

Utilizing the Open Court/Kaleidoscope Reading Program to Improve Fifth Grade

Oral Reading Fluency at Harrah Elementary School

Harrah, Washington

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A Special Project

Presented to

Dr. Jack McPherson

Heritage University

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In Partial Fullfillment

Of the Requirement for the Degree of

Masters of Education

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## FACULTY APPROVAL

Utilizing the Open Court/Kaleidoscope Reading Program to Improve Fifth Grade  
Oral Reading Fluency at Harrah Elementary School

Approved for the Faculty

\_\_\_\_\_, Faculty Advisor

## ABSTRACT

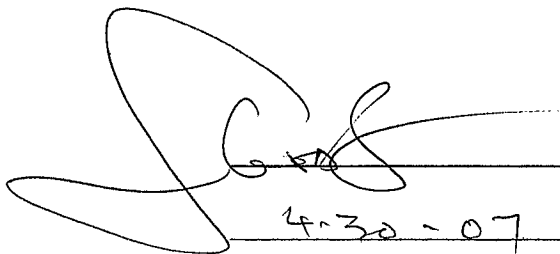
The purpose of this experimental/descriptive research project was to determine that the implementation of the Open Court/Kaleidoscope reading program and the use of the DIBLES assessment would improve oral reading fluency scores of fifth grade students. To accomplish this purpose, a review of selected literature was conducted, essential base line data were obtained and analyzed, and related conclusions and recommendations were formulated.

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## TABLE OF CONTENTS

	Page
FACULTY APPROVAL.....	ii
ABSTRACT.....	iii
PERMISSION TO STORE.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vi
CHAPTER 1.....	1
Introduction.....	1
Background for the Project.....	2
Statement of the Problem.....	3
Purpose of the Project.....	4
Delimitations.....	4
Assumptions.....	5
Hypothesis.....	6
Significance of the Project.....	6
Procedure.....	6
Definition of Terms.....	7
Acronyms.....	7
CHAPTER 2.....	10
Review of Selected Literature.....	10

Introduction.....	10
The Importance of Reading.....	10
The Open Court/Kaleidoscope Reading Program.....	11
Reading Best Practices.....	16
Dynamic Indicators of Basic Early Literacy Skills.....	19
Summary.....	19
CHAPTER 3.....	21
Methodology and Treatment of Data.....	21
Introduction.....	21
Methodology.....	21
Participants.....	22
Instruments.....	22
Designs.....	22
Procedure.....	23
Treatment of the Data.....	24
Summary.....	24
CHAPTER 4.....	25
Analysis of Data.....	25
Hypothesis.....	25
Results of the Study.....	25
Summary.....	25

CHAPTER 5.....	28
Summary, Conclusions, Recommendations.....	28
Conclusions.....	29
Recommendations.....	29
REFERENCES.....	31

## LIST OF TABLES

	Page
Table 1, Pre and Posttest DIBELS Scores for Oral Reading Fluency, 5 <sup>th</sup> Grade Participants at Harrah Elementary School.....	27





## CHAPTER 1

### Introduction

#### Background for the Project

Although most students do learn to read in school, a small but significant number struggle to acquire reading skills and, over time, experience major difficulties in developing those skills through regular classroom instruction. These reading difficulties are not confined to any one segment of the school population. They occur among middle-class white students as well as among poor and minority students and students who are nonnative speakers of English. For these students the consequences of reading failure are wide ranging. Students who are not skillful readers often are trapped in a web of academic, social, and psychological problems that limit their options and opportunities throughout their lives. What makes this situation especially dismaying is that educators now have evidence that virtually all students who display reading difficulties can be taught to read with proficiency. The ultimate objective of Kaleidoscope, Open Court Reading's intervention program, has been to provide the kind of reading instruction that can help schools achieve this goal (<http://www.sra.4kids.com,p>).

As alluded to in the above statement, many students encounter difficulties in learning to read, a learning skill so important that it can influence any success or

lack of success throughout life. The Open Court/ Kaleidoscope reading approach has provided hope for struggling reading students.

