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Repeated Reading: Using Audiotaped Books and Activities to Help At-Risk Readers

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REPEATED READING: USING AUDIOTAPED BOOKS

AND ACTIVITIES TO HELP AT-RISK READERS

A Project Report

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Master of Education

Reading Specialist

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by

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ABSTRACT

REPEATED READING: USING AUDIOTAPED BOOKS

AND ACTIVITIES TO HELP AT-RISK READERS

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The purpose of this project was to determine whether repeated reading

with an audio model would significantly supplement the literacy instruction of at-

risk readers. Research related to reading practice, the relationship between fluency

and reading development, and repeated reading was read, evaluated, and

summarized. A positive relationship between repeated reading and reading growth

(i.e., fluency and comprehension) was indicated from this review. The literature

review provided a rational and guidelines for using repeated reading with at-risk

readers. A manual containing a teacher's guide on repeated reading with an audio

model and related literacy activities was created.

TABLE OF CONTENTS

CHAPTER 1

Focus of the Project

Reading is the most crucial academic skill. The ability to read is

fundamental to success in our rapidly changing and complex society. Therefore,

difficulties in learning to read can have pervasive negative consequences (Juel,

1988; Stanovich, 1986; Torgesen, Wagner, & Rashotte, 1994). An alarming

statistic for all involved in reading instruction is the fact that among 4th, 8th, and

12th grade students assessed nation wide "at least 30 percent at each grade level

failed to reach basic (partial mastery) level" (Kitchell, 1995). United States

Secretary of Education, Richard Riley, in response to the assessment results stated,

"We need to reemphasize basic reading skills, both in the classroom and at home,

while at the same time building on these fundamentals to enhance comprehension

and critical analytical skills" (Kitchell, 1995, p.1).

Statement of the Problem

Not only is the ability to read an important academic prerequisite to school

and future success, but learning to read is a complex process that requires

continued and frequent practice. Huey (1908/1968) realized the importance of

practice on the development and the act of reading:

> To perceive an entire new word or other combination of strokes requires
>
> considerable time, close attention, and is likely to be imperfectly done . . .
>
> Practice, however, progressively frees the mind from attention to details
>
> and makes facile the total act, shortens the time, and reduces the extent to
>
> which consciousness must concern itself with the process (p. 104).

1

Reading experts (Adams, 1990; Samuels, 1979) and teachers are keenly aware of the critical relationship between the amount of reading and reading achievement (Anderson, Wilson, & Fielding, 1988; Guthrie, Schafer, Wang, & Afflerbach, 1995; Stanovich & Cunningham, 1991). Regrettably, numerous studies of reading instruction have found that the amount of time spent on direct reading is often insufficient for the development of fluency (Allington & McGill-Franzen, 1989; Haynes & Jenkins, 1986; O'Sullivan, Ysseldyke, Christenson, & Thurlow, 1990; Simmons, Fuchs, Fuchs, Mathes & Page, 1990).

Patterns of Reading Practice, a 1996 study published by the Institute For Academic Excellence, reviewed the findings of three large surveys of reading data from American schools, compiled over five years. Among its observations:

1. There is a strong correlation between the amount of reading practice time children in schools receive, and their performance on standardized reading comprehension tests. Students who receive an hour of reading practice time daily show average reading comprehension development at up to twice the rate of national norms.

2. Reading practice is the most reliable predictor of student reading achievement - more reliable than either the instructional method used or the students' socioeconomic background.

3. The positive effect of increased reading practice on reading improvement is especially pronounced for students who start from a below-average reading level, suggesting that it can permit at-risk students to "catch up" with their peers.

4. There is a significant correlation between increased reading practice and improvements in math scores, an indication of an important

"crossover effect" of improved reading comprehension on other academic disciplines.

5. And yet, despite the association of reading practice with reading improvement, American students spend an average of only seven minutes of the school day in accountable reading practice. By the time they reach high school, students spend about as much time engaged in reading practice as the average kindergartner.

Purpose of the Project

Repeated reading is one procedure that offers a viable solution to the problem of how to find the time and method to help students practice reading. Repeated reading has had considerable examination and research showing that it has great potential for improving the reading fluency, comprehension, and motivation of low-performing readers (Dowhower, 1987; O'Shea, Sindelar, & O'Shea, 1985; Samuels, 1979). The purpose of this project was to extend classroom literacy instruction by utilizing repeated reading research to create a selection of multilevel audiotaped books and activities, which facilitate reading practice, growth and fluency. The materials contained in this program target primary students who are at-risk of reading failure due to insufficient home literacy experiences, but they may be used by anyone. The curriculum contains an instructional guide for teacher use, a list of selected Accelerated Reader books of varying reading levels, and a selection of developmentally appropriate reading activities.

Definition of Terms

1. Accelerated Reader - a computerized reading management program. Provides motivation and accountability for student reading while giving

teachers a tool to assess individual achievement. A student self selects an A.R. book at the appropriate reading level. After reading the book, the student then takes a simple, computerized quiz containing objective questions on incidents from the book (The Institute for Academic Excellence, 1996).

2. <u>Assisted repeated reading</u> - rereading with a live or audio taped model of the passage or story being used (Dowhower, 1989)

3. <u>At-risk reader</u> - a student experiencing reading problems in the areas of phonemic awareness, vocabulary development, reading fluency, comprehension, and word analysis that may result in reading failure unless appropriate interventions are used to help the student resolve the problems and achieve reading success (The Institute for Academic Excellence, 1996)

4. <u>Curriculum Based Measurement</u> - An assessment used to measure fluency. A student is given one minute to read, each of the 3 grade level probes. Word recognition accuracy and speed are used to determine the student's fluency level (J. Sheppard, personal communication, July 5, 2001).

5. <u>Fluency</u> - is specifically reading rate, word recognition accuracy, and prosodic reading (Rasinski, 1990)

6. <u>Prosodic reading</u> - reading in meaningful phrases (Dowhower, 1987)

7. <u>Repeated reading</u> - readers practice rereading one text until some predetermined level of fluency is achieved (Samuels, 1979)

8. <u>Unassisted repeated reading</u> - rereading a passage or story in which no model or prototype is used (Dowhower, 1989)

Organization of the Project

Chapter one includes the statement of the problem, the purpose of the project and the definition of terms. Chapter two discusses the relationship between fluency and reading development, and contains a review of literature on repeated reading. Chapter three outlines procedures followed to create the audiotaped books and activities. Chapter four is the instructional guide, a book list, and reading activities. Chapter five summarizes the project and presents conclusions, and makes recommendations.

CHAPTER 2

Review of Selected Literature

As we enter the new millennium, higher levels of literacy are necessary for our complex and technological society. Students must acquire the necessary knowledge, skills, and strategies that will allow them to write, communicate, think critically, and most importantly read. In *Becoming a Nation of Readers*, Anderson, Hiebert, Scott, & Wilkinson (1985) describe the importance of reading. "Reading is a basic life skill. It is a cornerstone for a child's success in schools and, indeed; throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will be lost" (p. 1). In other words, a person must possess the ability to read in order to become a fully functional member of our society (Ekwall & Shanker, 1989).

