8-2020

Effects of Video Modeling System and ELL Reading Fluency

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Submitted July 2020

in fulfillment of final requirements for the MAED degree

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Abstract

The purpose of this action research paper is to evaluate the effects of a video-modeling system on the reading fluency of third-grade students. Video-modeling is a way for students to hear their own reading and use themselves as their own model. Video-modeling is one way for students to practice and listen to their own reading fluency. Throughout this process students have the opportunity to record themselves reading third-grade passages and reflect on their own recordings. This paper will reflect on the way the video-modeling system, SeeSaw, improved or challenged the reading fluency of third-grade students in an urban setting.

Keywords: reading fluency, video-modeling, SeeSaw, third-grade, elementary

Imagine picking up a book and when reading the first sentence you skip every other word. Then in the second sentence you spend 3 minutes trying to decode the first word, and then the second and soon almost every word in the sentence. You have 30 minutes of independent reading time and your teacher has asked you to write a 5-sentence summary of what you read. After 15 minutes, you have only read through 2 pages and spent most of that time stumbling over words. You have tried re-reading to better understand, but now the 30 minutes are up. When it comes time to write the summary, you realize that you cannot recall what you read. This is what it might feel like for a student who is missing the strategies to read fluently.

Fluency is a critical piece of a child's ability to comprehend their reading. When a child has become a fluent reader, they are able to quickly and efficiently decode words and focus on the content of what they are reading. They are more likely to understand because they are not spending time decoding each word, but rather putting the words together to give meaning and understanding. Comprehension can increase students' enjoyment of reading and also help students learn new concepts through the text. In order for comprehension to occur, the child must be a fluent reader. Fluency focuses on accuracy, expression, punctuation and how smooth a child reads. In order for a student to be proficient in reading, they must acquire these fluency skills.

According to the National Center for Education Statistics (2015), 64% of all fourth graders and 66% of all eighth graders are not reaching proficiency in reading. In the fall of 2016, there were 4.9 million students registered in public schools who identify as English language learners (ELL) in the United States (National Center for Education Statistics, 2019). Fourth grade ELL students scored 37 points lower than non-ELL students in reading (NCES, 2015). In Minnesota, ELL students scored 41.2% lower than their peers on the reading MCA's (Minnesota Report Card, 2018). ELL students are students who initially may have learned to speak, read or

write in a language other than English (Ludwig, Guo & Georgiou, 2019). Teaching fluency strategies is one way to help these students reach proficiency in grade-level reading standards.

In a Hmong Charter School in St. Paul, serving over 1,000 elementary students, 79% of the student body is on free and reduced lunch. Of the 1,000 elementary students, 40.8% of the students are ELL. In the 2018-2019 school year, 43.6% of students were not meeting grade-level standards in reading. Through FastBridge interventions and focused instruction, this school is focused on improving students' reading scores. One way to do this is through individualized and small-group fluency instruction.

The focus on reading fluency has been a key component of teaching reading in the elementary grades. Through focused instruction and intervention, teachers work to teach students strategies to become more fluent readers. The purpose of this action research study is to address the importance of reading fluency and present one strategy to help improve the reading fluency of ELL students. One strategy to improve reading fluency is through a video-modeling system. Students record themselves reading and use this model to focus on the four major aspects of fluency; accuracy, rate, punctuation and expression. This research study will focus on how a video modeling system may support or present challenges for students and their reading fluency. Throughout this action research study, the goal was to determine if a video-modeling system could help the reading fluency of third-grade students.

1. In what ways does a video modeling system provide support and challenges for EL students with their reading fluency?

Theoretical Framework

According to Language acquisition theory children learn language through a sensory experience (Lemityinen, 2012). B.F. Skinner believed that language acquisition is a learned

behavior. Children learn language through reinforcement and understanding of words. Skinner argued that children go through trial and error and look for responses for the adult to determine if they are saying and understanding language correctly. Skinner also believed that language acquisition could be acquired through imitation (Lemityinen, 2012).

Children learn language through imitation and reinforcement. A visual modeling system provides students with the opportunity to learn from their own self-reflection as well as through peers. It also provides students with the opportunity to gain feedback and reinforcement from their classroom teacher. As students learn from their own recordings and grow through reinforcement, their reading fluency may improve.

The video-modeling system researched during this study is one way to allow students the opportunity to practice reading fluency through imitation and reinforcement. The video-modeling system intervention using the program SeeSaw will allow students to record themselves reading a grade level passage. They will be able to watch their own recording immediately and do a second recording imitating what a fluent reader would sound like reading the same passage. They have access to this recording and can use it as a way to continue working on their reading fluency.

