, 55*(10), 1274-1286. https://doi.org/10.1002/pits.22184

Rasinski, T. V. (2010). *The fluent reader* (2nd ed.). Scholastic.

Rasinski, T. (2014a). Fluency matters. *International Electronic Journal of Elementary Education, 7*(1), 3-12. https://search-ebscohost-com.proxy1.library.eiu.edu/login.aspx?direct=true&db=eric&AN=EJ1053609&site=ehost-live

Rasinski, T. (2014b). Tapping the power of poetry. *Educational Leadership, 72*(3), 30-34. https://search-ebscohost-com.proxy1.library.eiu.edu/login.aspx?direct=true&db=a9h&AN=99289047&site=ehost-live

Rasinski, T. V., Rupley, W. H., Paige, D. D., & Nichols, W. D. (2016). Alternative text types to improve reading fluency for competent to struggling readers. *International Journal of Instruction, 9*(1), 163-178. https://search-ebscohost-com.proxy1.library.eiu.edu/login.aspx?direct=true&db=eric&AN=EJ1086966&site=ehost-live

Rasinski, T. V., & Samuels, S. J. (2011). Reading fluency: What it is and what it is not. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (4th ed., pp. 94-114). International Reading Association.

Samuels, S. J. (1997). The method of repeated readings. *The Reading Teacher, 50*(5), 376-381. https://web-b-ebscohost-com.proxy1.library.eiu.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=22770142-ea3c-42ca-8060-cdad889d2369%40pdc-v-sessmgr05

Shanahan, T. (2017). Everything you wanted to know about repeated reading. https://www.readingrockets.org/blogs/shanahan-literacy/everything-you-wanted-know-about-repeated-reading

Swain, K. D., Leader-Janssen, E. M., & Conley, P. (2017). Effects of repeated reading and listening passage preview on oral reading fluency. *Reading Improvement, 54*(3), 105-111. https://web-b-ebscohost-com.proxy1.library.eiu.edu/ehost/pdfviewer/pdfviewer?vid=10&sid=141d040c-d292-4b01-987d-ec33f356bd8f%40sessionmgr101

University of Oregon. (n.d.). *DIBELS & IDEL testing materials downloads*. UO DIBELS data system. https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#pm

Wexler, N. (2019). *The knowledge gap: The hidden cause of America's broken education system - and how to fix it*. Avery.

Appendix: Table of Contents

Appendix A – Letter of Approval from Principal

JOPPA-MAPLE GROVE UNIT SCHOOL DISTRICT #38

JOPPA HIGH SCHOOL
911 JOPPA NORTH AVENUE
P.O. BOX 10; JOPPA, IL 62953
(618) 543-7589
FAX 543-9264

MAPLE GROVE ELEMENTARY
1698 GRAND CHAIN ROAD
METROPOLIS, IL 62960
(618) 543-7434
FAX 543-7486

Dr. Vickie Artman, Superintendent

Dr. Jeffrey A. Dufour, Principal

August 21, 2020

Dear Institutional Review Board Members,

As principal of Joppa/Maple Grove School District#38, I approve the appropriateness of Ms. Lacey Wright's project titled, "The Effectiveness of Repeated Reading Practice on Fifth Grade DIBELS 8th Edition Progress Monitoring Oral Reading Fluency (ORF) Scores". Ms. Wright discussed the components of the study as well as the expected outcome. This project is age appropriate for the students that she is working with.

I am confident that the data that Ms. Wright gathers will assist her in completing the requirements set forth by her university and the institutional review board. If you have any questions or concerns, please do not hesitate to contact me.

Respectfully,

Dr. Jeffrey A. Dufour
Principal
Joppa/Maple Grove School District # 38

Appendix B – Letter to Inform Parents

September 14, 2020

Dear Parent/Guardian,

I will be conducting an action research project in your child's classroom this semester as a requirement for my master's degree course at Eastern Illinois University. The title of my action research project is The Effectiveness of Repeated Reading Practice on Fifth Grade DIBELS 8th Edition Progress Monitoring Oral Reading Fluency (ORF) Scores.

The study will last approximately six weeks. I will be gathering data regarding students' baseline and progress monitoring scores using the DIBELS 8th edition Oral Reading Fluency (ORF) assessment passages. Students will participate in regular reading instruction for the first three weeks and then will participate in an instructional intervention of repeated reading practice for the following three weeks. The instructional intervention will include students participating in multiple weekly sessions to practice repeated readings of grade level text. Sessions will last no longer than 20 minutes and will occur no more than two times per week. The goal is to identify if a student who participates in the instructional intervention group increases their ORF score at a greater percentage than those who do not participate.

The results gathered from this study will only be used for the purpose of the action research project. Data collected will be kept confidential, maintained in a secure location, and no identifying information will be used when presenting the results of the study. There are no identified risks associated with the study and the benefits are an increase in reading fluency as well as increased confidence in reading ability for the student. As a parent/guardian of a student in this classroom, you have the right to exclude your child from the study. If this is your wish, please contact me via email or phone using the contact information below.

I welcome any questions or concerns you may have about your child's participation in this project or the project itself. I look forward to completing this project and seeing the growth your children all make this year in school!

