

Repeated Reading Intervention to Improve Middle School Reading Motivation

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Abstract

Declining reading motivation among middle school students can reduce reading engagement and limit literacy growth. This study examined the impact of a repeated reading intervention on middle school students' reading motivation and engagement. Student survey data were analyzed to describe changes in students' interest, confidence, and willingness to participate in reading tasks during the intervention period. Although follow-up interviews were collected, the results reported here focus on survey findings. Findings suggested that repeated reading was associated with improved student-reported motivation and greater willingness to engage in reading tasks. Results support the use of repeated reading as a practical, classroom-based approach that may strengthen motivation and engagement among middle school readers.

Keywords

Repeated reading; reading motivation; oral reading fluency; reading accuracy; reading confidence; middle grades literacy; Title I school; literacy intervention

Introduction

Motivation refers to the processes that move an individual to engage in an activity and sustain effort toward a goal, whether the payoff is personal satisfaction or an external incentive (Borah, 2021). In school settings, motivation helps explain why students participate consistently in instruction, persist through challenging tasks, and invest effort even when success is not immediate. Two commonly discussed forms of motivation are intrinsic and extrinsic. Intrinsic motivation reflects engagement rooted in interest, enjoyment, curiosity, or a desire to master a task (Bakkaloglu & Pilten, 2023). Extrinsic motivation reflects engagement shaped by external expectations and incentives such as grades, rewards, privileges, or recognition (Akin-Little et al., 2004). In practice, students' engagement is often influenced by both, with classroom participation shaped by internal interest alongside school-based accountability.

Reading motivation is a more specific construct that captures students' drive to read and to sustain reading behaviors over time. Students are more likely to engage when reading is perceived as meaningful or enjoyable and when it supports goals they value, thereby improving reading proficiency through increased practice and persistence (Gambrell, 2011). Recent literature also positions motivation as a consequential factor in reading outcomes, given its relationship to engagement and academic performance (Bakkaloglu & Pilten, 2023). Students' reasons for reading often reflect a blend of intrinsic and extrinsic influences, including learning goals, teacher expectations, and grades (Tegmark et al., 2022).

A persistent concern in many classrooms is that some students who can read still choose not to read, read only when required, or disengage when texts become demanding. This pattern is especially concerning in the middle grades, when reading demands increase across content areas and students are expected to use reading as a primary tool for learning. Research has long suggested that motivation to read declines during early adolescence, with decreases emerging across grades 6 through 8 (Eccles, 1983) and particularly steep declines noted during middle school compared to other grade spans (Aarnoutse & Schellings, 2003). When motivation weakens, students may read less and invest less effort, reducing opportunities for practice and growth. Over time, diminished engagement can contribute to weaker literacy outcomes and lower confidence and motivation, and these have been shown to predict reading literacy in negative ways when low (Becker et al., 2010; Guthrie & Cox, 2001).

Although concern about declining middle school reading motivation is well established, fewer classroom-feasible approaches are examined with an explicit focus on strengthening motivation alongside reading performance. Repeated reading is a structured routine that provides brief, supported rereading opportunities and has been widely used to build oral reading fluency and accuracy. Its emphasis on practice, feedback, and observable improvement aligns with expectancy-value theory, which posits that students' motivation is influenced by their expectations for success and the value they place on a task (Eccles & Wigfield, 2002; Wigfield & Eccles, 2020). Within that framework, approaches that increase reading success and strengthen confidence may also support students' willingness to engage with text.

Literature Review

Overview of the Problem of Practice

Research on declining reading motivation among middle school students is extensive, yet the literature remains thinner on intervention strategies specifically designed for middle-grade readers. Across studies, reading motivation is repeatedly linked to meaningful academic outcomes, yet few sources offer actionable, school-based strategies targeted to middle school students. This gap underscores the need for continued attention to practical approaches to strengthen both reading performance and motivation in the middle-grades context.

Evolution of Research on Reading Motivation

Early motivation research framed reading engagement as shaped by beliefs, goals, and perceived outcomes, including achievement, personal satisfaction, and avoidance of negative consequences (Bandura, 1977; Nicholls, 1979; Wigfield, 1994). By the late 1900s, research became more applied and measurement-focused, often using questionnaires to identify multiple dimensions of reading motivation. These dimensions included reading efficacy, challenge, curiosity, aesthetic enjoyment, recognition, and social competition (Baker, 1999; Wigfield, 1997; Wigfield & Guthrie, 1995). This shift helped establish reading motivation as a measurable, multidimensional construct rather than a single attitude toward reading.

Later research expanded the conversation by examining metacognition as a contributor to reading engagement and motivation (Baker, 2008; Roeschl Heils et al., 2003). Early qualitative work suggested that using metacognitive strategies can increase engagement by helping students monitor their understanding, adjust their approaches, and persist through difficulty. That foundation contributed to more current mixed-method efforts examining relationships among metacognitive strategies, motivation, and related outcomes (Memis & Bozkurt, 2013; Ozturk & Aydogmus, 2021).

