Increasing Fluency using Repeated Reading

by

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Abstract

 Reading fluency is an essential component of a successful reader. The National Reading Panel

(2001) has endorsed fluency as one of five elements that leads to this mastery. A fluent reader

not only demonstrates ease of word recognition but also indicates that the reader comprehends

what is read. This is articulated by the reader's ability to interpret the text with variations in

volume, tempo, rhythm and all the nuances embedded in "prosody" or proper phrasing and

expression. Students enter second grade with knowledge of word decoding skills and vocabulary

recognition. Reading may sound choppy and robotic. In second grade, the students need fluency

instruction and opportunities to practice reading aloud to develop this reading skill. Often

classroom instruction is focused on phonics and comprehension strategies and teaching students

how to read fluently is missing from the lesson plan. The researcher questioned if it can be useful

to instruct students to become fluent by teaching or demonstrating for example the importance of

"chunking" words into phrases and using punctuation and speed to assist in interpreting the text.

Can reading fluency improve with additional practice? Will repeated reading, a researched based strategy, improve reading fluency? With these questions in mind, the researcher conducted a case study using repeated reading with four struggling second grade students. During the course of four weeks, this small group met with researcher for thirty minutes each day receiving fluency instruction and reading poetry aloud. Upon the completion of the study, data was collected and analyzed. All students demonstrated improvement in fluency assessment and reading accuracy. Some students experimented with interpretation. The results of this study indicate that fluency instruction and practice using repeated reading is a successful strategy and should be included in the elementary classroom.

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Chapter I: Introduction

"One of the key elements in a quality education is reading proficiency, which the United Nations Educational, Scientific and Cultural Organization (2005) has claimed to be one of the most important foundations of a basic education" (Siah & Kwok, 2010, p. 168). Recent research studies have outlined the important aspects to teaching reading. The National Reading Panel (2000) has highlighted phonemic awareness, phonics instruction, comprehension, computer technology and reading fluency. Reading fluency has received much attention in recent years as an important stepping stone to successful reading.

Students learning to read or struggling readers have a difficult time with decoding words. The reading process can be more challenging resulting in additional time spent in decoding and labored reading with less time for comprehension. "When readers become more automatic at decoding their reading becomes faster and they tend to chunk text into phrases as they read" (Stevens, 2006, p. 38). An effective reader is able to interpret (decode) the words on the written page easily and make sense or meaning (comprehension) of what is read. These readers are said to have developed fluency in reading.

Students who read fluently sound as if they are talking. Their reading is smooth, paced and pleasant to listen to. Fluency is an important component to successful reading. Reading fluency is defined as "the ability of readers to read quickly, effortlessly, and efficiently with good meaningful expression" (Rossini, 2003, p. 26). There are three stages in fluency development; rate, accuracy and prosody (National Institute of Child Health and Human Development, 2000). Rate is determined by measuring the speed of the reader. Accuracy refers to a reader who can read by sight or decoding with a minimal amount of mistakes. Prosody refers to a reader who reads with pacing, expression and phrasing.

Reading rate is how quickly a student reads a particular reading passage at his level in a given time. The teacher is able to calculate the number of words read along with the minutes taken to read the passage. The type of text does need to be taken into consideration as different texts are read for different purposes and could result in slower or faster reading rates.

Reading accuracy is reading or decoding words correctly. A simple assessment called a running record may be used to measure accuracy. This measure of accuracy is determined by observing a child read a leveled passage. Any mistakes or miscues are noted and qualified by type of reading error. The numbers of miscues are tallied. A computation is determined by dividing number of correctly read words with the number of words in the passage resulting in an accuracy rate. Reading accuracy and reading rate go hand in hand. When students become more accurate in reading words, they will read them more rapidly and their reading rate will increase.

The last component in developing fluency is prosody. "Prosody refers to reading smoothly, effortlessly and with proper phrasing and expression" (Hicks, 2009/2010, p. 320). Prosodic features are variations in pitch, stress patterns, and duration that contribute to expressive reading of a text. Developing prosody has been tied into comprehension. "The ability to properly chunk groups of words into phrases and meaningful units is an indication of a reader's comprehension" (Kuhn, 2003).

Reading speed is important but should not be the primary goal of reading fluently. A student who only reads words quickly but does not use expression or understand the words he is reading is lacking a significant part of the equation. Likewise a child who reads each word accurately but lacks expression in his reading is not really paying attention to the cues and nuances of the language of the text. This is not reading fluently. Fluency must include all components of rate, accuracy and prosody.

Statement of the Problem

Students who manifest difficulties in reading often experience difficulties in fluency as well. This lack of fluency is a problem. Fluency is a major component to reading success. Fluent readers use expression and adjust their pace appropriately. They read effortlessly. "Expressive readers interpret meaning. They do this through the use of good phrasing, appropriate voice tone, and appropriate voice volume. A fluent reader groups words together in phrases that convey meaning, are consistent with punctuation, and correspond to sentence structure" (Fox, 2008, p. 113). These fluent readers make connections with the text as they are reading. They understand what they read and make links with prior knowledge as well as recognize the purpose for reading. These fluent readers enjoy reading aloud as well as reading to others as they have experienced success in their reading experiences. Students who develop fluency will continue to read for understanding and enjoyment.

If students do not develop fluent reading in the early grades, it can impact their reading speed, accuracy, comprehension and enjoyment of printed text. These students are reluctant to read aloud or read to others as their reading is slow and tedious to listen to. When students are unable to read fluently, it can result in poor comprehension, an essential component of reading success (Rasinski, 2000, p. 92). Lack of comprehension of written text will continue to be a stumbling block for a student's continued understanding of fiction and non-fiction text in the classroom. This lack of fluent reading can impact a student's understanding of text in all subject areas. These non-fluent readers may struggle comprehending science, social studies and math texts. Lastly, this continued lack of fluency has the potential to discourage student's reading for continued education and learning as well as lack of reading for enjoyment as they grow into adulthood.

Repeated readings have been shown to be an effective and authentic practice that fosters and improves reading fluency in the classroom. This reading strategy requires a student to read a passage or text a number of times while the teacher records the time with the number of correctly called words. The student continues to read the same text repeatedly until a desired goal or criterion is met. Research has demonstrated that repeated reading can not only improve reading fluency but is also effective in improving other facets of reading success. (Therrien, 2006, p. 156).

Research Questions

Reading fluency is a major focus of instruction in second grade. Recent research has demonstrated that repeated readings are a valuable instructional tool for improving reading fluency. The National Reading Panel has recommended that fluency instruction be taught along with other reading components such as phonemic awareness vocabulary instruction. Armed with these strong reasons for intentional fluency instruction, is it possible that using repeated readings in the classroom setting can increase student fluency rate? Can repeated readings increase reading accuracy rate? What is the gain in fluency and accuracy rates of second grade students who participate in repeated readings practice?

Purpose of the Study

The goal of this study is to demonstrate that reading fluency will improve with consistent use of repeating readings. This study will prove that consistent fluency instruction with repeated readings will also increase accuracy rate in young readers. It is possible that repeated readings will contribute to the improvement in student's reading levels and reading interest.

Definition of Terms

      Fluent. The term fluent is defined in the Merriam Webster dictionary as one who is "capable of using a language easily and accurately or effortlessly smooth and flowing (2010)."

      Miscue. A Miscue is defined in the Oxford dictionary as "an error in reading, especially one caused by failure to respond correctly to a phonetic or contextual cue in the text… (2010)."

      Prosody. Prosody is "the rhythm of spoken language, including the stress and intonation, or the study of these patterns (Encarta Dictionary, 2011)."

      Reading accuracy. Reading accuracy is the measure of how many words a student read correctly in a given time period.

      Reading rate. Reading rate is the measure of how many words a student read in a given time period.

      Repeated reading. Repeated reading is a strategy that requires a student to read the same passage a number of times until a criterion level is reached.

