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Exploring the Effect of Using the Six-Minute Solution: A Reading Fluency Program to Increase Overall Reading Fluency in Second Grade Students

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Exploring the Effect of Using the *Six-Minute Solution: A Reading Fluency Program*
to Increase Overall Reading Fluency in Second Grade Students

A Thesis Presented to
the Graduate Faculty of
Minnesota State University Moorhead

By

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In Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Curriculum and Instruction

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Abstract

The purpose of this research is to make a determination whether a positive, as well as additive, effect is seen on reading fluency when using the implementation of multiple strategies in the classroom. After reviewing the strategies, the researched-based *Six-Minute Solution: A Reading Fluency Program* was chosen as the main intervention. The study will specifically target second graders. After determining baseline data, data collection will be collected bi-monthly for a four-week period. As a result of the intervention, the conclusive findings indicate a positive increase in reading fluency scores.

CHAPTER ONE

“A student not reading at his or her grade level by the end of the third grade is four times less likely to graduate high school on time” (Reading Partners, 2013, para. #5). According to an article in Reading Partners, this number increases to six times less likely if the student is from a low-income family (2013, para #5). When someone sees statistics such as those presented in Reading Partners a person can make a connection between poor reading skills and unfavorable life outcomes. Teachers receive students in this demographic area every year. As each student comes into the classroom with his or her own unique experiences and knowledge of the world, their future is not predestined. As a classroom teacher I know early identification of students with reading deficiencies can be instrumental to overcoming the odds of becoming another negative statistic.

General Problem/Issue

Fluency is a component of reading that affects a student’s ability to comprehend text. When a student spends the majority of the time decoding words and phrases, much of the message gets lost. It is evident when the message gets lost during reading, the student in effect becomes lost and is unable to recall events which have happened in the story. Building reading fluency is a way to help students increase their reading comprehension as well. Some students will not need as much support with their reading fluency while others will need more support. Reading support looks different from state to state, city to city, district to district, even school to school. Support is often times determined by available funds and how those funds are dispersed. Reading support may be a Title 1 teacher pulling students for individual reading groups. It may also be a paraprofessional taking students in a small group or one-on-one to help build skills too. However, the support and interventions used are determined by the funds available and school

administration. Students who struggle with reading fluency do so differently. It may be students are able to read all the words, but they don't have any expression in their voice, or students are still struggling with sight words.

It is important to assess where students are with their reading fluency in order to help them accordingly. Data from assessments can be used to design specific strategies which target the student's fluency needs. Data can be collected throughout the year. It can be in the form of summative or formative assessment. As a school, benchmark assessments are given to all students three times a year to monitor growth. These benchmark assessments are given in September (Fall), January (Winter), and May (Spring). In the classroom, data is collected daily through whole group observations during a lesson, summative assessments for units, along with guided reading notes.

There are various ways to develop students' reading fluency. During independent work time, students can use a buddy reading strategy where a partner is used to help increase their fluency. Students can also use a leveled fluency card at home with their parents to help increase their fluency. Students will have the support of their peers as they build fluency throughout the study. As students work on building their fluency, they will be given a reading passage from Six Minute Fluency Solution. Students will be given a passage at a second grade level and will use the same passage for a week at a time. As they are building their fluency, they will receive leveled fluency cards in order to avoid frustration with a passage becoming too hard because it is too high of a reading level for them.

Subjects and Settings

The study took place in a diverse community with a variety of support offered to students at an elementary school. The district the study took place in is a school district which was and

continues to grow and add schools. This addition included elementary, middle and high schools. With the increased class sizes and limited space, the district has utilized kindergarten centers as well as 9th grade centers to help with space challenges. The community has a wide variety of social-economic statuses, ethnicities, religions and lifestyles.

Description of Subjects

The participants in this study included twenty-three second grade students. There were three students who were English Learners (EL), who received services. Those services included a 45-minute block of time where the focus was on language development given by a certified EL teacher. Their language was monitored yearly until they exit the program. Two students received Special Education services and were on an Individual Education Plan (IEP) for reading, math or both. Students on an IEP were identified before coming into second grade as needing an alternate core. Two students had an IEP for speech. Students on a speech IEP were also identified as needing speech services before entering 2nd grade. One student was in the process of being tested for a learning disability. The student who was moving to an IEP for a learning disability was been identified through the RTI-A process. An IEP was necessary for them to be successful at school. Two students received Title 1 services. Students who received a Title 1 intervention scored below the 25th percentile when they were benchmarked. They were receiving the intense intervention in order to be grade level proficient. One student received a reading intervention where Leveled Literacy Instruction, (LLI) was used. The LLI intervention was used to boost kids in reading in order to get them up to grade level. They were not low enough for Title services but did need a little more support. The majority of the participants came from middle class families.

Permission to Conduct Research

I had obtained permission from the Institutional Review Board (IRB) at Minnesota State University of Moorhead and from the school district to conduct this study. I had followed the school district's IRB procedure to obtain permission to conduct my research. This involved receiving permission from the Assistant Superintendent of Curriculum and Instruction as well as from the building principal at the school where the research was conducted.

Selection Criteria

The participants in this study were my students during the 2012-2013 school year. The participants were chosen because of an emphasis on increasing reading fluency throughout the year. Data from research was kept electronically in AimsWeb and was continuously added as students moved from grade level to grade level. I have continued to use the same method in my classrooms because of the growth made during the data collection period. Fluency is a skill we continued to work on each year because it is a foundation skill that is necessary for continued success through school.

Description of Setting

The setting at which the research took place is a 1st through 5th grade elementary school which was part of a larger school district in the eastern part of North Dakota. There were approximately 8056 students enrolled in the school district where the research took place.

Demographics

The demographics of the school district where the research took place is as follows:

	Percentage of Students
Special Education Services	12.6%
Free and Reduced Lunch	32%

Caucasian	75%
Black	14%
Hispanic	4%
Asian	4%
Native American/Alaskan Native	3%

Figure 1. Demographics of students

Review of Literature

The search for literature related to reading fluency turned up many interesting strategies. The strategies I read about ranged from increasing fluency in young children to adults. Rasinski and Young's article titled Implementing Readers Theatre as an Approach to Classroom Fluency Instruction defines fluency as, "the ability to read the words in a text with sufficient accuracy, automaticity, and prosody" (2009). The goal was to increase student's reading fluency. My research yielded many different strategies to help students build reading fluency. There are many educational theories on how to build fluency. "Research has demonstrated that assisted reading and repeated readings lead to improvements in fluency on the texts read by students that also generalizes to new texts not previously encountered by students" (Rasinski & Young, 2009, p. 4).

As I read through and looked at different strategies I began to think about which ones would work in my classroom with the students I had at the time. Our reading curriculum included leveled reading fluency cards. I decided to use repeated buddy reading with my students to build their reading fluency. I found literature on buddy reading to increase fluency and with my class I felt working with a buddy and having someone hold them accountable for reading would be effective as well as motivating them to improve. There was also the additional benefit of being a peer and helping out a classmate. Students may have responded better to a

peer who is helping them and may have made greater gains because they were working with a peer in the classroom. The body of my literature review provides further research that supports this strategy to improve fluency.