Unfortunately, 25-40% of the children in the United States do not read well enough to succeed in school (Snow, 1998). Of those children, only a few (2 to 4%) have difficulties that originate from intractable intellectual or neurological malfunctions (Lyon, 1997; Pearson & Dunsmore, 1998). Therefore, a large percentage of students, who should be capable of reading success given adequate instruction, are not doing so, suggesting that the instruction available is not appropriate. As Carroll (1963) noted more than three decades ago, if school instruction is ineffective or insufficient, many children will have difficulty learning to read (unless additional instruction and practice is provided in the home or elsewhere). These reading difficulties do not diminish over time (Bruck, 1992; The Center for the Future of Teaching & Learning, 1998; Kozol, 1985), and without specific interventions, the knowledge gap between struggling readers and those who learn to read early will increase (Juel, 1988; Stanovich, 1986).

6

How do educators meet this tremendous challenge of providing effective instruction to enable struggling (word-by-word) readers to become fluent readers? How is the shift from decoding to fluency best achieved? Finding the answers to these questions and incorporating the appropriate interventions can be an overwhelming task for educators. The following review of literature will explore these topics: the relationship between fluency and reading development, the (unassisted) repeated reading method, the (assisted) repeated reading with a live or audiotaped model, and a comparison of the aforementioned models.

The Relationship between Fluency and Reading Development

Children with reading problems often evidence hesitant, slow, and effortful word recognition that impairs their ability to comprehend text (Adams, 1990; Idol, 1988; Spear & Sternberg, 1986). It has been theorized that this obvious lack of fluency, not only impacts word recognition mastery, but can also extensively impair comprehension (Beck, 1985; Perfetti, 1977). Specifically, evidence indicates that readers who comprehend poorly, read more slowly, and make significantly more word recognition errors than more successful readers (Lesgold & Resnick, 1982). A review of research on students with reading disabilities, demonstrates that as a whole decoding difficulties are not the critical impediment to later reading achievement. Rather, it is the students' inability to automatically recognize words that continues to impair reading (Spear & Sternberg, 1986).

It should be pointed out that fluency is not the end objective for learners with reading difficulties, because it is just one of many components (e.g., word recognition, knowledge of syntactic structure and word meaning, and sufficient background knowledge) needed to master reading. However, as a requisite

component, fluency is an enabling skill that allows readers to comprehend more effectively.

The relationship between fluency and reading comprehension has been addressed by a number of reading theories. In 1974, Laberge and Samuels developed the theory of automatic information processing in reading. According to the automaticity theory, many kinds of information can be processed simultaneously, however, attention can be focused on only one thing at a time. The authors called this characteristic the "limited-capacity property of attention" (p. 298). A skill is automatic if it can be processed while the reader is directing attention to another skill. Thus, fluency is achieved when " the reader can maintain his attention continuously on the meaning units of semantic memory, while the decoding from the visual to semantic system proceeds automatically" (p. 313). During their study of how reading skills become automatic Laberge and Samuels focused on the significance of practice and concluded that repetition of word units made it possible for the reader to automatically decode and focus attention on meaning. They stated:

> When the child reads text in which the same vocabulary is used over and over again, the repetitions will certainly make more automatic the perceptions of each word unit, but if he stays at the word level he will not realize his potential reading speed. If, however, he begins to organize some of the words into short groups or phrases as he reads, then further repetitions can strengthen these units as well as word units. In this way he can break through the upper limit of word-by-word reading and apply the benefits of further repetitions to automatization of larger units (Laberge & Samuels, 1974, p. 315).

Thereby, fluency is attained. This increased speed and word recognition (i.e., fluency) is an indicator that the child has reached the automatic stage (Laberge 1973; Perfetti, & Lesgold 1976; McCormick & Samuels 1976), in which the reader is able to focus his attention on comprehension, rather than decoding.

Perfetti (1977) proposed the bottleneck theory that states that slower coding interferes with a reader's ability to remember large units of text such as clauses and sentences. Stanovich (1986) hypothesized that reading dysfluency limits the amount of text readers encounter. This reduces vocabulary development and consequently impedes comprehension. As the child continues to struggle and experience failure, the child's motivation is often negatively effected. Anderson, Wilson, and Fielding's 1988 research illustrated that the amount of engagement with text is a primary indicator of reading achievement. Nonetheless, persistent and prolonged reading dysfluency is likely to deter one's desire and motivation to read, consequently reducing text engagement.

The above research illustrates the importance of including fluency development in reading instruction. A primary method used to improve reading fluency is direct reading practice (Adams, 1990). Unfortunately, studies observing reading instruction in regular, remedial, and special education classrooms indicate that the time afforded low achieving students for direct reading is often inadequate to expedite fluency (Allington & McGill-Franzen, 1989; Haynes & Jenkins, 1986; O'Sullivan, Ysseldyke, Christenson, & Thurlow, 1990; Simmons, Fuchs, Fuchs, Mathes, & Page, 1990). Descriptive findings suggest that students spend a large portion of time allocated for reading and reading instruction actually waiting,

engaged in indirect reading activities such as worksheets (Allington & McGill-Franzen, 1989; Haynes & Jenkins, 1986; Leinhardt & Palley, 1982). For example, Simmons et al. (1990) discovered that learning disabled and low performing students spent only six minutes of designated reading instruction time actually reading orally or silently. Increasing opportunities to read is therefore, an important first step in addressing reading fluency.

Recently, a number of instructional methodologies have been developed in order to assist novice or struggling readers in achieving fluency. One of the most promising methodologies in fluency development is the method of repeated readings (Dahl, 1974; Samuels, 1979). This method is designed to optimize the benefits of reading practice by pairing repetitive practice of connected text with immediate feedback from an adult, student, or audiotape. In general, repeated reading methods fall into two categories: unassisted and assisted repeated reading. Unassisted repeated reading involves multiple reading of a passage, without modeling; while in assisted repeated reading the passage is modeled by a teacher, aid, parent, etc. or by audiotape.

Many different successful repeated reading procedures have been reported. For example, (unassisted) repeated reading (Dowhower, 1987; Herman, 1985; Samuels, 1979), paired repeated reading (Koskinen & Blum, 1984), and (assisted) repeated reading with a live or audiotaped model of the passage (Carbo, 1978; Chomsky, 1976; Gamby, 1983). While the above methods and terminology differ, all of the procedures share a common goal - to improve the fluency of readers initially and to improve comprehension ultimately. In addition, they share a common strategy - rereading a meaningful passage until mastery is achieved. These methods embody the old saying "practice makes perfect."

Repeated Reading

Samuels' (1979) is the most widely researched repeated reading method. He began his research into the development of a reading method by examining historical examples of repeated reading found in early schooling. For example, children were often taught to read using the Bible or hornbooks. The material in these books were often already committed to memory and by reading the passages over and over again, decoding became automatic and attention could be focused on understanding.