      Running record. A Running record is an assessment that is used to measure student's reading fluency, accuracy, rate, miscues and comprehension. This can be done quite simply using an informal antidotal record of a child's reading during self selected reading or it can be performed by using a commercial reading kit or package. An experienced teacher can determine the various areas of difficulties by using any of these running record tests.

      Sight words. Sight words are those common basic words that are not easily decoded but rather must be memorized to be learned. Two examples of sight words are because and before.

Assumptions

This research makes the assumption that students who do engage in additional repeated readings will demonstrate an increase in fluency but the question is how much growth they will show in comparisons with other students who do not have this opportunity.

Limitations of the Study

This study will be limited to a small group of second grade students at Eastview Elementary School. These young students will be requested to read with the researcher for approximately 30 minutes each day. This method would limit the ability to study a large number of students given the age of the students and time available to work with students during the day. The results of this study will be generalized to other students of their age and region.

Chapter Two: Literature Review

Introduction

Research has shown that repeated reading is a successful strategy to increase reading fluency. This chapter will review the current research and importance of fluent reading and its relationship to comprehension. The stages of fluency development will be discussed. Next, the methods of assessing reading accuracy, rate and prosody will be explained. Recommended repeated reading procedures that have proven to be successful in research and classroom use will be detailed. Finally, the use of repeated readings for general classroom use will be suggested.

Gateway to comprehension

The fundamental reason of reading is to make sense of text, to learn and to engage in the ideas that are articulated. If we accept this as truth, then we must accept the fact that fluent reading is the critical building block that prepares the reader for this capability. Once students understand and master the ability to decode words, it is vital for them to integrate control of their reading fluency so they are able to focus on making meaning of the text. Students lacking fluency are concerned with decoding and word recognition and are less likely to be able to construct meaning from what they are reading. Poor readers tend to spend less time on reading than fluent readers. They may avoid reading which may lead to the loss of skills and cause them to lag further behind other students at their grade level. Fluency is the gateway to understanding.

History of Fluency

The interest in reading fluency emerged as a result of the work by S. J. Samuels and D. LaBerge (1974) in their work on automatic information processing. "According to automaticity theory, the fluent reader decodes texts automatically, that is without attention, thus leaving attention free to be used for comprehension" (Samuels, 1997, p. 379). These researchers

surmised that emerging readers focus on the decoding of words and thus are limited in their ability to make meaning with the text. Their work outlined the sequence of the beginning reader and the three stages of development required for word recognition. The beginning reader is non-automatic and devotes little attention to comprehension. In the accurate stage, the reader calls words correctly but must make efforts to do so and is not able to comprehend all of what he reads. The most sophisticated stage of fluency development according to Samuels is the automatic stage. This reader can decode words automatically without effort. This reader may read faster that he or she speaks using expression and demonstrates comprehension of the text.

Using this theory of automaticity, Samuels developed a teaching method for teachers to use in the classroom with emerging readers to promote reading fluency. "Teachers can do two things to help students develop automaticity in word recognition. First, they can give instruction on how to recognize words at the accuracy level. Second, they can provide the time and the motivation so that the student will practice these word recognition skills so that they become automatic" (Samuels, 1997, p. 379). The practice of repeated reading was born from Samuels's research and need to find a teaching method for emerging readers to gain the practice to become automatic readers.

Fluency Forgotten

"For years reading fluency was the forgotten stepchild of the reading curriculum. Teachers and reading scholars were interested in readers' ability to decode words accurately, not in readers' ability to decode words automatically and quickly" (Rasinski, Homan & Biggs, 2008, p. 2). Additionally, it was thought that teachers and reading specialists placed a greater emphasis on encouraging students to read silently and place less importance on expressive reading aloud. In fact, Rasinski and Zutell (1996) claimed that there was minimal instruction in fluency either

directly or indirectly given in the classroom during the portion of the day devoted to reading.

This lack of attention to fluency pushed it to the backseat of importance in classroom reading

instruction. However, with the release of the Report of the National Reading Panel (2000) and

other reviews of studies on fluency (Kuhn & Stahl, 2000; Rasinski & Hoffman, 2003), reading

fluency has risen to the literary surface and is now considered an important component in

effective reading instruction for students in the primary grades.

Components of Fluency

Students who read fluently sound as if they are talking. Their reading is smooth, paced

and pleasant to listen to. Fluency is an important component to successful reading. "Our

education system tends to overlook instruction on reading fluency, while stressing decoding and

comprehension. Subsequently, many children are not fluent readers, and a national concern has

emerged" (National Reading Panel, 2000). The research findings on fluency instruction has lead

the National Reading Panel to consider fluency instruction as one of the five components to

successful reading alongside phonemic awareness, phonics, vocabulary, and comprehension.

Reading fluency is defined as "the ability of readers to read quickly, effortlessly, and

efficiently with good meaningful expression" (Rasinski, 2003, p. 26). Fluency has three phases

which include rate, accuracy and prosody. Rate is determined by measuring the speed of the

reader. Accuracy refers to a reader who can read by sight or decoding with a minimal amount of

mistakes. Prosody refers to a reader who reads with pacing, expression and phrasing.

Reading Rate

Reading rate is how quickly a student reads a particular reading passage at his level in a

given time. Reading speed is important but should not be the primary goal of reading fluently.

"Although rate may be a measure of word recognition automaticity, it does not capture the

prosodic component of reading, that component that connects comprehension, or the making of meaning, to fluency. For students to read with appropriate expression, they need to be cognizant of the meaning of passage. We feel that reading rate does not provide the complete picture of reading fluency" (Rasinski, Rickli & Johnson, 2009, p. 352). A student who only reads words quickly but does not use expression or understand the words he is reading is lacking a major part of the equation. Likewise a child who reads each word accurately but lacks expression in his reading is not really paying attention to the cues and nuances of the language of the text. This is not reading fluently. Fluency must include all components of rate, accuracy and prosody.

Reading Accuracy

Reading accuracy is reading or decoding words correctly. Reading accuracy and reading rate go hand in hand. When students become more accurate in reading words, they will read them more rapidly and their reading rate will increase. On the other hand, those readers who must laboriously decode many words as they read can lose the meaning in the text. "Cognitive attention or energy that must be applied to the low-level decoding task of reading is cognitive energy that is denied to the more important task of comprehending the text. Hence, comprehension is negatively affected by a reader's lack of fluency" (Rasinski, Rickli & Johnson, 2009, p. 351). Students who demonstrate accuracy in reading have mastered sight words and developed decoding strategies. These decoding strategies allow students to stretch out unknown words and successfully read them. Although it is important for students to master sight words to improve word identification, knowing reading strategies for decoding unknown words is equally valuable. Students should not focus on word memorization as that can be counterproductive to using strategies for decoding unknown words (Hicks, 2009/2010 p. 320).

Reading Prosody

"Reading fluency is more than just reading words quickly; it also has an important

perceptual component. Fluent readers chunk words into groups, typically sentences or phrases

that are processed together as a whole" (Stevens, 2006, p. 38). The last component in developing

fluency is prosody. "Prosody refers to reading smoothly, effortlessly and with proper phrasing

and expression (Hicks, 2009/2010, p. 320). Prosodic features are variations in pitch, stress

patterns, and duration that contribute to expressive reading of a text. Developing prosody is tied

into comprehension. "The ability to properly chunk groups of words into phrases and

meaningful units is an indication of a reader's comprehension" (Kuhn, 2003). The prosodic

reader is able to read the text, comprehend the meaning and interpret this meaning by their

reading of it which demonstrates appropriate phrasing, inflection, and expression.

