

# Fluency PDSA Results – Golda Meir School 2009

*Tyne Turner, Golda Meir School*

Golda Meir School completed the “do” phase of its fluency PDSA October 23<sup>rd</sup>, exactly six weeks and twelve 50-minute fluency classes after it began. The same district reading specialists re-tested the third grade students October 26-28 according to the action plan. Both 3<sup>rd</sup> grade classes in the study utilized fluency strategies. Room 30 did not engage in role-play within the fluency unit but used all other normal classroom fluency strategies. Room 24 incorporated some normal classroom fluency strategies but primarily used role-play and Reader’s Theatre within the context of reading the novel. Both groups used Roald Dahl novels of equivalent reading levels. *Matilda* was used for the normal fluency strategies because it is more narrative. *James and the Giant Peach* was used for the role-play addition because it contains more characters and dialogue.

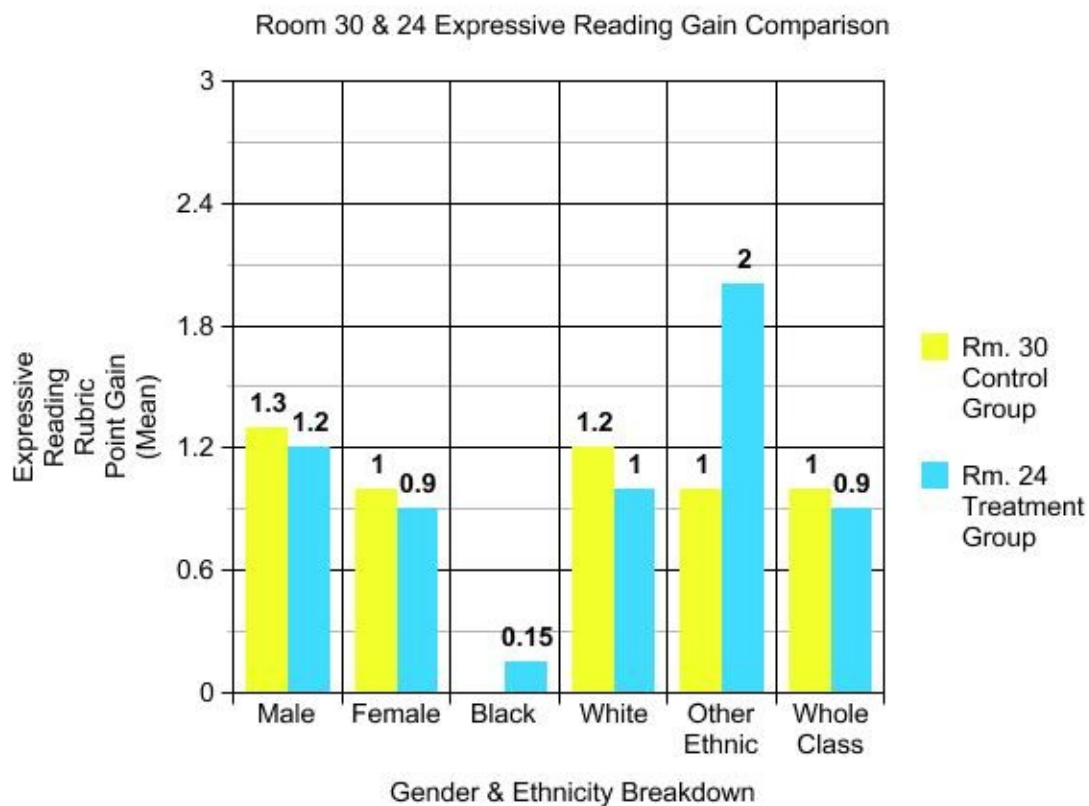
This was a general study of fluency training over six weeks of two classes per week with third graders. Reading specialists felt the results were dramatic – pardon the pun. All students in both classrooms made large and unexpected gains in reading level and fluency, but most surprising were the converse ways in which they grew.

