Experimental Analysis: Reading Error Correction

Purpose: Determine which reading error correction procedure results in higher reading accuracy gains.

Materials:
- ☐ 9 oral reading fluency passages (3 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.
4. 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 – 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 correct word while you listen and point to the word on the page. Then I want you to say the word and continue 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 or makes an error, say the word aloud for the student and instruct him or her to repeat the word and continue reading. Record *all* reading errors by placing a slash (/) through all words read incorrectly using a colored pen. Although you will record all mistakes, do not correct minor reading errors that don't change the meaning of the story, such as omitting articles (a, an, the) or dropping suffixes (-s, -ed, or -ing).

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. Record and correct *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.

Condition 2 – Sentence 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 correct word while you listen and point to the word on the page. Then I want you to say the word and re-read the sentence from the beginning. 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 or makes an error, say the word aloud for the student and instruct him or her to repeat the word and then start at the beginning of the sentence. Record *all* reading errors by placing a slash (/) through all words read incorrectly using a colored pen. Although you will record all mistakes, do not correct minor reading errors that don't change the meaning of the story, such as omitting articles (a, an, the) or dropping suffixes (-s, -ed, or -ing).

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 provide any corrections for errors, only hesitations. Record and correct *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.

Condition 3 – Error Drill

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 correct word while you listen and point to the word on the page. Then I want you to say the word and continue reading. At the end, we'll practice the words you miss. 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 or makes an error, say the word aloud for the student and instruct him or her to repeat the word and continue reading. Record and correct *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. Write each word the student missed on an index card. If the student missed more than 20 words, use only the first 20 error words. Again, do not include incorrect articles or suffixes in the flashcard drill.

    a. Present the first word to the student and say, **"What word?"**

    b. If the student pronounces the word on the card correctly, remove that card from the deck and put it in the "correct" pile. A word is considered correct if it is read correctly within 5 seconds. Self-corrected words are counted if they are made within the 5 second period. Any words read correctly after 5 seconds are considered incorrect.

    c. If the student misses a word, say the word aloud for the student and have him or her repeat it. Then say **"What word?"** and place the card at the bottom of the deck.

    d. Continue this procedure until all words in the deck are in the correct pile.

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 provide any corrections for errors, only hesitations. 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.