Assessing Reading Fluency

Classroom teachers and reading specialist use the running record (Clay, 1993) to assess

reading development. "A running record is a test of contextual reading accuracy and student

strategy use in which students read leveled connected passages under untimed conditions. The

examiner typically makes a record of the types of errors (e.g., deletions, insertions, omissions)

that each reader commits during oral reading" (Fawson, Ludlow, Reutzel, Sudweeks & Smith,

2006, p. 113). The student reads from one copy or text and the examiner has an identical copy in

front of him/her to follow as the student reads. This notation is typically done by ticking, or

marking a check above each word that the student reads accurately. Errors are noted above or

below the word depending on error. The running record was initially used in the Reading

Recovery Program by reading professionals as a diagnostic tool to measure the progress of

struggling readers. Now it is widely used by classroom teachers as well as reading specialists to

assess reading accuracy, diagnosis reading problems and monitor progress. The type of text does need to be taken into consideration as different texts are read for different purposes and could result in slower or faster reading rates.

As a running record is conducted, if a mistake or miscue is made, it is noted above the word. The number of miscues will be counted. A teacher may be seeking specific information in regards to the type of reading errors made. More detailed information can be gleaned by sorting the miscues into types of errors. Then a computation is determined by dividing the number of correctly read words by the number of words in the passage. This is the accuracy rate. Using a running record and miscue analysis will give the teacher a more thorough understanding of the mistakes that a child is making. "Through careful examination of error patterns, a teacher can determine which strategies the student is using and which strategies the student is failing to use" (Hudson, Lane & Pullen, 2005, p. 705). This information can then be used to drive instruction or intervention when these specific areas are targeted. Assessing reading rate is determined by timing students reading of an appropriate text while recording the errors made. Assessing accuracy is accomplished by timing the student as he reading a familiar text. Accuracy means that the student is reading the words in the text correctly. Timed readings are conducted using books or passages the student has read before that are at an independent reading level (i.e., books the student can read with 95% accuracy or above)" (Hudson, Lane & Pullen, 2005, p. 705). Assessing reading prosody is somewhat more subjective as the teacher makes a judgment of reading expression, phrasing and inflection based on listening to a student orally read a connected text.

Repeated Reading

To gain fluency in any activity, one must repeat or practice that activity until mastery is reached. That repetition often includes a certain skill, speech or movement. In much the same way, fluency is gained by practice. Fluent readers gain this level of mastery by wide reading or repeated practice of a text. This success does not come as easily for struggling readers.

A method that has been proven to aide these students is repeated practice of the same passage or repeated reading. Repeated reading is an instructional method used to increase automaticity in reading. The technique of repeated reading is valuable for improving reading fluency because it allows students to practice a text over and over until the text becomes more and more familiar and students can decode the text automatically, giving students more cognitive capacity for understanding.

Samuels is the leading researcher in the field of repeated reading. His work from the 1970's continues to have a huge influence in the field of reading strategies that focus on practice and repetition. Repeated reading has been used with regular and special needs students, young children and adults. This practice has been successful as a widely adaptable technique used in intervention settings, whole group instruction and skill-based reading lessons. Numerous researchers have demonstrated the positive results of this method.

Another important effect of Samuel's work in fluency is the attention that it brought to the field of fluency instruction. After Samuel's research was published, educational research and practice began to focus their attention on the importance of fluency instruction in the classroom and how it is the key to reading for understanding. Samuel's research was re-published in 1979 in The Reading Teacher. Samuels was pleased to learn that more than 20 years later his strategy of using repeated reading to increase fluency was still valid. Samuels added four new findings in

this re-publication. The first one is that, "the original findings had been replicated; that is a high degree of accuracy and speed develops in the practiced text. Two, there is a transfer of fluency to other portions of the text, even the parts that were not specifically practiced. Three, repeated reading is the most universally used remedial reading technique to help poor readers improve reading skill. Four, repeated reading is now widely used widely to teach reading in foreign languages" (Samuels, 1979, p.381).

The technique of repeated reading practice requires a student to read a passage while a teacher records the reading speed and number of word recognition errors. The child practices the passage on his own. Subsequently the student reads the passage aloud to the teacher until a criterion rate is reached. As reading speed increased, reading errors decreased. The number of rereading necessary to reach the student's goal decreased.

An important finding in Samuel's work demonstrated that as the student continued to use this method, the data revealed that the student speed with each new passage increased from the previous one. "However, he also found that when students moved to new passages, their initial readings of those new pieces were read with higher levels of fluency and comprehension than the initial readings of the previous passage, even though the new passage was as difficult or more challenging than the previous piece" (Rasinski, Homan & Biggs, 2008, p.4). These findings indicate that a general improvement in reading fluency had resulted by using repeated reading.

Although this strategy was successful in the past, is it still viable with the diversity of students in the classroom today? Roundy and Roundy (2009) asked this same question in their research on repeated readings. They questioned whether this technique could continue to be effective. "This diversity of academic ability, socio-economic status, and race and ethnic background, may dampen the positive influence of repeated reading on fluency. Therefore,

before recommending the implementation of the repeated reading method, it is necessary to examine whether the method indeed produces increased fluency in classrooms composed of diverse learners" (Round & Roundy, 2009, p. 55).

These researches found some resistance at the onset of the study with one student remarking that the technique of repeated reading was "stupid" and questioned why he had to "read the same thing over and over" (2009). The results of their study proved that the success that the students experienced with each reading motivated them to continue. Success bred success. Roundy and Roundy found that, "poor fluency has a negative impact on reading comprehension. But as fluency increased, there was evidence that comprehension was positively affected. For example, "Trisha", who originally had a very negative attitude towards reading, stated, "Look! (she pointed to her paper) I went up in score. I did better this week than last. And I missed only one comprehension question too. (Observation notes, October 27, 2006" (Roundy & Roundy, 2009, p. 56).

Model Fluent Reading

While on the surface it may seem that all students just need a quiet place to read, leveled books to practice and they will become a fluent reader. However it is not that simple. Less fluent readers may not know what it sounds like to read fluently. Students may think that fluency should be reading quickly. Reading quickly may indicate a measure of automaticity but it may not indicate that a reader is fluent. Students need to be shown or modeled what a fluent reader sounds like. The teacher should model meaningful expression and automaticity and ask students to listen and determine what qualities they heard that made the reading fluent. Explicitly modeling, teaching and discussing fluency will help the student to identify what it is they should be doing themselves.

Texts for Repeated Reading

It is important to select texts that lend themselves well to an oral reading experience. These texts are not found in non-fiction materials or basal textbooks. The most appropriate types of fluency materials come from poetry, reader's theatre, dialogue, songs, plays, and rhetoric where the author's voice is apparent. Not only can these be performed repeatedly but they also allow the reader to interpret this passage with a variety of meanings and emotions. They allow the reader as performer the freedom to express their own voice. The knowledgeable teacher must become a collector of fluency materials to prepare the classroom for one that instructs and supports fluency practice.

Using repeated reading everyday

The teacher can set up a listening center in the classroom with books on tape for the children to listen to fluent reading and then practice it. The audio can be played over and over again as students listen and then read along. Teachers can record their voice as they model fluency and also use the voice of fluent readers in the classroom or other grades in the school. As in practicing any other musical instrument or sport, the performance showcases the talent.

The teacher can provide an authentic fluency performance by allowing students to read their piece in front of an audience. This audience could be other students in their grade level or in front of the whole school. Parents can be invited into the classroom to observe a Reader's Theatre. This forum involves reading text with dialogue such as a play in front of spectators. A Poetry Café allows students to read their poetry for an audience. Students practice their poetry pieces over an extended period of time until a level of fluency is reached. Students can create invitations to be sent out for guests to come to the Poetry Cafe. Decorations and seating can be created to define a coffee bar with stage like setting for the students to perform their poetry.

Refreshments can be served after to treat the performers and audience as they discuss the performance. These experiences create awareness for parents to value this importance of reading aloud. Authentic practices create meaningful experiences and provide additional motivation for the student to strengthen reading fluency.