Sincerely,

Mrs. Lacey Wright

Lacey Wright
lwright@joppa38.com
618-543-7434 ext. 1210

Appendix C – Action Research Fluency Tracking Sheet

AR Fluency Tracking Sheet

Name: _____
Date: _____

Reading #	# of words read in 1 minute	Length of time to read the entire passage
1		
2		
3		

Name: _____
Date: _____

Reading #	# of words read in 1 minute	Length of time to read the entire passage
1		
2		
3		

Name: _____
Date: _____

Reading #	# of words read in 1 minute	Length of time to read the entire passage
1		
2		
3		

Name: _____
Date: _____

Reading #	# of words read in 1 minute	Length of time to read the entire passage
1		
2		
3		

Appendix D – DIBELS 8th Edition Progress Monitoring Passages for Fifth Grade

The North American Beaver

It is rare to see a beaver in the wild in North America. For one thing, there are far fewer than there were hundreds of years ago. For another, they live in lodges hidden from view. Finally, they are most active at night. Beavers have been linked with North America since the earliest days of its recorded history. The first Europeans to settle in Canada were fur traders. First the French, and then the English bought beaver skins from Native American trappers. Native American people trapped beavers for food and clothing, but Europeans sent beaver skins to Europe to sell. Demand in Europe for beaver skins drove much of the exploration of North America. The demand for beaver skins was so great that the North American beaver nearly became extinct. As a result, there are far fewer beavers today than when Europeans first came to North America.

Beavers live by streams, rivers, and ponds, and build their homes, called lodges, on the water. They build their lodges using mud and branches. The entrances to their lodges are under water so that the beavers can come and go without being seen. They can stay underwater for up to fifteen minutes. It is hard to tell if a beaver is inside a lodge. In the cold winter, steam from a beaver's breath might be seen escaping from the lodge. If you see steam coming from a beaver lodge, you know a beaver is inside.

Beavers are nocturnal, meaning they are mostly awake at night. They build and fix their lodges and dams at night. During the night, beavers will feed on young trees, bark, and leaves as they work. Beavers are most likely to be seen outside during the day in the fall. They spend extra time in the fall storing food for their winter meals because their ponds might freeze over and trap them in their lodges during the winter.

Appendix D (continued) – DIBELS 8th Edition Progress Monitoring Passages for Fifth Grade

Madeleines

One winter day I went to visit my mother. Seeing that I was cold and sad, my mother offered me a cup of tea. Along with the tea, she served those small sponge cakes called madeleines, which look like a scallop shell and are flavored with almonds.

I broke off a morsel of the cake and soaked it in my tea. I carefully raised it on the spoon to my lips. As soon as the warm tea with its crumbs of cake touched my tongue, a shiver went through me.

It came to me in a rush, all at once. When I was just a little boy on Sunday mornings in the village where I grew up, my aunt used to give me a piece of this same kind of cake after dipping it first in her own cup of tea. I remembered it all so clearly.

Along with this taste, I remembered the stone house I grew up in, and the flowers in the garden. I remembered the little square of the village, and the streets I used to run along. I remembered the river choked with water-lilies that flowed near our house. I remembered my mother's smile when she was a young woman, and my father's handsome laugh.

All of this had rushed back to me in an instant, as I tasted the madeleine soaked in a spoonful of tea. It was as though, all of a sudden, I was a child again, back in our village sitting with my aunt.

Appendix D (continued) – DIBELS 8th Edition Progress Monitoring Passages for Fifth Grade

Mom, the Pastry Chef

I'll tell you something lucky about myself. My mom is a pastry chef. That means she works in a restaurant and makes desserts every day. It's pretty awesome! I always have the best birthday cakes, and she brings home a lot of leftover treats. Another benefit is that when we eat at a restaurant, we order every dessert on the menu so that my mom can see what other chefs are doing. My friends are all jealous. They love coming over to my house, because we always have yummy things to eat.

There are some parts of a pastry chef's life that are a little challenging, though. They have to get up super early in the morning, for one thing. And they don't have weekends like everybody else; Friday, Saturday, and Sunday are really busy days in restaurants, so my mom has Mondays and Tuesdays off. That's a bummer for me, because I'm at school those days. Restaurant people eat at restaurants a lot as part of their job, and it's kind of cool, but sometimes we have to go to stuffy places where they don't really like kids and the food is weird. Speaking of weird food, sometimes my mom will try really strange things. Like one time, she made a cucumber sherbet sprinkled with elderflower blossoms! The adults all thought it was incredible, but I didn't really like it.

Another hazard for pastry chefs is sometimes they just get sick of sugar. Last night, my mom said it was time to take a break from sugar. She brought a creamy sheep's milk yogurt to the table, which she served with dates, orange zest, and a tiny pinch of flaky sea salt. That's when I said, "This is not dessert! Bake me a cake!"

Appendix D (continued) – DIBELS 8th Edition Progress Monitoring Passages for Fifth Grade

Underneath the Mistletoe

No one knows exactly how the Christmas tradition of kissing beneath a sprig of mistletoe began. It may come from ancient times, when people believed that the plant had the magical power to give them large families.

Mistletoe is a parasite that grows in the branches of trees in Europe. It is often found in apple, ash, and hawthorn trees. Its roots burrow into the branch and draw nutrients from the sap. Its leaves are green all year. Its waxy white berries appear in winter. Sometimes, if it takes too much water and nutrients from its host tree, the host tree can die. However, the berries provide food for birds in winter. Its seeds are spread through bird droppings.

Mistletoe was a sacred plant for the Druids. They believed it could protect them from evil, and cure all ills. They made a ritual of collecting it. They waited until they received a vision and the moon was right. They used a golden sickle to cut it from the branches of an oak tree. Since mistletoe grows only rarely in oak trees, this harvest was a rare and special event.