Definition of Terms

1. Reading Fluency: the ability to read accurately, quickly, effortlessly and with appropriate expression and meaning (Griffith & Rasinski, 2004)
2. Vocabulary: knowing the meaning of many words (Rasinski, 2000)
3. Accuracy: the ability to read the words in a text correctly and effortlessly (Young & Rasinski, 2009)
4. Reading fluency passages: text at grade level appropriate text from which the student reads (Patarapichayatham et al., 2011)
5. Guided reading: small reading groups that allow for the guidance of students to develop problem solving strategies as they read (Schwartz, 2005)
6. Expression: using sentence structure, punctuation and text features to raise and lower their pitch as they read (De Ley, 2012)
7. Curriculum Based Measurements (CBM/Probes): a summative assessment that tells where students are with their fluency and where they need to go (Hosp, Hosp, & Howell, 2016)
8. AIMSweb (describe in method): universal screening, progress monitoring and data collection system (Pearson, 2014)
9. Reading comprehension: pulling out important information to make meaning (Snow, 2002)

10. Six-Minute fluency solution: a program used to build students fluency (Voyager Sopris Learning, 2017)
11. Formative: assessments given to provide feedback and informing daily instruction (Dunn & Mulvenon, 2009)
12. Summative: assessment given at the end of a timeframe (Dunn & Mulvenon, 2009)
13. Differentiated Instruction: Matching instruction to meet the different needs of students (Reading Rockets, 2017)
14. Target: 50th percentile throughout the year for fluency; students are expected to read 62 words in the fall, 88 words in the winter, and 106 words in the spring (Pearson, 2014)

Review of Literature

Schwanenflugel et al. (2006) states the development of reading fluency is important because of the relationship with comprehension. Being able to read fluently increases the ability to better comprehend text. As student's fluency increases, they become automatic in their reading and are able to initiate using reading strategies to better aid in their comprehension.

For those students who do not learn to read fluently, it becomes continuously more difficult for them to comprehend text because of the close relationship between fluency and comprehension. Ming and Dukes' (2008) article titled *Fluency: A Necessary Ingredient in Comprehension Reading Instruction in Inclusive Classrooms* stated the importance of the fluency component on comprehension:

Reading fluency is one of the defining characteristics of good reading, and a lack of fluency is a common characteristic of poor readers. Differences in reading fluency not only distinguish good readers from poor, but a lack of reading fluency is also a reliable predictor of reading comprehension problems (Hudson, Lane, & Pullen, 2005). Most children who are poor

readers in elementary school experience difficulty acquiring the skills necessary to decode and comprehend words in print accurately. The most compelling reason to focus instructional efforts on students becoming fluent readers is the strong correlation between reading fluency and reading comprehension (Kame'enui & Simmons, 2001; Allington, 1983; Torgesen, 1998). There is an extensive body of research establishing measures of oral reading fluency as valid and reliable predictors of important reading outcomes on high stakes assessments (Good, Simmons, & Kame'enui, 2001). In primary elementary grades, reading fluency is an important part of reading comprehension. Being able to read fast and accurately affects a student's level of comprehension. With speed and accuracy also comes the confidence. As students learn how to read it is important to build their confidence with reading as they go in order for them to build their reading rate and accuracy.

When looking at student's fluency they are expected to be at that 50th percentile which is, according to AimsWeb, 62 words in the fall, 88 words in the winter, and 106 words in the spring (Pearson, 2014). According to Marr, Algozine, Kavel and Dugan in an article titled *Implementing Peer Coaching Fluency Building to Improve Early Literacy Skills, a Multi-Tiered Support System (MTSS)* is used to determine students who are meeting expectations would fall in Tier I. This is where student's needs are met through daily core instruction. If students are not meeting expectations, they are moved to Tier II where they are given interventions to help them meet grade level expectations. If students fall significantly behind grade level, students are moved to Tier III where an alternate core intervention may be what is best for students. When considering fluency students are expected to be around the fiftieth percentile, which is 62 words in the fall, 88 words in the winter, and 106 words in the spring (Pearson, 2014). When students

do not reach 62 words in the fall, 88 in the winter and 106 in the spring fluency interventions are implemented and data is collected to decide if the intervention is working.

Cahill and Gregory (2011) explained different fluency stations used in a 2nd grade classroom to make building fluency more fun. The activities were ways to actively engage students in building their reading fluency independently.

Griffith and Rasinski (2004) found implementing Readers Theatres, buddy reading, and timed reading in a 4th grade classroom helped students improve fluency, comprehension and critical thinking. The article also explained how reading fluency confirms that fluency is a significant factor in reading. Through a study in a fourth grade classroom Readers Theatres were implemented into reading with the intention of building fluency. Within 10 weeks there were positive results that showed the Readers Theatre were increasing students fluency.

Young and Rasinski (2009) demonstrated how implementing Readers Theatre 5 days a week increased fluency and prosody. Struggling readers began to take on longer and harder parts which they would have to practice in order to perform on Fridays. This intervention made them read more and become continuously more fluent in their reading. Research has shown that repeated readings will positively impact student's fluency. This also helps students use expression while reading because no props, costumes or scenery is used. Young and Rasinski also say, "Assisted and repeated oral readings are two of the best ways to target fluency instruction."

Marr, Algozzine, Kavel, and Dugan (2010) discussed the positive effect of peer coaching to help build fluency in struggling readers. This study suggested ways to set up and use peer coaches in the classroom as well as other fluency building strategies. As part of a study, one phase was to have a partner read the passage as a way to provide an example of fluent reading as

well as support for struggling readers. Those who did participate showed significant growth in their reading fluency.

Six-minute solution is a researched based fluency intervention used where students participate in repeated readings as well as buddy reading. This intervention has a specific routine that is followed four to five days a week. Students work with a partner for six minutes. Partner A reads first while partner B tracks and marks mistakes for one minute. After a minute partner B marks how far partner A read. Then they switch roles and do it again. At the end they figure out how many words correct both partners read in a minute. This is done throughout the week and students keep track of their progress on a monthly calendar (Voyager Sopris Learning, 2017). With the paring of repeated reading and buddy reading the six-minute solution for fluency will increase student's fluency.

CHAPTER TWO

Reading fluency is an important piece to reading comprehension. When a student is able to read fluently it helps to ensure that they will not lose the message that is being delivered in a reading passage. When a passage is read fluently, it is more likely to be comprehended correctly by students.

Research Question

This research seeks to learn if there is an additive positive effect in reading fluency when different fluency building strategies are implemented in the classroom?