As reading environments changed, the research base also incorporated technology and digital reading contexts (Alfaleh, 2015; Aydemir & Ozturk, 2012; Fox, 2014; Kilic & Celebi, 2018; Li, 2020; Picton & Clark, 2015). Several studies reported that access to digital texts and devices can increase reading motivation, particularly when students can engage with books in formats that feel accessible and relevant (Alfaleh, 2015; Li, 2020; Picton & Clark, 2015). However, findings are not uniformly positive. Aydemir and Ozturk (2012) reported negative effects of technology on students' motivation to read, noting that it can serve as either a support or a competing distraction, depending on how it is used. Taken together, this line of work suggests that motivation is context-sensitive and that instructional choices regarding text access and reading experiences matter.

Benefits of Reading Motivation for Literacy Outcomes

Through decades of research, a consistent theme is that reading motivation benefits students' literacy development. Motivation is frequently associated with reading comprehension and

achievement, though results vary by study and the type of motivation being measured. Guthrie and Cox (2001) did not find significant associations between reading comprehension and intrinsic-extrinsic reading motivation, but other studies have documented positive relationships between interest and comprehension. Renninger (1992), for example, found that interest in reading materials supported comprehension among fifth and sixth grade students. More recent work has reported positive correlations between reading motivation and comprehension, supporting the broader conclusion that motivation often predicts stronger comprehension outcomes (Bakkaloglu & Pilten, 2023; Bates et al., 2016; Knoll, 2000; McBreen & Savage, 2022; Wigfield et al., 2016).

Beyond comprehension, literature also links reading motivation to reading achievement, which includes performance indicators such as fluency, rate, and understanding (Park, 2011; Unrau & Schlackman, 2006). Studies have reported positive associations between motivation and achievement, suggesting that students who are more motivated to read are more likely to demonstrate stronger reading performance, and that achievement and motivation may reinforce one another over time (Nevo et al., 2020; Park, 2011). This body of literature positions reading motivation as a meaningful factor in both how students approach reading and what they gain from reading instruction.

Methods for Improving Reading Motivation

As evidence accumulated on the benefits of reading motivation, research increasingly explored how motivation can be strengthened through instruction. One trend in the literature is a move away from relying primarily on extrinsic rewards as the central mechanism for encouraging students to read (Daniels, 2016). Research using interviews and observations has suggested that motivation depends heavily on students' interest and their perception of task value (Daniels & Arapostathis, 2005). In contrast, other work has emphasized the motivational impact of specific routines and participation structures. Wahyuningsih et al. (2023), for example, reported that reading aloud increased students' enthusiasm for reading by extending both the time students read and the number of books they read.

The literature also includes strategies designed to stimulate extrinsic engagement, potentially increasing participation and persistence. Technology-based approaches appear frequently in this category. Huang Yao and Yuan Hsuan (2022) found that advanced online knowledge-building activities, including interactive reading, were linked to increased reading motivation. Similarly, Ciampa (2012) examined whether online eBooks supported motivation, finding that digital tools can support students who struggle with motivation by increasing accessibility and engagement.

A synthesis focused on declining reading motivation organized common strategies into five categories: programs that develop reading and literacy skills, whole-school reading culture efforts, book clubs, technology-supported interventions, and performance- or theater-based activities (Webber et al., 2023). Notably, multiple studies aligned with these categories and supported the idea that motivation can be influenced by both instruction and culture, including technology-supported reading opportunities and structured engagement routines (Ciampa, 2012; Huang Yao & Yuan Hsuan, 2022; Wahyuningsih et al., 2023).

Repeated Reading as an Actionable Approach

Considering the theoretical framing and the broader literature on engagement and achievement, repeated reading emerges as a feasible intervention with potential relevance to middle school reading motivation. Repeated reading was introduced in the 1970s as an approach to strengthen reading fluency (Samuels, 1979) and continues to be examined in contemporary research (Alqahtani, 2023; Burns et al., 2023; Caabay et al., 2024; Collins et al., 2023). In oral repeated reading, students reread a passage multiple times for a set amount of time or until they reach a targeted level of speed and accuracy. The routine often includes corrective feedback, depending on the interventionist and the protocol.

Although repeated reading is frequently implemented in elementary settings (Berg & Lyke, 2012; Staubitz et al., 2005; Strickland et al., 2013), there is ongoing evidence that middle school students' reading skills remain a concern, creating a need for evidence-based interventions at this level (Alber Morgan et al., 2007; Kim et al., 2017; Pettaway, 2024). The research base supports the use of repeated reading as a fluency-building routine. Chard et al. (2002) reported that repeated reading interventions improve fluency, and they described the approach as "motivation-focused" (p. 191). Morgan and Sideridis (2007) also reported a positive association between repeated readings and reading achievement. Vadasy and Sanders (2008) found that students participating in repeated reading outperformed their control-group peers across outcomes such as vocabulary, word comprehension, and fluency. Savaiano and Hatton (2013) reported similar benefits, noting improved oral reading rates and stronger reading habits among students with visual impairments. More recently, Maiden et al. (2024) concluded that repeated reading combined with corrective feedback may be a highly effective instructional approach. Collectively, this literature supports the use of repeated reading as an evidence-based approach to improving reading achievement (Chard et al., 2002; Maiden et al., 2024; Morgan & Sideridis, 2007; Savaiano & Hatton, 2013; Vadasy & Sanders, 2008).