In 2002, the No Child Left Behind (NCLB) Act was passed by the United States Congress, mandating that all children in America were to be reading at grade level by the end of third grade. NCLB caused many schools to reorganize their entire reading program. Although the NCLB put pressure on all basic subject areas, the main goal was to ensure all children were reading at grade level.

A prevailing belief held by most educators maintained that to be successful as young adults in today's world, a student must have an adequate understanding of basic academic skills. Educational leaders were therefore disturbed to learn that research conducted by the National Assessment of Educational Progress (NAEP, 2001), reported that only 32 percent of the nation's fourth-graders performed at or above the proficient achievement level in reading. Based on these findings, the assumption conclusion could be drawn that if students could not read, they could not perform well in other subject areas such as mathematics, science and social studies. Reading was therefore considered to be the foundation for all learning and understanding and for advancing though the educational process.

The NCLB Act also provided schools with funding for Reading First Grants designed to help improve student reading scores by the end of 3<sup>rd</sup> grade. The focus of Reading First was to provide intensive reading instruction in grades kindergarten through three. Reading First Grants also funded the Dynamic

Indicators of Basic Early Literacy Skills (DIBELS) assessment program designed to test student's oral reading fluency and letter recognition. The Dynamic Indicators of Basic Early Literacy Skills assessment was adopted by many Reading First Schools.

#### Statement of the Problem

Harrah Elementary School, (HES), located on the Yakima Indian Reservation, in a rural farming area of Central Washington, had an ethnic population comprised primarily of Hispanic and Native American students. In recent years, approximately 85% of HES Students had been reading below grade level.

Harrah Elementary School, (HES) enrolled many students who were below grade level in reading. There was an urgent need to implement a reading program designed to increase students' oral reading fluency scores. During the 2005-2006 school year, HES adopted the Open Court/Kaleidoscope reading program and implemented the DIBLES oral reading fluency test to identify and assist students who were in need of intensive reading instruction.

The problem which represented the focus of the present study may be stated as follows: To what extent did the Open Court/Kaleidoscope reading program improve oral reading fluency of fifth grade students as measured by the DIBELS assessment?

### Purpose of the Project

The purpose of this experimental/descriptive research project was to determine that the implementation of the Open Court/Kaleidoscope reading program and the use of the DIBLES assessment would improve oral reading fluency scores of fifth grade students. To accomplish this purpose, a review of selected literature was conducted, essential base line data were obtained and analyzed, and related conclusions and recommendations were formulated.

### Delimitations

The project was conducted during the 2005-2006 school year at HES located in the Mt. Adams School District. The Mt. Adams School District (MASD), student enrollment by ethnicity in October 2004 was 65.8% American Indian, 23.7% Hispanic, 10.4% Caucasian and 0.1 % Black. In the MASD, seventy nine percent of total student population qualified for free and reduced lunch programs. Fifteen percent of the 1, 098 students received special education services (Office of the Superintendent of Public Instruction). Students from families of poverty tended to score below grade level in reading. The student population utilized in this project included twelve fifth graders enrolled in the researchers' (Jacqueline H. Graf) HES class.

All participating 5<sup>th</sup> grade students were provided reading instruction using Open Court/Kaleidoscope reading program. Students were then administered the DIBELS Benchmark Assessments three times during the school year: September

2005: January 2006: and May 2006: students were scored in three levels: benchmark (at grade level or above), strategic (one year below grade level), and intensive (two years and below grade level). Students who scored at benchmark level were reading at grade level and above; and were not administered progress monitoring assessments. Students who scored at the strategic level were considered to be at some risk and were given progress monitoring assessments once every two weeks. Students who scored at the intensive level were also considered to be at-risk and were given progress monitoring assessments once a week. For purposes of the present study only pretest scores (September 2005) and posttest scores (May 2006) of participating students were included in the data analyses.

### Assumptions

The assumption was made that MASD administrators were correct in their determination to adopt the Open Court/ Kaleidoscope Reading Program. This was deemed essential to address the urgent problem represented by the fact that eighty five percent of students enrolled were reading below grade level. The further assumption was made that using the DIBELS assessment would have provided accurate and meaningful data relevant to the present study. Finally the researcher believed that utilizing the Open Court/ Kaleidoscope reading program would significantly improve oral reading fluency scores of participating students.