Rationale

As a second grade teacher I noticed a close relation between reading fluency and reading comprehension with my students. The more a student had to labor through a passage the more information was getting lost and making it hard to understand what was being read. As students increased their reading fluency, their reading comprehension also increased. Reading fluency is also something which is important for further success in school. I was interested to see if having students continuously practicing a scripted fluency strategy in the classroom would have a positive effect on their reading fluency. Because of my interest in increasing my students reading fluency I formulated the following research question:

Is there an additive positive effect in reading fluency when Six Minute Fluency Solution is implemented with consistency in the classroom?

The strategies which were used included a scripted strategy which was done with a partner. With the scripted partner strategy students were working with their peers and received support from them.

Answering the above question gave me a strategy which works on improving fluency when there was a student who was struggling with reading fluency. It would provide me with an additional strategy to use in the classroom to fit the different needs of students.

Method

Data was collected during the 2012-2013 school year. Data was stored electronically during that time. The data was looked at and analyzed at the time it was collected. During the time of data collection, it was a topic of discussion among the second grade team I worked with at the time. It is now being put together in a way to be shared with others.

Protection of human subjects participating in research was assured. Parents of participating minors were informed of the purpose of the research and any procedures required by the participant, including disclosure of risks or benefits. Confidentiality was protected through the use of pseudonyms without identifying information. The choice to participate or withdraw at any time was clearly outlined both verbally and in writing. A method of assent was read to minors.

This study lasted for 8 weeks. I had three different phases starting with a baseline. My baseline will include the average fluency rate of three reading probes, one which will be the fall benchmark score. After I had my baseline readings, I implemented my reading fluency strategy. The intervention was a scripted buddy reading strategy. Throughout the study I completed fluency probes every other week to monitor student's progress.

For fluency I used AIMSweb fluency probes. Students take a benchmarking probe three times a year to measure their progress. In the fall it tells the classroom teacher where they are starting. I used winter benchmark score for my baseline measurements. Gathering winter benchmark scores consisted of having each student do three one-minute timings and averaging

the scores. The scores averaged are the words they correctly read each minute. Once I had my baseline point, I introduced the scripted strategy that took place in the classroom. Students used the scripted strategy four times a week with a buddy. Students worked on their fluency for about six minutes those days in the classroom. I modeled it and gave all students the chance to practice it. I then did the one minute fluency probes every two weeks throughout my study. As I listen to students reading, I also made note of their expression since expression is also another important part of reading fluency.

I decided on the one minute probes because it was something the students will be familiar with. It was also time accommodating. Since it was only one minute per student I was able to get through my entire class in a short block of time.

I looked at the Rate of Improvement (ROI) for each student to determine if they had stayed at the target line of the 50th percentile. To determine if students were maintaining fluency growth, this number will be at or above 1.22 words per minute.

Schedule

I am using the winter benchmark score from the middle of the 2012-2013 school year for my first baseline score.

Phase 1. These scores will be averaged at the end of phase 1 in order to get my starting fluency rate for each student.

- Week 1: Baseline probe 1, 2 and 3. These scores are averaged to get the winter benchmark score for each individual student. (See Appendix A)

Phase 2. Students will participate in the scripted fluency strategy four times a week for six minutes a day with a buddy.

- Week 2: Model scripted fluency strategy students did with partner. Students practiced. (See Appendix B)
- Week 3: Students continued to practice the strategy taught with a new passage. (See Appendix C)
- Week 4: Students continued to practice the strategy taught with a new passage. (See Appendix D)
- Week 5: Students continued to practice the strategy taught with a new passage. (See Appendix E)
- Week 6: Students continued to practice the strategy taught with a new passage. (See Appendix F)
- Week 7: Students continued to practice the strategy taught with a new passage. (See Appendix G)

Phase 3.

- Week 8: Students were given three probes 4, 5 and 6. These scores were averaged to get the spring benchmark score. (See Appendix H)

Once I collected all the benchmark data, it was put into AIMSweb. The graphs told me if the strategies were successful or not.

Ethical Issues

If any ethical issues were to arise during the period of my research, I would have addressed them accordingly. I continued to tell students to do their best on the timed readings. I only wanted to know what they knew and it will help me better help them in their reading. This would help alleviate the anxiety or stress students may have had while completing the timed readings with me.

There were threats to the internal validity of my study. These threats included mortality, if a student moved and left my room they are irreplaceable, or if a parent decided they did not want their child to participate at some point throughout the study my internal validity would have been compromised. History was a threat to the internal validity of my study as I was working with second graders. Second graders are very susceptible to having outside events affect how they perform in the classroom. The maturation of students was also a threat. As second graders continue to grow and mature, they naturally become better readers which can affect my data as well. The attitude of students played a huge role in my study. Those who didn't like to read and didn't want to do it would not perform as well as those who did enjoy reading and did it more often. As I began my study I had anticipated the previous threats and planned ahead so my data was not tremendously skewed if a threat had come up.

I discussed Six Minute Fluency with my class and gave them information on how it worked. I also informed parents and answered any questions. Any ethical issues which arose were dealt with.

CHAPTER 3

The purpose of this study was to increase student fluency while using Six Minute Fluency Solution. I did this by explicitly teaching students what it meant to be a fluent reader and why it is important. Students were also given examples of what it sounded like to be a fluent reader and what was not a fluent reader. Students were able to clearly explain to others why we practiced our fluency and why we were trying to increase it. I also explicitly taught them why fluency is important to our comprehension. The data below shows where students were at three different intervals in the school year: fall, winter and spring. The Six Minute Fluency Solution was introduced after the winter benchmark data was collected.

Baseline Data and Selection of Participant Students

Students were selected based on formative and summative assessments which had been done in the classroom. The summative assessment used was the Fluency Benchmark Assessment from AIMSweb. Students were divided up in to guided reading groups based on formative assessments such as observations and daily work. The table below indicates student's fluency starting in the fall, what their performance summary was, as well as if they are on target for their words per minute.

Student	Fall Benchmark	Performance summary	Target 55 words per minute
Student A	41	Average performance	Below target of 55 words per minute
Student B	37	Average performance	Below target of 55 words per minute
Student C	88	Average performance	Above target of 55 words per minute
Student D	65	Average performance	Above target of 55 words per minute
Student E	141	Well above average performance	Well above target of 55 words per minute

Student F	124	Well above average performance	Well above target of 55 words per minute
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Figure 2. Fall benchmark scores

Students A and B are considered below average within guided reading groups but considered average in AIMSweb. Students who are below average in AIMSweb receive pull out services and are not in the classroom for core instruction. Students A and B are in the classroom for core instruction and are not at the same instructional level as those students who are considered average in the classroom. Students C and D are considered average. Students E and F are considered above average. Students were selected based on their performance summary.

Intervention Data

According to the data collected between the winter and spring benchmark testing period students increased their reading fluency. An average second grader is expected to gain 15 words between fall and winter and an additional 12 words between winter and spring (AIMSweb). Meaning an average second grader would make more growth between fall and winter than winter and spring. The following figure shows the number of words per minute each student gained from fall to winter and again how many words were gained from winter to spring. Students did make more the expected average from winter to spring which is when the intervention was introduced.

