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Decodable Readers versus Leveled Text

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Decodable Readers versus Leveled Text
A Quantitative Research Methods Proposal
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ABSTRACT

A student's ability to read fluently is an extremely vital skill, necessary to allow them to succeed both in an academic setting and in everyday life. To guide those developing readers in increasing their independent reading fluency, abilities educators must have the correct instructional methods and tools that are developmentally appropriate to provide meaningful instruction. This quantitative action research project explores the use of decodable readers versus leveled text for students who are still developing the phonemic skills and recognition needed to read fluently. A decodable reader allows a student to explicitly practice one phonemic skill to mastery before adding in another concept. This sequential approach is more suitable for primary aged readers, who are still struggling to read fluently at grade level. Throughout the experiment, one group that consisted of developing readers worked with decodable readers to help increase reading fluency, while the other group of students that are closer to grade level for reading fluency, utilized leveled text. There was an increase in reading fluency for both groups, but the research and data collected clearly shows that the use of decodable readers allowed for a quicker and more substantial increase in words per minute for students.

CHAPTER 1

INTRODUCTION

Introduction

As educators our goal is to create an environment where students can learn and become the best version of themselves. That being said, to be successful later in life an individual needs to have the skills needed to prosper in society. Strong literacy skills are needed to be able to move forward as adults and that starts in the primary classroom where students gain the skills to read fluently with the additional ability of understanding what is being read. As a second-year general education teacher in a second-grade classroom I have had the opportunity to work with all types of students. My focus for this action research project is to work with the developing readers in my class to help them gain the correct skills needed to read in a more fluent manner. In the end my hope is that my group of students will be able to read in a more effortless way rather than always trying to guess what a text is saying.

Brief Literature Review

Of the two themes that I will focus on within this action research paper there is one component for literacy instruction that has been utilized and known by educators for a while now, leveled texts, while the other variable, decodable readers is a more recent find and teachers like myself are starting to realize the benefits developing readers are gaining in their fluency abilities from this type of literacy instruction. Leveled texts are a type of material that are best for students who are already able to read in a strong fluent manner. Decodable readers are a perfect instructional material for developing readers who are still needing to gain the foundation to

decode sounds of letter and then form words. They start with a singular phonemic focus and build from there rather than starting with multiple concepts at one time.

Statement of the Problem

It is imperative that teachers assure their students learn the correct skills and tools needed to be able to read fluently on their own. Within this study I will be investigating and experimenting on how the use of a decodable type of text for developing readers will offer them better growth within their reading fluency abilities. I will be collecting data throughout the process that shows students words per minute increase as they are becoming stronger in their fluency skills. The increase in their reading fluency will result from the use of better instructional materials that aid to developing readers. For example, rather than giving a student a leveled text they are not fit to read, I will give them a text that is more suitable for them that allows them to sound out or decode words. A decodable text focuses on one phonemic skill and allows the student to master that skill before adding in another phonics pattern. That practice is going to in result help the students become more fluent readers.

Purpose of the Study

An individual's fluency skills are the foundation for almost all other academic components. A student's ability to read in a fluent manner also aids in their comprehension of what it is they are reading. That being said, the true purpose of this study is to provide my students with best practices that will allow them to become more fluent in their ability to decipher sounds and decode full words of a text. Reading is a major part of life and I as an educator want to be sure my developing readers are given skills and strong literacy foundations that will help them throughout their whole life.

Research Question:

How does using decodable readers versus leveled reader text improve a student's ability to become a more fluent reader?

Definition of Variables.

Variable A: Decodable readers (Variable A) are written texts that contain words that use specific phonetic patterns that a student had been taught based on current instruction. It allows a student to map out words based on the sounds each letter in the word produces. Decodable readers will be the **independent variable** within the study. My hope is that the use of decodable instruction will foster growth within the student's ability to read fluently and therefore that is the dependent variable.

