

Effects of Reading Mastery on
Oral Reading Fluency, Retell, and Motivation of Second Grade Readers

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Abstract

This action research project examines the effectiveness of Reading Mastery on students' fluency, retell, and motivation toward reading. The research was completed on a group of five second grade students who were reading at the intensive level measured by DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Students' reading achievement throughout the research was measured by STAR Reading (Standardized Tests for the Assessment of Reading), DIBELS, and DRA2 (Developmental Reading Assessment). Data about motivation was collected and evaluated using surveys, observations, and reflections. Over a 16 week period the Reading Mastery program improved students' reading fluency, comprehension, and motivation toward reading.



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Action Research Proposal

Chapter One- Introduction

Imagine entering a classroom where there is a quite buzz around the classroom of learning taking place. The students are all actively engaged in some activity. Students are spread out throughout the classroom working on a variety of tasks. Some are listening to stories, some are reading to themselves quietly, and others may be buddy reading with a friend. Other students may be working with words, using spelling or word games, or writing their own story. Some students are working with the teacher in a small group setting. Each student in the classroom is becoming an independent learner and thinker who are enjoying the challenges of reading and writing. The students in this classroom are self-motivated in their learning. In this classroom each student doing something they want to do at his or her own reading or writing level.

The setting of this action research site is a large elementary school in a school district approximately 30 miles from a larger metropolitan area. The population of the community, according to the Portland State University Population Research Center, as of July 1, 2008 is 12,325. The community continues to attract new residents because of its livability and proximity to a larger metropolitan area. Many people move there preferring the lifestyle of a smaller-rural area. The rapid increase in residents to the community has resulted in larger class sizes and the need for more elementary schools to be built. The major employers of the community include forest products, mining, and manufacturing operations. Less than 13% of the population holds a Bachelor's Degree of higher which is relatively low. (U.S. Census Bureau, 2000) The average family income is almost \$48,000 and 8.3% of the families are living below

the poverty line. The racial diversity of the community is 93.3% White, .3% African American, 1.6% American Indian, .6% Asian, .1% Native Hawaiian, 1.3% some other race, and 2.8% two or more races.

The district is home to three elementary schools, one charter school (grades K-6), one middle school (grades 7-8), one high school (grades 9-12), and one alternative high school (grades 9-12+). The configuration of the elementary schools in the district is unique as there is one kindergarten-second grade school, one third through fifth grade school, and a sixth grade campus. All three of the elementary schools were built in the last 14 years. The district employs approximately 196 teachers and 46 educational assistants. (2007-2008 district report card) The average experience for teachers is 12.5 years and 54.3% hold a Master's Degree or higher. The district had the privilege of educating 3,449 students during the 2008-2009 school year. The district's mission statement is, "Our mission is to provide the youth of the District with a learning environment and the skills to maximize each individual's potential."

According to the testing data from the 2007-2008 school year the district's scores in each subject are listed below.

Subject	Grade Level Tested	District % Meets or Exceeds	State % Meets or Exceeds
Reading	3,4,5	76%	82.6%
	6,7,8	70.6%	72.3%
	10	65%	66%
Math	3,4,5	77.6%	78.6%
	6,7,8	76.3%	72.6%

	10	39%	54%
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Subject	Grade Level Tested	District % Meets or Exceeds	State % Meets or Exceeds
Writing	4,7,10	41%	50.3%
Science	5,8,10	70.3%	68.3%

The research site serves kindergarten through second grade students. The site's current enrollment is 689 students. There are five kindergarten classrooms which are half-day programs, nine first grade classrooms, and nine second grade classrooms. There are also three special education classrooms located in the school. One principal, one vice principal, 37 certified staff, and 32 classified staff members work at the research site. The research site is a targeted Title I school so students do receive supported services for reading and math. This is the first year students will be receiving services for Title math.

The research site was built in 1996. Eight portable classrooms have been added to the site because of the increase in numbers of students. However, due to budget cuts this school year, which resulted in a decrease of teachers, all of the teachers were able to move into the building and out of the portables. Music, E.L.L., and Title I services are still held out in the portable classrooms.

The classroom which the research is being conducted is a second grade classroom of 25 students. There are 14 boys and 11 girls. Six of those students will be participating in the research study. None of the participating students were identified as Talented and Gifted. None of the participating students were English Language Learners. Three of the students receive Title One Reading services. One of the students participating in the study also receives tutoring

two days a week. One of the students receive speech services and three of the students are currently on an academic I.E.P.

There are two teachers in the classroom including the researcher. This is their first year job sharing together. One teacher teaches Monday and Tuesday and the researcher teaches Thursday and Friday and they alternate Wednesdays. The researcher and the licensed teacher have known each other for 18 years. They work closely together in planning and implementing an educational and stimulating environment for their students. Their teaching styles are very similar making the transition for the students a smooth one. There are in constant communication with each other and parents making sure each students needs are being met. The researcher's job share partner has been teaching seven years at the second grade level at the research site.

The researcher in this study has been a licensed teacher for six years. During those years the researcher was a substitute teacher for two years, taught first grade for four years, and this is the first year the researcher has taught second grade. The researcher's entire teaching experience has been at the research site. The researcher has been an active member of the school's math team, Positive Behavior Support team, writing committee, and grade level teams. The researcher has a Bachelor's Degree in Early Childhood, Elementary Education and is working on a Master's Degree in Curriculum and Instruction. The researcher would eventually like to pursue receiving a reading endorsement. The researcher's true passion is teaching. The researcher really enjoys teaching reading. Teaching first grade for the last four years where there was amazing growth in reading seen as the year progressed was so rewarding and motivating for the researcher.

This writer is the one who will conduct the research. Along with her teaching partner, the researcher wishes to examine to what extent will using Reading Mastery affect the oral reading

fluency, retell, and motivation of 2nd grade students reading at the DIBELS reading intensive skill level measured by DIBELS, DRA, and STAR Reading. The principal was influential in making the research possible by purchasing the Reading Mastery program for the researcher.



Action Research Proposal

Chapter Two- The Issue

The National Assessment of Educational Progress (2001) reported that 37% of fourth-grade students cannot even read at a basic level, and only 32% read at or above a proficient level, defined by the National Assessment Governing Board as the level all students should reach. (Schieffer, 2002) This is an issue that every teacher struggles with. How can we as educators meet the needs of these students to make them successful life-long learners?

For the past five years the research site has been using the Houghton-Mifflin reading program with kindergarten through second grade students. The program does a great job meeting the needs of the slightly below level, on level, and above level readers. The researcher has talked with other first and second grade teachers and their concern is the program's ability to teach their most struggling readers the skills they need to become successful readers. Some teachers have other interventions they use with their struggling readers such as previous reading adoptions as Read Well or DISTAR (Reading Mastery). New teachers are struggling because they do not have any previous adoptions they are able to use or they are not familiar with any other reading programs.

The research site's SMART goal for reading the 2009-2010 school year is, "Effective literacy instructional strategies will be implemented in order that grade level achievement will increase by at least 5%, as measured by Spring 2010 Curriculum Based Measures (CBM)." The teachers will use effective instructional strategies, including both whole group and guided reading at assessed instructional levels to meet this goal.

Up until this school year the research site did not have a CBM that they could use to measure students growth. The research site has used DIBELS and DRA in the past but not

consistently the last two years so the site was unable to track student progress. However, grades third through twelfth have had formal assessment they use to measure students' progress. The following results are from the 2008-2009 OAKS assessment for the research site's district.

Subject	Grade Level Tested	District % Meets or Exceeds	State % Meets or Exceeds
Reading	3	83%	83%
	4	85%	84%
	5	73%	76%
	6	77%	77%
	7	87%	77%
	8	74%	70%
	10	60%	66%

In the content area of reading the district met or exceeded the state average in grades 3,4,6,7, and 8. Comparing to previous years of reading assessments 4th grade students had a 12% gain in one year. 7th grade students showed 16% growth and 22% over four years. 8th grade students showed a 15% gain and 23% over three years. However, there needs to be a way to meet the needs of the remaining students who did not meet the benchmark.

The research site is a targeted Title I school yet only 77 students are receiving services. In second grade the Title I program took the lowest of 30% of the students from the Curriculum Based Measurement that each teacher administered at the beginning of the school year. The lowest 30% of second grade students included 70 students. The Title I teachers then administered the DIBELS reading assessment to those 70 students. In the end 67% of the students in the lower of the lower 30% are getting service which is 47 students in second grade. Currently 30 kindergarten and first grade students are receiving Title I reading services. The

Title I program is currently using Phonics for Reading and Early Success with the second grade students.

