

2001

An Inquiry Into the Influence of Taped Books on the Oral Reading Performance of Struggling Third-Grade Readers.

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**AN INQUIRY INTO THE INFLUENCE OF TAPED BOOKS ON THE ORAL
READING PERFORMANCE OF STRUGGLING THIRD-GRADE READERS**

**A Dissertation
Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy**

in

The Department of Curriculum and Instruction

**by
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ABSTRACT

The purpose of the nine-week study was to explore, using taped book intervention, the oral reading fluency of six struggling third-grade readers. The low-income, inner city, African American students were selected using teacher recommendations, standardized test scores, and the school system's Grade Level Indicators of Essential Knowledge – Grade 3 English Language Arts. Procedures used in the study were observing, collecting field notes, reviewing documents, conducting open-ended interviews, prioritizing book selection interests, and making assessments. Pre- and post-intervention assessments included the following: 1.) Oral reading rate—the Gray Oral Reading Test-3 (GORT-3), two-minute timed readings, and Corduroy benchmark probes; 2.) word recognition—Slosson Oral Reading Test-R (SORT-R) and Revised Dolch List (R-Dolch); 3.) interest surveys—“Thinking About My Reading” and Prioritized Book Selection; and 4.) attitudinal surveys—“Reading and Me” and the “Elementary Reading Attitude Survey” (ERAS).

Post-intervention assessment results show that students increased in oral reading fluency—rate, word recognition, and prosody. In rate, GORT-3 results show increases from 0.4 to 1.0 in grade equivalents, and two-minute timed readings show increases from 23.1 to 30.5 wpm. Corduroy benchmark probes show decrease in miscues and increase in wpm. In word recognition, SORT-R results show increases of 0.6 to 1.6 in grade equivalents and R-Dolch results indicate that all students increased to on or above third-grade level. Observation of students' oral reading reveals increased expressiveness and

attention to punctuation, important features of prosody. Other assessments show students' increased interest in academically supported and authentic literature and indicate that students see themselves as better readers and are more engaged in reading tasks.

The findings suggest that taped book intervention improves oral reading performance. The six students in this study gained in oral reading fluency, vocabulary development, textual expression and intonation, affirmative reading attitudes, positive reading interests, comprehension, and the acquisition, application, and appreciation of new learning.

CHAPTER 1

INTRODUCTION

Reading printed text, a primarily visual task, may present complex challenges for learners to employ word identification skills, interpret textual meanings, and apply vocabulary in varying contexts using both visual and auditory cues. The availability of innovative instructional alternatives provides freedom of choice for teachers to select appropriate materials, plan for enhanced reading performance, and evaluate readers' progress. The National Reading Panel Report (2000) stated that "because the ability to obtain meaning from print depends so strongly on the development of word recognition accuracy and reading fluency, both the latter should be regularly assessed in the classroom, permitting timely and effective instructional response when difficulty or delay is apparent" (p. 7).

Early intervention programs are being implemented to ensure successful reading performance for all young readers, but many readers remain below grade level. Supplementary alternatives that include visual and auditory learning modes provide vital connections that enable nonfluent students to become motivated, independent readers.

In support of teachers' accommodating the diverse needs of their students by choosing and implementing a variety of instructional materials and perspectives in classroom reading instruction, the International Reading Association (IRA) asserted the following in its position statement, "Using Multiple Methods of Beginning Reading Instruction" (1999):

There is no single method or single combination of methods that can successfully teach all children to read. Therefore, teachers must have a strong knowledge of multiple methods for teaching reading and strong knowledge of the children in their care so they can create the appropriate balance of methods needed for the children they teach. (p.1)

Trade books and multiple copies of authentic literature are two sources of taped books readily available for reading instruction, but they may be used inconsistently in the absence of a planned routine for developing students' reading performance. Taped books (a resource for developing fluency) may not have been the focus of the reading session but frequently have been used for supplementary practice in independent learning centers. The National Reading Panel Report (2000) reported that reading practice develops fluency and raised the issue of which of the following types of reading instruction is best for developing fluency: 1.) independent reading opportunities; or 2.) guided oral reading and instructional feedback.

Taped books provide fluency practice opportunities for oral reading, modeling, and music and sound effects that enliven the story in order to enhance reading performance. The auditory lesson may be risk-free for all readers, since students have success in a variety of contexts without word identification struggles. Students may follow the reading rate of the tape as they enjoy the author's message or the narrative's events. One of the keys to successful use of taped books should be in regulating the narration rate to compensate for the differences in various readers' oral reading performance.

Statement of the Problem

Struggling readers may not have developed oral reading fluency, an essential component of the reading process (Allington, 1983). Slow reading rate is an observable behavior exhibited by individuals who have difficulty reading (Allington, 2001, p.70). In the nonfluent reader, intonation and inflection may be monotonous, and the reading rate is slower than that of an able reader. These characteristics are demonstrated by phrasing poorly and ignoring punctuation. Some readers “may lack a basic sight vocabulary and effective word identification strategies” (Johns & Lenski, 1997, p. 110). Many nonfluent readers spend much of their time and focus on decoding, which causes them to have difficulty constructing textual meaning.

Snow, Burns, and Griffin (1998) reported that sufficient progress in learning to read was dependent on several aspects that could not stand alone in instruction. Reading practice enhanced fluency with different genres. The students’ demonstration of key factors (continued interest in and motivation for purposeful reading and sufficient background knowledge and vocabulary to render written texts meaningful and interesting) determined successful reading performance.

Independent readers are motivated and fluent as they read for meaning in narrative and expository texts. Able readers enjoy purposeful reading for recreation as well as for information; therefore, functional reading needs in the classroom and outside of school are met with success.

The Purpose of the Study

The purpose of the study was to explore the influence of taped books on the oral reading fluency of six struggling third graders. Taped books served as an intervention to foster improved oral reading fluency. In the current study, they were used in student dyads with a participant-researcher.

The Setting

Community

East Baton Rouge Parish is located in southeast Louisiana on the banks of the Mississippi River. The surrounding area serves as a wildlife refuge with 1.5 million acres of nearby swamp amidst picturesque, moss-draped cypress trees. East Baton Rouge Parish and its adjacent parishes have the largest concentration of plantation homes in the South (Baton Rouge Area Convention & Visitors Bureau, 2000).

The following demographic information was taken from the Chamber of Greater Baton Rouge website (2000). The 1990 US Census reported East Baton Rouge Parish population as 380,105 with 75,356 (19.8%) being in the 5-17 age group and median family income as \$34,198. Per capita personal income in 1998 was \$25,592. In the third quarter of 1999, the Louisiana Department of Labor reported that the largest employment sector was in the service area, followed by retail trade, construction, and government.

Baton Rouge is the state capitol, the parish seat of government, the key industrial city, and the hub for an immense chemical and petroleum complex on the river. It is the fourth largest port city in the nation and is second in grain

handling operations. A major oil refinery located in Baton Rouge is the largest on the North American continent (Baton Rouge Area Convention & Visitors Bureau).

Educational System

The state's largest university, with an enrollment of over 30,000, is located in Baton Rouge. According to the Chamber of Greater Baton Rouge website, Louisiana State University is classified by the Carnegie Foundation as a Research University 1—one of only 59 public and 29 private universities in the nation. Southern University, the largest historically African American university in the nation so designated, is also located in Baton Rouge.

In East Baton Rouge Parish, there are both public and private school systems. The majority of the students attend the 102 public schools. For the current academic year, 2000-2001, the parish served in its 63 public elementary schools approximately 25,871 students, 73% Black and 27% Non-Black. The East Baton Rouge Parish School System (EBRPSS) employed over 4000 teachers, and of this number, 25% have earned advanced degrees (East Baton Rouge Parish School System 2000-2001 Fingertip Facts).

School

Specifique Elementary (pseudonym), a pre-kindergarten through grade 5 Title 1 school, is located in downtown Baton Rouge. The school is located near the Research 1 University campus. The student enrollment as reported by the Teacher of Instructional Support (TIS) is 320. Specifique Elementary campus has 16 classrooms, 2 special education classrooms, guidance room, cafeteria,

auditorium, library, and computer lab. The physical facility, more than 40 years old, is well kept and exceptionally clean. According to the TIS, positive administrative leadership focuses on meeting the social, emotional, and academic needs of the students as well as setting high expectations for staff members. The school's mission and EBRPSS's statement is as follows:

The mission statement of the East Baton Rouge Parish School System, owned jointly with the community, is to provide quality education which will equip all students to function at their highest potential in a complex and changing society, thereby enabling them to lead full, productive and rewarding lives.

Specifiqué Elementary has 18 classroom teachers as well as 13 ancillary personnel who instruct in adaptive physical education, academic readiness, French, computer lab, library, math, physical education, special education, music, speech, guidance, and curriculum for the hearing impaired. In the current school term, 49% of the faculty members have a master's degree or higher. This is higher than both the state (35%) and parish systems (45%).

The TIS provided current data about the student body from the demographics used in obtaining averages for a recent grant as follows: 1.) The student population (320) is 99% African-American, 1% Non-Black; 2.) Approximately 93% of the population are from single-parent families with a female caregiver; 3.) Specifiqué Elementary has the second highest percentage (98%) of low-income students in East Baton Rouge Parish; and 4.) The majority of the 320 student population are in families that are below the poverty level of

\$12,158.00 for a family of three. Approximately 13% of the students were in Special Education in 1999 as reported in the School Report Card for Parents for 1999-2000.

The School Report Card for Parents for 1999-2000 confirmed that the state average School Performance Score (SPS) was 69.4 in comparison to Specifiqué Elementary's performance score of 36.5. This score was classified in 1998-1999 as an Academically Below Average (30.1-69.3) performance status. The school performance score is calculated annually using index results from the Leap for the 21st Century Test (Leap 21), the Iowa Test of Basic Skills (ITBS), and attendance rates.

Administrators

Specifiqué Elementary School has two campus administrators, the Principal and the Teacher of Instructional Support (TIS). The principal has 20 years of educational experience, including 5 years as a principal and 5 years as an educational diagnostician. He has a strong background in educational assessment and believes that school personnel must diagnose and analyze data in order to develop a plan of action for success. His goal for students is for them to engage in a literate life during school days. The principal views an effective reading environment as one that conveys a warm, welcoming ambiance in which the students can feel that they belong. The environment should be inviting, with comfort and productivity throughout the daily routine. Students do their best work in a quiet, peaceful environment. He describes an ideal reading environment as a place where there are cooperation, mutual

respect, inclusion, and adequate workspaces. One staff development emphasis is on a variety of reading strategies and the K-3 Reading Initiative. He believes that stability and continuity within the home-school connection play major roles in remediating reading difficulties and retaining skills and that parents should reinforce and follow-up at home with skills and concepts that are being taught at school. The reading program at Specifiqué Elementary is designed to use both level-based and needs/interest-based grouping to meet students' needs on the basis of systematic observation (assessment). The students participate in small group instruction and know how to use journals, reading logs, and literacy portfolios. The teachers have a well-organized, usable record keeping system.

The Teacher of Instructional Support (TIS) has a Ph.D. in Curriculum and Instruction and has been an educator for 28 years. This is her fifth year at Specifiqué Elementary School. Her vision is for students to make gains in their academic performance through efforts to improve classroom instruction through a balanced literacy program in grades Pre-K-5th and to increase parental involvement. She believes that an effective reading program should not only help students reach their optimal level of performance but also instill a love of reading and foster life-long learning. She describes an effective reading environment in a typical classroom as one that contains a large variety of books, guided reading sets (leveled books), centers, writing and art materials, flexible grouping of students, and displays of student work and items that reflect student learning in the classroom. Prior to this study, a few taped stories had

been used in classroom centers for independent small group activities.

However, these audio tapes were not used in conjunction with printed texts.

The TIS supports enhanced teacher training in balanced literacy, Developmental Reading Assessment (DRA), and other district sponsored reading in-services. She encourages all teachers to join the International Reading Association, and six Specifiqué Elementary teachers attended the Association's conference in May. Staff development is a major emphasis for the Specifiqué Elementary faculty.

One of the TIS's major roles is to write and manage grant funding for the campus. The \$20,000 Academic Distinction Fund (ADF) School Achievement Grant (Bridges to Literacy) provided a paid consultant for four full days to train third- through fifth-grade teachers on balanced literacy. A two-year East Baton Rouge Reading Excellence Action (REA) grant allocated funds for an annual base cost to the project of \$500 for each student. The instructional provision implemented on campus was extended-day tutoring for one hour a day, four days a week for small groups of low performing students. The REA grant consisted of four major components: 1.) Reading Recovery; 2.) Literacy Circles; 3.) Guided Reading; and 4.) Reading Excellence Tutorial Program.

Classroom Teacher

The young third-grade classroom teacher was a caring, supportive person with two years' teaching experience and an exemplary learning attitude as noted by both the principal and the TIS. Her classroom reading setting was inviting for all students. The students were grouped homogeneously according

to learning needs. She was knowledgeable about the six focal students' learning styles. She shared relevant feedback with the participant-researcher about the students' reading performance during the taped book study. The classroom teacher's students were encouraged to observe and demonstrate different strategies and given opportunities to extend lessons using various texts. Students in her classroom perceived using taped books positively, and she thought that all students would benefit from the taped book experience.

Significance of the Study

The information gained from the study of the inherent effect of fluency on reading performance will contribute to the knowledge base related to the use of taped books. A further contribution will be to gain knowledge that may assist practitioners in implementing an effective instructional program that enhances the oral reading fluency of elementary school students.

Research Questions

The following questions served to structure and guide this research study:

1. How does the taped book intervention affect the students' oral reading fluency?
2. How do the students' interest in reading and book selection change after participating in the taped book intervention study?
3. How do the students' attitudes toward reading change after implementing taped book intervention?

Definition of Terms for the Purpose of the Study

Developmental Reading Assessment (DRA)	An informal reading inventory published by Celebration Press whose use is mandated by the Louisiana Department of Education.
Fluency	The ability to produce (speak, read, or write) smoothly, easily, or readily expressive ideas.
Gray Oral Reading Tests-Third Edition (GORT-3)	Designed to be “an objective measure of growth in oral reading and an aid in the diagnosis of reading difficulties.” (Murphy, Impara, and Plake, 1999)
Instructional Reading Level	The level at which a student can be instructed adequately. Criteria: word identification in isolation—70% to 89%, word identification in context—90% to 97%, comprehension—70% to 89% (Leslie & Caldwell, 2001, p. 57).
Interrater/interobserver Reliability	For qualitative observations, it is determined by evaluating the degree of agreement of two observers observing the same phenomena in the same setting (Tashakkori & Teddlie, 1998, p. 85).

Iowa Test of Basic Skills (ITBS)	Norm-referenced test annually administered to 3rd, 5th, 6th, 7th graders. ITBS, in the traditional multiple-choice format, assesses student performance in reading, language, mathematics, spelling, study skills, science, and social studies.
Narration Rate	The speed of the recorded text on cassette tape.
Nonfluent reader	One who reads word-by-word in a monotone voice and ignores punctuation, with scores below the 25th percentile in reading on the ITBS.
Norm-referenced Test (NRT)	A test that produces a score that tells how individuals/schools perform in comparison with other individuals/schools; NRT results show how each Louisiana school performs when compared with those in the district, state, and nation.
Oral Reading Fluency	The ability to identify words and project the natural pitch, stress, and juncture (flow/pause among sounds) of the spoken word on written text, automatically and at a natural rate (Richards, 2000). Johns (1997) succinctly

	states that reading fluency is the ability to read text in a normal speaking voice with appropriate intonation and inflection.
Prosody	Reading with expression in rhythmic patterns. Prosodic features include stress, pitch, and duration.
Reading Rate	The speed of oral reading as measured in words per minute.
Reading-While-Listening	Students read orally while listening to a taped version of printed text.
Repeated Reading	Rereading printed text while simultaneously listening to the text on tape.
School Performance Categories	School of Academic Excellence (150.0 or Above SPS) School of Academic Distinction (125.0 –SPS) School of Academic Achievement (100.0 -124.9 SPS) Academically Above Average (69.4 – 99.9 SPS) Academically Below Average (30.1-69.3 SPS) Academically Unacceptable School (30 or below SPS)
School Performance Score (SPS)	Given for each school; a weighted composite index using 60% weight for the LEAP 21 test, 30% for the ITBS, and 10% for attendance rate.

School Report Card for Parents	Individual school reports that compare the school statistics to parish and state statistics used in the state school accountability program.
Slosson Oral Reading Test-Revised (SORT-R)	Oral reading test consisting of 10 lists of 20 words. Measures word recognition and pronunciation only. Reports reading level and age equivalents.
Taped/Recorded Books	Narrative stories recorded on cassette tape with accompanying text.
Teacher of Instructional Support (TIS)	Master teachers who are employed in parish schools that have been identified as performing academically below level. Their job description includes all matters of instruction, including selecting instructional materials, staff development, and/or grant writing.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Scholarly definitions of reading have evolved over time. This evolutionary process will undoubtedly continue as researchers endeavor to explore the phenomena related to reading. One of the best-known definitions of reading is found in the seminal work, Becoming a Nation of Readers: The Report of the Commission on Reading (Anderson, Heibert, Scott, & Wilkinson, 1985). In this landmark report, Anderson et al. (1985) defined reading as the process of constructing meaning from written text, a complex skill requiring the coordination of a number of interrelated sources of information. They also proposed five generalizations about the nature of reading: (1) reading is a constructive process; (2) reading must be fluent; (3) reading must be strategic; (4) reading requires motivation; (5) reading is a continuously developing skill (pp. 9-18).

The National Center for Educational Statistics sponsored a study, Listening to Children Read Aloud, (Pinnell, et al., 1995) using data from the National Assessment of Educational Progress (NAEP) Integrated Reading Performance Record (IRPR) at Grade Four. This nationally sponsored study was the first large study (1136 students) conducted that recognized fluency as a major component of reading and that emphasized intonation, stress, and pause along with expressiveness and adherence to the author's syntax or sentence structure. The IRPR Oral Reading study found that 55% of the fourth graders

were deemed fluent and 13% were identified as reaching the highest degree of fluency and that higher levels of fluency correlate to higher levels of comprehension. A few of the literacy activities correlated with reading were as follows: reading one book outside of school, reading the library's recreational materials, and having opportunities for book selection and reading in the classroom. Another finding reported that the majority (61%) of the fourth-grade students in the study could read a 100-word passage per minute.

This literature review will explore research related to the impact of recorded or taped books on reading instruction and fluency. An initial survey of works on the importance of fluency on effective reading will include various studies and articles on the instructional effects of using recorded books as well as the holistic benefit of this approach to the students. As will be shown, prior studies have indicated that as reading competence improves so do the students' self-confidence and willingness to engage in reading activities. Because these benefits are so intricately intertwined, most studies address issues of both increased reading capacity and improved confidence in reading. An unanticipated outcome of research using taped books is that participation in these studies seems to enhance self-motivated reading activities.

Fluency

Anderson et al. (1985) stated that the foundation of fluency is the ability to identify individual words (p.10). They found that second graders who attained the best scores on reading comprehension were the ones who progressed the most in fast, accurate word identification in the first grade. Anderson et al. cited

decoding as vital. They defined decoding a word as identifying the word's pronunciation and meaning, which involves far more than letter-by-letter analysis (p.11). Decoding must come quickly and accurately, lest the reader lose the context of the text he/she is reading.

Allington (1983) postulated that oral fluency is a necessary element in creating a good reader. He explained that the lack of fluency was often mistakenly viewed as merely symptomatic of poor reading, suggesting that poor readers were inefficient in word recognition or analysis. Samuels (1979) had previously argued that the nonfluent reader is "nonautomatic in decoding" and, therefore, reads in a manner that is "slow and halting, without expression." Allington disagreed, stating that this was a misconception that many educators accepted, which often led to further instruction in letters, sounds, or words in isolation in the mistaken belief that more attention to this area would result in improved reading. Allington, like Schreiber (1980), believed that merely learning to recognize words quickly does not produce fluent readers.

Allington (1983) suggested that the combination of modeling and repeated reading was the most effective way to develop and enhance fluency. The students must first hear the syntax, pitch, and stress points correctly; then the text should be read and reinforced by the students themselves. Though Allington did not address the issue of recorded books, both the modeling and the repeated reading techniques lend themselves to the effective and efficient use of recorded books.

Allington agreed with Schreiber's (1980) argument that attaining facility in recognizing the unmarked prosodic features of language is central to moving out of word-level reading and is a key to improved reading achievement. Allington concluded by stating that, while fluency should not be the only goal in beginning or remedial reading instruction, it is an important step in the creation of good readers.

Since the importance of fluency in reading was an emerging concept, Allington (1983) cited areas where further research was necessary. These included the following questions: what is the role of oral reading fluency in developmental or remedial instruction, will oral fluency help poor readers catch up with good readers, and is there a causal relationship between oral fluency and silent reading. Many of these issues have since attracted the attention of researchers, and studies have been conducted that address these and other issues related to the role of fluency and reading.

Samuels, Schermer, and Reinking (1992) noted that, for many educators, fluency makes the distinction between skilled and unskilled stages of reading. Thus, educators have associated beginning reading with the "learning to read" stage and fluent reading with the "reading to learn" stage (p. 126). This distinction implies that until the student is fluent in reading, learning from text poses two significant problems: (1) the hurdle posed by the difficulty in word recognition, and (2) the comprehension problem of constructing a coherent representation of the information in the text (p. 127). Once fluency is reached, word identification is achieved with relative ease, and the primary burden is

comprehension. Therefore, teachers should recognize that students cannot focus on the goal of reading – to read for meaning – until they can read fluently (p. 127).

For Chall (1983), the initial reading or decoding stage involved the student's learning rudiments of how to convert the printed symbols on the page into their appropriate sound equivalences. Chall called the next stage the fluency stage, in which the student continued working on decoding skills to the point where he/she became "unglued" from the print. At this stage word recognition became easy and no longer served as a barrier to acquiring meaning.

La Berge and Samuels (1974) had proposed using Spache's "automaticity" theory to account for development of fluency. Samuels et al. (1992) emphasized the importance of theory and returned to the automaticity theory to explain the development of fluency using components of the reading process. They identified three components and spoke in terms of (1) decoding, the process by which the letters of a printed word are converted to their spoken representation; (2) comprehension, the production of meaning from decoded words; and (3) selective attention, the ability to focus mental energy and effort on certain aspects of the environment and to filter out other parts as it relates to reading (pp. 128-129).

Samuels et al. (1992) offered repeated reading as an excellent technique for helping students achieve automaticity. Along with the importance of repeated reading, they suggested providing students with ample reading

practice using easy materials. They posited that these would enable students to become automatic decoders, fluent, and thus good readers. Though they did not delve into the issue of using taped books with repeated reading, there is evidence that taped books are an efficient, cost-effective means of achieving the goals of repeated reading.

Perhaps the most recent review of the various works involving fluency is an article by Richards (2000), which summarizes prior works on the importance of fluency in reading and then suggests instructional methods that might be used to improve fluency. Richards defines oral reading fluency as the “ability to project the natural pitch, stress, and juncture of the spoken word on written text, automatically and at a natural rate” (p. 534). She stresses that oral reading fluency is a crucial aspect of reading performance and instruction, especially in the primary grades. Taylor and Connor note that “young children need to hear themselves read” (1982, p. 442). Oral reading is also necessary for receiving feedback from adults in order to monitor reading progress. In addition, “through oral reading, children can show off an acquired skill” that is valued in society (Taylor & Connor, p. 442).

According to Richards, prior studies by Dowhower (1991) and Zutell and Rasinski (1991) presented evidence that, for many years, fluency was considered an additional outcome of the primary goal of reading literacy, not a contributing factor. Zutell and Rasinski noted that reading teachers tended to focus on word recognition, vocabulary development, and comprehension

because those were the goals of most basal reading series. Fluency, as a component, was not stressed as an integral aspect of reading literacy.

According to Zutell and Rasinski (1991), in fluent oral reading (1) the reading appears fairly effortless or automatic; (2) readers group or “chunk” words into meaningful phrases and clauses; and (3) readers use intonation, pitch, and stress appropriately to convey the author’s meanings and feelings (p. 212). Zutell and Rasinski wanted teachers to focus on the extent to which reading “sounds” like speaking—how much it conforms to the cadences, rhythms, and flow of oral language (p. 212).

On the other hand, to decipher the appropriate method of increasing fluency, Richards (2000) suggested that educators focus on reading rate, word recognition, and phrasing. Lipson and Wixson (1997) described reading rate as the speed of oral or silent reading as measured in words per minute (p. 30). However, neither reading rate alone nor word recognition should be mistaken for fluency. Phrasing is also important. Dowhower (1991) defined phrasing, or prosody (reading with expression), as “the ability to read in expressive rhythmic and melodic patterns” (p. 166). Richards explained that prosodic cues are the “structure of text and language, which help students identify the correct pitch, stress, and juncture to be assigned a given text” (p. 535).

Richards (2000) stated that once the educator deciphers the problem area, he/she must select and facilitate the best method of fluency instruction. She offered methods for enhancing fluency. The four that are discussed here are modeling, repeated reading, the Oral Recitation Lesson, and choral reading.

Modeling oral reading fluency is recommended for the classroom and at home. Richards suggests that teachers, parents, and older students can model fluency for children. As other studies in this literature review suggest, recorded books are easily incorporated into the classroom as another way of modeling proper oral fluency.

Repeated reading is also suggested as a means to increase fluency by increasing rate, accuracy, and the understanding of “phrasing in text.” Further, comprehension is also bolstered as a result of the multiple exposures to the text.

Richards goes on to explain that the Oral Recitation Lesson (ORL) method is similar to repeated reading as a component of direct instruction, but with particular emphasis on comprehension. The teacher models fluent oral reading of the selected text, leads a discussion focusing on comprehension, but then takes the discussion one step further by discussing the prosodic elements within the text. This is then followed by the students' oral reading practice of the text. The final aspect of the ORL includes performance of the text. Ideally, in this ORL method, the students comprehend the text prior to their oral presentation.

Richards' final suggestion of a good way to develop students' oral reading fluency is through choral reading. Poetry is often used in choral reading. Students take turns reading lines or sentences of the text as they read together in small groups or as a class. Miccinati (1985) explained that prosodic cues were necessary for fluent oral reading and “through choral reading,

children learn to enjoy listening and responded to sound, stress, duration, and pitch” (p.207). Further, Miccinati explained that as children developed their skills in detecting prosodic features of a specific text, their abilities to identify patterns of syntax also developed.

Richards (2000) suggests that these four methods are useful in improving reading fluency. She states that once the obstacle to fluency, e.g., reading rate, word recognition, and/or phrasing, is identified, one or a combination of methods for promoting fluency should be tailored to the specific needs of the students.

Although Richards does not mention their use, recorded books are easily incorporated into these methods of increasing fluency. Recorded books are a cost- and time-effective means of modeling proper oral fluency that is easily instituted into the classroom.

Taped Books

Gamby (1983), one of the pioneer advocates of taped books, noted the differences between talking books and taped books. Gamby often refers to specific experiences in his classroom and gives skeletal guidelines for using taped books. His article gives foundational information on various aspects of the world of taped books.

