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## Impacts of Repeated Reading on Fluency and Comprehension

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Impacts of Repeated Reading on Fluency and Comprehension

A Project Presented to

The Graduate Faculty of

Minnesota State University Moorhead

By

Tina Podemski

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## IMPACTS OF REPEATED READING

**Abstract.**

In this study, the effects of repeated read aloud interventions in the preschool setting on reading fluency/oral language and comprehension were investigated. Participants in this study included seven students who were all four years of age. Participants faced a variety of factors such as: foster care, mental health and special education. Student participants were determined following an assessment of early literacy skills using the Preschool Early Literacy Indicators (PELI); this assessment focuses on four main areas of early literacy: alphabet knowledge (naming and sounds), vocabulary/oral language (picture naming fluency), comprehension and phonological awareness. Students were selected to participate in tier 2 and tier 3 interventions based on the results of their PELI assessment. Participants received 10-15 minute repeated read aloud interventions daily through the duration of the study. Through a comparison of the baseline data and progress monitoring data, it was determined that students made progress on both of the target areas, fluency and comprehension, after participation in the intervention groups.

## IMPACTS OF REPEATED READING

**Table of Contents**

Abstract.....	3
Chapter 1 .....	6
General Problem.....	6
<i>Subjects</i> .....	7
<i>Selection</i> .....	8
<i>Description of Setting</i> .....	8
<i>Informed Consent</i> .....	8
Chapter 2 Literature Review .....	10
Review.....	10
Definition of Terms.....	10
Statement of Purpose.....	11
Hypothesis.....	14
Chapter 3 Methodology.....	15
Research Questions.....	15
Research Plan .....	15
<i>Methods</i> .....	15
<i>Schedule</i> .....	17
<i>Ethical Considerations</i> .....	18
Chapter 4 Results.....	20
Description of Data.....	20
Results .....	21
Conclusions.....	25
Chapter 5 Implications for Practice.....	28
Action Plan.....	28
Plan for Sharing.....	29
References.....	30

## IMPACTS OF REPEATED READING

## Appendix/Appendices

Appendix A.....	34
Appendix B.....	35
Appendix C.....	37
Appendix D.....	38
Appendix E.....	40
Appendix F.....	42
Appendix G.....	44

## Chapter One

### Introduction

#### General Problem/Issue

In the United States, 2.4 million students receive special education services under the disability category of Specific Learning Disability; of these students approximately 75%-80% demonstrate their primary deficit in the area of reading comprehension (Parents, n.d). It was noted that one third of students struggle to read. Of the struggling readers documented, approximately 40% of fourth grade students did not meet grade level expectations on the standardized reading assessment (Greenwood, et al., 2015). Students begin to acquire basic reading skills before they even begin formal education through recognizing speech patterns, basic concepts of printed literature and ability to classify objects by similar attributes. Children, who have learned some basic reading concepts, prior to their school journey, tend to be able to interpret text in a more meaningful way than those with little knowledge (Fletcher-Campbell, Soler, & Reid, 2009).

Repeated reading is a strategy that is used starting in pre-kindergarten programs through use of curriculum such as Opening the World of Learning (OWL) (2014). Students begin to learn how to connect what they are reading to their everyday life, but some of the students serviced in the preschool program do not have access to a variety of appropriate reading materials. The population of students enrolled in the preschool program includes students who come from privileged homes and those who face difficulties such as: economic poverty, insufficient housing or homelessness, experienced trauma or may be in foster homes. Due to the instability of the basic needs of many students being met, their families have not been able

## IMPACTS OF REPEATED READING

to put a strong emphasis on teaching early academics to their children. The Duluth preschool classrooms also service students who are receiving special education services or are in the process of special education referral.

As I have worked with this diverse population of students, I have noticed a pattern in the students' abilities to demonstrate early literacy skills such as letter naming and sound fluency, vocabulary fluency and basic comprehension. Many students will gradually become fluent in their ability to identify concrete concepts such as letter names, sounds and vocabulary; they will reach or exceed grade level expectation. Although the students may have demonstrated fluency in these areas, they continue to struggle to identify basic vocabulary and information related to the story that was read to them. Reading comprehension is an essential skill that provides students the opportunity to successfully participate in all areas of academics in higher education; due to the importance of this skill early introduction is key for students to master it.

### **Subjects and Settings**

**Description of subjects.** Participants in this study were comprised of students enrolled in the Preschool program; the class had a total of twenty-four students. Based off data collected through the Preschool Early Literacy Indicators (PELI), seven students were selected to receive tiered instruction. The students selected were four years of age, of these students: 14% lived with foster families, 57% were receiving or being evaluated for special education services, 57% had mental health consultation referrals for past trauma and 100% meet criteria to qualify for Head Start/state funded preschool.



## IMPACTS OF REPEATED READING

**Selection criteria.** Following the start of the school year and an assessment of early literacy skills, seven students were selected for monitoring of comprehension and vocabulary/oral literacy skills. The selection of the students for intervention was determined based on the results of their PELI scores. The seven selected students received small group reading fluency and comprehension interventions. All of the selected students continued to receive instruction within the general education setting with their peers; students who received special education services continued to be serviced to meet the requirements of their Individualized Education Program.

**Description of setting.** This study took place in a northern city in Minnesota with a population of approximately 86,000 according to the 2017 census. The population of the city is reported to be 90% Caucasian with no other ethnic affiliation reported (Towncharts, 2017).

**Informed consent.** Permission was obtained from the Institutional Review Board at Minnesota State University and from the school district to conduct this study. The school district's IRB procedure was followed to obtain permission to conduct research. This involved receiving permission from the administrator of the school.

Protection of human subjects participating in research was assured. Participants were informed of the purpose of the research and any procedures required by the participant, including disclosure of risks or benefits; this information was shared with parents as the student participants are four years of age and may not comprehend the process. Confidentiality was protected through the use of pseudonyms without identifying information. The choice to participate or withdraw at any time was outlined both verbally and in writing. The students who

## IMPACTS OF REPEATED READING

participated in this study were all four years of age, thus their parents were given information on the study and provided signed consent.

## Chapter Two

### Review of Literature

"Once you learn to read, you will be forever free." ~ Frederick Douglass. For students who are struggling readers and their families this is a lifelong goal they hope to one day reach. Reading fluency is the rate at which a reader can decode text accurately (Morgan, McLaughlin, Webe, & Bolich, 2016). For many students there is a strong relationship between reading fluently and comprehending text, for others they demonstrate strength in the area of reading fluency but are unable to respond accurately to comprehension questions related to the text. Repeated reading studies have been conducted which have provided documentation of increased word recognition and fluency (Derby, Erickson, Fuehrer, & McLaughlin, 2015), an increase in word recognition can be related to increased fluency as the student will not have to work as hard to read the print on the page and can put the effort into understanding what they are reading (Homan, Klesius, & Hite, 1993).