The control group, (Room 30), outdistanced the treatment group, (Room 24), in reading level growth (comprehension question accuracy). The treatment group outdistanced the control group in word per minute gains (speed and accuracy). Both had gains in blind teacher assessments of expressive reading, and both groups had some changes in their likelihood to read aloud more often at school and at home. Reading specialists on the PDSA team as well as teachers concluded that *Dramatic Reading* has considerable eye muscle and flexibility training, leading to greater word per minute gains

in Room 24. Choral reading strategies caused Room 30 to engage an eye, ear, mouth modality that steadied their pace and improved comprehension.

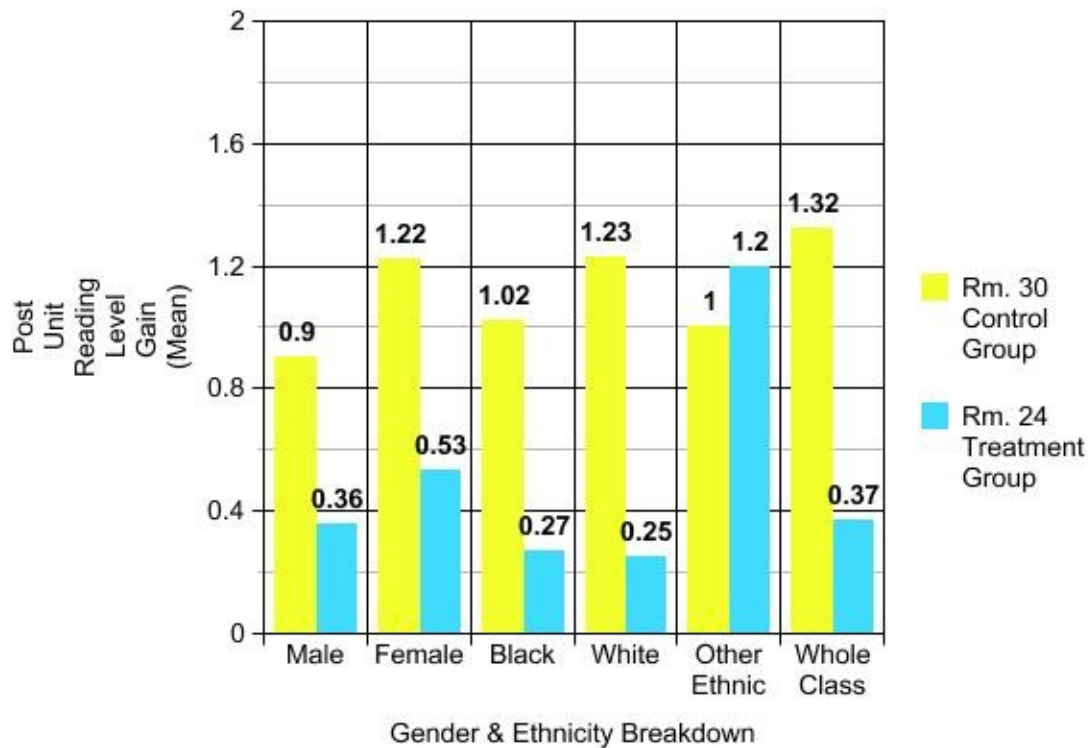
The team determined the two fluency pedagogies should be used consecutively, first with choral work for comprehension, next with more role-play for eye training and speed. The result should be children reading expressively at an appropriate pace for the material, adhering to punctuation, understanding what they are reading from context, and engaging the listener in as little as twenty-four classes. This theory is in its final re-testing stages with Room 20, a third grade class at Golda Meir that did not engage in fluency training of any kind during this study. They will receive their post-test in May.

What follows are graphs of the data collected pre and post implementation of the two forms of fluency training.