According to Gamby, talking books are books recorded at a normal rate of reading. Their function is to either convey information or enhance the literary experience. The actual printed book need not be present. He suggested that talking books may be used throughout the grades, though he uses them

primarily for children who are not yet able to read. He sees talking books as an enjoyable introduction to the world of books and reading. He further offers that, through hearing correct reading and pronunciation in talking books, the students correct their own pronunciation. Additionally, students hear new words and concepts previously unknown to them.

Conversely, taped books are used in conjunction with the printed book. These books are recorded at a slower rate of narration to allow the students to follow each word, thereby allowing them to practice reading. Gamby (1983) found that taped books challenge the students while also encouraging them to read. He also stated that some taped books have come to the aid of students who would otherwise find themselves discouraged if unable to work through a particularly challenging word. He also found taped books helpful since students typically point to the words while also following the rhythm of the reading. By engaging in this activity, the students recognize the "heard word as a printed word in the text, and thus a coupling of the sound of the word and the visual appearance of the word has been effected" (p. 368).

Chomsky (1976) reported one of the early studies using taped books. She conducted a four-month study involving eight-year-old third graders—three boys and two girls. Even though the subjects had had extensive phonics training, they were labeled as poor readers and were still, as evidenced by their performance on the Metropolitan Achievement Test, one or two years below grade level in reading. Chomsky and a graduate assistant chose to immerse the students in taped books.

In order for them to gain fluency and, initially perhaps more importantly, confidence in their reading skills, Chomsky had the students listen to the same taped book repeatedly while following the print text. They did this until the book was “memorized” and the students could “read” it with little effort.

The text was then analyzed using language games. Activities focused on sentence analysis, word analysis, and composition involving textual material. This was designed to “lead the children from rote recognition of the written material toward an active interpretation of alphabetic and phonological features of the writing system” (Chomsky, p. 289). Additionally, the students kept their writings and drawings concerning the taped books in notebooks provided by Chomsky.

Chomsky found that the first book engaged the students for approximately one month. She found that the reading was a combination of comprehension of the text as well as some aspects of memorization. However, by the end of the study, the students were “reading” one book per week.

Evidence for improvement in the students’ reading abilities was apparent as students’ grade scores were displayed on reading tests before and after the taped book intervention. Pre- and post-tests on reading diagnostic tests at week one and week fifteen of the study showed some encouraging gains. On the Wide Range Achievement Test (WRAT) Reading subtest, the students averaged a gain of five months; the Durrell Analysis of Reading Difficulty showed gains in oral speed of six months to one year. The Gates-McKillop subtest Phrases: Flash Presentation showed the highest gains of all—up .9 in

grade score for two students and 1.1 for a third child. Chomsky stated that five months after the end of the project, in October 1973 of their fourth grade year, the students were retested using the Metropolitan Achievement Test. The students showed grade-score gains from .6 to 1.2 over their October 1972 scores. Although the fourth-grade scores were still below grade level, half the students showed substantial increase in rate of progress during third grade in comparison with their progress in first and second grades (p. 314).

Not only did test scores show reading improvement, but also the participants' parents and teachers noted the overwhelming progress made by the students. The students' new reading abilities transferred to new reading materials in the classroom. The teacher reported the students exhibited a new enthusiasm for reading. Students who had avoided reading were now choosing to read during "free time." They also wrote and illustrated stories. Parents reported that for the first time their children were voluntarily reading books, magazines, and even cereal boxes. One girl began writing original stories and television commercials at home.

Chomsky (1976) credited the students' marked improvement and enthusiasm to the confidence they gained from the initial struggle with and conquest of the first book. Though memorization seemed mechanical, it gave the students practice in reading connected discourse with the printed word, and it was a challenge that guaranteed success from the outset because the recorded word was there to guide the students. Chomsky stated throughout the study that the repeated listening was treated as a background preparatory

activity that served the function of getting the child a step closer to the other activities that also contributed to literacy: interacting with print in the world at large, being willing to undertake reading new material, and writing original works.

Bircham, Shaw, and Robertson (1997) conducted an interesting study designed to track the effects of taped books on children's reading skills and their interest in both reading and books. The intervention was held in tandem with, and not in lieu of, normal class reading activities. The researchers employed three types of research methods: quantitative, qualitative, and case studies.

The study, conducted in Edinburgh, Scotland, included 15 girls and 12 boys, 8-9 years old. The subjects were from mixed socioeconomic backgrounds. The children were divided into three mixed-ability groups and given three programs of work for a 5-week period. Testing was conducted prior to and following intervention for comparison purposes. The children were required to maintain journals for notation of comments about the various books that they were reading. The teacher also completed a questionnaire regarding her observations of the children and materials in the classroom.

The three groups of nine students each were divided as follows:

Group 1 – Used the taped reading materials (experimental group)

Group 2 – Spent time working on language-related activities

including reading to themselves (comparison group)

Group 3 – Continued normal day-time work program for class (control group)

For the quantitative portion, pre- and post-intervention data on reading accuracy and reading rate were collected so that comparisons could be made. The children read the same passage for pre- and post-intervention measurements. The mean accuracy and reading rates were calculated and reported on tables. Mann-Whitney U tests were carried out between groups for accuracy and rate before and after intervention. No significant differences ($p = .05$) were found between any of the groups before or after intervention, and the results evidenced only a slightly greater mean gain in accuracy and reading rate for the taped reading group in relation to the comparison and control groups.

Therefore, based on the data compiled on Group 1 and Group 2, the researchers concluded that taped reading appeared to be as effective as teacher-led language based activities. However, there also was no significant difference between Group 1 and Group 3. The researchers offered two possible explanations for the lack of difference. First, a majority of the subjects were already quite advanced in terms of word recognition skills and were able to work through most words on difficult passages; therefore, increased ability to recognize words and reading rate would be less dramatic than at earlier stages of reading development. Second, if the children were already at a high level of reading, the additional practice from taped reading would be less likely to have an impact on their reading ability (Bircham et al, p. 186).

Based upon the results and the above explanations, at a later time Bircham et al. (1997) also conducted, at another school, a case study of two boys who were described by their teachers as being poorly motivated toward

reading. Again, a 5-week intervention was conducted, with the results being dramatically different.

The Macmillan Individual Reading Analysis was employed pre- and post-intervention. The testing revealed substantial improvements: one child improved 16 months in accuracy and 12 months in comprehension; the other improved 8 months in accuracy and 6 months in comprehension.

Revisiting the 27-student study, the results of the qualitative portion revealed that the children had enjoyed the project. This was reiterated by the teacher, who commented that the children who participated in the taped books group were “becoming totally absorbed” in the reading activities. The children’s journal entries also reflected this sentiment and went further to suggest that the children not only enjoyed the project but also gained in their enjoyment of reading and books.

Bircham et al. (1997) concluded that taped books improve reading skills of children who are at an early stage in their reading or who have received little regular reading practice. They also concluded that taped books are cost effective and user friendly in the classroom for both teachers and students and that they motivate children through increased enjoyment of reading.

Bergman (1999) conducted a revealing study that focused on the effects of the rate of narration when employing reading-while-listening (RWL) as a learning tool. RWL is an instructional technique in which students listen to a text while following along in a printed version. In this way students “associate unfamiliar written words with their corresponding familiar sounds” (p. 2).

Bergman suggested that while RWL is a popular technique used to improve reading skills, research about its effectiveness is unclear. There is evidence that taped books increase the children's motivation to read (Chomsky, 1976; Carbo, 1978; Gamby, 1983) and, consequently, can help break the vicious cycle of "Matthew effects" in which poor reading reduced motivation, which in turn lessened reading practice so reading did not improve (Stanovich, 1986). There is also evidence that suggests the taped book method promotes reading fluency and speed, word recognition, motivation, listening comprehension, positive attitude, reader confidence, and positive attitude (Chomsky, 1976; Shany & Biemillier, 1995; Schneeberg, 1977; Sudzina & Foreman 1990; Strauss & Kanfle, 1984).

McMahon (1983) stated that a primary reason that children did not benefit from taped books as they should was that the rate of taped narration far exceeded the children's own rate of reading. She further offered that, when this occurred, the children were not able to make the necessary connection between the graphemes they saw and the phonemes they heard. McMahon's research showed that the narration rate for first-grade cassettes averaged 112 words per minute (wpm), while children at this level read 18 to 50 wpm, and the narration rate for third-grade cassettes was 141 wpm, while the average rate for third grade reading is 50 to 91 wpm. She also found when the rate was reduced to the actual reading level or increased, though not to exceed 35% above their average rate, the children were able to identify mismatches between the written and oral texts in her study quite well (p. 43).

In another study in which students were able to adjust the reading rate of the taped books, Shany and Biemiller (1995) found that poor readers in third and fourth grades did as well in reading rate and comprehension as their classmates receiving labor-intensive, teacher-assisted tutoring. A second finding was that RWL resulted in twice the amount of reading and led to higher scores on listening comprehension tests.

Returning to Bergman (1999), the purpose of his study was to examine the effect of RWL with reader control over the narration rate. Using computer technology, he allowed students to hear stories told at different rates of narration. He made the following hypotheses:

- 1. Children will perform better on the test measures when they are given control of the narration rate.**
- 2. Because poor readers read more slowly and find standard taped books harder to follow, they will profit more from control of narration rate than will their more able peers.**
- 3. When asked, children will indicate that when they controlled the narration rate, reading was both easier and more enjoyable than standard taped books (p. 2).**

Sixty-nine students, 38 boys and 31 girls, from two first-grade classes at the Afek School in Rosh-Haayin, Israel, participated in Bergman's study. The study was conducted in the children's first language, Hebrew. Each child was exposed to two (computerized) books under two conditions, one with control over the story's narration rate and the other with the rate predetermined by the

materials' designers and publishers. (The materials, books and read-along cassettes were adapted from the Step-by-Step series produced by the Israeli Center for Educational Technology and transformed into interactive computer-narrated stories.) The standard narration rate used for the study was 90 wpm; variations for control over narration rate were produced at 30, 45, 60, 75 and 90 wpm.

After each of the conditions, the children were tested for reading comprehension, reading accuracy (word level and text level), and reading speed. At the end, the students were also given a questionnaire asking which of the two conditions was easier for them and which was more enjoyable.

The study yielded the following results. First, having a choice of narration rates had a significant effect on the participants' comprehension and their accuracy in text reading, but not on word-list accuracy or speed. Second, the choice of narration rates had a significant positive effect on the poor readers' group in reading accuracy (both text and word levels), but not for comprehension or speed. Third, the poor readers group benefited more from the choice of narration rate than did other readers on the text accuracy test. Bergman also noted that, contrary to the research hypothesis, the other readers gained (insignificantly) more from the choice of narration rate than did the poor readers. Fourth, the children reported that reading at their chosen rate was "easier" and more "fun" than doing so at the predetermined rate. (The average reading rate of the participants was 53 wpm.)

The research provided evidence that giving children control of the narration rate helped them improve reading skills through reading-while-listening activities. The children showed a significant improvement in reading comprehension ($p < .0495$) and text accuracy ($p < .016$). Bergman suggested that the most effective route to improvement was not only to decrease the rate of narration to the children's level or slightly in excess of it but also to allow the children to control the rate of narration, thus empowering them to direct their own progress.

Reissner (1997) selected four students from rural West Virginia elementary schools for individual case studies. These students were part of Reissner's (1996) larger dissertation study. The purpose of the study was to determine the effects of using taped books to teach reading to at-risk and learning-disabled students. The case studies involved two at-risk kindergarteners, Donnie and Sabrena, and two identified learning-disabled first graders, Robert and Chad.

The students were randomly assigned to two groups—an audio group and a video group—and participated in a 32-day intervention that entailed either listening to or watching one of eight books daily. Students, depending upon their group, heard or viewed each book four times. The audio group listened to the taped stories and followed along in their books. In the video group, the students watched the stories being read on videotape but did not receive a copy of the book to follow. During the course of the study, stories were presented in

random order within blocks of eight stories. However, the same story was not presented twice in a row or twice during the same week.

Pre- and post-group measures of overall reading ability, concepts about print, listening comprehension, and story-retelling ability were used to evaluate the effects of the intervention. The instruments used for data collection were the Woodcock Reading Mastery Tests-Revised (WRMT-R; Woodcock, 1987), the Concepts About Print (CAP) test (Clay, 1993), and the Qualitative Reading Inventory-II (Leslie & Caldwell, 1995). (The ORI-II is designed to determine strengths and weaknesses in listening comprehension and retelling.) In addition, qualitative data were also gathered from interviews and student observations.

The findings in the four case studies are discussed briefly in the following paragraphs. Donnie, an at-risk student, was part of an audio group. In overall reading ability, he gained four points on his standard score, from 75.0 to 79.0. On the Concepts About Print test, Donnie gained eight points from the pre- to the posttest. On the retelling portion of ORI-II test, he improved and substantially narrowed the gap between his kindergarten classmates and himself. The pre-test results indicated that Donnie was 62.7 points below his classmates, and on the posttest, Donnie was 14.7 points lower than his classmates. He gained 48 points on the retelling subtests. Qualitative field notes revealed his greatest gains were in reading interest, remaining on task, and confidence as he began to recognize letters and words.

Sabrena was also in an audio group. On the Woodcock Reading Mastery Tests-Revised, her standard score increased from 81 to 95 on the passage comprehension subtest. On the Concepts About Print test, Sabrena's pre-intervention score was in the average kindergartner range, probably because her mother read to her daily. Her post-intervention score increased by two, which placed her slightly above the other students in her group. At the conclusion of the intervention, Sabrena still had problems with retelling, but her total listening comprehension and questioning (explicit and implicit) abilities were the same as those of the other students. Since she had language-processing difficulties from the outset, she needed repeated exposures to the books and improved through having that provided.

Robert, a first grader with learning disabilities, was in the video group. Field notes showed that Robert was very vocal and restless during the intervention. The qualitative data did not suggest that the videotaped intervention had much effect on Robert, but his test scores indicated improvement. Even though his overall reading ability was below that of his group on the pre- and posttest, he did increase his standard score by five points from 68.0 to 72.0. On the Concepts About Print test, Robert went from the low average first grade to high average first grade range. Results from pre- and post-intervention testing on the ORI-II, explicit and implicit questions, showed that he remained at the preprimer level.

Chad, a learning-disabled first grader, was part of an audio group. On the Woodcock Reading Master Tests-Revised of reading ability, Chad's posttest

standard score increased five points, from 40.0 to 45.0. He was, however, still below his peers after the intervention. Posttest scores on the Concepts About Print test showed that Chad went from the lowest group in first grade to the average range for first graders. On the ORI-II test, Chad went from preprimer level on listening comprehension and explicit and implicit questions into first grade level. By the end of the intervention, Chad's fellow students were praising his efforts. The researcher observed that this appeared to be very rewarding for Chad because he seemed to have had few positive interactions with his classmates in the regular classroom.

Results indicated that the students became more familiar with print and print concepts, answered comprehension questions, recalled story details, focused more on learning activities, and became more confident in their reading abilities. However, the audio portion proved more effective because the children developed greater ability to track and follow text from left to right and track the story word for word. This enhanced word-recognition and comprehension and also curbed disciplinary problems, as the children were less focused while passively watching a book read on videotape. Reissner (1997) also reiterated Sudzina and Foreman's (1990) findings that because children had gained confidence in their reading abilities through the use of taped books they were more motivated to participate in other reading activities.

Schneeberg and Mattleman (1973) reported on their study involving taped books. The participants in the study, which began in the fall of 1971, were two classes of second graders and two classes of third graders from an inner

city school in Philadelphia. The purpose of the study was to improve reading performance through the coordinated use of books and tapes in listening centers.

Schneeberg trained the teachers in all aspects of the program including use of the equipment, preparation of written exercises, techniques for discussion group, and follow-up activities to the book selections. She and the teachers met as a group for monthly work sessions. In addition, she met with the teachers individually on a weekly basis at their schools. It was here that Schneeberg and the teachers discussed the daily logs kept by the teacher. The logs recorded the activities and progress of the students and comments or questions for the director.

Both auditory and visual modalities were engaged as students read and heard stories simultaneously. Each student had his/her own book and headset; according to the researchers, this provided a surrogate one-to-one teacher/pupil ratio. The daily one-hour lessons included, first, listening to a story while following along in the book. Second, the students engaged in a variety of activities that used the day's story as a basis for the activities. Sixteen suggested activities fell under three broad categories: (1) activities that stimulate further reading of the selection (example: paired reading); (2) activities that enhance comprehension of material (example: role playing); (3) activities that emphasize word attack skills (example: word concentration game) (p. 902).

From the teachers' daily logs and reports to the school principal, the researchers collected descriptive data. Teachers noted that students displayed

increased attention spans and listening skills and improved in oral language. Students, once shy, became involved in book discussions. Students were able to read-listen beyond their instructional level and were thus able to explore more and a larger variety of books. Their sight word vocabulary increased. Also, because of the taped books, students' auditory sensibilities were heightened; they noted the "final 's' sounds, past tenses and their pronunciation, and other fine points of pronunciation which the children do not observe in everyday speech" (p. 904). Greater use of the school library and the students' increased knowledge concerning authors and illustrators were noted.

Students had been pre-tested using group informal reading and phonics inventories. May 1971 scores from the reading and language subtests of the California Achievement Test (CAT) were also used as pre-test measures. A random sample of students from each of the four classes revealed that their scores showed statistically significant gains from pre- to posttests on both group informal reading inventories and phonics inventories ($p < .01$). An increase in scores on the CAT was also statistically significant ($p < .05$) and revealed that the change of the mean in the total score of three out of four classes in the sample was higher than the change of the mean for same grades not participating in the study (p. 903). The remaining class's scores were still higher than the mean growth for other equivalent grades in the district.

The study showed that the use of taped books had a positive effect on reading performance of students and enhanced their growth in other ways. The success of the program led Schneeberg to expand the study the following year.

Schneeberg (1977) reported on her longitudinal study on the effects of the Listen – Read Program (L-P) using taped books. The program, initiated in an elementary school in Philadelphia in 1971, grew over a four-year period to include five inner-city schools with a combination of first through fourth grades. A report of the first year's work was discussed above. The goals of the program were now two fold—reading enhancement and language development. The students were given a wide variety of language in sound and print materials through the coordinated use of books and listening centers. Experiences with books and tapes served as a platform for language development: discussion to stimulate expression of ideas, role playing and creative dramatics to strengthen concepts, and creative writing to improve written expression (p. 631).

The results reflect data collected on the following three fourth-grade groups:

Group A—Twenty-seven students received treatment the first year (1971-72);

Group B—Thirty-eight students received treatment two years (1971-73);

Group C—Forty-six students received treatment one year (1972-73).

Results from the California Achievement Test (CAT) were used as pre- and posttest measures. Groups A and B showed a substantial increase in their percentile rank on the mean total scale score on the reading subtest of the CAT. Group A's percentile rank went from 8 to 20 and Group B's from 11 to 20. On the comprehension subtest, the mean scale score for Groups A and B showed a substantial increase of nine to thirteen percentile points respectively.

Group C showed a three percent gain. Groups A and B gained 1.2 and 1.0 grade equivalent units respectively. In addition, students (Group B) who had participated in the Listen-Read Program for two consecutive years gained more than 1.0 grade-equivalent unit each of the two years on the California Achievement Test reading subtest (p. 634).

In the final observations about the Listen-Read Program, Schneeberg (1977) reported that the teachers were enthusiastic about the program and recruited other teachers. Indeed, the teachers reported that the children “love it” and spent most of their free time with the books, reading silently, discussing the books in small groups, and/or listening at the listening centers. Schneeberg related that the students enjoyed the independence they had begun to acquire, and administrators were encouraged by the children’s ability to read beyond their instructional level and finish a book in one sitting. Teachers noted that students’ oral reading improved and that they read with expression. Analytical skills of comparing books were also enhanced, as was the self-confidence that accompanied the increased proficiency.

Though it is not reported in this summary, the four-year study also included another group of students who had two consecutive years (1973-74 and 1974-75) in the Listen-Read Program. This group had varied research design changes and did not have valid results.

A study conducted by Sudzina and Foreman (1990) focused on Chapter I first graders to determine if the use of recorded books as a supplement to a basal reader program would improve students’ reading performance as

evidenced by test scores. Additionally, the researchers chronicled the results of the interaction with recorded books on the attitude and disposition of the students toward reading.

Students in this study were thirteen Chapter I first graders from an affluent suburban school district. They were described by the researchers as global learners. Sudzina and Foreman suggested that a basal reader program alone might not be the best method to use with these students. They posited that taped books would provide a better match with the reading style requirements of these readers, noting that more of the senses are engaged while using recorded books: looking (visual), listening (auditory), and following the text with a finger (tactile).

The researchers wanted to see if there would be a significant difference between reading pre-test and posttest scores on the reading section of The Comprehensive Test of Basic Skills. The students' reading gains for 1988-1989 were then compared to scores of individual Chapter I first graders from the same school for the academic years 1986-1987 and 1987-1988. Students from the previous two years had not engaged in supplemental recorded book activities. No statistically significant gains were noted in the test scores when comparing the 1988-1989 gains to the gains of the previous two years. Sudzina and Foreman attributed this to the steady increase in scores from the already successful Chapter I program. As further evidence of the program's success, they pointed to the fact that for the three academic years (1986-87, 1987-88,

1988-89) 32 of the 39 first grade students in the Chapter I program were returned to a regular classroom when they entered second grade.

The researchers suggested that, upon further analysis, the recorded books did produce positive measurable effects. In re-examining the test results, Sudzina and Foreman posited that the 1988-1989 distribution of posttest scores was skewed at a higher level than in the previous two years. The distribution showed a higher concentration of students' scores above the mean; further, the top scores were above any reached in either 1986-1987 or 1987-1988. They also stated that this improvement was significant because it demonstrated the contribution that recorded books can make to an already successful program.

Furthermore, data from the attitudinal survey collected from the students at the close of the program elicited positive responses. Sixty-seven percent of the students surveyed indicated that they thought recorded books were instrumental in helping them learn to read. The children also reported that they felt confident of their ability to read books. Ninety-two percent of the children recommended the use of the recorded book method for the incoming first-grade class.

The teachers reported that the children became "very excited about books and reading" and that on Monday mornings students were anxious to know what book they would read for the week. Of particular importance, the teachers related that the children exhibited confidence in their ability to read and demonstrated proficiency in reading orally with fluency, accuracy, and

expression. Additionally, as a result of the children's enthusiasm, the teachers stated that they, too, enjoyed using the recorded book method.

Nexus

Rasinski (1990) compared the results of text-only repeated reading with the results of taped books repeated reading in the context of improving fluency.

The study group consisted of 20 third-grade students of mixed, but mostly high-ability, readers. They were given two fourth-grade level passages to read. Both reading speed and word recognition accuracy were examined. Each student participated in two treatment cycles, four days in duration.

The results showed that both repeated reading methods were effective in improving the reading fluency of third graders and that neither method was superior to the other with regard to improving fluency. This study indicated that while both methods were effective, the taped book method might be the most practical method for the classroom. Then Rasinski stated that the taped book method might not only engage the students more but also enable them to become more independent and interested in their reading activities. Additionally, he noted that taped book interactions affirm the active role of the teacher in instruction and add considerable importance to the notion of modeling fluent reading within the context of reading instruction. Further, instructional time is maximized with the taped book approach, because students' first reading is often slow and halting, whereas the taped book method offers a reading approach that is both fast paced and fluent.

Summary

In summary, although the body of research on this topic is limited, what has been done indicates that the introduction of taped books in the classroom has a positive impact on the acquisition of reading skills. It may, in fact, have greater impact on the acquisition of fluency than other methods. Fluency in reading is now clearly recognized as an important specific reading competency skill. Further research on fluency for acquisition of reading skills is necessary.

CHAPTER 3
METHODOLOGY
Research Design
Case Study

The momentum for this case study on oral reading performance was provided by my recollection of my own success in using auditory strengths to learn literacy skills. I taught myself to read French by listening and reading along with taped French books. As a teacher of students in special education, I used taped books to help them gain literacy skills. Exploring the concept of combining oral language and printed text with taped books to overcome reading obstacles for below-level struggling readers seemed a natural and appropriate way to examine my earlier intuitive understanding of the effectiveness of this strategy.

Merriam (1998) states that case study design was “employed to gain an in-depth understanding of the situation and meaning for those involved. The interest was in process rather than the outcomes... in discovery rather than confirmation” (p. 19). This researcher’s interest in exploring and gaining understanding of the influence of taped books on reader’s oral fluency calls for the use of case study design.

Using a qualitative ethnographic case study approach facilitated an understanding of needs of nonfluent readers. Dillon (2000) confirms, “By listening to, watching, and talking to students; ... we can work toward the goal of meeting the literacy needs of the learners in our classrooms” (p.1).

Ethnographic background information was gathered on each of the students to provide a more personal understanding of each of the student-participants in the study.

Selection of Participants

Access to the participants was procured through approval of the “gatekeepers,” (Lincoln & Guba, 1985; Bogdan & Biklen, 1998) including the Instructional Review Board (IRB) of the university, the parish school board, the principal of the school, the TIS, the classroom teacher, and the student-participants’ parents or guardians (see Appendix A).

Purposeful sampling was used in selecting the six student-participants for the study. Patton (1990) asserts, “The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research” (p. 182). For this study, six African American students were selected from one third-grade classroom.

Student-Participants’ Selection Instruments and Criteria

The six third-graders demonstrated reading concerns in word recognition and a lack of oral reading fluency. The criteria for selection of the student-participants were as follows: 1.) Teacher Recommendations (observational fieldnotes and interview responses)—Lack of word recognition skills and fluency; 2.) Standardized Test Scores (Iowa Test of Basic Skills; ITBS)—scoring or below the 25th Percentile; 3.) The School System’s Standards (Grade Level Indicators of Essential Knowledge – Grade 3 – English Language Arts (Reading standards

1,6, and 7-R1... 10; Speaking and Listening Standard 4-S19, Expand speaking vocabulary in everyday experiences)—Non-mastery/partial mastery (see Appendix B); and 4.) The School-Wide Assessment (Developmental Reading Assessment)—Level 20 and below for 2nd to 3rd grades (see Appendix B).

Selection Criteria and Student-Participants' Support Data

The teacher recommendations were noted as word-by-word reading efforts, lack of vocabulary recognition and knowledge of word meanings, lack of independent decoding skills, disinterest in independent recreational reading, lack of context clues use, and poor comprehension. The selected third graders were performing in vocabulary, comprehension, and the reading composite below the 25th percentile for Grade 2 on the Iowa Test of Basic Skills (ITBS). On the individual assessment of the school system's standards of Grade Level Indicators of Essential Knowledge in reading, speaking, and listening, all six students scored from non-mastery to partial mastery (see Appendix B). One student scored partial mastery on R4 (Compare and contrast elements of various genres) and R10 (Make, confirm, and revise predictions on literary selections, as needed). Two students scored partial mastery on R5 (Make generalizations or summarize major points from fictional/nonfictional text), R7 (Infer, compare and contrast, characters' feelings, motives, and traits), and R8 (Distinguish cause and effect, fact and opinion, main idea and supporting details, and different kinds of figurative language). The school-wide assessment proficiency level on the Developmental Reading Assessment for all six students was below third-grade level with scores on or below Level 20.