### Definition of Terms

Reading Comprehension: refers to a student's ability to interact with the text they are reading through relating information to prior knowledge, utilizing context clues (Dole, Duffy, Roehler, & Pearson, 1991) and actively checking for understanding (Edmonds, et al., 2009).

Reading Fluency: "fluency comprises several features, including rate of reading, prosody, and attention to punctuation, all of which intersect to bring words on a page to life" (O'Connor, White, & Swanson, 2007). Reading fluency can also be defined as the number of words correctly read in one minute.

## IMPACTS OF REPEATED READING

Repeated Reading: the Read Naturally Strategy defines repeated reading as “A student reads the story multiple times. Repeated reading helps a student master difficult words, increase accuracy, and improve expression to become a fluent reader. Reading a story repeatedly also increases comprehension and builds confidence” (2017).

### **Statement of Purpose**

The purpose of this study is to determine the effects of providing repeated reading interventions to 7 students selected based on the scores from the Preschool Early Literacy Indicators. Students who are part of the intervention groups include students who receive special education services, be in the referral process for special education services, come from homes that fall under the federal poverty guidelines and/or are receiving mental health consultation services; all students have been paired with students of similar abilities. Students received repeated reading instruction in the form of teacher modeled reading in a small group learning opportunity.

### **Importance of Reading Fluency and Comprehension**

In schools are students learning to read or reading to learn? One of the early academic skills acquired by students, which has proven to be one of the most valuable, is reading fluency. Although there is a high importance placed on reading fluency, it has been determined to be a struggle for many students to obtain these skills (Strickland, Boon, & Spencer, 2013). As students with Learning Disabilities continue to struggle with reading fluency, they are required more and more to learn through what they are reading in the general education environment in areas such as the Science and Social Studies curriculums they participate in as part of their least restrictive environment (Boardman, et al., 2016). Many educators are beginning to recognize

## IMPACTS OF REPEATED READING

how reading fluency and comprehension are interrelated and how critical they are to a student's education. It has been theorized that when a reader has to work to decode the words they are reading, reading without fluency or automatic recall, they are less likely to comprehend what they are reading because their brain is unable to handle both complex tasks at one time (Homan, Klesius, & Hite, 1993). There are some studies that question the relationship between increased reading fluency and comprehension scores. In a study conducted by William J. Therrien and Charles Hughes (2008), it was stated that 'improvement in comprehension due to repeated reading would be only be expected if students had fluency difficulties prior to intervention implementation (p2)." Although Therrien and Hughes noted increased fluency does not always result in increased comprehension, the study they conducted did have results in which participants demonstrated an increase in skills in both areas.

### **Repeated Reading**

Repeated readings intervention is an evidence-based intervention that provides an opportunity for growth in a child's fluency and comprehension (Therrien, 2004). Children begin to learn the basic concepts of print early in their lives as their caregivers read to them; often children will select the same book over and over again, thus initiating repeated readings. As students grow older and start to mature in their academic reading abilities, they can still benefit from repeated readings to improve fluency and comprehension of text. In one third grade class it was determined that students who were exposed to repeated reading and repeated listening opportunities showed growth in the areas of comprehension, words read per minute and number of errors (Homan, Klesius, & Hite, 1993).

## IMPACTS OF REPEATED READING

Repeated readings are typically performed in one of three ways: teacher modeled, computer/audio recording and oral reading. In a study conducted by Swain, Leader-Janssen, and Conley, it was determined that teacher modeled repeated reading provided the most growth the students' reading fluency skill (as cited in Swain, Leader-Janssen, & Conley, n.d.). Although there are different methods in implementing repeated reading strategies and some have been proven to be more effective than others, there is not a one size fits all procedure. Some strategies will provide effective literacy instruction to a majority of students, while others have shown more growth from alternative reading instruction such as the Listen While Reading strategy (Hawkins, Marsicano, Schmitt, McCallum, & Musti-Rao, 2015). Students of all abilities have been proven to benefit from repeated reading strategies (Therrien, 2004), although this does not always transfer across content areas (e.g. from the special education setting with a set passage to the general education setting in Science or Social Studies).

When selecting a book for a repeated readings intervention, the administrator of the intervention should keep a few things in mind. Repeated readings interventions should be conducted one on one, or one on two, for the ideal sized intervention groups. The teacher should select reading materials that are at the student's level and is between 100 and 200 words long, this passage can come from a book, magazine, newspaper or other print source. Reading materials for preschool students working on vocabulary and oral language can even be wordless. As the student reads, the administrator will follow along and document the errors the student has (e.g omissions, hesitations, substitutions and mispronunciations) throughout their initial reading. The student then has the opportunity to read the passage 3-4 additional times; the administrator can choose to document the errors each time (i.e. academic skills). In the

## IMPACTS OF REPEATED READING

preschool setting, the administrator would document the number of errors in incorrect pictures named or comprehension questions answered.

### **Hypothesis Statement**

Many studies have been conducted that have come to similar conclusions that repeated readings has a strong correlation to improving reading comprehension, this has been found to be true in all students who are exposed to repeated readings opportunities from the general education population to those with disabilities. Students who have demonstrated strengths in the area of reading fluency have an improved ability to comprehend text they have read. It is hypothesized that students in preschool who receive specific repeated reading interventions will demonstrate higher rates of growth in reading fluency and comprehension than those not receiving similar instruction. Students were assessed through documentation in the Preschool Early Literacy Indicators.

### Chapter Three

#### Research Questions

Through my four years working in preschool, I have seen many changes in the way students' early literacy skills are assessed. I have worked with many students who have older siblings who were also in the program, through working with common families I have often wondered about the many components that go into the acquisition of their literacy knowledge. Some of the research questions I have generated in relation to literacy in preschool are:

1. How do repeated readings impact a preschool student's vocabulary knowledge?
2. What is the impact of repeated readings in preschoolers' reading comprehension?

As these questions are answered, a better understanding of how young students who have faced diversity learn to comprehend text through the use of the repeated reading strategy will be gained. The most effective reading strategies will be identified for future use and trials.

#### Research Plan

**Methods and rationale.** At the beginning and during the study, each participant has had their comprehension and fluency levels assessed through the use of Preschool Early Literacy Indicators (PELI) and PELI progress monitoring checks. Baseline data was determined through this assessment and will be used to document a student's overall growth. Students will receive one-on-one or small group instruction weekly through the use of research based instruction.

The Preschool Early Literacy Indicators (PELI) is an assessment used with preschool students to determine early literacy skills in the areas of: alphabet knowledge, vocabulary-oral language, comprehension and phonological awareness. Students are administered the assessment one on one using the assessment book that is for their chronological age as of



## IMPACTS OF REPEATED READING

September 1; there is a book for 3-year-olds and 4-year-olds. As the student works through the book with the assessor, the assessor documents student scores on a score sheet. The student participates in 'games' to identify letters, letter sounds, syllables/segmentation, vocabulary, and comprehension.