Student	Fall to Winter growth of words per minute	Winter to Spring growth of words per minute
Student A	28 words per minute	40 words per minute
Student B	21 words per minute	25 words per minute
Student C	9 words per minute	16 words per minute
Student D	34 words per minute	39 words per minute

Student E	10 words per minute	27 words per minute
Student F	8 words per minute	13 words per minute

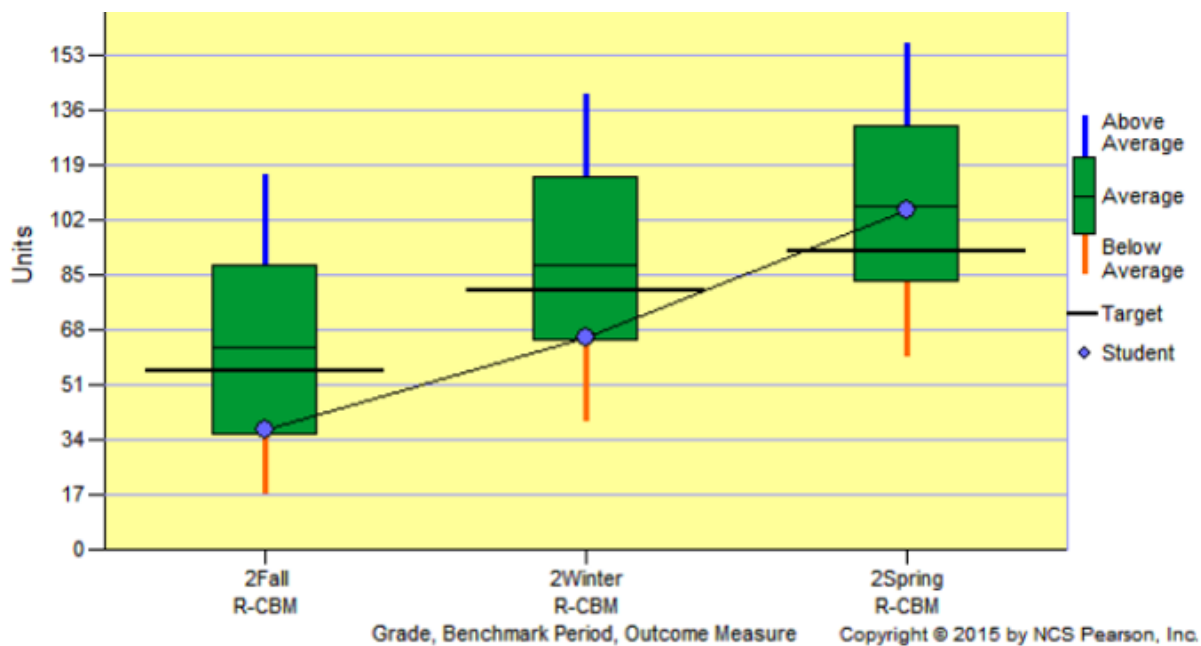
Figure 3. Student growth

The above chart shows the words per minute students gained between fall and winter benchmark as well as winter and spring benchmark. When looking at the data collected students consistently made more growth from winter to spring after Six Minute Fluency Solution was introduced.

Data Analysis and Interpretation

The following graphs correspond with each student who was monitored during the length of the study. The graphs show how many words per minute students were reading at each benchmark assessment. The graphs also include what the target is in the Fall, Winter and Spring along with what is below average, average, and above average. Each graph is accompanied by a table that gives the number of words read correctly during the benchmark assessments.

The following figure shows the growth of student A. Student A had a total of 37 words in the Fall which is below average. In the Winter the student read 65 words per minute, still below average. After the fluency intervention was added the student was reading 105 words per minute, which is about average for second grade in the Spring.

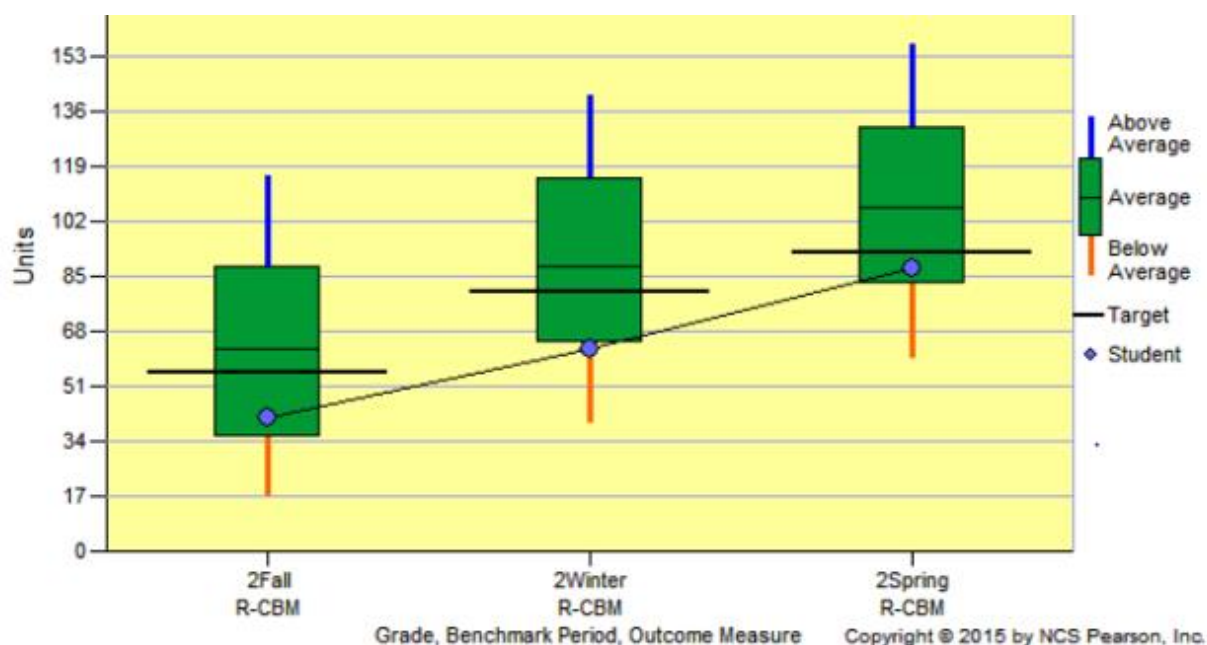


Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2012-2013	2	37	65	105	Tier 1	455L	Continue Current Program (AIMSweb Defaults Spring Cut Scores)

Figure 4. Student A AIMSweb benchmark graph

The following figure shows the growth of student B. Student B had a total of 41 words in the Fall which is below average. In the Winter the student read 62 words per minute, still below average. After the fluency intervention was added the student was reading 87 words per minute, which is just shy of average for second grade in the Spring.