Data Collection

Overall Plan

Case Study Approval

Access was obtained initially on an exemption application for approval from the university Institutional Review Board (see Appendix A). Next, access to the East Baton Rouge Parish School System included written permission from the approval of the submission "Guidelines for Conducting Educational Research in the East Baton Rouge Parish Public Schools by Outside Agencies." Verbal permission from the principal of Specifiqué Elementary School was obtained in December 2000 with the stipulation of approval from the parish. Approval for entry into the district for the taped books study was obtained on January 29, 2001 (see Appendix A).

Written permission from the parents of the children was obtained. Respect and participant consideration were of primary focus. Naturally, pseudonyms were used for all participants to respect their confidentiality. The students' information was anonymous and will remain confidential. The project's details were outlined clearly for the parents. A copy of the permission form is housed at Specifiqué Elementary School (see Appendix A).

Case Study Time and Components

The study was scheduled at the convenience of the classroom teacher and the school personnel for nine weeks and one day during the 2001 Spring semester (see Appendix A). The overall plan included the following four components: 1.) Observation in the regular classroom prior to participant

selection; 2.) Screening (pre-intervention assessment) for student selection; 3.) Taped book intervention ; and 4.) Post-intervention assessment and observation (see Appendix A).

Initially, classroom observations during reading were conducted for four days to become familiar with the classroom procedures, the students' performance efforts, and the general learning environment. Reading performance assessments (screening and pre-intervention assessment) were made over a two-week period to select six students who were below grade level in reading/language arts and specifically in word recognition and fluency during oral reading. Assessment of reading perceptions was conducted before the taped book intervention to determine the students' attitudes about and interests in taped books and reading in general.

Tests of word recognition were conducted before and after the taped book intervention. Word recognition scores were measured on the Slosson Oral Reading Test-Revised (SORT-R) in grade equivalents as well as the Revised Dolch List (R-Dolch) in reader levels. The SORT-R (Nicholson, 1990) was administered individually to the student-participants as a pre- and post-intervention assessment for word recognition. Graded word lists were read by the students to determine their grade level of word recognition. Raw scores were obtained and then converted to grade equivalents. The R-Dolch was administered individually to the student-participants for pre- and post-intervention assessment of word recognition. The students read the revised word list (Johns & Lenski, 1997). The researcher obtained raw scores that then

were converted to grade equivalents using the following grade level criteria from Collins and Cheek (2000): 1.) on 2nd grade level—171 to 210 words, 2.) on 3rd grade level—211 to 224 words, and 3.) above 3rd grade level—225 words or more.

The Gray Oral Reading Test-3 (GORT-3; Wiederholt & Bryant, 1992) was individually administered to the students to assess their oral reading speed and accuracy while accounting for their comprehension abilities. The GORT-3 was administered as a pre- and post-intervention assessment. Form A was used as the pre-intervention measurement tool and Form B was used as the post-intervention measurement tool. Scores were obtained for each student's reading rate, reading accuracy, passage score, and comprehension score. Raw scores were converted and the test results were reported in terms of grade equivalents.

In addition, pre- and post-intervention assessment was conducted using pre-typed texts from the selected taped books for two-minute timed readings (see Appendix C). From the book, Corduroy (Freeman, 1968), seven benchmark probes of 100-word passages revealed the words per minute and the reading miscues of the six students. The same oral reading rate formula (see Table 1) was used to determine the words per minute read for both the two-minute readings and the benchmark probes. The oral reading rate criterion (see Table 1) used in the study is from Leslie and Caldwell's (2001) book entitled, Qualitative Reading Inventory-3. According to the authors, the rates are

“based upon means and standard deviations, as suggestive of the rates of typical readers when processing text at their instructional level” (p. 59).

Table 1

Oral Reading Rate at the Instructional Level

Level	Oral Words Per Minute
	Word Identification in Context
Preprimer	13 - 35
Primer	28 - 68
First Grade	31 - 87
Second Grade	52 - 102
Third Grade	85 - 139

Note. Oral reading rate formula:

$$\text{Words per minute (wpm)} = \frac{\text{Number of words in passage} \times 60}{\text{Number of seconds to read passage}}$$

Adapted from Qualitative Reading Inventory-3 by L. Leslie and J. Caldwell, 2001 and Effective Reading Strategies by T. V. Rasinski and N. Padak, 2000.

Reading time was recorded as a constant (two minutes) in the selected text from the taped book lessons and as a changing factor in the Corduroy benchmark probes. In the selected taped book passages, the length of the passage read or the number of words that could be read in two minutes varied. In the Corduroy benchmark probe, the 100-word passage length remained constant while the length of time taken to read the passage varied.

During the taped book intervention period, participation with the students was scheduled for 20-minute sessions once or twice a day for five weeks.

The students worked in pairs, engaging in the following activities: story vocabulary (see Appendix C) and Dolch word review, phrasing exercises (e.g., by the river, on the playground, in the forest), punctuation awareness exercises, repeated reading, and oral reading along with the taped books. All activities were based on the specific taped books used in the study. As the study progressed, the students were encouraged to rely more and more on the taped books and the teacher prepared tapes (vocabulary list; Revised Dolch List) to facilitate their own learning.

Post-intervention assessments, which included oral reading rate, word recognition, interest and attitudinal measures and classroom observation, were conducted for each student after the taped book intervention period. The instruments for the post-intervention assessment included the Slosson Oral Reading Test-R (SORT-R), the Revised Dolch List (R-Dolch), the Gray Oral Reading Test-3 (GORT-3), the final two-minute timed reading and the seventh Corduroy benchmark probe. The reading interest measures used were "Thinking About My Reading" (see Appendix D), Prioritized Book Selection (see Appendix D), and the "Modified Reading Interview" (see Appendix D). The reading attitudinal surveys administered were "Reading and Me" (see Appendix E), and "Elementary Reading Attitude Survey" (ERAS; see Appendix E).

During the study, the schedule of sessions remained flexible in order to fit in with both the unforeseen and the scheduled natural happenings of a school day. These events included rescheduling for absences, a field trip, session locations, late arrivals, homelessness, assembly programs (storyteller,

author/illustrator, art fair), kindergarten graduation, May Fun Day, and school-wide ITBS and DRA testing dates and extended holidays (Mardi Gras and Easter).

Physical Arrangements

The sessions were conducted in the book room, the library, the librarian's office, and the regular classroom. The students were observed as they worked in small groups reading orally with their classroom teacher, in pairs during the taped book intervention, and individually during the pre- and post-intervention assessment sessions. The students were organized in the following pairs for the taped book intervention: 1.) Elle and Peanut, 2.) Gramma and Apostle, and 3.) Soeur and Actrice. Occasionally, the pair Soeur and Actrice were separated because of behavior or make-up lessons.

Observation

Observable reading performance was qualitatively adaptable through the planning of a central focus observation and interview of the student-participants. Using Spradley's (1980) Developmental Research Sequence Method (DRS), prolonged and intensive observation was an integral part of this process. Copious field notes were written during each data collection event. Field notes included describing the setting, people, and activities; recording comments and dialogue; students making detailed drawings of the story; and researcher notes as suggested by Merriam (1998).

The qualitative advantage in collecting data through the observation and interview processes was to elicit information through personal interaction.

Personal interaction occurred during the students' reading lessons, pre-and post-intervention assessment, and the interview process. Data about attitudes toward and interactions with stories, peer relations, purposeful reading, and sources of vocabulary transfer were collected and recorded for better understanding of the students' reading performance. The six students were observed reading orally in small groups with the classroom teacher and working in independent learning centers, i.e., computer stations, puzzle completion tasks, independent reading, and integrated tasks from cross-curricular subjects. Classroom learning centers were organized with well-established student routines in bulletin board pocket cards. Prior to and after the taped book intervention, the six students' word recognition, oral reading rate levels, prosody during reading, and vocabulary development as well as the students' reading comprehension progress were observed and assessed.

Taped Book Intervention

For orientation purposes, the students were instructed on the mechanical processes for working the tape recorder and placing the tapes in the recorder. In addition, they read essential character, dialogue, grammar, intonation, and punctuation information on participant-researcher-prepared text pages for the narrative. The page signal on the tapes was essential for page turning during the narrative. The lesson had a routine for listening and reading as follows:

1. Participant-Researcher Preparation for the First Session: a.) The story text was pre-typed for two-minute timed readings to determine the reading rate and accuracy of the students before and after the taped

- lesson (see Appendix C). b.) Unnumbered pages in the books were numbered to guide the reader in following the page turning of the books during reading or rereading the taped vocabulary or story text.
2. **First Session:** a.) Listening to the complete tape and looking at the pictures (book walk); and b.) Talking about the story, reviewing the book, and listening, following the words of the story with the participant-researcher.
 3. **Participant-Researcher Preparation for the Second, Third, and Fourth Sessions:** a.) Pre-typed lists of Dolch words and the specific vocabulary lists from designated pages were prepared for the lesson and recorded, with the participant-researcher using a clear and distinct voice (see Appendix C); and b.) The directions were taped to instruct the students on the procedures to use.
 4. **Second, Third, and Fourth Sessions:** a.) The students listened once to the slow version of the words on the specified page, then repeated the taped word list twice, reading the word list a total of three times; b.) Students put the taped book into the recorder and read the designated pages on which the vocabulary was reviewed three times; c.) On the fourth reading of the designated pages, the students continued reading to the end of the story; d.) The students and participant-researcher reviewed the lesson's word list and chorally read the designated pages of the story text at least four times; and e.) The students turned off the tape recorder and read their favorite parts or assigned pages.

The number of days or sessions needed to complete each taped book was determined according to the length of the book, the vocabulary and the text difficulty. Once the taped book was completed, another two-minute timed reading was taken for each of the six students and their individual reading speed was calculated using Leslie and Caldwell's (2001) and Rasinski and Padak's (2000) oral reading rate formula (see Table 1).

Book Selection and Benchmark Probes

Criteria for book selections used during the intervention sessions included the following: 1.) the reading performance levels of the students, 2.) the need for books of various genres, and 3.) the six students' reading interests. The students' reading performance levels were matched with the reading levels of ten books. The book levels were determined as nearly as possible from three sources: 1.) The 2001-2002 Book Catalog: Grades K-8 (Follett Library Resources, 2001-2002) that had specific grade level gradients for each selected book; 2.) The Guided Reading: Good First Teaching for All Children (Fountas & Pinnell, 1996) that was adapted with the term Mid as a gradient; and 3.) The Lexile Framework of Reader Measures (Metametrics, Inc., 2000) that measures reading in grade levels and in gradients (see Table 2).

The book levels were varied by gradient, ranging from early first to fifth on the sources for the three level guides. The characteristics that were considered for leveling the books were textual lines (length and number on each page), type size, illustrations, vocabulary, line spacing (single or double) and conceptual meanings.

Table 2

Levels of Books used during Intervention and Pre- and Post-Intervention Assessment

Follett	Guided Reading				Lexile Framework	
Levels						
<u>Grade</u>	<u>Grade</u>	<u>Gradients</u>			<u>Grade</u>	<u>Gradients</u>
2.2	K-1	A-B				<u>Low</u> <u>High</u>
2.5		<u>Early</u>	<u>Mid</u>	<u>Late</u>	1	0 - 300
2.8	1	C-D	E-H	I	2	140 - 500
3.1	2	J	K	L-M	3	330 - 700
3.2	3	N	O	P	4	445 - 810
3.3					5	565 - 910
3.5						
3.8						

Note. From 2001-2002 Book Catalog: Grades K-8 by Follett Library Resources, 2000-2001; Lexile Framework for Reading by Metametrics, Inc., 2000 and; Guided Reading: Good First Teaching for All Children by I. C. Fountas and G. S. Pinnell, 1996.

The participant-researcher identified (see Table 3) the genres using Brown and Tomlinson's (1999), Essentials of Children's Literature. Brief summaries of the selected books are given in Appendix C. Topics of information, unique talents, societal rules and expectations, repetitive text, current events, novel appreciation, sports, and role models exemplify the types

of themes within the ten books. The socio-cultural aspects matched the students' ethnicity and interests.

The participant-researcher grouped the genres of the 10 books into 3 major categories: nonfiction, fiction, and humor (see Table 3). Each category had 3 difficulty levels.

Table 3

Categories, Genres, Selected Book Titles, and Levels

Categories	Genre	Book Title	Level
Nonfiction	Physical Science	<u>I Can Read About Weather</u>	C, , 2.8
	Biography	<u>Happy Birthday, MLK</u>	L, 800, 3.1
	Biological Science	<u>Animal Tracks</u>	L, 540, 3.3
Fiction	Historical	<u>The Josefina Story Quilt</u>	L, 420, 3.5
	Legends	<u>Legend of the Indian Paintbrush</u>	840, 2.8
	Folktales	<u>Abiyoyo</u>	610, 3.2
		<u>Why Mosquitoes Buzz ...</u>	770, 3.8
Humor	Fantasy	<u>Green Eggs and Ham</u>	J, 30, 2.2
	Realistic	<u>Play Ball, Amelia Bedelia</u>	L, 220, 2.8
	Animal Fantasy	<u>Officer Buckle and Gloria</u>	510, 2.5

Note. The information was used in the pre- and post-intervention assessments.

A pre-and post-intervention rating of the students' reading interests of the taped book genres was conducted to determine any changes in their selection of books. Students' comments were recorded during both of the rating procedures to gain more insight into the reasons the students chose particular

books. As the students selected their books prior to the taped book intervention, a checklist (see Appendix D) was used to record the students' interest. At the conclusion of the taped book intervention period, the students again prioritized the ten books from most to least liked by physically arranging them in order of preference. The students also shared their favorite memories of each book. The memories provided additional insights as to student interests.

Table 4

Coordination of Taped Book Intervention and Benchmark Probes

Probe	Probe Date	Taped Book Title	# of Intervention Sessions
1	4/02/01	<u>Green Eggs and Ham</u> <u>Play Ball, Amelia Bedelia</u>	10
2	4/09/01	<u>Officer Buckle and Gloria</u> <u>Animal Tracks</u> <u>Happy Birthday, Martin Luther King</u>	9
3	4/12/01	<u>The Josefina Story Quilt</u>	5
4	4/25/01	<u>Abiyoyo</u>	4
5	5/01/01	<u>Why Mosquitoes Buzz in People's Ears</u>	5
6	5/10/01	<u>I Can Read About the Weather</u>	5
7	5/15/01	<u>The Legend of the Indian Paintbrush</u>	4

Note. The Corduroy Benchmark Probes were administered every one or two weeks dependent on the intervention sessions.

Corduroy (Freeman, 1968) was chosen as the benchmark book for the seven probes. The criteria for its selection included the following: 1.) the

readability level as determined by the Fry Readability Graph (Fry, 1995); 2.) student interest; and 3.) the use of dialogue in the passages to develop appropriate intonation and expressiveness.

The seven Corduroy benchmark probes were administered to monitor the reading rate, accuracy and prosodic progress made by the students as an outcome of the taped book intervention. Typing the 100-word passages eliminated picture clues; thus, giving a more accurate representation of the student's reading performance. An example of one of the seven 100-word passages is found in Appendix C. Benchmark probes were administered approximately every one to two weeks in relation to the completion of the taped books and the scheduled sessions that were flexible with holidays, field trips, or special school activities (see Table 4).

Second Observers

Lincoln and Guba (1985) noted that the qualitative researcher must make decisions as to the inclusion and exclusion of information from the observations. They further stated that the researcher's understanding of the observable events is framed by theories, experiences, the research topic, and questions. To strengthen the trustworthiness of this study two observers were used who had elementary classroom teaching experience as well as their doctorates in Curriculum and Instruction with a focus in reading. The two interraters observed the participants over one third of the allotted time for the observational screening and intervention sessions to verify the researcher's work and the students' responses. A percentage of agreement was determined

by comparing both raters' evaluations of student characteristics and qualities. Each student's percentage was attained, and these were averaged to determine an overall interrater reliability (Tashakkori & Teddlie, 1998) level (see Figure 1).

Students	Reliability Percentage of Agreement
Actrice	90%
Apostle	85%
Elle	91%
Gramma	86%
Peanut	86%
Soeur	90%
Total Agreement 88%	

Figure1. Interrater Reliability of Second Observers.

Overall, the interrater reliability was determined to be 88% agreement on the students' weaknesses (word recognition), the students' oral reading performance, the fluency and expression during the taped book sessions, and observed reading efforts including comments in the sessions.

Interviews and Surveys

Interviews were conducted with the administrators, the principal and the Teacher for Instructional Support (TIS), the classroom teacher, and the six student-participants in the study. The researcher-designed interview format adhered to Patton's (1990) standardized open-ended model and Spradley's (1980) descriptive questions model.

Elements from Patton's interview cells and Spradley's descriptive questions were used to formulate the interview questions. The elements were as follows:

1. experience, behavior, feelings, opinions, values, knowledge, sensory, background or demographic information, and (Patton, 1990, p.290)
2. goal, actors, act, activity, events, feelings, space, object, and time (Spradley, 1980, p. 78).

The surveys that were distributed to the principal, TIS, and classroom teacher consisted of open-ended response items (See Appendix B). The items related to the following reading performance provisions on the campus and in the classroom of the six students in the study: 1.) Educational qualifications and roles; 2.) Educational vision of change for students' learning outcomes; 3.) School-wide reading curriculum; 4.) Taped books use; 5.) Effective reading environments and expectations on campus; 6.) Professional development opportunities; 7.) Relationships or contacts with the six students in the study; 8.) Grant funding for reading provisions; 9.) Students' learning styles; and 10.) Instructional concerns and reading progress for the six students.

According to Spradley (1979), the ethnographic interview establishes rapport and friendly conversation between the interviewer and the informant (p.58). The students' interview instrument was adapted from the open-ended Goodman, Watson and Burke's "Modified Reading Interview" (1987). The students' strategic awareness responses, reading confusions, peer tutoring, perceptions about good readers, viewpoints about using taped books, and past reading experiences were revealed (see Appendix D).

Three surveys were administered individually to the student-participants. The survey responses in "Thinking About My Reading" (Farr & Tone, 1994)

explored students' reading interests for book selection (see Appendix D).

"Thinking About My Reading" is an open-ended response survey requesting information about topics, imagery during reading, predictions, sources of reading, and friendly conversation about reading with peers.

Students' attitudes about reading were examined in the surveys, "Reading and Me" (Johns & Lenski, 1997) and "Elementary Reading Attitude Survey" (McKenna & Kear, 1990). The "Reading and Me" survey (see Appendix E) consists of yes or no response items about students' perceptions of their reading abilities with assistance, for enjoyment, by parents, of difficult texts, and at home. The "Elementary Reading Attitude Survey" (see Appendix E) includes a Garfield character Likert scale for scoring the students' perceptual responses about reading. It is a closed, fixed response survey; participants choose among the fixed responses. The survey is comprised of separate subscales for academic and recreational reading. The twenty item responses were analyzed by percentile ranks for each subscale and for the full scale.

Documents

Using documents as a part of the data collection process was a noninvasive way of obtaining information about the participants. Merriam (1998) identified four types of documents that are used in qualitative research. These include public records, personal documents, physical material or artifacts, and researcher-generated documents (pp. 113-119). Public record documents used in the inquiry included data from the Louisiana State District Composite Reports for the parish and school used in the study. Personal documents included the

researcher-generated field notes as well as the students' reflective comments about and illustrations of each selected taped book as well as other participants' (school personnel) comments contributed during the inquiry. Also included were tapes of each student's oral reading during the lesson.

Physical materials that were investigated included the students' curriculum folders, which contained attendance records, discipline forms, and evidence of their past school and test performance—including the results of the ITBS administered last year. Other physical material included the students' recent classroom work, the Developmental Reading Assessment (DRA) results, this year's results of running records, the researcher-adapted and students' interview survey, and the school personnel questionnaires. In addition, pre- and post-intervention instruments included the following: 1.) the word recognition assessments of the Slosson Oral Reading Test-Revised (SORT-R) and the Revised Dolch Lists (R-Dolch); 2.) the pre-and post-intervention prioritized book selection by the students; 3.) the 100-word passages for the Corduroy benchmark probes and the two-minute timed reading passages and running records; 4.) the Gray Oral Reading Test-3 (GORT-3) that measured oral reading rate, accuracy, passage score, and comprehension; 5.) the reading interest tools: "Thinking About My Reading" survey, Prioritized Book Selection, and the "Modified Reading Interview;" and 6.) the two reading attitudinal surveys: "Reading and Me," and the "Elementary Reading Attitude Survey" (ERAS).

Data Analysis

The research questions of the study guided the rich, in-depth data collection, data interpretation, and analysis processes (Patton, 1990, p. 430)

Thick description provided “detail, context, emotion, and the webs of social relationships...history into experience, or the sequence of events, for the person or persons in question” (Denzin, 1989, p.83). The term “thick description,” popularized by Geertz (1973), originated in the field of anthropology but is now used generally in qualitative research.

The Spradley Developmental Research Sequence Model (DRS; 1980) was used for the descriptive observations, which included the broad grand tour questions about the events of the six students in the classroom setting and the taped book sessions and the mini-tour questions about observable techniques, patterns, and contrasting perspectives. The qualitative data provided the sources for three levels of analyses (domain, taxonomic, and componential—the degree of contrasts). A reading attitudinal domain and taxonomic analysis was designed from the students’ surveys. The interpretations were determined from the analyses of the observational data and the interview responses of the students.

The assessment data collected prior to and after the taped book intervention yielded single case and cross-case analyses for the following areas and instruments: 1.) Word recognition results by grade equivalents from the SORT-R word lists and by reader level from the R-Dolch Lists. The GORT-3 provided data on a pretest and posttest on rate, accuracy, passage score, and

comprehension scores; 2.) Reading interest results were obtained from the students' responses to the open-ended questions of the "Thinking about My Reading", the responses to the interview adapted from Goodman et al. (1987). "Modified Reading Interview", and the Prioritized Book Selection; 3.) Reading attitude results were obtained from the students' responses regarding their reading on the pretest and posttest data of the surveys, "Elementary Reading Attitude Survey" using percentile ranks and "Reading and Me" using positive percentage of responses-items.

The students' interest changes were prioritized for single and cross-cases analyses by genre selection prior to and after the taped book intervention. The genre classifications were analyzed to discover if the interest changed from the pretest to the posttest selection. The interest changes correlated directly with difficulty of the text, level of the book, ability to overcome print obstacles, and purpose of reading (academic or recreational). The reading experiences during the taped book intervention correlated with the book selection after the intervention. The students' comments during the selection process confirmed their level of interest in relation to the reading experiences.

During the taped book intervention, single and cross-case data from pre-typed two-minute timed readings of the taped books were recorded by words, miscues, and words per minute (wpm). Benchmark probes from Corduroy provided single and cross-case data on 100-word passage reading by minutes and miscues with varied timing for each student, thus demonstrating the oral reading rate. Descriptive interpretations were compiled for each student's

reading progress. A componential analysis was developed from the students' progress on highest oral reading fluency measuring oral reading rate, accuracy, comprehension using the Gray Oral Reading Test-3 (GORT-3), Two-Minute Timed Readings, Corduroy Benchmark Probes and word recognition using the Slosson Oral Reading Test-R (SORT-R) and the Revised Dolch List (R-Dolch).

The school personnel interview questionnaires provided open-ended descriptive data for the demographics, instructional provisions for student learning, and the classroom reading setting of the six students. Observations, interviews, and participant interaction were cross-checked for member checking (Stake, 1995).

Trustworthiness

In a qualitative naturalistic study, rigor is applied through the establishment of a design that includes trustworthiness—findings that are notable or valued by others. Lincoln and Guba (1985) defined trustworthiness as the extent to which an inquirer can persuade audiences that his/her findings are “worth paying attention to.” The grade level retention decisions for the students and the students' reading performance in the taped book intervention study were closely related. Techniques to establish trustworthiness included credibility, transferability, dependability, and conformability (Lincoln & Guba).

Credibility is defined as whether or not the reconstructions of the inquirer are credible to the constructors of the multiple raters: Is what the researcher writes and interprets credible with the people being observed /studied? Credibility was established in this study by using prolonged engagement, persistent

observation, triangulation using multiple sources of data and multiple observers, peer debriefing, and member checks. Active participation in the regular reading class was verified through notable changes for the six students after the taped book intervention. Member checking occurred among the teacher, administrators, students, and the researcher.

Transferability is defined as the transferring of inferences from a specific sending context to a specific receiving context (Lincoln & Guba, 1985).

Transferability in this study was obtained by using triangulation or multiple ways of obtaining information and “thick description.” Triangulation was obtained using observation, viewing documents, pre- and posttests, and interviews. “Thick description” of the methodology and the context allow readers to connect elements of this study to their own experiences.

According to Lincoln and Guba, dependability is qualitatively defined as a broader concept than reliability. When the qualitative researcher examines the consistent results and plans such design changes as changing the timing of the data recording, the stability of the study’s findings should not be changed.

Dependability was accomplished by carrying out an inquiry audit that would establish a detailed, clear picture of the process of inquiry and how it was implemented. The students’ comments about the selected books were recorded on a checklist of book titles, on the modified reading interview, and by prioritizing the books with written responses to the researcher’s inquiry. The stability of the study’s findings was not changed.

Confirmability, according to Lincoln and Guba (1985), is the audit trail that is comprehensively formed from the records, field notes, or journals of the methodological tasks in the study as well as the usefulness of the cross-referencing of the data. Stated differently, confirmability is the extent to which the product of the inquiry is verifiable, including whether or not results are grounded in data, inferences are logical, or there is inquirer bias. A confirmability audit showed details of the process of inquiry and revealed what the researcher ascertained from the inquiry. The students' scores, analysis of data charts and text, notes, and listening to the tapes of the students' reading were products of an audit trail that established confirmability of the study's findings.

Summary

A social scientist attempts to understand the intricacy of the reading behaviors of young children, and an educator implements these understandings to support and enhance children's learning experiences (Taylor, 1989). This qualitative ethnographic case study approach enabled the researcher, acting as both social scientist and educator, to develop an inquiry into the influence of taped books on six third-grade, nonfluent readers that might be used by researchers as well as practitioners. Students' progress in word recognition, reading attitudes, reading interests, and oral reading fluency was consistently recorded for analysis. Care in developing trustworthiness through the establishment of credibility, transferability, confirmability, and dependability strengthened the inquiry outcomes.

Qualitative studies frequently suffer a stigma of being too “personal” and, perhaps, too dependent on the relationship between the researcher and the participants. One way of overcoming this notion of bias and limitation in research methodology is to quantify results and establish standards for replication of the study. If the goal of the research is to produce more confident, capable, and academically ready students, then the study must enable them to make measurable progress in reading skills. For example, a student who has made gains in willingness to attack novel texts should show improved word recognition skills. Thus, qualitative changes can frequently be revealed through quantitative measurements.

