Adding Student Choice to a Repeated Reading Intervention
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Introduction

- Teacher education programs and a variety of textbooks in the field of education emphasize that providing students choices is an important part of the learning process (Alvermann, Phelps, & Ridgeway, 2007; McCombs, 1995).

- Reading skills are essential to student success in school. Particularly in the upper elementary grades and beyond, knowing how to read is essential in order to learn much of the grade level objectives (Shapiro, 2011). If a child is not equipped with the necessary knowledge and skills to be able to read, a detrimental cycle of lack of motivation and missed reading opportunities develops, resulting in a widening achievement gap (Stanovich, 1986).

- Oral reading fluency is a common measure used in schools to examine the effectiveness of reading instruction and student progress in learning how to read.

- One particular intervention that is extensively supported in the literature is Repeated Reading. Repeated Reading incorporates practice and feedback, and it is a common procedure that works to improve oral reading fluency (Therrien, 2004).

- Previous research provides evidence of the importance of oral reading fluency in education, and there is an emphasis in education on allowing students to make choices in the learning process. However, there is a lack of research investigating the effect of providing a choice of reading passages to readers when attempting to improve oral reading fluency.

Purpose of the Study

The purpose of the present study is to investigate whether adding a choice of reading passage to a previously-established intervention will improve oral reading fluency. By providing students with a choice between two reading passages in combination with an evidence-based reading fluency intervention, the study investigated whether the choice component had any impact on reading fluency as compared to providing the evidence-based intervention and no choice.

Method

Dependent Measures

- Reading probes were obtained from easycbm.com
- Oral reading fluency was calculated by subtracting the number of incorrect words read by the total number of words read in one minute

Procedure

- Participants were exposed to two different intervention conditions: Repeated Reading and Repeated Reading Plus Choice. Interventions occurred for fifty minutes per day, four days per week, for five weeks. All participants were assigned to the same intervention conditions.
- Prior to the intervention phase, a survey level assessment was conducted to determine reading instructional level.
- This was determined at which the participant could read passages at or above the 20th percentile according to easycbm norms.
- Baseline data were obtained by having each student read three passages in their instructional level for one minute each.
- The intervention phase was carried out using passages at each participant’s instructional reading level.
- Follow-up data were collected using five easycbm.com passages from the participant’s instructional level.

Results

- Significant gains in oral reading fluency from pre- to post-intervention were made among two participants. James made modest gains.

Discussion

We would like to thank the interventionists at UWEC who assisted in implementing the interventions and collecting data. We would also like to thank the participants and their families for their time and dedication. Funding for this project was supported in part by the Office of Research and Sponsored Programs at the University of Wisconsin—Eau Claire.

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