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Effectiveness of Explicit Reading Model and the Relationship of Student Achievement

Rebecca A. Humke

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Abstract

The purpose of this study is to determine the effects of the Three Daily Doses compared to the Guided Reading model and determine what positively influences student's assessment scores the most. The study uses test scores in FAST (Formative Assessment System for Teachers) data and individual reading assessments given every 14 days during the school calendar for the past three years and compare to the first year (2015-2016 school year) of the Three Daily Doses in an area Cedar Rapids School. The research was conducted for the purpose that it will drive further instruction in building classrooms and in school districts and solidify the decisions made in regards to molding future reading curriculum.

Effectiveness of Explicit Reading Model and The Relationship of Student Achievement

In the present school, many different types of student curriculum have been explored for reading instruction. The instruction that has been implemented for the last three years is the Explicit Reading Model. The current Explicit Reading Model is from the Three Daily Doses curriculum, which include Shared Reading, Differentiated Reading, and Interactive Read Aloud. The first, Shared Reading is a whole group setting which explores morphology like prefixes: re, dis etc. and suffixes which include: ism, and ary. The next component of Shared Reading includes: vocabulary practice, fluency strategies, and comprehension questions. The next part of The Three Daily Doses of Explicit Reading Model includes differentiated reading. This section is small reading group settings, which assess students on single syllable and multisyllabic words (shown in Appendix A and B) and places them on phases from Phase 1 to Phase 16, which is comprehension focus. Phase focuses are: closed syllable, open syllable, vowel teams, fluency practice, and comprehension strategies. Interactive read aloud is a teacher model which students listen to reading selections that are above grade level and focus on theme, main idea, details, predicting, and summarizing.

Each type of curriculum has pros and cons to which they were attempted. The researcher explored two different questions. First, would explicit instruction increase student's reading fluency and comprehension strategies? The variables that will be used are the explicit 95% group instruction, fluency practice, and comprehension strategy practice depending on ability level, assessment data from Iowa (FAST) and Iowa Test Basic Skills, and well as trending data from students during 95% phase group. The data interpretation used was similar to what Mills (2000) discusses in Action Research, "data interpretation is an attempt by the researcher to find meaning in the data, to answer "So what?" question in terms of the implications of the study's findings"

(p. 132). This data will be interpreted to find the necessary intervention for students and to increase student success in the Three Daily Doses program or another reading program. The specific data analysis technique that will be used is descriptive statistics and statistical testing which will compare means and student growth.

The second research question is: How can the educator help my students build confidence in their reading? The variables that will be used are the explicit 95% group instruction, fluency practice, and comprehension strategy practice depending on ability level. This will also include population and gender as well as specific student feedback. The data that will be collected is both qualitative and quantitative and will be collected through an excel sheet with responses written down. The specific data analysis technique used is cross tabulation input in excel.

Literature Review

Researchers around the world have explored the question, how can teachers improve students learning and test scores? Many individuals are now exploring the concept of differentiated instruction. This term has been a big trend within the educational world and many teachers are now exploring this topic and making it their own in terms for their instruction. “Differentiated instruction is an alternative method that addresses the needs of individual students. Differentiated instruction promotes high-level and powerful curriculum for all students but varies the level of teacher support, task complexity, pacing, and avenues to learning based on students' readiness, interests, and learning profiles” (Werderich, 2010, p.746). This type of instruction is more prevalent in reading as of now, but will most likely start to become more popular in math instruction in the next few years. Classrooms around the world have grappled with this type of instruction for years. Even when there were one-room schoolhouses, teachers had to differentiate instruction because of the vast age differences, reading levels, and cognitive

abilities. A study in *Differentiated Reading Instruction: What and how has a situation that many teachers encounter each year.*

“Ms. Martin has used a variety of assessment tools in the past, and has looked at the records for her incoming group. Two of her students are just beginning to read at the emergent level, five students are reading just below the beginning second grade level at the end of first grade, and six students are reading fluently at the beginning second grade level, but their comprehension scores are much lower. Another six of Ms. Martin's students are reading fluently at a mid-second grade level for both reading and comprehension, while three of her new students are reading and comprehending text at the fourth grade level or beyond” (Ankrum, p.134).

This situation is all too familiar for all instructors, and the obstacles that each teacher meets can cripple their classroom instruction.

The research that has been completed discusses how student-learning styles must be taken into account when teaching for full learning of the new concept. In the study by Natre Key (2008) Key discusses, “This work lends itself to helping design a daily literacy block that is sensible and sensitive to all students' learning styles” (p. 245). While Key is correct that the literacy block needs to be sensible and sensitive to each student's learning needs, there is a wide gap of guidance for teachers to gain this optimum instruction.

A new type of differentiated instruction that this study explored was the specific use of assessments and using these tests to accurately place and diagnose student needs to reach maximum potential. In the study by Jones, discusses how to use these assessments and place students based on ability level rather than grade level instruction. In *Reading Instruction in Tier 1*, researchers studied teachers that use progress monitoring and evidence based practices but

then are unable to go back to the classroom and accurately implement correct practices. This disconnect is because of a wide variety of materials, strategies, and assessment options that are too difficult to isolate and decide upon. Thus, Jones, Yssel, and Grant (2011) decided to implement a system such as RtI (Response to Intervention). “RtI has been described as a tiered, integrated system of assessment and instruction, with efforts primarily targeted at improving student achievement in the area of reading. The first tier of instruction, or core curriculum, is viewed as being preventative, with its own methods and interventions” (Jones, Yssel, & Grant, p. 211). Building correct assessments to give specific data for teachers to dissect and implement will be the most useful tool for teachers to gain more apt teaching strategies that will have the greatest student achievement growth. Within this study, using the RtI data collection and having a protocol for teachers to instruct will be the most beneficial for differentiated reading instruction.

Identification of the Problem

For the most recent years, the teacher researcher has observed students who resist reading instruction in whole-group, small-group, and individual settings. This could be that students are needing support and assistance that is not readily available with the present curriculum. Through this study, the researcher would like to determine if explicit instruction increases each student's reading fluency and comprehension strategies and how to build students confidence with reading strategies that boost student engagement and academic achievement. It is anticipated that through this research, the teacher researcher will change strategies and solidify the instruction given to students during reading instruction. Additionally, the data collected will allow the teacher researcher as well as others to make better informed decisions surrounding curriculum and the method of which the instruction is provided.