The research has been written. After two decades, repeated reading continues to be the most universally used technique to improve fluency instruction. It has been widely applicable to use in regular education and special education classrooms. Repeated reading has been widely adapted to various classroom structures. It is widely effective increasing comprehension, word recognition and fluency as well as helping students become better readers. Finally with the endorsement of the National Reading Panel (2001), fluency has once again regained its place as one of the keys to success in reading instruction. And repeated reading is simply a strategy that has been proven to make that happen.

Chapter 3: Methodology

Introduction

Struggling readers often lack fluency. As they labor to decode words on the page, their reading sounds choppy and comprehension often suffers. These students may fall further behind their classmates in reading success and lack the motivation to read for enjoyment. Repeated reading has proven to be a successful strategy to increase fluency. The intent of this research is to demonstrate this method of repeated reading using poetry and rhyme with a small group of struggling second grade students as well as outline the implications for repeated reading for general classroom usage.

Selection of Subjects

The participants in the study are a representative sample of struggling readers in second grade at Eastview Elementary School in Lake Geneva, Wisconsin. Lake Geneva is a small resort community in Southeastern Wisconsin thirty minutes from Illinois. The population of Lake Geneva in 2009 was 8,261. Eastview Elementary School has a population of approximately 350 students. Eastview Elementary is the smallest of three elementary schools in town. The percentage of students who qualify for free and reduced lunch program at Eastview Elementary is 66%. The English as a Second Language population consists of 32%.

The students in the study are four struggling readers, who read, comprehend and demonstrate fluency below grade level. Since the participants are minors, the parents or legal guardians of these students were asked to complete, sign and return an informed consent for the children to participate in the research to comply with the regulation of the proper and ethical treatment law. The study was also explained to students and they were given the opportunity to

refuse or quit the study if so desired. They were also required to sign the permission form if they agreed to participate.

Description of Subjects

James is a 7 year old second male student in my colleague's class. He has made growth in reading comprehension however his reading fluency is choppy. James often adds the word "a" in front of his word when reading. He is reading below grade level with a running record score of 19. James struggles with math story problems or any kinds of directions and needs assistance to read them so he understands what is expected. Repeated practice with leveled material can be of great help to his fluency development.

Estelle is a second grade female student who is has learned English as a Second Language (ESL). Her first language is Spanish. She is reading at a level 21. Estelle understands what she reads but often skips words, guesses or only uses the initial sound of a word to decode it. Her reading sounds choppy because of this and the fact that she is an English language learner. Estelle lacks confidence in reading because of her lack of fluency. As with James, Estelle struggles in reading math story problems, questions and test taking situations as she needs help understanding directions. Using repeated reading as well as exposure to print is a strategy that may strengthen Estelle as a reader.

Sam is a 7 year old male second grader in my classroom, who is reading at a level 20. His reading is chopping and he adds additional syllables to the end of some words as he stretches them out. He was enrolled in a Reading Recovery program last year. Reading Recovery is a Reading Intervention program for the lowest performing first grade students. The intent of Reading Recovery is a short term one on one intervention to tutor struggling readers so they can reach grade level performance as soon as possible. Sam graduated from the program last year

and has mastered good reading decoding strategies but continues to demonstrate a lack of fluency this year.

Carl is a seven year old student in my colleague's class who is reading at a level 19. He has shown growth in reading comprehension and fluency since the beginning of the year but could use additional support in developing fluent reading. It will be beneficial for him to use repeated reading of leveled texts to increase his fluency.

Instrumentation

The instrumentation for measuring reading levels and assessment will be from the Rigby PM Ultra Benchmark Data Management Tool (Harcourt Achieve, 2007). The Qualitative Reading Inventory 4 (QRI-4) (Lauren & Caldwell, 2006) is another resource for reading assessment however the Rigby Reading Program Kit is easy to use and score, readily available and research based with reliable results. The Rigby Reading Program is the assessment tool that our district has purchased and recommends for each elementary classroom to use. The Rigby tool has a reading fluency assessment with descriptors and a number rating system (1, 2, 3, and 4) to measure fluency levels. A copy of this tool is included in the appendix.

Procedures

First, a running record to determine reading level was given before the repeated reading research work was started. The expected reading level for second grade students in February is 19 or 20. This assessment was used to identify a reading level for each student. It was predicted that the students would additionally exhibit a gain in reading level with the fluency practice as well as the gain in fluency.

The reading passages used for the repeated readings was poetry selected from, *Building Fluency-Grade One,* from Evan-Moor Publishers (2006). Selections used are included in the

appendix. The repeated reading practices were conducted Monday through Thursday at 10:15-10:45 am. There were 16 repeated reading practices with the students as a small group.

Every third session, an assessment that included name of passage, words per minute, accuracy percentile and fluency measure was administered. The word per minute measurement (wpm) is the number of words read correctly in one minute. The accuracy rate is calculated by subtracting the number of errors from the number of words in the passage (running word count) and dividing that by the number of words in the passage. For example, if the running word count is 133 and the student has 14 errors, the formula would be 133-14=119. Next, 119 divided by 133 = 89%, the accuracy rate is 89% (Rigby). The last assessment was a qualitative fluency measure. This fluency measure is a score based on the components of fluency. These five components are expression, accuracy, attention to punctuation, phrasing and smooth reading.

Testing Procedures

Prior to the testing procedure, two copies of each fluency passage were made, one for the student and one for scoring notes. The practice and testing area were located away from the other students in the classroom. Each student was given one minute to read the passage.

During the testing, efforts were made to put the student at ease. The researcher explained to the student at the initial test, that reading aloud is an important part of reading. The researcher told the student that she would be listening and taking notes as the student read the passage. Once the student began to read the number of word call errors were noted while the student was reading. Word call errors include mispronouncing, omitting, repeating or transposing words. After testing, the researcher calculated the numerical score for words per minute, fluency and accuracy and noted this in her journal.

Data Collection

The data collection period using the repeated reading strategy was conducted with the subjects four times a week for 30 minutes each session. The study was conducted for a total of 4 weeks. This resulted in sixteen interventions per student. Assessments were administered after every third repeated reading session to assess reading level. This will result in 5 wpm, accuracy and fluency assessments per student. There were two running record assessments per child, at the beginning and following the research. The data was collected in a notebook and assessment forms from the Rigby PM Benchmark Program. Upon analyzing the data, it was entered into a number of charts and graphs.

A journal was kept to include anecdotal notes from the study. Student's comments, interactions, behaviors and teacher reflection were included in this tool.

Data Analysis

The research findings are displayed in measurement tools that reflect reading accuracy and fluency data. The first chart outlines the two running records including the student's name, date, passage read and accuracy and wpm measure. The second displays the reading record of each student using the data collected at various checkpoints in the study to demonstrate growth. Anecdotal notes collected during the study were woven into the analysis to clarify the results and provide a picture of student and teacher reactions.

Limitations

There are several important limitations regarding this research. Although there are other methods to increase fluency, this research was limited to the use of repeated readings to measure its impact on student growth. This study was limited to those non-random, self selected struggling readers in the second grade. Therefore, a second limitation is that this study does not

assume it would result in the same outcome for all second grade students. A third limitation of

this research is with the use of instrumentation. There are various instruments to measure reading

fluency and running records. The fluency instrumentation was selected by the researcher

because of factors mentioned earlier. It is possible that other instruments could have been used

that would result in different results. No measures of validity or reliability have been

documented since this instrument was designed for this specific study.

Chapter 4: Results

Introduction

The fluency study using repeated readings was conducted with four, second grade students from Eastview Elementary school where the researcher teaches second grade students. The study began Monday, February 21, 2011 and ended Wednesday, March 16, 2011. The four students who participated in the study were Carl, Estelle, Jacob and Sam. Sam is a student from the researcher's class; the others are from another colleague's classroom. The study was conducted from 10:15- 10:45 a.m., each day unless an assembly or something of that nature would require the session to be cancelled. The practice was four or five times each week. It should be explained that this is a period of time where students have a free choice of selecting literacy activities such as practice reading, writing, or word work activities. So while the research was being conducted, the remainder of the students was working independently on these activities.