A classroom teacher needs to know what can be done to meet the needs of those 33% percent of students who did not qualify for Title I. Also, Title I was only able to assess the lowest 30% from each classroom. The researcher still meets with the students who receive Title I but all struggling intensive readers could benefit from some extra support. There just are not enough resources to meet all of the students needs so that is where the teacher has to come in and be the support system for those students.

The teachers at the research site along with the literacy coaches have been looking at ways to meet the needs of the most struggling readers. The teachers have got together numerous times during in-service days and during grade level meetings to brainstorm and formulate ideas on how to meet their intensive students' needs.

The questions to be examined at the research site are: to what extent will using Reading Mastery affect the oral reading fluency, retell, and motivation of 2nd grade students reading at the DIBELS reading intensive skill level measured by DIBELS, DRA, and STAR Reading. How will this intervention reading program affect students reading scores and their attitudes toward reading?

Literature Review

What do good readers do?

To become effective readers—"knowledgeable, strategic, and motivated" (Lipson&Wixson, 2003, p. 130)—students must develop high level knowledge and ability in

- oral and receptive language,

- phonemic awareness,
- sight word recognition,
- word analysis (phonics, structural analysis, context clue use),
- passage fluency,
- listening and reading vocabulary, and
- text comprehension.

A problem in any of these areas can minimize a student's potential for success and start a "cascade" of failures and motivational problems" (Chapman & Tunmer, 2003, p. 19 in Margolis, 2004). The ultimate goal is to have students that can read fluently and be able to comprehend what they are reading.

In a sense, reading is like a car's engine: All parts must work simultaneously and smoothly—in logical coordination with one another—for the car to go. If the engine's sound suggests a problem, a smart driver will quickly diagnose and repair the car instead of taking it on a trip, in hope that new scenery will eliminate the problem (Margolis, 2004, p.193).

Unfortunately reading problems are widespread among children. The National Institute of Child Health and Human Development (NICHD, 1996) noted that 40% of the overall school population has reading problems severe enough to hinder their reading enjoyment (Schieffer, Marchand-Martella, Martella, Simonsen, & Waldron-Soler, 2002, p.87). An educators' job is to assess children, find out where they are lacking reading skills, and find a way to meet their individual needs and move them forward. Consequently, the American Educator (1995) warned, "If a child in a modern society like ours does not learn to read, he doesn't make it in life" (Margolis, 2004, p.3). Educators play a vital role in these students' future of making them

successful life-long learners. It is their job to make sure they have done all they can to help their students succeed.

With the implementation of Reading Mastery at the research site, the researcher plans to look at the initial oral reading fluency, retell, and motivation of second grade students and monitor their progress for sixteen weeks. In order for the researcher to acquire more information about Reading Mastery and its effectiveness with struggling readers the researcher has obtained a variety of research articles and books. The research articles helped the researcher look at what is direct instruction, what skills are necessary to teach children to read, what research says about the effectiveness of DIBELS, DRA, and STAR Reading as assessment tools, what role do attitudes and motivation play in student success with reading, and what is Reading Mastery. She will now discuss each in turn.

What is direct instruction?

Direct instruction methods were first developed in the Carl Bereiter-Seigfried Engelman Preschool at the University of Illinois in the 1960's. According to Bereiter's findings, "instruction needed to occur at a faster-than-average rate to help below-average students catch up to their average or above-average peers" (Ryder, Burton & Silberg, 2006, p.180). Direct instruction requires students to deal with reading strategies one at a time. Instruction is fast-paced, teacher-directed, prescribed, and explicit with all children receiving instruction on a pre-specified sequence of activities at the same time. Direct instruction is usually used in small groups as an intervention tool for students who are at-risk for reading failure. According to Smith (2003), direct instruction theories of reading instruction view written text as a set of small units that become meaningful in combination with one another.

The first step direct instruction targets is introducing students to letters and the sounds they make. Then phonemic awareness is established which is essential in making progress in reading. Once the students have mastered phonemic awareness then decoding techniques are used which is where students relate meaning to the words. The last step in the direct instruction technique is the comprehension component of reading. By using this teaching strategy starting from simple to more difficult tasks teachers are able to track and see where students are lacking skills.

When using direct instruction, “Every task the child is asked to perform is taught directly by the teacher. Learning is not left to chance. Small learning increments are taught in a carefully controlled sequence through learning interactions between the teacher and the group. Increased student success leads to an increased expectancy of achievement.” (Smith, 2003, p.3) In the researcher’s classroom direct instruction will be used in small group setting with the students. The students will also be exposed daily to whole group instruction from the Houghton Mifflin Basal Reading Program.

Project Follow Through was one of the largest nationwide studies ever completed and evaluated by educators and researchers. The study looked at the effectiveness of the direct instruction program. Becker and Engelmann (1978) summarized that the Direct Instruction (DI) program resulted in significant gains in reading, arithmetic, and spelling achievement. The students also an I.Q. gain of 8.55 to 9.1 points, as measured by the Slossan Intelligence Test. (Wrobel, S., 1996) Dr. Jones (1995) was another researcher that looked at Project Follow Through along with other studies on direct instruction. He concluded that, “kids receiving DI were much more likely to graduate from high school and to be accepted into college and to show long term gains in reading, language, and math scores” (Wrobel, 1996, p.9).

What skills are necessary to teach children to read?

The researcher will examine oral language, decoding, fluency, and comprehension as they are areas that children need to acquire to become proficient successful readers. Developing oral language is the foundation for students' success in literacy. A child's development of oral language is an ongoing and natural process. Oral language begins to develop at a very young age as children and parents interact with one another in the natural surroundings of the home environment (Teale, 1978; Yaden, 1988 in Maurano, 2009). Children are exposed to oral language in everyday life activities. How much a child is exposed to oral language from an early age determines his or her level of language development when entering school. For those students lacking language skills reading programs can help increase their skills. Reading Mastery addresses oral language development in prereading activities (Schieffer, et al., 2002).

Learning to decode is one step in the process of learning to read. Being able to decode unknown words when reading text is a necessary tool for successful readers. So, how do children learn to decode unknown words? Decoding, or translating language from printed text, is best taught using a program that explicitly teaches phonemic awareness, phonics, and blending (NICHD, 1996; NRP, 2000; Snow et al., 1998 in Scheiffer, et al., 2002) According to the National Institute of Child Health and Human Development (NICDH), the inability to decode single words is the most reliable indicator of a reading disorder (Schieffer, et al., 2002, p.87-88).

Before children can begin reading words they need to understand how sounds in words work together. Phonemic awareness, as the term suggests, is the awareness of phonemes, or sounds, in the speech stream. It is the awareness that speech consists of a series of sounds (Yopp, 1995 in Maurano, 2009). Phonemic awareness is not just another word for phonics. It is

the ability to take words apart, put them back together again, and change them (Cunningham and Allington, 1999 in Maurano, 2009).

In addition, the NICHD noted the “phonological awareness appears to be the most prevalent linguistic deficit in disabled readers” (Schieffer, et al., 2002, p.88). Children need to be explicitly taught phonemic awareness skills. These are not skills that children naturally develop. Some children may enter school having some of these skills if taught to them at home while others have had no exposure to phonemic awareness. A child's level of phonemic awareness is a very good predictor of beginning reading success (Cunningham and Allington, 1991 in Maurano, 2009). Early in the program Reading Mastery teaches phonemic awareness and as the lessons progress the tasks become more focused.

Phonics is another component in the process of decoding. Phonics is the relationship between spoken sounds and printed letters. Through research on phonics it seems there has been much debate about how phonics should be taught. In Reading Mastery letter-sound correspondence is introduced before letter-name correspondence. This emphasis on letter-sound correspondence results in more efficient reading instruction (NICHD, 1996 in Schieffer, et al., 2002, p.92). One debate about phonics being taught is should it be taught explicitly or implicitly. Explicit phonics is where readers identify the sounds associated with the letters and blend them together to form words. Implicit phonics readers do not pronounce the sounds separately. It appears from research information that Reading Mastery teaches phonics explicitly.