Review of Literature

Reading Fluency and Reading Achievement

Reading fluency is the student's ability to read texts with speed, accuracy, expression and correct punctuation (Kim, 2012; National Reading Panel, 2000; Ross & Begeny, 2011). In order for students to become successful readers, they must be proficient in their oral reading fluency (Edwards & Lambros, 2018). Word reading and fluency has been shown to have a direct relation with reading comprehension (Smith, et al., 2014). Above the primary level, reading fluency has

been associated with overall reading achievement and many of the students above the primary level have not reached efficient levels of reading fluency (Rasinski, Samuels, Hiebert, Petscher & Feller, 2011).

Word reading fluency attributed to a 13% variance in reading comprehension for ELL students (Crosson & Lesaux, 2009). When students are able to accurately decode words and automatically read words in a text they are more likely to comprehend what they are reading (Crosson & Lesaux, 2009; Ross & Begeny, 2011). In one study, growth in reading fluency in first grade predicted reading performance in fourth grade (Jimerson, Hong, Stage & Gerber, 2013). First-grade students began reading with around 41% accuracy and by fourth grade were reading with 71% accuracy, almost 10% higher than their monolingual peers (Jimerson, 2013).

Video Self Modeling

One intervention that has shown to increase the reading fluency of English language learners is video self-modeling (Edwards & Lambros, 2018; Ortiz, Burlingame, Onuegbulem, Yoshikawa & Rojas, 2012). Video self-modeling, or VSM is defined as "an instructional technique that uses a video recording of behavior to provide a visual representation or model of a target behavior" (Edwards & Lambros, 2018, p. 467). It is a way for students to become actively engaged in their own intervention and become their own self-model (Edwards & Lambros, 2018). Video self-modeling provides students with the opportunity to see how a skill is done effectively and can model the behavior (Ortiz, et al., 2012). The student is able to view themselves fluently reading with no errors (Ortiz, et al., 2012).

In some cases, video modeling interventions have helped students increase their overall WCPM (Edwards & Lambros, 2018). One student increased their total WCPM by 22 after completing the intervention (Edwards & Lambros, 2018). As students worked alongside their

own self-modeling of a given text, they improved their overall oral reading accuracy and speed (Edwards & Lambros, 2018). Edwards & Lambros (2018) noted that when students were given a new text, they reduced their speed but produced a higher number of accurate words per minute after completing the video-modeling intervention. With repeated practice and self-reflection, students grew more comfortable with the overall sentence structures and expression used in the self-model (Ortiz, et al., 2012).

In order for the video-modeling intervention to be effective, the student recordings must be edited at the beginning so students are reading without errors (Edwards & Lambros, 2018; Ortiz, et al., 2012). Students may initially read a text and miss some of the elements of reading fluency (speed, accuracy, expression), and the video should be edited to show the student reading accurately (Ortiz, et al., 2012). The student may need prompting from the teacher initially to create their video recording (Edwards & Lambros, 2018).

Small-Group Interventions

Focused reading interventions can increase reading achievement with elementary ELL students (Begeny, 2009; Coyne, 2018; Kamps, 2007). Ludwig, Guo & Georgiou (2019) noted that reading interventions provided large effects for reading accuracy and fluency. Some classroom teachers prefer small group interventions over one-on-one interventions because they are able to support multiple students in one setting (Ross & Begeny, 2009). These teachers practiced and taught these interventions with fidelity which Kamps (2007) attributed to the positive effects they had on reading achievement for ELL students. Ludwig, et al. (2019) noted that intervention groups with 5 or more students were less effective than groups with 2-5 students. Longer intervention sessions were less effective than shorter sessions (Ludwig, et al., 2019).

A strategy for one-on-one reading interventions used to improve reading fluency of ELL students is repeated reading (Ross & Begeny, 2011). Students in the study received the intervention for 7 sessions. The teacher read a reading passage aloud while the student followed along. The student would then read the same passage multiple times during the intervention session (Ross & Begeny, 2011). After the student read through the passage multiple times, the student would then summarize what they read. The intervention would end with students repeating phrases chosen by the trainer to practice reading with expression (Ross & Begeny, 2011). This type of intervention resulted in increases in WCPM (Ross & Begeny, 2011).

Another strategy used in reading interventions for ELL students is the balanced literacy approach (Kamps, et al., 2007). Students receive direct instruction and then move into more independent practice with leveled readers (Kamps, et al., 2007). There were 3-7 students in each small group. They received guided reading practice as well as an additional language and vocabulary instruction (Kamps, et al., 2007). This type of instruction was successful for ELL students in an early-intervention system (Kamps, et al., 2007). It is also important to note that each of these interventions, repeated reading, and balanced literacy, were taught with fidelity (Kamps, et al., 2007).