### Hypothesis

Oral Reading Fluency scores of participating fifth grade students improved when instructed using the Open Court/ Kaleidoscope reading program when measured by the DIBELS assessment.

### Significance of the Project

A significant need existed to conduct the present research study for the MASD to ascertain the effectiveness of the Open Court/ Kaleidoscope reading program, while contributing to the body of research related to reading instruction.

Students at HES were not reading at grade level because of many contributing factors, including numerous family/societal issues related to low family income, ethnic, special education, and language needs. Many students who attended HES entered kindergarten deficient in basic academic skills. These students spent the next five years trying to catch up and many were not reading at grade level by the end of third grade. According to (Burns & Griffin, 1998), children who read well in the early grades were far more successful in later years; and those who fell behind often stayed behind.

### Procedure

Procedures employed in the present study evolved in several stages, as follows:

1. During summer 2005, MASD administrators adopted the Open Court/ Kaleidoscope reading program to improve students' reading scores.

2. In September of 2005, all participating fifth graders were administered the Benchmark Assessment test of the DIBELS program.
3. Scores were then compiled and analyzed. Students who scored in the at some-risk level were given progress monitoring tests every two weeks. The students who scored in the at-risk level were given progress monitoring tests once a week. Students who scored at little or no-risk were not administered progress monitoring assessments. This process was repeated after each Benchmark Assessment.
4. Scores were compiled at the end of the school year to evaluate the number of words per minute each student gained from the fall of 2005 to the spring of 2006.
5. The investigator (Jacqueline H. Graf) made the determination to undertake the study during the 2005-2006 school year and began conducting a review of selected literature and gathering essential baseline data.
6. During spring semester 2007, while completing the present study at Heritage University, student oral reading fluency scores were then analyzed and compiled into a table made by the researcher to show number of words per minute each student gained from September 2005 to May 2006.

#### Definition of Terms

Significant terms used in the context of the present study have been defined as follows:



At-Risk. A score that was at least two grade levels or below the expected score for that grade level at the time the test was taken.

At Some-Risk. A score that was one year or less below the expected score for that grade level at the time the test was taken.

Basic Skills: Those skills that a student was expected to have at the completion of the grade level.

Benchmark. A score that was equal or above the expected score for that grade at the time the test was taken.

Descriptive Statistics. Data analysis techniques enabling the researcher to meaningfully describe many scores with a small number of numerical indices.

Experimental Research: Research done to determine a cause-effect relationship.

Intensive: A score that was two years or more below the expected score for that grade level at the time the test was taken.

Oral Reading Fluency. Words read per minute on a grade level reading test.

Strategic: A score that was less than one year below the expected score for that grade level at the time the test was taken.

#### Acronyms

DIBELS. Dynamic Indicators of Basic Early Literacy Skills.

HES. Harrah Elementary School.

MASD. Mt. Adams School District.

NCLB. No Child Left Behind Act.

PALS. Phonological Awareness Literacy Screening Test

WASL. Washington Assessment of Student Learning.

## CHAPTER 2

### Review of Selected Literature

#### Introduction

The review of literature and research summarized in Chapter 2 was organized to address the following research topics:

- The Importance of Reading.
- The Open Court/Kaleidoscope Reading Program.
- Reading Instruction Best Practices.
- Dynamic Indicators of Basic Literacy Skills (DIBELS).
- Summary.

Data current primarily within the last 10 years were identified through an online computerized literature search of the Educational Resources Information Center (ERIC), Internet, and ProQuest. A hand-search of related research publications was also conducted.

#### The Importance of Reading

Moats (2004) contended that reading was the fundamental skill upon which all formal education depends. If a child did not learn to read then that same child would not master other skills found in formal education. Formal education depended on the student being able to read. All other subject areas found in formal education had some component of reading attached. Students who were

not able to read well were not able to function in society as an adult. Said Moats, "In today's literate world, academic success, secure employment, and personal autonomy depend on reading and writing proficiency" (p.9).