Because reading ability and reading confidence are closely connected (Cohen, 2011), improvements in performance may also relate to students' beliefs about themselves as readers. From an expectancy-value perspective, students' effort and engagement are tied to expectations of success, including confidence in completing reading tasks (Eccles, 1983; Johnson, 2018). Several studies have suggested that repeated reading can strengthen students' confidence and willingness to invest effort. Dowhower (1989) and Nuttall (1996) reported that repeated reading often increases reading self-esteem and motivates students to devote more time and effort to becoming proficient. Greenberg et al. (2002) similarly found that oral repeated reading can build confidence and strengthen students' perceptions of themselves as readers.

Repeated reading also aligns with behaviorism in its emphasis on repetition, practice, and reinforced improvement (Aldhanhani & Abu Ayyash, 2020; Khadka, 2024; Tracy & Morrow, 2017). Watson (1916) emphasized repetition as central to strengthening habits through repeated stimulus-response associations. Within repeated reading routines, students practice the same passage multiple times and often see improvement, thereby strengthening the association between effort and growth. Khadka (2024) further argued that behaviorism continues to shape reading instruction, the development of reading resources, and progress evaluation. From this

view, repeated reading may support motivation not only by improving skill, but also by repeatedly pairing effort with observable success.

In sum, the literature documents a decline in reading motivation, demonstrates its academic value, and outlines multiple strategies for increasing it. Within that landscape, repeated reading is positioned as a practical, evidence-based routine with established links to achievement and plausible connections to confidence and motivation, particularly when growth is visible and supported through feedback.

Methods

Design

A single-group pre- and post-intervention design was used to examine changes in reading performance and student-reported confidence and motivation over a short, school-based implementation window. Data sources included progress-monitoring records from the repeated-reading routine, pre- and post-student surveys, and follow-up student interviews.

Setting

Implementation occurred in a Title I middle school in Houston, Texas, serving 775 students. The student body was 49 percent female and 51 percent male, with 97 percent of students being minorities. Approximately 80 percent of students came from low-income backgrounds.

Participants

Participants were 30 seventh-grade students. The group was 60% male and 40% female. Reported ethnicity was 60% Black (18 students), 30% Hispanic (9 students), and 10% other (3 students). One participant received special education services, and one participant had a Section 504 plan.

Sampling and Selection

A simple random sampling procedure was used to select 30 students from a pool of 91 eligible seventh graders. Randomization was conducted using an online random choice generator. The sample size was set to ensure daily implementation was feasible within the instructional schedule.

Research Questions

1. How effective is repeated reading intervention in increasing middle school student reading skills?
2. How effective is repeated reading intervention in increasing middle school student reading confidence?

3. With the implementation of a repeated reading intervention, what is the relationship between middle school students' reading skills, confidence, and motivation?
4. How does an evidence-based repeated reading intervention targeting reading skills affect middle school students' reading motivation?

Intervention Materials and Procedures

The intervention spanned three weeks, totaling 15 instructional days. Sessions were implemented during the ELA intervention block, using a consistent routine that built fluency through structured rereading and frequent performance feedback.

Students completed a timed cold read of a short passage, completed multiple rereads for practice, and then completed a timed warm read of the same passage (Appendix D). A timer and daily progress-monitoring logs were used to record performance and track changes over time (Appendix E). Reading passages were drawn from a purchased fluency resource intended for intervention, titled Fluency Passages for Dyslexia.

Feedback and Motivation Supports

Corrective feedback was embedded within sessions to address miscues and support accurate reading. Students also reviewed progress over days, making growth visible and supporting goal setting. Small incentives were used to support participation and effort during the intervention period.

Measures

Reading performance: Oral reading fluency was measured as the number of words read correctly per minute, and reading accuracy was assessed by counting recorded errors during timed readings. These measures were documented on daily progress monitoring logs.

Student confidence and motivation: Students completed an online survey administered through Microsoft Forms before and after the intervention. (Appendix A; Appendix B) Items focused on reading confidence and attitudes toward reading, with responses recorded on an agreement scale.

Student interviews: Brief interviews were conducted with a subset of participants, using a structured protocol, to clarify students' perceptions of reading, confidence, and motivation following the intervention (Appendix C).

Data Analysis

Reading outcomes were summarized by comparing early and end-of-intervention performance, with attention to changes in the number of words read correctly per minute and accuracy across participants. Survey results were summarized by examining pre- to post-shifts in response

distributions for confidence and motivation items. Interview responses were reviewed for recurring themes that helped contextualize patterns observed in the quantitative data.