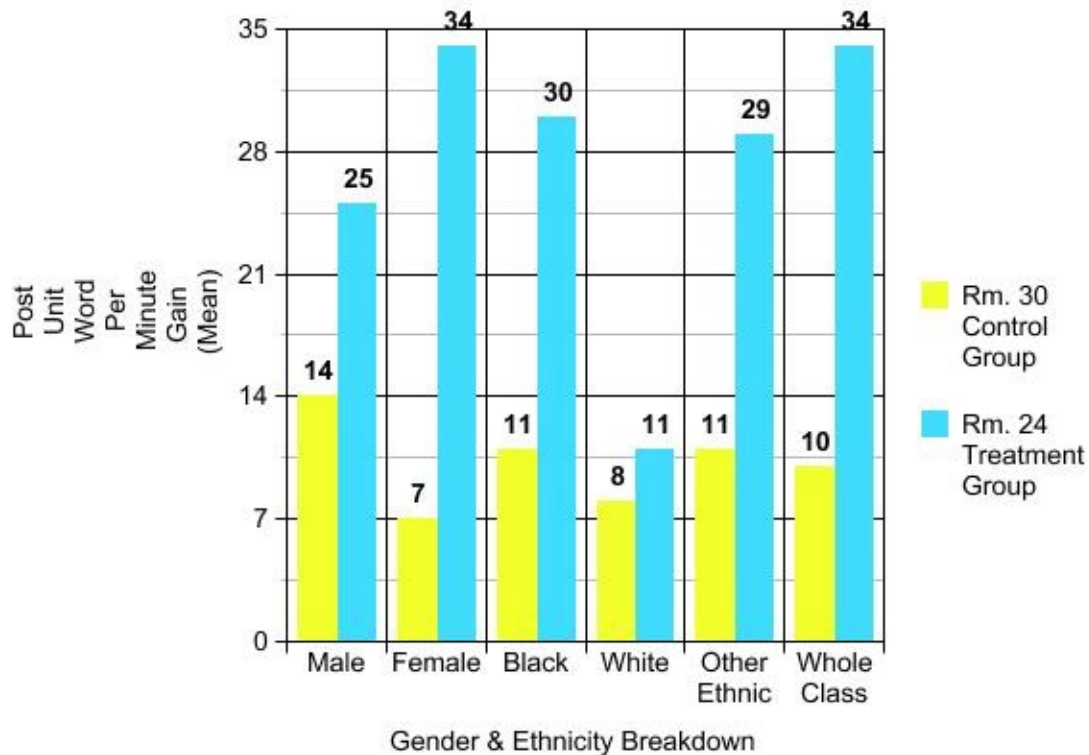
Blind Expressive Reading Teacher Rating October 26-28, 2009