The validity and reliability were determined through studies by implementation of PELI from 2009 through the present. The validity and reliability were determined through a field study comprised of 6079 students from 28 states representing all census regions of the United States. Students who receive special education services and are English language learners were included in the research, as their ability levels allowed. It was determined that Alternate form reliability of the PELI Composite Score ranges from .85-.92, subtest reliability ranges from .66-.95 and inter-rater reliability ranges from .90-.98. The validity of language subtests and the PELI Language Index with the Peabody Picture Vocabulary Test ranges from .62-.72 and validity of Alphabet Knowledge and Phonological Awareness subtests with DIBELS ranges from .66-.74 (PELI Early Release). The process in which the Preschool Early Literacy Indicators is administered is as follows:

1. The test administrator reads the title and introduction on the front cover of the book.
2. Students are shown page one, the administrator of the assessment reads a script prompting the students to identify the letters on the page.
  - a. There is a prompt for the administrator to provide to the student, in the event they do not provide an 'acceptable' response.

## IMPACTS OF REPEATED READING

3. The student is then asked to identify pictures printed on a page.
4. After the students identify the specific items, they are asked to share their knowledge of the items.
5. The administrator reads a short story to the child, showing them pictures as they read.
6. As they are reading the story, the administrator asks the student to make predictions, as prompted by the script.
7. At the end of the story, the administrator asks the student basic comprehension questions from the story.
8. The student then demonstrates recall by participating in a second reading of the story.
9. Segmentation is the next assessment. Students are asked to provide parts of words as they are broken into smaller parts.
10. Students finish the assessment by providing the assessor with the beginning sounds of words.

- i. This whole assessment should take students from 10-15 minutes to complete and is completed in one session.

**Schedule.** This study was conducted over a ten week time period, one school trimester. The students who participated in the study are enrolled in an inclusive preschool program for 3.5 hours each day, four days a week. During week one, all students enrolled in the program were assessed using the PELI early literacy assessment. Those who were selected to receive the repeated reading instruction began the small group or one on one intervention sessions during

## IMPACTS OF REPEATED READING

week two and have continued to participate weekly for approximately ten minutes one to two times a week with the special education teacher, general education teacher or trained Minnesota Reading Corps Tutor. Throughout the study, students were instructed through use of repeated readings and student progress was monitored bi-weekly through the PELI interventions. If a student made sufficient progress, the classroom teacher, Minnesota Reading Corps tutor and MRC coach made the decision if it was appropriate to increase the student's intervention level. Student progress was monitored throughout the research timeframe, a second benchmarking will take place at the beginning of January; the second benchmarking window is outside of the study timeline.

**Ethical considerations.** One potential ethical issue that may arise is the difference in instruction between the two groups of students. Students who are not part of the repeated reading group may feel as though they are not receiving the same attention as students who are. Another ethical issue may be a student's exposure to information that builds stronger background information; students who are economically disadvantaged may not have access to the same experiences, technology and reading materials, this may impact their prior knowledge to concepts in passages and their overall comprehension.

Throughout the study, there were 7 students who received regular tier 2 intervention. Students who were part of the intervention groups received more specific and individualized instruction in the areas in which they demonstrated a need. All students did receive some tier 1 repeated read aloud opportunities and one day a week each student participated in a tier 2 small group with a repeated read aloud focus. The ethical issue of access to adequate reading materials was not one that was addressed in this study. Each of the students, who were

## IMPACTS OF REPEATED READING

selected to participate in the intervention groups, also received weekly books from the lending library to provide an opportunity for home and school connection and access to materials. The background knowledge of the students was not assessed prior to the intervention groups starting.

## Chapter 4

### Results

#### Description of Data

The purpose of my study was to determine the effects of repeated readings in tier 2 interventions on the fluency and comprehension skills of preschool students. Baseline data was collected on each of the students in the preschool setting; the data collected provided a basis for selecting students for interventions. Student received interventions in the tier 2 setting. Student progress monitoring took place 2 times.

#### Participant Data

For this study, seven students were identified as needing additional instruction in the areas of Vocabulary/Oral Language and Comprehension. All of the students were provided the intervention instruction in a tier 2 setting. Students selected to participate in the study were determined to be far from or close to target scores. The students participating in the study are comprised of students who were receiving special education speech services (28.5%), in the process of a full comprehensive evaluation (28.5%), have experienced past trauma and were receiving mental health services (57%) and those who have no additional services or mental health needs (28.5%); two students included were in the process of an evaluation and have experienced past trauma.

## IMPACTS OF REPEATED READING

### **Interventions**

Students received small group interventions in the tier 2 setting. Each week a lesson plan was made for the intervention groups; lesson plans include vocabulary specific to the book, two to three words are selected daily, the book, guided comprehension questions (these do not typically change), and a think-pair-share opportunity. Depending on how the students were receiving the vocabulary, they may use the same vocabulary words over multiple sessions. Appendix D demonstrates an example of a repeated read aloud intervention over the course of a 4 day time period; the book selected for the intervention was “The Bus for Us” by Suzanne Bloom.

### **Results**

*Research question 1: How do repeated readings impact a preschool student’s vocabulary knowledge?*

At the beginning of October 2018, preschool students had their early literacy skills assessed through use of the Preschool Early Literacy Indicators (PELI). One area assessed was the ability to identify pictures and express oral language. Vocabulary and oral language scores were determined by a students’ ability to name pictures shown to them and to identify objects within a picture, there were specific words the evaluator was looking for, i.e. cabinet vs cupboard. The target scores for fall benchmarking in the area of Vocabulary/Oral Language were: Far From Target 0-12, Near Target 13-17 and On Target 18+. Seven, four-year old, students were selected to participate in the study due to their far from target or near target scores (see table 1).

## IMPACTS OF REPEATED READING

*Table 1*  
*Student Vocabulary/Oral Language Benchmarking Scores*

	Student Score	Interpretation of Score
Student 1	16	Near target
Student 2	14	Near target
Student 3	10	Far from target
Student 4	6	Far from target
Student 5	10	Far from target
Student 6	17	Near target
Student 7	15	Near target

Each of the students received tier 2 interventions in groups with one additional students. Students participated in their intervention groups daily for ten to fifteen minutes; if their intervention group partner was absent, the student received the intervention in a one on one format. Students also received tier 1 and tier 2 repeated read aloud during large group and small group instruction. During the first progress monitoring session, on average, students made a gain of 9.5% in their vocabulary/oral language assessments; student 6 had a decrease of 9% in her scores. Figure 1 demonstrates the student progress during the benchmarking and intervention phases of the research project. During the second progress monitoring session, most students demonstrated little to no growth, with the exception of student number 4.