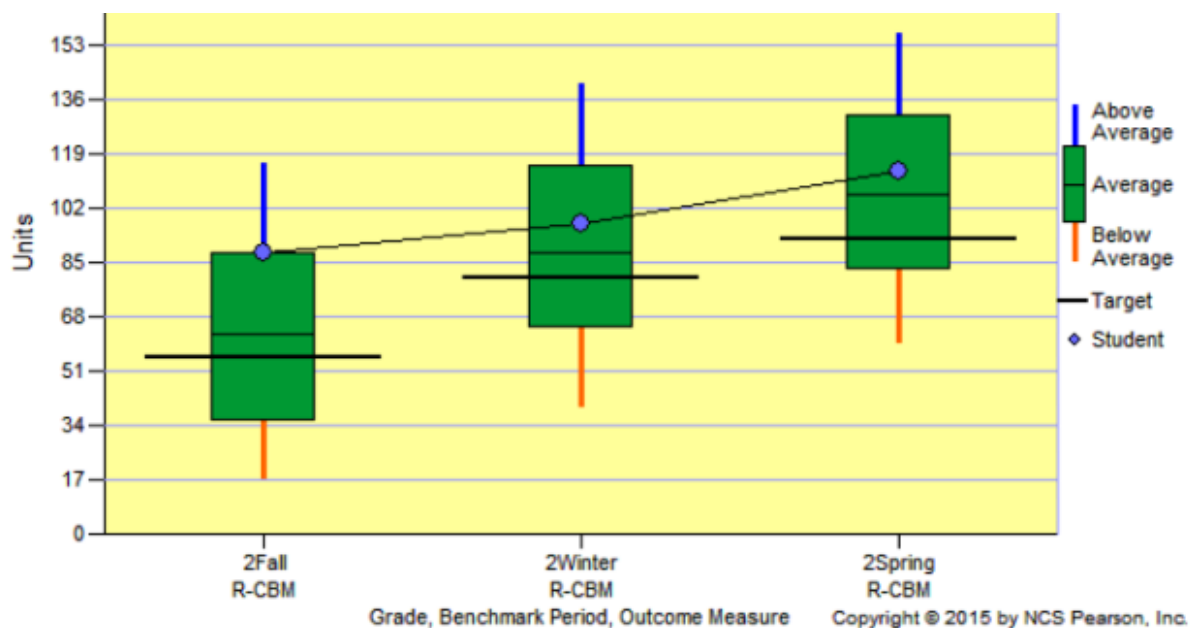


Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2012-2013	2	41	62	87	Tier 2	350L	Further Assess and Consider More Intensive Instruction (AIMSweb Defaults Spring Cut Scores)

Figure 5. Student B AIMSweb benchmark graph

The following figure shows the growth of student C. Student C had a total of 88 words in the Fall which is above average. In the Winter the student read 97 words per minute, still above average. After the fluency intervention was added the student was reading 113 words per minute, which is still above average for second grade in the Spring.

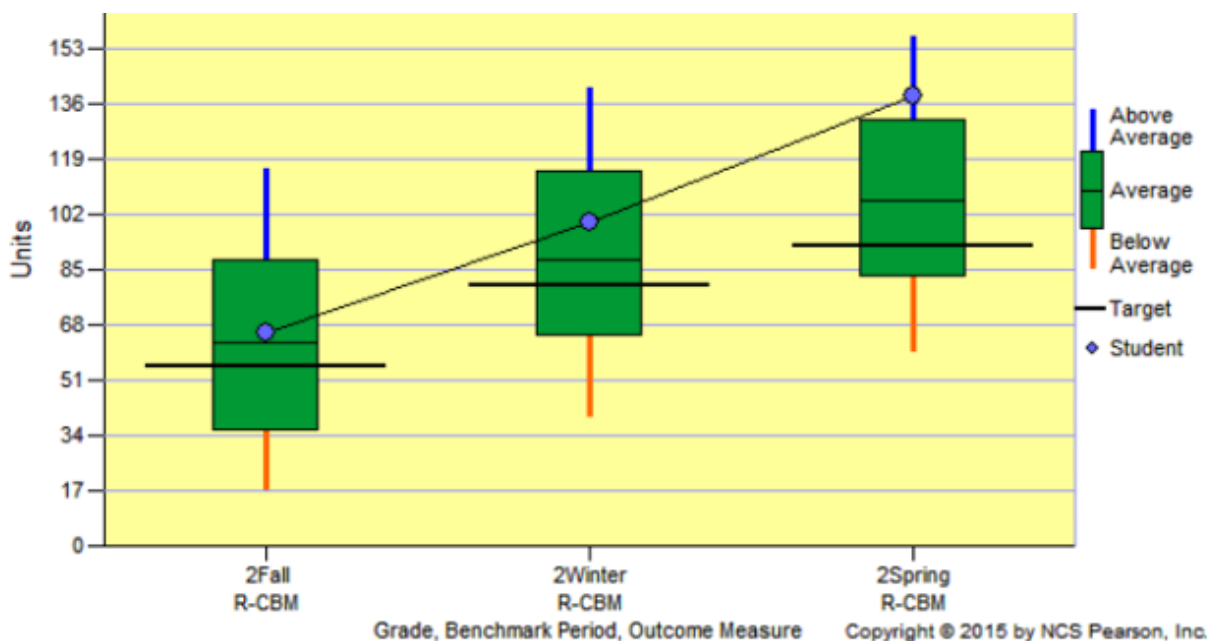


Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2012-2013	2	88	97	113	Average	510L	Continue Current Program

Figure 6. Student C AIMSweb benchmark graph

The following figure shows the growth of student D. Student D had a total of 65 words in the Fall which is about average. In the Winter the student read 99 words per minute, above average. After the fluency intervention was added the student was reading 138 words per minute, which is significantly above average for second grade in the Spring.