The first day, the researcher explained the basic structure of each fluency practice session. Students had a red plastic folder where all the poems for repeated reading were kept. Each day a new poem was added. Previously introduced poems were reviewed followed with the introduction of a new poem. The researcher explained that once or twice a week, students would take a fluency test which would involve reading a text for one minute. Finally if students had a snack to eat that day, they would be able to eat their snack at the end of the session. If the students finished the lesson in less than 30 minutes, they would be able to choose a literacy activity such as word work, reading or a computer game to play.

Fluency Strategies

The researcher explained to the students that reading fluency is reading that sounds smooth as if one was talking. Using the poem, "My Red Big Balloon," (Appendix #A), the researcher read it aloud modeling fluent reading. Next, the researcher taught the students to group words together in phrases as a strategy of reading fluency. Then the researcher modeled "phrasing" by stopping after certain words using and marking a slash mark indicating when to stop reading. Students made the same slash marks on their copies of "My Red Balloon." This strategy would be used when each new poem was introduced so students had a visual tool to use for fluency practice.

The researcher pointed out that punctuation marks signal various changes in reading such as question marks, exclamation, comma and quotation marks. The group discussed the purpose of each and how their reading voice would and could convey this meaning. During the case study, the researcher gave the students opportunities to practice reading fluency by using a variety of techniques such as individual reading, choral reading and partner reading.

Fluency practices for week one

On Tuesday, February 22, 2011, the researcher reviewed, "My Big Balloon" by asking the students to read the poem together as a group and then read it individually. The researcher introduced the poem, "Rags" (Appendix #B). The researcher read the poem pointing out the hyphenated words such as "flip-flop" and "wig-wags" as well as the rhyme in the poem. Students read the poem as a group as well as individually. The researcher also introduced another new poem, "Bubble, Bubble" (Appendix #C). The students enjoyed the rhythm of this poem as was evidenced by their moving to the beat. On Wednesday, February 23, 2011, the researcher reviewed the three previously taught poems and then conducted a one minute fluency

test with the four individual students using the short passage, "What did they draw?" (Evan-Moor, 2006, p. 7), (Appendix #D). Results are displayed in Table 1. The researcher also conducted the first reading fluency assessment (Appendix #E) while students read the passage. This fluency assessment rates the student's reading in five fluency areas. Those areas include; expression, accuracy, punctuation, phrasing and smooth reading. The researcher used the number rating 1, 2, 3 or 4 for each descriptor. To score this assessment, all five scores were added together and then divided by five to get the average score. Scores for the first and last reading fluency assessment are displayed in Table 2.

On Thursday, February 24, 2011, the researcher reviewed the previously learned poems and introduced two new poems for this session. The poems were "Bubble Gum" (Appendix #F) and "Five Furry Kittens" (Appendix #G). The researcher pointed out the sequencing in this text as well as the rhythm. During this practice session, the investigator introduced the concept of antiphonal or call and answer reading when one student recites a line and another student answers by reciting the next line or lines in the poem.

On Friday, February 25, 2011, the fifth session of the fluency study began with a review of the previously taught poems. Students were asked to select their favorite to read for the group. Next the researcher introduced a new poem called, "Little Monkeys" (Appendix #H). A new fluency strategy called radio reading was introduced where each student reads a part of the passage in proper order. Carl was absent this day.

Fluency practices for week two

On Monday, February 28, 2011 the researcher reviewed the previously taught poems and each student was allowed to choose a poem to read for the group using their choice of fluency strategies that had been introduced during practices. They were given the options of solo reading

or group reading. All students chose to have their study mates read in some capacity. Two new poems were introduced. "Giant Tortoise" (Appendix #I) and "Peanut Butter and Jelly" (Appendix #J) were modeled by the researcher and the students practiced reading them aloud. The students were given the opportunity to experiment with their reading speed in reciting the "Giant Tortoise" poem and repetition in "Peanut Butter and Jelly" which also required an antiphonal, call and response reading. An assembly required that Tuesday's fluency practice was cancelled. On Wednesday, March 2, 2011, the researcher reviewed all poems previously taught to the students.

On Thursday, the researcher reviewed all previously taught poems and introduced a new poem, "Froggie Fun" (Appendix #K). On Friday, March 4, 2011, the researcher introduced a new poem, "Did you feed my cow?" (Appendix #L). Students were able to select one of their favorites to read as practice for the rest of the session.

Fluency practices for week three

The third week of the fluency case study began on Monday, March 3, 2011. The researcher introduced two new poems, "One Gorilla" (Appendix #M) and "Ladybug, Ladybug" (Appendix #N). Students reviewed previously taught poems during the thirty minutes of practice. On Tuesday, March 8, 2011, the researcher conducted a one minute fluency assessment with all students using the short passage, "Where you live" (Evan-Moor, 2006, p. 61) (Appendix #O). Student scores are displayed in Table 1. Students were allowed to work on literacy centers for the remainder of the time. On Wednesday, March 9, 2011 students were introduced to a new poem, "What's for Lunch" (Appendix #P) and then were invited to select their favorite poem to practice for the group. An early release day prevented the fluency study on Thursday, March

10, 2011. The students practiced all previous poems on Friday, March 11, 2011. No new poems were introduced.

Table 1

One Minute Probe- words correct per minute (WCPM)

Student Name	WCPM #1 (2/2) Dressed for winter	WCPM #2 (2/23) Why did they draw?	WCPM #3 (3/8) Where you live	WCPM#4 (3/16) The lion and the mouse	WCPM Growth
Carl	95	112	88	128	+33wpm
Estelle	100	101	83	105	+5wpm
James	80	98	88	81	+1wpm
Sam	76	83	79	89	+13wpm

Fluency practice for week four

Week Four of the fluency study began on Monday, March 14, 2011 with a review of the previously learned poems. An assembly on Tuesday, March 15, 2011 cancelled the fluency practice for that morning. The final fluency session was a one minute fluency assessment on Wednesday, March 16, 2011 with individual students. Students read the short fable "The Lion and the Mouse" (Evan-Moor, 2006, p. 65) (Appendix #Q). This data is displayed in Table 1. The researcher also conducted the final Reading Fluency Assessment during this final one minute assessment. The data is displayed in Table 2.

Table 2

Running Record and Reading Fluency Assessments

Student Name	Running Record #1 (2/2)	Running Record #2 (3/22)	Running Record Growth	Reading Fluency Assessment #1 (2/23)	Reading Fluency Assessment #2 (3/16)	Reading Fluency Assessment Growth
Carl	21	22	1 level	2.8	3.6	.80
Estelle	21	24	3 levels	2.8	3.4	.60
James	19	21	2 levels	2.2	3.0	.80
Sam	20	21	1 level	2.2	2.8	.60

Summary

Once the final fluency assessments and running records were administered on the last day of the case study, the students were given their red poetry folders to take home. The researcher thanked each student for participating in the study. They were told that this was their last day of meeting. Finally the researcher used the data that was collected to develop tables and analyze the results.

Chapter 5: Discussion

Introduction

Research has proven that fluency is an important element of a successful reader. Fluent

reading is also a major component of the second grade reading curriculum. The researcher was

very interested in conducting research in this area and therefore chose to conduct a fluency study

with 4 struggling readers in second grade at Eastview Elementary School in Lake Geneva. The

strategy of repeated readings was used with a selection of poetry from a first grade leveled

resource. The study was conducted for four weeks during February and March of 2011. Data

was collected from the study and analyzed.

Limitations

There are several important limitations regarding this research. This research was

limited to the use of repeated readings to measure its impact on student growth. This study was

limited to those non-random, self selected struggling readers in the second grade. Therefore, a

second limitation is that this study does not assume it would result in the same outcome for all

second grade students. A third limitation of this research is with the use of instrumentation. The

fluency instrumentation was selected by the researcher. It is possible that other instruments

could have been used that would result in different results. No measures of validity or reliability

have been documented since this instrument was designed for this specific study.