Methods

Participants

For the purpose of this study, the focus school will be Prairie Crest Elementary School in Cedar Rapids, Iowa. The studied group consists of 83 fourth graders primarily of Caucasian, African American, and biracial ethnicities. At the time of the study, 16% of students receive free and reduced lunch services. In fourth grade, there are four classrooms that are supported with an Instructional Coach, Building Facilitator, Behavior Focus paraprofessionals for students with a behavior goal, Special Education Instructor for students with an academic goal, and literacy support staff. The staff members are able to meet with students in small groups to tailor to their instructional needs. The school is made up of over 400 students in Kindergarten through 4th grade. There is also an Early Childhood Center with a nursery, two year old, three year old, and preschool.

Procedure

In the fall of 2015, the author researcher, transitioned from teaching in the Cedar Rapids School District in first grade to College Community School District in third grade. During several meetings, it was decided a year earlier that the reading program would transition from the Guided Reading model to a new program called The Three Daily Doses. The Three Daily Doses is made up of Differentiated Reading (small group reading), Shared Reading (whole group reading), and Interactive Read Aloud (teacher modeled reading). This program would be used to teach, assess, and positively influence student's fluency and reading comprehension. The variables that will be present during this research are: different class populations over five years, redistricting of students during year three of the program, and students not evenly distributed by gender, race, and socio-economic status.

The study started in the fall of 2016, however data was gathered starting in Fall of 2014 and collected until Spring of 2017. The research will conclude in the summer of 2017 and data will be interpreted during this time. The study was from Fall 2014-Spring 2017 to gather enough data to interpret the change between the guided reading model (Fall 2014-Spring 2015) and the Explicit Reading Model (Fall 2015-Spring 2017).

The goal of this study in regards to the Three Daily Doses curriculum is to increase student achievement in reading comprehension and fluency. The goal is to determine what is the best program to build strong academic vocabulary to support reading comprehension and to assist in reading fluency with provided benchmarks.

Data Collection

For this action research, the data used is a mix of qualitative and quantitative. The data includes: type of reading instruction, monthly assessment placement, and State Mandated Assessments. The quantitative data will include FAST test scores and multi-syllabic work through 95% group (assessments seen in Appendix A and Appendix B). The qualitative data will include specific student feedback given through research. The data was gathered by the researcher through graphs made with the school's literacy team as well as file folders.

Data Analysis

The qualitative data collected, shows with an increase in engagement and achievement that students are actively engaged in the Explicit Reading Model and invested in their work (see Appendix J). Students seem to be better prepared to participate within the Explicit Reading Model which include, computer work, small reading groups, and word work through engagement checks and individual FAST data (Appendix G and Appendix H). This data shows students are meeting benchmark and making academic growth and achievement. Also, in the overall group,

students are increasing achievement scores from 2014 to now (Appendix F). Students are relaxed, know the routine, and feel comfortable to learn within the set structure. In regards to quantitative data, students have growth within student achievement over time but do not have drastic change from trimester to trimester as shown in. When you look at the table below, the accuracy score is what has changed so much over time. When data was collected in second grade, the average accuracy score was around 68% while in the winter of fourth grade, students are scoring on average 96% accuracy. The CBM-R (reading fluency words per minute) has changed drastically over the last two years but the aReading (reading comprehension score) has not made the changes that are needed to rely upon this program entirely.

Table 1. Group Data from FAST Assessments

FAST	X	2nd Grade			3rd Grade			4th Grade	
		Fall '14	Winter '15	Spring '15	Fall '15	Winter '16	Spring '16	Fall '16	Winter '17
CBM-r		52.5%	49.5%	52.1%	45.1%	52.4%	54.4%	70.7%	67%
Acc.		68.5%	76.4%	83.6%	89%	92.6%	95.1%	92.8%	96%
aReading		67.1%	75.3%	80%	60.9%	59.7%	47.5%	67%	67%
Iowa Assessments	X	X	X	Not Available	X	X	75-99%tile: 30% 50-74%tile: 29% 25-49%tile: 17%tile 1-24%tile: 24%	X	X

Note. Group data from FAST assessments over the course of 2014-2015, 2015-2016, and 2016-2017 school years. Scores were based on the percentage of questions answered correctly. The Iowa Assessments were not conducted the 2014-2015 school year as this assessment starts in the 3rd grade.

Discussion

Summary of Findings

The implications of this research suggest to teachers, researchers, and stakeholders that the Explicit Reading model is successful for assisting instructors into grouping students according to ability level per the data included in Appendix C, Appendix D, and Appendix E. The reasoning behind this finding is that this program is very structured and able to instruct teachers to specific steps for struggling readers. The individual achievement scores for each specific student show increased growth in accuracy, fluency, and reading comprehension. Students were able to

successfully complete phases and instructors were able to cater each student to a specific program The Three Daily Doses and able to find gaps for students and provide adequate and frequent feedback to teachers for instruction. A significant finding from this research shows that the increased amount of time that students focused on fluency in Shared Reading and Differentiated Reading, the more that fluency and accuracy achievement scores increased. The instruction that took place included whole group and small group settings that centered on smoothness, phrasing, and pacing. Students were able to identify the objective of each lesson for fluency and target the specific strategy that was needed for their reading skill. The next steps for teachers will include diagnostic intervention plans for students that are not making sufficient growth with this program and need more tailored instruction. First, instructors will provide notes of interventions put in place by month along with phase placement for individual students in need as well as include whole class trend line information for teachers to target areas like accuracy that need attention. This process insures that each teacher is able to reach every student and help him or her be successful in his or her literacy instruction.

A second part of this research was looking at qualitative data, which included engagement among students and their time during The Three Daily Doses of reading. Students reported to be more interested in the reading program with implementation of phases with different staff members within the school but did not feel that the program Raz Kids used during independent work during Differentiated Reading was useful or worth their time. This program included leveled books, comprehension quizzes, and games revolving around vocabulary present in daily instruction. After the engagement survey, the researcher was able to find different programs that students felt would keep them engaged while learning about reading fluency, comprehension strategies, and vocabulary. The programs implemented were ABCya, Storybook

Online, and National Geographic for Kids.