In conclusion, studies show that interventions focused on improving the reading fluency and accuracy of ELL students in the elementary setting have been effective (Edwards, et al., 2018; Ludwig, et al., 2019; Ortiz, et al, 2012; Richards-Tutor, et al., 2016). Video self-modeling is a way for students to practice fluency through their own self-guidance (Edwards, et al., 2018. Ortiz, et al., 2012). Small group interventions provide ELL students with more directed instruction in reading fluency in a shorter amount of time with a smaller number of students (Ludwig, et al, 2019; Richards-Tutor, et al., 2016).

Although these interventions have shown to be effective, current studies put ELL students into a heterogeneous group (Ludwig, et al., 2019; Richards-Tutor, et al., 2016). Students vary in language proficiency, academic achievement and learning abilities (Ludwig, et al., 2019; Richards-Tutor, et al., 2016). These differences may attribute to the varying levels of reading proficiency in ELL students. An additional factor that is lacking in some studies is the number of students living in poverty (Richards-Tutor, et al., 2016). Many ELL students are living in poverty which could also contribute to lower reading achievement (Ransdell, 2012). Overall, research shows that individualized interventions are one way to help improve the overall reading fluency and achievement for ELL students.

Methodology

One way to allow students to practice their reading fluency is through a video-modeling system. A video-modeling system requires students to record themselves first and then watch and reflect on their own reading. Students see themselves as the model and this strategy has been shown to improve reading fluency. This action research study used an experimental design. Quantitative data was collected through FastBridge aReading and FastBridge CBMReading assessments. Qualitative data was collected through teacher observation and student questionnaires. Although the aReading and CBMReading were not able to be completed at the end of the intervention due to Covid-19, the assessments were used at the beginning of the intervention to mark the number of words read by the student and level of comprehension. The teacher observation noted the four aspects of fluency and the student questionnaire noted how comfortable students felt with their reading fluency before and after the 6 week intervention.

The population of this action research study was third-grade students enrolled at a Charter school in St. Paul, Minnesota. The sample consisted of 26 students in one third-grade

classroom. 12 of the students were female and 14 of the students were male. The students ranged from 8 to 9 years old. One student was receiving special education services and 14 of the students were receiving services for English Language Learners. The school as a whole serves students from kindergarten through twelfth grade. When looking at the school population, 72.8% of the students are on free or reduced lunch, 97.9% of the school population is Asian, 0.8% are Hispanic and 1.6% are two or more races, according to the Minnesota Report Card.

At the beginning of the intervention and (was scheduled to be taken at the) end of the intervention, students completed the FastBridge aReading assessment and CBMReading assessment. The aReading assessment assesses a broad range of reading skills such as phonics, phonemic awareness, comprehension and vocabulary. The CBMReading assessment is a 1 minute assessment that calculates the number of words read correctly in a grade-level passage. This assessment was used to calculate the rate and accuracy the student was reading at the beginning of the intervention and throughout. Students who scored in the lower half of the class completed the CBMReading assessment weekly.

After the aReading assessment and CBMReading assessment were completed at the beginning of the intervention, the students completed a survey on their feelings of fluency. They were asked questions about the four aspects of fluency; punctuation, expression, accuracy and rate. Students rated themselves on how often they practiced each aspect of fluency in their reading. Once the survey was completed, students did their first video-modeling. Using the program, SeeSaw, students were given a passage. They recorded themselves reading the passage with no practice. After doing the “cold read,” students had the opportunity to watch their video and reflect on improvements they may want to make for their second reading. They also had the opportunity to practice reading the passage aloud and after practice and reflection, students did a

second reading. This all occurred on the same day and was completed three times throughout the intervention. The recordings were completed at the beginning of the intervention, three-weeks and at the end of the intervention.

After each recording, the teacher completed an observation rubric based on the four aspects of fluency (see Appendix A). The teacher rated students on a scale of 1-5 and provided feedback to help them improve their reading fluency based on their own self-model. Students were able given a recording sheet to check off how often they recorded themselves reading on SeeSaw within the classroom and at home.

At the end of the intervention, students were given the survey on their feelings of fluency. The original goal was to administer the aReading and CBMReading through Fastbridge for the final time, but this was eliminated due to Covid-19. The teacher gave final observations to the lower half of the class based on their FastBridge data and these students did do a final CBMReading assessment showing their accuracy and rate after the six week intervention. The results from the six week intervention were shown through graphs as well as statements of observations throughout the intervention.

Results

For this research study in a third-grade classroom of 26 students, four pieces of data were collected to evaluate the effectiveness of a video-modeling system on the student's reading fluency. The data included the CBMReading assessment which recorded the number of words read per minute for each student, a student fluency survey and teacher observation of students reading passage recordings on the program, SeeSaw. Students were also scheduled to complete the aReading assessment provided by FastBridge, but because of Covid-19 were unable to

complete the Spring assessment. These four data collections provided information on the challenges and successes of a video-modeling system on a students reading fluency.