Mistletoe was used as food for sheep in the winter, when fodder was scarce. And, it was used as a treatment for infertility in animals. It was used as a medicine for many human ailments as well, especially epilepsy. Today, some practitioners of alternative medicine prescribe mistletoe. They use a tea for high blood pressure. Some people believe that mistletoe injections strengthen the body's immune system. However, this has not been proved.

Appendix D (continued) – DIBELS 8th Edition Progress Monitoring Passages for Fifth Grade

Annie and the Lady

Annie was sitting on the little bridge and swinging her legs over the edge when she saw the lady coming. She'd been thinking about how small her town was, how she knew she'd never go anywhere else, and she was feeling kind of sorry for herself. It was a small town and she knew everyone, but she didn't recognize the lady who looked neither young nor old. So, when she came up Annie forgot all about her troubles.

The lady asked Annie politely if she happened to have a dollar fifty for the bus. She said that if Annie gave an address she'd return the money when she got where she was going.

Annie reached in her pocket and said, "I'm sorry. I only have seventy-five cents." She put the three quarters in the lady's hand. The lady nodded, took down Annie's address anyway, and began to walk away.

Annie felt bad about not having more to give and wondered how the lady would get the rest in such a small town. So, without thinking much about it, she said, "If you walk across the bridge instead, you can go through the woods to get to the bus station. My grandma says these woods are where all the good stories come from."

The lady stopped, smiled at Annie, then walked across the bridge and into the woods.

Years went by, and Annie grew up in the small town forgetting all about the lady at the bridge that day long ago. But one day her grandma told her she'd received a letter. Annie opened it, thinking it must be just something from her cousin. But inside was seventy-five cents, a letter, and an airplane ticket. The letter said to use the open ticket whenever she liked to go anywhere she wanted. It said, "Those stories helped me write a book and it did well. Thank you."

Appendix D (continued) – DIBELS 8th Edition Progress Monitoring Passages for Fifth Grade

Glow Worms

In the dark, damp caves of New Zealand you'll find an amazing sight that observers have called a magical experience. Glowing in the darkness above your head is what appears to be a night sky with a constellation of blue-green stars. The magnificent beauty of this display has been compared to that of viewing the Milky Way.

Except things aren't at all as they seem. These glowing specks on the roof of the cave aren't stars at all. They are New Zealand glow worms. And their blue-green light is produced by a chemical that is also present in fireflies. These tiny cave creatures, which are not worms at all, are the larval stage in the lifecycle of a two-winged insect.

In the larval form, these glow-worms build nests out of silk on the cave's ceiling. The nest is about a foot long and shaped like a tube. Inside the tube, the worm slithers back and forth, dropping dozens of long silk threads. These silk threads, which dangle up to twenty inches, are called snares and they are beaded with sticky mucus. Other insects, such as mosquitos and moths, are attracted to the glowing blue-green light, and they end up getting stuck to the sticky threads. Then the glow worm uses its mouth to pull up the fishing line and the insect.

Glow worms live only in the wet caves of New Zealand. They spend about nine months as a larva, before forming a cocoon. Then they grow wings and turn into a gnat that lives for just a few days. Many tourists visit the caves each year to see the spectacle as thousands of these tiny creatures radiate their luminous light. And the hungrier a glow worm is, the more it glows.

Appendix D (continued) – DIBELS 8th Edition Progress Monitoring Passages for Fifth Grade

Eating Contest

At the beginning of every summer my big family has a corn-eating contest. My mom and aunts go to the supermarket and buy tons of corn to roast and slather with butter and salt. My brother, sisters, cousins, grandparents and everyone gather, with their eyes gleaming, and their stomachs rumbling. At a couple of big picnic tables, we see who can stuff their faces fastest. I hate this tradition and I usually watch my brother gobble up every, last kernel of the huge mound on his plate. He always wins and I always come in dead last, barely tasting the food.

One summer I got an idea. I asked my mom to set aside a couple cobs for me. I carefully plucked them and collected the kernels on a cookie tray to dry. My brothers and cousins laughed and said I was weird.

One morning I went out to the backyard, chose a sunny spot, poked holes in the ground with a screwdriver and put one kernel in each hole. Every day I watered. Soon, small green shoots came up, and by the end of the summer I had a forest of corn, waving golden green in the sun and wind.

There were so many big cobs it took me almost a whole day to pick them and shuck them. I got my mom to light the barbecue and I roasted them myself, tending to them with the utmost care. I set a picnic table, got myself some butter and a shaker of salt, and began my feast.

Then a funny thing happened. My brother came over and asked if he could have a piece. I thought for a minute, looked at my mound of buttery corn, and said sure. Then everyone else came and I invited them to sit down. We all sat savoring every last bite, and my brother said, "You win."

Appendix D (continued) – DIBELS 8th Edition Progress Monitoring Passages for Fifth Grade

The Barge

It was a clear autumn day, maybe just a little too hot. Charles was taking a walk out to an island that sat in the middle of the river that ran through Paris. Charles stopped in the middle of the bridge to wipe his sweating forehead with the sleeve of his green suede jacket. Glancing down, he saw a small barge moving on the sluggish river. It had just popped out from the shadow under the bridge.

On the barge, a man in a dirty white shirt with his sleeves rolled up was sitting on an old crate, playing an accordion and singing in a rough voice. Next to the man sat a dog, its ears alert. The dog had a black muzzle and was panting, its tongue hanging out.

Charles stood with his elbows on the bridge's warm iron railing, watching the barge disappear slowly down the river. The barge man's accordion playing and singing became fainter and fainter. Then the barge went around a curve in the river. It was gone.