Once students have learned phonemic awareness and phonics skills they can now learn to blend the sounds together to form words. Decoding unfamiliar words requires the blending of letter-sound correspondences into meaningful whole words (Schieffer, et al., 2002, p.93). There is now widespread agreement in the field of reading research that a child's ability to segment and

blend the sounds that make up words is critical to becoming a proficient reader (National Reading Panel, 2000 in Daly, E., Chafouleas, S., Persampieri, M., Bonfiglio, C., LaFleur, K., 2004, p.165).

One of the researcher's goals is to improve the students' reading fluency. The National Reading Panel defined reading fluency as "the ability to read text quickly, accurately, and with proper expression" (NICHD, 2000, p. 3-5 in Pikulski, and Chard, 2005). In order to read fluently students need to have a strong ability to decode words using the skills previously discussed. With automaticity in decoding, readers are able to attend more to the meaning of text (Schieffer, et al., 2002, p.95). The researcher also feels it is important to note that students need to be accurate readers. Students must have accuracy while reading in order to fluently read. As readers become more fluent, decoding becomes more automatic, with less time and effort required for word recognition (Carnine et al., 1997; Levy, Nicholls, & Kohen, 1993 in Schieffer, et al., 2002, p.94).

If a reader has not developed fluency, the process of decoding words drains attention, and insufficient attention is available for constructing the meaning of texts (Pikulski, 2005, p. 517). So, if readers are spending much of their time focusing on the decoding of words in a story they are not able to fully focus on the meaning of the text.

The goal of teaching children to learn to read is that they will be able to comprehend or gain meaning from the text. Research indicates that comprehension is taught most effectively through systematic and explicit instruction (Institute of Child Health and Human Development, 2000 in Schieffer, et al., 2002, p.97). Through a variety of explicit teaching strategies Reading Mastery places a strong emphasis on comprehension. According to (Schieffer, et al.) Reading Mastery teaches comprehension by

- preteaching new vocabulary explicitly
- teaching literal comprehension strategies explicitly
- teaching interpretive comprehension strategies explicitly
- teaching reasoning skills explicitly

The researcher believes comprehension is a very important component of reading. If students can not comprehend what they are reading how are they learning. When assessing students on comprehension and a student scores low it can be assumed that they are struggling with fluency. So the researcher needs to assess the individual and figure out what skills they are lacking.

What does research say about the effectiveness of DIBELS, DRA, and STAR Reading as assessment tools?

The researcher feels that it is important to use three different assessment tools when evaluating student progress. The Reading First Assessment Committee recommended the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Good & Kaminski, 1996; Kaminski & Good, 1996) as one such quality instrument for children in kindergarten through third grade (Institute for the Development of Educational Achievement, 2002, in Rouse, H. and Fantuzzo, J., 2007). The assessment addresses phonemic awareness, alphabetic principle, ORF, vocabulary, and comprehension. For this research project the researcher will be using DIBELS to assess only oral reading fluency. Curriculum-Based Measurement of oral reading fluency (ORF) is especially useful because it accurately predicts later reading success (Barger, 2003; Buck & Torgesen, 2003; Crawford, Tindal, & Stieber, 2001; Vander Meer, Lentz, & Stollar, 2005; Wilson, 2005, in Coulter, Shavin, Gichuru, 2009).

The DRA2 is a method of assessing and tracking elementary students' development as readers over time. The DRA2 evaluates three major areas through the reading and retelling of

narrative stories: accuracy, oral reading fluency, and comprehension. Using DRA2 results, educators can identify critical points of intervention and compare student progress with benchmark expectations. They can also allocate instructional materials and personnel resources more effectively and group students based on needs. (Pearsons Education, 2008) DRA2 is a new program at the research site. The researcher has had some experience with the program. From the experiences the researcher feels it will be a valuable tool in assessing comprehension.

STAR Reading (Standardized Tests for the Assessment of Reading) is another tool the researcher will be using to assess and monitor the students. STAR Reading is a standardized, computer-adaptive assessment created by Renaissance Learning, Inc. for the use in K-12 education. The purpose of STAR is to assess student reading skills. STAR provides an approximate reading level for each student and the assessment takes about 15 minutes. Once teachers have trained students on how to use the computer to take the test students are able to take the assessment themselves there after. The researcher has found that students think it is fun to be able to get on a computer and at the same time one is able to assess their reading abilities. The STAR test provides estimates of students' skills and comparisons of students' abilities to national norms. According to the Renaissance Learning website STAR provides accurate, reliable, norm-referenced reading scores including grade equivalents, percentile ranks, and normal curve equivalents. The use of this information will help teachers target instruction, provide students with the most appropriate instructional materials, and intervene with struggling students.

What role does attitudes and motivation play in student success with reading?

Over the last two decades literacy researchers have found evidence that attitudes about reading and writing, success or lack of success with reading and writing, and the nature of

literacy instruction affects students' motivation and achievement (Guthrie & Alverman, 1999 in McCarthy, S., 2001) Children need to be motivated to become engaged in learning. Motivating children and making them feel successful as readers is important in their success as readers. Students are more likely to engage in an activity if they feel successful.

In a U.S. survey, McKenna, Kear, and Ellsworth (1995) found that attitudes toward recreational and academic reading became more negative over the elementary school years and were most negative for the least able readers. The least able readers experience frustration which destroys any enjoyment toward learning a child may experience and leads to a negative attitude toward teachers, peers, and his/her school (DeMoulin 1999, in Dean, S. and Trent, D., 2002)

What is Reading Mastery?

Reading Mastery formally known as DISTAR was published in 1968. It became known as Reading Mastery in 1983 when changes were made to the program. Reading Mastery is currently published by McGraw Hill. Reading Mastery is a thorough, explicit, systematic teaching program that helps students achieve a high rate of success.

Through the use of prereading activities (i.e., preteaching vocabulary explicitly), specific teaching formats, decodable text, specialized orthography, accuracy and fluency instruction, specific and immediate feedback and error corrections, and an appropriate placement within the program, Reading Mastery ensures that students are taught critical skills for successful beginning reading (Scheiffer, et al., 2002, p.102).

Reading Mastery incorporates a large variety of instructional techniques. Reading Mastery incorporates techniques for teaching both comprehension and decoding and integrating them into successful reading. (Grossen, n.d., p.1) No other reading program has been tested and refined to the extent Reading Mastery has (Grossen). A meta-analysis was conducted by Adams

and Engelmann in 1996 looking at the research on Reading Mastery and other direct instruction programs. They looked at 25 research studies and from their research compiled the results from the studies. They broke the studies into three categories; students in general education, general education remedial readers, and special education. When looking at the results for students in general education remedial readers six of the eight studies found Reading Mastery to be more effective than the reading instruction received by control groups (Schieffer, et al., 2002, p.106). When looking at the studies overall the results showed that when compared to other reading programs DI programs generally were more effective in improving students' reading skills.

Summary

In conclusion, there is research to support the need to teach students the skills they need to become successful readers. By using the strategies and knowledge the researcher has investigated about direct instruction and Reading Mastery one's goal is to improve the attitude, fluency, and retell skills of second grade students. Dr. Seuss wrote, "The more that you read, the more things you will know. The more you learn, the more places you'll go."



Action Research Proposal

Chapter Three- The Goal of the Action Research Project

The goal of this action research project is to implement the Reading Mastery Program and improve oral reading fluency, retell, and motivation of 2nd grade students reading at the DIBELS reading intensive skill level measured by DIBELS, DRA, and STAR. The researcher will begin implementing Reading Mastery on January 11, 2010 for a period of 16 weeks. The researcher did receive permission from the building principal to conduct the researcher in the second grade classroom.

If the problem of not having any students struggling in reading was solved one could go many places with every individual. There would be no need for Title I, ability grouping of students, and specialized instruction. Every child would feel successful as readers. Teachers could spend so much time teaching other content areas. They could spend instruction time during reading implementing higher level thinking activities.

The researcher's goal is to have every student reading at or above grade level by the end of the school year. If every child met grade level expectations by the end of the school year he or she would be reading 90 words per minute measured by the DIBELS oral reading fluency assessment. Every child would also show growth in his or her retell skills measured by DRA from the beginning of the school year and ideally score 28 at the end of second grade. Another goal the researcher has is that all students are reading at 2.9 or higher independent reading level measured by STAR.

There will be several different data gathering techniques used during this research project. The researcher will use DIBELS assessment to measure oral reading fluency, DRA to measure students retell skills, and STAR to measure students grade level equivalence for

reading. The researcher will use the assessment tools to place the students in the study group. Students scoring between 0-30 measured by DIBELS will be placed in the ability level group for this research. The teachers will meet with this group of six students five times a week for 30 minutes over a sixteen week period.