## IMPACTS OF REPEATED READING

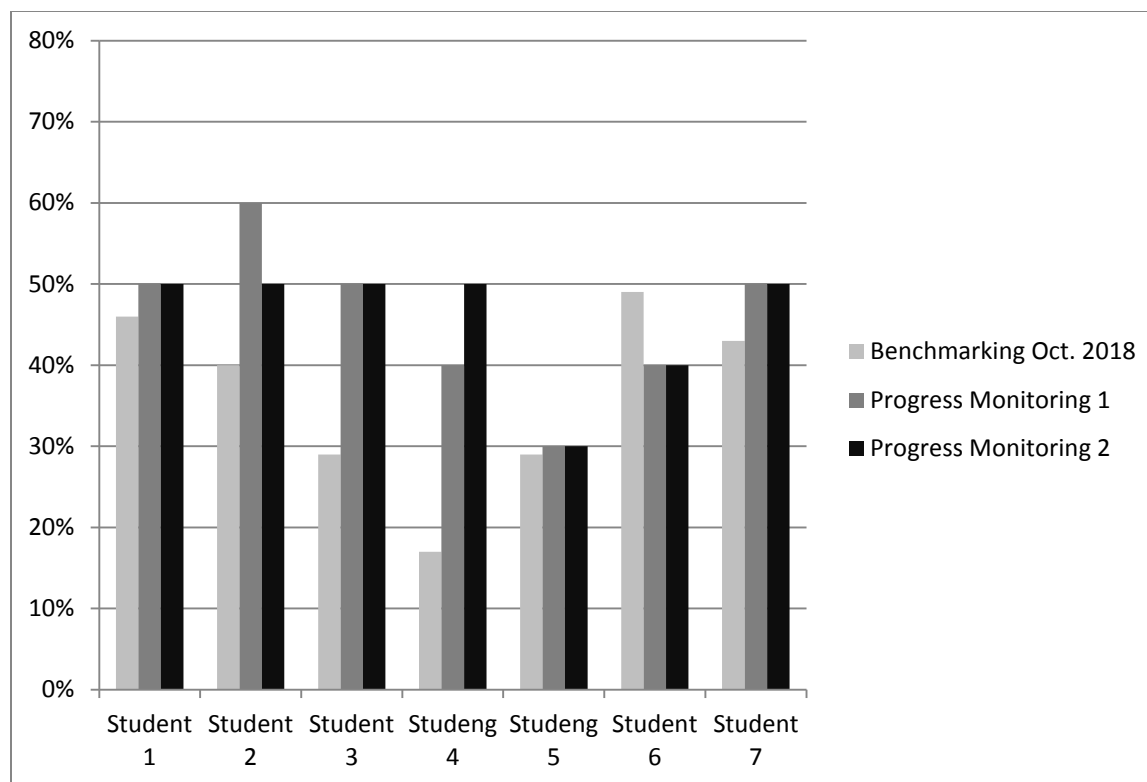


Figure 1. Vocabulary/Oral Language

*Research question 2: What is the impact of repeated readings in preschoolers' reading comprehension?*

During the PELI assessments, student comprehension was documented. Comprehension scores were determined by a student's ability to 'tell me about it', i.e. tell me everything you know about a toothbrush, and to respond to questions specific to a short story they had just heard; the evaluator listened for key, specific words and phrases and students were awarded points based off their responses. The target scores for fall benchmarking in the area of Comprehension were: Far From Target 0-9, Near Target 10-12 and On Target 13+. Seven, four-year old, students were selected to participate in the study due to their far from target or near target scores (see table 2).



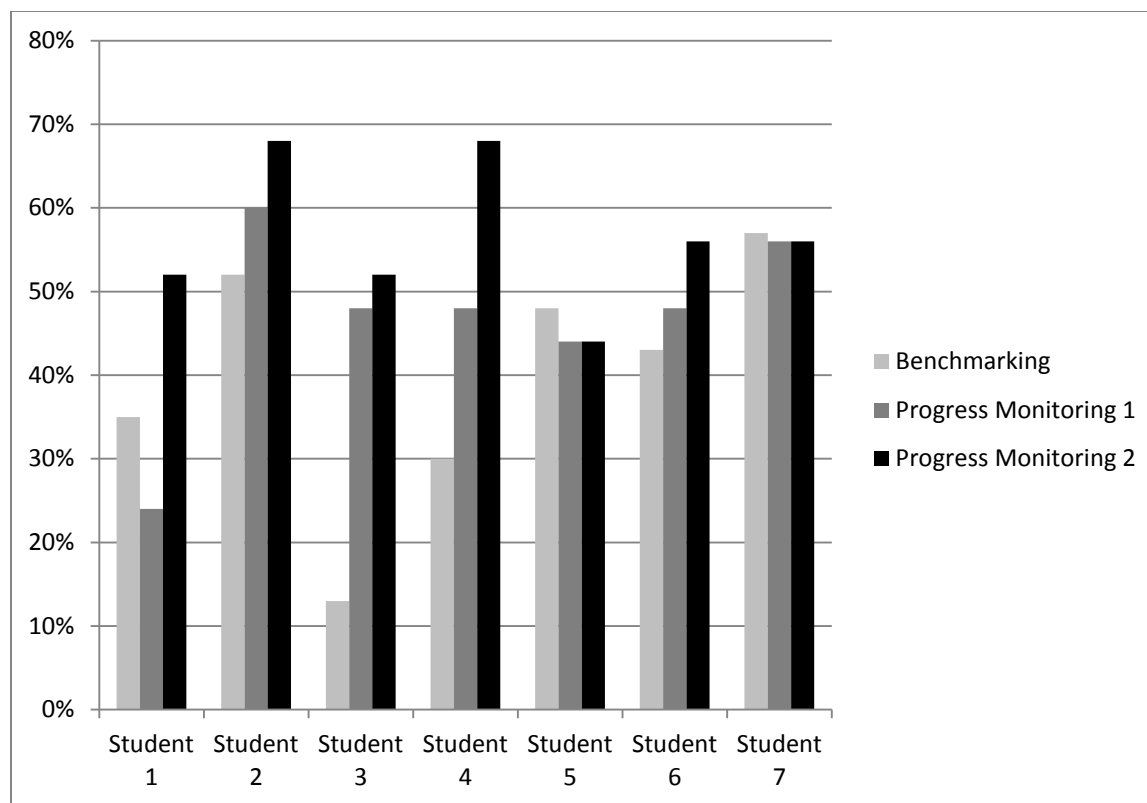
## IMPACTS OF REPEATED READING

*Table 2*  
*Student Comprehension Benchmarking Scores*

	Student Score	Interpretation of Score
Student 1	8	Far from target
Student 2	12	Near target
Student 3	3	Far from target
Student 4	7	Far from target
Student 5	11	Far from target
Student 6	10	Near target
Student 7	13	Near target

Throughout the first progress monitoring phase, students made an average gain of 5.7%% in the area of comprehension. There were four students who demonstrated a decrease in comprehension skills during the first progress monitoring phase: Student 1: -11%, Student 5: -4%, Student 6: -5%, and Student 7: -1%. Figure 2 demonstrates the student progress during the benchmarking and intervention phases of the research project. During the second progress monitoring session in the area of comprehension, the students demonstrated growth in their skills. Students 5 and 7 did not have any growth or regression in the skill during the second progress monitoring.