Ethics and Confidentiality

Administrative approval was secured prior to implementation. Student identities were protected by using abbreviated identifiers and pseudonyms in logs and reports.

Results

Reading Skills

Progress-monitoring comparisons between day 1 and day 15 showed improvement in oral reading fluency for every participant. All 30 students (100 percent) increased their correct word reading rate per minute. Most students demonstrated sizable gains, with 23 students (76 percent) increasing fluency by more than 30 words per minute. Reading accuracy increased for 22 students (73 percent).

Reading Confidence

Pre-survey confidence patterns are shown in Figures 1.1-1.3. Half of the students, 15 of 30 (50 percent), selected neutral for “I am confident in my reading ability” (Figure 1.1). In addition, 12 students (40 percent) agreed that they were not certain they were good readers (Figure 1.2). Even with these confidence concerns, 23 students (77 percent) agreed or strongly agreed with “I wish I was a good reader” (Figure 1.3), indicating a strong desire for improvement at baseline.

Post-survey confidence patterns are shown in Figures 2.1-2.3. After the intervention, 21 students (70 percent) agreed or strongly agreed that they were confident in their reading ability (Figure 2.1). For the item “I am not certain that I am a good reader,” 15 students (50 percent) disagreed or strongly disagreed (Figure 2.2), reflecting a shift away from uncertainty. The desire to improve remained high, with about 25 students (82 percent) agreeing or strongly agreeing that they wished they were good readers (Figure 2.3).