The students' words per minute (WPM) was recorded based on FastBridge data scoring students as “high risk,” “some risk,” or “on track.” This data was compared across the six week intervention from beginning to end. The student responses on the survey were collected at the beginning and end of the intervention using Google Forms. The teacher observations of the students fluency recordings on SeeSaw were collected using the reading fluency rubric and recorded on a spreadsheet. The graphs created on Google Sheets were used to compare the teachers initial observations of reading fluency on SeeSaw and final observations of the video-modeling system.

The purpose of this study was to evaluate the effect a video-modeling system may have on a third-graders reading fluency. Throughout the intervention, students had opportunities to do both formal and informal recordings. The formal recordings were instructed by the teacher and the informal recordings were completed by students at home and in the classroom. The research study included both qualitative and quantitative data analysis across a six-week time period.

Supports and Challenges of a Video Modeling System

This research study aimed to answer the question on how a video modeling system may support or create challenges for third-graders reading fluency. To answer this question, the students participated in a six week intervention where they recorded themselves reading grade-level passages and taking time to watch and reflect on their original recording before doing a second recording. The intervention began with a student survey on reading fluency focusing on their use of punctuation, expression and accuracy in their reading. The students also completed the CBMReading assessment on FastBridge to determine the number of words read per minute

(WPM). After completion of the fluency survey and assessment on the students WPM, the students began the six week fluency intervention. There were 3 formal recordings and an optional number of informal recordings for students to complete.

The fluency survey was completed at the beginning of the video-modeling intervention and when the intervention was completed. The fluency survey covered three of the main aspects of fluency; punctuation, accuracy and expression. Students rated how they felt about their own reading fluency by checking, “Always,” “Mostly,” “Sometimes,” or “Never.” The same statements were presented when the intervention was completed.

Students took a survey at the beginning and end of the intervention to indicate how comfortable they felt while noticing punctuation while reading, as shown below in figure 1. The number of students who said they “always” use punctuation in their reading increased from two to eight. More students felt they used punctuation in their reading after completing the intervention.

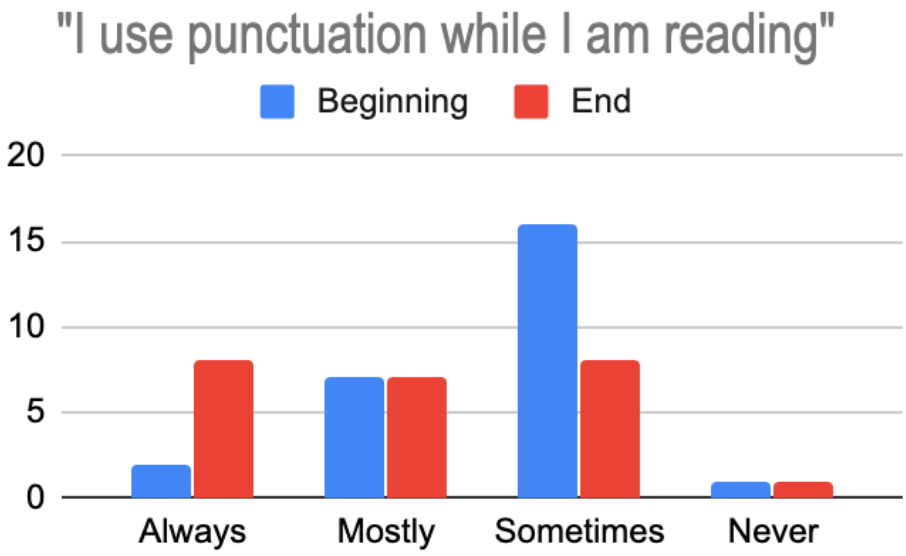

Figure 1. Students Reflection on Use of Punctuation

In figure 2, students express how they felt when using expression as they read out loud. When students read with expression they are working on changing their voice to match characters and the mood of the reading passage. By the end of the intervention, the number of students who originally said they never read with expression and dropped from four students to two. SeeSaw provided students with the opportunity to hear themselves reading aloud and were able to note if they were using expression, which helped students become aware of their mood and voice level.