## IMPACTS OF REPEATED READING



*Figure 2. Comprehension*

The initial benchmarking data was collected two weeks prior to the first progress monitoring data collection. The second progress monitoring data collection took place two weeks following the first. To see a table from the fall benchmarking and both progress monitoring sessions including additional student services see Appendix E, Table 3.

### Conclusions

The results of the study documented more significant student growth in the area of reading comprehension than in the area of fluency (vocabulary/oral language); these results are opposite of what Therrien and Hughes found. As Therrien and Hughes (2008) stated, an increase in fluency does not result in an increase in comprehension. Students who struggle with reading fluency are working so hard to decode the words they are coming across, their

## IMPACTS OF REPEATED READING

brains struggle to take in the information they are reading. Therrien and Hughes determined an effective way to improve reading comprehension is not through repeated reading opportunities, but through question generation; question generation is teaching students to think of and answer questions independently while reading.

Throughout the study, students who were the focus of interventions began to volunteer more participation during the large group (tier 1) read aloud opportunities. Prior to receiving interventions, student 7 would not respond to any direct questions related to curriculum stories; following interventions student 7 will regularly respond to general questions that are directed to the group without additional prompting. Overall, student participation has increased during group repeated read aloud experiences, although some of the documented progress monitoring scores do not demonstrate the observed growth.

The students receiving intervention had a variety of educational and mental health needs. Interpretation of the data demonstrated no difference in growth between students identified and receiving services for special education and mental health and those who did not. Students 1 through 4 are either receiving speech and language services or in the process of a special education evaluation and Students 1, 3, 4 and 5 are receiving mental health consultation for past trauma.

In comparing the student benchmarking scores with the progress monitoring scores, it was observed that four of the students demonstrated a regression in skills. It is hypothesized by the evaluator there were a couple of factors that may have caused the scores to be lower than the student abilities. One of the hypothesized factors is that the progress monitoring story

## IMPACTS OF REPEATED READING

did not capture the attention of the student, thus they were not as willing to participate and just responded to the prompts because it was necessary to complete the session; in my research, I was unable to find other literature to support this hypothesis. A second hypothesized factor is inconsistent attendance; Therrien and Hughes found that progress in student fluency was not as great when there were fewer number of repeated read aloud sessions; the same can be theorized to be true with poor student attendance. Student 5 has an average attendance of 78% and student 6 has an average attendance of 63%; due to the inconsistent attendance these students have received less repeated read aloud interventions and this may have affected their progress. The third hypothesized factor is students who have traumatic past experiences may come in with emotional needs that may be more disrupting some days than others. Students 1, 3, 4 and 5 have experienced past trauma; Student 1, in particular displayed emotional behaviors related to the trauma he experienced and on those days he was less willing or able to participate in intervention activities or assessments.

## Chapter 5

### Implications for Practice

#### Action Plan

After interpreting the data collected through the repeated read aloud interventions, I noticed an observable increase in student participation in responding to vocabulary and oral language prompts and comprehension questions during large group 'authentic' assessment opportunities. The growth in the area of comprehension was not as vast as I would have predicted following weekly interventions. Although the growth was not documented at the level I expected, I do believe repeated read aloud interventions have been proven to be successful in helping students to reach higher levels of vocabulary and comprehension.

The repeated read aloud interventions that have been documented during this research project will continue for the duration of the school year. Students will participate in winter and spring benchmarking assessments. With the data collected in the upcoming assessments, I will compare the fall benchmarking scores and document any areas of student growth or regression of skills.

If I were to replicate this study in the future, I would extend the study window to include a whole school year. The timeframe in which I attempted to document the positive effects was not vast enough to document true student progress in the areas of vocabulary/oral language and comprehension.

## IMPACTS OF REPEATED READING

I will continue to stay current on the research surrounding repeated read alouds in the early childhood setting and the affects they have on students who are receiving additional educational/mental health services and those who are not.

### **Plan for Sharing**

Throughout my study, I remained in contact with the Minnesota Reading Corps tutor within the classroom and the Minnesota Reading Corps Community leader. I have shared with them the information that I have collected and analyzed. We worked together throughout the process to determine student need, intervention materials and intervention procedures. I believe this information is valuable to all Early Childhood Teachers; those who do not have a Minnesota Reading Corps tutor in their room can apply the interventions during class small group time, large group time and in a tier 3 way during free choice time.

I will continue to apply the knowledge I have gained during this study as I shape the structure of the schedule and classroom. I will continue to address the needs of students who are not on target in their early literacy skills in tier 2 and tier 3 intervention sessions to help them to make progress toward grade level expectations and have them ready for Kindergarten.

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## IMPACTS OF REPEATED READING

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## IMPACTS OF REPEATED READING

[PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECT  
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elementID=142](https://www.dibels.org/ann_peli.html)

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## IMPACTS OF REPEATED READING

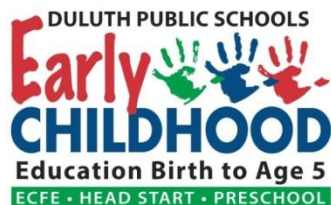
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## APPENDIX A

## Program Administrator Approval



August 30, 2018

Greetings,

I am writing to inform you that Tina Podemski, an Early Childhood teacher with Duluth Public Schools, has my permission to pursue a research project as a part of her graduate course. It is my understanding that there is no risk to children or families and that confidentiality will be upheld as required by our program standards.

Should there be any further questions or concerns about this work, please feel free to call or email me. We look forward to hearing about her results. Thank you.

Respectfully,

*Pam Rees*

Pam Rees

Supervisor of Head Start

215 N. 1st Ave. E. #300

## IMPACTS OF REPEATED READING

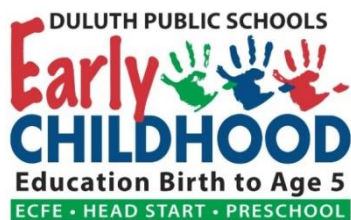
Duluth MN 55802

218-336-8815 ext. 2985

[Pamela.Rees@isd709.org](mailto:Pamela.Rees@isd709.org)

## APPENDIX B

## Parental Consent Form

**Consent Form**

Participation in Research

**Title:** Response to Intervention in Early Childhood Education Literacy

**Purpose:** The purpose of this research is to determine whether Preschool aged students can demonstrate progress in early literacy skills through response to intervention practices.