The rationale for Samuels' method was derived from the theory of automatic information processing in reading, which was developed by Laberge and Samuels in 1974. This model identified three stages through which a reader moves toward attaining automaticity. At first, the reader is in a non-accurate stage, where his/her attention is focused on decoding, which makes the process of deriving meaning from the text slower and more difficult. Next, the reader moves into the accuracy stage, where he/she is able to read words correctly, but attention is required. Often the reader has a high word recognition rate, but comprehension may be poor. Oral reading is usually slow and halting, without expression. Finally, after sufficient exposure to the words, the reader advances into the automatic stage. At this stage, he/she is a fluent reader able to recognize printed words automatically, read quickly, and comprehend the meaning of the passage.

Samuels stated that educators could do several things to help students reach the automatic stage. First, they can teach students how to recognize words at an accuracy level. Second, they can provide the time and the motivation for students to practice the word recognition skills until they become automatic. Thus, repeated reading would help the reader recognize words accurately through

repeated exposure and provide adequate practice for the student to automatize decoding and develop into a fluent reader.

Based on his research, Samuels created an oral reading technique called the method of repeated readings, with his goal being to increase fluency (i.e., word recognition and speed). This method requires the student to read a short, easy, interesting passage of between 50 to 200 words several times. Then, the student reads the passage to the teacher who records the student's reading speed and the number of word recognition errors on a graph. The student continues to reread the same passage until confident in his/her ability to read it fluently. The student again reads the passage to the teacher, who records the new data on the graph. If the predetermined criterion for fluency is met, the student moves onto a new passage and the procedure is repeated.

Samuels provided research data to support his theory that repeated reading of a passage results in an increase in reading speed and a decrease in word recognition errors. He also found that the initial reading of successive passages yielded fewer word recognition errors and an increase in speed, therefore, fewer rereadings were required to master the reading passages. Consequently, Samuels claimed that fluency is increased through repeated readings.

Schreiber (1980) attempted to identify specific factors that enabled the readers in the Samuels' study (1979) to move from the non-accurate stage to the automatic stage. He concluded that one reason for the success of repeated reading in promoting fluency was that the reader learned to visually identify morphological and syntactic cues, which he could translate in to prosodic cues. He also suggested that the inclusion of a fluent oral model in the repeated readings method might prove more effective in promoting fluency than repeated readings alone,

because the listening-while-reading approach was easier to implement in a classroom and more versatile then repeated reading alone.

<u>Unassisted Repeated Reading</u>

Repeated reading research has consistently demonstrated the effectiveness of this approach. A number of studies have used repeated reading methods, which vary from Samuels' 1979 research. One study that analyzed the effect of rereading on reading performance was conducted by (Gonzales & Elizah, 1975). They used third grade developmental readers to determine if repeated oral reading produced a difference in word recognition errors. They found that, although there was no difference in the types of errors made on reading passages at the instructional and frustration levels, the number of errors decreased on the second reading. They concluded that the errors made on one reading of a passage indicated the needs of the student, while the rereading of a passage decreased the difficulty of the material for the reader.

In 1985, O'Shea, Sindelar, & O'Shea examined the effect of attentional cues on fluency and comprehension. Before, being given the repeated readings, students were either cued with "read fast and accurately" or "remember as much as you can." Learning disabled students cued to remember read with better recall than those cued to read fast, while those cued to read fast read with no greater fluency than those cued to remember. They also found that comprehension increased from one to three to seven readings, with an 83% fluency increase by the fourth reading.

Simmons et al. (1990) developed a peer-mediated application of repeated reading. In this version, lower performing readers (tutees) were paired with higher functioning readers (tutors) who monitored oral reading, timed the passage,

recorded the amount read, and documented and corrected word recognition errors. This method has also been used as a class-wide activity (Simmons, Fuchs, Fuchs, Mathes, & Page, 1991), with the teacher controlling the process by timing an entire classroom of students, half of who read aloud simultaneously.

Assisted Repeated Reading

Research into the use of assisted reading has shown that it is also an effective method of instruction. This method differs from repeated readings in that the reader reads the text while simultaneously listening to a fluent rendition of the same text. Heckelman (1966), Chomsky (1976), Carbo (1978), and van der Leij (1981) have employed variations of the method with poor elementary readers. These researchers reported positive results from the use of the listening while reading approach. This method can be beneficial for children experiencing passive failure in reading (Johnston & Winograd, 1985; Winograd & Smith, 1987) by helping them take personal control of their own reading growth. Plus, it models fluent reading, which the students can listen to again and again until they feel ready to read the material on their own.

In 1976, Chomsky designed and implemented a program of repeated reading to assist five poorly skilled third grade readers attain fluency. Chomsky decided that the instruction needed to focus on reading in context, rather than fragmented skills instruction, typical of many remedial programs. She tape-recorded short, interesting books selected by the students, which the students read independently along with the tapes until they could read the books fluently without the tapes. Chomsky also created skills lessons and other instructional activities to go along with the books. Chomsky's project was successful, after 15 weeks of practice, the subjects demonstrated reading growth, with a mean gain of 6 months

in word recognition skills and a gain of several months to a year in oral reading speed. The subjects also developed positive attitudes and enthusiasm for reading, and improved self-concepts. She attributed the study's success to the fact that the students were highly motivated because of the novelty of the project, and because it was the first time they had experienced success as readers.

Carbo (1978) used taped stories (i.e., "talking books") to assist eight learning-disabled students, who were struggling readers. Carbo recorded the books emphasizing expression, clarity, and logical phrasing. The students listened and then read along with the taped stories until they could read the passages without error. After the 3 month study, the students had an average word recognition gain of 3 months on an achievement test. This was noteworthy because previously these students had shown severely below average gains on similar tests.

Blum, Koskinen, Tennant, Parker, Straub, and Curry (1995) investigated whether home based repeated reading with an audio model was a significant supplement to the literacy instruction program of second language learners. She found that all five subjects (i.e., first grade students, with limited English proficiency) received substantial benefits from the opportunity to practice reading at home with audiotapes, and that the support provided by the audiotapes enabled students to fluently read more difficult texts. Koskinen, Blum, Bisson, Phillips, Creamer, and Baker (1997) also conducted a study using culturally and linguistically diverse students to measure the effects of repeated reading using an audio model. The seven month study examined the reading progress of 131 ESL first graders and found that the subjects had enhanced comprehension and motivation.

Comparison of Assisted and Unassisted Repeated Reading

The Dowhower study (1987), using a group of transitional second grade readers, compared repeated reading (unassisted) with listening-while-reading (assisted). Both methods resulted in improved reading rate, accuracy, comprehension, and prosodic reading. Few differences in rate, word recognition accuracy, and comprehension gains were noted between the two methods. Nevertheless, the listening-while-reading format did lead to greater improvements in phrased reading, and it allowed the students to move into independent repeated reading of a text once the students felt that they could read the text without oral assistance.