Room 30 &amp; 24 Reading Level Gain Comparison

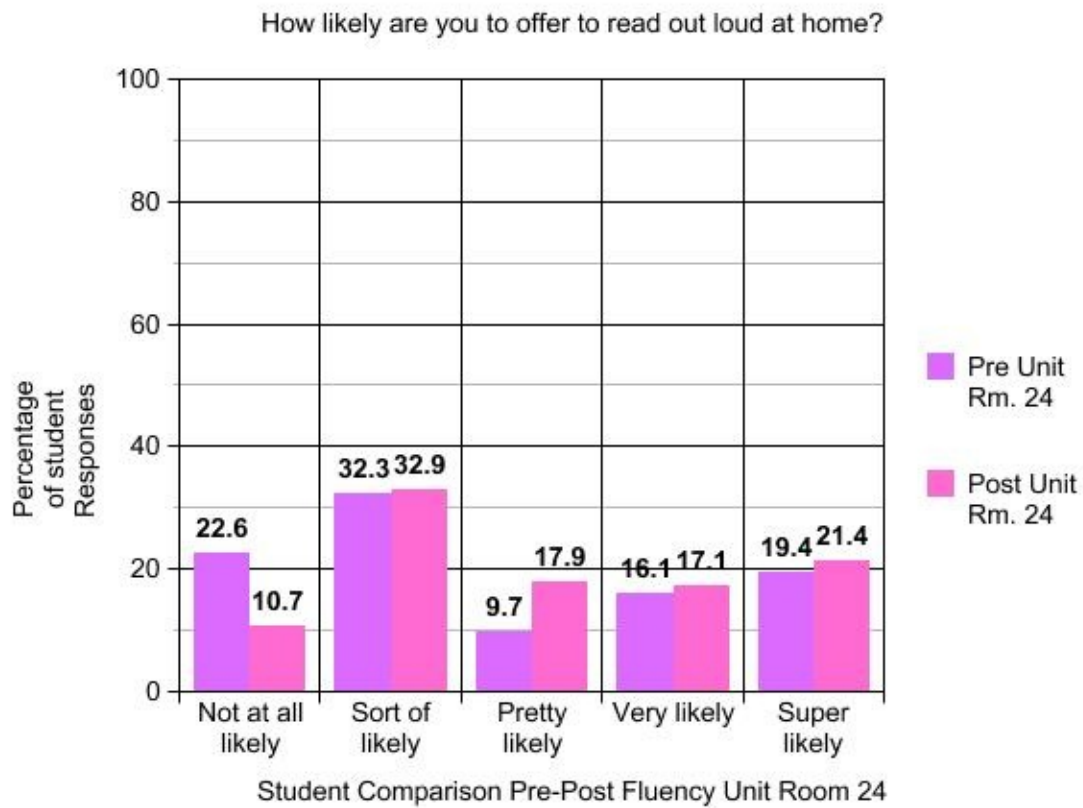


Jerry Johns Post-test