**Study Information:** This study will compare student progress with early literacy skills of those students who receive small group interventions and those who do not. Students selected to participate in literacy interventions will receive 8 minute interventions in a small group (2-4 students) during centers time, the interventions will look like games. Data will be collected by the lead teacher or the Minnesota Reading Corps tutor implementing the intervention weekly.

**Time:** The participants will complete this study during the regular school day. The study will take place during the fall of 2018.

**Risks:** Participation in this study does not pose any known risks to the participants. While the purpose of this study is to examine student literacy abilities, the outcome of the study is unknown. It is predicted that students will demonstrate growth in early literacy skills.

**Benefits:** Participation may help to improve participant's literacy scores through tier 2 or tier 3 instruction. This study may help students to be fluent readers by third grade.

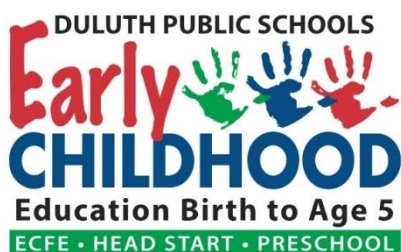
**Confidentiality:** Participant's identity will not be shared with anyone beyond the principal investigator, Ximena Suarez-Sousa, and the co-investigator, Tina Podemski. All individual

## IMPACTS OF REPEATED READING

information will be recorded and tracked under an alternative identity and not the participant's name.

Participation and withdrawal: Inclusion of student scores in this study is optional.

## APPENDIX B, continued



**Contact:** If you have any questions about the study, you may contact any of these people:

<p>Tina Podemski Co-Investigator ph. 218-730-3008 Email: <a href="mailto:tina.podemski@isd709.org">tina.podemski@isd709.org</a></p>	<p>Ximena P. Suarez-Sousa, Ph. D. Principal Investigator Assistant Professor, School of Teaching and Learning, Lommen 211D College of Education and Human Services Minnesota State University Moorhead ph. 218-477-2007 Email: <a href="mailto:suarez@mnstate.edu">suarez@mnstate.edu</a></p>
---	---

Any questions about your rights may be directed to Lisa Karch, Ph. D., Chair of the MSUM Institutional Review Board, at 218-477-2699 or by [lisa.karch@mnstate.edu](mailto:lisa.karch@mnstate.edu). You will be given a copy of this form to keep.

“I have been informed of the study details and understand what participating in the study means. I understand that my child's identity will be protected and that if at any time during the study I wish to no longer include my student's information, I have the right to stop the data sharing. By signing this form, I am agreeing to allow my child to participate in the study.”

---

Name of Child (Print)

## IMPACTS OF REPEATED READING

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Signature of Parent/Guardian

---

(Date)

---

Signature of Investigator

---

(Date)

## APPENDIX C

## Method of Assent

I explained to the students that “your parents have given consent for your scores to be included in a research project I am conducting. Your scores do not have to be included if you do not wish. Here is what will happen: all of the students will have their literacy scores assessed in the areas of Alphabet Knowledge, Vocabulary-Oral Language, Comprehension, and Phonological Awareness. Games/interventions will take place daily in a small group setting and data will be documented bi-weekly on progress.”

NOTE: Students participating in the study must be four years old as of September 1, 2018.

APPENDIX D

Repeated Read Aloud Intervention Lesson Plan

## IMPACTS OF REPEATED READING

# The Bus For Us

## SEEDS Repeated Read Aloud Lesson Plan

Day 1	
<b>Vocabulary:</b> Introduce and define 3 new words.	<span style="font-size: 2em; font-family: cursive;">Bus, Jacket, Sarts</span>
<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Title, Author, Illustrator</li> <li>• Predictions about book</li> <li>• Introduction to book</li> </ul>	<b>Beginning:</b> "The title of the book is _____. An author is a person who writes the words of a book. The author of this book is _____. An illustrator is a person who creates the pictures for a book. The illustrator of this book is _____."  <b>Prediction Question:</b> "What do you think this book might be about? What makes you think that? Who can add on to that? Who has another thought?"  <b>Introduction:</b> "This book is about _____. In the book we will see _____. Let's read and find out _____."
<b>Throughout:</b> <ul style="list-style-type: none"> <li>• Highlight vocabulary</li> <li>• Ask prediction questions</li> </ul>	<b>Strategies to highlight vocabulary:</b> point to the picture, use a gesture, use word in a sentence, use a synonym  <b>Prediction questions:</b> "What do you think might happen next? What from the pictures or words makes you think that?"
<b>Summary</b>	<b>Beginning:</b> Review main characters and setting <b>Middle:</b> Show a page highlighting the main problem of the story <b>End:</b> Review how problem was resolved
<b>Vocabulary Review and Rapid Automatic Naming (RAN)</b>	
<b>Think, Pair, Share:</b> Use Child Reflection Guide to help choose question to use for TPS based on the learning stage that the majority of your students currently fall into.	<b>Question:</b>  <b>Vocabulary words to use:</b>
Day 2	
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Review vocabulary words from Day 1.</li> <li>• Introduce and define three new words.</li> </ul>	<span style="font-size: 2em; font-family: cursive;">Wheel, Turtle, In</span>
<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Title, Author, Illustrator</li> <li>• Recall</li> </ul>	<b>Beginning:</b> "Remember, the title of the book is _____. An author is a person who writes the words of a book. The author of this book is _____. An illustrator is a person who creates the pictures for a book. The illustrator of this book is _____." <b>Recall Questions:</b> "What do you remember about this book?" "Who can add on to that?"
<b>Throughout:</b> <ul style="list-style-type: none"> <li>• Highlight vocabulary</li> <li>• Ask questions about problem/feelings</li> </ul>	<b>Strategies to highlight vocabulary:</b> point to the picture, use a gesture, use word in a sentence, use a synonym  <b>Question about problem:</b> "(Character) has a problem in our book. What is (character's) problem? Have you ever had that problem?" <b>Question about feelings:</b> "When (list something that happens), how do you think (character) feels? How do you know that? How would you feel if you had that problem?"
<b>Summary</b>	<b>Beginning:</b> Review main characters and setting <b>Middle:</b> Show a page highlighting the main problem of the story <b>End:</b> Review how problem was resolved
<b>Vocabulary Review and Rapid Automatic Naming (RAN)</b>	
<b>Think, Pair, Share:</b> Use Child Reflection Guide to help choose question to use for TPS based on the learning stage that the majority of your students currently fall into.	<b>Question:</b>  <b>Vocabulary words to use:</b>