A study by Rasinski (1990) used 20 third grade students of varying reading abilities to compare the effectiveness of repeated reading to listening-while-reading in promoting reading fluency. Subjects practiced reading one passage independently and another passage while listening to a fluent oral rendition on tape. He found that both methods were equally effective in promoting reading fluency and general proficiency in reading.

Rasinski stated that this finding was significant because past studies have primarily focused on repeated reading for fluency development, which may have led educators to believe that it was the best method. However, now teachers have the option of choosing either method or using a combination of both methods. This flexibility may help educators avoid several drawbacks found in the sole use of repeated reading. If repeated reading is used over a long period of time students may become bored, lose interest in and/or motivation in the rereading of material. In addition, the time required to assist struggling individuals is also a disadvantage. On the other hand, if variations of listening-while-reading are used

students' interest will be maintained. They will also be more independent as they

listen and read along with the tape, until they feel they have mastered the material.

<u>Summary</u>

Studies on repeated reading methods have documented significant gains in

reading rates and accuracy (Chomsky, 1976; Dahl, 1979; Dowhower, 1987;

Herman, 1985; Rasinski, 1990; Samuels, 1979), increased vocabulary (Elley, 1989;

Koskinen & Blum, 1984), and enhanced comprehension (Dowhower, 1987;

Herman, 1985; O'Shea, Sindelar, & O'Shea, 1985; Yaden, 1988). In addition, a

variety of learners identified as learning disabled (Dahl, 1979; O'Shea et al., 1987)

mildly mentally retarded (Samuels, 1979), normally achieving (Dowhower, 1987;

O'Shea et al., 1985), and second language learners (Blum, 1995; Koskinen, 1997)

appear to benefit from the practice of repeated reading. However, children with

lower reading ability have shown the greatest gains using repeated reading

(Herman, 1985; Rashotte & Torgensen, 1985). Higher achieving children have

evidenced significant initial gains, but their continual rate of improvement has not

been as pronounced as that of lower achieving students (Herman, 1985).

Moreover, repeated reading enhances self-monitoring, one of the behaviors

essential for independent reading. Clay (1991) suggests that rereading familiar text

is "one way of developing smooth orchestration of all those behaviors necessary

for effective reading" (p. 184). It also appears that repeated reading helps students

gain confidence in their reading and is an activity that engages their interest

(Koskinen & Blum, 1986; Topping, 1987; Trachtenburg & Ferruggia, 1989).

The effectiveness of repeated reading also seems to be effected by the type

of material read. Roshotte and Torgesen (1985) found that the gain in reading

fluency had very little carry over to new passages, unless the new passages shared

many of the same words. Nonetheless, the power of repeated reading seems to be much more than just word practice as suggested by Moyer (1982). Repeated practice on isolated words has been show not to transfer to reading in context (Dahl, 1979; Fleisher, Jenkins, & Pany, 1979). Thus, the power of repeated readings seems to be the repeated practice of words in context.

Repeated reading is not a method for teaching all beginning reading skills, but it is an excellent supplement for any developmental reading program (Samuels, 1979). It not only provides adequate opportunities (at home or school) for learners to develop expertise, but it also appears to provide considerable motivation to practice. Furthermore, it is a flexible strategy that allows students at different instructional levels to participate in the same activity as they improve their reading abilities.

CHAPTER 3

Procedures

<u>Purpose</u>

Reading is an essential life skill. Children who do not acquire the necessary knowledge, skills, and strategies to become fluent readers often fall behind academically and continue to struggle throughout their academic years, and may experience frustration in reading and low self-esteem, even into adulthood. The purpose of this project was to create a curriculum to facilitate and promote reading practice, and growth at school and home. The audiotaped books and activities are to be used as a supplement to enhance classroom reading instruction at school or at the child's home.

<u>Need</u>

At Harrah Elementary School, where this curriculum is to be implemented, the children have a clear need of additional literacy experiences and reading practice for varied reasons. Harrah Elementary is located in the middle of an economically depressed area; approximately ninety percent of the students that attend the school qualify for free or reduced lunch. Children growing up in poverty exhibit a disproportionate amount of reading problems (Snow, 1998). Often these children do not have access or exposure to high quality literature or literacy learning in their homes. Children who come from home which do not support school literacy learning must depend totally on schools to develop their reading skills and to avoid reading failure (Bergeson, Ciardi, & Miller, 1998). Research suggests that children with parents of lower socioeconomic status are at great risk for having sub-average levels of academic achievement (Renchler, 1993; Walker, Greenwood, Hart, & Carta, 1994).

The Language Assessment Scale was recently administered to all exiting kindergarten children at Harrah to determine their skill level in the English language. Although only 15 percent of the school population is Hispanic (not all of whom are monolingual), 40 percent of the five and six year olds scored in the non-English speaker level. Of the remaining students, 31 percent scored in the limited English speaker category, and 29 percent scored as fluent (proficient) English speakers. From these results it can be concluded that 71 percent of the children ready to enter first grade at Harrah Elementary would be considered Limited Standard English Speakers. Research has found that children with low language skills experience difficulties when learning to read (Bergeson, Ciardi, & Miller, 1998). In order to address the needs of low reading and low English language ability students, and the literacy needs of low-income families, an audiotaped book curriculum with appropriate activities was developed.

<u>Development</u>

Research literature related to fluency, reading development, and repeated reading was read, evaluated and summarized. A positive relationship between repeated reading and reading growth (i.e., fluency, vocabulary, and comprehension) was indicated from this review. A variety of children's books (i.e., fiction, non-fiction, and varied reading levels) were selected from an Accelerated Reader book list and audiotaped. Each book's audiotape has two readings of the story. The first reading on side one is a faster, more fluent oral reading, while the second reading on side two is at a slower read along pace. Activities that promote literacy learning were identified, read, and evaluated for ease of implementation in a home setting. Considerations included amount of

parental skill and literacy knowledge required and necessity of supplies or props to complete the activities.

The audiotaped books were organized by reading level and a checkout system was developed. The supporting activities were designed to accompany the tapes into the students' homes, to be completed by parent and child, and to be returned to school.

Planned implementation and assessment

The audiotape curriculum will be implemented in a third grade classroom at Harrah Elementary School, where an initial screening of student's reading level and fluency will be administered. The reading level assessment used will be the STAR computerized reading test, which is part of the Accelerated Reader (AR) program. Curriculum Based Measurement (i.e., CBM) will be utilized to measure the student's reading fluency. If the student's reading fluency and reading level are below average and indicate reading difficulties, then the student will be introduced to the assisted repeated reading curriculum. First, the student will be taught how to use the tape recorder and how to read along with the tape so that he/she can do the homework (i.e., reading and activity) independently if needed. Next, the student will check out an audiotaped book and activity at the appropriate reading level. When the student has had adequate time to complete the audiotaped book and activity, he/she will return both to the teacher. The teacher will have the student read the book, in order to check for fluency. If the student is able to read the story fluently, he/she will take an AR computer test to check for comprehension. If the student fails to pass the AR test, the child will take home the same audiotaped book for additional practice along with a different activity sheet. If the student passes the AR test, the process is repeated with another audiotaped

book at a higher reading level and an activity sheet. The student's fluency and reading level growth will be monitored throughout the school year with the CBM and STAR reading assessments.