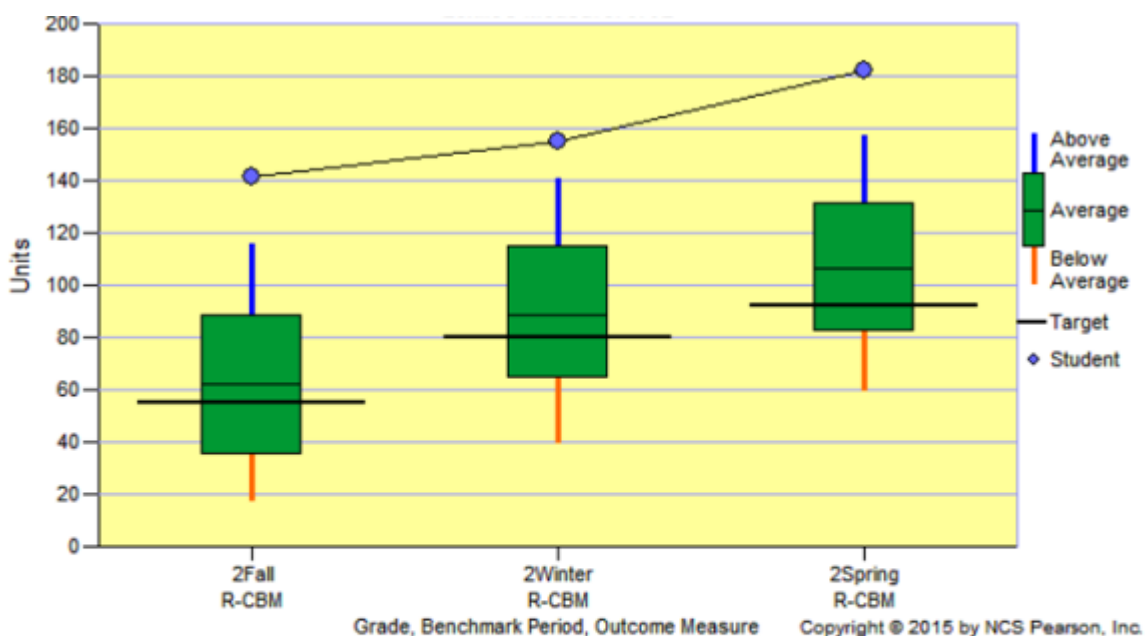


Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2012-2013	2	65	99	138	Above Average	640L	Consider Need for Individualized Instruction

Figure 7. Student D AIMSweb benchmark graph

The following figure shows the growth of student E. Student E had a total of 141 words in the Fall which is significantly above average. In the Winter the student read 155 words per minute, still significantly above average. After the fluency intervention was added the student was reading 182 words per minute, which is still significantly above average but with significant growth made in the Spring.

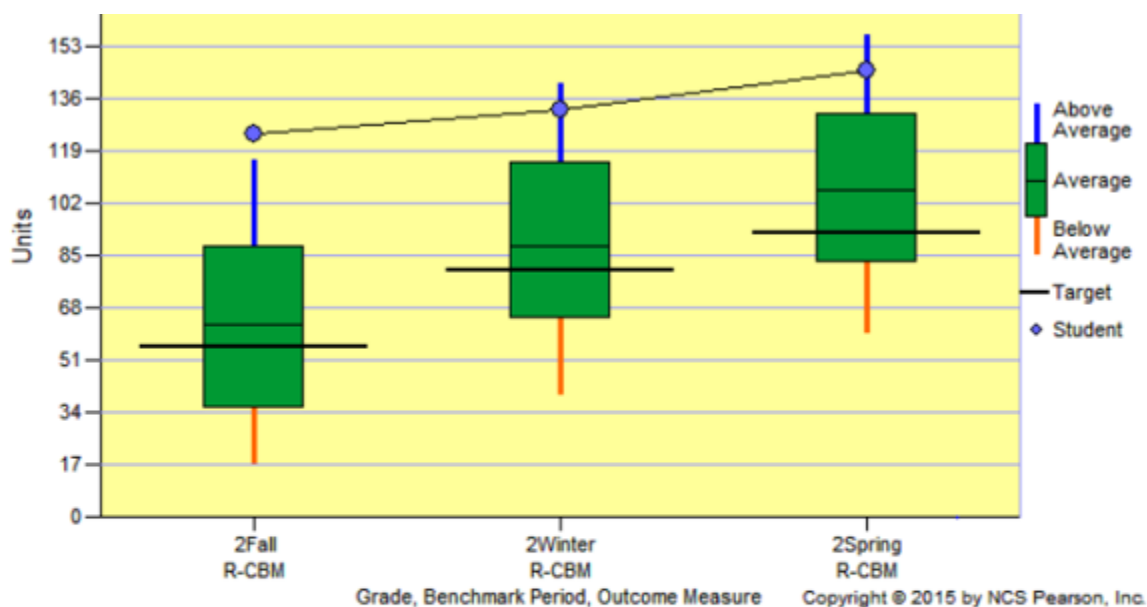


Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2012-2013	2	141	155	182	Well Above Average	870L	Consider Need for Individualized Instruction

Figure 8. Student E AIMSweb benchmark graph

The following figure shows the growth of student F. Student F had a total of 124 words in the Fall which is significantly above average. In the Winter the student read 132 words per minute, still significantly above average. After the fluency intervention was added the student was reading 145 words per minute, which is again significantly above average for second grade in the Spring.



Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2012-2013	2	124	132	145	Above Average	675L	Consider Need for Individualized Instruction

Figure 9. Student F AIMSweb benchmark graph

Results

Through this study, I found the Six Minute Fluency Solution to impact students reading fluency in a positive way. Students made more growth between their winter and spring benchmark when it is expected for them to make more growth between fall and winter. The impact on below average students was much higher than average and well above average students. Therefore, students who are below average would benefit from an intervention where Six Minute Fluency Solution is implemented to increase student's fluency to better meet the needs of students. Students had a better idea of what reading fluency was and why it is important. Throughout the study, I noticed students became more aware of their reading fluency and took more of a responsibility to increase their fluency. Having students track their own fluency also gave them a sense of ownership as well as being able to see their progress. Students would become more and more excited as their words per minute grew.

As student's fluency increased so did their comprehension. Students were able to better recall information they had read as well as retell stories. Fluency is an important component to reading comprehension. From the data I collected, it shows adding a fluency intervention, such as Six Minute Fluency Solution, does have a positive effect on student's reading fluency.

CHAPTER 4

Action Plan

The results of my research indicated a positive effect on reading fluency when a fluency intervention was consistently used in the classroom. Six Minute Fluency Solution was the intervention I decided to implement in my classroom. The repeated reading was what significantly increased student's fluency. There are other interventions which can be used in the classroom to build fluency. In Griffith and Rasinski (2004) it is explained how Readers Theatres are an effective way to increase fluency. As you practice various rolls you are continuously reading something over an over with an added emphasis on expression. Readers Theatres are a way to have students reread text repeatedly as well as practice their expression as that is what gives the performance it's energy. It is important to stay consistent with an intervention and to monitor their growth with it. It is also important to explicitly teach students about fluency. I found when I first started talking about fluency students didn't really know what it was or why it was important. I had to set a purpose for them to want to build their fluency. After explicitly teaching what fluency was and why it was important students had a purpose to want to make growth when it came to their fluency.

Going forward, fluency will always be an important component to reading comprehension, because of that I will continue to explicitly teach my students about fluency and why it is important. Students need to explicitly be taught the importance to create the urgency to make growth in fluency. While Six Minute Fluency Solution was successful in my classroom I do think I could add a few additional aspects to increase fluency. Aspects such as having students keep a collection of past reading Six Minute Fluency passages and going back and

rereading them, having them coral read them and having them summarize them as well. Adding these aspects and being consistent with them may also help increase their reading fluency.

CHAPTER 5

Plan for Sharing

The results of this research have been motivating because it has shown students can gain more than their expected words per minute when a fluency intervention is consistently added in the classroom. Since the research has been gathered I have shared it with my teaching team, which consists of three other second grade teachers. The information has also been shared with my schools Title 1 team and principal. Since the research has been gathered many other classrooms other than second grade have implemented Six Minute Fluency Solution in school.