Students' low reading scores were credited to societies' disapproving attitude towards the public school system. When a school had a significant population of students reading below the standard level then the community lost confidence in the educational system of that school. When children do not learn to read, public schools cannot and will not be regarded as successful and efforts to dismantle will proceed. Teachers can teach most students to read. The only student population that was at risk for not learning to read was that labeled severely disabled. Teacher preparation in reading was the key to teaching reading successfully (Moats).

All teacher candidates and master teachers who taught reading successfully were able to understand the why and how of reading. When teachers had the knowledge of the psychology of reading and reading development they taught students to read well because they understood the developmental stages students went through while becoming proficient readers (Moats).

#### The Open Court/Kaleidoscope Reading Program

According to McRae (n.d.) many local schools and school districts have adopted Open Court/Kaleidoscope materials based on the program's research-based instruction, and successful history of teaching reading. This authority

analyzed test scores to determine how successful Open Court/Kaleidoscope schools have been compared to other schools using this reading program. Said McRae:

The gain scores for Grade 2 are quite noteworthy, suggesting not only very meaningful increases, but also substantially greater gains than either statewide gains or gains from demographically matched set of schools. The gain scores for Grade 3 are also greater than the gains statewide, as well as for demographically similar schools (p. 2).

The National Reading Panel (NRP, 2000) identified five areas of effective instruction essential for students' reading success. These included:

- Development of phonemic awareness.
- Phonics instruction.
- Development of reading fluency.
- Development of vocabulary.
- Development of text comprehension strategies ([www.sra4kids.com](http://www.sra4kids.com), p.2).

Explicit, comprehensive instruction in phonemic awareness has been incorporated into the Open Court/Kaleidoscope program. Instructional methods develop skills in the following areas:

- Oral Blending (syllable, initial consonant, final consonant, one-syllable words, and initial vowel).
- Segmentation (syllables and individual sounds).
- Discrimination (consonants and multisyllabic words).
- Word Play (rhymes and alliterative words) ([www.sra4kids.com](http://www.sra4kids.com), The Research Foundation of Kaleidoscope: SRA/Open Court Reading Intervention, p.2).

Phonics-related instruction included in the Kaleidoscope Reading Program focused on letter-sound relationships introduced in a logical, predetermined sequence. Examples included:

- Sound/spelling cards (systematically introduce sounds and spellings, provide decoding and encoding, spelling strategies, color-coded cards to speed learning).
- Blending (sound by sound, whole word, syllable, sentence, vowel first).
- Dictation and spelling (sounds-in-sequence dictation, whole word dictation, sentence dictation, proofreading).
- Decodable stories.
- Writing activities.

- Word play (rhymes, alliterative words) ([www.sra4kids.com](http://www.sra4kids.com), The Research Foundation of Kaleidoscope: SRA/Open Court Reading Intervention, pp. 7-8).

To assist in the area of effective reading through fluency instruction, Open Court/Kaleidoscope students read aloud in class with teacher support and feedback. Instructional methods for oral reading fluency included:

- Teachers model oral reading.
- Students read orally from student anthologies.
- Decodable stories included at all levels of program.
- Classroom libraries available.
- Listening library CDs and audiocassettes available.
- Assessment CD-ROM provides additional oral fluency assessments

([www.sra4kids.com](http://www.sra4kids.com), The Research Foundation of Kaleidoscope: SRA/Open Court Reading Intervention, p. 10).

Open Court/Kaleidoscope instruction has focused on two types of vocabulary development: Oral vocabulary (i.e., words used in speaking or are recognized in listening): and reading vocabulary (i.e., words recognized or used in reading and writing. Open Court/Kaleidoscope has provided explicit teaching of vocabulary words by incorporating the strategies of word structure, context, apposition.

Word learning strategies/vocabulary activities included:

- Word Learning Strategies (word structure, context clues, and apposition).
- Vocabulary activities and language arts vocabulary lessons (antonyms, compound words, context clues, homophones, idioms, multiple-meaning words, prefixes, root words, suffixes, synonyms, word families) ([www.sra4kids.com](http://www.sra4kids.com), The Research Foundation of Kaleidoscope: SRA/Open Court Reading Intervention, p.13).