At the beginning of the school year all second grade students are given the DIBELS oral reading fluency assessment by the site's Title program. The students are not assessed again until May by the Title I program. The researcher will continue to use the DIBELS progress monitoring assessment the second week of each month to track the students progress as the school year progresses. The researcher will also administer the DRA assessment to all of the students who are at the intensive level measured by DIBELS. The researcher will then assess students using DRA at the end of the sixteen weeks to see each students' progress. STAR assessment will be given to each student at the intensive level of DIBELS prior to beginning the implementation of Reading Mastery. The assessment will then be administered at the end of the sixteen weeks.

The researcher will also use surveys, discussions, and logs as data gathering tools in the research. Once the researcher has established the participants in the study each child will be given the Student Reading Survey Pre-Reading Mastery(Appendix A). This survey gives each student overall attitude and feelings about reading academically and recreationally prior to beginning Reading Mastery.

A parent survey titled Parent Survey Pre-Reading Mastery(Appendix B) will also be sent prior to beginning the study. This survey will include questions for parents regarding how they feel about their students' reading abilities and attitudes toward reading.

Since there will be two teachers implementing the Reading Mastery program to the same group of students they will keep a communication log. In this log they will record questions, comments, or concerns they have with the group of students or the program. Each teacher will check the log her first day back before starting the reading group. In this log the teachers will also be able to record any observations they make.

After implementing Reading Mastery for 16 weeks the researcher will have students complete a student survey on the effectiveness of Reading Mastery (Appendix C). The students will also complete the same survey questions they completed prior to the implementation of Reading Mastery but it will be titled Student Reading Survey Post-Reading Mastery (Appendix D). The researcher will be looking at the data and compiling results to see if students' views about themselves as readers and their abilities have improved since the implementation of Reading Mastery.

The researcher will also send home the same parent survey questions that were sent home prior to implementation of Reading Mastery. The survey will be titled Parent Survey Post-Reading Mastery (Appendix E). This survey will give the researcher feedback about how the parents felt their child's attitudes and feelings have changed since their experience with Reading Mastery.

After implementing the program the researcher will meet with the site principal. The researcher will discuss the findings from the study. The researcher will also discuss the experience and journey of implementing Reading Mastery with second grade students.

Action Research Proposal

Chapter Four-Action Plan

The questions to be examined at the research site are:

- “To what extent will using Reading Mastery affect the oral reading fluency, retell, and motivation of 2nd grade students reading at the DIBELS reading intensive skill level measured by DIBELS, DRA, and STAR Reading?” and
- “How will this intervention reading program affect students reading scores and their attitudes toward reading?”

This issue is important because educators need to do the best to meet the needs of every student. Educators want to see each of their students succeed and become well educated successful citizens. If students are struggling in reading they can begin to have poor attitudes and motivation towards reading. If they are not helped it can lead to poor achievement which in turn can lead to dropping out of the educational system. The researcher feels it is very important to get students all the support and help one can as early as possible. Among school children, reading problems are pervasive. Gunning (1998), for example, estimated that 25% of American students had mild to severe reading problems. In addition to being pervasive, reading problems can emotionally devastate children and compromise their future (Abrams, 1991; Levine, 1994; Lyon, 1997 found in article by Margolis, 2004).

Possible Solutions

One possible intervention one could use for struggling readers is a program called Reading Recovery. Reading Recovery was developed by Dame Marie Clay in New Zealand in the 1970s. The goal behind Reading Recovery is to assist the lowest performing students in a

school system after one year of schooling to improve to the average reading level of their peers within 12–20 weeks of intensive individual instruction (Clay, 1987), and, consequently, to reduce considerably the number of students requiring remedial and special education support in later years (Clay; Lyons in article by Reynolds and Wheldall). Reading Recovery provides students who are identified at-risk daily one-on-one tutoring for 30 minutes. Tutoring is provided by a trained Reading Recovery teacher. The Reading Recovery teacher implements such activities as re-reading one or more previously introduced texts, identifying letters and words, writing a story, hearing and writing sounds in words, cutting the story up and then reassembling and reading it, introducing a new book, and reading the new text (Clay, 1993, in article by Reynolds and Wheldall, 2007). When students have made gains and are at grade level compared to other students in their class they are exited from the program. The Reading Recovery program is an invention program used for one's most at-risk students while also receiving daily reading instruction from their classroom teachers. The overall goal is to work with the most at-risk students individually and get them caught up with their peers in a time period of 12-16 weeks.

Schools have to make organizational changes to accommodate the Reading Recovery program which, may include providing additional funding, or teaching spaces and resources, rearranging staffing, and providing additional teacher time for assessment and monitoring. This is a condition of schools being involved in the program (Clay, 1987 in article by Reynolds and Wheldall, 2007). The Reading Recovery programs' teacher training is ongoing. Reading Recovery is a costly but effective program. One calculation states that, at 1994 costs, the cost per successful student could be more than US\$8,000 (Reynolds and Wheldall, 2007, p.202).

The Reading Recovery program sounds like a great way to meet the needs of the most struggling students. One can see how a program like this one could raise students reading scores and improve their overall reading abilities. However, the researcher believes this program is not cost efficient. With budget cuts happening at the research site there is just no possible way this program could be implemented. In the last year the site has had to cut both certified and classified positions. For this reason the researcher rejects implementing the Reading Recovery program as a solution in this action research project.

A second possible intervention the researcher could implement is a program called Success for All. Success for All was developed by Robert Slavin and Nancy Madden in 1986. The goal of Success for All is to restructure elementary schools, usually Title I schools, to ensure that every child learns to read. The program uses a research-based reading curriculum, effective practices for beginning reading (Adams, 1990), and cooperative learning strategies (Slavin, 1995 found in article by Greenlee). Teachers are provided and trained on specific curriculum, instructional strategies, and materials to use in their classroom. Students also meet with a tutor one-on-one 20 minutes a day. These tutors are well qualified certified teachers. They meet with the students who are having troubles with reading skills and use the time to reinforce the skills previously taught. The Success for All program also requires a Family Support Team. The Family Support Team works in each school, serving to make families feel comfortable in the school and to become active supporters of their child's education (Slavin, 1996, p.47). A program facilitator also is needed when implementing the Success for All program in schools. This person is responsible for overseeing the operation of the program along with the site principal. The total cost of implementing Success for All has been estimated to be between \$261,060 and \$646,500 per school (King, 1994 found in article by Greenlee).

According to Greenlee (2001), studies have reported that Success for All reading program has favorable effects on reading achievement in elementary schools. However, other research provides different results. A study completed in Baltimore schools by Venezky (1997), found that children participating in SFA fall increasingly behind national norms the longer they are in the program (Greenlee, 2001, p.179). Success for All is a detailed program that tells teachers how and what they need to teach. According to Olson (1998), participating schools receive more than 60 boxes of curriculum materials and teaching manuals, up to 23 days of professional development and follow-up activities for teachers, and a very explicit design that changes the way the entire school is organized and operated.

The Success for All program does have its advantages and its disadvantages. The advantage of the program is its ability to help the most struggling readers. Your most at-risk students could benefit from having daily one-on-one interaction with a tutor. One can also see it being an advantage for those teachers who struggle with teaching at-risk readers. The program seems to be scripted so there is no room for error. However the researcher feels that the disadvantages outweigh the advantages. One problem is the cost of the program. The cost to get the program up and running and maintenance of the program yearly are not possible at the research site for reasons discussed before. Another disadvantage is that the program tells teachers what they should do in their classrooms on a daily basis. It does not allow for teachers to develop their own materials and instruct students as they feel students would best benefit from. Another drawback of the program is the amount of training and in-service time it requires of teachers. Success for All could require up to 23 days of professional development for teachers. The research site has already cut in-service days because of the need for more in seat instructional hours. Also, almost all professional development opportunities have been cut

because of funding. Therefore, because of the reasons mentioned the researcher rejects the Success for All program and will not use it as a solution for this action research project.

