

What Sound Does That Make? A Case Study on Mastery Experiences in North Florida Freedom Schools' Level I scholars' Phonological Awareness and Motivation

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Introduction

Abstract

A mastery experience influences one's perception of their own abilities. Reading Recovery is an example of a well-known reading mastery experience. Letterbox lessons are hands-on Reading Recovery-modified lessons used to facilitate readers' understanding of the alphabetic code. North Florida Freedom Schools (NFFS) is a nonprofit co-sponsored by Florida State and Florida A&M Universities and operated under the Children's Defense Fund (CDF). NFFS includes an Integrated Reading Curriculum (IRC). The purpose of NFFS reading curriculum is for student scholars in grades K-8 to comprehend lessons, such as importance of self, family, and community, from the books that are provided to them and apply those lessons to their everyday lives. Prior to participating in NFFS, the youngest group of scholars, Level I scholars, may or may not have the phonics skills necessary to read the books independently.

Aims of the Research



The case study is a preliminary investigation of the reading gains seen in scholars who participate in letterbox lesson reading interventions, in addition to the reading curriculum instruction received during North Florida Freedom Schools.

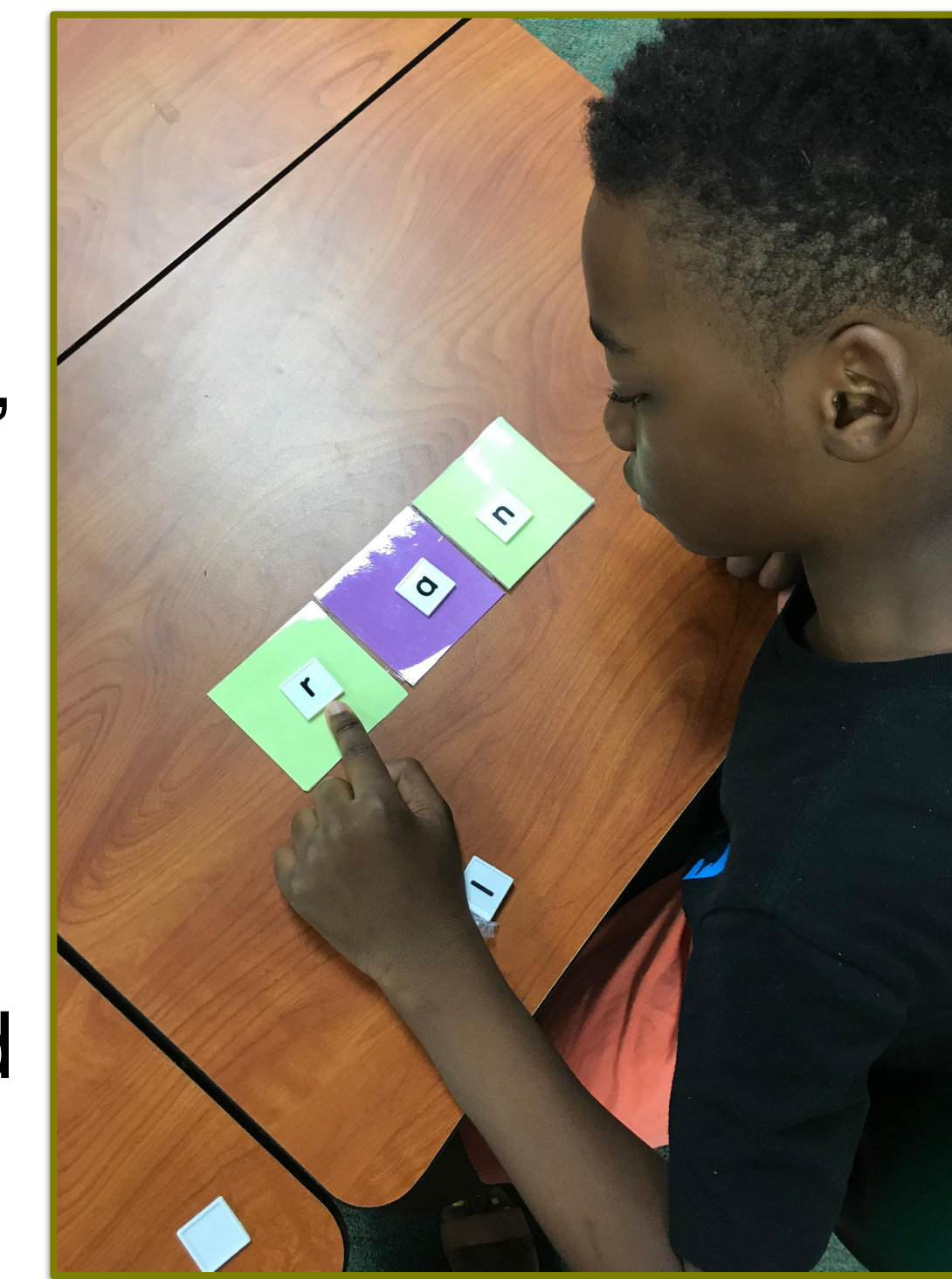
Research Questions

- 1) When engaged in letterbox lesson interventions and the Children's Defense Fund Freedom Schools' Integrated Reading Curriculum, will Level I scholars demonstrate significant reading gains?
- 2) Are Level I scholars more motivated to read after a mastery experience (i.e. the letterbox lesson) when participating in the Children's Defense Fund Freedom Schools' Integrated Reading Curriculum?