Variable B: Leveled text readers (variable B) are written text that contain many types of words that are not decodable for students what have not learned all phonic skills. These types of text require a child to have to guess words from other components of the story rather than have the ability to decode (sounds out) the words.

Variable C: The dependent variable is how I will measure the affect the use of decodable readers has on students versus the use of leveled text. I will have a group of students who will continue to utilize leveled text and I will monitor the progress made through words per minute tests. I will do the same with a group of students who will utilize decodable readers as their main small group literacy instruction. Finally, comparing the scores from the two different methods will be evaluated.

Significance of the Study

Literacy skills are the key to a student's ability to build an enriched life and be successful. It also is the way students can learn other life skills needed to thrive in today's society. Doing this research will also provide educators like myself with information on how to help developing readers become stronger in their individual fluency skills. All in all, with this research it will create opportunities for students to thrive as readers and educators to advance as teachers!

Research Ethics

Permission and IRB Approval. To conduct this study, the researcher will seek MSUM's Institutional Review Board (IRB) approval to ensure the ethical conduct of research involving human subjects (Mills & Gay, 2019). Likewise, authorization to conduct this study will be sent from the school district where the research project will take place (See Appendix B and A).

Informed Consent. Protection of human subjects participating in research will be assured. Participant minors will be informed of the purpose of the study via the Method of Assent (See Appendix D) that the researcher will read to participants before the beginning of the study. Participants will be aware that this study is conducted as part of the researcher's Master Degree Program and that it will benefit future teaching practices. Informed consent means that the parents of participants have been fully informed of the purpose and procedures of the study for which consent is sought and that parents understand and agree, in writing, to their child participating in the study (Rothstein & Johnson, 2014). Confidentiality will be protected through the use of pseudonyms (e.g., Student 1) without the utilization of any identifying information. The choice to participate or withdraw at any time will be outlined both, verbally and in writing.

Limitations.

There are different scenarios that could potentially arise that would cause limitations to the study. The first limitation that I assume will be the greatest one is the fact that time is minimal. For example, I will work with my subject students during small group time and that will be a consistent daily occurrence, but the time frame set aside is normally 10 minutes. With that being said, I am going to work within the school day schedule to attempt to create more time to work with students on the research interventions available.

Another limitation that I am preparing to work around is the fact that the resources I plan to use are generally new to the educational system and because of that there is not much diversity in resources.

Lastly, I will need to make sure that the sample size of students I work with during the research will be able to provide adequate feedback and show good representation of the findings gathered throughout the process.

Conclusions

This chapter included information about why this investigation will be taking place as well as why it is a crucial research topic that will provide benefit to developing readers fluent abilities. The findings of this research project will provide information on the best practices in future literacy instruction. In this chapter there was also explanations of the possible limitations that could take place during the process and lastly is explained the variables and materials that will be used during the investigations. In the next chapter, we will review pieces of literature that contain similar information and insights all pertaining to the main research topic.

CHAPTER 2

LITERATURE REVIEW

Introduction

The purpose of this study is to dive into how different literacy instruction can help students become more fluent readers in a way that satisfies all types of learners. This study holds extreme importance, as the ability to read is what allows individuals to be successful in today's society. With that being said, it all starts in the classroom of the primary grades. As students learn the sounds of letters and how to form words with those letters, the result will be learning how to read those words in a text. Students' ability to comprehend what they are reading stems from their ability to read fluently. That idea is what has led me to the investigation of using decodable readers versus leveled readers for literacy instruction. This action research project will provide educators with information on what the best methods of instruction are to utilize in the classroom to help struggling readers.

Body of the Review

Context.

Many educators including myself, spend ample time exploring what the best practices for reading instruction are, so students are able to become confident readers. A student's ability to read fluently, while still understanding what they are reading, begins when they have the foundation to decode words to sound out words on their own. In the primary grades of education, it is common for children to struggle depicting letter sounds, digraphs, or sound patterns, created by letter blends. The English language is very complex, and some young individuals experience difficulty knowing how to change the sound of a letter or letter pairs, based on the phonetic or

decoding skill currently being used. In summary, this research paper will show the process of testing decodable readers for reading instruction, versus leveled readers, as well as the progress students make based on data collected throughout the project.