Overall, the Three Daily Doses program is successful for students by focusing on instruction that each student can achieve on an individual basis. Instruction will continue to be tailored for student needs. The focus for the researcher and team next year will be how to target reading comprehension strategies that can be carried over to meet standards and benchmarks for student achievement.

Figure 1. Individual Diagnostic Template for Students that are Missing Benchmark according to Iowa FAST Data.

Prairie Crest Reading Intervention Plan

Student Name:
Current School Year: 2016-2017
Current Grade:

FAST Progress Monitoring Trendline Analysis

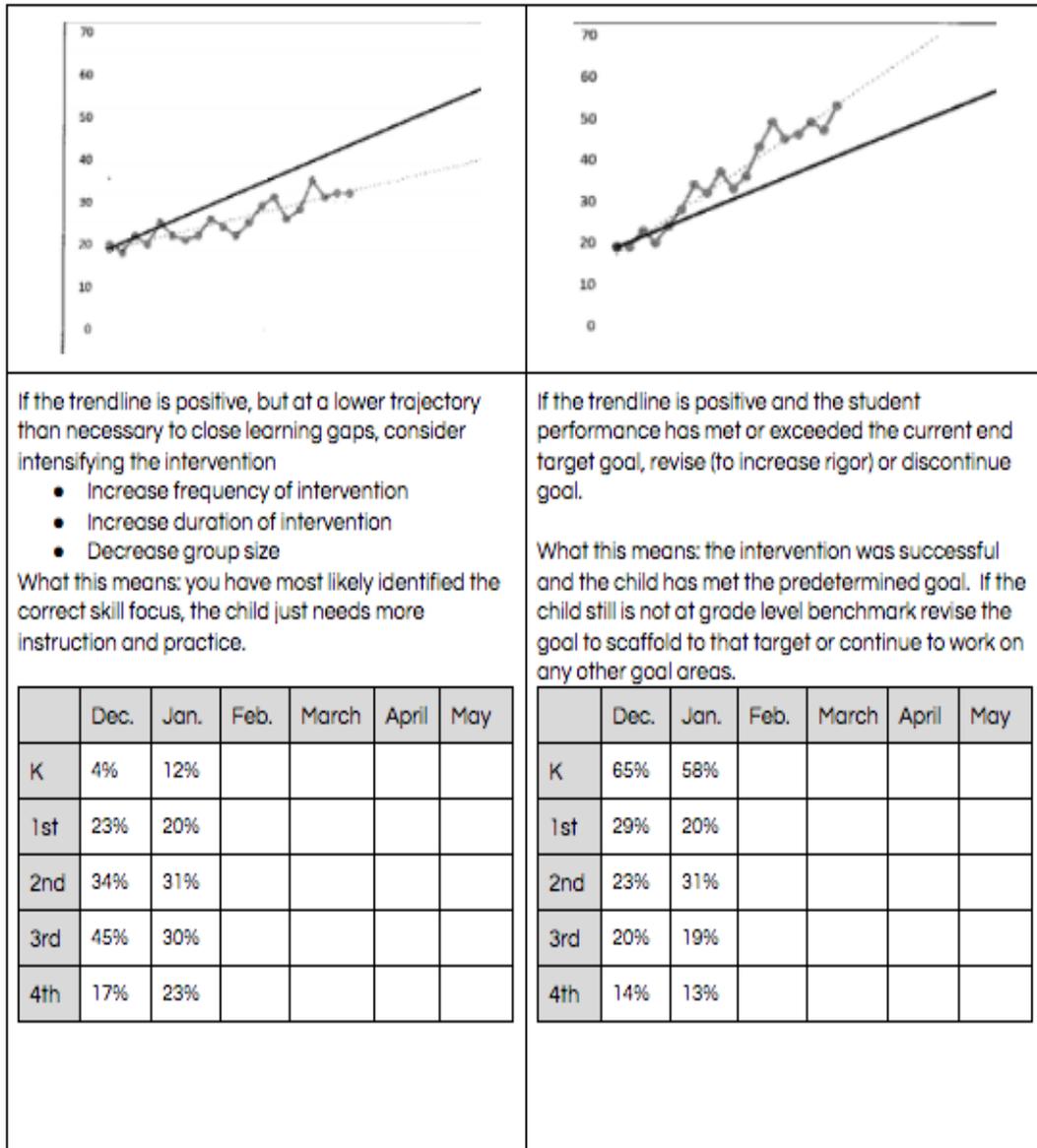
Month	Observation	Considerations
December	-	
January		
February		
March		
April		
May		

2016-2017 Additional Reading Instruction

Frequency/ Duration/ Total				
	Month	Core Reading Skill	% of Peers At or Below Student's Instructional Level	Additional Intervention Notes/Modifications within Plans
Instruction/Additional PM Results	September			
	October			
	November			
	December			
	January			
	February			
	March			
	April			
	May			

Figure 2. Class Trend Line Information for Diagnostic Purposes.

Analyzing Progress Monitoring Graphs



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Appendix A: Three Daily Doses Single Syllable Pre and Post Assessment

Student: _____ Teacher: _____ Date: _____

Part I: Single-Syllable Decoding Score Sheet

Letters and Sounds (Task 1a & 1b)										
Names	m	t	a	s	i	r	d	f	o	Comments: /26
	g	l	h	u	c	n	b	j	k	
	y	e	w	p	v	qu	x	z		
Sound s	m	t	a	s	i	r	d	f	o	Comments: /5 vowels /21 consonants
	g	l	h	u	c	n	b	j	k	
	y	e	w	p	v	qu	x	z		

Short Vowels (Task 2a, 2b, 2c)										
sat	pot	beg	nip	cub	pad	top	hit	met	nut	Comments: /10
mot	tib	han	teg	fet	lup	nid	pab	hud	<u>gop</u>	Comments: /10
<u>Sam</u> and <u>Ben</u> hid the gum.					<u>Pat</u> had a <u>nap</u> in bed.					Comments: /20
<u>Mom</u> had a <u>top</u> on a <u>big</u> pot.					<u>Tim</u> can sit in a <u>tub</u> .					

