



Investigating the Role of Oral Reading Accuracy with First Graders in a Literacy Intervention

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Research Question

Does percentage of oral reading accuracy (ORA) predict the reading progress of first grade students selected for a one to one reading intervention?

Abstract

Educators have relied on the notion that oral reading accuracy matters in learning to read; yet, there is little empirical evidence to support this idea. Oral reading accuracy is important to study because it is used to make critical decisions such as planning reading instruction, determining students with reading difficulties, selecting interventions, and progress monitoring. In this study of 140 first graders in a one-to-one intervention, oral reading accuracy positively predicted higher student outcomes on standardized reading assessments and book level growth. Results indicate that, for struggling readers, reading with 95% oral reading accuracy or higher best propels reading progress.

Rationale

- For decades educators have relied on the notion that oral reading accuracy matters in learning to read (Betts, 1946)
- Little empirical evidence that oral reading accuracy influences reading progress (Shanahan, 1983, 2015)
- Oral reading accuracy is used to make critical decisions:
 - Group students for reading instruction
 - Identify students having reading difficulties
 - Select interventions and instructional materials
 - Monitor students' reading progress
 - Determine grade promotion or retention

Theoretical Frame

Oral Reading Accuracy (ORA)

- the proportion of words read correctly
 - frees up cognitive capacity (Stanovich, 1980)
 - increases focus on meaning (LaBerge & Samuels, 1974)
 - enhances problem-solving work and allows for self-correcting (Clay, 2001)

Methods

140 first grade students, 40 teachers

Observation Survey (OSELA; Clay, 2013)

Slosson Oral Reading Test (SORT-R3; Slosson & Nicholson, 2008)

Running record ($N = 3780$)

- book level, accuracy, self-correction
- book levels 0 to 20 (Peterson, 1991)

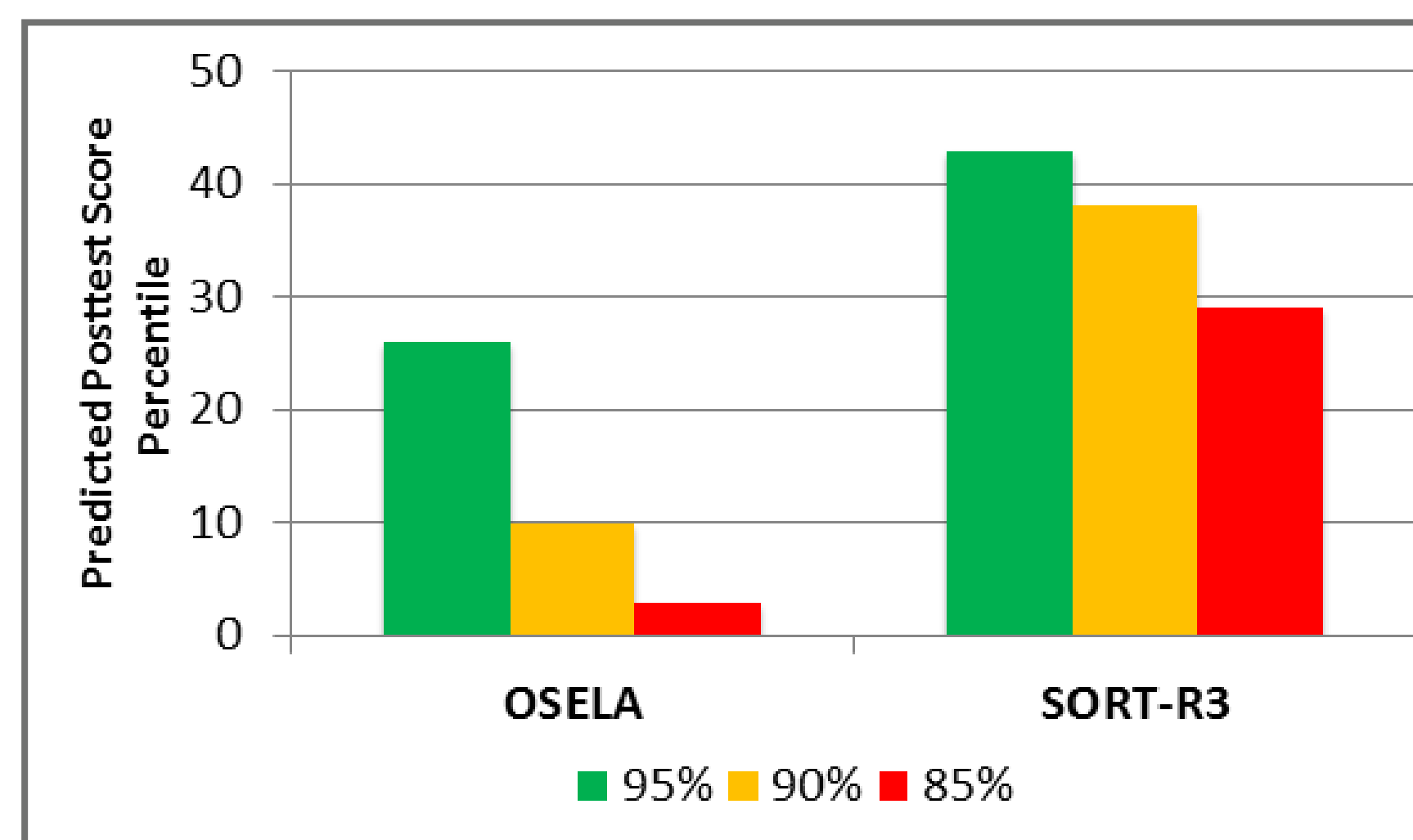
Results

- ORA positively associated with reading progress
- 95% – 98% ORA seems optimal for instruction