Finally, to assist young readers in the development of text comprehension strategies (i.e., the ability of readers to derive meaning from text) the Open Court/Kaleidoscope reading program teaches specific comprehension strategies and skills in conjunction with the reading selection the forms the core of each lesson. Instructional methods for text comprehension have included:

- Strategies in systematic instruction for learning (activating prior knowledge, browsing the text, determining what to expect from the text).
- Graphic and semantic organizers.
- Comprehension strategies (monitoring and clarifying, monitoring and adjusting reading speed, asking questions, summarizing, predicting, making connections, visualizing).
- Comprehension skills (sequencing, main idea and detail, compare and contrast, cause and effect, drawing conclusions, making



inferences, author's point of view) ([www.sra4kids.com](http://www.sra4kids.com), The Research Foundation of Kaleidoscope: SRA/Open Court Reading Intervention, pp. 15-16).

### Reading Instruction Best Practices

According to Taylor (2002), educators knew what effective reading instruction looked like from research conducted during the 1970's. According to this authority, effective instruction was direct instruction. In the 1990's educators followed the direct instruction approach and improved this strategy by adding small group instruction and higher level questioning to their approach.

The NRP found that all reading programs should have certain instructional skills in order for the program to be effective. Skills found to be essential in an effective reading program were: Phonemic awareness, comprehension and fluency. Phonemic awareness focused on the knowledge of sounds that letters make. Comprehension was concerned with the understanding of what was read and fluency was the rate at which words were read. All three skills were needed to master reading in any language.

According to Manzo (2007) Reading First was a grant that schools could apply for in which intense professional development in scientifically based reading methods and materials was utilized to teach reading in struggling schools. Schools that met the qualifications could apply for the grant which then gave the schools money for professional development of its teachers, reading specialists

within the school, and curriculum adoption. The Reading First program was also interested in using assessment data to drive instruction. Manzo referenced research conducted by the Center on Education Policy, that found Reading First schools spent more time on reading instruction, professional development of their teachers, and used assessment results to drive the educational process. The Reading First program was centered on five components of reading.

Bukowiecki (2007) maintained qualified teachers were the underlying element in an effective reading program. An effective reading teacher at the primary level provided instruction in letter sound recognition and understanding what was read at the intermediate level. Most teachers were required to teach reading using a research based, direct instruction approach. However, a good teacher understood why he/she was teaching reading in this manner. Bukowiecki identified four elements considered essential for reading mastery, including:

- Word Recognition: Phonological awareness, phonemic awareness, phonics, structural analysis, and sight words.
- Fluency: Represents a level of expertise in combining appropriate phrasing and intonation while reading words automatically.
- Vocabulary: A student, who knows a word, can recognize it, understand it, and use that understanding with other types of knowledge to construct meaning of a text.

- Comprehension: Students must comprehend what they read in order to learn from the experience, make sense from their reading in order to maintain interest.

Bukowiecki further identified specific techniques for teachers to increase student skills in fluency, vocabulary and comprehension. The skills identified were:

- Fluency: Repeated reading, choral reading, Readers Theater, phrasing techniques, whisper reading, partner reading, fluency flexors.
- Vocabulary: Semantic mapping, semantic feature analysis, synonym and antonym selection, word sorts, concept circles, analogies, predict-o-grams, vocabulary self-selection strategy.
- Comprehension: Prior knowledge activities, during reading activities, reader response techniques. (<http://proquest.umi.com>, Bukowiecki).

The use of assessment tools to collect data concerning how much students have learned was an essential part of the reading instruction. The teacher must use data from assessments to inform further instruction. When a teacher has used assessments to gain knowledge of student skills and learning and as an evaluation of the instruction, then the program has been effective (Bukowiecki).