CHAPTER 4

The Project

Repeated Reading:

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23

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TABLE OF CONTENTS

Repeated Reading: Using audiotaped books and activities to help at-risk readers

Foreword

The ability to read is critical to a student's future success. However, learning to read is a complex process that requires frequent and continued practice. Therefore, it is essential for educators to find a ways to expand literacy instruction beyond the confines of the classroom. If we want our students to become expert readers, we must develop programs that provide additional reading opportunities at home and at school.

A growing body of evidence suggests that assisted repeated reading is an effective strategy for providing reading practice, improving fluency and comprehension, and motivating at-risk readers (Dowhower, 1987; O'Shea, Sindelar, & O'Shea, 1985; Samuels, 1979). This project was created to extend literacy learning by utilizing repeated reading research to create a selection of multilevel audiotaped books and activities to facilitate reading practice, growth, and fluency. The teacher's guide contains instructions about book selection and recording, a bibliography of selected books, a list of additional books for recording, a material and equipment list, a management system, a parent information letter, and reading activities.

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Management of Materials and Equipment

<u>Materials and Equipment</u>

1. Tape players - the battery operated type with easy to use controls, headsets, and batteries for student use

2. Tape recorder - a high quality recorder with microphone for taping books

3. Cassette tapes - no longer than 15 minutes in length for recording

4. Backpacks - inexpensive backpacks to carry recorder, book, tape, etc to carry materials when they are taken home

5. Plastic zip-lock bags to hold book and tape

6. Plastic baskets or bins to hold tapes and books

7. Check-out/Check in Chart for audiotaped books

8. Picture books that are high interest and at the appropriate reading level.

9. Filing box to hold numbered reading activities

10. Record keeping charts for monitoring book and activity completion

11. Tape duplicating machine

<u>Suggested Management of Materials and Equipment</u>

1. Select books for recording. Determine their readability level. Record their reading level on the inside covers and on the labels placed on the spine of the books.

2. Supply the books with library cards to track their checkout as they are transported between school and home.

3. Be certain that the book's pages are numbered. If they are not, number

each page in the book consecutively. The numbers will help the student to keep his/her place in the story.

4. Create audiotapes for each of the books selected. Label the audiotapes with the book titles and authors.

5. Develop reading activities to accompany the audiotape packets.

6. Place the audiotapes, books, and reading activities in plastic zip-lock bags with the book title, author, and reading level written on the front of each bag.

7. Organize the audiotape bags in plastic bins or boxes, according to their reading levels, so that students can easily locate books at their reading level.

8. Determine students' reading level. The author used the STAR computerized reading test, an informal reading inventory and the Curriculum Based Measurement Test, which measures fluency to determine the reading levels.

9. Establish the criteria for what constitutes an at-risk reader in your classroom and select those at-risk to participate in the audiotape repeated reading program. Notify parents about the program through parent meetings, conferences, or by letter.

10. Discuss with students their reading level, the importance of reading and reading practice. Model and have students practice tape recorder use, repeated reading with an audiotape, and check out/check in procedures. The reading activities also need to be introduced and explained. It is also useful to discuss with the students where they think they could safely store their reading materials at home.

11. To assist with the management of book checkout, a checkout chart can be created. For example, a simple chart can be constructed by placing five rows of library pocket envelopes on a large piece of poster board so that there are six across, thus creating a total of thirty pockets. The chart can be laminated and each child's name written on a pocket.

12. Students can be taught to remove the library cards from the front of their books and place them in their pockets on the chart when they check out a book. When they check materials in, they retrieve the cards from their chart pockets and replace the cards back in the book.

13. Inexpensive backpacks can be used for carrying the audiotaped books and supplies to and from school.

14. A tracking chart is also useful in assisting the students and teacher in keeping a record of which audiotaped book and activity has been completed. For example, a classroom chart with grids can be used. Place the names of the books along one side and the names of the student on the other side. When a student successfully completes the reading, activity, and the reading assessment (e.g., reading the story fluently to the teacher or assistant, and/or passing an AR test on the book, etc.), he or she places a sticker on the appropriate square represented by the child's name and the book title. Then, the child is responsible for replenishing the materials (i.e., the reading activity sheet) in the packet, re-filing the audiotape book packet, and checking out an audiotaped book at the next highest level. If the child is unable to successfully complete the reading, activity, and assessment, the book is sent home again for additional practice.

15. Keep the reading activities, audiotaped books, and charts together in the classroom, for easier access and management.

Parent Letter

Dear parents/guardians,

Research has shown that the more children read, the better they will do in school. I want to let you know about some special reading homework your child will be doing this year. Your child will be choosing a book and audiotape at his/her reading level to bring home for extra reading practice.

I will also be sending home a tape recorder to use with the tapes, and a reading activity to be completed, after your child has read the story. The reading materials will be in a special backpack that will make it easier for your child to transport it to and from school. Please help your child find a place to practice with the books and tapes and a safe place to store the materials.

This extra practice every day will help your child be a more successful student. I will be contacting you to talk about what we are doing in our class and how you can help with this special project. Thank you for your help.

Sincerely,

_____
Teacher

Book Selection

In selecting appropriate primary level books for audio taping, keep in mind the following guidelines:

1. To be the most effective, recorded books should be close to or slightly above the student's reading level.

2. When selecting books to record consider the quality of writing. Use your school librarian, or journals that regularly review new children's books (e.g., The Horn Book, Kirkus Reviews, School Library Journal, and Booklist), or published lists of award-winning books to help you select well-written children's books.

3. Consider the interests of your students when choosing books. Most primary students (i.e., ages six through eight) enjoy books about animals (pets and talking beasts), fairy tales, familiar environment (family, school, play), fanciful tales, humor and nonsense, mechanical devices (cars, planes, etc.), and real life stories. Reading interest inventories are also an excellent method of ascertaining students' reading interests.

4. The books selected should have a recognizable purpose or plot that captures the reader's interest right away. They should also have large, clear type, good language patterns, appropriate pacing, and illustrations that depict the meaning and language of the text.

5. Choose stories that are brief and can be completed in one sitting, from adaptable reading materials such as trade books, basal readers, language experience texts, newspapers, or magazine articles.