Theme 1. Leveled Readers

It is common within most classroom settings that teacher utilize leveled readers for students reading fluency instruction. I think the main reasoning for the vast use of leveled text is because it is what seems most convenient and available to educators. Here lies the daunting question, can we be sure that there is not a better choice? An article by Julie W. Ankrum, *Complex Texts or Levels Readers for the Primary Grades? Yes and Yes!* states, Leveled readers are published materials designed specifically to support developing readers. (2021) This is where I am seeing the concern. Leveled texts are a far more complex text that contains multiple literacy components all at once. Students will not benefit from trying to decode a story that contains many patterns they slightly understand, versus focusing on one component and mastering that before adding in more.

Furthermore, because leveled texts are currently so well-known, whereas decodable readers are not as popular within education, not all school districts are aware of the benefits they offer for students. Most curriculum programs come with leveled text small group readers within the package, but most times there are not decodable readers available. Often times the leveled readers are split up based on reading level. The idea is that each leveled reader contains versions of the same story and then students are reading texts that match the grade they are to be reading at but with lesser amounts of words. A quote from the article titled, *An analysis of text Complexity of Leveled Passages in Four Popular Classroom Reading Assessments* touches on this thought, “If the goal is to read at a fourth-grade level fluently, then items and tasks

completed would consist of fourth grade tasks even at the beginning of the year” (Toyama, Hiebert, & Pearson, 2017, p.140). One factor that has been mentioned is that with leveled readers you are not able to minimize the difficulty of a text but only decrease the amount words on a page or in the book. That is ultimately not going to help a reader who is struggling with specific phonemic recognition but instead continue to make them guess what a word is versus seeing a sound pattern and recognizing what sound should be spoken for the word.

Finally, an article by Dr Kathryn Hastings, titled, *Leveled Reading and Engagement with Complex Texts*, expands on the proposal of leveled readers in the classroom by writing this quote, school districts and teachers that restrict students from reading leveled material due to decoding abilities is a hinderance to the progress that could be made (2004). This could be a true point but if we are not helping students fill gaps and instead asking them to complete tasks, they are not ready for, will in turn offer them minimal growth shown on final assessment in school.

Theme 2. Decodable Readers

Transitioning to the topic of decodable readers the other variable within my action research. Decodable texts are a more recent addition to the reading curriculum in education and not yet widely known by many teachers. For those who are familiar with decodable readers and the benefits they offer for primary readers they have begun to love them and see the positive impact decodables have on student’s reading abilities. For example, the idea behind decoding and decodable texts is that educators can give struggling readers “some” written orthography and as they progress, we can add in more concepts as needed for them to master. An excerpt from an article titled, *Word-Decoding Skill Interacts with Working Memory Capacity to Influence Inference Generation During Reading*, touches on this when it states, “As each incoming event or action in a text is encoded, readers monitor and update their mental representations to

integrate new information with preceding information” (Hamilton, Freed, & Long, 2016, p.391).

In summary, this quote is essentially explaining how students who have difficulty decoding words and letter patterns are not able to read pieces of text that include multiple portions of the English language.

The use of decodable readers will widen students’ reading capabilities as well as their ability to comprehend what they are reading. It gives more courage to a struggling reader because they gain a feeling of independence when they can decode words on their own. This form of reading instruction is becoming more and more common within education. A quote mentions, several studies with at-risk first and second grade students reported strong effects from interventions that combine explicit instruction in phonological awareness, phonics, words study, and reading in decodable texts (Jenkins, Vadasy, Peyton, & Sanders). This is a great example of reiterating how starting small for reading instruction and letting students become comfortable with that first before adding in more components is the most beneficial.