CHAPTER 4

ANALYSIS

Analysis of the Six Case Studies

Specificqué Elementary School and Third-Grade Classroom

Specificqué Elementary School is the educational campus setting with one third-grade classroom and six students selected for the taped books intervention study. Descriptive data about the school's reading programs, the classroom's effective reading environment, and the school-wide instructional approaches for effective reading instruction were obtained from classroom observation field notes and written responses on the administrators' (principal and TIS) and classroom teacher's interview questionnaires. The classroom's reading instruction, as indicated in the interview questionnaires, is a balanced literacy and guided reading approach. Grant funding has provided exemplary reading resources and staff development training for the teachers and students in the poverty-stricken neighborhood of Specificqué Elementary School.

Classroom Reading Instruction

Classroom observation revealed small group arrangements, independent learning centers, many books, vocabulary and word wall posters, and skills-oriented group instruction. The environment was supportive in providing for the diverse learning needs of the six selected students and their peers. The caring teacher demonstrated an eager assertiveness to learn and use new ideas for her students. She worked as a facilitator with the students in her reading class.

The students were encouraged to participate with success in the instructional opportunities that matched their unique learning styles modes. For example, after being made aware of Apostle's artistic talents from the participant-researcher, the classroom teacher encouraged Apostle to augment his classroom assignments with his artwork.

Introductory Data Analysis for the Six Third Graders

Data were analyzed for each selected student in these areas: 1.) cumulative records; 2.) oral reading fluency—word recognition, oral reading rate, and prosody 3.) reading interests; and 4.) reading attitudes. The students' educational progress and reading performance data from the cumulative records revealed qualitative, descriptive information in the learning experiences of each focal student. The oral reading rate (wpm) was an on-going assessment of oral reading performance prior to and after each taped book lesson in two-minute timed readings. Also, during the taped book intervention sessions, the Corduroy benchmark probes revealed the wpm scores from seven 100-word passages. Data were analyzed from the responses on the reading attitudinal and interest surveys and the prioritized book selection interest changes recorded from the pre- and post-intervention assessments of the nine-week study. Single and cross-case analyses were conducted with graphic representations of the oral taped readings data and surveys for each focal student. Interpretations for each student were derived from the analyses to respond to the research questions.

Case Study (Actrice)

Personal Glimpse

Actrice, a nine-year-old African American female of average height and weight, had been retained once in the second grade. She attended school wearing the proper uniform, usually accompanied by old tennis shoes and hair hastily pulled back into a rubber band. Actrice and her six brothers and sisters lived with their mother. According to Actrice her supper was usually bought at the corner grocery store with the dollar bill that her mother gave her.

The participant-researcher gave her the pseudonym Actrice, French for actress, because of her flair and the drama that usually accompanied her in the classroom as well as during the time spent with the researcher. She was an outgoing young lady who enjoyed being in control and loved to acquire the role of teacher.

Instructional Performance

The analysis of the cumulative records showed that Actrice's most recent reading scores on the Iowa Test of Basic Skills (ITBS) administered in 1999-2000 indicated her reading vocabulary at the 26th percentile and reading comprehension at the 28th percentile. In January 2001, on the Grade Level Indicators of Essential Knowledge-Grade 3 English Language Arts, Actrice demonstrated partial mastery on the following standards: R5 (Make generalizations or summarize major points from fictional/non-fictional text), R7 (Infer and compare/contrast characters' feelings, motives, and traits), and R8 (Distinguish fact and opinion, main idea and supporting details, and different

kinds of figurative language). She demonstrated non-mastery of R1 (Using fundamental reading strategies, evidence ability to comprehend literary selections beyond the recall level) as well as all the other eight reading standards and the speaking and listening standard S19 (Expand speaking vocabulary in everyday experiences). Actrice was below level on the Development Reading Assessment (DRA). On April 11, 2001, the school building level committee summary reported that promotion to the fourth grade was contingent upon progress in the Extended School Year Program (Summer 2001). However, in the fourth nine-week term (2001), she had progressed from Level 24 to Level 38. A conversation with the principal in May 2001 revealed that Actrice would be promoted to the fourth grade because of the dramatic increase in her DRA scores.

Word Recognition

Pre- and post-intervention assessment data of word recognition knowledge, including miscues, were analyzed for grade equivalents on the Slosson Oral Reading Test-Revised (SORT-R) and reader level on the Revised Dolch List (R-Dolch). Actrice increased from a 3.1 to a 3.7 (6 months) on the SORT-R and from a score of 219, a third-grade-reader level, to a score of 226, above third-grade-reader level on the R-Dolch. On the Gray Oral Reading Test-3 (GORT-3), Actrice's oral reading rate scores were at 2.7 grade equivalent on the pretest and at 3.7 on the posttest. Her accuracy scores were a 3.9 on the pretest and a 4.7 on the posttest. The passage scores were a 3.4 on the pretest

and a 3.8 on the posttest. The comprehension scores were a 1.9 on the pretest and a 3.3 on the posttest (see Figure 2).

Actrice's GORT-3 Grade Equivalents			
Item Tested	Pretest	Posttest	Difference
Oral Reading Rate	2.7	3.7	+1.0
Accuracy	3.9	4.7	+0.8
Passage Score	3.4	3.8	+0.4
Comprehension	1.9	3.3	+1.4

Figure 2. Actrice's GORT-3 Grade Equivalent Scores on Pre- and Posttest.

During the taped book intervention and observation of small group instruction with oral reading, Actrice initially read word-by-word, concentrating on each word encountered in print. She did not know medial vowel sounds; self-corrected mispronunciations; substituted words, i.e., signed for sighed; confused inflectional endings; and used context clues only with prompting. She could not transfer vocabulary and lacked basic vocabulary meanings.

Oral Reading Rate

Two-minute timed readings were administered to determine the number of words that could be read in the pre-typed text before and after the completion of each taped book. Actrice read pre-typed timed text for 10 books. Before taped book intervention, she read between 100 and 200 words from 8 books and more than 200 words from 2 books, Why Mosquitoes Buzz in People's Ears and Green Eggs and Ham. After the taped book intervention, she read text from 1 book, The Josefina Story Quilt, below 200 words, from 8 books above 200

words, and from 1 book, Green Eggs and Ham, above 300 words. Before taped book instruction, Actrice had 2 to 6 miscues with 6 miscues in 1 text; after taped books instruction, the miscues ranged 0 to 4 with 4 miscues in only 1 text. Five readings had 5 miscues before taped book instruction, and 5 readings had 2 miscues after the instruction. On each of the 10 texts, the oral reading rate had a wpm increase; and, for the more difficult books #8 through #10, the increase was from 6 to 21.5 wpm.

Actrice's Two-Minute Timed Readings of Taped Books (Progressing from Less Difficult to More Difficult Text)							
Pre-intervention				Post-intervention			
Book	# of words read	Miscues	WPM	# of words read	Miscues	WPM	Difference in WPM
1. <u>Green Eggs and Ham</u>	209	2	104.5	302	1	151.1	+46.6
2. <u>Play Ball, Amelia Bedelia</u>	166	4	83	231	1	115.5	+32.5
3. <u>Officer Buckle and Gloria</u>	158	5	79	201	2	100.5	+21.5
4. <u>Animal Tracks</u>	150	5	75	205	1	102.5	+27.5
5. <u>Happy Birthday, MLK</u>	169	5	84.5	212	2	106	+21.5
6. <u>The Josefina Story Quilt</u>	140	3	70	167	0	83.5	+13.5
7. <u>Abiyoyo</u>	173	5	86.5	218	2	109	+22.5
8. <u>Why Mosquitoes Buzz in People's Ears</u>	219	6	109.5	231	2	115.5	+6.0
9. <u>I Can Read About Weather</u>	177	4	88.5	213	2	106.5	+18.0
10. <u>The Legend of the Indian Paintbrush</u>	168	5	84	211	4	105.5	+21.5

Figure 3. Comparison of Actrice's Pre- and Post-Intervention Timed Readings.

On the post-intervention assessment, she moved from 2nd to 3rd grade instructional levels on 8 out of the 10 books, while two books were on 2nd grade instructional level according to the Leslie and Caldwell's (2001) criteria (see Figure 3 and Table 1).

The seven benchmark probes were administered after reading 1 or 2 taped books during the intervention. From the Corduroy book, pre-typed 100-word passages were used to determine reading rate and number of miscues. Actrice read the first probe at 1.36 minutes and increased reading speed to 56 seconds on Probe 7. Her wpm improved from 62.5 to 107.1, and the miscues declined from Probes 1(4) to 7(0). She read more words in less time, with rates on Probes 6 and 7 at 3rd grade level (see Table 1 and Table 5).

Table 5

Actrice's Corduroy Benchmark Probe Results

Probe	Minutes	Miscues	WPM
1	1.36	4	62.5
2	1.38	2	61.2
3	1.10	3	85.7
4	0.59	2	101.6
5	0.59	3	101.6
6	0.58	1	103.4
7	0.56	0	107.1

Note. The benchmark probes were administered during taped book sessions. As Actrice read more words in less time her miscues decreased.

Actrice's oral reading performance progressed from word-by-word reading, finger pointing, and monotonous voice tones to fluent, expressive phrasing. She gave her opinions and personal feelings about the stories and

liked the characters and animals. Often, she related the story events to home, i.e., discussed watching TV and drew realistic drawings. Actrice enjoyed choral reading with the other students and dramatized with the taped story voices.

Reading Interest

The "Thinking About My Reading" survey provided insights into Actrice's reading interests. She responded to the open-ended items about talking to her friends about good books; enjoyed reading about school, education and animals; and thought that she would be a better reader by learning how to predict and sound out words and by reading more.

When questioned on the Modified Reading Interview questionnaire, Actrice explained that a good reader makes a good student, reads well, helps students, and always brings homework. She offered these suggestions for helping a person read: 1.) Sound out words; 2.) Use the dictionary and thesaurus; and 3.) Break long words into smaller words. 4.) Listen to taped books. Actrice would like to improve in her reading skills by reading faster and reading more books. She followed along with the taped books and was helped by the tape's pronunciation of the hard words.

During the pre- and post-intervention Prioritized Book Selection, Actrice arranged the ten books in the order of her preference (see Figure 22). In the book selection for the top five priority positions before the taped book intervention, Actrice selected 1 nonfiction, 2 fiction, and 2 humor books. The latter were in the first and second positions. After the taped book intervention, she moved her nonfiction book (Happy Birthday, Martin Luther King) to first

place, replacing her realistic humor (Play Ball, Amelia Bedelia). She exchanged Green Eggs and Ham for Officer Buckle and Gloria, which was not originally in the top 5 positions. The 2 fiction books (The Josefina Story Quilt and The Legend of the Indian Paintbrush) remained in comparatively the same medial positions from 3-5. Her memories or recall of the stories was shared as the following topics; 1.) special events ("Teacher bringing out the cake for MLK day" in Happy Birthday, Martin Luther King; the animal meeting in Why Mosquitoes Buzz in People's Ears; "making the giant disappear" in Abiyoyo; and "Gloria doing tricks" in Officer Buckle and Gloria); and 2.) realistic events such as Amelia Bedelia playing ball and "kids in the swimming pool" in I Can Read About Weather. Actrice drew a picture of the special part of the book, Happy Birthday, Martin Luther King (see Figure 4).

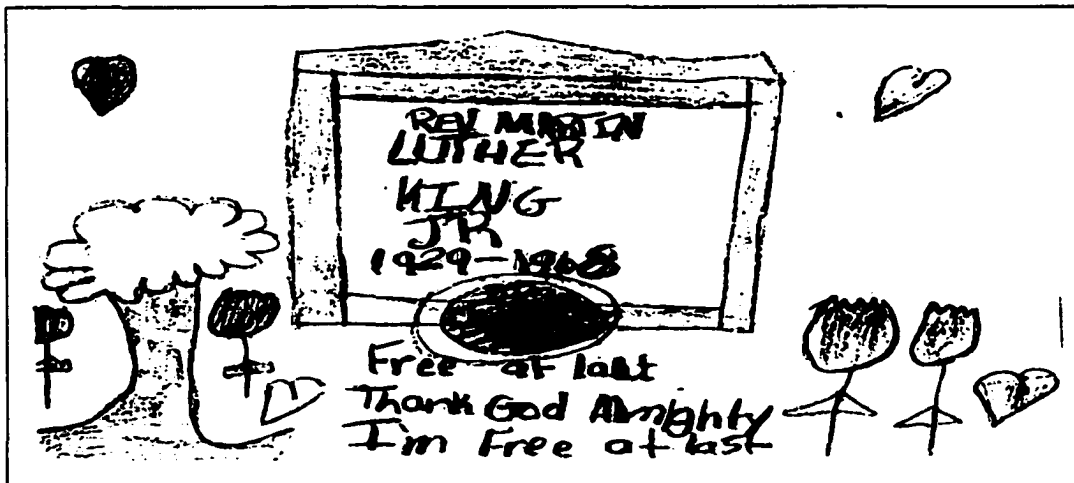


Figure 4. Actrice's Drawing of Happy Birthday, Martin Luther King.

Reading Attitude

The "Reading and Me" attitudinal scale measured Actrice's attitudes about reading. Prior to and after the taped book intervention, Actrice responded positively on 7 out of the 10 items. She thought that she could read as fast as

good readers, enjoyed reading at home, liked for parents to read to her, read long stories, and wanted to read rather than watch TV. On the post-intervention survey, she read the items as she responded to the questions.

The “Elementary Reading Attitude Survey” (ERAS), a closed, fixed response survey, measured Actrice’s perceptions about academic and recreational reading. In response to academic reading questions, Actrice stated that she liked to read out loud in class and liked learning from books. In response to recreational reading questions, Actrice said that she enjoyed reading for fun especially during the summer when she could go to the public library. She also enjoyed reading different kinds of books. Her ERAS scores were reported in percentile ranks. She progressed from the 57th percentile rank in positive recreational perceptions on the pretest to the 96th percentile on the posttest; in positive academic perceptions, from the 83rd percentile on the pretest to the 91st percentile on the posttest; and, from the 73rd percentile on the pretest to the 96th percentile on the posttest full scale score.

Case Study (Apostle)

Personal Glimpse

Apostle, the oldest of the student-participants, was 11 years old and had been retained twice, once in kindergarten for excessive absences and once in first grade for his below grade level reading. Apostle was a short, overweight African American child who hid behind his arm or book in the classroom. Apostle routinely appeared at school in the same dirty, smelly, ill-fitting school uniform. The other children in the classroom would laugh at him because of his

body odor. He called himself "ugel" meaning that he thought of himself as ugly. Apostle and his brothers and sisters lived with their mother. Prior to the research project Apostle had never been to a public library nor a bookstore.

The participant-researcher gave him the pseudonym Apostle because his real name was the same as one of the apostles in the Bible. Apostle hated to make mistakes and was constantly asking for reassurance from the participant-researcher.

Instructional Performance

The analysis of the cumulative records indicated that Apostle was socially promoted to the second grade after retention in the first grade. When he was a second grader during the school term 1999-2000, Apostle's reading scores on the Iowa Test of Basic Skills (ITBS) were in the 1st percentile on the reading vocabulary, comprehension and the reading total subtests. In January 2001, on the Grade Level Indicators of Essential Knowledge-Grade 3 English Language Arts, Apostle demonstrated non-mastery on all the standards. The Development Reading Assessment (DRA) indicated that Apostle was reading below grade level. However, Apostle progressed on the DRA to level 20 in the fourth nine-week term (2001). On April 11, 2001, the school building level committee summary reported that promotion to the fourth grade was contingent upon progress in the Extended School Year Program (Summer 2001).

Word Recognition

Pre- and post-intervention assessment data of word recognition knowledge including miscues were analyzed for grade equivalents on the Slosson Oral Reading Test-R (SORT-R) and reader level on the Revised Dolch List (R-Dolch). Apostle increased from a 1.8 to a 3.4 (1.6 grade increase) on the SORT-R and from a score of 197, a second-grade-reader level, to a score of 222, a third- grade-reader level on the R-Dolch. On the Gray Oral Reading Test-3 (GORT-3), Apostle's oral reading rate scores were at 1.9 grade equivalent on the pretest and a 2.6 on the posttest. His accuracy scores were a 1.9 on the pretest and a 3.5 on the posttest. His comprehension scores were a 1.9 on the pretest and a 3.5 on the posttest (see Figure 5).

Apostle's GORT-3 Grade Equivalents			
Item Tested	Pretest	Posttest	Difference
Oral Reading Rate	1.9	2.6	+0.7
Accuracy	1.9	3.5	+1.6
Passage Score	1.9	2.9	+1.0
Comprehension	1.9	3.5	+1.6

Figure 5. Apostle's GORT-3 Grade Equivalent Scores on Pre- and Posttest.

During the taped book intervention and observation of small group instruction with oral reading, Apostle initially adjusted the rate of the recorder saying, "It's getting away from me!" He did not know medial vowel sounds, some blends, and digraphs; he omitted unknown words and inflectional

endings. Apostle reversed word order, used his hands to decode unknown words, and lacked background knowledge of basic vocabulary meanings.

Oral Reading Rate

Two-minute timed readings were administered to determine the number of words that could be read in the pre-typed text prior to and after the completion of each taped book. Apostle read pre-typed timed text for 10 books. Before taped book intervention, he read between 91 and 106 words for 8 books with the text from 2 books (Green Eggs and Ham and I Can Read About Weather) above 106 words. After the taped book instruction, he read text from 10 books at and above 120 words. His miscues before taped book instruction ranged from 3 to 9 with 1 text having 9 miscues; after taped book intervention, the miscues ranged from 1 to 7 with only 1 text having 7 miscues. Before taped book intervention, 3 of the text readings had 8 miscues. After the intervention, Apostle reduced the miscues in 8 of the 10 books read (see Figure 6). Nine books were read on 2nd grade level and one book on third grade level according to the Leslie and Caldwell instructional level criteria (see Table 1). On each of the 10 pre-typed texts, the oral reading rate (wpm) increased and for the more difficult books #8 through #10 the increase was from 7 to 19.5 wpm (see Figure 6).

The seven benchmark probes were administered after reading 1 or 2 taped books during the taped book intervention. From the Corduroy book, pre-typed 100-word passages were used to determine reading rate and number of

miscues. Apostle read the first probe at 2.24 minutes and progressed to a

Probe 7 reading time of 1.14 minutes. His wpm increased from 41.6 (1st grade)

Apostle's Two-Minute Timed Readings of Taped Books (Progressing from Less Difficult to More Difficult Text)							
Pre-intervention				Post-intervention			
Book	# of words read	Miscues	WPM	# of words read	Miscues	WPM	Difference in WPM
1. <u>Green Eggs and Ham</u>	167	3	83.5	249	2	124.5	+41.0
2. <u>Play Ball, Amelia Bedelia</u>	100	7	50.0	169	7	84.5	+34.5
3. <u>Officer Buckle and Gloria</u>	92	8	46.0	137	5	68.5	+22.5
4. <u>Animal Tracks</u>	97	6	48.5	177	6	88.5	+40.0
5. <u>Happy Birthday, MLK</u>	91	9	45.5	140	3	70	+24.5
6. <u>The Josefina Story Quilt</u>	97	4	48.5	127	1	63.5	+15.0
7. <u>Abiyoyo</u>	103	8	51.5	154	4	77	+25.5
8. <u>Why Mosquitoes Buzz in People's Ears</u>	106	8	53.0	120	6	60	+7.0
9. <u>I Can Read About Weather</u>	110	5	55.0	147	3	73.5	+18.5
10. <u>The Legend of the Indian Paintbrush</u>	104	7	52	143	4	71.5	+19.5

Figure 6. Comparison of Apostle's Pre- and Post-Intervention Timed Readings.

to 81 (2nd grade), reading more words in less time. His miscues declined from

12 on Probe 1 to 3 miscues on Probe 7 (see Table 6).

Table 6

Apostle's Corduroy Benchmark Probe Results

Probe	Minutes	Miscues	WPM
1	2.24	12	41.6
2	2.25	10	41.3
3	1.32	8	65.2
4	1.52	6	53.5

(Table Continues)

Probe	Minutes	Miscues	WPM
5	1.22	5	73.1
6	1.49	5	55.0
7	1.14	3	81.0

Note. Each benchmark probe was administered during the taped book sessions. Apostle read more words in less time and with less miscues.

Initially, Apostle read orally word-by-word, with nervous hesitation and unclear pronunciation. He acted sleepy and seemed embarrassed by the errors. As he read more taped books, he related what he read to past events in other books, sang the musical sound effects, listened during difficult texts, responded positively, and related to known and unknown vocabulary meanings and phrases with teacher prompting or visual cues. By the end of the intervention period Apostle was reading with the tapes without having to adjust the speed. He acted disappointed after the taped book sessions ended. During the post-intervention assessment period Apostle repeatedly asked, "When can we read with the tapes again?"

Reading Interest

Apostle's responses to the open-ended items on the "Thinking About My Reading" survey provided insights into his reading interests. He enjoyed mysteries and scary books; thought that reading fast made a better reader; did not like repetitive and picture books; and received ideas about reading from the title, picture on the front of the book, TV, and books at home.

When interviewed on the "Modified Reading Interview," Apostle explained that a good reader practices and thinks a lot. He offered these suggestions for helping a person read: 1.) Find big chunks; 2.) Skip over the hard words, read, then go back; 3.) Try to blend and sound out the words; and 4.) Listen to taped books. Apostle would like to improve in his reading skills by reading faster like the taped books. He said, "I read better 'cause I practiced with the tapes and Ms. Harris."

On the Prioritized Book Selection, Apostle arranged the ten books in the order of his preference before and after the taped book intervention. In the book selection for the top five priority positions before the taped book intervention, Apostle selected 3 nonfiction books and 1 fiction book as well as 1 humor book. After the taped book intervention, he expanded to a larger selection in the fiction category of 3 out of 4 with two of them (The Legend of the Indian Paintbrush and Abiyoyo) in first and second positions. He transferred animal fantasy and historical fiction into the top five positions, moving his 3 nonfiction books into the fourth, sixth and seventh positions. His memories or recall of the stories was shared as the following topics; 1.) Character descriptions in Happy Birthday, Martin Luther King, Officer Buckle and Gloria, and Play Ball, Amelia Bedelia; 2.) Historical events in Happy Birthday, Martin Luther King and The Josefina Story Quilt; and 3.) Expository text interest in I Can Read About Weather, Animal Tracks, and the artwork described in The Legend of the Indian Paintbrush. Apostle demonstrated a special talent in art with detailed perceptual

drawings. Apostle drew a picture of a special part of the book, Abiyoyo (see Figure 7).



Figure 7. Apostle's Drawing of Abiyoyo.

Reading Attitude

The "Reading and Me" attitudinal scale measured Apostle's positive attitudes about reading. Prior to the taped book intervention, Apostle responded positively to 2 out of the 10 items, and after the taped book intervention, he responded positively on 9 out of the 10 items. He thought that he could read as fast as good readers, enjoyed reading at home, liked for parents to read to him, but added, "my mama doesn't," read long stories, and wanted to read rather than watch TV. His one negative response after the taped book intervention was that he worried quite a bit about his reading in school.

The "Elementary Reading Attitude Survey" (ERAS), a closed, fixed response survey, measured Apostle's perceptions about academic and recreational reading. In response to an academic reading question, he stated that he liked learning from books. Then he quickly added, "I feel happy when I read with you 'cause you make me sound good like on the tapes." In response to recreational reading questions, Apostle said he enjoyed reading different

kinds of books. He also enjoyed reading a book in school during free time. His ERAS scores were reported in percentile ranks. He progressed from the 45th percentile rank in positive recreational perceptions on the pretest to the 87th percentile on the posttest; in positive academic perceptions, from the 14th percentile on the pretest to the 69th percentile on the posttest; and, from the 23rd percentile on the pretest to the 79th percentile on the posttest full scale score.

Case Study (Elle)

Personal Glimpse

Elle, who was eight years old, had never been retained in school. She was an African American female who was the most immature of the student participants. Initially, she would suck her thumb and hide her head when things did not go as she wished. She came to school with her uniform crisply pressed and wearing brightly colored hair barrettes and a matching jacket. Elle lived with her mother and older sister. Her mother described Elle as “the baby of the family.”

The participant-researcher gave her the pseudonym Elle because it is the word she in French. Elle treasured receiving attention from others.

Instructional Performance

The analysis of the cumulative records indicated that Elle’s second grade reading scores on the Iowa Test of Basic Skills (ITBS) were at the 25th percentile on vocabulary and the 27th percentile on comprehension and that her reading total was at the 25th percentile rank. In January 2001, on the Grade

Level Indicators of Essential Knowledge-Grade 3 English Language Arts, Elle demonstrated partial mastery on the following standards: R4 (Compare and contrast elements of various genres {folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction, drama, fiction}), R5 (Make generalizations or summarize major points from fictional and non-fictional text), and R10 (Make, confirm, and revise predictions on literary selections, as needed). She demonstrated non-mastery of the other eight reading standards and the speaking and listening standard S19 (Expand speaking vocabulary in everyday experiences). At the end of the fourth nine-week term (2001), Elle was below level on the Development Reading Assessment, but had progressed from level 24 to level 30. On April 11, 2001, the school building level committee summary stated that Elle's promotion to the fourth grade was contingent upon progress in the Extended School Year Program (Summer 2001). Elle was to work on "time on task" in summer school.

Word Recognition

Pre-and post-intervention assessment data of word recognition knowledge including miscues were analyzed for grade equivalents on the Slosson Oral Reading Test-R (SORT-R) and reader level on the Revised Dolch List (R-Dolch). Elle increased from a 2.5 to a 3.5 (1.0 grade increase) on the SORT-R and from a score of 217, a third-grade-reader level to a score of 226, above third-grade-reader level on the R-Dolch. On the Gray Oral Reading Test-3 (GORT-3), Elle's oral reading rate scores were at 2.3 grade equivalents on the pretest and 3.2 on the posttest. Elle's accuracy scores were 2.8 on the

pretest and 3.8 on the posttest. Her passage scores were 2.4 on the pretest and 3.5 on the posttest. Her comprehension scores were 2.3 on the pretest and 3.3 on the posttest (see Figure 8).

During the taped book intervention and observation of small group instruction with oral reading, Elle initially did not know medial vowel sounds, blends, or digraphs; self-corrected mispronunciations; substituted words, i.e., fellow for follow; and repeated the first three words in a sentence. She did not know how to combine little words to make big words and lacked background knowledge of basic vocabulary meanings.

Elle's GORT-3 Grade Equivalents			
Item Tested	Pretest	Posttest	Difference
Oral Reading Rate	2.3	3.2	+0.9
Accuracy	2.8	3.8	+1.0
Passage Score	2.4	3.5	+1.1
Comprehension	2.3	3.3	+1.0

Figure 8. Elle's GORT-3 Grade Equivalent Scores on Pre- and Posttest.