A third possible intervention program to help struggling readers is Start Making A Better Reader Today. In 1992 former Governor Neil Goldschmidt conceived and developed the idea of SMART. SMART is a volunteer program in Oregon that helps Kindergarten through second grade students learn how to read. The volunteers work one-on-one with those students who have difficulties learning the basic academic skills. In Oregon as of 2000, 144 schools statewide have SMART programs operating in kindergarten, first grade and second grade, and each year approximately 7,100 adult volunteers work one-on-one with 7,100 students (Janet Hurst, personal communication, January 1999 found in article by Baker). The volunteers consist of community members who want to become more involved with the schools and children. According to Baker, SMART has two basic premises. One is adults can make a vital difference in the lives of young students by spending time reading to them and teaching them to read. The second premise of SMART is that adults receive benefits as great as the students from the experience of meaningful involvement in the life of a young child.

The success of SMART really comes from the local business community. The businesses support the program by funding operating costs and paying for books, as well as actively encouraging their employees to become reading volunteers and by facilitating their involvement as part of their paid employment (Baker, 2000, p.497). The training for the volunteers is minimal. According to Baker, 2000, p.497, “volunteer training is brief and focuses as much on the logistics of tutoring as it does on reading instruction techniques. Tutors are provided with a broad framework to use during sessions, rather than specific techniques.” Overall SMART is a lost-cost program that can serve a large number of students if one has a large pool of volunteers.

Each student in the program works with a volunteer one-on-one twice a week for thirty minutes. The SMART program does require one half-time coordinator to run the program in the building. Baker conducted a study on the effect of the SMART and found that Oregon's SMART volunteer tutoring program improved the reading abilities of students deemed at risk for failure in reading. Statistically significant differences were found on three aspects of reading: word reading, reading fluency, and word comprehension (Baker, 2000, p.507).

The researcher is very interested to see this program in a school setting. It sounds like a great program and a wonderful way to connect with the community. It is a great way to get community members into the schools to see what is happening in the schools. However, the community surrounding research site does not have a large pool of volunteers. It is a struggle to get volunteers to come into the classrooms. There are many classrooms that do not have any volunteers. With the current economic situation it would be extremely difficult to have companies that are willing to have some of their employees come and volunteer during the work day. Many people are unemployed at this time and spend most of their time seeking out work. The community does not have any large business employers. The community primarily consists of small businesses. For these reasons the research will reject SMART as a possible solution to this research project.

Action Plan

This action research project will begin in January and continue through March.

- January- The researcher will gain consent from the site principal. During the first week of January both classroom teachers will meet together to prepare the Reading Mastery materials. They will also become familiar with the program by talking with other

teachers at the site who are using the program and reading through the teacher manuals. During the first week of January they will also give all of the students in their classroom the DIBELS reading assessment. Those students who scored at the intensive level will be further assessed by using DRA and STAR assessments. Once the teachers have identified their participants they will give the Reading Mastery placement test to determine appropriate lesson placement in the program. For those students placed in the program a parent consent letter and parent survey will be sent home for parent to fill out and return. Week two of January the researcher will begin implementing the Reading Mastery program with the group of students. The first day before beginning the reading group the researcher will give each student the student survey to fill out and complete.

- February-March: The Reading Mastery group of students will be met with daily for 30 minutes in their small group. Observations will be recorded periodically about any questions, concerns, or comments in a communication log. Nightly reading homework will be sent home with the students to read with someone at home for at least 15 minutes a night. The first week of each month the STAR reading assessment will be given to each student to monitor their progress. The second week of each month a DIBELS progress monitoring assessment will also be given. From all of the assessments and observations the researcher will also evaluate the progress of each student and move students to a different ability reading group if needed.
- March- The third week of May the DIBELS assessment will be administered to the Reading Mastery group. During the last week of March a student survey post Reading Mastery will be given to each student. Also, a parent survey post Reading Mastery will be sent home and returned. Each student will also fill out an effectiveness of Reading

Mastery survey. The researcher will continue to use the Reading Mastery program until the end of the school year.

- April- The researcher will analyze and interpret all of the results from the action research project. The researcher will be able to analyze the effectiveness of Reading Mastery on the oral reading fluency, retell, and motivation of 2nd grade students.



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Action Research Project

Chapter Five-Results and Next Steps

The research site has been using the Houghton Mifflin reading program as its basal reading program. Although the program does a satisfactory job of meeting the needs of below level, on level, and above level readers, it does not meet the needs of the most struggling readers. The researcher's view is that Houghton Mifflin does not accommodate the needs of the most intensive readers. The researcher saw the need for a program that would meet these readers at their skill level and then teach them the skills necessary to move forward. After talking to other teachers in the building the researcher decided to implement the Reading Mastery program in the classroom. The researcher examined to what extent using Reading Mastery affected the oral reading fluency, retell, and motivation of second grade students reading at the DIBELS reading intensive skill level measured by DIBELS, DRA, and STAR Reading.

The researcher had planned on implementing the program for 16 weeks but ended up completing final assessments at the end of 18 weeks. The researcher continued to use the program through the end of the school year. The researcher also planned on using the DRA assessment monthly, but after administering the assessment the first month, and time constraints, the researcher decided to administer the assessment at the beginning and end of the research as a pre- and post- assessment. Also, the researcher realized that more training was needed on using the DRA assessment program. After receiving the Reading Mastery program the researcher recognized there were rate and accuracy checkouts that the program provided after certain stories. The checkouts were a form of an oral running record. Each story had a target for time

and errors to complete each story. The researcher used the checkouts with the group of students to monitor how the students were doing and also compare the students to one another.

Students

The students described here all needed an intervention program that would assist to meet their needs as readers. All names have been changed.

Chris is an eight-year-old boy with an amazing imagination. The researcher has known Chris for two years as he was also in the researcher's first grade classroom. Chris has autism and at times struggles to communicate with others. Chris's parents are very supportive of him and his academics. Chris has always struggled with decoding words. He memorizes words so he freezes when he gets to a new, unfamiliar word. Fluency is another skill that is difficult for Chris. He often skips over words he does not know because of his decoding skills. It is often difficult to understand what Chris is reading because his speech is unclear while reading. Comprehension is definitely Chris's strong component of reading. He can tell you exactly what happened in a story. Chris is on an Individual Education Plan (IEP) and receives services for speech/language, writing, reading, and social skills.

Katy is a loving eight-year-old girl with a big heart. Katy has had troubles with reading since she entered school. She receives Title I services for reading 30 minutes a day five days a week. Katy is a hard worker and eager to learn. Katy has had other environmental factors in her life that have made learning a challenge for her. She worked so hard all school year and made such great gains the researcher excited her from the Reading Mastery group after the 16 weeks of implementation. Katy was ready to be pushed a little more. Katy's parents are supportive in

her education. The researcher believes that with Katy's determination she will be reading at grade level in the near future.

Ronnie is a quiet and unmotivated student but has a smile that melts one's heart. Ronnie does what he needs to do but does not push himself. He receives Title I services for reading 30 minutes a day five days a week. Ronnie does not have a lot of support from home. His parents do not seem to understand how much reading is a struggle for him. Ronnie does a great job with retell skills but fluency is a struggle. The researcher struggled all year to try and get Ronnie motivated and excited about reading. Ronnie did make gains throughout the school year but the researcher recommended to his third grade teacher that he may need to be taken to Child Study Team if improvement was not seen over the summer.

Steven is a hard working ready to learn eight-year-old boy. Steven's main interest in life is sports. Steven was referred to child study team in September by the researcher. Steven qualified for services for reading and writing. Steven receives outside tutoring three days a week for an hour. The tutor also uses Reading Mastery with Steven. Steven also received Title I math services but after three months was exited from the program because of meeting the exiting benchmark. Steven's parents are amazing and dedicated supporters of his academics. Reading fluency and comprehension skills are struggle for Steven but the researcher has never met a student so motivated to learn.

Tommy is a boy who is always eager to make friends and do the right thing. Tommy joined the classroom a month after school had began. The previous school district Tommy had attended began special education testing on Tommy. The research site completed the special education testing and Tommy qualified for speech/language, reading, writing, and mathematics.

Tommy did not enjoy school before entering the researcher's classroom and by the end of the school year loved coming to school daily and really enjoyed reading. Tommy struggles with fluency but has good retell ability. Tommy has tremendous support from home and parents who make sure he receives the services he needs. With Tommy's support and motivation the researcher believes Tommy will continue to make gains in the areas of reading.