October 26-28, 2009

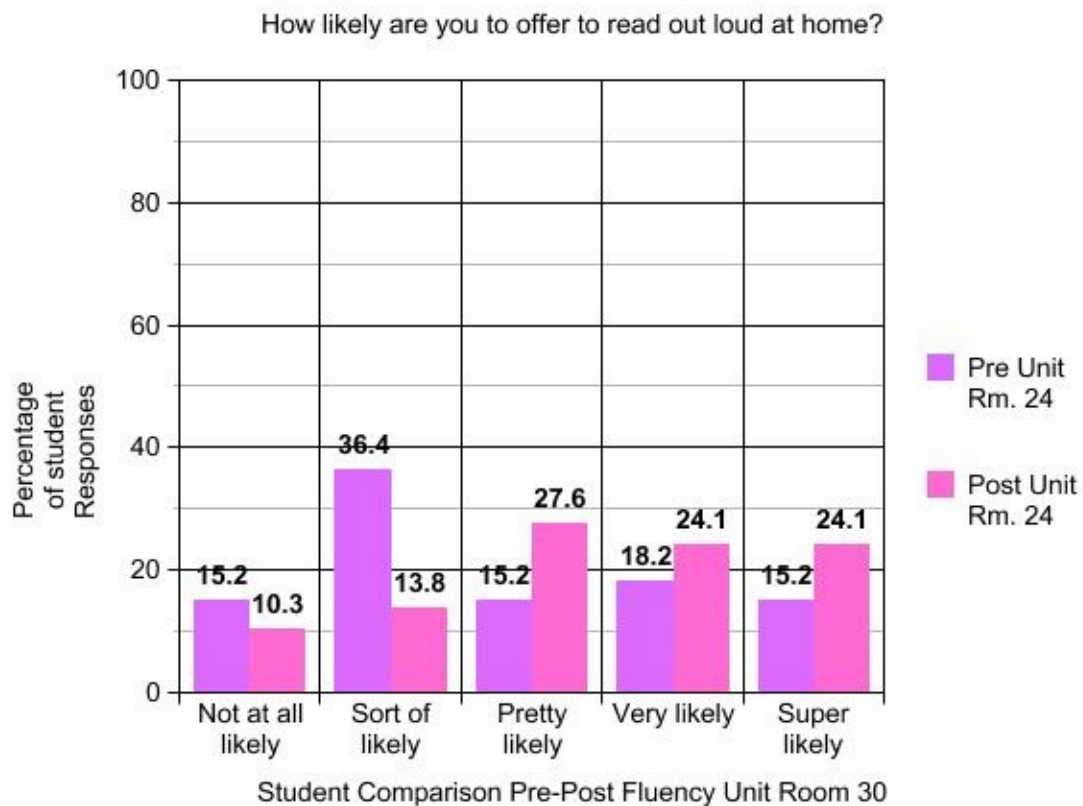
Room 30 &amp; 24 Word Per Minute Gain Comparison