Figure 1.1

Pre-Intervention Survey Question 1 Assessing Confidence

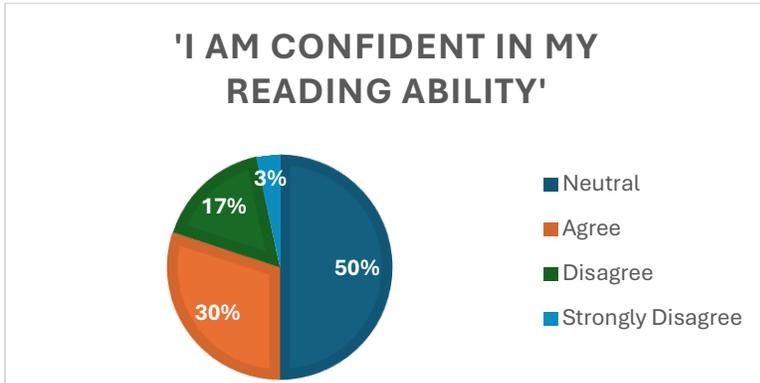


Figure 1.2

Pre-Intervention Survey Question 2 Assessing Confidence

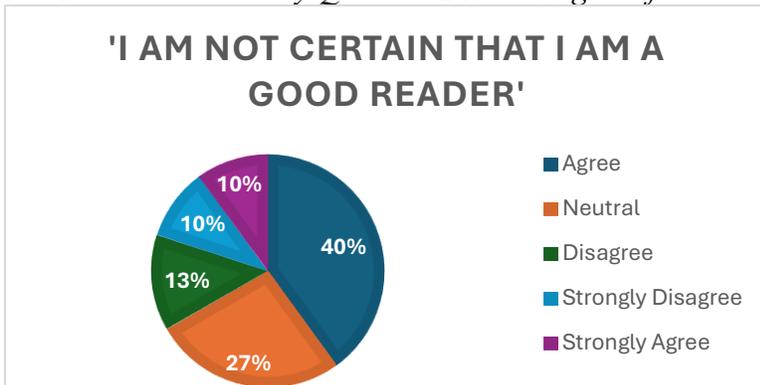


Figure 1.3

Pre-Intervention Survey Question 3 Assessing Confidence

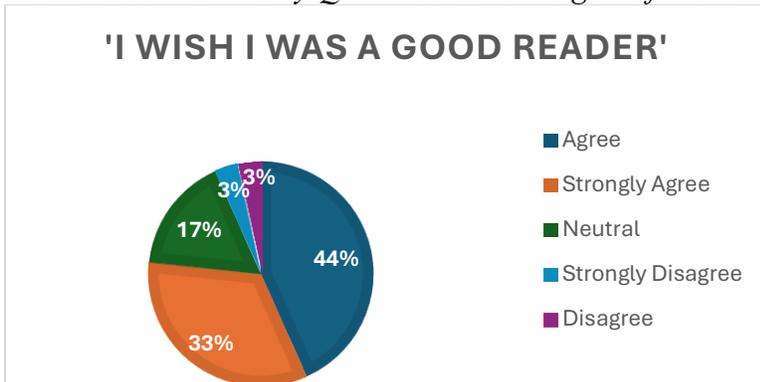


Figure 2.1

Post-Intervention Survey Question 1 Assessing Confidence

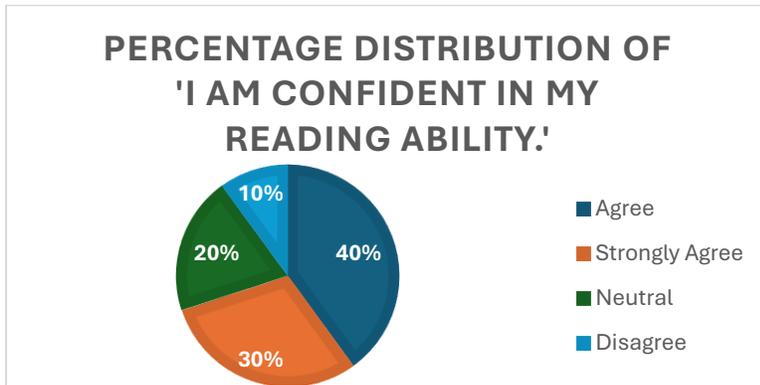


Figure 2.2

Post-Intervention Survey Question 2 Assessing Confidence

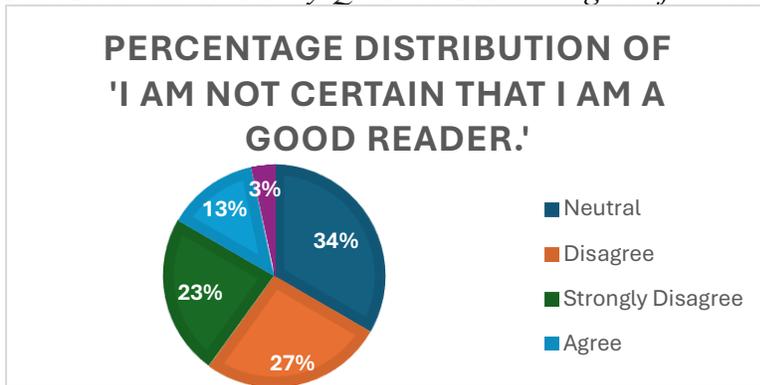
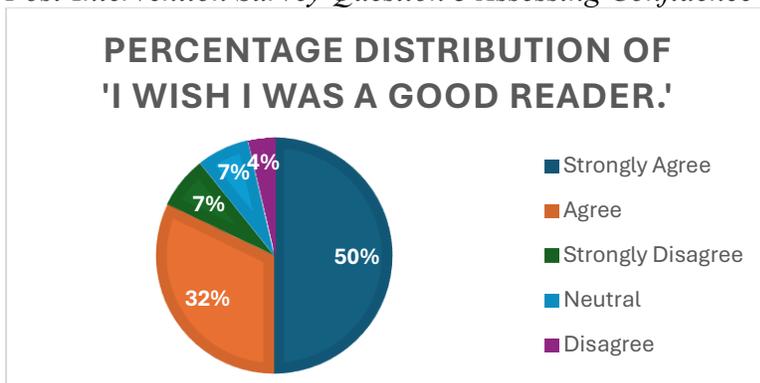


Figure 2.3

Post-Intervention Survey Question 3 Assessing Confidence



Reading Motivation

Pre-survey motivation patterns are shown in Figures 3.1-3.4. Prior to the intervention, about 14 students (46 percent) disagreed or strongly disagreed with “I am interested in reading” (Figure

3.1). About 19 students (62 percent) agreed or strongly agreed with “I do not enjoy reading” (Figure 3.2). Responses to “Reading is an enjoyable activity” reflected substantial ambivalence, with about 16 students (54 percent) selecting neutral and about 14 students (46 percent) disagreeing or strongly disagreeing (Figure 3.3). For “I hate reading,” most students selected neutral (about 17, or 58 percent), while about 8 (25 percent) agreed or strongly agreed, and about 5 (17 percent) disagreed or strongly disagreed (Figure 3.4).

Post-survey motivation patterns are shown in Figures 4.1-4.4. After the intervention, only about 2 students (7 percent) disagreed with “I am interested in reading,” while 13 students (43 percent) agreed or strongly agreed, and 50 percent selected neutral (Figure 4.1). For “I do not enjoy reading,” most students, about 21 (71 percent), selected neutral, with about 5 (18 percent) disagreeing or strongly disagreeing, and about 3 (11 percent) agreeing (Figure 4.2). For “Reading is an enjoyable activity,” 18 students (60 percent) selected neutral, and about 10 students (33 percent) selected agree or strongly agree (Figure 4.3). The most pronounced shift appeared for “I hate reading,” where about 23 students (76 percent) disagreed or strongly disagreed, and only 1 student (3 percent) agreed (Figure 4.4).