All of these students needed an intervention program that would meet their needs as readers. These students all strive hard to be successful readers and they just needed a program that would help develop their reading skills. Some of the students struggled with knowing letter sounds and being able to decode words prior to implementation of Reading Mastery. Reading Mastery at the beginning of every lesson has a review of letter sounds and decoding activities. Some of the students also struggled with comprehension skills. The Reading Mastery teacher edition provided questioning skills throughout each story. Most of the students prior to Reading Mastery would become discouraged during reading group because the Houghton Mifflin text was difficult for them to read. In turn they would shut down and not want to participate during reading group. The Reading Mastery program really let the researcher target right where the students' ability level was at through the provided assessment. By placing the students at a lesson where they were able to decode and read the text they became motivated as readers and active participants during reading group.

Results

Assessment

The researcher used Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as an assessment tool to measure oral reading fluency, Developmental Reading Assessment (DRA) to

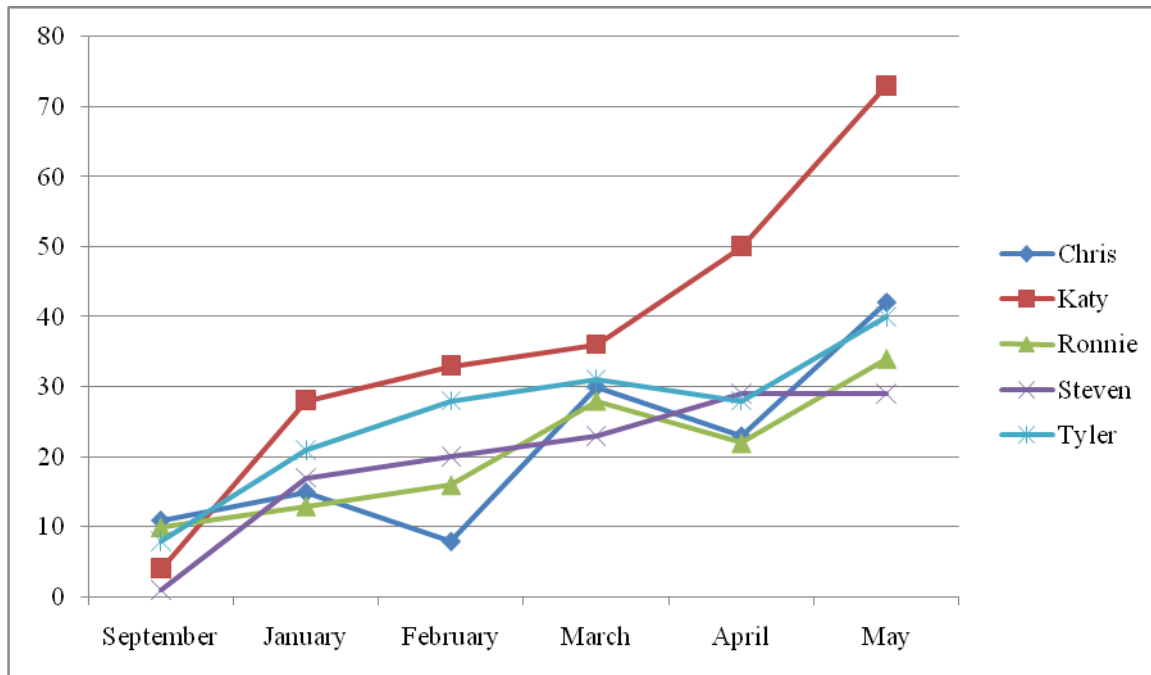
measure student retell skills, and Standardized Tests for the Assessment of Reading (STAR) was used to measure grade equivalent levels. The researcher felt these assessment tools would provide information that the researcher needed to monitor and assess how the students were doing and also provide intervention strategies. The research site had purchased all of the assessment tools prior to this study.

The researcher used DIBELS which is an assessment tool used to measure oral reading fluency. The DIBELS assessment was administered to students the second week of each month during the research. The researcher used the DIBELS progress monitoring stories provided by the program. The stories were a one minute timed reading where the words per minute were recorded. Student names have been changed throughout this report.

DIBELS Oral Reading Fluency Assessment Results

Student	September CBM	January	February	March	April	May CBM
Chris	11	15	8	30	23	42
Katy	4	28	33	36	50	73
Ronnie	10	13	16	28	22	34
Steven	1	17	20	23	29	29
Tommy	8	21	28	31	28	40

DIBELS Oral Reading Fluency Assessment



All of the students in the study made gains in their oral reading fluency measured by DIBELS. The implementation of Reading Mastery began in January but the researcher included the results of the September curriculum-based measurement (CBM) measured by DIBELS so one could see the growth from the beginning to end of school year. From the time Reading Mastery was implemented the following overall gains were made by each student.

- Katy +45,
- Chris +27,
- Ronnie +21,
- Tommy +19, and
- Steven +12 words per minute.

The results show that each student made gains but none of the students reached the end of the year second grade benchmark of 90 words per minute. The results do show that the students did become more fluent as readers which means the students are spending less time focusing on the decoding of words in a story and are more able to focus on the meaning of the text.

The STAR assessment is a standardized, computer-adaptive assessment tool used to measure students' approximate reading level. The STAR assessment was administered the first week of each month during the study. The program was adopted by the research site. The students were able to take the assessment individually on a computer. The program dictated that the students read questions and then choose the answer that best completed each sentence. The skill level of the assessment varied depending on how the student answered the questions. After completion of the test the teacher is able to log into the program and view the results.

STAR Reading Assessment Results

Student: Steven

Test Date	Grade Equivalent
1/7/2010	No test
2/12/2010	No test
3/11/2010	0.9
4/7/2010	0.6
5/21/2010	1.0

Student: Katy

Test Date	Grade Equivalent
1/7/2010	0.9
2/12/2010	No test
3/11/2010	1.8
4/7/2010	2.2
5/21/2010	0.8

Student: Tommy

Test Date	Grade Equivalent
1/7/2010	0.7
2/12/2010	No test
3/11/2010	1.2
4/7/2010	0.9
5/21/2010	0.7

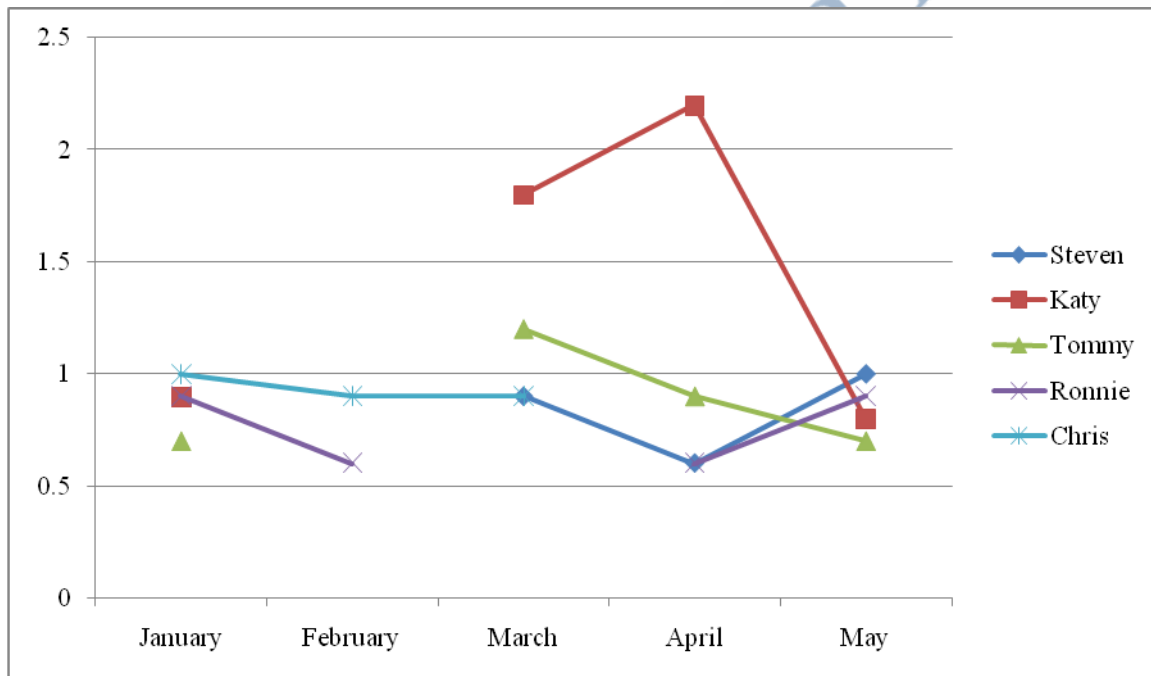
Student: Ronnie

Test Date	Grade Equivalent
1/7/2010	0.9
2/12/2010	0.6
3/11/2010	No test
4/7/2010	0.6
5/21/2010	0.9

Student: Chris

Test Date	Grade Equivalent
1/7/2010	1.0
2/12/2010	0.9
3/11/2010	0.9
4/7/2010	No test
5/21/2010	0.8

STAR Reading Assessment Results



The results from the STAR assessment seem to be inconsistent. Only one student, Chris, showed growth each month. All of the other grade equivalent scores varied from month-to-month with growth not necessarily from each month. Some students' scores decreased from beginning to the end of implementation of Reading Mastery. One may question for instance how Katy scored a grade equivalent of 2.2 and the next month score 0.8. A grade equivalent decrease of 1.4 is a large decline of reading skills for one month. The students were not monitored while

taking the assessment on the computers. The researcher is curious how much time and concentration each student spent while taking the assessment. The students enjoyed going and taking the assessment on the computers. The goal at the end of the study was to have students reading at the grade equivalent level of 2.9.