Books Selected for Audiotaped Reading Project

Book Title	Author	A.R. Reading Level
Good Night Moon	Margaret W. Brown	1.0
All by Myself	Mercer Mayer	1.1
Leo the Late Bloomer	Robert Kraus	1.2
A Kiss for Little Bear	Else H. Minarik	1.3
Clifford's Puppy Days	Norman Bridwell	1.4
Is Your Mama a Llama?	Deborah Guarino	1.5
How to Hide a Butterfly	Ruth Heller	1.6
The Day Jimmy's Boa Ate The Wash	Trinka H. Noble	1.7
The Snowy Day	Ezra Keats	1.8
If You Give a Moose a Muffin	Laura Numeroff	1.9
The Goodbye Book	Judith Viorst	2.0
Mouse Soup	Arnold Lobel	2.1
Franklin's New Friend	Paulette Bourgeois	2.2
The Big Honey Hunt	Stan & Jan Berenstain	2.3
Dolphins	Sharon Bokoske	2.4
The Very First Americans	Cara Ashrose	2.5
The Very Hungry Caterpillar	Eric Carle	2.6
Barn Dance	Bill Martin, Jr.	2.7
The Salamander Room	Anne Mazer	2.8
Where the Wild Things Are	Maurice Sendak	2.9
The Napping House	Audrey Wood	3.0

Additional Books Recommended for Tape Recording

Book Title	Author	Reading Level
Abiyoyo	Pete Seeger	2.8
Alexander and The Terrible, Horrible, No Good Very Bad Day	Judith Viorst	3.5
Amazing Bone	William Steig	3.2
The Animal	Lorna Balian	Primary
Animals Should Definitely Not Wear Clothing	Judi Barrett	Primary
Anno's Counting Book	Mitsumasa Anno	Primary
Antarctica	Helen Cowcher	Primary
Bedtime for Frances	Russell Hoban	1.6
The Berenstain Bears and the Spooky Old Tree	Jan & Stan Berenstain	2.2
Blueberries for Sal	Robert McCloskey	Primary
Bread and Jam for Frances	Russell Hoban	2.8
Bringing the Rain to Kapiti Plain: A Nandi Tale	Verna Aardema	3.7
Brown Bear, Brown Bear, What Do You See?	Bill Martin	Primary
Brush	Pere Calders	3.0
Caps for Sale	Esphyr Slobodkina	2.4
Chair For My Mother	Vera Williams	2.5
Cloudy with a Chance of Meatballs	Judi Barret	3.6
Corduroy	Don Freeman	3.2
Could Be Worse	James Stevenson	Primary
Curious George	H. A. Rey	1.5
Doctor De Soto	William Steig	2.9
The Emperor's New Clothes	Hans C. Anderson	3.9
Fossils Tell of Long Ago	Aliki	Primary
Frederick	Leo Lionni	3.5
Frog and Toad are Friends	Arnold Lobel	1.4
Galimoto	Karen L. Williams	Primary
The Giving Tree	Shel Silverstein	3.0
Green Eggs and Ham	Dr. Seuss	2.6
Giving Thanks	Chief Jake Swamp	
Harold and the Purple Crayon	Crockett Johnson	1.9
Harry and the Terrible Whatzit	Dick Gackenbach	Primary
Harry the Dirty Dog	Gene Zion	Primary

Book Title	Author	Reading Level
Hot-Air Henry	Mary Calhoun	3.9
The Icky Bug Alphabet Book	Jerry Pallotta	Primary
If I Ran the Zoo	Dr. Seuss	3.9
If You Give a Mouse a Cookie	Laura J. Numeroff	Primary
Imogene's Antlers	David Small	3.3
Iktomi and the Berries	Paul Goble	Primary
Ira Sleeps Over	Bernard Waber	2.8
Is This a House for Hermit Crab	Megan McDonald	2.7
Katy and the Big Snow	Virginia Lee Burton	Primary
Knots on a Counting Rope	Bill Martin, Jr.	2.0
The Legend of the Bluebonnet	Tomie dePaola	3.9
Let's Be Enemies	Janice May Udry	2.4
Little Bear	Else H. Minarik	2.2
The Little Engine That Could	Watty Piper	2.9
The Little Old Lady Who Was Not Afraid of Anything	Linda Williams	3.5
Little Toot	Hardie Gramatky	1.9
Liza Lou and The Yeller Belly Swamp	Mercer Mayer	Primary
Madeline	Ludwig Bemelmans	3.8
Make Way for Ducklings	Robert McCloskey	3.1
Mama Don't Allow	Thacher Hurd	Primary
Mama Do You Love Me?	Barbara Joosse	1.9
Mice Twice	Joseph Low	Primary
Mike Mulligan and His Steam Shovel	Virgina Lee Burton	2.8
Me and Neesie	Eloise Greenfield	Primary
Millions of Cats	Wanda Gag	3.1
Miss Nelson is Missing	Harry Allard	2.6
Miss Rumphius	Barbara Cooney	2.8
The Mitten	Jan Brett	3.0
Mouse Tales	Arnold Lobel	1.8
Ming Lo Moves the Mountain	Arnold Lobel	3.7
The Mixed-up Chameleon	Eric Carle	Primary
Mufaro's Beautiful Daughters	John Steptoe	2.9
My Parents Think I'm Sleeping	Jack Prelutsky	Primary
Norman the Doorman	Don Freeman	Primary
The Paper Crane	Molly Bang	3.3
The Puppy Who Wanted a Boy	Jane Thayer	3.6
Petunia	Roger Duvoisin	Primary
Red Fox and His Canoe	Arnold Lobel	2.6

Book Title	Author	Reading Level
Red Leaf, Yellow Leaf	Lois Ehlert	1.4
The Runaway Duck	David Lyon	3.7
Sheep in a Jeep	Nancy Shaw	1.1
Shy Charles	Rosemary Wells	Primary
Stone Soup	Marcia Brown	1.6
The Story of Ferdinand	Munro Leaf	2.9
The Story of Jumping Mouse	John Steptoe	2.8
Strega Nona	Tomie dePaola	3.8
The Stupids Step Out	James Marshall	Primary
Swimmy	Leo Lionni	Primary
Sylvester and the Magic Pebble	William Steig	2.6
The Tale of Peter Rabbit	Beatrix Potter	Primary
A Three Hat Day	Laura Geringer	3.0
The Tree Billy Goats Gruff	Paul Galdone	Primary
The Three Little Pigs	Paul Galdone	Primary
Tikki Tikki Tembo	Arlene Mosel	3.3
Verdi	Janell Cannon	3.2
The Very Busy Spider	Eric Carle	Primary
What Do You Say, Dear?/ What Do You Do, Dear?	Sesyle Joslin	Primary
Why Mosquitoes Buzz in People's Ears	Verna Aardema	3.2

How to record and use audiotaped books

Recording Audiotaped Books

Many at-risk readers cannot keep up with a commercially recorded book because it is recorded at too fast a pace. Often the recordings have too few or unclear page cues and distracting sound effects. Therefore, it is important to take into account the reading ability of the potential listener when determining the rate and phrasing of your recording. When recording a book keep in mind the following guidelines:

1. Set aside a block of quiet time for recording.

2. Decide what book to record and label the tapes accordingly. Make sure you read the book in advance so that you are familiar with the language and the story.

3. Number the book pages consecutively (if they are not already numbered).

4. Set the tape recorder's volume control to minimum. This will prevent distortion. The listener will still be able to increase the volume to a comfortable level.