He watched until even the wake from the barge had disappeared. Then Charles finished crossing the bridge. The air smelled of rock dust. Some construction workers were drilling holes in the street. As he walked around in the sunlight amidst the buildings on the island, Charles kept remembering the dog, and the barge man's seeming great happiness in just being alive today to play the accordion and sing next to the happy, panting dog. Would he ever be as happy as that man?

Reading A-Z LEVEL X

Fluency Passage–Fiction **The Ant and the Dove**

Name _____ Word Count: 296

The Ant and the Dove

An ant named Charlie and a dove named Doreen happened to be in the same area of the forest one afternoon. Charlie was scurrying to the edge of a fast-flowing river to get a drink of water. Bending down toward the rushing flow of water, he stretched out his neck to take a drink. In the next instant, he lost his balance and tumbled into the river. 9 21 32 43 56 67

"Help, help!" Charlie cried as he was swept downstream by the current, but his voice was as small as his body, and the flowing water was noisy. No one heard Charlie's frantic cries. 76 89 99 100

Doreen was perched on a tree branch that hung over the river and happened to look down just as Charlie was passing below. She saw him struggling to stay afloat, so she quickly plucked a leaf from the tree branch and dropped it into the water. Charlie was able to grab the leaf, climb aboard it with his last ounce of strength, and ride it until it was washed onto the bank of the river. 111 122 133 145 157 169 175

Reading A-Z LEVEL X

Fluency Passage–Fiction The Ant and the Dove

Name _____ Word Count: 296

"Thanks for your kindness," Charlie said to Doreen. "To think that a simple drink of water almost led to my destruction," he added. Then the ant and the dove parted ways. 183 195 205 206

A few days later, Doreen was sitting on the branch of another tree. Charlie happened to be nearby and spotted his feathered friend. He was about to greet her when he noticed a fox creeping toward her. Charlie crawled as fast as he could up onto the fox's leg, where he applied a fierce bite. 217 226 237 247 260 261

Startled by the fox's sudden yelp, Doreen quickly flew away, unaware that her friend Charlie had saved her life, just as she had saved his a few days earlier. Charlie was glad he had helped. 270 280 292 296

Goal Rate		Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
	WPM						
	Errors						
	WCPM						
	Accuracy / Reading Rate %						

Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Appendix E continued – Reading A to Z Fluency Practice Passages for Levels X, Y, and Z

Reading A-Z LEVEL X

Fluency Passage—Nonfiction **Crime Scene Investigators**

Name _____ Word Count: 193

Crime Scene Investigators

Have you ever heard of Sherlock Holmes? There's a good chance you have, even if you have never read a single Sherlock Holmes story. The famous detective is a character. He is so popular that he is sometimes mistaken for an actual person in history. Yet he is the sole creation of Scottish writer Sir Arthur Conan Doyle. 9 21 30 41 52 58

Sherlock Holmes is a top-notch detective with an amazing ability to see clues that others do not see. He is best known for his sharp powers of deduction. Even a simple scratch on a boot can give him all sorts of information about a suspect. 67 80 91 103

Today's crime scene investigators also look for clues. They search a crime scene for hair and fingerprints. The things they uncover tell them the story of the crime. They use science to help explain what they find. Like Sherlock Holmes, they try not to overlook anything. 111 121 132 142 149

Reading A-Z LEVEL X

Fluency Passage—Nonfiction **Crime Scene Investigators**

Name _____ Word Count: 193

Modern crime scene investigators need to pay close attention to tiny details. Shoe prints, tire tracks, or even a discarded can of soda can all provide valuable clues that lead to a criminal. Maybe one day you too will be putting the clues together! 157 167 177 189 193

	Goal Rate	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM							
Errors							
WCPM							
Accuracy/ Reading Rate %							

Words Per Minute (WPM), WPM – Errors = Words Correct Per Minute (WCPM), (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Reading A-Z

LEVEL X

Fluency Passage–Fiction

The Dog and the Oyster

Name _____ Word Count: 275

The Dog and the Oyster

Of all the fables about dogs, this surely is an unusual one. 12
It concerns Old Ruff, a large gray hound who lived with his 24
master near the sea and who, like most dogs, loved to eat. 36
Ruff was always on a search for food. He snuffled around 47
the neighbors' garbage cans, looking for meat scraps and 56
bones. He sometimes sat on Mrs. Freethy's back porch and 66
barked until Mrs. Freethy opened the door and gave him 76
a bite of cheese or his very favorite treat, a raw egg. 88

Each afternoon, Ruff would wander down to the wharf 97
to take part in the lively activity on the docks. On this 109
particular day, Ruff spotted the familiar face of a fisherman 119
named Bill. 121

Bill sat on the dock, cracking open the shells of fresh 132
oysters and pouring the oysters into a large glass jar. 142
Wagging his tail, Ruff approached Bill. Bill greeted Ruff, 151
and when he saw that the dog was looking at the oyster, 163

Reading A-Z

LEVEL X

Fluency Passage–Fiction

The Dog and the Oyster

Name _____ Word Count: 275

he offered it to Ruff. Thinking that the oyster was a raw 175
egg, Ruff quickly slurped it down. 181

The first thing Ruff noticed was that the oyster didn't 191
quite taste like an egg, and he noticed that his stomach 202
had begun to hurt. The pain grew so bad that Ruff walked 214
miserably home and crawled under the front porch until 223
he began to feel better. 238

