

## **Executive Summary**

### **Research Question/Definition of Problem**

Question:

How Great is the Correlation between a Second Grade Student's Fluency Rate and the Ability to Comprehension Text?

Guiding sub-questions:

- Are the reading strategies being incorporated during fluency monitoring?
- Are the reading strategies being incorporated during full text reading?
- Are the reading strategies being incorporated during 'pleasure' reading?

Problem: The connection between my student's fluency rate and comprehension level was not being made.

### **Rationale**

I know reading is a necessary entity for succeeding and research shows that the student's ability to read at a fluent level and comprehend equals success in the classroom. I've realized since NCLB all states are extreme in measuring students' *ability* through standardize test. Everything given to teachers for implementation in the classroom focuses on helping students achieve high scores on test; it's only test prep materials – Basal readers, etc. Most of the information given only helps students test well, not acquire life long learning skills. I found that my own students, from kindergarten, were being standardized test driven since that's the direction of a school on "probation" [not meeting the AYP]. From my experience I've that the use of best practices allowed students to become higher order thinkers and continue to learn test taking skills. However, my students' ability to read fluently and their ability to comprehend information so it would remain indefinitely was a concern.

### **Data Collection Process/Tools**

- Pre and post surveys asking students opinions of their ability to read
- Fluency rating chart
- Comprehension survey of students with follow up questions
- Comprehension strategy use sheet

The gauges used to determine if students were at level were a fluency norms sheet and the miscue analysis results.

The data collected over a period of four months was measured against my students' performance before the mini-lessons and after the mini-lessons. The students were assessed in fluency and comprehension.

### **Data Analysis and Findings**

The pre-survey helped to realize students were not aware of the types of things they did as readers. Their view of reading and comprehending were just misconceptions. They did not view reading as something with strategies or as a skill, it was just something they tried to master. It also showed students felt confident they were able to read 'well' and 'fast'. Many felt they comprehended 'good'. From the collected data, fluency and comprehension assessments, I found that students were confident in what they did but were not meeting set norms.

Prior to the mini-lessons a base line was set using a pre-fluency rating and a pre-comprehension rating. The results showed that some of the fluent readers were not doing well in comprehension, and the majority of them were not implementing comprehension strategies.

After the mini-lessons those who had a great increase in fluency also increase in comprehension. Those who had minimal increase in their fluency were not as strong in their comprehension.

### **Limitations**

There were many constraints during this four month process. The school began implement new "mandatory" curriculum and projects that students were becoming overwhelmed. Some students were not able to practice their fluency as much at home and many students were absent often.

### **Policy Implications**

*locally:*

- Is to return to best practices for fluency and comprehension instruction and not just focus on 'just passing the test'. Test taking strategies can be given throughout the year, the goal is equip students to become life long learners.
- Use the Basal readers as a supplement, not the main material of teaching reading. Allow students to work with literature in its original context. The Basal reader is a good resource and the workbooks are great for at home use.
- Teachers are to teach reading and comprehension strategies as opposed to teaching components of a reader set for a larger group of children. When teachers are able to continue an introductory stage of a concept students are more apt to return to it.

*district level:*

- Allow all schools to have the freedom to implement best practices instead of some schools using the Basal reader as their core reading program. Let the reader become a supplemental material. Allow the students to handle actual literary works to improve their reading comprehension and increase their fluency rate.

### **Next Steps**

- Encourage principals and literacy departments of school districts to have teacher lead-best practice instruction.
- Conduct presentations, interview 'successful' school districts and devise a comparison chart to support the action research conducted.