## IMPACTS OF REPEATED READING

## SEEDS Repeated Read Aloud Lesson Plan

Day 3 & 4	
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Review vocabulary words from Days 1 and 2.</li> <li>Introduce and define three new words each on Days 3 and 4.</li> </ul>	Bus Stop   Smile, ladder Cap Crayon   Sneaker
<b>Introduction:</b> <ul style="list-style-type: none"> <li>Title, Author, Illustrator</li> <li>Recall</li> <li>Concepts About Print</li> </ul>	<b>Beginning:</b> "Who can tell us the title of the book? The author? The illustrator?" <b>Recall Question:</b> "What do you remember about this book? Who can add on to that?" <b>Concepts About Print:</b> Choose one of the following to introduce and highlight throughout the reading: front/back of book, left to right orientation, where to start reading, punctuation, spaces, etc.
<b>Throughout:</b> <ul style="list-style-type: none"> <li>Highlight vocabulary</li> <li>Make real-life connections</li> </ul>	<b>Strategies to highlight vocabulary:</b> point to the picture, use a gesture, use word in a sentence, use a synonym <b>Real-life Connections:</b> "In our story _____. Tell me about a time when you _____, Who has another example?"
<b>Summary</b>	<b>Summary:</b> "Who can tell us what happened in the beginning of the story? The middle? The end?"
<b>Vocabulary Review and Rapid Automatic Naming (RAN)</b>	
<b>Think, Pair, Share:</b> Use Child Reflection Guide to help choose question to use for TPS based on the learning stage that the majority of your students currently fall into.	<b>Question:</b>  <b>Vocabulary words to use:</b>
<b>Literacy Skill Focus</b>	Choose one of the following to focus on using examples from or connections to the story: rhyming, alliteration, letter name, letter sounds
Day 5	
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Review vocabulary words from Days 1-4.</li> <li>Introduce and define three new words.</li> </ul>	
<b>Introduction:</b> <ul style="list-style-type: none"> <li>Title, Author, Illustrator</li> <li>Recall</li> </ul>	<b>Beginning:</b> "Who can tell us the title of the book? The author? The illustrator?" <b>Recall Question:</b> "Who remembers what the problem is in our book? Who can add on to that?"
<b>Throughout:</b> <ul style="list-style-type: none"> <li>Highlight vocabulary</li> <li>Encourage children to chime in.</li> </ul>	<b>Strategies to highlight vocabulary:</b> point to the picture, use a gesture, use word in a sentence, use a synonym <b>Reading together:</b> say part of a sentence and then stop and allow children to finish the sentence
<b>Summary</b>	<b>Summary:</b> "Who can tell us what happened in the beginning of the story? The middle? The end?"
<b>Vocabulary Review and Rapid Automatic Naming (RAN)</b>	
<b>Think, Pair, Share:</b> Use Child Reflection Guide to help choose question to use for TPS based on the learning stage that the majority of your students currently fall into.	<b>Question:</b>  <b>Vocabulary words to use:</b>
<b>Active Engagement</b>	Have children celebrate and review their learning by engaging in an activity such as: acting out the story, drawing pictures of the story, making puppets of the characters, etc.

## IMPACTS OF REPEATED READING

## APPENDIX E

## Student Score Comparison and Additional Information

*Table 3*  
*Student Score Comparison and Additional Information*

	Vocabulary Fall Benchmarking Scores	Vocabulary Progress Monitoring 1	Vocabulary Progress Monitoring 2	Comprehension Fall Benchmarking Scores	Comprehension Progress Monitoring 1	Comprehension Progress Monitoring 2	Additional Student Information
Student 1	16	5	5	8	6	13	This student receives speech and language services, mental health consultation and an attendance rate of 78% This student receives speech and language services
Student 2	14	6	5	12	15	17	
Student 3	10	5	5	3	12	13	This student was in progress for a full comprehensive special education evaluation (cognitive, motor, speech) and had mental health consultation

## IMPACTS OF REPEATED READING

## APPENDIX E, continued

Student								This student was in progress for a full comprehensive special education evaluation (cognitive, motor, speech) and had mental health consultation
4	6	4	5	7	12	17		
Student								This student has mental health consultation services and had an attendance rate of 70%
5	10	3	3	11	11	11		
Student								This student received no additional services and had an attendance rate of 80%
6	17	4	2	10	12	14		
Student								This student received no additional services
7	15	5	5	13	9	14		

APPENDIX F

Benchmarking PELI form

**Cooking With Mom**  
PK 4/S\_PELI<sup>®</sup> Benchmark Form 1

Child's ID: \_\_\_\_\_ Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

### Alphabet Knowledge

Circle letters correctly named in English or correct English letter sound. Underline letters correctly named in another language. Slash letters named incorrectly or with incorrect letter sound.

Q V c P A B S  
 F Y d N  
 M r i L G T k  
 z E J h X  
 o w

Total Score: Alphabet Knowledge: \_\_\_\_\_

### Vocabulary-Oral Language

**V-OL I. Picture Naming**  
Circle pictures correctly named (0 point). Underline related words/words in another language.

V-OL 1. spoon	V-OL 6. toaster
V-OL 2. cup	V-OL 7. spatula
V-OL 3. plate	V-OL 8. cabinet
V-OL 4. pear	V-OL 9. blender
V-OL 5. stove	V-OL 10. cauliflower

V-OL I Score: \_\_\_\_\_

**V-OL II. Tell About**  
Record child responses on the back of this sheet.

V-OL 11. cup	0	1	2	3	4	5
V-OL 12. spatula	0	1	2	3	4	5
V-OL 13. toaster	0	1	2	3	4	5
V-OL 14. cabinet	0	1	2	3	4	5
V-OL 15. cauliflower	0	1	2	3	4	5

V-OL II Score: \_\_\_\_\_

Total Score: Vocabulary-Oral Language: \_\_\_\_\_

Articulation: 1 2 3 4  
Attention and Participation: 1 2 3 4

<b>Articulation:</b> 1 = very hard to understand 2 = somewhat hard to understand 3 = mostly understandable 4 = easy to understand	<b>Attention and Participation:</b> 1 = highly distracted 2 = somewhat distracted 3 = mostly attentive 4 = fully attentive
---	--

### Comprehension

(0=incorrect PC=partially correct C=correct)

Comprehension I. Questions	Score	pc	c
C1. What is the book about?	0	1	2
C2. How does Carla feel?	0	1	2
C3. What are they going to do?	0	1	2
C4. What will they do next?	0	1	2
C5. Who was the story about?	0	1	2
C6. When did the story happen?	0	1	2
C7. Why was Carla excited to help make dinner?	0	1	2
C8. Where did Carla find cheese?	0	1	2
C9. What else did Carla find?	0	1	2