In the midst of his suffering, Ruff thought, *It's clear that* 239
the egg I ate was not an egg. He groaned for a bit and then 254
thought, *I got exactly what I deserved for not being more* 265
careful. He let out another groan and fell gratefully asleep. 275

Goal Rate		Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
	WPM						
	Errors						
	WCPM						
	Accuracy / Reading Rate %						

Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Appendix E continued – Reading A to Z Fluency Practice Passages for Levels X, Y, and Z

Reading A-Z

Fluency Passage—Fiction

LEVEL X

Avalanche Disaster

Name _____

Word Count: 194

Avalanche Disaster

Now that the worst was over, Jody could smile at what had happened. She was not smiling during the avalanche. She had never felt more disoriented. The irony was that everyone praised her for keeping her cool. In the face of danger, she had remained composed. 11 20 30 41 46

Jody had been skiing with her family. Being a good skier, she was ahead of them when she heard the rumble. Suddenly, the patch of snow she was on ripped out from underneath her. Gravel and rocks tumbled as she fell with the rolling snow. She tried to swim to the surface, but she began to get buried. 56 67 78 87 98 104

Jody had to think fast. She cupped the air around her mouth to create a space where she could breathe under the snow. 115 125 127

The rescue team showed great heroism in locating her quickly at great risk to themselves. They applauded her 136 145

Reading A-Z

Fluency Passage—Fiction

LEVEL X

Avalanche Disaster

Name _____

Word Count: 194

quick thinking because the air pocket gave her an extra thirty minutes of breathing time. Each of those minutes was precious since it took them nearly half an hour to dig her out. 155 164 175 178

Jody's ability to stay calm led to her survival. Now that was something worth smiling about! 189 194

	Goal Rate	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM							
Errors							
WCPM							
Accuracy / Reading Rate %							

Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Appendix E continued – Reading A to Z Fluency Practice Passages for Levels X, Y, and Z

Reading A-Z

LEVEL Y

Fluency Passage—Fiction

The Bamboo Princess

Name _____

Word Count: 302

The Bamboo Princess

In ancient times in Japan, a bamboo cutter lived with his wife beside a forest. They were very poor and had no children, although they had always dearly wished for some. 10 22 31

One day as the old man walked in the forest, he noticed a stalk of bamboo that was glowing with a light like moonlight. The old man carefully split the bamboo open, and nestled inside he found a beautiful infant girl. He carried the strange baby home with him. He and his wife raised her as if she were their own child. They named her the Bamboo Princess. 43 54 63 73 84 96 99

The Bamboo Princess grew up to be a beautiful young woman, and young men journeyed from all over Japan hoping to marry her. Their wishes went unfulfilled, however, for the Bamboo Princess knew she was very different from her suitors and she did not wish to marry. Even the emperor of Japan courted her, but she refused him as she had refused the others. 109 118 126 135 146 156 163

Reading A-Z

LEVEL Y

Fluency Passage—Fiction

The Bamboo Princess

Name _____

Word Count: 302

After she refused the emperor, the Bamboo Princess grew increasingly unhappy. Each night, she gazed up at the Moon and wept. Her parents were troubled and asked her repeatedly what was wrong. Finally, she revealed her secret: she was not from Earth at all. Her homeland was the Moon, and the time had come for her to return to where she belonged. 172 182 192 203 215 225

Her parents collapsed in grief, and the emperor stationed guards around the house to confine her, but it did no good. On the very next day, a blinding light shone through the whole household, and when the light faded, the Bamboo Princess had vanished. She left only a letter behind. 234 246 257 266 275

In despair, the emperor burned the letter, hoping the smoke would float up to the Bamboo Princess in her city on the Moon. But she never returned. 284 295 302

	Goal Rate	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM							
Errors							
WCPM							
Accuracy / Reading Rate %							

Words Per Minute (WPM) : WPM – Errors = Words Correct Per Minute (WCPM) : (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Reading A-Z

LEVEL Y

Fluency Passage–Nonfiction

Bicycle Stunt Riding

Name _____ Word Count: 246

Bicycle Stunt Riding

To many people, riding a bicycle is a pleasant pastime. 10
To some, it's serious exercise. And to a brave few, it's a way 23
to impress an audience and win medals and fame. 32

The members of this last group compete in a sport known 43
as bicycle stunt riding. The sport made its entry into the X 55
Games a few years ago. In this type of riding, bikers perform 67
airborne tricks and acrobatics. The tricks have names such 76
as the Tail Whip, Can-Can, and Truck Driver. In competition, 86
bikers go through a cycle of four different events. 95

In the dirt-jumping event, bikers launch themselves off 103
dirt ramps and perform high-flying tricks in the air. In a 114
flatland performance, a biker performs tricks of balance 122
and strength while rolling along a flat surface. Street stunts 132
consist of jumping over boxes, rails, and pipes. In the vert, 143
a biker performs stunts on and over a halfpipe similar to 154
those used in snowboarding and skateboarding. 160

Reading A-Z

LEVEL Y

Fluency Passage–Nonfiction

Bicycle Stunt Riding

Name _____ Word Count: 246

The star of bicycle stunt riding is New Yorker Dave Mirra. 171
He has won multiple silver and gold medals at the X Games. 183
In fact, he's won more medals than any other X Games 194
athlete. Mirra has mastered and created stunts that have 203
amazed judges and audiences. He's brought enthusiasm to 211
the sport. 213

Someone once asked Mirra if winning medals ever 221
becomes boring. "Winning gold never gets old," he replied. 230
"Winning the X Games is the biggest accomplishment 238
anybody can have right now in this sport." 246