Direction of Research

With all of these ideas in mind, the ultimate goal of this investigation is to be able to display with real life evidence that the use of decodable texts when helping students progress within their reading abilities is the best practice. Although it is not a well-known strategy at this stage in education, it is becoming more applicable and attainable for learners than leveled text instruction. To the naked eye some might say these two variables are similar in how they help readers, but from prior experience I have already observed that decodable readers do in fact help struggling readers a great deal.

I will provide information and evidence based on the research through assessment scores of students, graphs showing growth and lastly formal observations I am able to gather as the process unfolds. Throughout this trial I as the educator plan to create an environment that excites students and gives them the courage to work hard and believe they can become strong readers.

Theoretical Framework

John Sweller of 76 years, an educational theorist introduced his idea of cognitive load in the late nineteen century that noted how individuals working memory are only able to carry small amounts of information at one time, meaning that instruction-based learning should steer clear of overloading content in order to allow absorption of the topics currently focused on. Here begins my connection with offering students a text to read that is of the decodable route rather than giving them a text with words they will not know and in turn overwhelming them. As Jenkins (2003) states in his article, *Decodable text – where to Find it*, “Acquisition of alphabetic knowledge is enhanced when individuals have plenty of opportunities to read words that exemplify the links between graphemes and their pronunciations.” (p. 186) So, in connection with the theory presented and the idea of decodable text usage to rather than give students all phonetic concepts to start we as educators are able to start small and move forward by adding in more letter sounds as they become applicable.

Research Question

As a second-year teacher I have been exposed to many types of readers already this early in the profession. With that come rewarding challenges to assure each student is given the best experience needed. As an educator my goal is to provide tools and opportunities for all students so that they can acquire skills to read fluently and be able to understand what they are reading. With that being said, as I think of ways to provide productive instruction in both small groups

setting as well as whole group setting where learners can become more fluent in their reading abilities, I come to the realization of this research question:

How does using decodable readers versus leveled reader text improve a student's ability to become a more fluent reader?

Looking into this topic and finding an answer to my question would allow me to better identify best practices in the classroom for literacy instruction. Thinking long term and knowing I want my current and future students to be steady fluent readers as they progress through their academic career, I am ready to acquire tools to provide to each student and give strategies so that each individual can be successful. I want to ultimately do away with students guessing what a word is and instead give them the foundation to begin reading from known knowledge. As Price-Mohr and Price (2019) state, although children might encounter words they do not understand, they are not given texts they cannot decode and are therefore not expected to infer words from context or syntax.

Conclusions

In conclusion these variables presented are both a current educational instruction method for literacy practice, but the fact of the matter is that in order for a student to be able to absorb and retain lessons to then in the result understand and move forward in knowledge they must not be overwhelmed with what they are given as a task. Decodables do just that, they start small and focus on one item of orthography and add in more components one step at a time. This creates confidence in readers and a desire to want to keep pushing forward. Within the next portion of the action research document, I will provide methods of the investigation and the data that is accumulated from the process.

CHAPTER 3

METHODS

Introduction

This study is focusing on the impact that decodable readers have on students' ability to progress in their fluency abilities versus the use of level text. An individual's ability to read fluently on their own is vital to their achievement of other life skills and gives the opportunity for a student to be successful in today's society! In this chapter I will explain the plan of action for this research project. I will give explanations on how the experiments will be conducted, as well as the materials used by the subjects in the research.

Research Question(s)

How does using decodable readers versus leveled reader text improve a student's ability to become a more fluent reader?

Research Design

The design used in this experiment will be a group of students working with leveled text, the independent variable not being changed, while another group of students will be utilizing the dependent variable of the experiment, utilizing decodable readers. This type of design is known as quasi-experimental design, utilizing a control group with leveled readers and an experimental group with decodable readers.