Figure 3.1

Pre-Intervention Survey Question 1 Assessing Motivation

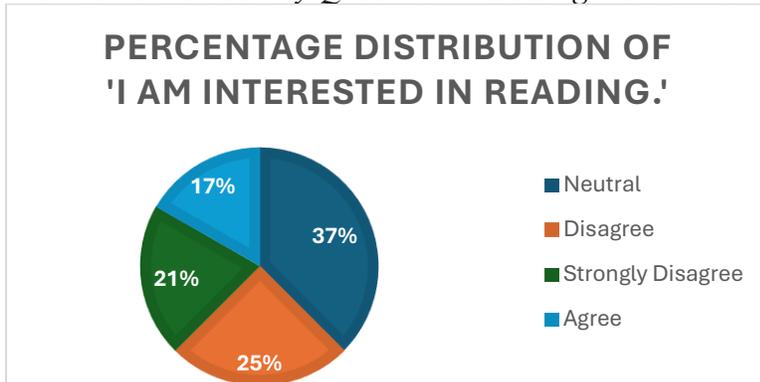


Figure 3.2

Pre-Intervention Survey Question 2 Assessing Motivation

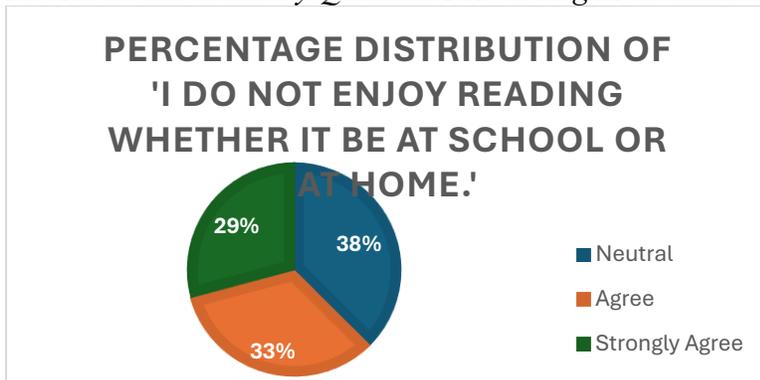
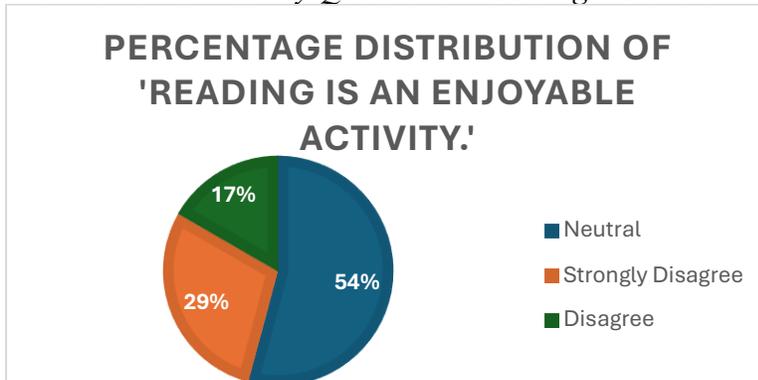
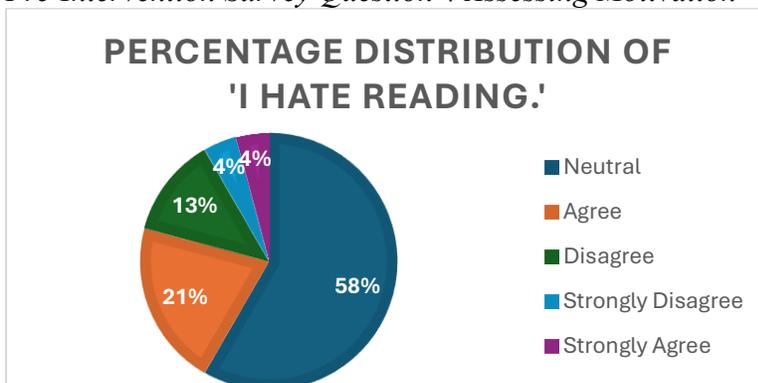
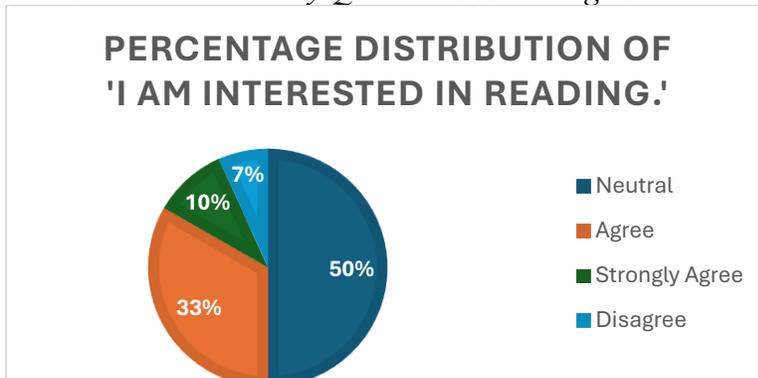
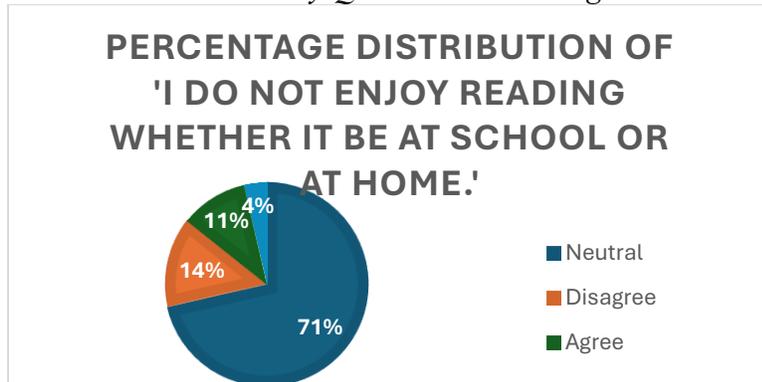
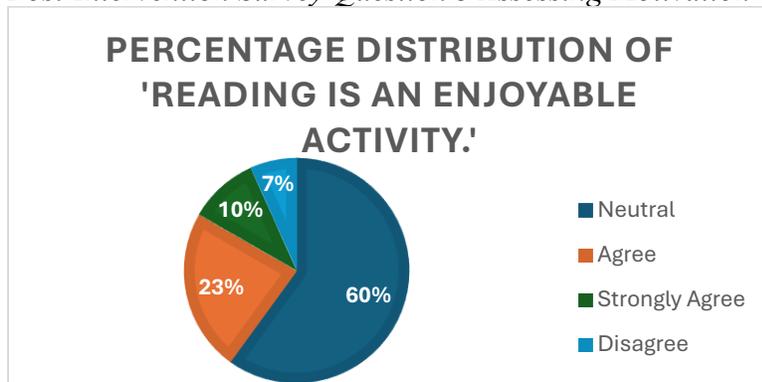
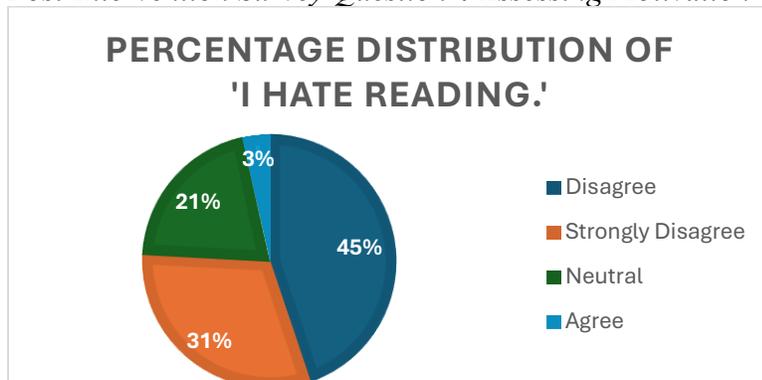