Consonant Blends and Digraphs (Task 3a, 3b, 3c)										
blip	check	clam	chin	thick	frank	mint	fist	grab	rest	Comments: /10
clop	prib	hest	chot	slen	bund	bist	hald	<u>slub</u>	shad	Comments: /10
<u>Glen</u> will <u>swim</u> past the <u>raft</u> in the <u>pond</u> .					The <u>frog</u> must <u>flip</u> and <u>spin</u> and <u>jump</u> .					Comments: /10

R - Controlled Vowel Patterns (Task 5a, 5b, 5c)										
card	stork	term	burs †	turf	fern	dirt	nark	firm	mirth	Comments: /10
fird	barp	forn	serp	surf	perd	kurn	nirt	mork	tarst	Comments: /10
The <u>dark tar</u> on his <u>torn shirt</u> <u>burned</u> and <u>hurt</u> him.					The <u>bird</u> hid <u>under</u> the <u>ferns</u> in the <u>park</u> .					Comments: /10

Vowel Teams (Task 6a, 6b, 6c)										
neat	spoil	goat	pail	field	fruit	claim	meet	beast	boast	Comments: /10
craid	houn	rowb	noy	feap	nuit	maist	plaat	tead	steen	Comments: /10
<u>Please</u> drink the <u>blue</u> and <u>green</u> <u>juice</u> with the <u>plain gray straw</u> .					She will <u>spoil</u> the <u>joy</u> of the <u>feast</u> .					Comments: /20

Appendix B: Three Daily Doses Multisyllabic Pre and Post AssessmentStudent Materials

Compound Words				
lifetime	upside	baseball	fireworks	sunflower
moonlight	football	railroad	anybody	throwback
meanself	earthside	everylift	backmade	uplit
nowball	bysun	redtime	himday	incat

Closed Syllables (Phase 10)				
admit	basket	helmet	combat	magnet
goblin	bucket	dentist	napkin	picnic
bamhet	cedfin	hilmob	rotsuk	zubjam
witlad	sofwem	dakzin	ludpon	tefdut

Student Materials

Open Syllables (Phase 11)				
pony	basic	unit	student	began
robot	bonus	result	depend	relax
basum	kehil	lidot	stobu	tumil
dikit	cofan	julig	napit	zehum

Vowel-Consonant-e Syllables (Phase 12)				
complete	admire	concrete	alpine	confine
prorate	baptize	frustrate	athlete	cascade
bripcude	slantsine	tumhipe	clacksize	stotpape
comsite	stunprate	copvete	tifshake	etdine

Student Materials

r-Controlled Syllables (Phase 13)				
amber	transform	arcade	turmoil	barber
turnip	blubber	urchin	elder	whisper
borstir	sorstirm	corum	stertar	flurbbar
wuraft	garmpor	yurzar	gorpir	zergpome

Vowel Team Syllables (Phase 14)				
raisin	beehive	refrain	cocoa	reproach
complain	seesaw	decay	tabloid	destroy
aibneep	oapsteef	aiffoin	sitkay	ansoy
stoabwhag	aupflain	teegpate	bloamgreel	zeepslate

Student Materials

Consonant-le Syllables (Phase 15)				
apple	scuttle	beetle	shuffle	sizzle
jumble	steeple	uncle	fizzle	mapple
tetple	boidle	chutze	toimble	drackdle
tonble	trawfle	fotple	wipgle	gatble

Appendix C: Three Daily Doses Multisyllabic Individual Student Placement 2014-2015

Grade	FAST CBM-R Fall 2014-2015 Median Words Correct per minute	FAST CBM-R Fall 2014-2015 Median Errors per minute	FAST CBM-R Fall 2014-2015 Percent Accuracy	FAST CBM-R Winter 2014-2015 Median Words Correct per minute	FAST CBM-R Winter 2014-2015 Median Errors per minute	FAST CBM-R Winter 2014-2015 Percent Accuracy	FAST CBM-R Spring 2014-2015 Median Words Correct per minute	FAST CBM-R Spring 2014-2015 Median Errors per minute	FAST CBM-R Spring 2014-2015 Percent Accuracy
02	17	6	0.74	35	5	0.88	65	1	0.98
02	52	3	0.95	70	1	0.99	92	2	0.98
02	45	3	0.94	68	2	0.97	72	0	1
02	106	7	0.94	135	3	0.98	131	3	0.98
02	85	4	0.96	125	1	0.99	155	3	0.98
02	94	4	0.96	130	0	1	133	0	1
02	20	17	0.54	52	5	0.91	85	5	0.94
02	12	7	0.63	32	4	0.89	33	5	0.87
02	131	3	0.98	143	3	0.98	143	0	1
02	123	5	0.96	139	0	1	162	1	0.99
02	28	5	0.85	32	6	0.84	69	1	0.99

02	46	6	0.88	61	0	1	85	3	0.97
02	8	9	0.47	14	8	0.64	23	10	0.7
02	81	7	0.92	105	0	1	137	0	1
02	63	0	1	99	1	0.99	97	1	0.99
02 emosta	9	11	0.45	24	10	0.71	32	6	0.84
02	41	3	0.93	69	0	1	85	1	0.99
02	56	3	0.95	75	4	0.95	114	6	0.95
02	58	0	1	110	0	1	119	1	0.99
02	82	1	0.99	115	0	1	137	4	0.97
02	170	5	0.97	183	2	0.99	203	5	0.98
02	58	0	1	96	0	1	108	0	1
02	65	24	0.73	70	1	0.99	88	0	1
02	101	13	0.89	99	0	1	119	1	0.99
02	25	8	0.76	45	16	0.74	74	0	1
02	16	8	0.67	42	2	0.95	73	1	0.99
02	60	0	1	78	0	1	94	0	1
02	81	1	0.99	101	1	0.99	101	2	0.98

02	72	0	1	110	3	0.97	97	1	0.99
02	50	5	0.91	81	1	0.99	86	3	0.97
02	31	6	0.84	67	2	0.97	88	2	0.98
02	86	4	0.96	99	0	1	140	2	0.99
02	142	0	1	161	0	1	174	0	1
02	122	2	0.98	131	0	1	158	1	0.99
02	14	8	0.64	20	1	0.95	30	6	0.83
02	104	3	0.97	85	15	0.85	105	3	0.97
02	84	4	0.95	116	2	0.98	133	2	0.99
02	70	2	0.97	96	1	0.99	135	1	0.99
02							91	2	0.98
02	58	5	0.92	90	1	0.99	107	2	0.98
02	17	7	0.71	27	4	0.87	57	14	0.8
02	109	0	1	110	2	0.98	131	1	0.99
02	87	1	0.99	108	3	0.97	114	1	0.99
02	116	0	1	139	0	1	139	0	1
02	58	1	0.97	87	1	0.99	87	1	0.99

