

2012

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Halie Paglio

Alejandro E. Brice
aebrice@mail.usf.edu

AnnMarie Alberton Gunn
gunn@mail.usf.edu

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Recommended Citation

Paglio, H., Brice, A.E., Gunn, A.A. (2012). A study of repeated readings on fluency among third grade students. *Florida Reading Journal*, 48(3), 26-32.

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A STUDY OF REPEATED READINGS ON FLUENCY AMONG THIRD GRADE STUDENTS

Halie Paglio

University of South Florida St. Petersburg

Alejandro E. Brice

aebrice@usfsp.edu

University of South Florida St. Petersburg

AnnMarie Gunn

University of South Florida St. Petersburg

Abstract: This single classroom case study examines the effects of repeated readings during literacy instruction on reading fluency rate and accuracy. Participants included 20 third grade ($n=20$) students of varying reading abilities. Twenty percent were identified as English learners (ELs). This study attempts to reveal if the instructional strategy of repeated readings promotes and enhances reading fluency competencies. The students engaged in repeated reading interventions included: independent silent reading, reading aloud, and partner reading. Students read one passage per week over three weeks, each passage was read approximately ten times per week with the repeated reading interventions. The data indicated that all students made gains in WCPM (words read correctly per minute) scores for all passages, regardless of reading or language abilities. Qualitative observations and anecdotal records indicated that students benefited from goal setting and corrective feedback. A paired t-test, used to compare passage one and passage three WCPM scores, was not statistically significant. Data revealed that not all students reached the criterion rate or transferred skills to each new passage; however, all students made reading fluency rate and accuracy gains. The results confirm that repeated readings may identify children who need intensive interventions in the areas of fluency and comprehension.

Introduction

Components of Reading

Research indicates that there are many significant strategies and best practices of exemplary literacy teaching that enhances the learning process for learners of varying abilities (Abadiano & Turner, 2003; Block & Mangieri, 2003; Gambrell, Morrow, Neuman, Pressley, & Mazzoni, 1999; Pardo, 2004). The central element of literacy instruction for all learners should be to make language rich, comprehensible, and meaningful (Bauer & Manyak, 2008). Therefore, educators must understand and implement strategies and best practices to promote success for all learners.

In conjunction with the National Institute of Child and Health Development and the U.S. Department of Education, the National Reading Panel (NRP) reviewed research concerning literacy development and instruction (National Institute of Child Health and Human

Development, 2010). In order to provide students with the most effective instruction, the NRP's examinations identified critical skills and practices that consistently relate to reading success. Based on their analysis of the reading research, the panel concluded how children successfully learn to read, established the most effective instructional reading methods, and identified five core elements of systematic and explicit classroom reading instruction: (a) phonemic awareness; (b) phonics; (c) fluency; (d) vocabulary; and, (e) comprehension (National Institute of Child Health and Human Development, 2010). The panel's findings indicated that intensive instruction in these areas provided children with solid foundational skills necessary to becoming literacy proficient.

Spanish Speaking English Learners (ELs)

It is well documented that Spanish speaking English learners (ELs) are at-risk for reading difficulties (Escamilla, Chavez, & Vigil, 2005;