Goal Rate		Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
	WPM						
	Errors						
	WCPM						
	Accuracy / Reading Rate %						

Words Per Minute (WPM): WPM = Errors · Words Correct Per Minute (WCPM): (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Appendix E continued – Reading A to Z Fluency Practice Passages for Levels X, Y, and Z

Reading A-Z

LEVEL Y

Fluency Passage—Nonfiction

The Edible Schoolyard

Name _____

Word Count: 219

The Edible Schoolyard

What does a certain school in California have that most other schools don't have? King Middle School has a garden. The garden is part of a cooking and gardening program called the Edible Schoolyard. The idea for the program came from Alice Waters. Waters started a restaurant that makes food from fresh ingredients. 10 20 30 39 48 53

Something delicious is always growing in the garden. Students are learning a different type of ABCs—asparagus, beans, and carrots! They grow fruits, vegetables, and flowers. Teachers and students work together in the program. Parents and local farmers support the program. 61 70 78 86 94

In the garden, students take care of the soil and plants. They harvest the crops. Students can explore and sample new foods directly from the garden. They learn firsthand the ways in which fresh food is healthy for your body. A classroom kitchen is also part of the program. In the kitchen, 105 114 123 135 146

Reading A-Z

LEVEL Y

Fluency Passage—Nonfiction

The Edible Schoolyard

Name _____

Word Count: 219

students prepare and eat healthy dishes made from the food they grow. 155 158

Teachers at the school use the garden and kitchen activities to extend the learning in other subject areas, too. For example, students learn information about plants and the relationship between living things and their environment. 167 176 184 192 193

Both the garden and the program are growing, and word of this program is spreading. Other schools across the country have started their own edible schoolyards. 202 211 219

	Goal Rate*	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM							
Errors							
WCPM							
Accuracy / Reading Rate %							

*Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Reading A-Z

LEVEL Y

Fluency Passage–Nonfiction

Safety First, Gold Next

Name _____

Word Count: 243

Safety First, Gold Next

You say you're going for the gold at the next X Games? 12
What's your specialty—snowboard superpipe, or maybe 19
bicycle dirt jump? You've got the right equipment, a good 29
coach, and the will to win. What else do you need? 40

You'll need to practice safety. Athletes in the X Games 50
wear proper protective gear, which usually includes a 58
helmet. Other safety equipment can include mouthpieces 65
to protect teeth in bumps and falls, and protectors for 75
knees, elbows, wrists, and shins. 80

To impress the judges with daring stunts, it's important 89
to keep any equipment, such as a skateboard or bicycle, 99
in good working order. Equipment should be checked 107
regularly and properly maintained. 111

During practice or performance at the X Games, it's 120
important to stay alert and aware. Look out for hazards 130
such as loose gravel or rocks. One little pebble on a bike 142
track can send you flying over your handlebars. 150

Reading A-Z

LEVEL Y

Fluency Passage–Nonfiction

Safety First, Gold Next

Name _____

Word Count: 243

Warm up properly before you practice or compete, and if 160
you feel pain, don't ignore it. Get medical help right away. 171

"Safety has to come first in extreme sports," says Carlos, 181
an action-sports athlete. "I always wear a helmet, even 190
when I'm just practicing bicycle stunts. My brain is my most 201
important tool in action sports, and I want to protect it." 212

Whether action sports are just a pastime or a ticket to the 224
X Games, safety should come first. Then you can concentrate 234
on nailing that triple twist and winning the gold. 243

Goal Rate		Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
	WPM						
	Errors						
	WCPM						
	Accuracy / Reading Rate %						

Words Per Minute (WPM), WPM – Errors = Words Correct Per Minute (WCPM), (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Appendix E continued – Reading A to Z Fluency Practice Passages for Levels X, Y, and Z

Reading A-Z LEVEL Z

Fluency Passage—Fiction **Natural-Born Drummer**

Name _____ Word Count: 211

Natural-Born Drummer

Travis had a habit of drumming on surfaces with his fingers, with pencils, and even with chopsticks. Several times a day, Travis's parents, teachers, and friends commented about his constant drumming. 10 18 26 31

Therefore, Travis's parents were astonished that on the day before Travis was to try out for the school band, he was uncertain about which instrument he wanted to play. So Travis and his father went to a local music store to generate some ideas. Travis browsed the selection of rental instruments, picking up a flute and handling the keys, then examining a trombone. On impulse, he chose a saxophone and tried blowing into it. But the sound that emerged was a pitiful honk, like a wounded goose. Then Travis asked to try another instrument—the drums. He had never played drums before, but he'd certainly had plenty of drumming practice. 39 51 60 72 81 91 100 111 122 131 140 145

Reading A-Z LEVEL Z

Fluency Passage—Fiction **Natural-Born Drummer**

Name _____ Word Count: 211

The next morning at school, Travis appeared at the doorway of Mr. Blees's classroom for the tryout. Mr. Blees called on Travis and pointed to a drum set in the corner of the room. He listened carefully as Travis experimented with different beats and rhythms on the drums. When Travis had finished, Mr. Blees smiled. "You're a natural-born drummer," he said, "and you've got a spot in the school band." 151 162 175 183 193 202 211

	Goal Rate	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM							
Errors							
WCPM							
Accuracy / Reading Rate %							

Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Appendix E continued – Reading A to Z Fluency Practice Passages for Levels X, Y, and Z

Reading A-Z

LEVEL Z

Fluency Passage—Fiction

Haunted House?

Name _____ Word Count: 202

Haunted House?

