

Northside Seed Grant

**Lucy Laney and the University of Minnesota
Summer Reading Research Project**

Prepared in partnership with:
Lucey Craft Laney Community School

Prepared by:
Jessica Cherne

Research Assistant

University of Minnesota
July, 2008

NSG Report 004

July 2008

NSG is coordinated and funded by the Center for Urban and Regional Affairs at the University of Minnesota. NSG is funded by the Office of the Sr. Vice President for System Academic Administration.

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Center for Urban and Regional Affairs (CURA)
University of Minnesota
330 HHH Center
301--19th Avenue South
Minneapolis, Minnesota 55455
Phone: (612) 625-1551
Fax: (612) 626-0273
E-mail: cura@umn.edu
Web site: <http://www.cura.umn.edu>

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UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Educational Psychology

*College of Education and Human
Development*

*206 Burton Hall
178 Pillsbury Drive S.E.
Minneapolis, MN 55455*

*Office: 612-624-6083
Fax: 612-624-8241
[http://www.education.umn.edu/
edpsych](http://www.education.umn.edu/edpsych)*

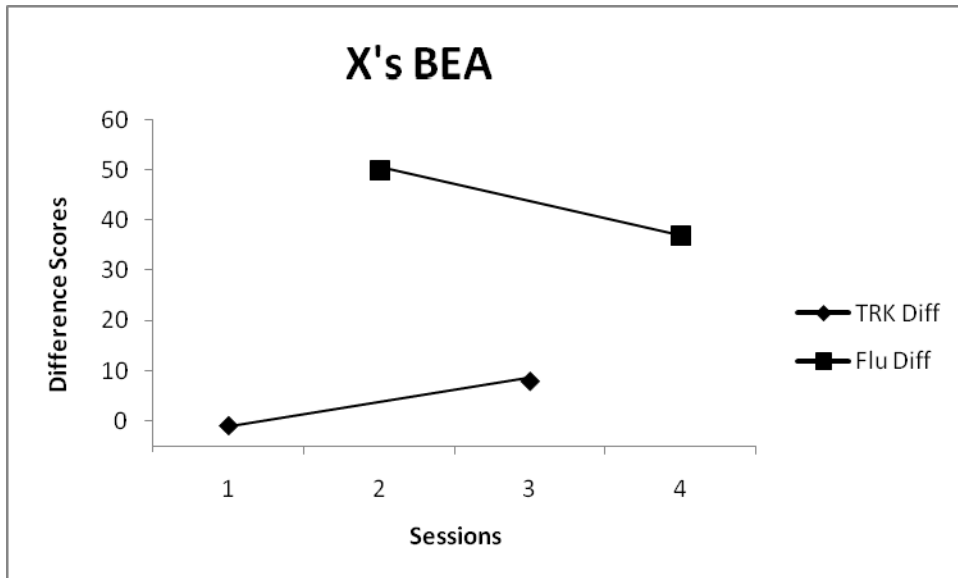
Lucy Laney and the University of Minnesota Summer Reading Research Project End of project progress report

Date: July 19, 2007

This summer, 40 students received 1:1 individualized reading fluency instruction from University of Minnesota graduate students for 30 min per day, 3 times per week (2 hours weekly) for 4 weeks. During the first week of the project, individualized reading assessments were conducted with each participant in the project to identify (a) the student's instructional level in reading, (b) an instructional strategy matched to the student's individual needs in the area of reading fluency, and (c) an error pattern analysis to identify the types of words the student was reading incorrectly. During the subsequent three weeks, each child received individualized reading instruction at his or her instructional level. The intervention consisted of an individualized instructional model, repeated practice reading passages, preview of instructional content, and reward contingent on tracking with finger while reading.

To measure each student's reading performance, we counted the number of words each student read correctly per minute. The scores provided a measure of overall reading growth compared to Minneapolis Public School district goals for each grade level. At the end of the program we were able to provide the parents of the students with individualized reports indicating the progress their child made, whether they were reading at or below grade level, and our recommendations for further progress.

A brief experimental analysis (BEA) research design was utilized for each student to allow for implementation of individualized reading interventions and for making data-based decisions. An example of a BEA, the corresponding individualized instruction package, and final report to the parents for one student is provided below.



For this student, the graph above shows that the tracking intervention resulted with higher reading fluency than the fluency intervention. Thus this student was provided reading instruction which incorporated a tracking contingency.

Tracking Contingency

1. Collect baseline by having student read aloud from the instructional passage for one minute.
 2. Collect baseline by having student read aloud from the HCO passage for one minute.
 3. Student selects a reward for which she will work.
 4. Tell student she can earn a reward if she follows along with her finger while she reads.
 5. Student reads aloud for 1 min from the beginning of the instructional passage.
 6. Correct errors.
 7. Student reads aloud for 20 sec. from the beginning of the passage.
 8. Correct errors.
 9. Student reads aloud for 20 sec., from the place where she ended in step 7.
 10. Correct errors.
 11. Student reads aloud for 20 sec., from the place where she ended in step 10.
 13. Correct errors.
 14. Repeat steps 3 and 4.
 15. Student reads aloud for 1 min., from the beginning of the passage.
 16. Student reads aloud for 1 min from the HCO passage. Record on spreadsheet.
 17. Repeat steps 3-15 until 30 min has passed. Do not go back to the beginning of the passage. Start where the student left off in step 15.
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Department of Educational Psychology

*College of Education and Human
Development*

*206 Burton Hall
178 Pillsbury Drive S.E.
Minneapolis, MN 55455*

*Office: 612-624-6083
Fax: 612-624-8241
[http://www.education.umn.edu/
edpsych](http://www.education.umn.edu/edpsych)*

**Lucy Laney and the University of Minnesota Summer Reading Research Project
End of project progress report**

X

Grade completed in June 2007: 2

Date: July 19, 2007

This summer, X received 1:1 individualized reading fluency instruction from University of Minnesota graduate students for 30 min per day, 3 times per week (2 hours weekly) for 4 weeks. During the first week of the project, individualized reading assessments were conducted with each participant in the project to identify (a) the student's instructional level in reading, (b) an instructional strategy matched to the student's individual needs in the area of reading fluency, and (c) an error pattern analysis to identify the types of words the student was reading incorrectly. During the subsequent three weeks, each child received individualized reading instruction at his or her instructional level. The intervention consisted of repeated practice reading passages and reward contingent on fluent and accurate reading. See the attached intervention protocol for further detail.

To measure X's reading performance, we counted the number of words she read correctly per minute. The scores provide a measure of overall reading growth compared to Minneapolis Public School district goals for second grade students. At the end of second grade, students should read approximately 90 words correct per minute. During the first week of the project, X read 77 words correct per minute. During the last week of the project, X read 90 words correct per minute.

Our data suggest that X is currently reading at grade level. She may benefit from continued individualized instruction during the academic year, using the strategies listed on the attached intervention protocol. Please do not hesitate to contact me at (612) 624-5854 or jmccomas@umn.edu if you have questions or would like additional information regarding the assessment or instructional strategies we used with X.

Jennifer J. McComas

Jennifer J. McComas, Ph.D.

Associate Professor, College of Education and Human Development