Conclusions

The researcher believes that successful readers have developed reading strategies that

help them decode unknown words. They have also developed a large repertoire of know words

as well as mastered sight words. This was discussed earlier in the literature review but needs

repeating. Students who demonstrate accuracy in reading have mastered sight words and

developed decoding strategies. These decoding strategies allow students to stretch out unknown words and successfully read them. Although it is important for students to master sight words to improve word identification, knowing reading strategies for decoding unknown words is equally valuable.

The researcher believes that it is this very problem that appears to be the roadblock with two of the struggling readers in the case study. After listening to Sam and James read the poetry passages and note the errors in their running records and one minute probe, most of their errors were with common sight words. It appears that these students do not have these words mastered. These students also made errors with unknown words but James clearly did not have strategies in place to know how to figure it out. It became evident that both James and Sam had more difficulties in decoding words than Carl or Estelle who were able to read the fluency passages with much more ease and therefore could express smoothness to their reading much earlier during each fluency practice. Carl and Estelle had mastered these sight words and only had problems with unfamiliar words.

The researcher believes that the most significant success in the fluency strategy was all students were able to read and master easy poetry passages and experience success and fun in reading them fluently. They were able to hear themselves read fluently and understand how it sounds and feels. One of the biggest thrills for the researcher was the day they wanted to read "Did you feed my cow?" with a regional accent. They were reading for enjoyment and each other as well as exploring with interpreting the verse. Success breeds success.

One Minute Probe Assessment

All students demonstrated growth in the one minute probe assessment that was administered three times throughout the study (see table 1). Carl made the most significant

improvement with a 33 words per minute increase from February 2 to March 16. James made a gain of 18 words per minute but then his score decreased on the last two assessments and his final growth only amounted to a 1 word gain overall. The other two students made moderate growth with Sean showing growth of 13 words per minute and Estelle with a growth of 3 words per minute. It is interesting to note that all students made the most gain on the second fluency assessment on February 23. The assessment on March 8 saw a curious decrease in all students' words per minute score. The researcher cannot account for this occurrence.

Reading Fluency Assessment

All students demonstrated growth on the Reading Fluency Assessment that was administered on February 23 and March 16. Carl and James made the most significant gain with a .80% increase. This assessment was scored during a one minute fluency probe. The researcher scored the students on expression, accuracy, punctuation, phrasing and smoothness of reading. These criteria were discussed and demonstrated to the students throughout the fluency study. The researcher believes this instruction to have been very beneficial to the students and directly related to the gains students made in these criteria areas. For example in the second and third day of the fluency study, the researcher discussed punctuation asking students to identify a period, question mark, comma or exclamation mark and asked students to verify what each was and how the reader used these marks in the reading of the text. Students were asked to demonstrate each punctuation mark in a reading. This criterion was reviewed throughout the fluency study.

Running Record

All students demonstrated growth in their reading accuracy assessment indicated in the running records data shown in Table 2. Reading accuracy is not a measure of reading fluency

but measures growth in the students reading level ability. Most students will make an average improvement of 6 reading levels throughout the second grade school year. All students made growth of 1 or 2 levels in only one month time that the fluency study took place. It should be noted that Estelle made a three level gain during this time period. It is possible that the growth could be attributed to the additional reading fluency study.

Support of previous research

How does my research support that of previous fluency research and studies? As discussed in chapter two, Samuel's work demonstrated that as the student continued to use this method, the data revealed that the student speed with each new passage increased from the previous one. My research demonstrated this same result as Estelle, Sam, Carl and James showed an increase in speed with each timed one minute passage with one exception on March 8. The reason for these backslide in scores could have been because of lack of focus that day, difficulty in text or attitude. I can only speculate on the reason for this curious result without certainty.

A second conclusion that my research supports from previous research is that reading accuracy and reading rate go hand in hand. When students become more accurate in reading words, they will read them more rapidly and their reading rate will increase. I proved this also as each student made gain in their running record from the beginning of the study to the end. This gain was reflected in just one month of fluency intervention. What would be the increase if this fluency intervention was conducted for a longer period of time? Would the increase be sustained? This question does give reason to repeat this study again another time with a different group of students for a longer time period.

A third conclusion that I observed is that a high degree of accuracy and speed develops in the practiced text. Each day we reviewed poetry from previous lessons. It was obvious that once students were familiar with the poem, vocabulary, rhythm and theme they were able to read the poem more accurately and fluently with an increase in speed.

A final conclusion that my research supported from previously stated research in the literature review is that using poetry as the preferred repeated reading text. Poetry lends itself to be read aloud, performed and interpreted. It is wonderful genre for a repeated reading study. As I stated in chapter two, not only can these be performed repeatedly but they also allow the reader to interpret this passage with a variety of meanings and emotions. They allow the reader as performer the freedom to express their own voice. My students especially Sam and James enjoyed interpreting the poetry that I used in my study. This type of experience really allows the student to make the reading his or her own. This provides enjoyment for the reader and the audience. It motivates the reader to read more. This is precisely what any teacher wants her students to do.

Recommendations

My research confirmed that repeated reading is a valuable tool to improve reading fluency. The students enjoyed working together reading the poetry in a small group. I would recommend that classroom teachers intentionally conduct intervention or small group instruction in fluency using repeated reading. My data confirms that reading fluency, accuracy and speed all increase with the use of this method. It would be very easy to implement this type of practice in the regular classroom environment. I am convinced that repeated reading is a successful strategy to improve reading fluency.

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Appendix

43

Name _____

Appendix #A

My Big Balloon

I can make a big balloon.
Watch me while I blow.
Small at first, then bigger.
Watch it grow and grow.

Do you think it's big enough?
Maybe I should stop.
For if I blow much longer,
My balloon will surely POP!

—Anonymous

Name _____

Appendix # B

Rags

I have a dog
And his name is Rags.

He eats so much
That his tummy sags.

His ears flip-flop,
And his tail wig-wags.

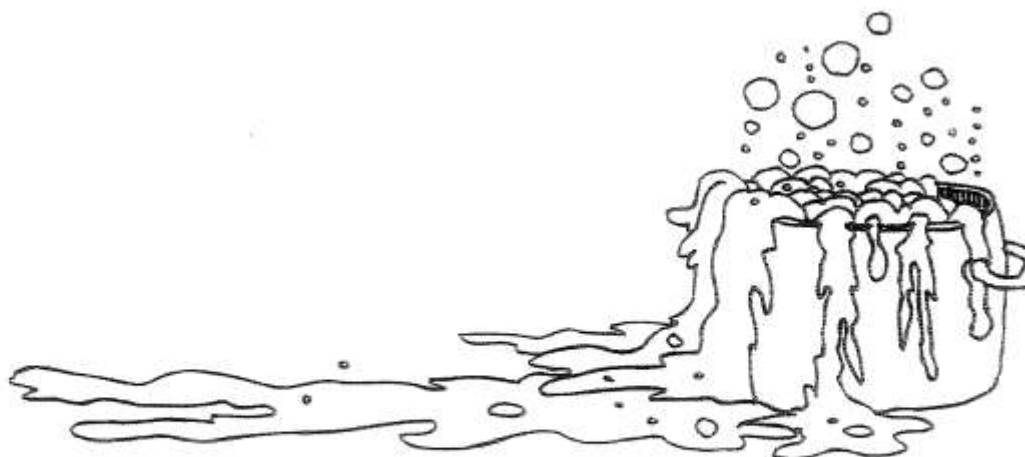And when he walks,
He goes zig-zag.

—*Anonymous*

Name _____

Appendix #C

Bubble, Bubble

"Bubble," said the kettle,
"Bubble," said the pot.
"Bubble, bubble, bubble,
We are getting very hot!"

"Shall I take you off the fire?"
"No, you need not trouble.
This is just the way we talk—
Bubble, bubble, bubble!"

