Read to Succeed

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Statement of Problem

- 40% of students below reading level

- Return transition times were being used ineffectively

- Result = classroom disorder and chaos

Research question

- How can we make transition times more effective for our classroom?
- How do we emphasize the importance of reading and increase reading fluency and level?

Hypothesis

- Using re-entry transition times as silent reading will increase reading fluency and level while effectively transitioning back into the classroom setting.

Method of collecting data

- Running records used for data collection

Data collected and analysis

Classroom A	December Running Record	Points	March Running Record	Points	April Running Record	Points
Student A	E	5	H	8	L	12
Student B	D	4	F	6	G	7
Student C	F	6	H	8	M	13
Student D	D	4	F	6	I	9
Student E	E	5	G	7	I	9
Student F	G	7	J	10	M	13
Classroom B						
Student A	B	2	B	2	C	3
Student B	C	3	E	5	F	6
Student C	D	4	D	4	F	6
Student D	F	6	G	7	I	9
Student E	E	5	G	7	H	8
Student F	E	5	G	7	I	9

Findings

Classroom A	December Points	March Points	Point Difference	April Points	Point Difference	TOTAL POINT DIFFERENCE
Student A	5	8	+3	12	+4	+7
Student B	4	6	+2	7	+2	+4
Student C	6	8	+2	13	+5	+7
Student D	4	6	+2	9	+3	+5
Student E	5	7	+2	9	+2	+4
Student F	7	10	+3	13	+3	+6
Classroom B						
Student A	2	2	No change	3	+1	+1
Student B	3	5	+2	6	+1	+3
Student C	4	4	No change	6	+2	+2
Student D	6	7	+1	7	+2	+3
Student E	5	7	+3	8	+1	+4
Student F	5	7	+3	9	+2	+5

Action taken as a result of the findings

- Continued use in classroom A

- Begin treatment in classroom B after seven successful trial in Classroom A.

- Growth to other classrooms

Conclusions/things learned

- Students increased their measured reading level significantly increasing their reading fluency as well

- Children who have the opportunity to read, succeed in improving their reading level and fluency.

Recommendations for further study

- Extend the study to other aspects of the reading process.

- Integrate other areas of study.