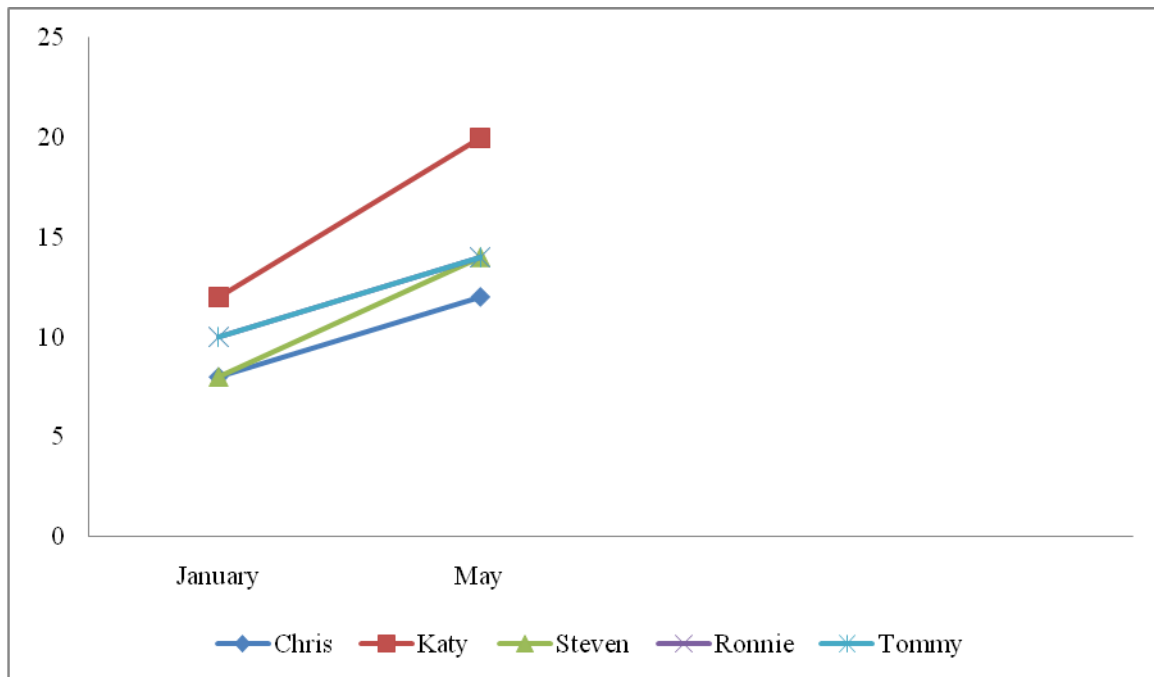
DRA is an assessment tool used to assess and track development of students as readers over time. The researcher used the DRA assessment to evaluate students' abilities to read and retell narrative stories. The DRA assessment was administered to students in January and then again at the end of the research in May. The assessment was given to students individually.

Developmental Reading Assessment Results

Student	February	May
Chris	Level 8	Level 12
Katy	Level 12	Level 20
Steven	Level 8	Level 14
Ronnie	Level 10	Level 14
Tommy	Level 10	Level 14



Developmental Reading Assessment Results



All of the students in the study made gains in their ability to retell measured by DRA. The beginning of second grade goal is level 18. Each student made gains, however none of the students met the end of the year goal of 28. The researcher found DRA to be an effective tool to assess students' retell. DRA also provides some critical intervention ideas to use with the students.

The students in the study all showed growth in their oral reading fluency and retell measured by DIBELS and DRA. STAR reading assessment did show results that students made growth but the growth was not consistent from month-to-month. With both DIBELS and DRA results showing growth the results are inconsistent with the STAR results. One can see from the data that all students made gains from the implementation of Reading Mastery however none of the students reached the end of the year benchmark for second grade level. The researcher was happy with the students' growth as readers. The researcher and the researcher's teaching partner

got to see the excitement on the students faces when they were able to read a page from a story with no mistakes and their daily enthusiasm toward reading.

Motivation

The researcher felt that motivation and student attitude toward reading were important to investigate while implementing the Reading Mastery program. Through observations, parent surveys, and students surveys the researcher was able to record and analyze ones findings.

At-task

The researcher completed an at-task seating chart observation once a month during the study. The researcher observed the students for 10 minutes and every two minutes the researcher recorded the observation findings. The students were in the small reading group at a kidney shaped table. The researcher recorded how many times the students were at task. The researcher was looking for the students to be actively engaged in the lesson by following along and participating in discussions.

At Task Seating Chart Observation

	1/22/2010	2/19/2010	3/18/2010	4/15/2010	5/7/2010
Chris	2/5	Absent	1/5	2/5	1/5
Katy	5/5	3/5	absent	4/5	5/5
Steven	5/5	4/5	5/5	5/5	5/5
Ronnie	5/5	4/5	5/5	5/5	5/5
Tommy	5/5	5/5	3/5	5/5	absent

Overall the students were actively engaged in the Reading Mastery lessons. One student Chris struggled with being at task during the lessons. Being on task is difficult for Chris but when asked comprehension questions he was able to answer correctly and he was usually able to pick up where the last person left off in the story. The researcher was very pleased with the at

task results. Prior Reading Mastery this group of students struggled with following along and actively participating during reading group. The researcher feels that the change of the level of engagement is due to the students' confidence as readers because they were able to read the text and enjoyed the stories.

Surveys

The researcher created the Student Reading Survey to evaluate students' views of themselves as readers. The survey was created to see how Reading Mastery effected students' motivation toward reading. The Student Reading Survey Pre Reading Mastery was given to students before the implementation of Reading Mastery and Student Reading Survey Post Reading Mastery was given to students at the end of the 18 weeks.

Student Reading Survey Pre and Post Reading Mastery

Survey Questions	Excited		Good		Okay		Angry	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. How do you feel about how fast you can read?	60%	80%	20%	20%	0%	0%	20%	0%
2. How do you feel when you read a book at school during read to self time?	80%	100%	20%	0%	0%	0%	0%	0%
3. How do you feel about reading instead of playing?	40%	60%	0%	40%	40%	0%	20%	0%
4. How do you feel when your teacher asks you a question about what you read?	80%	100%	0%	0%	20%	0%	0%	0%

5. How do you feel when you come to a word you do not know?	60%	100%	40%	0%	0%	0%	0%	0%
6. How do you feel when it's time for reading group?	100%	100%	0%	0%	0%	0%	0%	0%
7. How do you feel when you read aloud in class?	40%	80%	40%	20%	20%	0%	0%	0%
8. How do you feel about reading to someone at home?	60%	80%	20%	0%	20%	0%	0%	20%
9. How do you feel when someone asks you to retell what happened in a story?	20%	100%	60%	0%	20%	0%	0%	0%
10. How do you feel about the stories you read at reading group?	80%	100%	0%	0%	0%	0%	20%	0%

The researcher was pleased with the results from the student reading surveys. The results show that the student attitude and confidence toward reading improved in all of the questions they were asked. One of the biggest changes was the students' feelings toward how they felt when someone asked them to retell what happened in a story. In the Pre-Reading Mastery survey only 20% of the students felt excited and post Reading Mastery 100% of the students felt excited to retell what happened in a story. This growth shows that the students feel more confident in their retell abilities. Another big change of students views was how they felt when they came to a word they did not know. Pre Reading Mastery only 60% of the students felt excited and post Reading Mastery 100% of the students felt excited. In the researchers view this shows that the students felt more confident in their ability to decode words. Overall the students' pure enjoyment toward reading and their awareness of their reading abilities improved.