5. Turn on the tape recorder. Since every tape cassette has about 5 to 8 seconds of lead-time, let the tape run for about that amount of time before starting to record.

6. Speak into the microphone from a distance of about six to eight inches.

7. In general, use the same naturally expressive voice you'd use if you were reading to a single child.

8. Begin by reading the story title, author, and illustrator. Then pause and tell the listener the page to which they should turn.

9. As you begin each story, say, "Turn to page _." Slowly reduce the cues until you need only pause, state the page number, and pause again. It's important to work up to omitting the words, "Turn the page_," because this interruption tends to distract the listener. Always pause long enough to allow time for the student to turn the page and look at the pictures.

10. Since the story is all-important, your voice should be softer when giving cues to the listener.

11. Record at a fairly slow pace to enable your students to absorb the words they see and hear. Record the text exactly as it is written. They should be able to visually track the words they hear, but you should not read so slowly that they get bored. The author also suggests recording a fluent faster paced reading of the story on the opposite side of the tape. This gives the listener a model of fluent reading.

12. Your phrasing is important. Use short, natural phrases to translate the printed page into meaningful segments. The pauses are crucial; they allow the brain to take in and sort the text, and they help to increase both comprehension and word recognition.

13. End each tape with, "This is the end of the recording. Please rewind the tape for the next listener."

14. Write the word "Original" prominently on the tape and store master copies of all tapes separately from the copies you make for the students. Never check out your originals.

15. Make sure you have sufficient copies of the books and tapes, for the students.

16. To make permanent tape recordings that cannot be erased, punch out the small rectangles on the spine of the tape cassette.

Instructions for audiotape use

1. The students using the audiotape program should know their reading level, and how to choose a story at their level.

2. The teacher should model and have the students practice using the tape player, reading with the audiotapes, using the management charts (e.g., check in/check out). The reading activities should also be introduced.

3. Practice with the tape recorder should involve identifying and using the controls, following the tape's directions for finding the starting place in the story, and turning the page when they hear the cue.

4. For the first reading, the children should listen to the faster, fluent version of the story. This allows them to hear a fluent reader and to enjoy the story itself.

5. Then, they can rewind, and turn over the tape, so they can listen to the slower read along version while they follow along (e.g., track with their finger, or a book mark) in the text. This will help them match the voice to the print, and keep their place.

6. Explain to the students that they may listen and read along with the slower version as many times as needed to master the story. Generally, after listening to the slower recording two to four times, the student will be able to read the story fluently with no more than two or three errors. However, if a child needs more than four repetitions of a book tape, the book may be too difficult or it may not have been recorded correctly for that student.

Either an easier book should be selected for the student, the amount of text reduced, and/or the passage should be recorded at an even slower pace. Students need to know that their goal is to read fluently and comprehend what they read.

7. When the student feels he/she can read the story fluently without the tape, and the reading activity has been completed, the audiotaped materials are returned to school.

8. The student should have an opportunity to read the story to the teacher or an assistant to assess reading fluency. Reading comprehension also needs to be assessed. To assess the reading comprehension in the author's classroom, the student will take an AR test on the book.

9. If the student demonstrates fluent reading and good comprehension of the story, he/she will check in the materials, and check out another book at the next highest reading level.

10. If the student is struggling with the story, the student can take the book home again for additional practice, or check out a book at a lower reading level. Repeat the above procedures as needed.

Reading Activities

The activities in this manual are meant to be examples of how students can extend their reading experience at home or at school and demonstrate what they know about the story. Some of the activities are offered in a worksheet format, and the others are listed.

Child's Name: _____

Story Title: _____

Author: _____

Read the story to a family member, after you have practiced the story 2-3 times with the tape.

Family member's
signature_____

Child's name: _____

Story Title: _____

Author: _____

Read your book several times.

On the back of this page draw a picture of the main character in the story and a picture of yourself.

Explain how are you like the main character in the book.

_____

_____

_____

_____

_____

_____

Explain how you are different. _____

_____

_____

_____

_____

_____

Child's name: _____

Story Title: _____

Author: _____

Read your book several times.

Who is the main character of the story?

_____

Without looking at the book, tell the story in your own words._____

_____

_____

_____

_____

_____

_____

What was the best part of the story?_____

_____

_____

_____

_____

_____

Child's name: _____

Story Title: _____

Author: _____

Read your book several times.

Draw a picture showing what happens at the beginning of the story.

Draw a picture showing what happens at the end of the story.

Child's Name: _____

Story Title: _____

Author: _____

Read your book.

Draw a picture showing where the story takes place. This is called the setting.

Write about your picture._____

_____

_____

_____

_____

_____

Child's name: _____

Story Title: _____

Author: _____

Read your book.
What happens at the beginning of the story?_____

_____

_____

_____

_____

What happens in the middle of the story?_____

_____

_____

_____

_____

What happens at the end of the story?_____

_____

_____

_____

_____

Child's name: _____

Story Title: _____

Author: _____

Read your story.

Who is the main character in the story?_____

_____

What problem does the main character have in the story?

_____

_____

_____

How is the problem solved?_____

_____

_____

_____

How would you solve the same problem in real life?

_____

_____

_____

_____

Child's Name: _____

Story Title: _____

Author: _____

Read your book.

Write about how this book is like other books you have read.

_____

_____

_____

_____

_____

_____

How is it different?_____

_____

_____

_____

_____

_____

_____

Child's name: _____

Story Title: _____

Author: _____

Before you read or listen to your book, look at the cover and at the pictures. Write below what you think will happen in the story._____

_____

_____

_____

_____

After reading the story, write below what really happened in the story. Did you guess right?_____

_____

_____

_____

_____

_____

Child's name: _____

Story Title: _____

Author: _____

Read a book about make-believe people or animals and their lives. Make-believe stories are called fiction.

Then write three things that are make-believe in the story.
The story,_____, is fiction
because:

    1._____

    _____

    2._____

    _____

    3._____

    _____

Write the name of another book you have read that is fiction.

_____

Child's name:_____

Story Title:_____

Author:_____

Read a nonfiction book. True stories are called nonfiction.

Write three reasons why this book is a nonfiction (true) book.
The story,_____, is nonfiction
because:

    1._____

    _____

    2._____

    _____

    3._____

    _____

What did you like about this nonfiction story?

_____

_____

_____

_____

_____

Child's Name:_____

Story Title:_____

Author:_____

Read your book. Sometimes when you are reading you see words that are new to you.

What are some of the new words you saw when you were reading?_____

_____

_____

How did you learn what the new words meant?

_____

_____

_____

_____

Use one of the new words to write about something. Read your writing out loud and talk about the words with your family._____

_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read your book several times.
Tell someone in your family about the story you read.

Write three things you remember most about the story.

_____

_____

_____

_____

_____

Would you recommend this book to a friend? Why or why not?_____

_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read your book.
What is the story about?_____

_____

_____

_____

_____

_____

_____

If the author of the book were here, what questions would
you ask?_____

_____

_____

_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

After reading part of your book, ask yourself these questions.

