

# Promoting Reading Fluency through Performance

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## Introduction

In a four-week quasi-experimental study, researchers examined the effects of pairing Rock and Read with Readers Theater and only Rock and Read on students' reading fluency scores. The 51 second graders were chosen as a non-probability sample and the three different classes served as the treatment and comparison groups.

## Research Questions

What are the effects of Rock and Read on students' reading fluency?

What are the effects of stacking Rock and Read and Readers Theater on students' reading fluency?

## Methods

The students were pre- and post-tested using the DIBELS-ORF and Multidimensional Fluency Scale to establish 5 measures, namely 1) expression and volume, 2) phrasing, 3) pace, 4) word recognition automaticity, and 5) smoothness.

## Results

ANOVA Summary Table for Treatment by Time Interaction Effect on Expression and Volume

Source	SS	df	MS	F	p
Treatment	4.37	2	2.19	2.79	.07
Error	37.70	48	.79		
Time	8.02	1	8.02	39.84	< .01
Treatment by Time	5.59	2	2.80	13.89	< .01
Error	2283.18	48	47.57		

ANOVA Summary Table for Treatment by Time Interaction Effect on Phrasing

Source	SS	df	MS	F	p
Treatment	1.08	2	.54	.72	.50
Error	36.18	48	.75		
Time	5.23	1	5.23	28.77	< .01
Treatment by Time	1.49	2	.75	4.05	< .05
Error	8.82	48	.18		

ANOVA Summary Table for Treatment by Time Interaction Effect on Pace

Source	SS	df	MS	F	p
Treatment	1.49	2	.74	.90	.42
Error	39.81	48	.83		
Time	11.78	1	11.78	80.89	< .01
Treatment by Time	4.50	2	2.25	15.45	< .01
Error	6.99	48	.15		

### Mean Difference Effects

Measure	R&R	R&R + RT
Expression/Volume	1.45	.98
Phrasing	.90	.97
Pace	1.91	1.24

## Conclusion

Rock and Read Plus Readers Theater and Rock and Read groups outperformed the comparison group in expression and volume, phrasing, and pace.

Although there were no interaction effects for the word recognition automaticity measure (rate), the analysis of simple effects suggested that all students, including the comparison group, made significant gains in reading rate. Considering the treatments' focus were more on the prosodic features, rate increased as an unintended consequence, yet rate also increased in the comparison group. This suggests that the fluency instruction in the comparison may not have focused as much on the development of prosodic elements.



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## Reference

Young, C., Valadez, C., & Power-Gandara, C. (in press). Using performance methods to enhance students' reading fluency. *Journal of Educational Research*.