Jerry Johns Post-test October 26-28, 2009

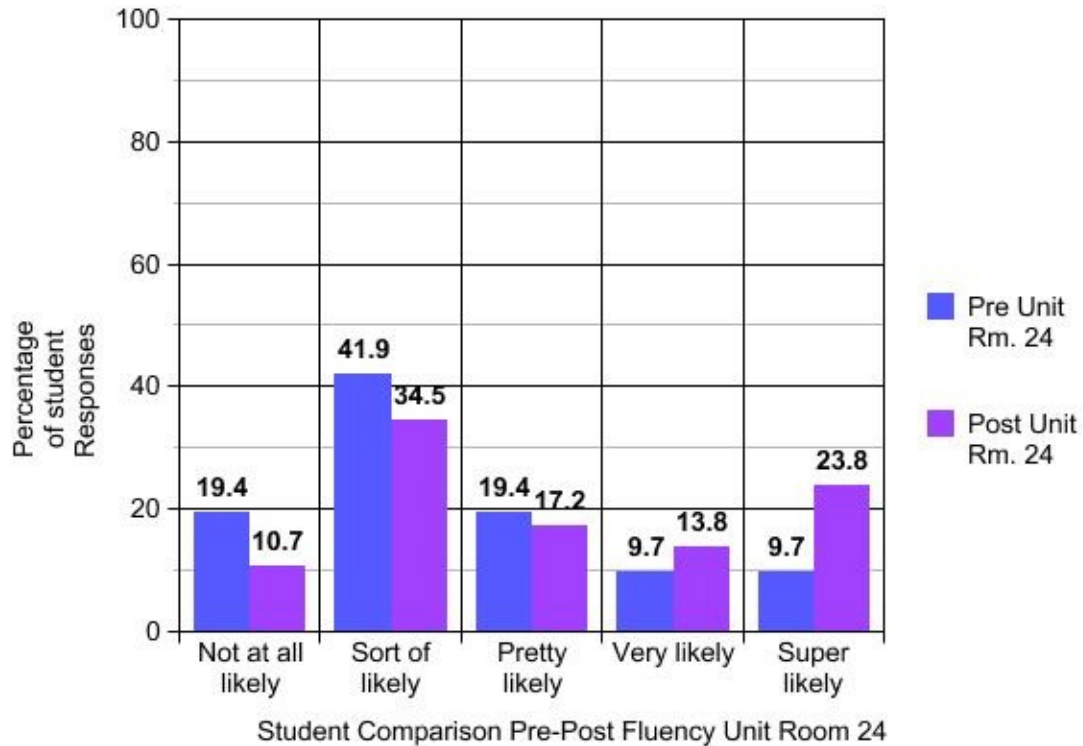


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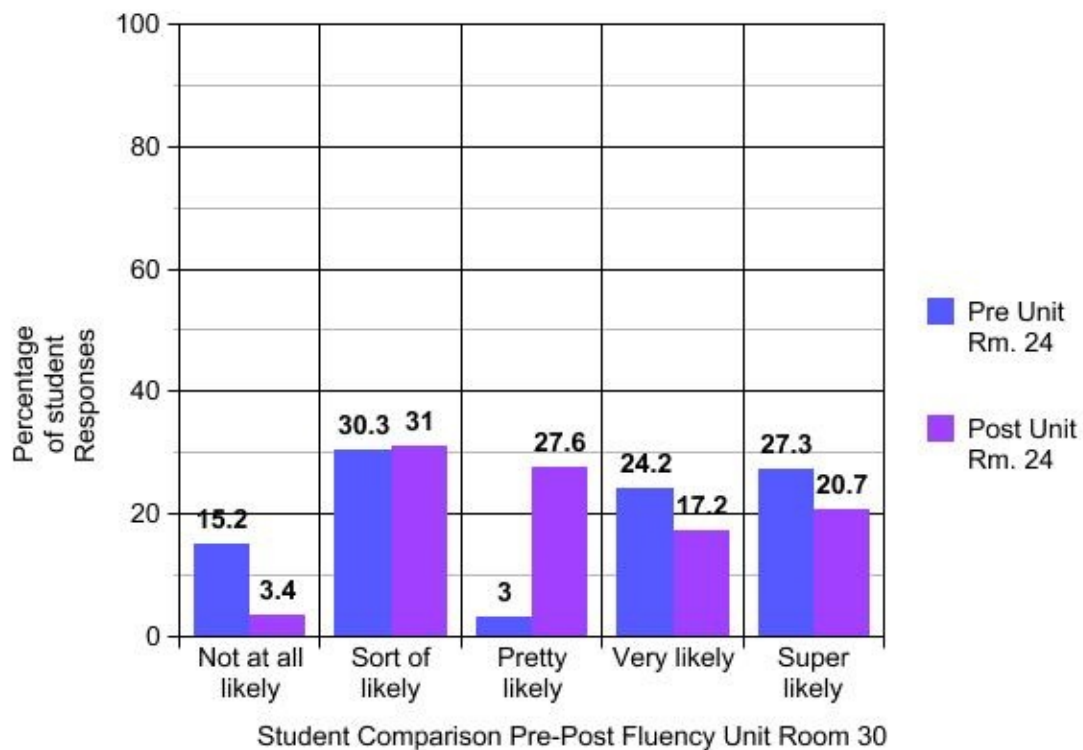
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How likely are you to offer to read out loud in class?