### Dynamic Indicators of Basic Literacy Skills

An article entitled “National Clout of DIBELS Test Draws Scrutiny,” reported the DIBELS test gained wide use by school districts once Reading First administrators started to encourage schools to use the program. Schools that did not include the use of DIBELS in their grant proposals were told to add the program or to resubmit for approval. Other reading assessment programs considered effective in promoting reading success with young children included the Phonological Awareness Literacy Screening Test (PALS) and the Texas Primary Reading Inventory. The DIBELS program was adopted in Reading First schools because it was easy to use, was able to be downloaded, and was reproducible. The end goal of DIBELS is to reach the benchmark level by increasing words read per minute. Although some authorities questioned the validity and reliability of the PALS program, supporters for PALS believed the program was as good as any Reading First assessment test. The PALS program offered teachers more insight as to individual student reading problems and provided teaching tools to help rectify those problems.

### Summary

The review of the selected literature in Chapter 2 supported the following research themes:

- Reading was regarded as the fundamental skill upon which all education and learning depends.
- The Open Court and Kaleidoscope reading program has proven successful in enhancing reading skills for young readers.
- Five components considered essential for reading best practice reading instruction included: Phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Dynamic Indicators for Basic Learning Skills (DIBELS) was an assessment used among many schools to measure children's' reading ability.

## CHAPTER 3

### Methodology and Treatment of Data

#### Introduction

The purpose of this experimental/descriptive research project was to determine that the implementation of the Open Court/Kaleidoscope reading program and the use of the DIBLES assessment would improve oral reading fluency scores of fifth grade students. To accomplish this purpose, a review of selected literature was conducted, essential base line data were obtained and analyzed, and related conclusions and recommendations were formulated.

Chapter 3 contains a description of the methodology used in the study. Additionally, the researcher included details concerning participants, instruments, design, procedure, treatment of the data, and summary.

#### Methodology

The researcher used an experimental research design to determine whether implementation of the Open Court/Kaleidoscope reading program and the use of the DIBELS assessment would improve oral reading fluency scores of fifth grade students. Students were pre and post tested, data was compiled into a table and then analyzed as to the number of words each student gained between tests. The research was conducted during the 2005-2006 year at Harrah Elementary School.

### Participants

Participants involved in the study were fifth grade students from Harrah Elementary School during the 2005-2006 academic years. All students had scored significantly below grade level according to the DIBELS assessments. The student population utilized in this project included twelve thirteen fifth graders enrolled in the researchers' HES class. All participating fifth grade students were provided reading instruction using Open Court/Kaleidoscope reading program.

### Instruments

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment used to assess student performance in reading after receiving instruction using the Open Court/Kaleidoscope Reading Program. The DIBELS assessment has been designed to measure oral reading fluency. This assessment has provided valuable feedback to school districts and teachers needed to refine instructional approaches.

### Design

This experimental/descriptive research study utilized a single pre and posttest to measure the extent to which students' scores in oral reading fluency showed improvement after receiving instruction using the Open Court/Kaleidoscope Program. The design involved one nonindependent pre and posttest group.

### Procedure

Procedures employed in the present study evolved in several stages, during summer 2005, MASD administrators adopted the Open Court/ Kaleidoscope reading program to improve students' reading scores. In September of 2005, all participating fifth graders were administered the Benchmark Assessment test of the DIBELS program. Scores were then compiled and analyzed. Students who scored in the at some-risk level were given progress monitoring tests every two weeks. The students who scored in the at-risk level were given progress monitoring tests once a week. Students who scored at little or no-risk were not administered progress monitoring assessments. This process was repeated after each Benchmark Assessment. Scores were compiled at the end of the school year to evaluate the number of words per minute each student gained from the fall of 2005 to the spring of 2006. The investigator (Jacqueline H. Graf) made the determination to undertake the study during the 2005-2006 school year and began conducting a review of selected literature and gathering essential baseline data. During spring semester 2007, while completing the present study at Heritage University, student oral reading fluency scores were then analyzed and compiled into a table made by the researcher to show number of words per minute each student gained from September 2005 to May 2006.



### Treatment of the Data

Data obtained and analyzed for purposes of the present study enabled the researcher to meaningfully describe many scores with a small number of numerical indices. Specifically pre and posttest oral reading fluency scores for participating fifth graders at Harrah Elementary School were used to determine whether the Open Court/Kaleidoscope reading program was successful. Data produced from the study allowed the researcher to draw inferential conclusions either supporting or rejecting the hypothesis.