Everyone said the house on Elmwood Lane was haunted. 9
There were dead trees in the yard, shutters dangled in 19
desperate need of paint and nails, and a yellow tape with 30
the words *KEEP OUT* stretched across the door. 38

Carter and I stood at the rickety old iron gate, gazing 49
at the mysterious, gothic place. We had come to explore 59
the mysterious house, but we hadn't anticipated how 67
scary it would be once we got here. "Want to go for it?" 80
Carter asked me. I hesitated then replied, "Sure." 88

I spotted a cat lurking under dead shrubs, and his 98
piercing green eyes sent a shiver down my spine. 107
"I'm out of here, Carter!" I whispered fearfully. 115

This was certainly no ordinary house. 121

"Hey! What are you kids doin'?" a frightening, deep 130
voice bellowed. Our eyes popped as big as golf balls. 140
We stood, frozen in place. "Get off my property, you 150

Reading A-Z

LEVEL Z

Fluency Passage—Fiction

Haunted House?

Name _____ Word Count: 202

intruders!" There was a crash from inside the house. 159

Carter grabbed my wrist, and we ran as though we were 170
at the end of a marathon with a winning ribbon in sight. 182
I felt overwhelmed by what had just happened. Well, at 192
least I now truly understood the meaning of *KEEP OUT!* 202

	Goal Rate	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM							
Errors							
WCPM							
Accuracy / Reading Rate %							

Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Appendix E continued – Reading A to Z Fluency Practice Passages for Levels X, Y, and Z

Reading A-Z

Fluency Passage—Fiction

LEVEL Z

Finding Refuge

Name _____ Word Count: 210

Finding Refuge

"Freedom!" was all Sierra thought as she walked outside of the Chicago airport. Her home in the Middle East had been bombed while she went to market. Her home was a smoldering pile of rubble, but luckily, her aunt had also escaped unharmed. War had surrounded their lives for years. Her father and two brothers had lost their lives in a car bombing. Sierra wanted to walk down the street without feeling frightened. Her aunt was determined to send her out of the country, to a place beyond the violence. She promised herself not to forget her legacy. She loved her family but felt forced to seek out a better life. 9 20 31 41 49 61 71 81 92 104 111

Sierra's friend, Reisha, met her at the airport. The two girls hugged with a renewed sense of happiness. Reisha had come to the United States with other Middle Eastern exiles a few years earlier. She graduated from a local university and was now a top doctor. Reisha was a humanitarian. She used her medical skills to help the less fortunate. Sierra planned 121 131 142 152 163 173

Reading A-Z

Fluency Passage—Fiction

LEVEL Z

Finding Refuge

Name _____ Word Count: 210

to be a teacher. She could not speak English as fluently as Reisha but hoped that would change. 185 191

Sierra noticed people laughing and smiling while they walked. A stranger even said, "Hello." Had Sierra finally found refuge? 199 208 210

	Goal Rate	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM							
Errors							
WCPM							
Accuracy / Reading Rate %							

Words Per Minute (WPM), WPM – Errors = Words Correct Per Minute (WCPM), (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Appendix E continued – Reading A to Z Fluency Practice Passages for Levels X, Y, and Z

Reading A-Z

Fluency Passage—Nonfiction

LEVEL Z

Against the Wind

Name _____

Word Count: 299

Against the Wind

Although Beryl Markham was born in England, she grew up and spent a majority of her life in Africa. She was a famous racehorse trainer when she became enchanted with the thought of flying planes. 8 20 28 35

Markham began taking flying lessons, and after only eight hours of lessons, she flew her first solo flight. She went on to earn her pilot's license, which allowed her to carry passengers in her plane. Markham delivered mail and supplies in her plane and flew sick patients to the hospital. She flew thousands of miles over African jungles. A pilot friend called her "a fine pilot with great courage who could find her way in a plane to any spot." 43 54 65 73 84 93 104 115

Markham soon decided to strive for something no woman had yet accomplished—flying solo across the Atlantic from east to west. Amelia Earhart had made a solo flight across the Atlantic from west to east with the wind behind her plane. Markham wanted to fly in the opposite direction with 124 133 144 155 165

Reading A-Z

Fluency Passage—Nonfiction

LEVEL Z

Against the Wind

Name _____

Word Count: 299

the winds against her, making the crossing lengthier and much more dangerous than Earhart's flight. 174 180

In 1936, Markham took off from England in a plane with no radio. Soon after she left England, however, the wind swept her map out of her hands and into the ocean. She flew "blindly" for 19 hours through darkness and stormy weather. 190 200 212 221 223

At one point, as the weather got worse and lightning flashed, Markham realized that she was flying upside down. She was able to turn the aircraft right side up. Finally, when a fuel line froze, Markham crash-landed in Nova Scotia, Canada. She did not fly all the way from England to America, according to her original plan. However, Markham became the first woman to make a solo nonstop flight from east to west across the Atlantic. 233 241 252 260 272 280 288 299

	Goal Rate	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM							
Errors							
WCPM							
Accuracy / Reading Rate %							

Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Appendix F – Institutional Review Board Approval Letter

September 10, 2020

Lacey Wright
Sham'ah Md-Yunus
Teaching Learning and Foundations

Thank you for submitting the action research protocol titled, "The Effectiveness of Repeated Reading Practice on Fifth Grade DIBELS 8th Edition Progress Monitoring Oral Reading Fluency (ORF) Scores**"** for review by the Eastern Illinois University Institutional Review Board (IRB). The protocol was reviewed on 9/10/2020 and has been certified that it meets the federal regulations exemption criteria for human subjects research. The protocol has been given the IRB number 20-089. You are approved to proceed with your project.
The classification of this protocol as exempt is valid only for the research activities and subjects described in the above named protocol. IRB policy requires that any proposed changes to this protocol must be reported to, and approved by, the IRB before being implemented. You are also required to inform the IRB immediately of any problems encountered that could adversely affect the health or welfare of the subjects in this study. Please contact me in the event of an emergency. All correspondence should be sent to:

Institutional Review Board
c/o Office of Research and Sponsored Programs
Telephone: 217-581-8576
Fax: 217-581-7181
Email: eiuirb@eiu.edu

Thank you for your cooperation, and the best of success with your research.