Oral Reading Rate

Two-minute timed readings were administered to determine the number of words that could be read in the pre-typed text after the completion of each taped book. Elle read pre-typed timed text for 10 books. Before taped book instruction, she read between 127 words and 217 words for the 10 books with the text from 7 books above 150 words. The 3 books that she read below 150

words were as follows: 1.) Office Buckle and Gloria; 2.) The Josefina Story Quilt; and 3.) Animal Tracks. After the taped book instruction, she read text from all 10 books above 150 words and 7 books above 200 words. Her miscues dropped on all the books read except for one, Why Mosquitoes Buzz in People's Ears (see Figure 9). On each of the 10 pre-typed texts, the oral reading rate was recorded with a wpm (rate) increase that ranged from 30.5 to 31.5 wpm from books #8 to #10. Seven out of 10 passages were read on 3rd grade instructional level and 3 were on 2nd grade level (see Figure 9).

Elle's Two-Minute Timed Readings of Taped Books (Progressing from Less Difficult to More Difficult Text)							
Book	Pre-intervention			Post-intervention			
	# of words read	Miscues	WPM	# of words read	Miscues	WPM	Difference in WPM
1. <u>Green Eggs and Ham</u>	217	2	109.0	297	0	148.5	+48.0
2. <u>Play Ball, Amelia Bedelia</u>	169	9	85.0	241	6	120.5	+36.0
3. <u>Officer Buckle and Gloria</u>	137	5	69.0	189	2	94.5	+26.0
4. <u>Animal Tracks</u>	127	4	64.0	190	3	95.0	+31.0
5. <u>Happy Birthday, MLK</u>	162	6	81.0	166	0	83.0	+2.0
6. <u>The Josefina Story Quilt</u>	127	7	64.0	224	2	112.0	+48.5
7. <u>Abiyoyo</u>	167	5	84.0	222	3	110.1	+27.0
8. <u>Why Mosquitoes Buzz in People's Ears</u>	162	5	81.0	223	5	111.5	+30.5
9. <u>I Can Read About Weather</u>	160	4	80.0	208	2	104.0	+24.0
10. <u>The Legend of the Indian Paintbrush</u>	157	5	79.0	221	3	110.5	+31.5

Figure 9. Comparison of Elle's Pre- and Post-Intervention Timed Readings.

The seven benchmark probes were administered after reading 1 or 2 taped books during the taped book intervention. From the Corduroy book, pre-typed

100-word passages were used to determine reading rate and number of miscue. Elle read the first probe at 1.02 minutes (see Table 7) and progressed to the last probe at the time of 1 minute (see Table 7). Her wpm increased from 96.7 to 100. She read more words in less time. Elle's miscues declined through Table 7

Elle's Corduroy Benchmark Probe Results

Probes	Minutes	Miscues	WPM
1	1.02	5	96.7
2	1.28	5	88.0
3	1.05	6	92.3
4	0.57	4	105.2
5	1.00	4	100.0
6	1.02	1	96.7
7	1.00	0	100.0

Note. The benchmark probes were administered during taped book sessions. Elle increased reading more words in less time while decreasing her miscues.

Probes 1 to 7 from 5 to 0. Probe 4 was read at 105.2 wpm. It was read on 3rd grade instructional level, and the remaining 6 probes were read on 2nd grade Level (see Table 7).

Elle progressed from being a word-by-word oral reader, using picture clues, finger pointing, baby-like pouting, and exhibiting limited vocabulary comprehension to being a fluent, expressive, fast-paced reader who liked to read a book after in class task completion. She enjoyed talking about the

characters, relating them to family members. Often, she related the story events to other stories; memorized text for recall later; talked about punctuation, phrasing, and sound effects; repeated polysyllabic words while listening; and wanted to time the researcher-prepared word lists.

Reading Interest

Elle responses on the "Thinking About My Reading" survey gave the researcher insights into her reading interests. She responded on the open-ended items by indicating that she talked to her friends about good books because she wanted them to read the books, too; liked to hear the books on cassette; liked to learn about new things; would be a better reader if she were a doctor; and had learned more not going to centers.

When interviewed on the "Modified Reading Interview," Elle explained that a good reader learns to read and practice. She offered these suggestions for helping a person read: 1.) Sound out words; 2.) Use the dictionary; and 3.) Look for little words in big words. Elle would like to improve in her reading skills by learning more words from a word list and learning hard words. She considers herself a good reader who now reads with expression and reads fast.

On the Prioritized Book Selection Elle arranged the ten books in the order of her preference before and after the taped book intervention. In the book selection for the top five priority positions before the taped book intervention, Elle selected 1 nonfiction and 1 fiction book as well as 3 humor books. After the taped book intervention, she expanded to a larger selection of 2 nonfiction books, placing them in first and second positions then selected 1

book in the fiction and 2 in the humor categories. Her memories or recall of the stories was shared as the following topics: 1.) Information (learned about Indians, famous person, and weather); and 2.) Retellings (repeated complete story details and memorized text lines in Officer Buckle and Gloria, Play Ball, Amelia Bedelia, Green Eggs and Ham, and The Legend of the Indian Paintbrush). Elle drew a picture of her favorite part of the book, Animal Tracks (see Figure 10).

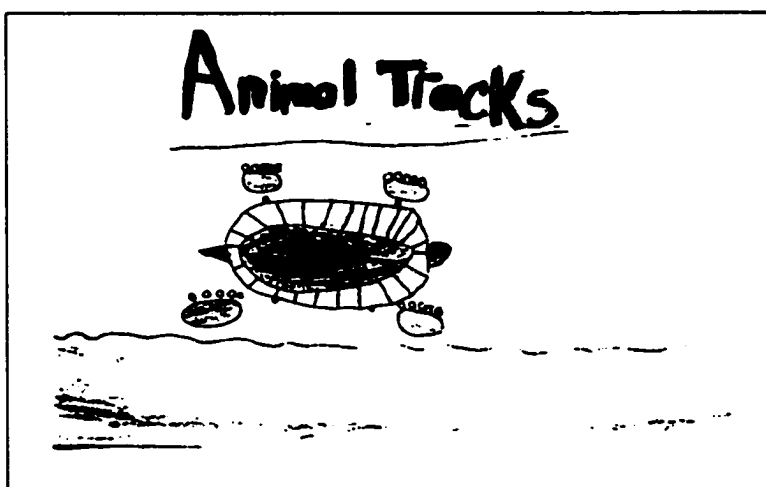


Figure 10. Elle's Drawing of Animal Tracks.

Reading Attitude

The "Reading and Me" attitudinal scale measured Elle's positive attitudes about reading. Prior to the taped book intervention, Elle responded positively on 5 out of the 10 items, stating that she would rather watch TV than read a book and was worried about her reading at school. The need for reading assistance and school books that were too hard were two concerns. After the taped book intervention, she responded positively to all items, including the one about liking to read better than watching television. Some of the positive items were that she could read as fast as good readers, enjoyed reading at home,

read long stories, and her mother read to her at home. She said that she was a good reader.

The “Elementary Reading Attitude Survey” (ERAS), a closed, fixed response survey, measured Elle’s perceptions about academic and recreational reading. In response to academic reading questions, Elle said that both she and her big sister read for fun at home. She also enjoyed receiving books as gifts and added that she owned many books. In response to academic reading questions, Elle stated that she liked reading her school books, learning from them and even liked taking reading tests. Her ERAS scores were reported in percentile ranks. She progressed from the 87th percentile rank in positive recreational perceptions on the pretest to the 99th percentile on the posttest; from the 88th percentile on the pretest to the posttest 97th percentile in positive academic perceptions; and on the pretest, from the 89th percentile to the 98th percentile on the posttest full scale score.

Case Study (Gramma)

Personal Glimpse

Gramma was a tall, slightly overweight ten-year-old African American female who lived away from her parents, brother, and sister. She lived with her visually impaired grandmother. Gramma suffered from asthma and was sent to live with her grandmother last summer when her asthma became worse. She attended school regularly and always appeared clean, neat and well groomed. This was Gramma’s second year in third grade, but she was proud to say that she was doing better in school.

Gamma was given this pseudonym by the participant-researcher because she lived with her "grandma," spoke with a strong black dialect and had problems with grammar. After a few intervention sessions Gamma developed a positive attitude and always tried her best.

Instructional Performance

The analysis of the cumulative records indicated that Gamma's reading scores on the 1999-2000 Iowa Test of Basic Skills (ITBS) were in the 1st percentile on the vocabulary, reading comprehension and the reading total subtests. In January 2001, on the Grade Level Indicators of Essential Knowledge-Grade 3 English Language Arts, Gamma demonstrated non-mastery on the reading, speaking, and listening standards except for mastery on S18 (Work cooperatively in a group setting). Gamma was below level on the Development Reading Assessment (DRA). In the fourth nine-week term (2001), she had progressed from a level 16 to a level 24. On April 11, 2001, the school building level committee summary reported that promotion to the fourth grade was contingent upon progress in the Extended School Year Program (Summer 2001).

Word Recognition

Pre-and post-intervention assessment data of word recognition knowledge including miscues were analyzed for grade equivalents on the Slosson Oral Reading Test-R (SORT-R) and reader level on the Revised Dolch List (R-Dolch). Gamma went from a 2.1 to a 3.3 on the SORT-R, increasing 1.2 in grade equivalents and from a score of 195, a second-grade- reader level, to a

score of 224, a third-grade-reader level on the R-Dolch. On the Gray Oral Reading Test-3 (GORT-3), Gramma's oral reading rate scores were at 2.5 grade equivalent on the pretest and a 3.2 on the posttest. Her accuracy scores were a 2.3 on the pretest and a 3.2 on the posttest. The passage scores were a 2.3 on the pretest and a 3.2 on the posttest. The comprehension scores were a 2.3 on the pretest and a 3.5 on the posttest (see Figure 11).

Gramma's GORT-3 Grade Equivalents			
Item Tested	Pretest	Posttest	Difference
Oral Reading Rate	2.5	3.2	+0.7
Accuracy	2.3	3.2	+0.9
Passage Score	2.3	3.2	+0.9
Comprehension	2.3	3.5	+1.2

Figure 11. Gramma's GORT-3 Grade Equivalent Scores on Pre- and Posttest.

During the taped book intervention and observation of small group instruction with oral reading, Gramma initially adjusted the recorder for her reading rate, moved around during the lessons, ignored punctuation, added endings, showed indifference to assignments, and was nervous and sleepy. Later, she talked about sentence length, drew conclusions, shared story events, self-corrected errors, and transferred vocabulary to other settings. The modeling by the tapes helped improve her pronunciation.

Oral Reading Rate

Two-minute timed readings were administered to determine the number of words that could be read in the pre-typed text after the completion of each

taped book. Gramma read pre-typed timed text for 10 books. Before taped book intervention, she read between 131 words and 173 words for 9 of the books with the text from 1 book (Green Eggs and Ham) above 200 words. After the taped book intervention, she read text from 5 books above 200 words and 5 books between 182 and 200 words. Her miscues before taped book intervention ranged from 4 to 15 with 4 texts of 11 miscues; after taped book intervention, her miscues ranged from 2 to 8 with only 1 text of 8 miscues (see Figure 12). After the instruction, 3 of the readings had 6 miscues. Five out of 10

Gramma's Two-Minute Timed Readings of Taped Books (Progressing from Less Difficult to More Difficult Text)							
Pre-intervention				Post-intervention			
Book	# of words read	Miscues	WPM	# of words read	Miscues	WPM	Difference in WPM
1. <u>Green Eggs and Ham</u>	207	4	104.0	289	2	144.5	+40.5
2. <u>Play Ball, Amelia Bedelia</u>	143	15	71.5	252	4	126	+54.5
3. <u>Officer Buckle and Gloria</u>	131	10	65.6	184	6	92	+26.4
4. <u>Animal Tracks</u>	148	11	74.0	208	4	104.0	+30.0
5. <u>Happy Birthday, MLK</u>	143	10	72.5	182	3	91.0	+18.5
6. <u>The Josefina Story Quilt</u>	142	11	71.0	208	6	104.0	+33.0
7. <u>Abiyoyo</u>	149	9	74.5	192	5	96.0	+21.5
8. <u>Why Mosquitoes Buzz in People's Ears</u>	173	13	86.5	213	6	106.5	+20.0
9. <u>I Can Read About Weather</u>	153	11	76.5	191	5	95.5	+19.0
10. <u>The Legend of the Indian Paintbrush</u>	140	11	70.0	186	8	93.0	+23.0

Figure 12. Comparison of Gramma's Pre- and Post-Intervention Timed Readings.

books were on 2nd grade instructional level and 5 books were on 3rd grade instructional level. On each of the 10 pre-typed texts, Gramma's oral reading rate increased and for the more difficult books #8 to #10, the increase was from

20 to 23 wpm (see Figure 12). The seven benchmark probes were each administered after reading 1 or 2 taped books during the taped books intervention. From the Corduroy book, pre-typed 100-word passages were used to determine reading rate and number of miscues. Gramma read the first probe at 1.23 minutes and progressed to the seventh probe at 1.0 minute (see Table 8). Her words per minute increased from 73.3 to 100.0. Her words per minute were higher than 100 on Probes 5 and 6. She read more words in less time. Gramma's miscues decreased on Probes 1 through 7 from 10 to zero. Two probes, 5 and 6, were on 3rd grade instructional level, and 5 probes were on 2nd grade instructional level according to the Leslie and Caldwell's (2001) oral reading rate and instructional level criteria (see Table 1 and Table 8).

Table 8

Gramma's Corduroy Benchmark Probe Results

Probes	Minutes	Miscues	WPM
1	1.23	10	73.3
2	1.30	14	66.6
3	1.27	12	68.9
4	1.08	7	88.2
5	0.57	5	105.2
6	0.56	5	107.1
7	1.00	0	100.0

Note. The benchmark probes were administered during taped book sessions. Gramma read more words in less time while decreasing her miscues.

By the end of the intervention period, Gramma orally re-read phrases when asked, was organized, raised her hand to speak, related media (weather) to her story, followed directions, and talked about characters. She enjoyed operating the tape recorder. More importantly, by the end of study Gramma was reading along with the tapes without having to adjust the speed.

Reading Interest

Gramma responses on the "Thinking About My Reading" survey provided insights into her reading interest. On the open-ended items, she shared that she talked to her friends about books to help them read better and said that she enjoyed reading true stories, fairy tales, and jokes. Her imagination comes by "using eyes and thinking with my head." She thought she would be a better reader if she read more and used tapes before reading the books. She stated that her grandmother told her to read to go to sleep.

When interviewed on the "Modified Reading Interview," Gramma explained that a good reader makes a good student, reads well, helps students, and always brings homework. She offered these suggestions for helping a person read: 1.) Sound out words; 2.) Ask questions; and 3.) Find little words in big words. Gramma would like to improve in her reading skills by practicing every day and not being shy reading to the class. Gramma says that she now feels wonderful because she can read "more" better and learn more words like "evaporation and meteorologists."

On the Prioritized Book Selection, Gramma arranged the ten books in the order of her preference before and after the taped book intervention. In the

book selection for the top five priority positions before the taped book intervention, Gramma selected 3 nonfiction and 0 fiction books as well as 2 humor books. After the taped book intervention, she retained in the top five positions 3 nonfiction books, but the order of preference changed. She replaced one of the humor books with a fiction book (Abiyoyo) and moved it to first place. Her memories or recall of the stories was shared as the following topics: 1.) special events ("go hunting, look for tracks, then run if you see a bear" in Animal Tracks; 2.) realistic events (liked true characters in Happy Birthday, Martin Luther King and informational books, I Can Read About Weather); and 3.) humorous parts (funny dog in Officer Buckle and Gloria). Gramma drew a of a special part of the book, I Can Read About Weather (see Figure 13).

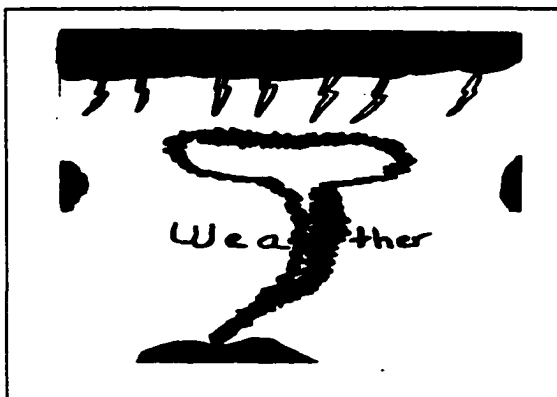


Figure 13. Gramma's Drawing of I Can Read About Weather.

Reading Attitude

The "Reading and Me" attitudinal survey measured Gramma's positive attitudes about reading. Prior to the taped book intervention, Gramma responded positively on 4 out of the 10 items. On the posttest, she increased her positive perceptions of reading to 7 out of 10 responses. Gramma thought

that she was a good reader and could read as well as others. She liked to read at home with her grandmother.

The "Elementary Reading Attitude Survey" (ERAS), a closed, fixed response survey, measured Gramma's perceptions about recreational and academic reading. In response to recreational reading questions, Gramma stated that she liked receiving books as gifts and that her grandmother often surprised her with Dr. Seuss books. In response to academic reading questions, Gramma said she enjoyed learning from books and liked learning new things from school books. Her ERAS scores were reported in percentile ranks. On the pre- and posttest, she went from the 69th to the 63rd percentile in recreational perceptions; in positive academic perceptions, she progressed from the 58th percentile on the pretest to the 83rd percentile on the posttest, and from the 61st percentile on the pretest to the 76th percentile on the posttest full scale score.

Case Study (Peanut)

Personal Glimpse

Peanut, who was nine years of age, had been retained once in the first grade because of excessive absences. Peanut lived with his grandmother. He came to school with a clean pressed uniform every day. He was a handsome, well-liked African American male.

The participant-researcher gave him the pseudonym Peanut because his favorite candy was peanut-shaped marshmallows. He did not seem to be

motivated to work in school. His comprehension was poor at the beginning of the intervention sessions, but improved as the study progressed.

Instructional Performance

The analysis of the cumulative records indicated that Peanut also had excessive absences in the second grade. As a second grader during the school term 1999-2000, Peanut's reading scores on the Iowa Test of Basic Skills (ITBS) were in the 1st percentile on the reading vocabulary, comprehension and the reading total subtests. In January 2001, on the Grade Level Indicators of Essential Knowledge-Grade 3 English Language Arts, Peanut demonstrated non-mastery on all reading, speaking and listening standards except the listening and speaking standard (S18, Work cooperatively in a group setting). On the Development Reading Assessment, Peanut was below level. However, in the fourth nine-week term (2001), he had progressed from a level 18 to a level 24, but was still below level. On April 11, 2001, the school building level committee summary reported that promotion to the fourth grade was contingent upon progress in the Extended School Year Program (Summer 2001).

Word Recognition

Pre-and post-intervention assessment data of word recognition knowledge including miscues were analyzed for grade equivalents on the Slosson Oral Reading Test-R (SORT-R) and reader level on the Revised Dolch List (R-Dolch). Peanut increased from a 2.3 to a 3.5 (1.2 grade increase) on the SORT-R and from a score of 204, a second-grade-reader level to a score of 225, an above-third-grade-reader level on the R-Dolch. On the Gray Oral

Reading Test-3 (GORT-3), Peanut's rate scores were at 2.3 grade equivalent on the pretest and a 3.2 on the posttest. His accuracy scores were 2.9 on the pretest and 3.5 on the posttest, the passage scores were a 2.6 on the pretest and a 3.3 on the posttest. Peanut's comprehension scores were a 1.9 on the pretest and a 2.5 on the posttest (see Figure 14).

Peanut's GORT-3 Grade Equivalents			
Item Tested	Pretest	Posttest	Difference
Oral Reading Rate	2.3	3.2	+0.9
Accuracy	2.9	3.5	+0.6
Passage Score	2.6	3.3	+0.7
Comprehension	1.9	2.5	+0.6

Figure 14. Peanut's GORT-3 Grade Equivalent Scores on Pre-and Posttest.

During the taped book intervention and observation of small group instruction with oral reading, Peanut initially was prompted when reading confusions occurred, was shy, demonstrated lack of comprehension, pointed to words, self-corrected mispronunciations, and asked for peer assistance. Later, he read with improved expression, added sound effects, noted punctuation, talked about big words on tape, recalled words from the story as well as vocabulary and textual memorization, and transferred the vocabulary to other stories during discussion. Peanut appeared happy, smiled and enjoyed using the recorder.

Oral Reading Rate

Two-minute timed readings were administered to determine the number of words that could be read in the pre-typed text after the completion of each taped book. Peanut read pre-typed timed text for 10 books. Before taped book intervention, he read between 136 words and 161 words for 8 of the books with the text from 2 books (Green Eggs and Ham and I Can Read About Weather) above 161 words. After the taped book intervention, he read text from all 10 books from 190 to 294 words. His miscues before taped book intervention

Peanut's Two-Minute Timed Readings of Taped Books (Progressing from Less Difficult to More Difficult Text)							
Pre-intervention				Post-intervention			
Book	# of words read	Miscues	WPM	# of words read	Miscues	WPM	Difference in WPM
1. <u>Green Eggs and Ham</u>	192	2	96.0	294	1	147	+51.0
2. <u>Play Ball, Amelia Bedelia</u>	144	3	72.0	219	3	109.5	+37.5
3. <u>Officer Buckle and Gloria</u>	142	5	71.0	191	3	95.5	+24.5
4. <u>Animal Tracks</u>	136	4	68.0	197	3	98.5	+30.5
5. <u>Happy Birthday, MLK</u>	150	5	75.0	200	3	100.0	+25.0
6. <u>The Josefina Story Quilt</u>	147	11	73.5	190	3	95.0	+21.0
7. <u>Abiyoyo</u>	153	8	76.5	201	4	100.5	+24.0
8. <u>Why Mosquitoes Buzz in People's Ears</u>	161	4	80.0	229	3	114.5	+34.5
9. <u>I Can Read About Weather</u>	193	10	96.5	204	3	102	+5.5
10. <u>The Legend of the Indian Paintbrush</u>	151	8	75.5	216	4	108	+32.5

Figure 15. Comparison of Peanut's Pre- and Post-Intervention Timed Readings.

ranged from 2 to 11 with only 1 text of 11 miscues, and after taped book intervention, the miscues ranged from 1 to 4 with 2 texts of 4 miscues and 7 texts of 3 miscues (see Figure 15). Peanut read 5 books on 3rd grade instructional level, including books # 8 and #10. The seven Corduroy benchmark

probes were administered after reading 1 or 2 taped books during the taped book intervention. From the Corduroy book, pre-typed 100-word passages were used to determine reading rate and number of miscues. Peanut read the first probe in 1.29 minutes and progressed to the seventh probe at the time of .52 seconds. His wpm increased from 67.4 to 115.3 wpm and Peanut's miscues declined. His wpm on Probe 7 was on 3rd grade instructional level (see Table 9).

Table 9

Peanut's Corduroy Benchmark Probe Results

Probes	Minutes	Miscues	WPM
1	1.29	8	67.4
2	1.42	10	58.8
3	1.02	5	75.0
4	1.01	3	85.7
5	1.03	3	95.2
6	1.04	4	93.7
7	.52	2	115.3

Note. The benchmark probes were administered during taped book sessions. Peanut increased reading more words in less time while decreasing his miscues.

Initially, Peanut performed oral reading with hesitancy; later he read with intonation and improved fluency. At the onset, he mispronounced medial vowels, substituted known words for unknown words and sometimes used

rhyming words. As Peanut learned the vocabulary before reading the taped book, he read better and noted punctuation.

Reading Interest

Peanut responded on the "Thinking About My Reading" survey to the open-ended items by saying that he predicted and imagined by turning to the next page, enjoyed long and sometime funny stories like TV shows, talked to his friend about reading since his friend liked to draw rather than read, thought that reading taped books and studying more made a better reader, did not like short or song books, and received ideas about reading from TV. He added that he thought of 20 books one night. He typed his own book on his computer at home. He added that his favorite books are from the Magic School Bus Series.

When interviewed on the "Modified Reading Interview," Peanut explained that a good reader reads a lot every day, as many as 5 books at home. He offered these suggestions for helping a person read: 1.) Look for little chunks; 2.) Skip over the word, read on, then come back; 3.) Try to blend and sound out in parts; and 4.) Say the word right and keep going or skip the word and listen to taped books. Peanut would like to improve in his reading skills by typing words on a computer to make a book and reading long books. He stated, "If I listen to the tape carefully, it might teach me some words that I don't know." Peanut said, "My big brother helps me, and I would like to read the big books." Also, Peanut exclaimed, "Taped books are fun!"

On the Prioritized Book Selection Peanut arranged the ten books in the order of his preference before and after the taped book intervention. In the book

selection for the top five priority positions before the taped book intervention, Peanut selected 2 nonfiction and 3 humorous books. After the taped book intervention, he expanded his selection into the fiction category with two of them (Abiyoyo and The Legend of the Indian Paintbrush) in first and second positions. He placed his 2 nonfiction books in fourth and fifth positions and retained 1 humor book in third place. His memories of the stories were shared as the following topics; 1.) Character description of human-like qualities in Why Mosquitoes Buzz in People's Ears; 2.) Humorous events in Officer Buckle and Gloria, Play Ball, Amelia Bedelia, and Green Eggs and Ham; and 3.) Notable character actions in Happy Birthday, Martin Luther King ("He did the right thing."), and in The Legend of the Indian Paintbrush ("He was a good artist."). Peanut drew a picture of a special part of the book, Officer Buckle and Gloria (see Figure 16).

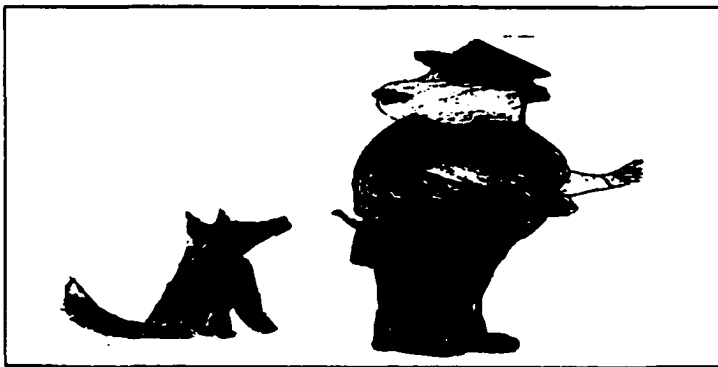


Figure 16. Peanut's Drawing of Officer Buckle and Gloria.

Reading Attitude

The "Reading and Me" attitudinal survey measured Peanut's positive attitudes about reading. Prior to the taped book intervention, Peanut responded positively to 6 out of the 10 items; after the taped book intervention, Peanut

responded positively on 9 out of the 10 items. After the taped book intervention, he thought that he could read as fast as good readers, “kind of” liked to read, liked for his grandmother to read to him, read long stories, and read as he watched TV. His one negative response after the taped book intervention was that he worried a bit about his reading in school. However, he said that his reading was improving.

