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Reader's Workshop: Improving Academic Achievement in Reading

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Abstract

The purpose of this study was to determine what affect Reader's Workshop had on the academic achievement of fifth grade students. Seven students from my fifth grade class had their Reading scores collected and recorded before, and after taught reading skills using Reader's Workshop. All students in class were taught reading skills through Reader's Workshop, but only the select few had their scores collected and used for data. Students were taught in small groups where the teacher demonstrated each skill and allowed students to practice the skills in a variety of ways to help keep them engaged. Only students with signed consent participated in the study. Collected test scores and data for each participant were stored in a locked filing cabinet in the principal investigator's office.

Based on the results that were obtained, it seems as if Reader's Workshop had a positive affect on the academic achievement of the 5th graders in the study. The majority of the students in the study increased their test scores in both STAR and aReading assessments. The survey also showed an improvement of students' attitudes towards reading from the middle of the year to the end of the year. It has been a struggle to improve the reading skills of students who are at a variety of different levels as well as help students to like/love to read. Reader's Workshop has proven to be an effective way to alleviate this issue.