Compliance Coordinator
Office of Research and Sponsored Programs
Telephone: 581-8576
Email: eiuirb@eiu.edu

Thank you,
Mary Mattingly
Research and Sponsored Programs

Appendix G – Progress Monitoring Student Attendance Chart

Participant #	PM 5.3	PM 5.4	PM 5.5	PM 5.6	PM 5.7	PM 5.8	PM 5.9	PM 5.10
1	Present	Present	Present	Present	Present	Present	Absent	Present
2	Present	Present	Present	Present	Present	Present	Present	Present
3	Present	Present	Present	Present	Present	Present	Present	Present
4	Present	Present	Present	Present	Present	Present	Present	Present
5	Present	Present	Present	Present	Present	Present	Present	Present
6	Present	Present	Present	Present	Present	Present	Present	Present
7	Present	Present	Present	Present	Present	Present	Present	Present
8	Present	Present	Present	Present	Present	Present	Present	Present
9	Present	Absent	Present	Present	Present	Present	Present	Present
10	Present	Absent	Present	Present	Present	Present	Present	Present
11	Present	Present	Absent	Present	Present	Present	Present	Present
12	Present	Present	Present	Present	Present	Present	Present	Present
13	Present	Present	Present	Present	Present	Present	Present	Present
14	Present	Present	Present	Present	Present	Present	Present	Present
15	Present	Present	Present	Present	Present	Present	Present	Present
16	Present	Present	Present	Present	Present	Present	Present	Present
17	Present	Present	Present	Present	Present	Present	Present	Present
18	Present	Present	Present	Present	Present	Present	Present	Present
19	Present	Present	Present	Present	Present	Present	Present	Present
20	Present	Present	Present	Present	Present	Present	Present	Present
21	Present	Present	Present	Present	Present	Present	Present	Present
Date	9/14/2020	9/17/2020	9/24/2020	10/2/2020	10/5/2020	10/8/2020	10/16/2020	10/23/2020

Appendix H – Repeated Reading Intervention Student Attendance Chart

	Week # -- Intervention Session #					
Participant #	4 -- 1	4 – 2	5 -- 1	5 -- 2	6 -- 1	6 -- 2
1	Present	Present	Present	Absent	Present	Present
2	Present	Present	Present	Present	Present	Present
3	Present	Present	Present	Present	Present	Present
4	Present	Present	Present	Present	Present	Present
5	Present	Present	Present	Present	Present	Absent
6	Present	Present	Present	Present	Present	Present
7	Present	Present	Present	Present	Present	Present
8	Present	Present	Present	Present	Present	Present
9	Present	Present	Present	Present	Present	Present
10	Present	Present	Present	Present	Absent	Present
11	Present	Present	Present	Present	Present	Present
12	Present	Present	Present	Present	Present	Present
13	Present	Late	Absent	Present	Present	Absent
14	Present	Present	Present	Present	Present	Present
15	Present	Present	Present	Present	Present	Present
16	Present	Present	Present	Present	Late	Present
17	Present	Present	Present	Present	Present	Present
18	Present	Present	Absent	Present	Present	Present
19	Present	Present	Present	Present	Present	Present
20	Present	Present	Present	Present	Present	Absent
21	Present	Present	Present	Present	Present	Present
Date	10/5/2020	10/6/2020	10/13/2020	10/15/2020	10/19/2020	10/20/2020

Appendix I – Participants' Raw Scores for Phase I DIBELS ORF Assessments

Participant #	5.3 Pretest Phase I	5.4 End Week 1	5.5 End Week 2	5.6 End Week 3/Post Test Phase I
1	142	185	201	124
2	53	49	69	48
3	107	159	159	114
4	76	87	109	83
5	104	131	124	92
6	191	252	216	222
7	96	114	143	99
8	154	204	187	172
9	78	Absent	110	82
10	46	Absent	50	50
11	145	197	Absent	142
12	94	112	123	113
13	122	140	119	89
14	100	129	143	105
15	88	116	133	92
16	122	152	154	122
17	48	54	86	54
18	99	118	156	109
19	98	85	117	71
20	69	90	100	70
21	78	84	108	67

Appendix J – Participants' Raw Scores for Phase II DIBELS ORF Assessments

Participant #	5.7 Pretest Phase II	5.8 End Week 4	5.9 End Week 5	5.10 End Week 6/Post Test Phase II
1	162	171	Absent	170
2	61	48	70	52
3	158	126	161	162
4	99	74	95	92
5	134	116	128	110
6	245	191	199	209
7	114	102	99	113
8	167	169	193	173
9	97	95	118	104
10	82	47	69	69
11	159	160	171	186
12	140	86	137	124
13	126	112	111	115
14	125	110	117	128
15	122	91	144	122
16	153	133	155	138
17	80	52	64	49
18	139	102	123	107
19	92	99	10	99
20	93	77	87	80
21	98	75	81	90