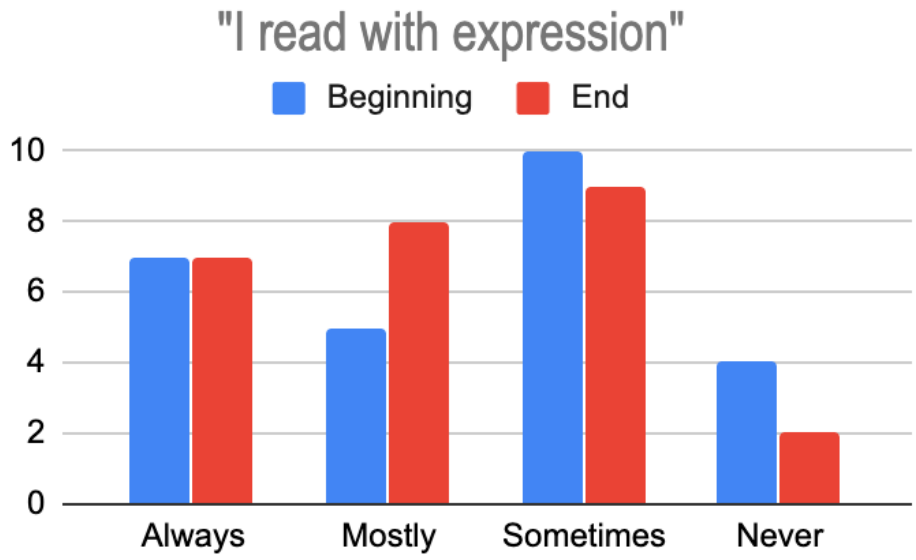

Figure 2. Students Reflection on Use of Expression

In figure 3, students describe their feelings about their use of word accuracy before and after the video-modeling intervention. Students were told that accuracy means they read their words correctly. At the beginning of the intervention, there were not any students who stated they always read words correctly, but by the end of the intervention, 4 students stated they believed they always read words correctly.

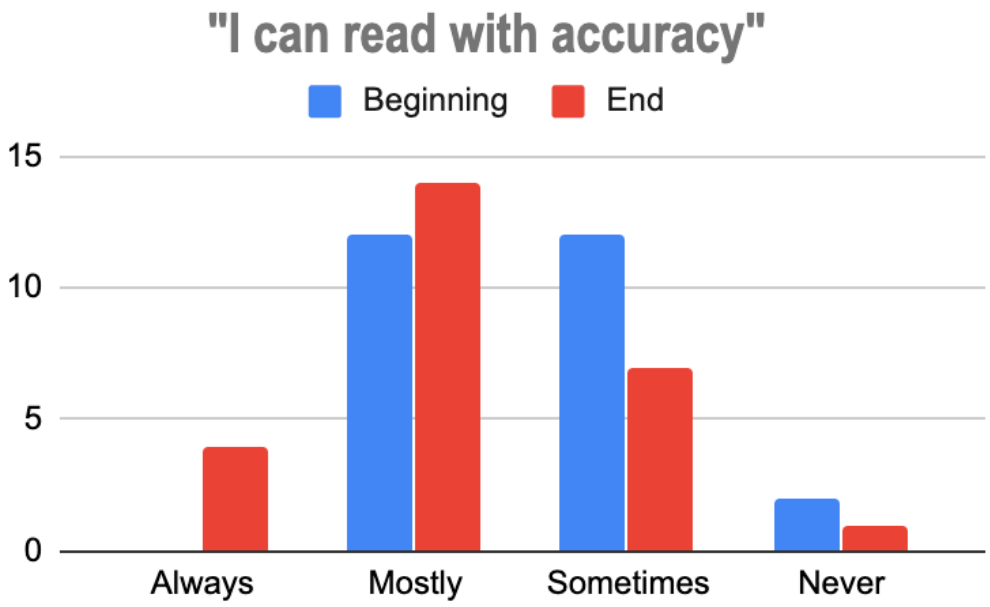

Figure 3. Students Reflection on Word Accuracy

In figure 4, students describe their feelings about their reading rate before and after the intervention. Students were told that their reading rate is more than just reading quickly, but it is how many words you can read fluently in a sentence. At the end of the intervention, there was only one student who stated that they did not read at a good rate.

Figure 4. Students Reflection on Reading Rate

The next piece of data that was collected in order to answer the question about how a video-modeling system may support or present challenges for a third-graders reading fluency was conducting the CBMReading assessment on FastBridge. This assessment required students to read a grade-level passage. The student was given a minute to read through the passage and the teacher marked missed or incorrect words as the student read aloud. After the minute was up and the teacher pressed submit, the assessment would present a words per minute (WPM) for the student. For students who were considered "on track" according to FastBridge, they completed the assessment at the beginning of the intervention and at the end. For students who were considered "at risk," they completed the assessment once a week.

In figure 5, the CBMReading scores of the 26 third-grade students at the beginning of the intervention and at the end is represented. Students were considered "high risk" if they read 75 words or less per minute according to FastBridge. Students were considered at "some risk" if they read between 76 and 110 words per minute. Students were considered "on track" according to FastBridge if they read 111 words or more per minute.