Figure 3.3*Pre-Intervention Survey Question 3 Assessing Motivation***Figure 3.4***Pre-Intervention Survey Question 4 Assessing Motivation***Figure 4.1***Post-Intervention Survey Question 1 Assessing Motivation***Figure 4.2**

Post-Intervention Survey Question 2 Assessing Motivation**Figure 4.3***Post-Intervention Survey Question 3 Assessing Motivation***Figure 4.4***Post-Intervention Survey Question 4 Assessing Motivation****Summary of Patterns Across Outcomes***

Across measures, reading performance gains were accompanied by improved confidence indicators and more favorable motivation patterns. The pre-survey results suggested many students began the intervention with uncertainty or ambivalence, rather than a uniformly strong dislike of reading. Post-survey results showed increased confidence, reduced uncertainty, and greater openness toward reading, while progress-monitoring data documented consistent growth in fluency and, for most students, accuracy.

Implications

Instructional Implications for Middle School Literacy Intervention

The results support the use of repeated reading as a practical, school-based routine that can be implemented within an intervention block. Consistent gains in oral reading fluency across all participants, alongside improvements in accuracy for most students, suggest that brief daily practice paired with progress monitoring can produce measurable growth over a short window. For teachers and interventionists, the routine's strength is its predictability: students know what to expect, practice is structured, and improvement can be tracked in a way that is easy to explain to students and families.

Implications for Reading Confidence and Motivation

Confidence and motivation patterns suggest that skill-building routines may also matter for how students feel about reading. Pre-survey figures showed substantial neutrality and uncertainty, which is important because it signals that many students were not firmly opposed to reading but were unsure, disengaged, or inconsistent. Post-survey shifts, including stronger confidence and reduced endorsement of negative statements about reading, align with the idea that visible success experiences can support more positive reading beliefs. These outcomes are consistent with expectancy-value theory: as students' expectations for success increase, willingness to engage can improve. In practice, this highlights the value of pairing skill practice with supports that make growth visible, such as goal-setting, brief reflection on progress, and feedback that emphasizes improvement rather than deficit.