I would be willing to share my research and findings with others who are interested. It is a great resource for newer teachers who are looking for ways to increase fluency in their classrooms. It would give teachers an idea of what types of interventions to use and help them build the urgency and purpose when wanting to increase fluency in students.

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Appendix A

Three AimsWeb passages used and averaged to get a baseline data point.

Sam's class was going on a trip to the zoo. Sam liked the zoo.	13 14
On the day of the trip, Sam's mom packed animal shaped cookies in his lunch. He wore his whale shirt. He put on his sea lion socks.	25 38 41
The bus ride to the zoo seemed to take forever. Sam could not wait to get there. When the bus stopped, he was the first to get off.	53 67 69
Sam stood in line to enter the zoo. He planned to see the apes swing from trees. He wanted to see birds flap their wings. He wanted to hear lions roar.	82 94 100
Inside the zoo, Sam ran to see the apes first. He looked in their cage. Where were they? Only one ape was there. He was asleep in a dark corner. He was not moving.	113 124 134
Next, Sam ran to the lion's cage. The lion was hiding beside a big rock. It did not want to see people.	145 156
Then, Sam tried to see the whales. But the whales' swimming pool was closed for cleaning.	166 172
"I'll be able to see the birds," he thought. But the birds stayed high in the trees, far from Sam.	184 192
Sam was sad. He wanted to see animals, but the animals did not want to see him!	203 209
On the bus ride home, Sam ate his lunch. He saw many animals. He played zookeeper with his animal cookies! He made the lions roar. He made the apes swing. He made the birds fly. Sam liked his trip home from the zoo.	221 230 242 252

Our bird feeder is full. It has lots and lots of seeds in it.	14
There are sunflower seeds and corn. Birds love eating seeds	24
and corn. In the winter, they really need food. At times it is	37
hard to find it. If you put food in a feeder, it is easy for the birds	54
to find it.	57
Birds chirp at the feeder. They chirp a lot. They tell their	69
bird friends about the food. Chick-a-dee-dee, chick-a-dee-dee!	82
After that, more birds flutter closer to the feeder.	91
They zip in. They zip out. Each time they leave, they take	103
a sunflower seed or some corn. They zoom through the air.	114
They look for a safe place to sit and crack open the seed or	128
nibble on the corn. The birds are busy for much of the day.	141
Sometimes a blue jay shows up. Blue jays make a mess at	153
bird feeders. Other birds think the blue jay is a bully. He is a	167
very noisy bird. He scares the other birds away from the	178
feeder.	179
When the blue jay is full of food, he flies away. The other	192
birds are now safe to start eating again. The birds eat until	204
they are no longer hungry.	209
Sometimes red and gray squirrels show up to eat the seeds	220
or corn that falls to the ground. They are hungry animals too.	232

Two mice lived in the walls of Tim's house. One was	11
named Bill. The other was named Ray. Bill and Ray slept in	23
the wall next to Tim's bed. Every night, Tim could hear them	35
running around. Every night, Tim had a hard time falling asleep	46
because Bill and Ray made a lot of noise.	55
One night, Bill and Ray made too much racket. It sounded	66
like they were dancing in the walls. Tim stood up on his bed	79
and pounded the wall with his fist. "Hey Bill and Ray, be quiet.	92
I can't sleep," he told them. "I have a big test at school	105
tomorrow. I need my rest."	110
The mice were quiet for a little while. Then, they started	121
making noise again. Tim could hear them crawling around in	131
the walls. He rolled over in bed and turned on his light.	143
"What am I going to do? How can I keep the mice quiet?"	156
Tim asked himself.	159
"You can give us some pillows and a blanket."	168
Tim turned his head. There was a mouse standing next to	179
a hole in the wall.	184
"We make so much noise because we're cold." Ray said. If	195
you would share some of your blankets with us, we could all go	208
to sleep."	210
Tim gave each mouse a sock to use as a blanket. He gave	223
them cotton balls to use as pillows. Then they all went to	235
sleep.	236

Appendix B

Fluency passage utilized during week 2 of the implementation of *Six-Minute Fluency Solution*.

EXERCISE PRACTICE PASSAGE 103

Take a Hike

0 Walking is good for you. A fast walk can help your
11 heart. It can also help your lungs. Walking will help your
22 bones be strong. It will help you to be fit.

32 Walking is easy to do. It is fun to walk with someone
44 else. Ask a friend to walk with you. Try to walk fast for 30
58 minutes most days. Fast walking means that you can talk.
68 But you can't sing. You may be puffing a little. Be sure to
81 wear good shoes. Tennis shoes are good walking shoes. Be
91 sure to take water with you on your walk.

100 Stretch your legs before you walk. Start walking
108 slowly. This will warm up your muscles. Then, pick up
118 your speed. At the end of your walk, stretch your muscles
129 again. Walking is a great way to get exercise!

138

Total Words Read _____

- Errors _____

= CWPM _____

Appendix C

Fluency passage utilized during week 2 of the implementation of *Six-Minute Fluency Solution*.

EXERCISE PRACTICE PASSAGE 104

Jump Rope

0 Jumping rope is fun. It is also good for you. Jumping
11 rope helps your heart get strong. Your lungs will get
21 strong, too. Jumping rope helps your feet and hands work
31 well together.

33 Be sure to wear good shoes. You will need shoes that
44 support your feet. Always jump on flat ground. Start out
54 slowly.

55 Start with your hands beside your body. Keep your
64 arms straight. Keep them relaxed. Jump on both feet. Land
74 on the balls of your feet. Jump once for each turn of the
87 rope. Be sure to keep your feet together. Keep your ankles
98 and knees together, too. Learn to jump low. Learn to jump
109 soft. Learn to jump standing straight up.

116 Keep track of how many times you jump. Start with 30
127 hops. Then, add some hops. Keep track of how long you
138 jump. Add one minute each week.

144

Total Words Read _____

- Errors _____

= CWPM _____

Appendix D

Fluency passage utilized during week 3 of the implementation of *Six-Minute Fluency Solution*.

EXERCISE PRACTICE PASSAGE 105

Skate Around

0 Skating is good exercise. It is fun, too. But skating is
 11 not easy. There are tools to buy. There are rules to learn.
 23 You must know what to do before you put wheels on your
 35 feet.
 36 If you want to be a skater, you will need skates. The
 48 skates must fit well. You will also need a helmet. It is good
 61 to have knee pads. Elbow pads are also good. Some skaters
 72 wear gloves.
 74 Skaters can be dangerous. Skaters must know how
 82 to use their skates. They need to know how to get going.
 94 They need to know how to stop. Skaters fall down. You
 105 must know safe ways to fall.
 111 Learn to skate where there is no traffic. Look for flat
 122 roads. Stay away from rocks and holes. The best place to
 133 skate is in a park.
 138

Total Words Read _____

- Errors _____

= CWPM _____

Appendix E

Fluency passage utilized during week 4 of the implementation of *Six-Minute Fluency Solution*.