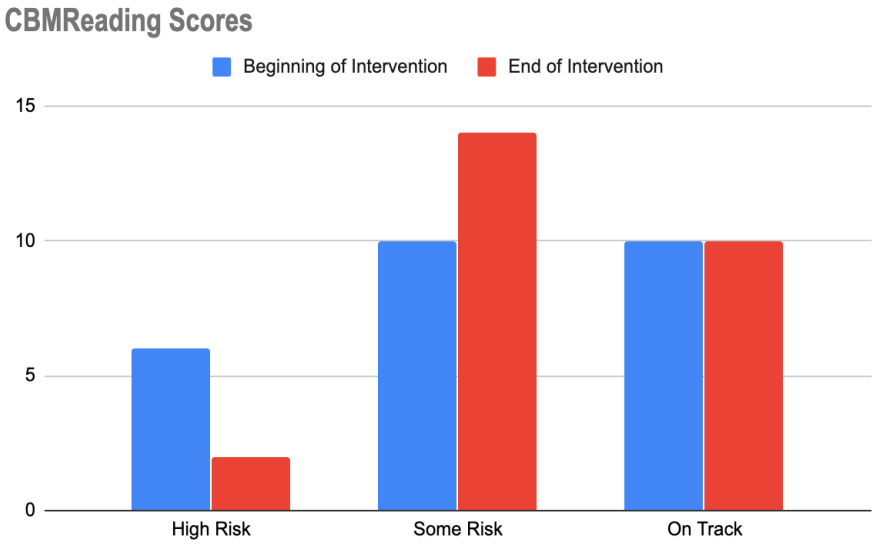

Figure 5. Students Beginning and End CBMReading Scores

After completing the initial qualitative and quantitative assessments, the students began the official video-modeling intervention. The students were given grade-level passages at the beginning of the intervention, three-weeks into the intervention and then at the end of the intervention. The students recorded themselves reading the passage on a program called, SeeSaw. SeeSaw is an online platform where students can demonstrate what they have learned in the classroom and at home. Students have the ability to make video recordings, take pictures, draw pictures and type responses. Students are also able to comment on their classmates posts and parents may respond as well.

Each recording was assessed using a grading rubric (see Appendix A). The rubric covered accuracy, punctuation and expression. Each subsection of fluency (accuracy, punctuation and expression) was evaluated on a scale of 1 to 4. For accuracy, if students read all words correctly, they would receive a 4. If students read 95% of words or less correctly, they received a 1. For punctuation, students received a 4 of they correctly used all punctuation within the passage. Students would receive a 1 if they skipped all punctuation. The section of the rubric that focused on expression was looking at the readers ability to read with feeling and fluidity and not sound monotone. Students would receive a 4 if they changed their voice to match the characters or the mood of the story. The students would receive a 1 if they read without expression and sounded more monotone.

Students began to notice and include more expression in their SeeSaw recordings throughout the intervention. From the initial recording of the passage on SeeSaw students often scored a 1 on their expression while reading. After watching their initial recording and receiving feedback, many students moved from a 1 in expression to a 3. Students also began noticing and using punctuation more often after listening to their initial video-recording. Students who scored

a 1 for punctuation in their first recording, increased to a 2 or 3 in their second recording on SeeSaw of the same passage. In figures 6 and 7, the results from the first formal SeeSaw recording are shown. In figures 8 and 9, the results from the last formal SeeSaw recording are shown.