Setting

This study took place in a general education second grade classroom in the state of Minnesota, well known for its beautiful lakes and wooded areas. The population of the town is

about 14,000 people as of the 2020 Census. The school consists of 2,993 students. The percentages of ethnicities of the students within the school are as follows, 83.2% White, 7.5% two or more races, 4.4% Hispanic or Latino, 3.6% Black or African American, 0.7% American Indian or Alaska Native, 0.6% Asian and 0.1% Native Hawaiian or Pacific Islander. There are 824 (27.5%) students receiving free and reduced lunch. 13.9% of students are receiving special education services within the school setting. Lastly, parent involvement is very common within this school setting. Parents are involved from activities as simple as coming into the classrooms and assisting in activities, as well as going on field trips or helping with afterschool events.

Participants

The individuals who participated in this project were developing second grade readers and approaching the grade level of second grade readers. Between the two groups of students, 100% of them were White American. None of the subjects receive special education services. The experimental group of students does receive Title 1 support for thirty minutes of the day. All individuals participating in the study come from stable home settings and each student involved is ranging from ages 7-8 years old.

Sampling.

The control group of students is a convenience sample, that will allow for a representation of how level texts are not the best practice for improving students' ability to read fluently. The experimental group will be chosen through purposive sampling as the use of these students is needed for the study as well as that this sample group of students are below the second-grade reading fluency goal.

Instrumentation

Instruments used during the experiment were progress monitoring assessments to check for growth made by each student individually. There also were short decodable checks used to quickly monitor current fluency during the research. Daily note taking was also utilized to collect information and daily findings.

Data Collection.

The students were given a Dibels fluency assessment check prior to the start of the project. This will show a starting point and allow for further representation of growth made from the experiment. This was administered one student at a time, allowing me to narrow down where each student is currently at in reading words per minute (fluency). During the experimental work time I had with the participants, I observed many components to see how further instruction with the decodable readers would be best.

Data Analysis.

The information collected from the experiment is summarized in graphs denoting students starting 'words per minute' score and then shows their 'words per minute' score after the investigation. The data is organized by participant, summarizing their individual progress achieved from the study.

Research Question(s) and System Alignment. Table 3.1 below provides a description of the alignment between the study Research Question(s) and the methods used in this study to ensure that all variables of study have been accounted for adequately.

Table 3.1

Research Question Alignment

Research Question	Variables	Design	Instrument	Validity & Reliability	Technique	Source
RQ: How does using decodable readers versus leveled reader text improve a student's ability to become a more fluent reader?	IV: Decodable Readers DV: Students Fluency Ability	Quasi-experimental	Decodable readers. Progress monitoring assessment Leveled texts.	Student attendance will be a factor within this study. Students who miss instruction often will impact the results calculated at the end of the experiment.	Small group or one on one activities.	Second grade elementary students. One group of 5 students working with decodable readers. Another group of 5 students working with leveled texts.

Procedures

The procedures that were done by the **control group** consisted of students reading during small group with the researcher utilizing the level text short stories. In this time, current concepts and skills were reiterated depending on the focus of the lessons within the weeks. This was done daily during the small group work time in our classroom schedule.

The **experimental group** procedures also took place during small group work time, with the researcher administering instructions. The decodable readers were used daily to enhance fluency development in each subject. During this time, we also worked on the phonics skill and other literacy components based on the week's focus.

Both groups were tested using the Dibels fluency assessment prior to the start of the investigation. This gave a baseline of where each student was, allowing for data to be displayed of the progress students made from the independent variable after the post investigation Dibels assessment was done. All in all, the general design of this research was a pre-test followed by the investigation and ending with a post-test assessment.

Ethical Considerations

The individuals who participated in this study are at no risk of harm physically or mentally throughout the length of the experiment. Neither group experienced any change to their normal daily classroom activities during the research.

Conclusions

These studies intentions were designed to improve students reading abilities and give them the skills to read fluently. The data that was collected during the investigation is presented to show the benefits of having developing readers utilize decodable reading to expand their individual fluency abilities. The following chapters will discuss the results.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

The Purpose of this action research was to examine the benefits and positive impact the use of decodable readers has on developing readers fluency abilities. An individual's ability to fluently read is of vital importance to their success within both education and everyday life. That exact reason is why primary aged students who are still below grade level for independent fluency need to have an instructional method that is appropriate for reading development, allowing them to advance as they proceed in their academic career.