INSECTS PRACTICE PASSAGE 108

All About Insects

0 An insect is a tiny animal. It has six legs. It has a
13 body. An insect's body has three parts. Most insects have
23 wings. Insects do not have a backbone.

30 There are more than one million kinds of insects. They
40 are found all over. Insects can live in hot places. They can
52 live in cold places. There are many kinds of insects. Insects
63 do not look alike. They come in many colors. They also
74 come in many shapes.

78 Insects have a life cycle. Each insect starts life as an
89 egg. The egg hatches. It becomes a larva. A larva looks like
101 a worm. It has a mouth. But it does not have eyes. A larva
115 likes to eat. It eats and eats. The larva gets very big. Then,
128 it is too big for its skin. The larva sheds its skin. Later,
141 the larva spins a cocoon. It lives in the cocoon. Now it is
154 called a pupa. After a while, the pupa leaves its cocoon.
165 Then, it is an adult insect.

171

Total Words Read _____

- Errors _____

= CWPM _____

Appendix F

Fluency passage utilized during week 5 of the implementation of *Six-Minute Fluency Solution*.

INSECTS PRACTICE PASSAGE 107

Ants: The Hard Workers

0 Ants are insects. Most ants live in the soil. They live
 11 in nests. Their nests are called colonies. Each colony has
 21 many ants. The colonies have a lot of rooms. Ants take
 32 care of their colonies. They keep food in their colonies.
 42 Each ant has a job. Some ants care for the nest. Others
 54 look for food. When they find food, they make a trail.
 65 Other ants find the trail. They carry the food to the nest.
 77 Each nest has one queen ant. The queen stays in the
 88 nest. She lays eggs. Each egg grows to be a larva. A larva
 101 is white. It looks like a worm. It has no eyes or legs. But
 115 it does have a mouth. The ants feed each larva. The larva
 127 grows. It wraps into a cocoon. The larva changes in the
 138 cocoon. It grows into an adult ant.
 145

Total Words Read _____

- Errors _____

= CWPM _____

Appendix G

Fluency passage utilized during week 6 of the implementation of *Six-Minute Fluency Solution*.

INSECTS PRACTICE PASSAGE 108

Bees: The Busy Workers

0 Bees are insects. They have four wings. The bees'
 9 wings move very fast. The wings make a buzzing sound.
 19 Bees live in a hive. A hive is made of cells. The cells are
 33 made of wax. Each hive has one queen bee. But it has
 45 many worker bees. Worker bees are little. But they are
 55 hard workers. They each have a job.

62 The queen bee has only one job. Her job is to lay
 74 eggs. Each egg hatches into a larva. Worker bees feed the
 85 larva. Each larva makes a cocoon. Then the larva turns
 95 into a pupa. The pupa turns into an adult bee.

105 Worker bees have other jobs. Some guard the hive.
 114 Some keep the hive cool. Others take nectar from flowers.
 124 Bees use nectar. They turn it into honey. The honey is put
 136 into the hive. It is kept in the wax cells. Bees use honey for
 150 food. Bees make more honey than they can use. Honey is
 161 very sweet. People like honey, too.
 167

Total Words Read _____

- Errors _____

= CWPM _____

Appendix H

Three passages which were used and averaged for student's fluency for Spring benchmark.

This tale is about a boy named Kevin. Kevin is very big for	13
a first grade boy. He is taller than all the other boys in his	27
class. Kevin has a lot of fun, but because he's so big, he also	41
runs into trouble.	44
Since Kevin is big, his teacher finds him a big chair. His	56
chair is big enough, but his desk is still too small. The desk	69
rests on his knees and wobbles back and forth. Poor Kevin.	80
Kevin likes to run and play. He plays ball almost every day.	92
Kevin kicks the ball too hard, and the ball goes POP! The ball	105
is flat now. Kevin likes to draw. He sharpens a crayon, and the	118
crayon goes SNAP! The crayon is broken now. Kevin likes to	129
open doors for people. He swings the door open too fast, and	141
the door goes CRASH! The door is broken now. Poor Kevin.	152
Kevin is very tall. When he plays outside, he must play	163
carefully on the small playground equipment. Sometimes he	171
bumps his head. Ouch! Before lunch, Kevin washes his hands	181
in the bathroom. He has to bend down really far to reach the	194
soap and the towels. Kevin wishes he could be more like the	206
other kids.	208
The boys and girls in Kevin's class like Kevin. They like	219
him because he is so big. Kevin can jump high and dunk a	232
basketball. He can reach high and get things on tall shelves.	243
Kevin's friends think he's lucky. Kevin doesn't always agree	252
with them, but he does think some things about being tall aren't	264
so bad.	266

Tom and his family lived in a busy city. There was always	12
something to see and hear. Sometimes Tom wanted a secret	22
place of his own. He didn't have a place that was just for him.	36
Tom made a plan. He climbed up high inside the garage.	47
He came to a little peak in the roof where his dad stored bikes	61
and tools. Here was the place for Tom!	69
It was quiet. He could look out a little window to see the	82
city. He brought his favorite comic books, his monster truck,	92
and a bag of chips to his secret place. Tom decided to call his	106
secret place "Study." If anyone asked where he was going, he	117
would tell the truth. He would say he was going to "Study."	129
His big sister left him alone when he said he was going to	142
"Study." Tom spent every day after school at the "Study." His	153
sister thought he was becoming a good student. Mother knew	163
better though.	165
One day he climbed up to "Study." He found Mother sitting	176
there on the floor.	180
"Mother, how did you know I come up here?" asked Tom.	191
"I like this place," said Mother. "Can I call this place	202
'Clean'? When I want some time alone I will tell everyone I'm	214
going to 'Clean!'"	217

"Where is your fort, anyway? We've been walking forever.	9
Are you sure we're not lost?" asked Andy.	17
"We're not lost," replied Mark. "We just left my house five minutes ago!"	28
"I can't see your house from here. We're deep in the forest. I don't understand how you know where we're going,"	30
complained Andy.	53
"I've lived here all my life. I've walked in these woods almost every day. My house is just back down the path. Don't worry, Andy. We're almost there," explained Mark.	64
The path went deep into the woods and seemed well worn. Mark did know the way, and soon the boys were standing at the foot of an enormous oak tree.	76
"Wow!" exclaimed Andy. "I didn't know the tree house was up so high! What if we fall down?"	83
"The ladder is very sturdy," said Mark. "My dad climbs it, and it holds him. We're only half his size, so we won't fall. It's really neat up there. Come on and follow me up the ladder."	94
Mark climbed the ladder easily and was soon at the top. He turned around to see Andy slowly climbing up behind him. Andy stopped to look down, closed his eyes, and started to climb again. Finally, Andy reached the top.	106
Andy stood up and looked around the tree house.	113
"Cool!" Andy exclaimed. "There's lots of room up here! We have plenty of space to read our comic books!" He didn't know why he was so nervous to visit the fort in the first place.	123
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