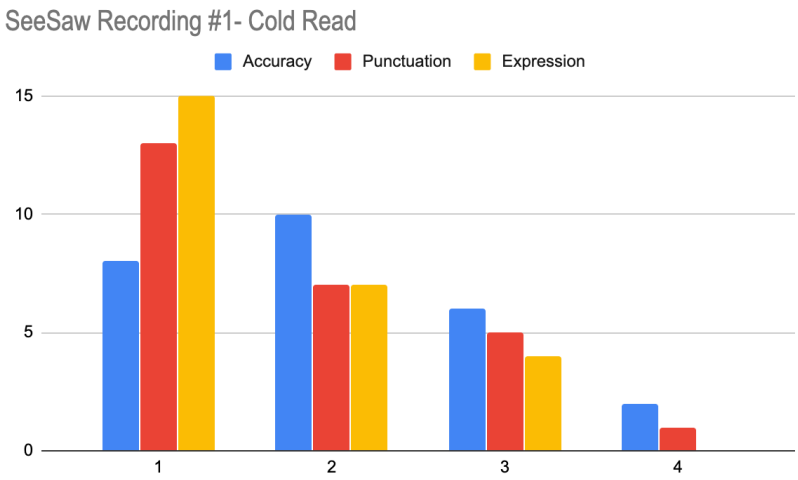

Figure 6. Students First SeeSaw Recording-Cold Read

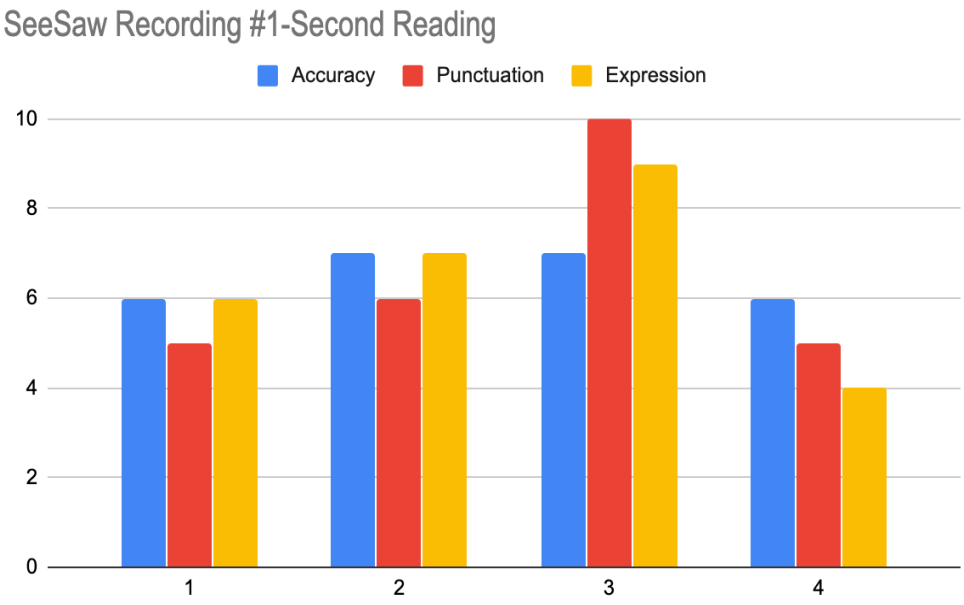

Figure 7. Students First SeeSaw Recording-Second Reading

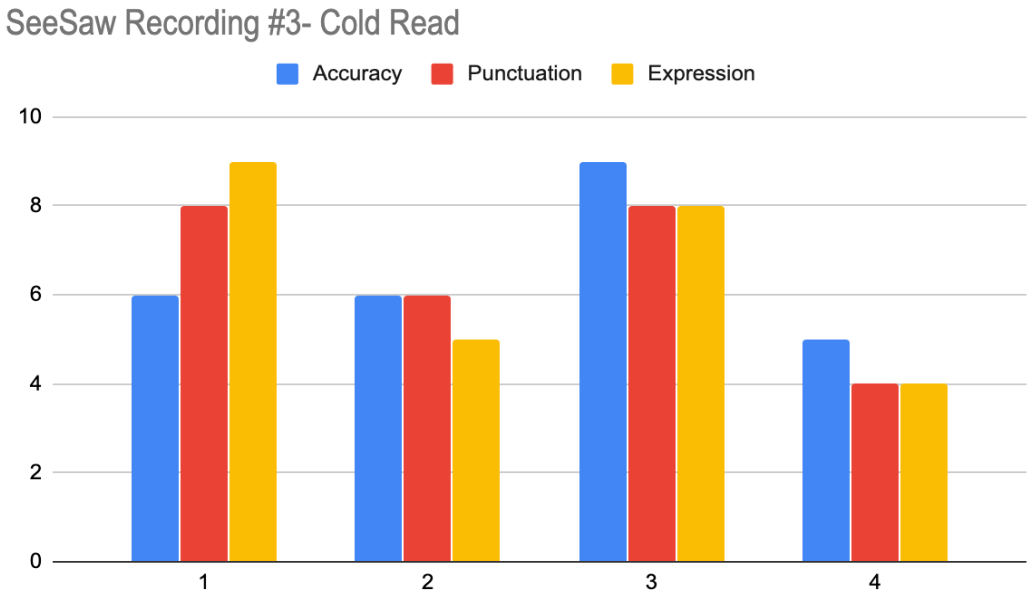

Figure 8. Students Final SeeSaw Recording-Cold Read

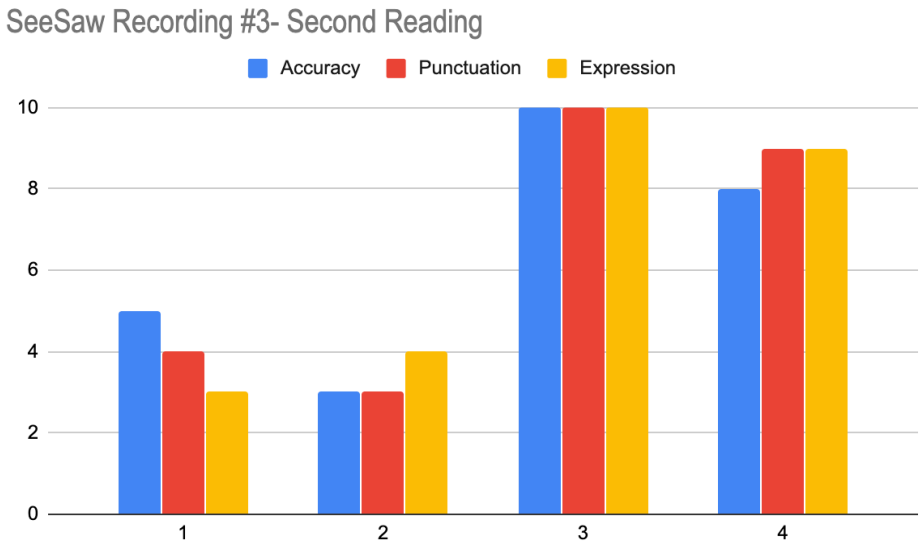

Figure 9. Students Final SeeSaw Recording-Second Reading

Students also completed the aReading assessment in the winter. The aReading assessment is a 15-30 minute assessment that evaluates a broad range of reading skills such as phonics, comprehension and vocabulary. The students would have taken the aReading assessment again in the Spring, but because of the implementation of distance learning the students were unable to

complete the final aReading assessment. This would have been the fourth piece of data in this research study.

In conclusion, the students showed growth in their reading fluency from the beginning of the intervention to the end. In the surveys, there was an increase of students who stated they felt they “never” or “sometimes” read with fluency to more students stating they felt they “mostly” or “always” read fluently. The CBMReading assessment showed that the number of students who were considered “high risk” decreased and these students moved up to being listed as “some risk.” In the teacher's observations of students' SeeSaw recordings using the fluency rubric, there was improvement from the cold read to the practiced reading recording in each formal recording. There was an overall improvement in initial reading accuracy, expression and punctuation from the first cold read at the beginning of the intervention to the final cold read of the six week intervention.

Conclusion

The purpose of this action research study was to determine how a video-modeling system, SeeSaw, might be able to improve a third-graders reading fluency. Throughout the six-week intervention, students had the opportunity to record themselves reading a grade level passage and reflect on their own self-model in order to continue growing in their reading fluency. As students recorded and reflected on their own reading fluency, the goal was that their reading fluency would improve in at least one of the main areas of fluency; punctuation, expression, rate and accuracy. This intervention succeeded in providing students with a new way to practice their reading fluency and a majority of the students increase their rate and accuracy and their overall knowledge of the various aspects of reading fluency.

After the six week intervention focused on reading fluency, the following conclusions were made:

- Using the video-modeling system, SeeSaw, overall the third-grade students reading fluency improved in most areas of reading fluency. Once students heard their own recording, they were able to reflect and make changes on each area; punctuation, expression, rate and accuracy.
- Overall, in the student response survey, most students moved away from saying they never used reading fluency into using each aspect of reading fluency.
- At the beginning of the intervention, none of the students noted that they read with accuracy. They didn't believe they read all of the words correctly in a passage and by the end of the six weeks there were students who believed that they read all words in the passage correctly.
- After the intervention the number of students who were "on track" remained the same, but the number of students who were at "high risk" at the beginning of the intervention dropped.

Based off the data reported from the six-week intervention, the following recommendations can be made:

- Using SeeSaw was one way to improve student's reading fluency. SeeSaw provided students the opportunity to record themselves reading through video or voice recording.
- Students should have frequent opportunities to read out loud. They are able to think about their reading fluency.
- When students are presented with grade-level passages they are able to practice the fluency skills taught in smaller interventions.

Overall, the influence of a video-modeling system was a way for students to improve their reading fluency. When students were able to record their reading and were given the time to reflect they improved their reading fluency in all four areas of fluency. As I decide on future instruction with the focus on reading fluency, I feel that practice reading aloud with recording will provide students with opportunity to self reflect, gain feedback and improve their reading fluency.

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Appendix A

Reading Fluency Rubric

	1	2	3	4
Accuracy -I read the words correctly	Reads 95% or less of words correctly	Reads 96% of words correctly	Reads 97-98% of words correctly	Reads 99-100% of words correctly
Punctuation -I stop at periods and change my voice when I see an exclamation point or a question mark.	Reader skips all punctuation.	Reader uses some punctuation.	Reader only misses 1-3 punctuations.	Reader uses all punctuation.
Expression -I read with feeling and do not sound like a robot.	Reads monotone	Voice variation, but does not always fit with text	Reader changes voice to match characters, with some mood	Readers changes voice to match characters and mood