The “Elementary Reading Attitude Survey” (ERAS), a closed, fixed response survey, measured Peanut’s perceptions about recreational and academic reading. In response to questions concerning recreational reading, he stated that he enjoyed spending free time reading and that he liked starting a new book. In response to academic reading, Peanut said that he liked reading in school, liked reading his school books and especially loved his reading class. The ERAS scores were reported in percentile ranks. He progressed from the 1st percentile rank in positive recreational perceptions on the pretest to the 63rd percentile on the posttest; in positive academic perceptions, from the 47th percentile on the pretest to the 58th percentile on the post test; and from the 11th percentile on the pretest to the 61st percentile on the posttest full scale score.

Case Study (Soeur)

Personal Glimpse

Soeur was ten years of age and had been retained twice, once in kindergarten and once in third grade. She was the tallest of the students in her third-grade class. Soeur came to school in an unkempt condition. She lived in a

family environment of homelessness, never knowing where she would be living next. One month she and her ten brothers and sisters moved three times, once living in a car for a few days. According to Soeur, two of her older siblings were arrested during the intervention period. She did not attend school regularly toward the end of the school year and had to have several make-up sessions. She was a willing student.

The participant-researcher named her Soeur, French for sister, because she was part of such a large family. At first standoffish and withdrawn, as her reading improved Soeur became more self-confident and open to learning.

Instructional Performance

The analysis of the cumulative records indicated that Soeur's reading scores on the 1999-2000 Iowa Test of Basic Skills (ITBS) were at the 10th percentile on the vocabulary subtest, 6th percentile on the reading comprehension subtest, and 6th percentile on the reading total subtest. In January 2001, on the Grade Level Indicators of Essential Knowledge-Grade 3 English Language Arts, Soeur demonstrated partial mastery on the reading subtests R5 (Make generalizations or summarize major points from fictional/non-fictional text); R7 (Infer and compare/contrast characters' feelings, motives, and traits); and R8 (Distinguish cause and effect, fact and opinion, main idea and supporting details, and different kinds of figurative language); and was scored as non-mastery on all other reading, speaking, and listening standards. Soeur was below grade level on the Development Reading Assessment (DRA). In the fourth nine-week term (2001), she progressed from a

level 20 to a level 24. On April 11, 2001, the school building level committee summary reported that promotion to the fourth grade was recommended because of her age and size but was contingent upon progress in the Extended School Year Program (Summer 2001).

Word Recognition

Pre-and post-intervention assessment data of word recognition knowledge including miscues were analyzed for grade equivalents on the Slosson Oral Reading Test-R (SORT-R) and reader level on the Revised Dolch List (R-Dolch). Soeur increased 1.2 grades from a 2.8 to a 4.0 on the SORT-R and from a score of 217, a third-grade-reader level to a score of 226, an above-third-grade-reader level on the R-Dolch. On the Gray Oral Reading Test-3 (GORT-3), Soeur's reading rate scores were at 2.2 grade equivalent on the pretest and a 2.6 on the posttest. Her accuracy scores were a 2.8 on the pretest and a 4.7 on the posttest. The passage scores were a 2.3 on the pretest and a 3.8 on the posttest. Her comprehension scores were a 1.9 on the pretest and a 3.3 on the posttest (see Figure 17).

Soeur's GORT-3 Grade Equivalents			
Item Tested	Pretest	Posttest	Difference
Oral Reading Rate	2.2	2.6	+0.4
Accuracy	2.8	4.7	+1.9
Passage Score	2.3	3.8	+1.5
Comprehension	1.9	3.3	+1.4

Figure 17. Soeur's GORT-3 Grade Equivalent Scores on Pre- and Posttest.

During the taped book intervention and observation of small group instruction with oral reading, Soeur initially adjusted the recorder for her rate, nervously gulped for breath during reading, was concerned about number of errors, was timid in the group, read with pauses, asked for help, and jumped from one sentence to another. Later, she was becoming fluent and more accurate, was computer literate for her age, acted as the peer tutor, demonstrated more confidence about reading, talked about punctuation and appropriate phrasing, and related to poverty and people's needs. However, she still lacked basic vocabulary meaning and was still concerned about making errors although she said she was now a better speller.

Oral Reading Rate

Two-minute timed readings were administered to determine the number of words that could be read in the pre-typed text after the completion of each taped book. Soeur read pre-typed timed text for 10 books. Before taped book instruction, she read between 105 words and 123 words for 8 of the books with the text for 1 book below 105 (Officer Buckle and Gloria) and 1 above 123 words (Green Eggs and Ham). After the taped book instruction, she read text from the 10 books above 123 words. Her miscues before taped book intervention ranged from 2 to 9 with 3 texts of 6 miscues and 2 texts of 9 miscues. After taped book intervention, the miscues ranged from 1 to 6 with 1 text of 6 miscues. One book was on 3rd grade instructional level and 9 were on 2nd grade instructional level according to Leslie's and Caldwell's (2001) criteria. On each of the 10 pre-typed texts, the oral reading rate indicated a wpm

increase that ranged from 10 to 12 wpm from the most difficult books #8 to #10 (see Figure 18).

Soeur's Two-Minute Timed Readings of Taped Books (Progressing from Less Difficult to More Difficult Text)							
Book	Pre-intervention			Post-intervention			Difference in WPM
	# of words read	Miscues	WPM	# of words read	Miscues	WPM	
1. <u>Green Eggs and Ham</u>	181	2	90.5	253	1	126.5	+36.0
2. <u>Play Ball, Amelia Bedelia</u>	114	5	57.0	173	1	86.5	+29.5
3. <u>Officer Buckle and Gloria</u>	102	6	51.0	141	2	70.5	+19.5
4. <u>Animal Tracks</u>	106	6	53.0	143	4	71.5	+18.5
5. <u>Happy Birthday, MLK</u>	121	6	60.5	156	3	78.0	+17.5
6. <u>The Josefina Story Quilt</u>	105	4	52.5	167	1	83.5	+31.0
7. <u>Abiyoyo</u>	119	9	59.5	162	5	81.0	+21.5
8. <u>Why Mosquitoes Buzz in People's Ears</u>	116	4	58.0	136	2	68.0	+10.0
9. <u>I Can Read About Weather</u>	123	5	61.5	132	3	66.0	+4.5
10. <u>The Legend of the Indian Paintbrush</u>	119	9	59.5	143	6	71.5	+12.0

Figure 18. Comparison of Soeur's Pre- and Post-Intervention Timed Readings.

The seven benchmark probes were administered after reading 1 or 2 taped books during the taped book intervention. From the Corduroy book, pre-typed 100-word passages were used to determine reading rate and number of miscues. Soeur read the first probe at 2.12 minutes and progressed to the seventh probe at 1.08 minutes. Her wpm increased from 45.2 to 88.2. Four probes were read on 2nd grade level, and the other 3 were read on 1st grade level. She read more words in less time. Soeur's miscues decreased from 6 in Probe 1 to 1 in Probe 7. Soeur had excessive absences because of a "homeless" condition that necessitated several make-ups during the taped book

intervention and probe sessions. Even so, her progress is evident in time, wpm, and miscues (see Table 10).

Table 10

Soeur's Corduroy Benchmark Probe Results

Probes	Minutes	Miscues	WPM
1	2.12	6	45.4
2	1.42	5	58.8
3	1.29	5	67.4
4	2.38	4	37.9
5	2.39	2	37.7
6	1.27	3	68.9
7	1.08	1	88.2

Note. The benchmark probes were administered during taped book sessions. Soeur increased reading more words in less time while decreasing her miscues.

Originally Soeur performed oral reading by self-correcting suffixes, inserting inappropriate endings, omitting proper names, confusing long and short vowels, substituting similar vocabulary (throw for through), using context clues, and guessing unfamiliar words. By the end of the intervention period Soeur's reading improved as was evident by her of word recognition, reading rate, intonation, expression and comprehension. She was also reading with the tapes without having to adjust the speed.

Reading Interest

Soeur's responses on the "Thinking About My Reading" survey provided insights into her reading interest. On the open-ended items she reported that she liked to talk to her friends about books because they might like to read the books, enjoyed reading taped books to help her learn about things like the weather and new words, that her imagination comes by concentrating, and that she would be a better reader if she practiced more, paid attention, and kept up with her work. Soeur praised all the school adults who had helped her learn to read.

When Soeur was questioned on the "Modified Reading Interview," she explained that a good reader reads fast and practices a lot. She offered these suggestions for helping a person read: 1.) Sound out words for little words and 2.) "Don't be scared even if you get the wrong answer." According to Soeur, she uses these techniques while reading with taped books: 1.) Go fast; 2.) Use my finger; 3.) Read in my mind; 4.) Learn hard words; 5.) Voice goes high with questions; 6.) Learn to stop at punctuation; and 7.) Use a period like a stop sign.

On the Prioritized Book Selection Soeur arranged the ten books in the order of her preference before and after the taped book intervention. In the book selection for the top five priority positions before the taped book intervention, Soeur selected 1 nonfiction, 2 humor and 2 fiction books. After the taped book intervention, she exchanged book order by placing Play Ball, Amelia Bedelia in first position and Officer Buckle and Gloria in third position then

selected 2 out of 4 in the fiction category, exchanging the folktales by moving Abiyoyo into the top 5, and moved the 3 nonfiction books to fifth through seventh positions. Her memories or recall of the stories was shared in the happy details of each book: music, singing, descriptive text (Abiyoyo's long fingernails), sound effects, pretty pictures, and Sam-I-Am's telling them to taste food. She retold the special events of The Josefina Story Quilt, named the new words learned in I Can Read About Weather, and the animals in Animal Tracks. Soeur drew a picture of her favorite part of the book, Why Mosquitoes Buzz in People's Ears (see Figure 19).

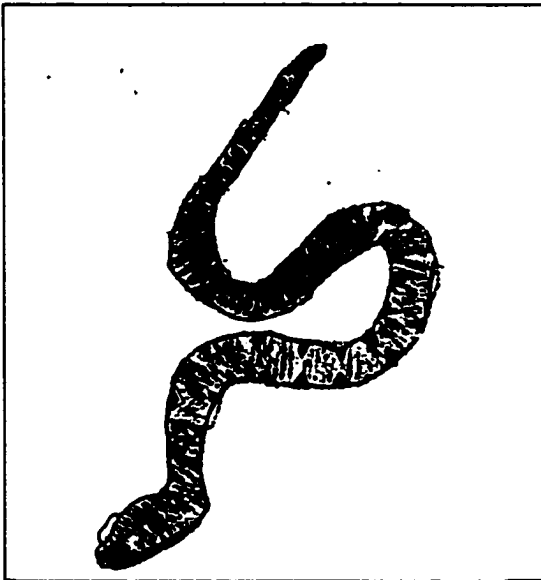


Figure 19. Soeur's Drawing of Why Mosquitoes Buzz in People's Ears.

Reading Attitude

The "Reading and Me" attitudinal survey measured Soeur's positive attitudes about reading. Prior to the taped book intervention, Soeur responded positively on 4 out of the 10 items. She liked to read at home and read long stories, but she said that her mama did not have time to read to her. In May

2001, she increased her positive perceptions of reading to 6 out of 10. Soeur responded that she was reading better even though she could not read as fast as good readers yet. Reading rather than watching TV was another positive response.

The "Elementary Reading Attitude Survey" (ERAS), a closed, fixed response survey, measured Soeur's perceptions about recreational and academic reading. In response to recreational reading questions, Soeur said she liked to read during free time in class; liked reading different kinds of books, and enjoyed going to the bookstore. In response to academic reading questions, she said she enjoyed reading in school, reading school books and learning from books. The ERAS scores were reported in percentile ranks. She progressed from the 57th percentile rank on the pretest to the 87th percentile on the posttest in positive recreational perceptions; from the 52nd percentile on the pretest to the 91st percentile on the posttest in positive academic perceptions, and from the 55th percentile on the pretest to the 91st percentile on the posttest of the full scale score.

CHAPTER 5

FINDINGS

Introduction

This study described six third-grade students who had oral reading fluency problems together with unique strengths for overcoming literacy obstacles. The students' dialogues, reading assessment responses, performance efforts, and application of new learning provided educational insights as the students experienced the taped book intervention. Careful analysis of the six students' progress during taped book intervention showed this alternative instructional method for struggling readers to be notably successful. The insights gained through individual and cross-case comparisons and contrasts provided a base of direct links for responding to the three research questions in this study:

- 1. How does the taped book intervention affect the students' oral reading fluency?**
- 2. How do the students' interest in reading and book selection change after participating in the taped book intervention study?**
- 3. How do the students' attitudes toward reading change after implementing taped book intervention?**

A comprehensive approach was used to obtain in-depth descriptive data in relation to each research question. Individual and cross-case descriptors from observation, assessment instruments, and interviews combine to reveal the ways in which taped book intervention met diverse learner needs (oral

reading fluency, word recognition, reading attitudes and interests). Good readers need oral reading fluency Allington (1983).

First Research Question

Oral Reading Fluency

The first research question, “How does the taped book intervention affect the students’ oral reading fluency?” is addressed by observation during the taped book intervention and the interpretation of three sources of pre- and post-intervention data: 1.) Gray Oral Reading Test-3 (GORT-3), oral reading rate, accuracy, passage score, and comprehension; 2.) Two-minute timed readings from ten taped books indicated the number of words that could be read in two minutes; and 3.) Seven benchmark probes, 100-word passages from Corduroy, indicating the time needed to read the passages.

The observational findings indicated through field notes of the taped book intervention that the students made notable gains in skills that were initially obstacles to reading well. Oral reading deficiencies were lack of fluency (word-by-word reading and monotone reading) and limited vocabulary meaning knowledge as well as poor word recognition and identification skills. After taped book instruction with word recognition review, the students read fluently with expression and adhering to punctuation. They enjoyed the sound effects, music, and the narration tempo with voice inflections. Vocabulary was used in conversation as the students related the word meanings to their daily experiences, other books, or peers’ dialogue, i.e., disappear in Abiyoyo was repeated as other ideas about disappearing occurred; Apostle would say the

vocabulary words as meanings were associated in conversation; then the children would begin to talk about the disappearance of Abiyoyo or sing the tune. Vocabulary transfer and word recall were evident in all the sessions. Elle and Peanut repeated word for word text from Why Mosquitoes Buzz in People's Ears and Green Eggs and Ham. They talked about the various names of the animals in Animal Tracks. Punctuation rules were discussed when a reader was heard ignoring punctuation. Elle read her questions in textual dialogue with expression.

Table 11

GORT-3 Cross-case Gains in Oral Reading Grade Equivalents

Students	Rate	Word Accuracy	Passage Score	Comprehension
Actrice	1.0	.8	.4	1.4
Apostle	.7	1.6	1.0	1.6
Elle	.9	1.0	1.1	1.0
Gamma	.7	.9	.9	1.2
Peanut	.9	.6	.7	.6
Soeur	.4	1.9	1.5	1.4

Note. All of the students increased their oral reading performance as evidenced by the gains on the post-Intervention assessment.

The GORT-3 pre- to post-intervention data indicated a grade equivalence increase for all of the six students within a range of 0.4 -1.0 in oral reading rate; 0.6 -1.9 in word accuracy; 0.4 -1.5 in passage score; and 0.6 - 1.6 in comprehension. Actrice, Elle, and Peanut progressed 9 months to one year

in oral reading rate. Soeur, Apostle, and Elle made the greatest gains (1.9, 1.6, and 1.0) in word accuracy (see Table 11).

As Table 12 demonstrates, the six student-participants' reading rate also increased on the two-minute timed post-intervention readings. The average increases range from 23.1 to 30.5 wpm. The highest wpm gains were attained by Elle (30.5 wpm), Gramma (28.6 wpm) and Peanut (28.6 wpm). All students increased their wpm rate while decreasing their miscues.

Table 12

Cross-case of Two-Minute Post-Intervention Average Reading Gains

Students	Word per Minute
Actrice	23.1
Apostle	24.8
Elle	30.5
Gramma	28.6
Peanut	28.6
Soeur	26.6

Note. Summing the total wpm gained on the two-minute post-intervention readings and dividing by 10 obtained the average wpm increase for each student.

The six students' Corduroy benchmark probes yielded wpm gains between Probe 1 and Probe 7 of 3.3 to 47.9 wpm. Peanut (47.9 wpm), Actrice (44.6 wpm), and Soeur (42.8 wpm) had the highest gains between the two probes (see Table 13). The students with the highest decrease in miscues were as follows: Gramma (10 to 0), Apostle (12 to 3), and Peanut (8 to 2); Elle's and

Actrice's miscues decreased on Probe 7 to 0 (see Table 13). All six students decreased miscues on the seven probes.

Table 13

Student Gains Between Benchmark Probes 1 and 7

Student	Words Per Minute	Miscues	
		Probe 1	Probe 7
Actrice	44.6	4	0
Apostle	39.4	12	3
Elle	3.3	5	0
Gamma	26.7	10	0
Peanut	47.9	8	2
Soeur	42.8	6	1

Note. The seven benchmark probes were administered during the taped book intervention using pre-typed 100-word passages from the book Corduroy by D. Freeman, 1968. Gains on the students' wpm are shown by calculating the difference between the wpm scores of the first and seventh probes. The decrease in miscues is ascertained by comparing the miscue scores from the first probe and the seventh probe.

After the taped book intervention, the six students made oral reading fluency progress according to Leslie and Caldwell's instructional level reading rate criteria in relation to the first, second, and third grade instructional levels (see Figure 20). On the two-minute timed readings, four of the students (Actrice, Elle, Gamma, and Peanut) ranged from 5 to 8 book readings on 3rd grade instructional level, and two of the students (Apostle and Soeur) each had one reading on 3rd grade instructional level. The seven benchmark probes

indicated the following data findings: 1.) Two students (Apostle and Soeur) had 2 to 3 probe scores on 1st grade instructional level; 2.) All six of the students had 4 to 6 probe scores on 2nd grade instructional level. Four of the students (Actrice, Elle, Gramma, Peanut) had scores on 3rd grade instructional level on 1 to 2 of the probes (see Figure 20).

Comparison of Oral Reading Rate at the Instructional Level						
Student	Two-Minute Timed Readings			Seven Benchmark Probes		
	1st Grade	On 2nd Grade	Third Grade and Above	1st Grade	On 2nd Grade	Third Grade and Above
Actrice		2	8		5	2
Apostle		9	1	2	5	
Elle		3	7		6	1
Gramma		5	5		5	2
Peanut		5	5		6	1
Soeur		9	1	3	4	

Figure 20. Comparison of the Oral Reading Rate at the Instructional Level on the Timed Readings and the Seven Corduroy Benchmark Probes.

Samuels, Schemer and Reinking (1992) assert that the best gains in oral reading fluency are with fast, accurate word recognition; otherwise, the reader will lose contextual understanding during reading. All students showed word recognition improvement, with grade equivalent gains on the Slosson Oral Reading Test-Revised (SORT-R) and reader levels on the Revised Dolch List (R-Dolch; see Figure 21).

Student	Pretest SORT-R Grade Equivalents	Posttest SORT-R Grade Equivalents	Score Difference	Pretest R-Dolch Reader Level	Posttest R-Dolch Reader Level	Score Difference
Actrice	3.1	3.7	+0.6	217/3rd	226/Above 3rd	3rd to Above 3rd
Apostle	1.8	3.4	+1.6	197/2nd	222/On 3rd	2nd to On 3rd
Elle	2.5	3.5	+1.0	217/3rd	226/Above 3rd	3rd to Above 3rd
Gamma	2.1	3.3	+1.2	195/2nd	224/On 3rd	2nd to On 3rd
Peanut	2.3	3.5	+1.2	204/2nd	225/Above 3rd	2nd to Above 3rd
Soeur	2.8	4.0	+1.2	217/3rd	226/Above 3rd	3rd to Above 3rd

Figure 21. Comparison of Word Recognition Acquisition on the SORT-R and R-Dolch.

Second Research Question

The second research question, “do the students’ interests in reading and book selection change after participating in the taped book intervention study?” is addressed by pre- and post-intervention assessment of reading interest. The “Modified Reading Interview,” “Thinking About My Reading” survey, and prioritizing (most to least) the ten taped books according to the sequence of interest were used to answer research question two.

Reading Interest

On the “Modified Reading Interview,” each student shared in the following different reflective modes: 1.) Effective learning qualities: Actrice expressed that good readers make good students, read well, help other students and always bring in homework, and Elle shared that expression and that reading fast make a good reader; 2.) Reading Improvement Suggestions: Apostle, Gamma, and Peanut offered the techniques of finding big chunks, skipping over the hard words, reading ahead then rereading, trying to blend and sound out the words, and listening to taped books then practicing to read faster.

Elle suggested learning more words from a word list and learning hard words as well as using the dictionary, and Gramma mentioned no longer being shy while reading to the class. In addition, Gramma said that she felt wonderful because she could read better and had learned new science words. Then Soeur shared, "Don't be scared even if you get the wrong answer," and listed a step-by-step procedure for using taped books. Lastly, Peanut responded that typing words on a computer to make a book and reading long books would help reading and that taped books can teach unknown words. Peanut added, "If I listen carefully."

"Thinking About My Reading" was an open-ended response interest survey. Reflectively, all the six students responded on these items: 1.) they talked to their friends about good books; 2.) enjoyed reading about school, education and animals (Actrice), mystery and scary books (Apostle), true stories, fairy tales, and jokes (Gramma), new things and books on cassette (Elle), long and funny stories like TV shows (Peanut); 3.) a better reader learns how to read, predict, sound out words, and learn new words from tapes (Actrice), reads fast (Apostle), is a doctor and learns more without going to centers (Elle), reads more, uses tapes and reads after them (Actrice, Gramma, Soeur, and Peanut) practices more, pays attention, and keeps up with her work (Soeur), reads rather than draws (Peanut); 4.) receives ideas about reading from the title and picture on the book cover, TV and books at home (Apostle); 5.) imagination comes by using eyes and thinking with my head (Gramma), concentrating (Soeur); and 6.) predicted by turning to the next page (Peanut).

Book Selection Interest

A pre- and post-intervention assessment allowed students to prioritize (most to least) the ten taped books according to their sequence of interest. After prioritizing the books, they stated reasons for liking the books. The top 5 interest priorities were selected for interest changes after the taped book intervention. The book selection process was presented as interpretive single- and cross-case analyses for the descriptive findings (see Figure 22).

The descriptions of the findings from the prioritized book selection of the six students indicated these essential changes: Actrice maintained the same categories' book count (2 fiction, 2 humor, 1 nonfiction) in the top five priorities. Four of the five titles remained the same, but the order changed. She moved her nonfiction book, Happy Birthday, Martin Luther King, from fifth to first position. Actrice exchanged one of the humor books, Green Eggs and Ham, for another, Officer Buckle and Gloria. Apostle retained one nonfiction book, moving the other two nonfiction books into medial positions (6-7). He replaced them with two more fiction books for a total of three fiction in the top five priorities. The Legend of the Indian Paintbrush moved from sixth to first position. The book's theme concerned overcoming obstacles and art. The Native American boy overcomes problems to become a valued artist for the tribe. Apostle's talent is artistic detailed drawings, and he was overcoming obstacles to be a better reader. Apostle made the artistic connection in the discussions during and after reading the story. Elle moved two nonfiction books (I Can Read About Weather and Happy Birthday, Martin Luther King) into

<p>Legend=Nonfiction (All Bold Caps)=science, biography Humor (Lower Case)=realistic, fantasy, animal fantasy Fiction (All Caps)=legend, historical, folktales</p> <p>A. Martin Luther King=N-onfiction-B-iography (NB) B. Animal Tracks=B-iological S-cience (BS) C. I Can About the Weather=P-hysical S-cience (PS) D. Green Eggs and Ham=f-antasy, h-umor (fh) E. Play Ball, Amelia Bedelia=r-ealistic h-umor (rh) F. Officer Buckle and Gloria=a-nimal f-antasy h-umor (afh) G. Abiyoyo=F-olktale (F) H. Why Mosquitoes Buzz=A-frican F-olktale (AF) I. Legend of the Indian Paintbrush=L-egend (L) J. Josefina Story Quilt=H-istorical F-iction (HF)</p>						
Prioritized Ten Books from Most to Least Liked						
Book Choice	Actrice	Apostle	Elle	Gramma	Peanut	Soeur
1st	rh	BS	Rh	NB	Afh	NB
2nd	fh	NB	Fh	BS	Rh	rh
3rd	HF	PS	Afh	PS	NB	fh
4th	L	AF	L	fh	Fh	HF
5th	NB	Fh	NB	rh	PS	AF
6th	PS	L	PS	L	BS	afh
7th	AF	Afh	AF	AF	AF	BS
8th	BS	Rh	F	afh	L	F
9th	afh	HF	BS	F	HF	PS
10th	F	F	HF	HF	F	L
Prioritized Ten Books from Most to Least Liked						
Book Choice	Actrice	Apostle	Elle	Gramma	Peanut	Soeur
1st	NB	L	PS	F	F	rh
2nd	afh	F	NB	NB	L	HF
3rd	rh	afh	afh	afh	rh	afh
4th	HF	PS	L	PS	BS	F
5th	L	HF	fh	BS	NB	PS
6th	PS	NB	F	L	afh	NB
7th	fh	BS	rh	fh	AF	BS
8th	AF	AF	BS	AF	PS	AF
9th	F	Rh	AF	rh	fh	fh
10th	BS	Fh	HF	HF	HF	L

Figure 22. Comparison of Pre- and Post-Intervention Prioritized Book Selection.

first and second positions, replacing a humor book, and then she retained the other two humor books and the fourth position fiction book, The Legend of the

Indian Paintbrush. Gramma, after taped book instruction, added the fiction book Abiyoyo in first position and placed Happy Birthday, Martin Luther King, a nonfiction book, in second position, then moved her other nonfiction books to medial positions, retaining one humor book. Peanut placed two fiction books into first and second positions, Abiyoyo and The Legend of the Indian Paintbrush. He had not selected any of the fiction books prior to the taped books instruction. He maintained two positions in the top five for nonfiction books, which left one position for humor. Soeur upheld her enjoyment of humor in the top five positions—first and third. She exchanged the African folktale and changed the fiction positions, moving a historical fiction into second position. She moved all the nonfiction books into medial placement (fifth-seventh) rather than first, seventh and ninth positions.

In the top five positions after tape book introduction, the total number of humor books went from 13 to 9, nonfiction books from 11 to 10 and fiction books from 6 to 11. Humor books decreased by 4 and nonfiction books by 1; however, fiction books increased by 5. Interestingly, the nonfiction selections remained relatively the same (11 to 10). Upon closer examination of the top two positions after taped book intervention, humor books went from 7 to 2, nonfiction from 5 to 4, and fiction 0 to 6. The pattern that emerged was replacement of humor with fiction. The students retain their interest in biography, physical science and biological science (nonfiction) and became increasingly interested in folktales, legends, and historical fiction. The fiction books contained longer more, complex sentences and more difficult vocabulary

than did the humor books. When asked, students stated that they could now handle more challenging text, which in turn would help in their academic studies. Also noting that all humor books in the top five positions, with the exception of two, were in the third position indicated that the students were still interested in humor books, but seem to be gravitating towards a more balanced selection in their book choices.