Significance

- Proposes higher ORA for teaching beginning readers having difficulties
- Suggests book level growth validly represents reading progress

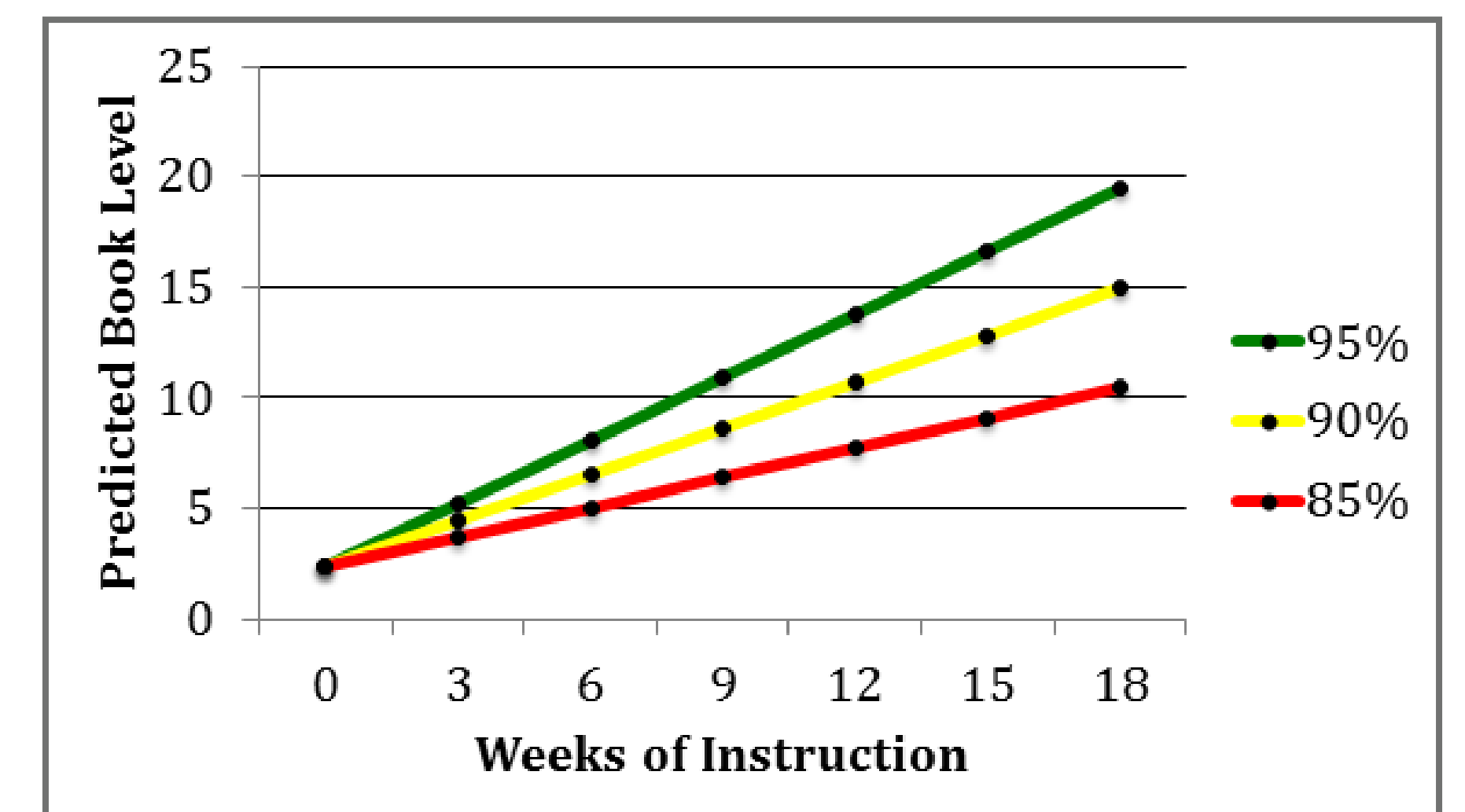
Oral Reading Accuracy Predicted Adjusted Posttest Scores



Limitations

- Student population
 - Represents graduated student progress?
 - ORA predicted outcomes controlling for book level growth and pretests
- Detecting teacher competency?
 - 3-level HLM model with teacher not a better fit
- Book levels not equal intervals?
 - Linear model was best fit
 - D'Agostino, Rodgers, & Mauck, 2017
- Validity of book level growth slopes?
 - OSELA and SORT strongly, significantly predicted book level growth

Oral Reading Accuracy Predicted Book Level Growth



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