Method

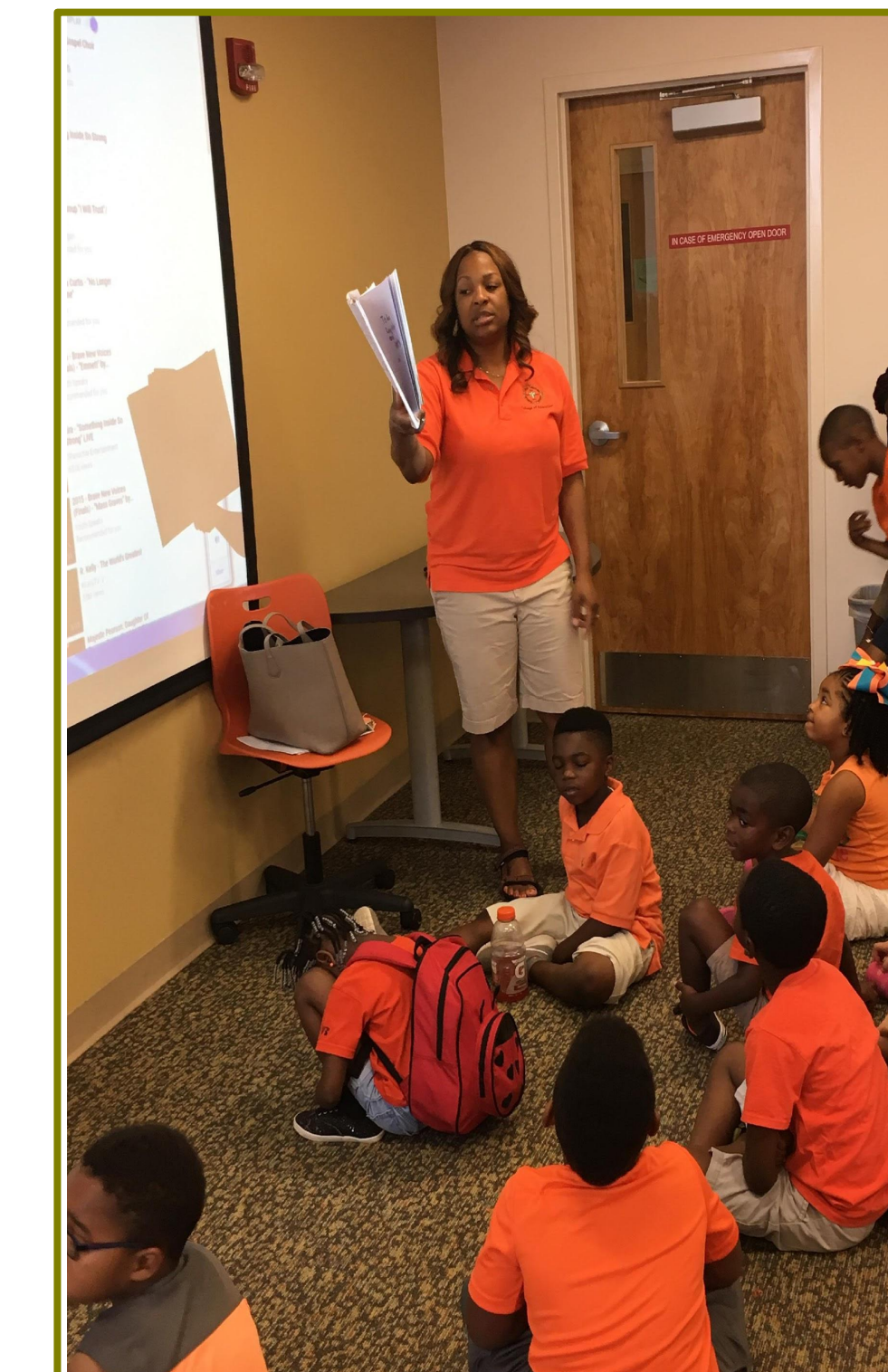
Research Design

In this exploratory case study, Level I scholars participated in three-times-weekly, hour-long one-on-one reading intervention program over a six-week period. Additionally, scholars engaged in the research-based, multicultural Integrated Reading Curriculum. Mixed methods were used to investigate the experiences of two Level I scholars and examine how participation in both programs impacted individual reading performance and efficacy.



Participants

The participants were two scholars from the Level I class in North Florida Freedom Schools. I selected the two scholars for the intervention based on their Basic Reading Inventory (BRI) scores. The two scholars who scored the lowest on the BRI were the participants for my case study.



Data Collection and Analysis

In order to conduct this exploratory case study, two scholars were selected from Level I classes at NFFS based on their Basic Reading Inventory scores. Selected scholars were given a Pseudoword Assessment and a Reading Motivation Inventory (RMI). Students were provided hour-long reading interventions three times per week. Post interventions, the Pseudoword Assessment and the RMI, were administered at the conclusion of the interventions to examine any significant gains.

Pseudoword Assessment Results		
	Pretest	Posttest
Scholar 1	1 out of 5 correct 20% correct	4 out of 5 correct 80% correct
Scholar 2	3 out of 5 correct 60% correct	3 out of 5 correct 60% correct

Results

Conclusion

The results suggest that within the six-weeks, Scholar 1 showed significant gains in phonological awareness, specifically in short vowel correspondences. Scholar 2 did not show significant gains in phonological awareness; however, the responses from the pre and post Reading Motivation Inventory included in the graph indicates that the scholar exhibited gains in reading self-efficacy.

Scholar 2 Reading Motivation Inventory Results		
	Pretest	Posttest
Do you enjoy the challenge of reading a book?	Sometimes	Always
Do you enjoy reading in your spare time?	Never	Always
Do you enjoy reading interesting books even if they are hard?	Never	Always
Can you figure out hard words when reading?	Sometimes	Always

Discussion

- Previous studies have suggested significant gains in phonemic awareness and phonics skills of emergent readers taught using letterbox lessons
- Classroom teachers and/or reading specialists or coaches may consider using reading mastery experiences, along with multicultural literature, with struggling readers
- Additional research is needed to find correlations between letterbox lesson interventions and reading efficacy and motivation

Key References

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