—*Anonymous*

Name _____

Appendix D

Why Did They Draw?

Long, long ago, some people lived in caves.   8
They drew on the cave walls. Why did they   17
draw? We don't know for sure. But we can   26
make good guesses.   29

Maybe they drew to tell stories. Maybe they   37
drew to show things they liked or to show   46
where to hunt. Maybe they drew to have fun.   55

Get a box big enough for you and a friend to   66
crawl into. Tell your friend that you are going   75
to pretend it is a cave. Get markers for both   85
of you. What will you draw in your cave? Will   95
you draw pictures of things you like? Will you   104
draw to tell a story, or have fun?   112

Ask people to look into your cave. When they   121
ask, "Why did you draw?" tell them!   128

Appendix # E

Reading Fluency Assessment

Name: _____ Grade: _____ PM Level: _____ Date: _____

Calculate a student's WCPM rate by timing a familiar reading for one minute. Use the chart below to rate the student's reading in the five fluency areas. Include the number rating 1, 2, 3, or 4 for each descriptor. Add the ratings and divide by 5 to find the average. Check off any additional observations.

Words Correct Per Minute

Total Words Read Per Minute (TWR) – Errors (E) = Words Correct Per Minute (WCPM) $\overline{\text{TWE}} - \overline{\text{E}} = \overline{\text{WCPM}}$

Fluency Area	1	2	3	4	Additional Observations
Expression Rating Descriptors	Monotone, word-by-word reading with no expression	Mostly word-by-word reading with little expression	Mixed word-by-word and phrased reading with some expression	Expressive reading with a consistent conversational tone	❏ Matches character's feelings ❏ Changes voice to differentiate speaker ❏ Uses volume to express emotion
				Expression Rating	
Accuracy Rating Descriptors	Frequent errors, repetitions, false starts, miscues, mispronunciations	Some errors, repetitions, false starts, miscues, mispronunciations	Occasional errors with word recognition or pronunciation	Accurate word recognition and pronunciation	❏ Reads every word without skipping or substituting ❏ Pronounces difficult words accurately
				Accuracy Rating	
Attention to Punctuation Rating Descriptors	No attention to punctuation signals for intonation or stress	Some attention to punctuation signals for intonation or stress	Moderate attention to punctuation signals for intonation or stress	Correct intonation and stress based on punctuation	❏ Varies volume according to print or punctuation cues ❏ Emphasizes italicized words
				Attention to Punctuation Rating	
Appropriate Phrasing Rating Descriptors	Little or no sense of phrase boundaries	Choppy reading with two- and three-word chunks that may not correspond to phrases	Moderate recognition of proper phrasing with some misplaced pauses for breath	Generally well-phrased with correct pauses for breath	❏ Varies volume when reading phrases ❏ Takes breath at appropriate times
				Appropriate Phrasing Rating	
Smooth Reading Rating Descriptors	Laborious reading pace	Moderately slow reading pace	Mixed fast and slow reading pace	Consistent reading pace	❏ Reading sounds confident and effortless
				Smooth Reading Rating	
				Overall Fluency Rating (Average by adding all ratings ÷ 5)	Final Score:

Name _____

Appendix #F

Bubble Gum

Bubble gum, bubble gum,
chew and blow.

Bubble gum, bubble gum,
scrape your toe.

Bubble gum, bubble gum,
tastes so sweet.

Get that bubble gum
off your feet!

—*Anonymous*

Name _____

Appendix #G

Five Furry Kittens

Five furry kittens one spring night
sat on a fence. What a funny sight!

The first one danced
on her kitty toes.

The second one washed
his little black nose.

The third one turned
around and around.

The fourth one jumped
down to the ground.

The fifth one sang
a kitty song.

Five furry kittens
played all night long.

—*Anonymous*

Name _____

Appendix #H

Little Monkeys

Four little monkeys sitting in a tree
Teasing Mr. Crocodile—"You can't catch me."
Along comes Mr. Crocodile
As quiet as can be—SNAP!

Three little monkeys sitting in a tree
Teasing Mr. Crocodile—"You can't catch me."
Along comes Mr. Crocodile
As quiet as can be—SNAP!

Two little monkeys sitting in a tree
Teasing Mr. Crocodile—"You can't catch me."
Along comes Mr. Crocodile
As quiet as can be—SNAP!

One little monkey sitting in a tree
Teasing Mr. Crocodile—"You can't catch me."
Along comes Mr. Crocodile
As quiet as can be—SNAP!

Away swims Mr. Crocodile
As full as he can be!

—*Anonymous*
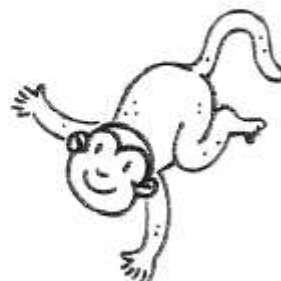
Name _____

Appendix I

Giant Tortoise

Step by step—see it go.
Step by step—soooo slow.

Heavy shell on its back
Heavy shell—like a pack.

Plodding on in the sand.
Plodding on over land.

Step by step—see it go.
Step by step—soooo slow.

—*Anonymous*
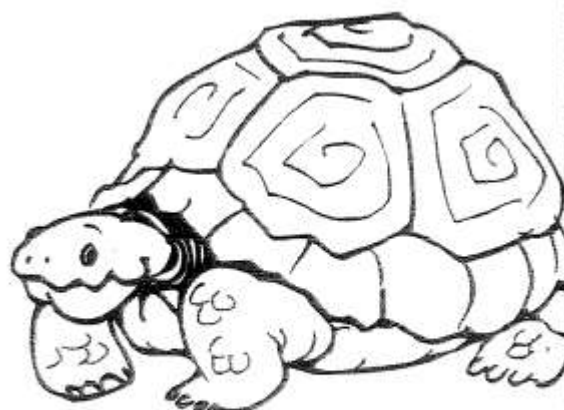
Name _____

Appendix #J

Peanut Butter and Jelly

First you take the dough and knead it, knead it.
Peanut butter, peanut butter, jelly, jelly.

Then you pop it in the oven and bake it, bake it.
Peanut butter, peanut butter, jelly, jelly.

Then you take a knife and slice it, slice it.
Peanut butter, peanut butter, jelly, jelly.

Then you take the peanuts and mash them, mash them.
Peanut butter, peanut butter, jelly, jelly.

Then you take a knife and spread it, spread it.
Peanut butter, peanut butter, jelly, jelly.

Then you take the grapes and squash them, squash them.
Peanut butter, peanut butter, jelly, jelly.

Then you glop it on the bread and smear it, smear it.
Peanut butter, peanut butter, jelly, jelly.

Then you take the sandwich and eat it, eat it.
Peanut butter, peanut butter, jelly, jelly.

—Anonymous

Name _____

Appendix #K

Froggie Fun

Three little speckled frogs
Sitting on a speckled log.
Eating the most delicious flies.
    Yum! Yum! Yum!

One fell into the pool
Where it was nice and cool.
Now there are two speckled frogs.
    Ribbit! Ribbit! Ribbit!

Two little speckled frogs
Sitting on a speckled log.
Eating the most delicious flies.
    Yum! Yum! Yum!

One fell into the pool
Where it was nice and cool.
Now there is one speckled frog.
    Ribbit! Ribbit! Ribbit!
        —Anonymous

Name _____

Appendix L

Did You Feed My Cow?

Did you feed my cow?
    Yes, Ma'am!
Will you tell me how?
    Yes, Ma'am!

Oh, what did you give her?
    Corn and hay.
Oh, what did you give her?
    Corn and hay.

Did you milk her good?
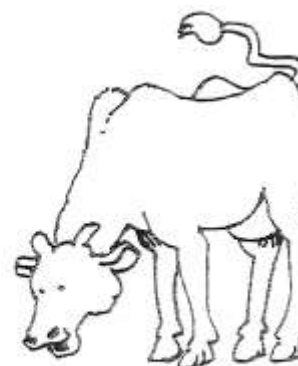   Yes, Ma'am!
Did you do like you should?
    Yes, Ma'am!