64	3	0.96	97	2	0.98	102	0	1
94	2	0.98	98	1	0.99	94	0	1
83	6	0.93	86	16	0.84	95	3	0.97
47	0	0	96	5	0.95	101	2	0.98
57	4	0.93	100	1	0.99	114	3	0.97
80	3	0.96	76	2	0.97	76	4	0.95
31	4	0.89	41	4	0.91	60	1	0.98
61	8	0.88	66	8	0.89	84	2	0.98
11	9	0.55	16	9	0.64	34	5	0.87
52	6	0.9	88	0	1	109	1	0.99
101	8	0.93	118	3	0.98	134	1	0.99
145	0	1	171	7	0.96	184	1	0.99
40	8	0.83	59	3	0.95	78	3	0.96
47	6	0.89	84	3	0.97	93	3	0.97
88	4	0.96	109	2	0.98	127	0	1
66	2	0.97	84	0	1	99	3	0.97
71	1	0.99	87	1	0.99	96	0	1

02	95	2	0.98	125	0	1	136	1	0.99
02	88	0	1	124	0	1	130	0	1
02	35	4	0.9	57	1	0.98	67	4	0.94
02	79	2	0.98	139	6	0.96	156	3	0.98
02	97	1	0.99	131	0	1	136	2	0.99
02	17	7	0.71	43	7	0.86	60	2	0.97
02	46	2	0.96	78	1	0.99	86	0	1
02	133	4	0.97	145	1	0.99	163	0	1
02	43	3	0.93	74	1	0.99	86	1	0.99
02	75	0	1	89	2	0.98	121	2	0.98
02	152	5	0.97	148	6	0.96	171	0	1
02	80	1	0.99	104	0	1	124	0	1
02	80	0	1	97	1	0.99	149	2	0.99
02	8	21	0.28	18	23	0.44	30	21	0.59
02	57	3	0.95	96	2	0.98	98	0	1

Note. The color green represents student achievement meeting benchmark while the color red represents student achievement below benchmark.

Appendix D: Three Daily Doses Multisyllabic Individual Student Placement 2015-2016

	2015-2016 School Year (3rd grade)								
	Phase by Month (.1 for Chip Kit, .2 for Lesson Library, 3 6A, .4 6B)								
	S	O	N	D	J	F	M	A	M
A	10	11	12	12	14	14	16	16	16
B									
C	10	11	14	14	14	15	16	16	17
D	10	10	11	12	13	16	16	16	16
E	10	11	12	17	17	17	17	17	17
F	17	17	17	17	17	17	17	17	17
H	17	17	17	17	17	17	17	17	17
I	10	11	12	13	14	16	16	16	17
J	17	17	17	17	17	17	17	17	17
K	5.2	5.2	5.2	5.2	5.2	5.2	7.2	7.2	7.2
L	17	17	17	17	17	17	17	17	17
M	10	10	11	11	12	16	16	16	16
N	10	11	13	14	14	15	16	16	16
O	5.2	5.2	5.2	5.2	5	7	8	9	9
P	17	17	17	17	17	17	17	17	17
Q	10	11	13	13	15	16	16	16	17
R	5.2	5.2	5.2	5.2	5.2	5.2	7.2	7.2	7.2
S	10	11	12	14	14	16	16	16	16
T	10	10	11	11	12	12	16	16	17
U	17	17	17	17	17	17	17	17	17
V	17	17	17	17	17	17	17	17	17
W	11	12	16	16	16	17	17	17	17
X	10	11	12	13	14	16	16	16	17
Y									
Z	17	17	17	17	17	17	17	17	17
AA	6	7	8	9	9.5	16	16	16	16
BB	10	10	11	11	11	16	16	16	16

	2015-2016 School Year (3rd grade)								
	Phase by Month (.1 for Chip Kit, .2 for Lesson Library, 3 6A, .4 6B)								
BB	10	10	11	11	11	16	16	16	16
CC	14	15	16	16	16	16	17	17	17
DD	17	17	17	17	17	17	17	17	17
EE	11	12	14	17	17	17	17	17	17
FF	10	10	11	12	13	16	16	16	17
GG	10	11	12	12	13	16	16	17	17
HH	17	17	17	17	17	17	17	17	17
II	17	17	17	17	17	17	17	17	17
JJ	17	17	17	17	17	17	17	17	17
KK	6	7	8	9	9.5	16	16	16	16
LL									
MM	14	14	14	16	16	16	16	17	17
NN	17	17	17	17	17	17	17	17	17
OO	17	17	17	17	17	17	17	17	17
PP	10	11	12	14	17	17	17	17	17
QQ	16	16	16	16	17	17	17	17	17
RR	5.2	5.2	5.2	5.2	5	5.2	7.2	7.2	7.2
SS	-	-	-	-	17	17	17	17	17
TT	17	17	17	17	17	17	17	17	17
UU	17	17	17	17	17	17	17	17	17
VV	17	17	17	17	17	17	17	17	17
WW	10	11	12	14	16	16	16	16	17
XX	17	17	17	17	17	17	17	17	17
YY	10	11	13	14	16	16	16	16	17
ZZ	11	13	14	17	17	17	17	17	17
AAA	17	17	17	17	17	17	17	17	17
BBB	10	11	12	13	15	16	16	17	17
CCC	5.2	5.2	5.2	5.2	5	7	9	11	12