Data Collection

During the process of the month-long experiment, I recorded ample observations of student achievement, growth and progress made during the intervention time. Data derived from the action research was tracked using Dibels Fluency Assessment to show the participants fluency growth. A score was recorded prior to the start of the research to record students beginning fluency score. Around the midpoint of the research, I administered another fluency check, and then at the end of the experiment a final score was recorded to show fluency growth from the beginning to the end of intervention. This assessment was given to students utilizing both the independent variable of decodable readers as the main form of literacy instruction, as well as the students who continues to work with leveled text during small group work time.

Research Question:

How does using decodable readers versus leveled reader text improve a student's ability to become a more fluent reader?

Results

Figure 4.1

Experimental Group

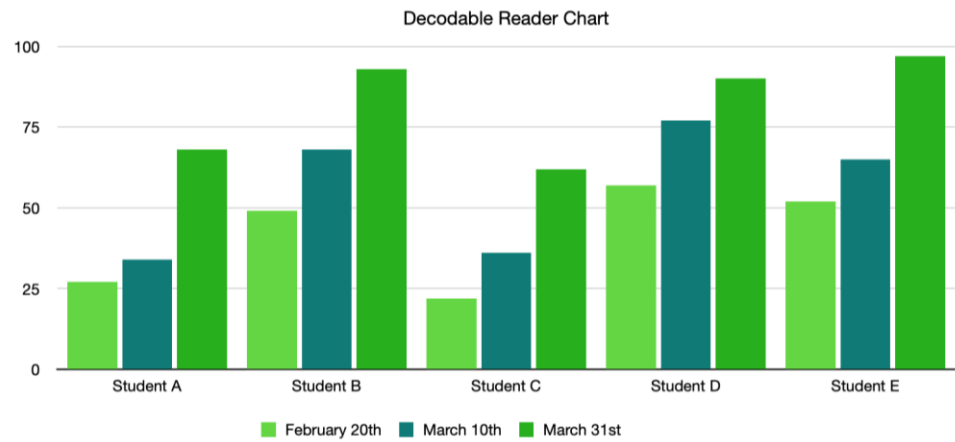
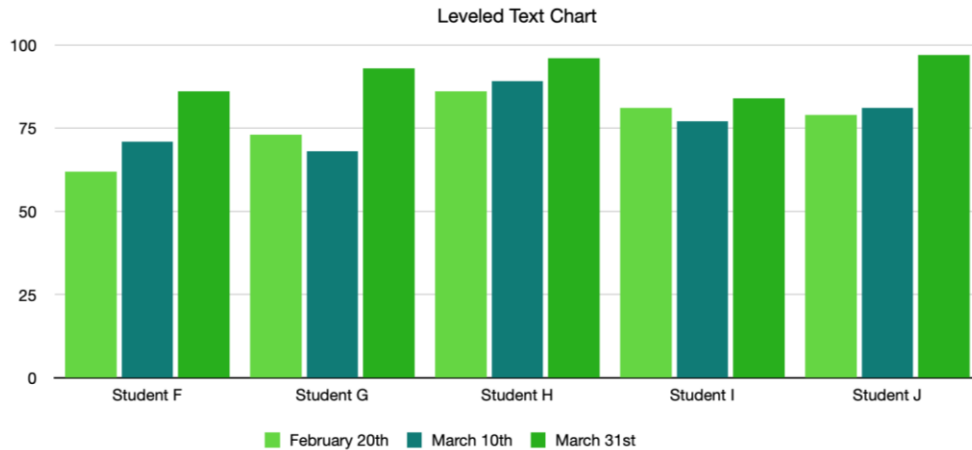


Table 4.1

Decodable Reader Fluency Scores			
	February 20th	March 10th	March 31st
Student A	27	34	68
Student B	49	68	93
Student C	22	36	62
Student D	57	77	90
Student E	52	65	97