Third Research Question

Reading Attitudes

The third research question, “How do the students’ attitudes toward reading change after implementing taped book intervention?” is addressed by examining the pre- and post-intervention responses of the reading attitude measurements: 1.) The “Reading and Me” attitudinal survey (positive or negative—yes or no responses); 2.) The “Elementary Reading Attitude Survey” (recreational, academic, and full scale scores). The reading attitudinal surveys required students’ reflective responses about their own thoughts about reading, which may be the first time these struggling readers have had the opportunity to express their opinions about what successful reading is.

On the “Reading and Me” attitudinal survey, five of the six students in the study increased in positive responses on the post-intervention survey. Only Actrice remained the same on the pre- and post-intervention surveys, with 7 out of 10 positive responses on both. Apostle progressed the most, from 2 out of 10 on the pre-intervention survey to 9 out of 10 on the post-intervention survey. Elle progressed from 5 out of 10 on the pre-intervention survey to 10 out of 10

positive responses on the post-intervention survey. Progressing with 3 additional positive responses were Gramma (4 to 7) and Peanut (6 to 9). Peanut offered realistic reflections, i.e., he reads books and watches television at the same time. Soeur progressed positively with 2 additional responses (4 to 6) and responded that she reads hard books anyway. After the taped book intervention, the total positive responses for the six students were 48 out of 60 (80%).

The "Elementary Reading Attitude Survey" (ERAS), a closed, fixed response survey, indicated recreational, academic and full scales scores in percentile ranks that directly related to the students' attitudes about reading for enjoyment or reading to learn (see Figure 23). The pre- and post-intervention survey full scale findings of the six students revealed a substantial increase in positive attitudes toward reading. Apostle and Peanut obtained the largest gains, as seen in Figure 23.

"Elementary Reading Attitude Survey" (ERAS) Percentile Ranks						
Midway = 50 which indicates a slight indifference in reading						
Students	Pretest			Posttest		
	Recreational	Academic	Full Scale	Recreational	Academic	Full Scale
Actrice	57	83	73	96	91	96
Apostle	45	14	23	87	69	79
Elle	87	88	89	99	97	98
Gramma	69	58	61	63	83	76
Peanut	1	47	11	63	58	61
Soeur	57	52	55	87	91	91

Figure 23. Elementary Reading Attitude Cross-Case Comparisons.

The positive attitude comparisons of the “Elementary Reading Attitude Survey” (ERAS) and the “Reading and Me” are visually displayed to further indicate the positive attitudinal change of the students (see Figure 24).

Positive Attitudes Comparison				
Positive attitudes increased in reading from pretest to posttest				
	ERAS	Percentile Rank Increase		Reading and Me
Names	Recreational	Academic	Full Scale	Difference
Actrice	57 to 96	83 to 91	73 to 96	70 to 70 = +0
Apostle	45 to 87	14 to 69	23 to 79	20 to 90 = +70
Elle	87 to 99	88 to 97	89 to 98	50 to 100 = +50
Gramma	69 to 63	58 to 83	61 to 76	40 to 70 = +30
Peanut	1 to 63	47 to 58	11 to 61	60 to 90 = +30
Soeur	57 to 87	52 to 91	55 to 91	40 to 60 = +20

Figure 24. Positive Attitude Comparisons of ERAS and Reading and Me.

After the taped book intervention, the students responded that they were good readers or getting better. The six third-graders expressed positive personal feelings and excitement about reading and being a reader. The findings on the two attitudinal surveys seem to agree with what Sudzina and Foreman (1990) had reported from studies in 1986-1989: after participating in taped book intervention, the students in the Chapter One program felt confident of their ability to read books and were very excited about books and reading.

Using the Spradley Developmental Research Sequence model (1980), the domain and taxonomic analyses were developed from the responses on the attitudinal surveys and from the interest responses on the interview and survey.

Reading attitudes extended into several broad categories affecting the progress of reading performance in the classroom and outside of school (see Figure 25).

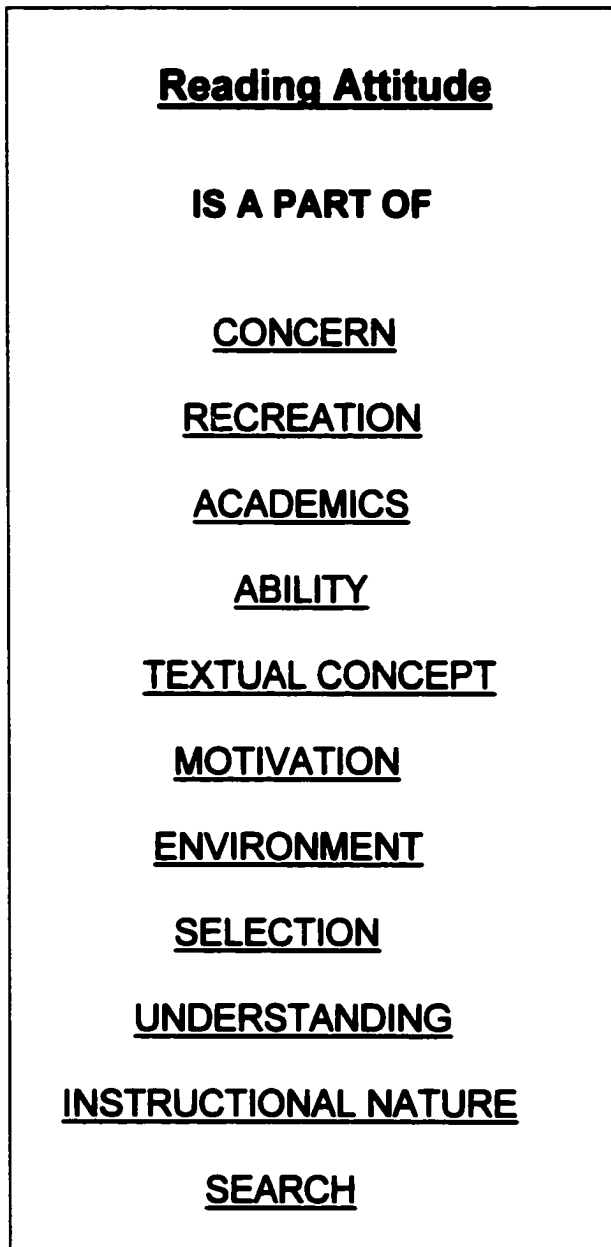


Figure 25. Domain Analysis—Reading Attitude.

The Taxonomic Analysis (see Figure 26) was developed from the explicit responses on the reading attitude surveys and the reading interest measures within the broad categories of the Domain Analysis.

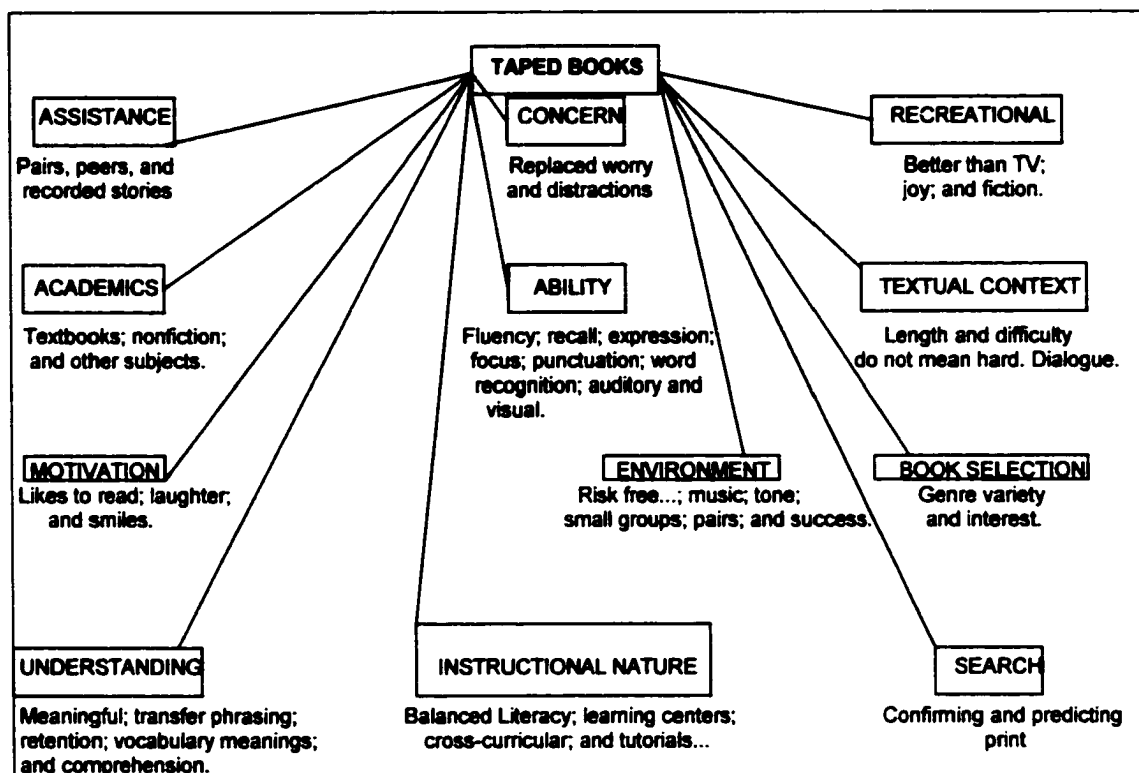


Figure 26. Taxonomic Analysis—Taped Books.

After the taped book intervention, the students were able not only to express positive feelings and excitement about reading but also to contribute explanations of the reading related areas (decoding, structural analysis, thinking steps, and vocabulary). The six students also recognized personal skill development, tried to persuade peers to read, improved reading habits in class and outside of the school, and showed appreciation for the people who had helped them improve in their reading skills. Students in the study became “experts,” willing to offer advice and support to their peers. Shyness, daydreaming, and “sleepiness” turned to eagerness to participate in-group discussions.

CHAPTER 6

CONCLUSIONS

Summary

The purpose of the study was to explore the effects of using a taped book intervention on oral reading fluency, reading attitudes, and reading and book selection interests of six struggling third grade readers. The oral reading fluency findings revealed gains in grade equivalents and reader levels, increases in word recognition, and improvements in prosody on post-intervention assessments following the taped book intervention. The students' reading attitudes improved in both recreational and academic categories. Students demonstrated a wider range of interests in their post-intervention reading and book selection choices as they expanded into genre categories that supported academic studies. Reluctant, struggling readers became actively engaged readers progressing to third-grade reader levels in the nine-weeks study. Additional reading success discoveries were recorded in response to the three research questions.

In the oral reading fluency area including word recognition progress and oral reading rate, these four effects were determined: 1.) All six students were on or above the 3rd grade levels in word recognition on the SORT-R and the Revised Dolch Word Lists; 2.) All six students were on or above 2nd grade levels in the two-minute timed readings that determined the oral reading rate (wpm). Three students were on 3rd grade level (Actrice, Elle, Peanut), one student was on high second-third grade level (Grammar), and two students were

on low-second grade level (Apostle and Soeur). 3.) Two of the six students (Actrice and Peanut) were strong on 3rd grade level on the benchmark probes as determined by the oral reading rate (wpm). The students were assessed with the benchmark probes intermittently during taped book instruction; therefore, the text of the benchmark probes was familiar in content but consisted of unfamiliar word recognition. 4.) Five students (Actrice, Elle, Gramma, Peanut, and Soeur) were reading on the 3rd grade level as indicated on the Passage Score (rate and accuracy) of the GORT-3 and one student (Apostle) was reading on 2.9 grade level.

The students' progress in oral reading fluency is measured by oral reading rate and word recognition on the componential analysis of the grade level progress after taped book intervention (see Figure 27).

Componential Analysis of the Grade Level Post-Intervention Progress					
Oral Reading Fluency as measured by rate and word recognition using the following: GORT-3, Two-Minute Timed Readings, Benchmark Probes, SORT-R, and the R-Dolch					
Student	On 1st	Low 2nd	High 2nd	On 3rd	Above 3rd
Actrice	No	No	No	Yes-Probes Yes-2 Min. Yes-SORT-R Yes-GORT-3	Yes-R-Dolch
Apostle	No	Yes-2 Min. Yes-Probes	Yes-GORT-3	Yes-SORT-R Yes-R-Dolch	No
Elle	No	No	Yes-Probes	Yes-2-Min. Yes-SORT-R Yes-GORT-3	Yes-R-Dolch
Gramma	No	No	Yes-2-Min.	Yes-Probes Yes-2-Min. Yes-SORT-R Yes-GORT-3 Yes-R-Dolch	No
Peanut	No	No	Yes-Probes	Yes-2-Min. Yes-SORT-R Yes-GORT-3	Yes-R-Dolch
Soeur	No	Yes-Probes Yes-2 Min.	No	Yes-GORT-3	Yes-SORT-R Yes-R-Dolch

Figure 27. Componential Analysis of Grade Level Post-Intervention Progress.

During the "Modified Reading Interview" and on the open-ended survey, "Thinking About My Reading," the students shared that they read more difficult books and shared with peers to encourage their friends' development of reading habits. All students responded that they had improved in reading and were better readers. Various comments were offered for the value of reading taped books for vocabulary growth and enjoyment of authentic literature. Two students (Soeur and Gramma) expressed feelings of overcoming shyness about reading and speaking in front of classmates. They knew and could explain decoding techniques, listening, practicing reading, using reference books and reading fast (Elle). Actrice concluded that good readers make good students.

The book selection process further proved the changing interest level through the expanded reading experiences of taped books. The major changes in the students reflected a broadening of literary interests into academically supported and authentic literature (fiction and nonfiction). Selecting more difficult texts with motivational socio-cultural aspects and specialized technical vocabulary indicated a desire to read expository text and learn new information. These six students reached excitedly into the world of academics in science and social studies through taped book intervention. The students selected more fiction books after taped book intervention and replaced humorous book selections with fiction and nonfiction as top first and second priorities. Fiction (legends and social studies in this study) and nonfiction (science and social studies) genres directly support academic reading experiences and curricular

expectations for all readers. The humorous books were read by all students with enjoyment and were selected for the most part in third position after taped book intervention. The students drew pictures of special parts of the stories and described their enjoyment of the stories' special events, character descriptions, funny parts, and realistic actions (swimming, birthday party, and baseball game).

In the reading attitudinal area for the six students, the post-intervention assessment using the two surveys, "Reading and Me," and the "Elementary Reading Attitude Survey," (ERAS) indicate changes for more positive feelings about reading on objective and open-ended responses as well as reading in recreational or academic areas.

On the ten item "Reading and Me" attitudinal survey, the students had increased their positive feelings about reading from the pretest percentage of 48% positive (29 items out of 60 {6 students x 10 items}) to 85% positive (51 items out of 60 {6 students x 10 items}) on the posttest. All of the students expressed liking to read even long stories, reading books at home, and liking others to read to them and thought that they were good readers or were improving. After taped book intervention, two (Actrice and Soeur) out of six students still felt that they needed reading assistance. Five out of the six students were worried about reading at school.

On the "Elementary Reading Attitude Survey," post-intervention full scale findings of the six students showed a substantial increase in positive attitudes toward reading. In the recreational category Peanut and Apostle made the

largest gains; in the academic category, Apostle and Soeur; and in the full scale category, Apostle and Peanut. Smiles and happy remarks about stories, vocabulary, and taped books added to the excitement of the taped books intervention sessions and were indicative of positive attitudes.

In summary, the qualitative findings supported by the quantitative data show improvements in oral reading performance following the taped book intervention. The qualitative measures: observation, field notes, surveys, and interviews and the quantitative measures: the Gray Oral Reading Test-3 (GORT-3), Slosson Oral Reading Test-Revised (SORT-R), and the Revised Dolch (R-Dolch) demonstrate consistent findings of improvement in oral reading performance. The students benefited from taped book instruction in oral reading fluency, vocabulary development, textual expression and intonation, comprehension, positive reading interests, affirmative reading attitudes, and the acquisition, application, and appreciation of new learning. Each student worked in a partnership, facilitative relationship to strengthen the learning environment and to provide emotional support during acquisition of new learning.

Incorporating characteristics of several avenues of past research created (extending the research) a unique study dealing with the use of taped book intervention and oral reading fluency. Historically, fluency has been thought of in terms of reading rate only. Oral reading fluency was not recognized as a significant component of reading, until Allington (1983) described it as the "neglected reading goal." The current study recognized oral reading rate, word recognition, and prosody as major components of oral reading fluency.

Chomsky's seminal study (1976) used taped books as a preparatory activity in combination with the other language activities. The current study used taped books as the major intervention.

Bergman's quantitative study (1999) of student-controlled narration rate, focusing on its impact on reading comprehension, was conducted using only two stories. The current study was conducted over a nine-week period using ten different books with a combination of qualitative and quantitative assessment measures. The student-participants were able to adjust the taped book narration rate independently to accommodate their needs. The post-intervention data revealed that none of the students still had to slow the narration rates on the commercially-prepared tapes.

The majority of the literature shows that research conducted in the past was quantitative in nature. Using qualitative research methods in combination with quantitative data strengthened the findings of the present study. Although the researcher in the present study was a participant, she served simply as a facilitator to allow the student-participants the opportunity to be in control of their own learning and to become independent readers.

Limitations

One possible limitation of the study may be the physical environment in which it was conducted. The vast majority of the intervention sessions took place in a cluttered, narrow, unventilated "bookroom." A lack of electrical outlets where the sessions were held necessitated the constant purchase of batteries for the tape recorders. Although the physical setting presented challenges for

this study, these inconveniences normally would not be found in most classrooms.

Another limitation is the possibility of researcher bias. The design for this research study had the researcher as a participant with the students in a tutorial setting. The close interaction between the researcher and the students could have had a potential effect on the outcome. Because of working so closely with the students and gaining their trust during the intervention, the researcher had access to more personal information about the students than might occur with other designs. Several external conditions: 1.) homelessness; 2.) personal grooming; 3.) parental estrangement; and 4.) family relationships surfaced during dialogue with the students. Understanding the challenges the students faced outside the school environment sometimes made it difficult and a struggle for the researcher to maintain objectivity.

Implications for Future Studies

Results of the study yielded several potential avenues for future research as it applies to taped book intervention and oral reading performance: 1.) Role of the teacher-- To establish whether the improvement in oral reading performance is a result of teacher bonding or taped book intervention, a study could be conducted with two groups, one group being guided by the teacher and another group using the taped books in a reading center. Even if the results of the further studies reveal that teacher bonding also influences student learning, the taped books could be utilized with the resource or Title 1 teacher. If no resource teacher is available, the taped book intervention could enable the

students' introduction to the book, making more effective use of the introductory time for each book read in the classroom. Future studies of taped book intervention with special needs students would further expand the considerations of instructional alternatives for at-risk populations. 2.) Second language learners—The students hear the appropriate use of second language pronunciation of vocabulary and contextual use of expression and intonation as well as the syntax of the sentences; 3.) Students with disabilities—Students with, for example partial hearing, deaf disorders may need auditory exercises for hearing the correct use of language; and 4.) Academically disadvantaged students—School-aged students entering primary reading programs may have limited vocabularies and little access to books at home. Therefore, taped book intervention would enhance their early intervention learning experiences. Older elementary students who are struggling with comprehension may benefit from the taped book intervention as indicated in the GORT-3 Cross-case analysis (see Table 11).

The progress made by the six students in the nine-week intervention is important. It provides food for thought as an effective method for improving oral reading performance. The fact that the students in the study improved in their oral reading performance indicates that tape book intervention shows promise as an alternative approach to assist struggling readers. Further research could clarify which particular pedagogical settings would be most effective and which at-risk student population might benefit the most from such interventions.

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APPENDIX A

RESEARCH PROCESS FORMS

Permission to Conduct Research in EBRPSS



1050 South Foster Drive, Baton Rouge, Louisiana 70806
P.O. Box 2950, Baton Rouge, Louisiana 70821
Phone (504)922-5400, Fax (504)922-5411

Gary S. Mathews, Ph.D., Superintendent

January 29, 2001

Memo To: Dolores Harris, Doctoral Candidate
Louisiana State University

From: Jennifer Baird, Director 

Subject: Request to conduct research

We have approved your request to conduct research related to reading fluency of third grade students. Please contact Lee Dixon, principal of Polk Elementary, to request consent to participate and to determine the most effective way to collect your data and minimize disruption of instructional time. Please be mindful of the high stakes testing dates in March as we do not permit any interruptions during that time. We appreciate your willingness to protect the confidentiality of individuals who participate, and we require parental consent when students are included. We look forward to your findings and hope that you will share your completed document with us.

Thank you for your interest in East Baton Rouge Parish schools. If I can help you, please call me.

Cc: Clayton Wilcox
Frances Price

Quality and Equity: Our Children Are the Reason

Consent Form

Title of Research Study: "Inquiry into the Reading Performance of Third Graders Using Taped Books"

Project Director: Dolores Harris, Doctoral Candidate (225) 578-6065
Dr. Earl Cheek, LSU Faculty Supervisor (225) 578-6867

Purpose of the Research: I plan to study the impact of taped books on the oral reading fluency of third graders. I hope to see an increase in the students' reading performance as a result of using taped books.

Procedures for the Research: I will be conducting research at Polk Elementary School from February through mid-May. In this research study, I will first look at the big picture and get a general view of the kinds of reading activities the students engage in during class time. As my study progresses, I will focus on students and how working with taped books might help increase their reading performance. Generally, I will be writing my observations, speaking with the students about their reading activities, and tutoring the students using taped books. Additionally, I will occasionally photograph, tape record, and/or videotape the students during reading activities.

Potential Risks: I do not foresee any potential risks to students from their involvement in this study. All scheduled activities will be a part of the normal school day and will be a part of good instructional practice.

Potential Benefits: The potential benefit to your child will be improved oral reading ability. Teachers will benefit from this study by having additional information on classroom reading and how taped books could possibly improve the reading performance of their students.

Alternative Procedures: No alternative procedure to using taped books is included in this study. Your child's participation is voluntary. You may withdraw your consent and your child may leave the research project at any time without consequences.

Protection of Confidentiality: All of the students who participate in the study will remain anonymous, and any information about specific students and their work will remain strictly confidential. It is important to this researcher that the identity of you and your child be kept private; therefore, pseudonyms, instead of your real names, will be used. Any tape recording or videotaping will be for my benefit only—so that I may write more complete notes. Neither the recordings nor videos will be shown in public.

Signature:

I have been fully informed of the above-described procedure with its possible benefits and risks and I give my permission for the participation of my child in the study.

_____ Child's Name	_____ Parent/Guardian Signature	_____ Parent/Guardian Name (Print)	_____ Date
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If you give permission for your child to participate in this study, he/she will be asked to sign below. I want to be in the research study with Ms. Harris. She has explained it to me.

_____ Child's Signature	_____ Investigator's Signature	_____ LSU Faculty Supervisor's Signature	_____ Date
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Timeline of Research Project (February – May 2001)		
2/28-3/02/01	10 hrs. 30 min.	Observation Period; also assisted teacher in regular classroom
3/5-9/01 3/19-23/01	12 hrs. 15 min.	Pre-Assessment Period: Screening for student placement, data collection
3/26-30/01	10	Intervention Period
4/2-4/01 4/5-6/01	8	Probe 1 and Intervention Period
4/09 & 12/01 4/10-11/01	6	Probes 2 and 3 and Intervention Period
4/23-27/01	7	Probe 4 and Intervention Period
5/1 & 5/4/01	3	Probe 5 and Intervention Period
5/8-11/01	7	Probe 6 and Intervention Period
5/14/01	1	Probe 7 and Intervention Period
5/15-18/01 5/21-23/01	15 hrs.	Post-Assessment, interviews, classroom observations, and one student makeup
Details of timeline: Total time span for study was 9 weeks and 1 day. Observations were conducted over 4 days prior to screening and 4 days after assessment, Interventions encompassed 5 weeks or 42 sessions. Students worked in pairs during each 20-minute session. Pre- and Post-intervention Assessment were conducted over 3 weeks and 2 days with a total time of 27 hrs. and 15 min.		

Figure 28. Timeline of Research Project.

APPENDIX B
DATA COLLECTION – BACKGROUND TOOLS

Developmental Reading Assessment (DRA) Levels used by the EBR School System



READING.PLACE

Reading.place
Accountability
Philosophy
Goals

Determining Proficiency Levels On the Developmental Reading Assessment

Use this chart in lieu of the proficiency levels described in the *Developmental Reading Assessment Resource Guide*, page 38.

	ON GRADE LEVEL	ABOVE GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
			LEVELS	LEVELS
			1,2	3,4,6,8,10,12,14
	LEVELS	LEVELS	LEVELS	LEVELS
	1,2	3,4,6,8,10,12,14	16,18	20, 24, 28
	LEVELS	LEVELS	LEVELS	LEVELS
	16, 18	20, 24, 28, 30, 34	24, 28	30, 34, 38
	LEVELS	LEVELS	LEVELS	LEVELS
	20, 24,	30,34,38,40	34, 38	40, 44

EBR School System Grade Level Indicators of Essential Knowledge – Grade 3 English Language Arts

EAST BATON ROUGE PARISH SCHOOL SYSTEM GRADE LEVEL INDICATORS OF ESSENTIAL KNOWLEDGE - GRADE 3 ENGLISH LANGUAGE ARTS

Revised 8/00

Student's Name _____ Pretest Date _____ Teacher's Name _____
 Date _____ Instructional Level _____
 School _____ Posttest Date _____
 Instructional Level _____

Note: The numbers after each indicator (3.1, 3.2) are the coded numbers in the current curriculum guide, and the combinations of letters and numbers (e.g., ELA-1-E1) are the keys to the state standards and benchmarks.
Marking: M = Mastery; PM = Partial Mastery; NM = Non-Mastery

Indicators		Reporting Period				
	Standards 1-6, and 8-10	I	II	III	IV	EY
R1	Using fundamental reading strategies, evidence ability to comprehend literary selections beyond the recall level. (3.8, 3.9, 3.10) (ELA-1-E1, E5, E7; ELA-7-E1, E4)					
R2	Use letter sound correspondence, knowledge, and structural analysis to decode words. (3.1, 3.2, 3.3) (ELA-1-E1, E2)					
R3	Infer meaning utilizing context clues. (3.4) (ELA-7-E1)					
R4	Compare and contrast elements of various genres (folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction, drama, fiction). (3.7) (ELA-6-E2, E3; ELA-7-E1)					
R5	Make generalizations or summarize major points from fictional/non-fictional text.(3.13) (ELA-6-E2; ELA-7-E4)					
R6	Compare/contrast traditions and customs of diverse ethnic groups (Native Americans, Afro-Americans, Asians) in literature. (ELA-6-E1; ELA-7-E1)					
R7	Infer and compare/contrast characters' feelings, motives, and traits. (3.7) (ELA-1-E4; ELA-7-E1)					
R8	Distinguish cause and effect, fact and opinion, main idea and supporting details, and different kinds of figurative language. (3.5, 3.11) (ELA-2-E5; ELA-7-E4)					
R9	Explain the author's purpose and point of view. (ELA-7-E3)					
R10	Make, confirm, and revise predictions on literary selections, as needed. (ELA-7-E1)					
	Standard 2 (Writing)					
W11	Produce written work in variety of formats, including multi-media. (3.18, 3.19) (ELA-2-E4)					
W12	Use rich variety of vocabulary and sentences appropriate to text form. (ELA-2-E2)					
W13	Use all aspects of the writing process in producing original compositions and reports. (3.20) (ELA-2-E3, E6)					
	Standard 3 (Speaking and Listening)					
G14	Write legibly in manuscript/cursive form (3.23) (ELA-3-E1)					
G15	Implement editing and revision to clarify and refine own writing. (3.21, 3.22) (ELA-3-E2, E3, E4, E5)					
	Standard 4 (Social Skills)					
S16	Communicate effectively with appropriate sentence structure, word order, sequential order, and vocabulary for a variety of audiences. (3.17) (ELA-4-E1, E5)					
S17	Give/follow multi-step directions. (ELA-4-E2)					
S18	Work cooperatively in a group setting. (ELA-4-E7)					
S19	Expand speaking vocabulary in everyday experiences. (ELA-4-E4, E7)					
	Standard 5 (Information Skills)					
I20	Utilize information from multiple sources to produce meaningful writing (e.g., dictionary, glossary, thesaurus, reference book, Internet). (3.14, 3.15, 3.16) (ELA-5-E1, E2)					
I21	Use audio and visual materials/software to locate and communicate information (e.g., charts, graphs, diagrams, Internet). (3.6, 3.15, 3.16) (ELA-5-E1, E3, E6)					

Mastery of 15/21 indicators = 70% proficiency

EY = Extended Year

Principal Interview Questionnaire

**INTERVIEW PROCESS
SPECIFIQUE ELEMENTARY SCHOOL-PRINCIPAL QUESTIONNAIRE**

POSITION (PRINCIPAL) _____

QUALIFICATIONS / EXPERIENCE

1. How many years have you been in education? _____
2. Could you briefly describe your various educational roles during your career?
3. What is your educational vision of change for the students' learning outcomes in your school?
4. What do you feel are your most valued contributions to the school?