	2015-2016 School Year (3rd grade)									
	Phase by Month (.1 for Chip Kit, .2 for Lesson Library, 3 6A, .4 6B)									
DDD	11	12	13	14	15	16	16	16	16	
EEE	5.2	5.2	5.2	5.2	5	7	9	11	12	
FFF	10	11	11	11	12	16	16	16	17	
GGG	17	17	17	17	17	17	17	17	17	
HHH	17	17	17	17	17	17	17	17	17	
III	10	11	11	11	12	16	16	16	16	
JJJ	10	11	11	12	13	16	16	16	16	
KKK	10	11	15	17	17	17	17	17	17	
LLL	10	11	12	14	15	16	16	17	17	
NNN	11	12	16	16	16	17	17	17	17	
OOO	17	17	17	17	17	17	17	17	17	
PPP	17	17	17	17	17	17	17	17	17	
QQQ	17	17	17	17	17	17	17	17	17	
RRR	10	11	11	12	13	16	16	16	16	
SSS	17	17	17	17	17	17	17	17	17	
TTT	17	17	17	17	17	17	17	17	17	
UUU	5.2	5.2	5.2	5.2	5	5.2	7.2	7.2	7.2	
VVV	11	12	13	16	16	16	16	16	16	
WWW	17	17	17	17	17	17	17	17	17	
XXX	10	11	12	13	15	16	16	16	16	
YYY	17	17	17	17	17	17	17	17	17	
ZZZ	17	17	17	17	17	17	17	17	17	
AAAA	17	17	17	17	17	17	17	17	17	
BBBB	17	17	17	17	17	17	17	17	17	
CCCC	5.2	5.2	5.2	5.2	5	7	8	9	9	
DDDD	11	15	15	17	17	17	17	17	17	
EEEE	17	17	17	17	17	17	17	17	17	
FFFF	10	12	14	17	17	17	17	17	17	

Note. The color blue represents the benchmark score, the color green represents the fluency phase which is within five points below the benchmark, the color yellow represents the multisyllabic phase which is within 6-15 points below benchmark, and the color red represents students substantially deficient according to benchmark which is over 16 points below benchmark.

Appendix E: Three Daily Doses Multisyllabic Individual Student Placement 2016-2017

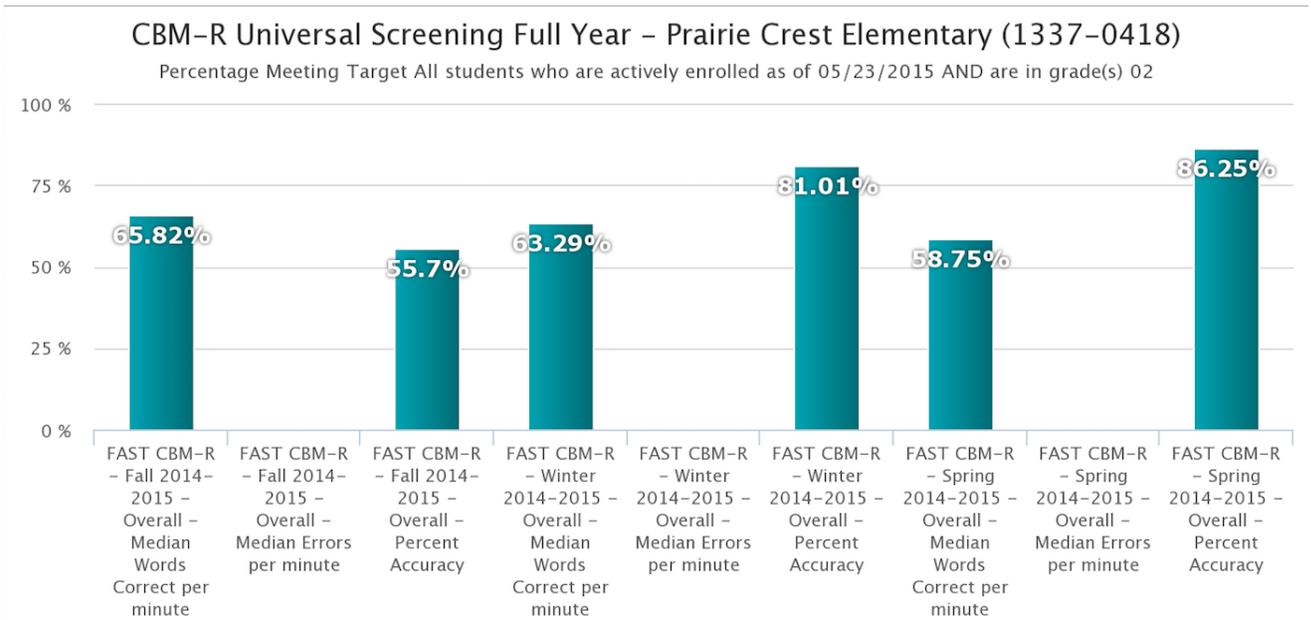
	2016-2017 Sch (4th gra				
	Phase by N (.1 for Chip Kit, .2 for Lesso				
	S	O	N	D	J
A	16	16	16	16	16
B	16	16	16	16	16
C	17	16	16	16	16
D	16	16	16	16	16
E	17	17	17	17	17
F	17	17	17	17	17
H	17	17	17	17	17
I	16	16	16	16	16
J	17	17	17	17	17
K	7	8	9	9.50	10
L	17	17	17	17	17
M	16	16	16	16	16
N	16	16	16	16	16
O	6	6	7	7	8
P	17	17	17	17	17
Q	17	17	17	17	17
R	7	8	9	9.5	10
S	16	16	16	16	16
T	16	16	16	16	16
U	17	17	17	17	17
V	17	17	17	17	17
W	16	16	16	16	16
X					
Y	16	16	16	16	16
Z	17	17	17	17	17
AA	17	17	17	17	17
BB	16	16	16	16	16
CC	12	16	16	16	16
DD	17	16	16	16	16

	2016-2017 Sci (4th gra				
	Phase by N (.1 for Chip Kit, .2 for Lessc				
EE	17	17	17	17	17
FF	17	17	17	17	17
GG	17	17	17	17	17
HH	16	16	16	16	16
II	17	17	17	17	17
JJ	17	17	17	17	17
KK	17	17	17	17	17
LL	6	7	7	8	8
MM	17	17	17	17	17
NN	17	17	17	17	17
OO	17	17	17	17	17
PP	17	17	17	17	17
QQ	17	17	17	17	17
RR	17	17	17	17	17
SS	16	16	16	16	16
TT	17	17	17	17	17
UU	17	17	17	17	17
VV	17	17	17	17	17
WW	17	17	17	17	17
XX	17	17	17	17	17
YY	17	17	17	17	17
ZZ	17	17	17	17	17
AAA	17	17	17	17	17
BBB	16	17	17	17	17
CCC	17	17	17	17	17
DDD	12	14	13	16	16
EEE	16	16	16	16	16
FFF	7	8	9	9.50	10
GGG	16	16	16	16	16
HHH	17	17	17	17	17
III	17	17	17	17	17

