

Experimental Analysis – Reading Fluency

Purpose: Determine which procedure results in stronger fluency gains during a second reading of a passage.

Materials:

- 4 oral reading fluency passages (one progress monitoring, one per condition)
- 2 pens of different colors (one for first reading, one for second reading)
- 2 stopwatches (one for reading time, one for instructional time)) or a stop watch that allows you record “splits”
- Clipboard

General Procedures:

1. Randomly present each condition below 3 times.
2. Graph the performance (words read correctly per minute and words read incorrectly per minute) of the second read for each condition. Use a separate graph for the two performance variables.
3. Be sure to consider instructional time by making a second graph that represents the performance divided by the amount of time complete the condition.

Condition 1 – Paired Reading

1. Place the student copy of the passage in front of the student. Place the scoring copy on your clipboard.
2. Start the stopwatch for instructional time and say, **“Now we are going to read aloud together for a little while. After 2 sentences, I will stop reading. If you come to a word you don’t know, I will tell you the word and begin reading with you again.”**
3. When you and the student say the first word, start the stopwatch for reading time. Place a bracket after the last word read in one minute and record the total time needed to read the entire passage.
4. If the student hesitates for 3 seconds or makes an error, point to the word and pronounce it. Then have the student repeat the word. When he or she reads the word correctly, resume reading through the passage. Read along with the student through the end of the sentence in which the error was made and for one additional sentence.
5. Record and correct *all* reading errors by placing a slash (/) through all words read incorrectly using a colored pen.
6. When the student finishes the passage, stop both stopwatches. Record the total time needed for the student to read the passage, and be sure to record the total instructional time for that passage.

Condition 2 – Listening Passage Preview

1. Place the student copy of the passage in front of the student. Place the scoring copy on your clipboard.
2. Start the stopwatch for instructional time and say, "**Now we are going to read together. First I will read the story while you follow along silently. Then you will read the story out loud.**"
3. Read the entire passage aloud. Then say to the student, "**Now it is your turn to read. If you come to a word you don't know, I will help you with it. Ready? Begin.**"
4. When the student says the first word, start the stopwatch for reading time. Place a bracket after the last word read in one minute and record the total time needed to read the passage.
5. If the student hesitates for 3 seconds, provide the correct word and prompt the student to continue reading. Record and correct *all* reading errors by placing a slash (/) through all words read incorrectly using a colored pen.
6. When the student finishes the passage, stop both stopwatches. Record the total time needed for the student to read the passage, and be sure to record the total instructional time for that passage.

Condition 3 – Repeated Readings

Condition 1 – Word Repeat

1. Place the student copy of the passage in front of the student. Place the scoring copy on your clipboard.
2. Start the stopwatch for instructional time and say, **“Please read this out loud. If you come to a word you don’t know or if you make a mistake, I will tell you the word so you can keep reading. Try your best not to make mistakes. Start here (point to first word). Ready? Begin.”**
3. When the student says the first word, start the stopwatch for reading time. Place a bracket after the last word read in one minute and record the total time needed to read the passage.
4. If the student hesitates for 3 seconds, say the word aloud for the student and instruct him or her to continue reading. Do not correct misread words. Record *all* reading errors by placing a slash (/) through all words read incorrectly using a colored pen.
5. When the student finishes the passage, stop the reading time stopwatch while leaving the instructional time stopwatch running. Be sure to record the reading time.
6. Say to the student, **“Now I want you to read the story again. If you come to a word you don’t know, I will tell it to you. Try your best not to make mistakes. Start here (point to first word). Ready? Begin.”**
7. When the student says the first word, start the stopwatch for reading time. Place a bracket after the last word read in one minute and record the total time needed to read the passage.
8. If the student hesitates for 3 seconds, provide the correct word and prompt the student to continue reading. Do not correct misread words. Record *all* reading errors by placing a slash (/) through all words read incorrectly using a different colored pen.
9. When the student finishes the passage, stop both stopwatches. Record the total time needed to read the passage the second time, and be sure to record the total instructional time for that condition.