READING INSTRUCTIONAL LEADERSHIP

5. Please describe the reading curriculum in your school.
6. Are taped books used for students in your school? If so, how?

- 7. Please describe an effective reading environment in a typical classroom in your school.**
- 8. Can you describe professional development and provisions in the area of reading for the teachers in the classroom?**
- 9. What are your expectations for effective reading instruction in the classroom?**
- 10. Could you explain generally your interactive roles with the six students who were included in the present Taped Books and Fluency study?**
- 11. Are there influential factors which would affect the reading performance of the six students in the study?**
- 12. What do you think are the serious disadvantages for reading progress of the students in your school?**
- 13. What assessment measures do you incorporate in your reading program?**

14. How do you use the assessment information for each student?

15. What provisions are available for below grade level performing students?

16. Are there any district-level reading improvement procedures that you would like to see provided for the students in your school?

17. Can you describe the receipt and use of any grant funding that was allocated to your school?

TIS Interview Questionnaire

**INTERVIEW PROCESS
SPECIFIQUE ELEMENTARY SCHOOL--ADMINISTRATIVE
QUESTIONNAIRE**

POSITION (TEACHER for INSTRUCTIONAL SUPPORT)

QUALIFICATIONS / EXPERIENCE

1. What are your educational degrees and areas of certification?
2. How many years have you been in education? _____
3. Could you briefly describe your various educational roles during your career?
4. What is your educational vision of change for the students' learning outcomes in your school?
5. What do you feel are your most valued contributions to the school?

READING INSTRUCTIONAL LEADERSHIP

6. Please describe the reading curriculum in your school.
7. Are taped books used for students in your school? If so, how?

- 8. Please describe an effective reading environment in a typical classroom in your school.**
- 9. Can you describe professional development and provisions in the area of reading for the teachers in the classroom?**
- 10. What are your expectations for effective reading instruction in the classroom?**
- 11. Could you explain generally your interactive roles with the six students who were included in the present Taped Books and Fluency study?**
- 12. Are there influential factors that would affect the reading performance of the six students in the study?**
- 13. What do you think are the serious disadvantages for reading progress of the students in your school?**

- 14. What assessment measures do you incorporate in your reading program?**
- 15. How do you use the assessment information for each student?**
- 16. What provisions are available for below grade level performing students?**
- 17. Are there any district-level reading improvement procedures that you would like to see provided for the students in your school?**
- 18. Can you describe the receipt and use of any grant funding that was allocated to your school?**

Teacher Interview Questionnaire

**INTERVIEW PROCESS
SPECIFIQUE ELEMENTARY SCHOOL--TEACHER QUESTIONNAIRE**

POSITION (TEACHER) _____

**CLASSROOM READING
Influential Aspects**

1. How many years have you been teaching? _____
2. Have you participated on grade level or school planning teams?
Which one(s)?
3. Please describe the reading instructional setting for the students in
your classroom.
4. Explain briefly your special grouping arrangements during reading
instruction?
5. What types of reading resources are available in your classroom?
6. Do you have personal selection of reading resources? Please
explain.
7. How would you categorize the learning styles of the six students
included in the present Taped Books and Fluency study?

Please write in the names of the six students and circle their learning style.

1. **Student name:** _____
 Visual Auditory Kinesthetic
2. **Student name:** _____
 Visual Auditory Kinesthetic
3. **Student name:** _____
 Visual Auditory Kinesthetic
4. **Student name:** _____
 Visual Auditory Kinesthetic
5. **Student name:** _____
 Visual Auditory Kinesthetic
6. **Student name:** _____
 Visual Auditory Kinesthetic

8. Please explain reading methods that you think work best with the students who are performing below level in reading in your classroom.

9. Have you noticed differences in the motivation for reading with the six students in the study from the beginning to the end of the study? Please explain.

10. Do the six students in the Taped Books and Fluency study display interest in reading various types of books including textbooks? Please specify types of books.

- 11. What do you think would be helpful for students during reading instruction for below grade level reading performance?**
- 12. What is your greatest instructional concern for the six students in the study?**
- 13. How do you feel about the reading progress made by the students in the study this year?**
- 14. After observing the effects of the taped books intervention, would you select or request the purchase of taped books as an alternative instructional method? Why or Why not?**
- 15. Do you have additional comments about the effects of taped books on the students' reading performance in your classroom?**

APPENDIX C
DATA COLLECTION – FLUENCY ASSESSMENT TOOLS

Summaries of Selected Taped Books

TITLE	AUTHOR-DATE	SUMMARY
<u>Happy Birthday, Martin Luther King</u>	Marzollo, J., 1993	An introduction to the great civil rights leader.
<u>Animal Tracks</u>	Dorros, A. ,1991	Introduces the tracks and signs left by various animals, including the raccoon, duck, raccoon. duck, frog, black bear, porcupine and human.
<u>I Can Read About Weather</u>	Supraner, R.,1997	Text and illustrations provide young readers with information about the conditions that cause different types of weather.
<u>Abiyoyo</u>	Seeger, P. ,1986	Banished from the town for making mischief, a little boy and his father are welcomed back when they find a way to make Abiyoyo disappear.
<u>Why Mosquitoes Buzz in Peoples' Ears</u>	Aardema, V.,1975 Caldecott Medal	A retelling of a traditional West African tale that reveals how the mosquito developed its annoying habit.
<u>The Legend of the Indian Paintbrush</u>	dePaola, T. ,1988	Little Gopher follows his destiny, as revealed in a Dream-Vision, of becoming an artist for his people and eventually is able to bring the colors of the sunset down to earth.
<u>The Josefina Story Quilt</u>	Coerr, E.,1986	While traveling west with her family in 1850, a young girl makes a patchwork quilt chronicling the experiences of the journey and reserves a special patch for her pet hen.
<u>Play Ball, Amelia Bedelia</u>	Parish, P. ,1972	Amelia Bedelia knows very little about baseball and stands in for a sick player during the game.
<u>Officer Buckle and Gloria</u>	Rathman, P.,1995	The children at Napville Elem. School always ignore Officer Buckle's safety tips, until a dog named Gloria accompanies him when he gives his safety speeches.
<u>Green Eggs and Ham</u>	Geisel, T.,1987	In verse, Sam-I-Am tells of the virtues of green eggs and ham.
<u>Corduroy</u>	Freeman, D. ,1968	A teddy bear spends his days at a store, waiting for someone to buy him.

Weather

When you wake up in the morning, do you look out the window to see what kind of day it's going to be?

Do you look up at the sky and wonder about the weather? Some days are rainy. Some days are cloudy and chilly. And on some days, big flakes of snow come tumbling out of the sky.

Each day brings a different kind of weather. The air all around you is part of the weather. Is the air calm or windy? Is it wet or dry? Clear or cloudy? Hot or cold? All these conditions make up the day's weather.

Everywhere in the world, different kinds of weather are taking place. Somewhere, people are sunbathing. Somewhere else, a storm is raging. Thunder rumbles and lightning seems to crack the sky.

But what makes the rain? What makes the snow? What makes different kinds of weather?

All of our weather begins with the sun. The sun gives us heat. Sunshine warms everything it touches. You can feel the heat on a sunny day at the beach. On a hot day, you can feel the heat when you go down the slide after it has been baking in the sun.

When the sun shines, something else happens. Lakes, rivers, and oceans grow warmer. Ponds and pools grow warmer, too. A wet towel left stretched out in the sunshine soon dries. Puddles dry up. The water seems to disappear.

What is happening?

The warm water is changing into a gas called water vapor. This is called evaporation. The hotter the sun is, the faster the water evaporates. It does not really disappear. It becomes an invisible part of the air.

The warm air, with water vapor in it, rises high above the earth, where the air is cool. This movement of the air creates the wind. As the warm air rises to where the air is cool, something important happens. The water vapor in the air changes into millions of tiny drops of water. The droplets bunch together. They make a cloud.

Do you remember the last time you played outdoors on a very cold day? Do you remember the tiny clouds that formed every time you breathed out?

That was because your breath contains water vapor. When the warm water vapor was cooled by the chilly air, it changed into tiny droplets. It made a little cloud. Big clouds are made in much the same way.

Pre-typed Vocabulary List

Weather Words

1. morning	window	cloud
2. rainy	cloudy	chilly
3. flakes	serious	different
4. weather	calm	conditions
5. sunbathing	storm	thunder
6. raging	rumbles	instead
7. sunshine	lightning	snow
8. ponds	future	pools
<hr/>		
9. common	happening	difficult
10. evaporation	water vapor	haze
11. evening	liquid	droplets
12. picnic	fluffy	feathery
13. wispy	float	crystals
14. sheets	umbrella	probably

Corduroy 100-Word Passage Benchmark Probe

One of the seven probes administered

Corduroy - Probe 7

There was a chair, chest of drawers, girl-size bed and a little bed just for him. The room was small, nothing like that enormous palace in the department store.

“This must be home,” he said. “I know I’ve always wanted a home!”

Lisa sat down with Corduroy on her lap and began to sew a button on his overalls. “I like you the way you are,” she said, “but you’ll be more comfortable with your shoulder strap fastened.”

“You must be a friend,” said Corduroy. “I’ve always wanted a friend.”

“Me too!” said Lisa, and gave him a big hug.

APPENDIX D
DATA COLLECTION – INTEREST ASSESSMENT TOOLS

Modified Reading Interview
(Goodman, Watson, & Burke, 1987)

Name _____ **Date** _____

1. When you are reading and come to something you don't know, what do you do? Do you ever do anything else?
2. Who do you know is a good reader?
3. What makes a good reader?
4. Do you think _____ ever comes to something she/he doesn't know?
5. If question 4 is yes: When _____ does come to something she/he doesn't know, what do you think she/he does?
6. If question 4 is no: When _____ does come to something she/he doesn't know, what do you think she/he does?
7. What would your teacher do to help that person?
8. How did you learn to read?
9. Do you think you are a good reader? Why? Why not?
10. What would you like to do better as a reader?

11. Do you think you need to improve in some part of your reading?
12. Do you know what taped books are? Do you have taped books in your classroom or at home?
13. If question 12 is yes, do you ever listen to taped books? Do you have the books to follow along with the cassette or do you just listen to the book being read?
14. If question 12 is no, do you ever listen to taped books? Do you have the books to follow along with the cassette or do you just listen to the book being read?
15. Would you like to try and learn to read better by using taped books?

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Thinking About My Reading

Name _____ Date _____

Teacher _____ Grade _____

The topics I like to read about most are _____

The kinds of things I like to read most are _____

I use my imagination when I am reading by _____

I guess what is going to happen next when I read by _____

I like to read books and stories that _____

I don't enjoy reading books and stories that _____

I (do, do not) talk with my friends about things I read because _____

I think I would be a better reader if _____

I get the ideas about what I want to read from _____

Prioritized Book Selection

Name: _____

Date: _____

Pretest ☐

Posttest ☐

<u>Happy Birthday, Martin Luther King</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th	<u>Animal Tracks</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th	<u>I Can Read About Weather</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th	<u>Abiyoyo</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
<u>Why Mosquitoes Buzz in People's Ears</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th	<u>The Legend of the Indian Paintbrush</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th	<u>Play Ball, Amelia Bedelia</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th	<u>Officer Buckle and Gloria</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
<u>Green Eggs and Ham</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th	<u>The Josefina Story Quilt</u> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th		

After the student physically arranges the books in her/his favorite order, circle each book placement.

Student comments while arranging books in her/his favorite order:

APPENDIX E
DATA COLLECTION – ATTITUDE ASSESSMENT TOOLS

Reading and Me

Jerry L. Johns

Name _____

Date _____

Teacher _____

Directions: The 10 statements that follow will be read to you. After each statement is read, circle either yes or no, depending on what you believe.

- | | | |
|-----|----|--|
| Yes | No | 1. I can read as fast as good readers. |
| Yes | No | 2. I like to read. |
| Yes | No | 3. I like to read long stories. |
| Yes | No | 4. The books I read in school are too hard. |
| Yes | No | 5. I need more help in reading. |
| Yes | No | 6. I worry quite a bit about my reading in school. |
| Yes | No | 7. I read at home. |
| Yes | No | 8. I would rather read than watch television. |
| Yes | No | 9. I am not a very good reader. |
| Yes | No | 10. I like my parents to read to me. |

From Jerry L. Johns and Susan Davis Lanaki, *Improving Reading: A Handbook of Strategies* (2nd ed.). Copyright © 1997 Kendall/Hunt Publishing Company (1-800-228-0810). May be reproduced for noncommercial educational purposes.

Elementary Reading Attitude Survey (ERAS)

Permission to use



Memo

Sent by: Bob Beasley <bob@pawsinc.com>
To: "dharri8@lsu.edu" <dharri8@lsu.edu>
cc: Bob Beasley <bob@pawsinc.com>
Subject: permission
Dear Dolores:

I am General Counsel for Paws, Incorporated, the company owned by Mr. Jim Davis, the creator of "GARFIELD." Paws owns all copyrights in the GARFIELD comic strip and characters.

Permission to reprint the survey was extended by Paws, so your request is fine with us.

Thank you and best wishes,

Robert C. Beasley

permission

<http://mail181.lsu.edu/mail181/dharri8.as...dd8300a748786256a2a00504bc27Op>

Elementary Reading Attitude Survey Directions for use

The Elementary Reading Attitude Survey provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no "right" answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield's mood (this time, a *little* happy). In the same way, move to the third and fourth pictures and talk about Garfield's moods—a little upset and very upset. It is helpful to point out the position of Garfield's *mouth*, especially in the middle two figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item *number* and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count four points for each leftmost (happiest) Garfield circled, three for each slightly smiling Garfield, two for each mildly upset Garfield, and one point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about mid-way on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of Table 1. Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

Elementary Reading Attitude Survey

School _____ Grade _____ Name _____

1. How do you feel when you read a book on a rainy Saturday?



Jim Davis

2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



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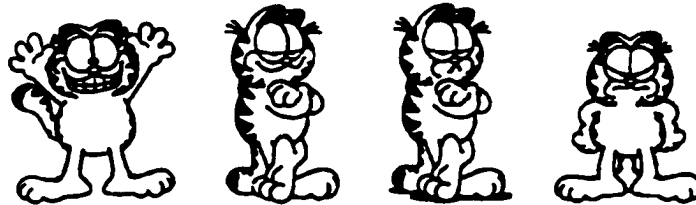
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Elementary Reading Attitude Survey (continued)

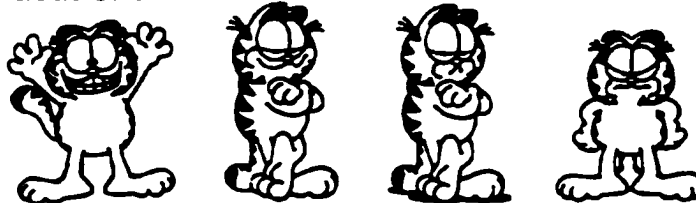
GARFIELD © 1991 United Feature Syndicate, Inc.
5. How do you feel about spending free time reading?



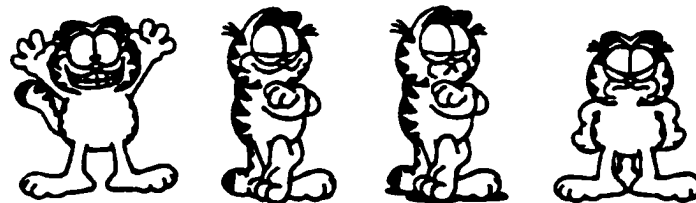
6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



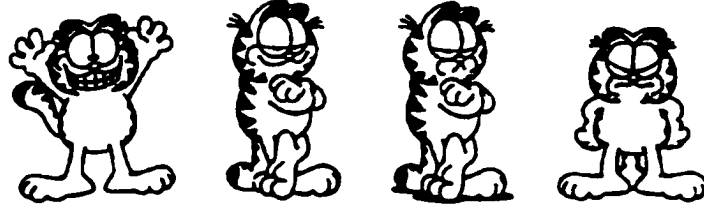
8. How do you feel about reading instead of playing?



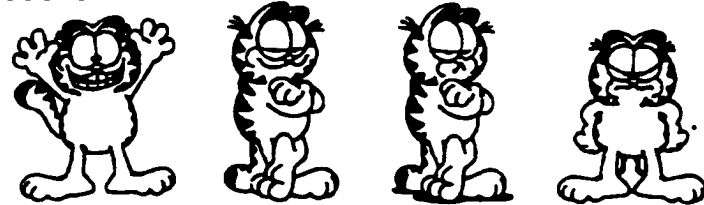
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Elementary Reading Attitude Survey (continued)

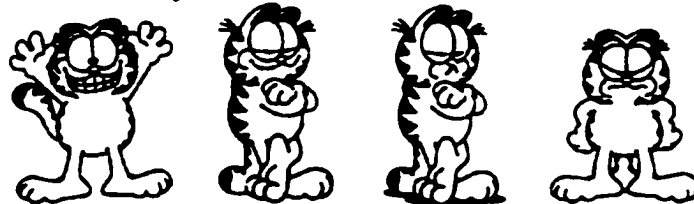
9. How do you feel about going to a bookstore?



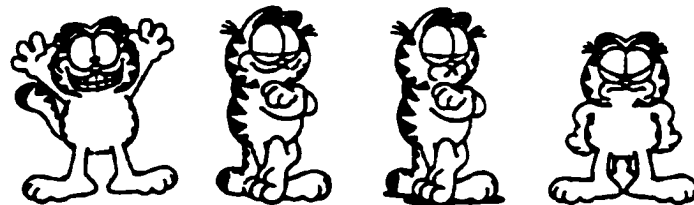
10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?

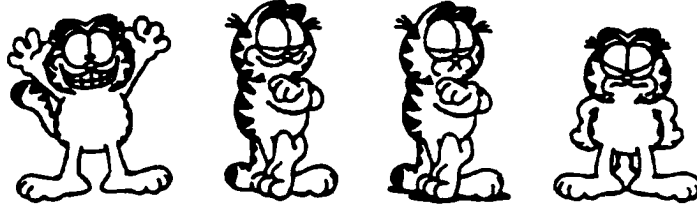


12. How do you feel about doing reading workbook pages and worksheets?

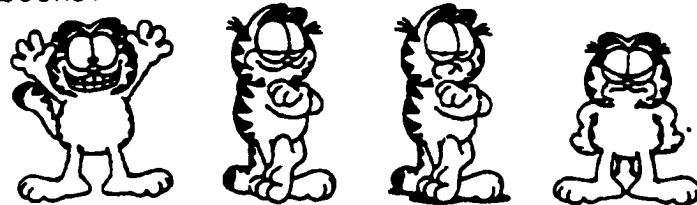


Elementary Reading Attitude Survey (continued)

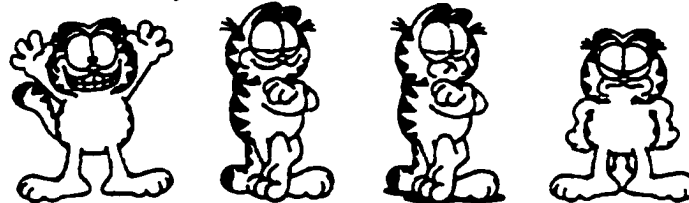
9. How do you feel about going to a bookstore?



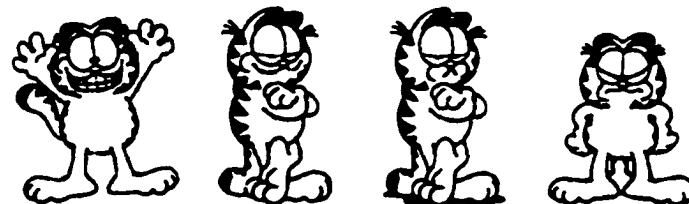
10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?



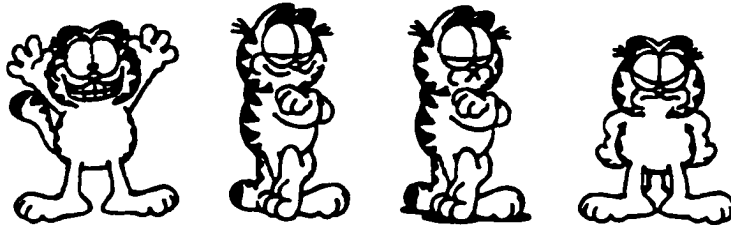
12. How do you feel about doing reading workbook pages and worksheets?



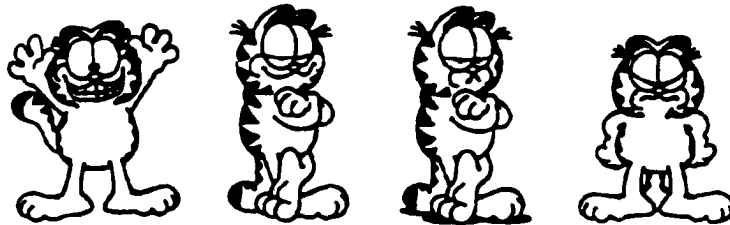
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Elementary Reading Attitude Survey (continued)

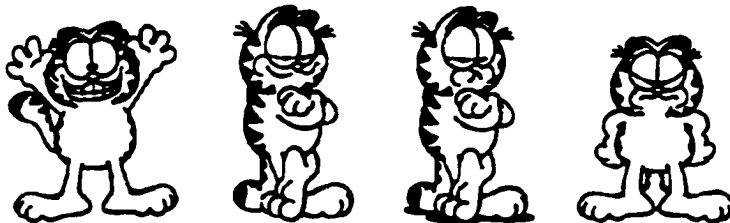
CAMPBELL © 1978 United Feature Syndicate, Inc. 13. How do you feel about reading in school?



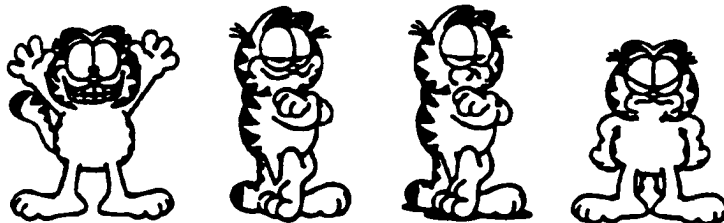
14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



16. How do you feel when it's time for reading class?

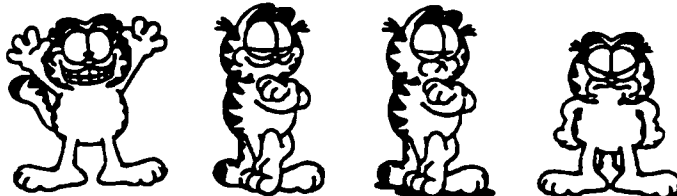


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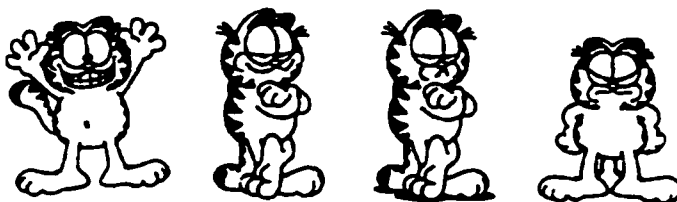
Elementary Reading Attitude Survey (continued)

17. How do you feel about the stories you read in reading class?

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18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Elementary Reading Attitude Survey scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide

4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Raw score: _____

Academic reading

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Raw score: _____

Full scale raw score (Recreational + Academic): _____

Percentile ranks

Recreational

Academic

Full scale

VITA

Dolores Doga Harris attended elementary and high school in Basile, Louisiana. She received her Bachelor of Arts degree in 1989 from the University of Southwestern Louisiana, Master of Education degree in 1991 from McNeese State University, and Certificate of Education Specialist degree in 1999 from Louisiana State University. At various times in her college career, Ms. Harris attended the following foreign universities: *Université de L'Etat a Mons*, Belgium; *Université de Toulon*, France; and *Université Catholique de L'Quest*, France.

Ms. Harris has been in professional education for thirteen years. She has served as a kindergarten teacher, a French teacher, and most recently as a school librarian. Ms. Harris is currently completing the requirements for the degree of Doctor of Philosophy at Louisiana State University in Baton Rouge, Louisiana.

DOCTORAL EXAMINATION AND DISSERTATION REPORT

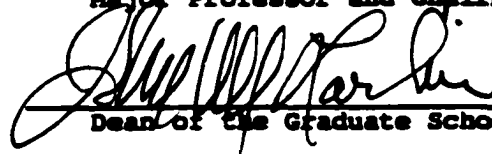
Candidate: Dolores Doga Harris

Major Field: Curriculum and Instruction

Title of Dissertation: An Inquiry into the Influence of Taped Books on the Oral Reading Performance of Struggling Third-Grade Readers

Approved:


Major Professor and Chairman


Dean of the Graduate School

EXAMINING COMMITTEE:



Steve Nambren

Margaret J. Stewart

James W. Stockard, Jr.

Date of Examination:

October 30, 2001