	2016-2017 School Year (4th grade)				
	Phase by (.1 for Chip Kit, .2 for Less				
III	17	17	17	17	17
JJJ	12	14	13	16	16
KKK	16	16	16	-	-
LLL	17	17	17	17	17
NNN	17	17	17	17	17
OOO	17	17	17	17	17
PPP	17	17	17	17	17
QQQ	17	17	17	17	17
RRR	17	17	17	17	17
SSS	16	16	16	16	16
TTT	17	17	17	17	17
UUU	17	17	17	17	17
VVV	8	9	9.50	16	16
WWW	16	16	16	16	16
XXX	17	17	17	17	17
YYY	16	16	17	17	17
ZZZ	17	17	17	17	17
AAAA	17	17	17	17	17
BBBB	17	17	17	17	17
CCCC	17	17	17	17	17
DDDD	6	6	7	7	7
EEEE	17	17	17	17	17
FFFF	17	17	17	17	17
	17	17	17	17	17

Note. The color green represents achievement scores meeting benchmark; the color red represents achievement scores not meeting benchmark, and the color yellow for students that are within one point below benchmark.

Appendix F: Three Daily Doses 2nd Grade FAST Assessment 2014-2015



Appendix G: Three Daily Doses 3rd Grade FAST Assessment 2015-2016

	FAST: 2016-2017 School Year (3rd grade)									1516 (3rd grade) Indicator			1617 (4th grade) Indicator			Fluency	
	95%	91	95%	115	95%	130	483	496	501	Proficient=0 At Risk=1 SD=2			Proficient=0 At Risk=1 PatR=2			M	A
	Acc. (F)	CBM-r (F)	Acc. (W)	CBM-r (W)	Acc. (S)	CBM-r (S)	aReading (F)	aReading (W)	aReading (S)	F	W	S	F	W	S	CWPM	CWPM
A	90%	37	98%	64	100%	83	469	474	480	2	2	2	2				86
B													1				
C	99%	97	99%	105	98%	132	509	508	510	0	0	0	0			105	111
D	94%	67	97%	78	96%	100	478	478	480	2	2	2	2				81
E	96%	115	100%	146	99%	142	511	522	524	0	0	0	0				
F	100%	137	100%	178	100%	193	496	497	496	0	0	1	0				
H	98%	125	100%	135	99%	163	498	509	524	0	0	0	0				
I	93%	82	99%	93	99%	140	478	483	486	2	2	2	2			91	121
J	75%	126	100%	207	99%	183	526	525	534	0	0	0	0				
K	99%	45	98%	59	96%	74	442	471	470	2	2	2	2				
L	100%	142	100%	168	100%	195	526	524	530	0	0	0	0				
M	91%	84	100%	90	100%	100	473	479	487	2	2	2	2				
N	97%	76	99%	100	99%	100	478	500	489	2	1	2	1			100	128
O	57%	13	76%	22	81%	26	443	445	456	2	2	2	2				
P	97%	116	100%	151	98%	193	505	514	514	0	0	0	0				
Q	97%	103	100%	141	100%	154	498	499	499	1	0	1	0			124	154
R	74%	23	80%	32	94%	65	449	471	482	2	2	2	2				
S	94%	73	100%	98	98%	117	473	485	492	2	2	2	2			98	113
T	77%	86	95%	132	96%	144	486	493	482	1	2	2	2				100
U	98%	130	99%	155	100%	177	500	513	521	0	0	0	0				
V	100%	215	99%	238	97%	232	526	543	529	0	0	0	0				
W	100%	98	100%	116	100%	139	503	504	493	0	0	1	0				
X	100%	84	97%	126	99%	135	472	484	501	2	2	1	2			120	106
Y													0				
Z	98%	116	99%	149	100%	173	507	515	517	0	0	0	0				
AA	97%	60	97%	86	99%	108	473	478	485	2	2	2	2				129

	FAST: 2016-2017 School Year (3rd grade)									1516 (3rd grade) Indicator			1617 (4th grade) Indicator			Fluency	
	95%	91	95%	115	95%	130	483	496	501	Proficient=0 At Risk=1 SD=2	Proficient=0 At Risk=1 PatR=2						
DDD	91%	80	96%	100	99%	144	480	481	498	1	2	2	2		118	128	
EEE	82%	31	91%	43	93%	69	444	446	451	2	2	2	2				
FFF	94%	88	98%	121	100%	132	478	488	489	1	2	2	2			127	
GGG	93%	141	100%	156	100%	154	511	508	542	0	0	0	0				
HHH	100%	142	99%	168	100%	167	518	524	542	0	0	0	0				
III	87%	65	99%	80	97%	75	368	451	474	2	2	2	2				
JJJ	94%	87	99%	103	100%	121	481	499	504	1	0	0	0		125	119	
KKK	97%	126	100%	141	99%	137	504	520	521	0	0	0	0				
LLL	96%	96	99%	146	99%	160	497	513	515	0	0	0	0		99	159	
NNN	98%	98	100%	127	100%	141	502	504	515	0	0	0	0				
OOO	96%	121	99%	151	98%	157	498	500	502	0	0	0	0				
PPP	99%	124	99%	151	100%	161	509	518	519	0	0	0	0				
QQQ	90%	120	98%	176	100%	188	510	525	527	0	0	0	0				
RRR	90%	57	96%	89	99%	125	480	486	483	1	2	2	1		96	125	
SSS	99%	150	97%	193	94%	180	511	521	527	0	0	0	0				
TTT	98%	135	99%	159	98%	173	489	518	503	0	0	0	0				
UUU	87%	45	96%	73	94%	89	462	468	478	2	2	2	2				
VVV	96%	88	100%	117	99%	129	480	491	503	1	2	1	2		102	91	
WWW	99%	151	99%	172	100%	174	528	532	541	0	0	0	0				
XXX	93%	55	100%	104	100%	118	498	508	517	0	0	0	0		89	110	
YYY	98%	113	99%	160	99%	176	498	491	505	0	1	0	1				
ZZZ	99%	150	100%	184	100%	195	511	513	524	0	0	0	0				
AAAA	98%	129	100%	143	100%	161	496	500	501	0	0	0	0				
BBBB	99%	125	99%	164	99%	156	499	506	519	0	0	0	0				
CCCC	85%	28	81%	26	73%	30	436	452	450	2	2	2	2				
DDDD	100%	139	100%	157	100%	183	500	517	513	0	0	0	0				
EEEE	100%	173	99%	168	100%	160	519	522	520	0	0	0	0				
FFFF	97%	89	100%	120	99%	149	494	496	503	0	0	0	1				

Note. The color green represents achievement scores meeting benchmark; the color red represents achievement scores not meeting benchmark, and the color yellow for students that are within one point below benchmark.