### Summary

Chapter 3 provided a description of the research methodology employed in the study, participants, instruments used, research design, and procedure utilized. Details concerning treatment of the data obtained and analyzed were also presented.

## CHAPTER 4

### Analysis of the Data

#### Introduction

Chapter 4 was organized to address the following: Description of the environment, hypothesis, results of the study, and summary.

#### Description of the Environment

The study was conducted in the Mt. Adams School District at Harrah Elementary School, during the 2005-2006 school years. The study involved one group of fifth grade students who were identified as being below grade level in oral reading fluency. The study sought to determine whether instruction in Open Court/Kaleidoscope would increase student oral reading fluency using the DIBLES assessment.

#### Hypothesis

Oral Reading Fluency scores of participating fifth grade students would improve when instructed using the Open Court/ Kaleidoscope reading program when measured by the DIBELS assessment.

#### Results of the Study

Table 1 has provided a summary of pre and posttest oral reading fluency scores of fifth grade HES students. As evidenced in the table, all fourteen student

participants (100 %) gained in oral reading fluency, ranging from twelve to thirty eight words read per minute.

According to DIBELS-related research, a typical fifth grade student should improve add/gain no more than ten words per minute in oral reading fluency, between pre and posttests during one academic year. However, the present study proved particularly significant, in that all fourteen participants (100%) gained more than ten words per minute in oral reading fluency.

Accordingly from the results displayed in Table 1, the researcher concluded the hypothesis of the present study was supported (ie., oral reading fluency scores of participating fifth grade students improved when instructed using the Open Court/Kaleidoscope reading program when measured by the DIBELS assessment.)

### Summary

Chapter 4 provided information detailing the description of the environment, hypothesis, and results of the present study. Data obtained and analyzed supported the hypothesis as stated above.

Table 1

Pre and Posttest DIBELS Scores for Harrah Elementary School

Student Number	Pre Test Scores (September 2005)	Posttest Scores (May 2006)	Oral Reading Increase/Decrease per minute
1	60	87	+27
2	53	69	+16
3	75	106	+31
4	60	94	+34
5	47	69	+22
6	57	69	+12
7	79	104	+25
8	62	99	+37
9	56	72	+16
10	99	137	+38
11	56	68	+12
12	67	105	+38
13	55	88	+33
14	44	56	+12

## CHAPTER 5

### Summary, Conclusions, Recommendations

#### Summary

The purpose of this experimental/descriptive research project was to determine that the implementation of the Open Court/Kaleidoscope reading program and the use of the DIBLES assessment would improve oral reading fluency scores of fifth grade students. To accomplish this purpose, a review of selected literature was conducted, essential base line data were obtained and analyzed, and related conclusions and recommendations were formulated.

#### Conclusions

From research findings and analysis of data produced by this study, the following conclusions were reached:

1. Reading was regarded as the fundamental skill upon which all education and learning depends.
2. The Open Court and Kaleidoscope reading program has proven successful in enhancing reading skills for young readers.
3. Five components considered essential for reading best practice reading instruction included: Phonemic awareness, phonics, fluency, vocabulary and comprehension.

4. Dynamic Indicators for Early Basic Learning Skills (DIBELS) was an assessment used among many schools to measure children's reading ability.

### Recommendations

Based on the conclusions cited above, the following recommendations have been suggested:

1. To successfully enhance reading skills for young children elementary level teachers should be thoroughly schooled in teaching fundamental reading skills.
2. A balanced reading skills program should consider implementing the Open Court and Kaleidoscope instructional methodology.
3. Provide a well developed reading program for elementary level students. The program should included components of phonemic awareness, phonics, fluency, vocabulary and comprehension.
4. Use of the Dynamic Indicators of Basic Early Literacy Skills assessment is recommended for use by practicing reading specialists and teachers.
5. To improve oral reading fluency scores of fifth grade students, the Open Court and Kaleidoscope reading program should be adopted.
6. Educators seeking information related to the Open Court/Kaleidoscope reading program may wish to utilize information presented in this study

or, they may wish to undertake further research more suited to their unique needs.

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