Figure 4.2

Control Group

**Table 4.2****Leveled Text Fluency Scores**

	February 20th	March 10th	March 31st
Student F	62	71	86
Student G	73	68	93
Student H	86	89	96
Student I	81	77	84
Student J	79	81	97

Data Analysis

The data shown in each table or figure was derived from the progress monitor Dibels Fluency assessments used during the duration of the action research. Figure 4.1 shows the fluency growth of developing readers from the use of the decodable readers stories. Figure 4.2 shows the fluency growth of students who utilized leveled text stories for fluency practice. The data collected clearly shows how more progress in words per minute read was made for students

A-E in the experimental group. Students F-J in the control group utilized the leveled text as they started the experiment with a higher words per minute to begin with. In turn those participants did not increase their individual words per minute reading fluency as greatly as the experimental group. This then leaves the understanding that with greater length and more time to provide this type of intervention to students it is beneficial for would be an extremely valuable instructional method.

Future Research

After seeing the benefits that have carried over from a short time of working with the participants in the study, I plan to continue this practice in future years for longer periods of time. I have seen first-hand how valuable this method of practice is, not just in fluency development for developing readers but also student motivation and overall confidence.

Conclusion

In conclusion the correlation between information stated in the written literature matches closely with the results collected. Student who are struggling to read fluently need to have a strong foundation of phonemic awareness to develop as readers independently in a productive way. All in all, helping students understand specific phonemes one at a time rather than all at once is much more developmentally appropriate.

CHAPTER 5

IMPLICATIONS FOR PRACTICE

Action Plan

The results represented that were gathered from the intervention experiment show that there is certainly a correlation between decodable reader usage for struggling readers to aid in an increase of individual reading fluency. I enjoyed being able to see students gain the ability to read better and faster all while having the ability to understand what they are reading using this approach. As an educator thinking about future literacy instruction, I will be utilizing this technique for developing readers as a staple classroom tool. I also plan to integrate this small group instructional method into whole group instruction to offer students a wider range of decoding practice to increase reading abilities.

Plan for sharing

This experiment and the data collected should be shared with all educators trying to find developmentally appropriate instructional tools to help struggling readers attain the ability to read fluently. I work with a group of educators who enjoy collaborating, sharing, and working together to create beneficial learning environments for all types of students. I know that they will enjoy learning about the positive impact decodable readers have on students' ability to read fluently. I will bring the data that was collected during my action research to our next grade level meeting. As a grade level team, we can decide on how to best integrate this instructional method to become a more prominent primary grade teaching technique.

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APPENDIX A

Institutional Review Board



DATE: February 3, 2023

TO: Taylor Leitch, Principal Investigator

FROM: Dr. Robert Nava, Chair
Minnesota State University Moorhead IRB

ACTION: APPROVED

PROJECT TITLE: [2009923-1] Decodable Readers versus Leveled Text

SUBMISSION TYPE: New Project

APPROVAL DATE: February 3, 2023

EXPIRATION DATE:

REVIEW TYPE: Exempt Review

Thank you for your submission of New Project materials for this project. The Minnesota State University Moorhead IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Exempt Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

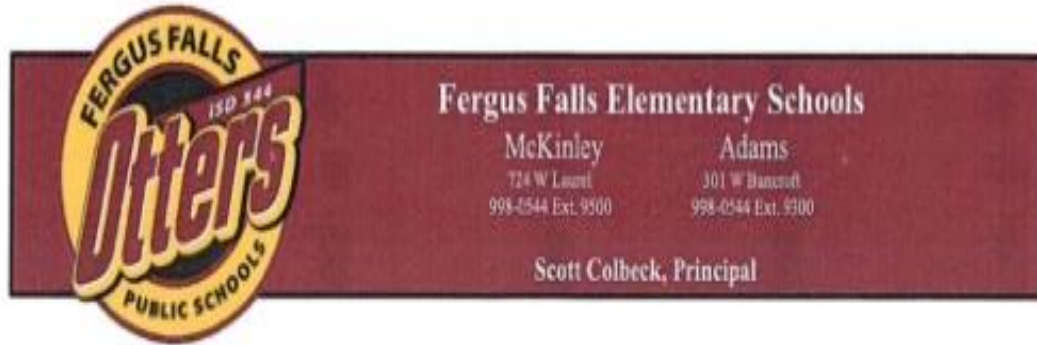
All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to the Minnesota State University Moorhead IRB. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to the Minnesota State University Moorhead IRB.