Comprehension I Score: \_\_\_\_\_

Comprehension II. Shared Retell	Score	pc	c
C10. mama	0	1	
C11. make dinner	0	1	
C12. refrigerator	0	1	
C13. meatballs	0	1	
C14. hungry	0	1	

Comprehension II Score: \_\_\_\_\_

Total Score: Comprehension: \_\_\_\_\_

### Phonological Awareness

**Phonological Awareness I. Word Parts**

Item	1 pt.	0 pt.
PA1. teapot /t/, tea	0	0
PA2. oatmeal /oa/, oat	0	0
PA3. drumstick /d/, /dr/, /dru/, drum	0	0
PA4. melon /m/, /me/, /mel/	0	0
PA5. mixer /m/, /mi/, /miks/	0	0


PA I Score: \_\_\_\_\_

**Phonological Awareness II. First Sound**

Item	2 pt.	1 pt.	0 pt.
PA6. bread /b/ /br/, /bre/	0	0	0
PA7. fork /f/ /for/	0	0	0
PA8. lime /l/ /le/	0	0	0
PA9. jam /j/ /ja/	0	0	0
PA10. dish /d/ /di/	0	0	0

2-pt responses: \_\_\_\_\_  
x 2 + 1-pt responses: \_\_\_\_\_ = PA II Score: \_\_\_\_\_

Total Score: Phonological Awareness: \_\_\_\_\_



Revised: 3/18

## APPENDIX F, continued

Vocabulary-Oral Language	
V-OL II. Tell About Record child responses here.	
V-OL 11. cup _____ _____	0 1 2 3 4 5
V-OL 12. spatula _____ _____	0 1 2 3 4 5
V-OL 13. toaster _____ _____	0 1 2 3 4 5
V-OL 14. cabinet _____ _____	0 1 2 3 4 5
V-OL 15. cauliflower _____ _____	0 1 2 3 4 5
V-OL II Score: _____	
Notes	
Tell About Scoring Guide	
For detailed scoring directions, see the PELI Assessment Manual.	
0 = No response or incorrect/irrelevant response (use prompting procedure)	
1 = One-word response	
2 = Two-element phrase or sentence, or incorrect/incomplete three-element utterance	
3 = Grammatically correct three-element sentence or incorrect utterance with four or more elements	
4 = Grammatically correct sentence with four or more elements	
5 = Grammatically correct compound sentence (two grammatically correct sentences joined by a connector word)	

## APPENDIX G

## Progress Monitoring Quick Check

## 1 PELI® Phonological Awareness Quick Check 1

**PA I) Word Parts.** Say these specific directions to the child:

► We are going to play a game where we say the first part of words. I will say a word and you tell me the first part of the word. My turn first. My word is "rainbow." The first part of the word "rainbow" is "rain." Listen. "Rain." "Rainbow." Now it's your turn. Your word is "paintbrush." What is the first part of the word "paintbrush"?

Correct response	Good.			
Incorrect response	"Paint" is the first part of the word "paintbrush." Say it with me, "paint." What is the first part of the word "paintbrush"?	Correct response	Good.	
		Incorrect response	"Paint" is the first part of the word "paintbrush." Say "paint."	

		1 point	0 points
PA1.	sunlight	/s/, /su/, sun	0
PA2.	firewood	/f/, /fie/, fire	0
PA3.	bookcase	/b/, /buu/, book	0
PA4.	hamster	/h/, /ha/, /ham/	0
PA5.	picnic	/p/, /p/, /pik/	0

PA I Score: \_\_\_\_\_

**PA II) First Sound.** Say these specific directions to the child:

► Now I am going to say some other words. This time I want you to tell me the first sound in the word. My turn first. My word is "mouse." The first sound in the word "mouse" is /m/. Listen. /m/. Mouse. Now it's your turn. What is the first sound in the word "soup"?

Correct response	Good.			
Incorrect response	The first sound in the word "soup" is /s/. Say it with me, /s/. What is the first sound in the word "soup"?	Correct response	Good.	
		Incorrect response	/s/ is the first sound in the word "soup." Say /s/.	

		2 points	1 point	0 points
PA6.	fruit	/f/	/fr/, /froot/	0
PA7.	rake	/r/	/ra/	0
PA8.	gold	/g/	/goa/	0
PA9.	salt	/s/	/so/	0
PA10.	purse	/p/	/pur/	0

2-pt responses: \_\_\_\_\_

x2: \_\_\_\_\_ + 1-pt responses: \_\_\_\_\_ = PA II Score: \_\_\_\_\_

Total Score: \_\_\_\_\_

APPENDIX G, continued

## 2 PELI® Phonological Awareness

### Quick Check 2

**PA I) Word Parts.** Say these specific directions to the child:

► We are going to play a game where we say the first part of words. I will say a word and you tell me the first part of the word. My turn first. My word is "rainbow." The first part of the word "rainbow" is "rain." Listen. "Rain." "Rainbow." Now it's your turn. Your word is "swimsuit." What is the first part of the word "swimsuit"?

Correct response	Good.
------------------	-------

Incorrect response	"Swim" is the first part of the word "swimsuit." Say it with me, "swim." What is the first part of the word "swimsuit"?	Correct response	Good.
Incorrect response		Incorrect response	"Swim" is the first part of the word "swimsuit." Say "swim."

	1 point	0 points
PA1. campfire	/k/, /ka/, /kamv/, camp	0
PA2. playground	/p/, /pl/, play	0
PA3. toothpaste	/t/, /tool/, tooth	0
PA4. cherry	/ch/, /chair/	0
PA5. cabin	/k/, /ka/, /kabi/	0

PA I Score: \_\_\_\_\_

---

**PA II) First Sound.** Say these specific directions to the child:

► Now I am going to say some other words. This time I want you to tell me the first sound in the word. My turn first. My word is "mouse." The first sound in the word "mouse" is /m/. Listen. /m/. Mouse. Now it's your turn. What is the first sound in the word "feet"?

Correct response	Good.
------------------	-------

Incorrect response	The first sound in the word "feet" is /f/. Say it with me, /f/. What is the first sound in the word "feet"?	Correct response	Good.
Incorrect response		Incorrect response	/f/ is the first sound in the word "feet." Say /f/.

	2 points	1 point	0 points
PA6. bike	/b/	/bie/	0
PA7. fan	/f/	/fa/	0
PA8. snake	/s/	/sn/, /snai/	0
PA9. night	/n/	/nie/	0
PA10. cake	/k/	/kai/	0

2-pt responses: \_\_\_\_\_

x2: \_\_\_\_\_ + 1-pt responses: \_\_\_\_\_ = PA II Score: \_\_\_\_\_

Total Score: \_\_\_\_\_

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