Do I know what the story is about?_____

_____

_____

Do I know were the story takes place?_____

_____

_____

Can I tell what the problem is going to be?_____

_____

_____

Now finish reading the story.

Child's name:_____

Story Title:_____

Author:_____

When you get to the middle of the book, stop and ask the
following question:

What do you think will happen in the rest of the story?

_____

_____

_____

_____

Now read the rest of the story.

Was your guess or prediction about what would happen
right?_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read your book.

What is the book mostly about?_____

_____

_____

_____

_____

Did you know anything about this topic before reading this
book?_____

_____

_____

_____

If you did, did the information you already knew help you
understand the story?_____

_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read your non-fiction book.

What is the topic of your book?_____

_____

Make a list of important facts in the book._____

_____

_____

_____

_____

_____

_____

What new information did you learn about the topic?

_____

_____

_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read your book.

Who is the main character?_____

_____

How do the main character's feelings change in the story?

_____

_____

_____

_____

How does the author let you know how the main character feels?_____

_____

_____

_____

What actions show you how the main character feels?

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read your book.

How does the story end?_____

_____

_____

_____

_____

What if the author asked you to change the ending of the story? How would you change it?_____

_____

_____

_____

_____

_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read your book.

Where does the story take place?_____

_____

How do you know? What words does the writer use that help
you to know?_____

_____

_____

_____

When does the story take place?_____

_____

How do you know? What words does the writer use that help
you to know?_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read the book.

Look at the cover of the book. Pretend you are the illustrator, and design a new cover for the book.

Child's name:_____

Story Title:_____

Author:_____

Before you read the book, list 3 things you know about the
story from the book cover._____

_____

_____

_____

Read the book. Then, list 3 things that you learned from the
story._____

_____

_____

_____

Draw a picture of your favorite part of the book.

Child's name:_____

Story Title:_____

Author:_____

Read the book. Pretend you are the author and you want
kids to buy and read your book. What would you say to the
kids to get them excited about your book?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Write an advertisement for the book._____

_____

_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read the book.

Write a letter to a character in the story. Ask questions about the character and tell the character about yourself.

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Your friend,

_____

Child's name:_____

Story Title:_____

Author:_____

Read the book.

Create a cartoon strip with frames showing the main events in order or sequence.

Child's name:_____

Story Title:_____

Author:_____

Read the book. Choose words from the book to create a
word find. Write the words across, down, and diagonally in
the boxes. Then, fill in the blank boxes with different letters
from the alphabet.

<div align="center">Words</div>

_____

_____

_____

_____

_____

Child's name:_____

Story Title:_____

Author:_____

Read the book.

Design a shirt with the main character's message. Draw it below.

Child's name:_____

Story Title:_____

Author:_____

Read the book. Create puppets for the story characters.

Perform a puppet show about the story for your family or

classmates.

Activity List

The following activities can be completed by the student after he/she has practiced reading the story:

- Read the story to younger children
- Read the story to class members
- Make an audiotape for the listening center
- Make an audiotape for the teacher listening
- Extend the book by writing additional adventures to add to the story
- Dramatize incidents from a book by having a play
- Create a peephole box or diorama
- Tell the story to your classmates, family, etc.
- Create a song about the story
- Read aloud to the class, friend, etc.
- Create a game based on the story
- Write a poem about the story
- Write a classified ad for a job the main character could do
- Create a crossword puzzle
- Research the author or illustrator
- Role-play sections of the book
- Make a mobile of important characters or parts of the story
- Cook food from the story
- Make or draw costumes from the story
- Make a mask
- Paint a mural or the story or a scene from the story
- Make a poster to advertise the book
- Write a diary that might have been kept by the main character
- Write a letter to the author telling why you enjoyed the book
- Create a greeting card that one character might send to another. Tell why it would be sent.
- The main character is receiving an award. Design the award and tell why they are receiving it.
- Choose a scene from your book and rewrite it as if it took place in a different location (e.g., on a desert island, the north pole, etc.)
- Draw a map that captures the events of the story
- Pretend you are a newspaper reporter. Write a news article about the book you read. Your article should include the basic facts: who, what, where, when, why, and how
- Make a roll movie of the events in the book
- Make a time line to show important events from the story

- Make a pocket-sized book about the story for a friend
- Rewrite the story from a different point of view
- Create a wanted poster for the villain in the story
- Create a character self-portrait
- Create a bookmark based on the book
- Create a trading card for the main character

CHAPTER 5

Summary, Conclusions, and Recommendations

Summary

The ability to read is crucial for a child's success in school and throughout life. Regrettably, 25-40% of the children in the United States do not read well enough to succeed in school (Snow, 1998). Students with reading difficulties often read slowly, hesitantly, and make more word recognition errors than more capable readers. This lack of fluency can significantly impair comprehension (Beck, 1985; Perfetti, 1977). Reading practice is the principal method for improving fluency (Adams, 1990). Unfortunately, a large percentage of these at-risk readers do not receive the practice time needed to facilitate fluency. Therefore, it is imperative for educators to find an effective research based approach that provides struggling readers with substantial practice time.

Research shows that repeated reading, a method that entails rereading a passage or story until some predetermined level of fluency is achieved, provides substantial practice time, increases reading rates and accuracy (Chomsky, 1976; Dahl, 1979; Dowhower, 1987; Herman, 1985; Rasinski, 1990; Samuels, 1979), increases vocabulary (Elley, 1989; Koskinen & Blum, 1984), and enhances comprehension (Dowhower, 1987; Herman, 1985; O'Shea, Sindelar, O'Shea, 1985; Yaden, 1988). The substantial quantity of research demonstrating the benefits of repeated reading was the basis for the creation of this assisted repeated reading curriculum. The purpose of this project was to create a selection of multi-level audiotaped books and activities to encourage reading practice, and promote reading growth and fluency in primary at-risk readers.

Conclusions

For the classroom teacher with at risk students repeated reading offers a viable solution to the problem of how to find the time and the method to help such students. These struggling readers normally do not get enough practice time at school or at home (Allington, 1977). Assisted repeated reading with audiotaped books is an effective means of providing that practice, and this approach can fit into any elementary classroom. As an extension of classroom reading experiences, repeated reading allows children time and practice to integrate the reading skills to which they have already been exposed and to recognize words with greater speed and accuracy. Furthermore, once students are familiar with the repeated reading procedure, they can pursue it on their own with a tape recorder in any classroom or home.

Recommendations

In order to successfully create and implement an assisted repeated reading curriculum, the following is recommended:

1. Educators need to be familiar with research on repeated reading.

2. The children's books selected for audiotaping should be enjoyable and fun to read aloud several times.

3. Additional audiotaped books need to be created to provide an extensive library of multilevel and multicultural books.

4. Books should be taped using different voices (e.g., male, female, etc.).

5. The audiotape library with this project needs to be expanded to include books with a variety of main characters.

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