Oh, how did you milk her?
    Swish! Swish! Swish!
Oh, how did you milk her?
    Swish! Swish! Swish!
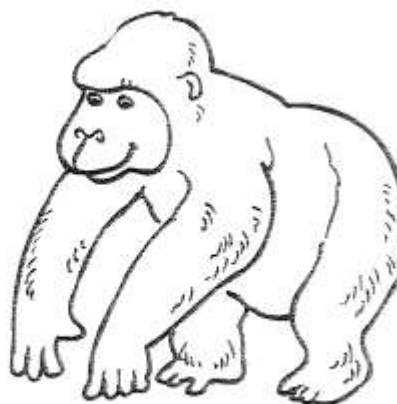
—*Anonymous*

Name _____

Appendix #M

One Gorilla

One Gorilla,
Two Gorillas,
Three Gorillas,
Four.

Five Gorillas,
Six Gorillas,
Seven Gorillas
Snore.

Eight Gorillas,
Nine Gorillas,
Ten Gorillas
Roar.

Ten little gorillas
in a syc-a-more!

—*Anonymous*

Name _____

Appendix N

Ladybug, Ladybug

Ladybug, Ladybug
Stay right here.
Don't fly home,
You have nothing to fear.

Your children are sleeping.
Your husband is shopping.
Your father is sweeping.
Your mother is mopping.

Your grandma is strumming.
Your grandpa is clapping.
Your auntie is humming.
Your uncle is napping.

Your brother is riding.
Your sister is cooking.
Your niece is hiding.
Your nephew is looking.

Ladybug, Ladybug
Stay right here.
Don't fly home,
You have nothing to fear.

—John Himmelman
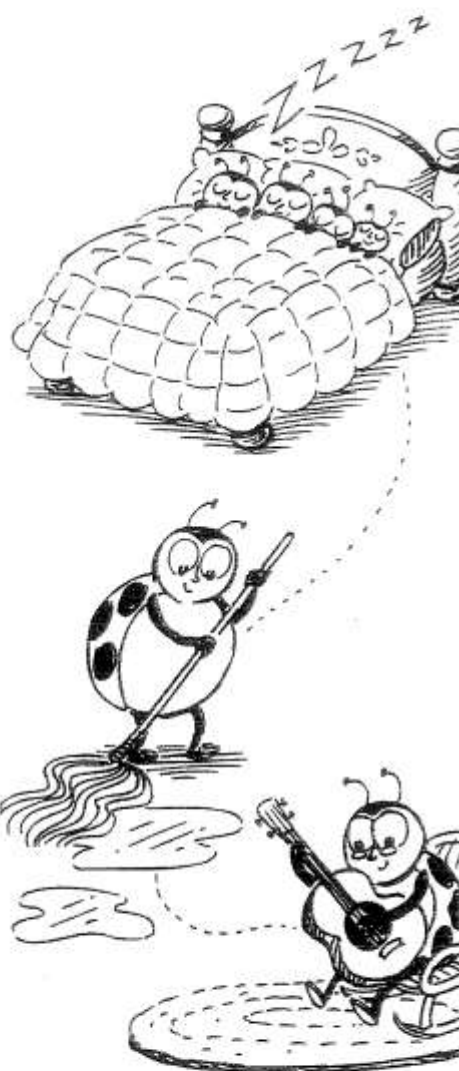
Name _____

Appendix #0

Where You Live

Houses are made to be homes. They are made to keep the rain and wind out. They are made to keep you safe.

Is it hot where you live?
Your house might be made of clay.

Is it cold where you live?
Your house has to be snug and warm.

Do you live on a mountain?
Your house might be made of logs and have a fireplace.

Do you live in a big city?
Your house might be a tall apartment building.

What are houses like where you live? What kind of house would you like? Someday, you will choose where to live. You can plan how your house is made.
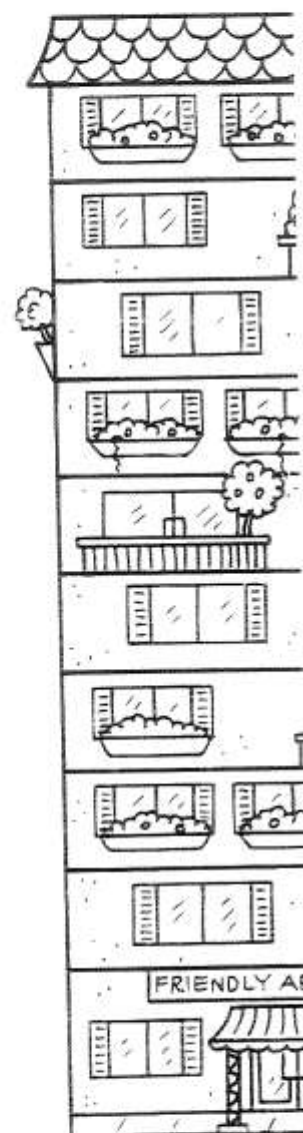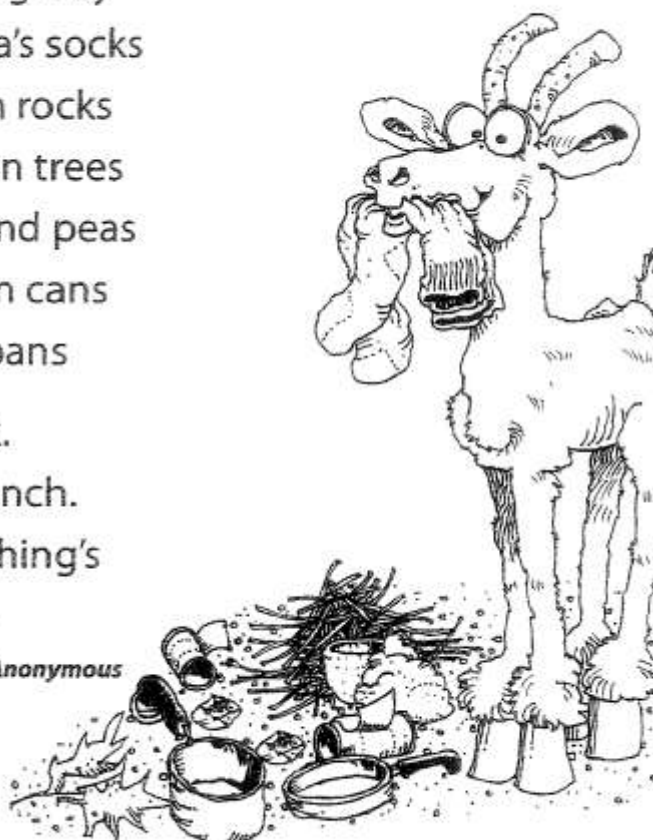
Name _____

Appendix #P

What's for Lunch?

I have a goat.
What a funny pet.
He'll eat anything
He can get.

crunchy hay
modeling clay
Grandpa's socks
moss on rocks
leaves on trees
beans and peas
labels on cans
greasy pans

Watch him lick.
Watch him munch.
He thinks anything's
A good lunch.

—Anonymous

ame _____

Appendix Q **The Lion and the Mouse**

Once upon a time, there was a little mouse.

The little mouse ran into a big lion. The lion was looking for food. The lion grabbed the mouse.

The mouse said, "Please let me go. I will help you some day."

"How could a little mouse help me?" said the lion.

The lion laughed and let the mouse go.

Later that week some hunters set up a big net. The lion got stuck in the net. He yelled and yelled. No one came. He yelled some more.

The mouse heard the lion. It came to help. The mouse had good teeth. It got to work. The mouse bit at the net. It bit the net all day and all night.

The lion was free. He said, "Thank you, little mouse."

That was the way a little mouse helped a big lion.