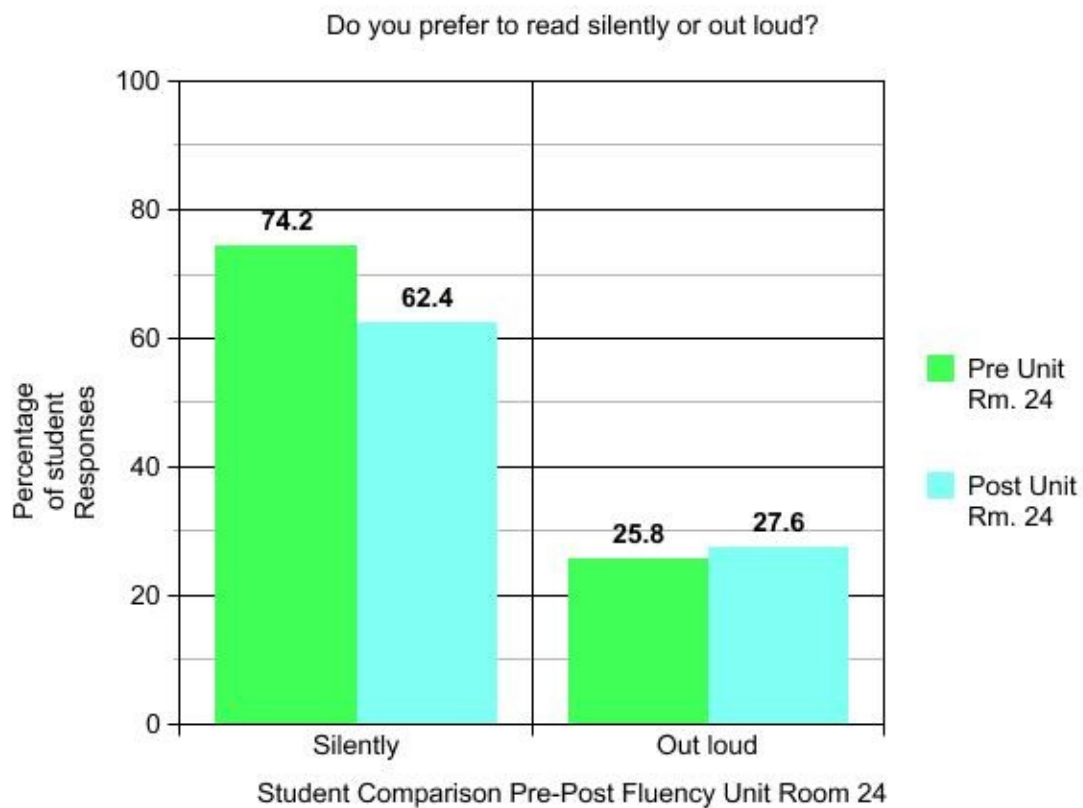


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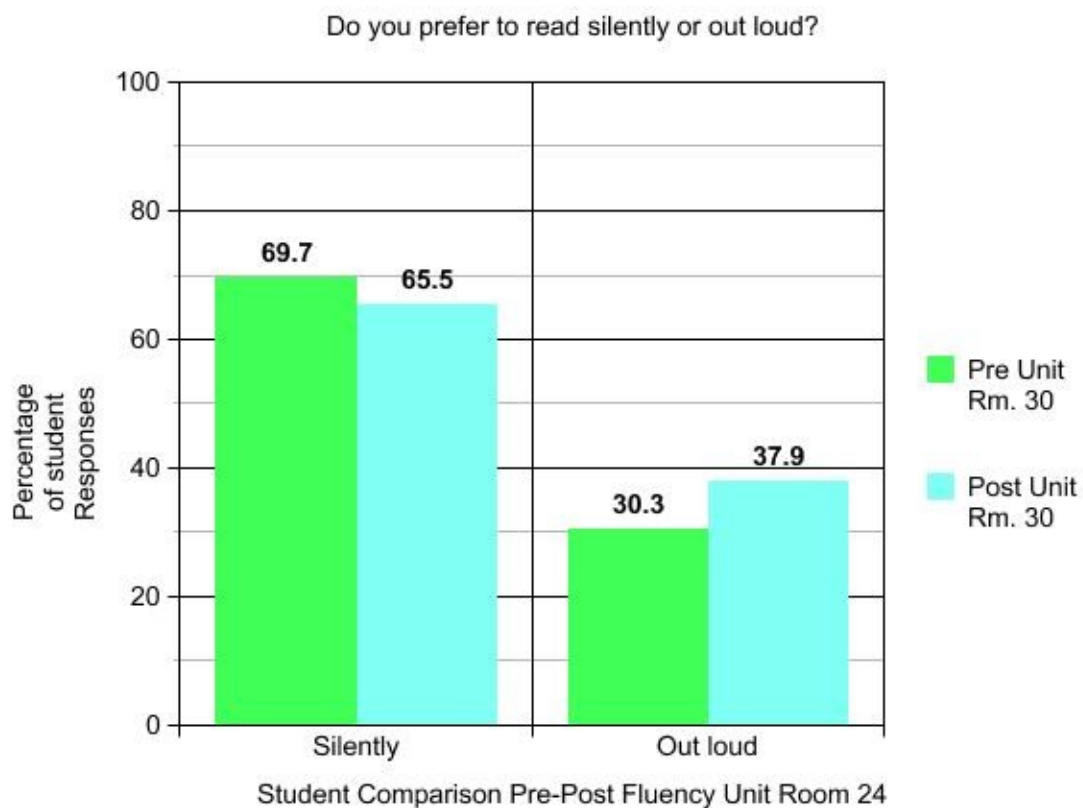
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