Appendix H: Three Daily Doses 4th Grade FAST Assessment 2016-2017

		FAST: 2016-2017 School Year (4th grade)							
		95%	116	95%	136	95%	150	500	507
		Acc. (F)	CBM-r (F)	Acc. (W)	CBM-r (W)	Acc. (S)	CBM-r (S)	aReading (F)	aReading (W)
A		100	71	99%	*100			481	485
B		100	118	100%	148			505	499
C		96	109	99%	*117			513	521
D		86	81	99%	*99			485	490
E		99	167	100%	172			532	519
F		100	193	100%	179			507	497
H		99	166	100%	165			532	519
I		98	116	99%	136			496	496
J		97	191	100%	176			523	531
K		100	73	98%	82			477	475
L		100	209	100%	211			526	535
M		99	93	100%	113			490	490
N		99	109	100%	128			508	495
O		71	24	77%	24			454	453
P		98	150	100%	180			516	529
Q		100	151	100%	168			513	506
R		99	73	100%	97			487	504
S		97	107	100%	131			488	486
T		97	129	96%	152			499	498
U		100	162	100%	191			529	524
V		100	248	99%	229			527	533
W		99	162	99%	153			512	513
X				100%	155				498
Y		99	99	100%	118			493	500
Z		95	146	100%	161			514	512
AA		99	169	98%	177			524	532
BB		98	93	100%	121			492	498
CC		100	105	98%	113			490	501
DD		100	131	100%	128			505	516

		FAST: 2016-2017 School Year (4th grade)							
		95%	116	95%	136	95%	150	500	507
EE		100	182	100%	193			510	528
FF		99	121	99%	156			530	534
GG		99	138	100%	134			499	510
HH		92	104	98%	138			492	509
II		97	147	99%	174			500	511
JJ		100	220	100%	234			516	523
KK		99	155	98%	170			531	528
LL		88	53	97%	63			481	469
MM		98	137	98%	184			509	513
NN		99	149	100%	146			510	515
OO		99	159	100%	181			521	526
PP		100	161	99%	186			512	519
QQ		98	136	100%	143			504	524
RR		100	161	100%	183			528	534
SS		98	120	98%	137			486	500
TT		100	154	99%	160			522	526
UU		99	164	99%	160			526	520
VV		98	163	99%	174			527	528
WW		99	181	99%	192			513	521
XX		96	94	99%	128			528	533
YY		99	202	100%	209			511	516
ZZ		134	134	99%	163			516	516
AAA		99	156	100%	197			522	531
BBB		99	118	100%	143			508	516
CCC		99	129	100%	149			511	514
DDD		97	62	100%	85			477	483
EEE		100	108	98%	127			484	499
FFF		94	75	93%	97			470	479
GGG		98	118	96%	130			485	499
HHH		99	171	99%	159			515	517
III		98	170	99%	169			541	534

		FAST: 2016-2017 School Year (4th grade)							
		95%	116	95%	136	95%	150	500	507
JJJ		98	86	100%	110			484	473
KKK		93	90	-	-	-	-	501	-
LLL		100	143	98%	163			522	527
NNN		99	130	99%	154			518	516
OOO		100	132	99%	155			522	518
PPP		99	141	99%	171			509	512
QQQ		99	146	99%	164			515	519
RRR		100	180	99%	190			530	539
SSS		99	93	100%	124			501	508
TTT		100	171	100%	182			530	514
UUU		99	168	100%	182			506	528
VVV		95	80	96%	93			482	489
WWW		96	105	100%	128			496	501
XXX		100	171	100%	171			541	542
YYY		100	149	99%	120			500	520
ZZZ		100	151	100%	165			498	508
AAAA		98	198	99%	198			514	514
BBBB		91	154	100%	178			516	510
CCCC		98	126	100%	161			514	513
DDDD		1	30	68%	45			451	446
EEEE		100	171	99%	189			511	513
FFFF		98	165	99%	148			528	533
		98	127	98%	130			499	516
		# of Students Meeting Benchmark/Not Meeting Benchmark							
		0	58	79	55	0	0	59	56
		82	23	2	22	0	0	22	25

Note. The color green represents achievement scores meeting benchmark and the color red represents achievement scores not meeting benchmark.

Appendix I: Student Engagement Artifacts

Engagement Survey

1. Tell Me 2 Things that you like about Differentiated Reading.

getting time out of your usual class room
but in some other class.

I like reading/writing.

2. Tell Me Something You Wish You Could Change about Differentiated Reading.

No sitting by friends

only reading/writing

Engagement Survey

1. Tell Me 2 Things that you like about Differentiated Reading.

I like that it is very educational and that your teacher make sure that you are put into groups. 2 I love the reading part because if you were at a 5th grade reading level, then you could improve or excel.

Tell Me Something You Wish You Could Change about Differentiated Reading.

Engagement Survey

1. Tell Me 2 Things that you like about Differentiated Reading.

I like that there are books that will challenge me to read them. and I like worktime so I can read instead of being so busy with raz-kids and stuff.

2. Tell Me Something You Wish You Could Change about Differentiated Reading.

1. I don't like raz-kids because I feel like if your on a low level then you feel your doing bad.
2. I don't like some groups because they give you books that no one like and have like 10 words on each in some groups.

Engagement Survey

1. Tell Me 2 Things that you like about Differentiated Reading.

I like spelling and newsela
because they help you get focus more
for the rest of your day!

2. Tell Me Something You Wish You Could Change about Differentiated Reading.

I feel like there is not alot of
activity we really only get to read
and write and that not fun when
you have to do that 3 times a
day.