The researcher created the Student Survey about the Effectiveness of Reading Mastery to evaluate how the students felt about the Reading Mastery program. The researcher felt this survey was important to create to get feedback about the program and if it was a program the

students enjoyed. The researcher gave the students the survey after the 18 weeks of implementation of Reading Mastery.

Student Survey about the Effectiveness of Reading Mastery

Of the five students surveyed the results were the following:

Survey Question	Agree	Don't Know	Disagree
1. Reading Mastery has helped me become a better reader.	100%	0%	0%
2. I like using the Reading Mastery seatwork.	100%	0%	0%
3. Reading Mastery has helped me read faster.	80%	20%	0%
4. I hope I can continue to use Reading Mastery in the classroom.	100%	0%	0%
5. Reading Mastery has helped me better understand stories I read.	100%	0%	0%

Of the five students surveyed all of them agreed with each question except question three. One student was not sure if Reading Mastery had made him a better reader. The researcher was not surprised by this student's response because this student is not aware of his reading abilities. After the survey the researcher showed him the growth he had made throughout the year and he then seemed aware of how well he had done. The researcher was pleased with the results from the survey. The results show that the students felt Reading Mastery was a program they enjoyed using and made them feel successful as readers.

The researcher sent home the Parent Survey Pre-Reading Mastery and Parent Survey Post Reading Mastery. The purpose of the survey was to evaluate how the parents perceived their child as a reader before and after implementing Reading Mastery. Parents play a big role in their child's success as a reader and the researcher thought it was important to have their input and views about their child as a reader.

Parent Survey Pre-Reading Mastery and Post Reading Mastery

Survey Questions	Agree		Don't Know		Disagree	
	Pre	Post	Pre	Post	Pre	Post
1. I think my child is a good reader.	40%	50%	40%	25%	20%	25%
2. I think my child is fluent reader.	20%	25%	0%	50%	80%	25%
3. My child enjoys reading at home.	60%	100%	40%	0%	0%	0%
4. From what my child tells me he/she enjoys reading at school.	60%	100%	20%	0%	20%	0%
5. My child is able to retell me what they read when asked questions.	80%	100%	20%	0%	0%	0%
6. When reading my child can figure out words he/she does not know	40%	50%	0%	25%	60%	25%
7. I know something about the Reading Mastery reading program	20%	50%	40%	25%	40%	25%

Parent Survey Pre-Reading Mastery was completed prior to the implementation of Reading Mastery. All five students in the study returned their survey. Only four of the five parents returned the Parent Survey Post Reading Mastery. The researcher was surprised by some of the parents' responses to the questions. Pre Reading Mastery 80% of the parents disagreed that their child was a fluent reader and post Reading Mastery only 25% disagreed. The researcher found it interesting that 50% of the parents post Reading Mastery did not know if their child was a fluent reader. The researcher truly feels that parents are not aware of what an on grade level second grade reader sounds like. At conferences the researcher always reviews oral reading fluency goals with parents. The researcher has found that most parents are unaware of

where their child is as a reader compared to other students. The researcher was pleased with the parent's response to their child's ability to figure out words he or she does not know. Pre Reading Mastery 60% of the parents disagreed with this statement and post Reading Mastery 50% agreed with this statement. One parent still disagreed with the statement and one parent did not know if their child could figure out words he or she does not know. That tells the researcher that this parent does not know their child as a reader. The researcher was disappointed with the results that 50% of the parents either did not know or disagreed with the statement about knowing something about the Reading Mastery program. The researcher thought information about the program was communicated to the parents but the researcher now knows more details need to be communicated to parents in the future. The results also show that all of the students communicated to their parents that they enjoy reading at home and school. The researcher feels that a big part of a student's success as a reader is that they are motivated and have a positive attitude toward reading.

Through surveys, observations, and interviews the researcher feels that the students' attitude toward their reading abilities and their outlook toward reading improved through the implementation of Reading Mastery. The researcher also feels that parents' views about their child's reading abilities and their child's attitude toward reading improved. When conversing with parents they really enjoyed the Reading Mastery take home stories that they would read at home with their child. Some parents said that their child was excited to read the stories because they were able to read the stories on their own. The children even enjoyed reading the same stories over and over.

The researcher feels that Reading Mastery was a successful program to implement with students reading at the DIBELS intensive level. The researcher learned through this research

that Reading Mastery is an effective program to use with ones most struggling readers. The program improved the students reading fluency, retell skills, and motivation toward reading. The researcher learned that this is a program that is beneficial for educators, students, and parents with students who are really struggling as readers. The researcher found this program very easy to implement and no training about the program was needed. The researcher and the researcher's teaching partner found Reading Mastery to be a very easy program to plan for. It did not take a lot of time to figure out the daily plans and the program provided all the materials needed. The program also provided take-home activities that allowed for students to complete independent seatwork activities that reinforced the skills taught.

The researcher is glad the Reading Mastery program was purchased and implemented into the classroom. The researcher feels that the program taught the students the skills they needed to be successful readers. The direct instruction model was beneficial to use with this group of students along with other reading strategies the researcher used throughout the day. The researcher believes this group of most struggling readers needed the direct instruction model but they also needed the time to engage and incorporate activities that make reading significant and fun for them. As an educator the researcher knows that every child learns differently and not one strategy or program may work for all children. Educators do need to build a foundation for children so they have the skills they need to be successful readers. Once the children have the skills they need then teachers need to make the learning meaningful for them. Teachers need to find what motivates and engages each child and incorporate that into his or her daily life. The researcher believes that the Reading Mastery helped these students build that foundation and they will continue to grow and develop as life-long readers and learners.

Suggestions for Further Study

The researcher would suggest looking at other scripted programs and their effect on students' fluency, retell, and motivation toward reading. The researcher knows there are other programs and strategies that educators use with their most struggling readers and would be interested to see how those programs affect students reading abilities.



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Appendix A

Student Reading Survey Pre-Reading Mastery

Name: _____ Date: _____ Grade: _____

1. How do you feel about how fast you can read?



2. How do you feel when you read a book at school during read to self time?



3. How do you feel about reading instead of playing?



4. How do you feel when your teacher asks you a question about what you read?



5. How do you feel when you come to a word you do not know?



6. How do you feel when it's time for reading group?



7. How do you feel when you read aloud in class?



8. How do you feel about reading to someone at home?



9. How do you feel when someone asks you to retell what happened in a story?



10. How do you feel about the stories you read at reading group?



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Parent Survey Pre- Reading Mastery

Name: _____ Date: _____

I have created this survey to get a better feel from parents about how they perceive their child as a reader. If you could please circle the answer that best describes your child. When you have completed this survey please return it to school in your child's homework folder. Thank you for taking the time to complete the survey.

1 = Agree 2 = Don't Know 3 = Disagree

1. I think my child is a good reader

1 2 3

2. I think my child is a fluent reader

1 2 3

3. My child enjoys reading at home

1 2 3

4. From what my child tells me he or she enjoys reading at school

1 2 3

5. My child is able to retell me what they read when asked questions

1 2 3

6. When reading my child can figure out words he/she does not know

1 2 3

7. I know something about the Reading Mastery reading program

1 2 3



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Student Survey on the Effectiveness of Reading Mastery

Name: _____ Date: _____

Circle the face that best describes how you feel about the following sentences:



= agree



= don't know



= disagree

1. Reading Mastery has helped me become a better reader.



2. I liked using the Reading Mastery seatwork.



3. Reading Mastery has helped me read faster.



4. I hope I can continue to use Reading Mastery in the classroom.



5. Reading Mastery has helped me better understand the stories I read.



Student Reading Survey Post-Reading Mastery

Name: _____ Date: _____ Grade: _____

1. How do you feel about how fast you can read?



2. How do you feel when you read a book at school during read to self time?



3. How do you feel about reading instead of playing?



4. How do you feel when your teacher asks you a question about what you read?



5. How do you feel when you come to a word you do not know?



6. How do you feel when it's time for reading group?



7. How do you feel when you read aloud in class?



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1 2 3

4. From what my child tells me he or she enjoys reading at school

1 2 3

5. My child is able to retell me what they read when asked questions

1 2 3

6. When reading my child can figure out words he/she does not know

1 2 3

7. I know something about the Reading Mastery reading program

1 2 3



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