This project has been determined to be a project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of .

Please note that all research records must be retained for a minimum of three years after the completion of the project.

APPENDIX B



January 19, 2023

To whom it may concern,

This letter is to grant Taylor Leitch permission to conduct an action research study at Adams School in Fergus Falls, MN, during the 2022-2023 academic year. I understand that this poses no risk to those persons involved or to the Fergus Falls Public School District. I understand that all information received will be kept confidential and will only be used for purposes of this study.

Sincerely,

Scott Colbeck
Principal, Adams School

APPENDIX C



Completion Date 05-Sep-2022
Expiration Date 04-Sep-2025
Record ID 50873150

This is to certify that:

Taylor Leitch

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher
(Curriculum Group)
Social & Behavioral Research
(Course Learner Group)
1 - Basic Course
(Stage)

Not valid for renewal of
certification through CME.

Under requirements set by:

Minnesota State University Moorhead



Verify at www.citiprogram.org/verify/?w2aa9f842-d263-459a-ad7c-b24465f8b9d1-50873150

APPENDIX D

January 9th, 2023

301 W Bancroft Ave

Fergus Falls, MN 56537

Dear Parent or Guardian

Your child has been invited to participate in a study working with a beneficial literacy material to allow for growth withing reading fluency abilities.

Your child was selected because he/she is in my regular education classroom and would benefit from the study. If you do decide to participate, please understand that your child will be asked to do the following typical classroom activities that will allow for improvement of their reading skills. These classroom activities will involve no risk to your child.

1. Your child will participate in small group activities involving decodable readers, word mapping skills and reading of texts.
2. Fluency scores will be tested prior to the start of the study, and we will progress monitor as the study progresses. At the end of the study, we will test fluency again to see your child's growth made from the interventions.
- 3.

Principal Colbeck has granted me permission to conduct this study as the information is going to be used to help me complete my master's degree with Minnesota State University Moorhead. With that being said, I still need parental permission to use this information in my final paper that I am required to do as part of the master's degree. If I did not need this information to complete my master's degree, I would be conducting this same investigation in my normal everyday classroom lessons and I would not need signatures. If you sign this form, you are giving me consent to use this information that I gather during the study. All the information that I gather will be kept confidential, no names will be used. Please also note, that your child can choose to not participate at any time without consequences.

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

Taylor Leitch	Dr. Michael Coquyt, Ed.D.
Co-Investigator	Principal Investigator
Phone:	Associate Professor, School of Teaching and Learning
tleitch@fergusotters.org	Lommen 216C
	College of Education and Human Services
	Minnesota State University Moorhead
	Phone: 218.477.2019
	Email: Michael.coquyt@mnstate.edu

DECODABLE READERS VERSUS LEVELED TEXT

Please feel free to ask questions regarding this study. You may contact me, the Principal Investigator, Michael Coquyt at 320-220-4553 or michael.coquyt@mnstate.edu. Any questions about your rights may be directed to Dr. Robert Nava, Chair of the MSUM Institutional Review Board, at 218.477.4308 or by email at irb@mnstate.edu.

You will be offered a copy of this form to keep. Your signature indicates that you have read the information provided above and have decided to participate. You may withdraw at any time without prejudice after signing this form should you choose to discontinue participation in this study.

Signature of Parent or Guardian

Date

Signature of Investigator

Date