Implications for School Systems and Support Structures

For administrators and literacy teams, the findings support integrating repeated reading into tiered supports as a low-cost, scalable option. The routine can strengthen data-based decision-making by providing frequent indicators of growth. Schools serving large numbers of students with reading risk factors may also benefit from using repeated reading as an entry-point intervention that builds momentum and confidence, particularly when students demonstrate avoidance or ambivalence rather than outright refusal.

Limitations and Boundaries for Interpretation

Implications should be interpreted within the study's design and context. Results reflect outcomes from a single group, a short intervention window, and one school setting. Motivation

and confidence were measured through student self-reports, which can be influenced by context, mood, and students' interpretation of items. These limitations suggest caution in making broad causal claims, while recognizing the practical value of the observed outcome patterns.

Directions for Future Research and Practice

Future work can strengthen the evidence base by using comparison groups, longer implementation periods, and follow-up measurements to examine whether confidence and motivation shifts maintain over time. Additional analysis could explore which students benefit most, including students with formal supports, and whether gains generalize to comprehension outcomes and classroom performance. Qualitative data, including student voice, can also clarify which parts of the routine are most influential for motivation, such as feedback, goal-setting, or seeing improvement across repeated reads.

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Appendix A

Student Pre-Intervention Survey

Pre-Intervention Survey

Confidence and Motivation Assessment

* Required

1. Read the statements below. Rate them based on whether you *strongly agree*, *agree*, *neutral*, *disagree*, or *strongly disagree*. *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am interested in reading.	<input type="radio"/>				
I am confident in my reading ability.	<input type="radio"/>				
I do not enjoy reading whether it be at school or at home.	<input type="radio"/>				
I am not certain that I am a good reader.	<input type="radio"/>				
Reading is an enjoyable activity.	<input type="radio"/>				
I hate reading.	<input type="radio"/>				
I wish I was a good reader.	<input type="radio"/>				

2. What is your grade level? *

- 6
- 7
- 8

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Appendix A.1

Completed Student Pre-Intervention Survey

I am interested in reading	I am confident in my reading	I do not enjoy reading	I am not certain that I am a good reader	Reading is an enjoyable activity	I hate reading.	I wish I was a good reader	What is your grade level	ID
Agree	Agree	Neutral	Strongly Agree	Neutral	Disagree	Strongly Disagree	7	1
Agree	Agree	Neutral	Strongly Agree	Neutral	Disagree	Strongly Agree	7	2
Agree	Agree	Neutral	Strongly Disagree	Neutral	Neutral	Neutral	7	3
Agree	Neutral	Neutral	Agree	Neutral	Agree	Agree	7	4
Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Agree	Strongly Agree	7	5
Disagree	Agree	Agree	Neutral	Disagree	Neutral	Agree	7	6
Disagree	Neutral	Disagree	Disagree	Disagree	Strongly Agree	Strongly Agree	7	7
Disagree	Agree	Strongly Agree	Neutral	Strongly Disagree	Neutral	Agree	7	8
Disagree	Agree	Strongly Agree	Strongly Agree	Strongly Disagree	Neutral	Agree	7	9
Disagree	Disagree	Agree	Agree	Neutral	Agree	Strongly Agree	7	10
Disagree	Neutral	Agree	Agree	Disagree	Neutral	Neutral	7	11
Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	7	12
Neutral	Neutral	Neutral	Disagree	Neutral	Disagree	Agree	7	13
Neutral	Disagree	Neutral	Disagree	Neutral	Neutral	Agree	7	14
Neutral	Disagree	Neutral	Agree	Neutral	Neutral	Agree	7	15
Neutral	Disagree	Neutral	Agree	Neutral	Neutral	Agree	7	16
Neutral	Neutral	Disagree	Strongly Disagree	Agree	Disagree	Agree	7	17
Neutral	Agree	Disagree	Agree	Disagree	Neutral	Strongly Agree	7	18
Neutral	Neutral	Agree	Agree	Disagree	Neutral	Strongly Agree	7	19
Neutral	Neutral	Disagree	Agree	Disagree	Agree	Neutral	7	20
Neutral	Neutral	Agree	Neutral	Neutral	Neutral	Agree	7	21
Neutral	Agree	Agree	Strongly Disagree	Neutral	Strongly Disagree	Agree	7	22
Neutral	Neutral	Disagree	Neutral	Disagree	Neutral	Agree	7	23
Neutral	Neutral	Disagree	Disagree	Neutral	Agree	Strongly Agree	7	24
Neutral	Agree	Agree	Neutral	Neutral	Agree	Disagree	7	25
Strongly Disagree	Neutral	Strongly Agree	Neutral	Strongly Disagree	Agree	Strongly Agree	7	26
Strongly Disagree	Neutral	Strongly Agree	Neutral	Strongly Disagree	Neutral	Neutral	7	27
Strongly Disagree	Neutral	Strongly Agree	Agree	Strongly Disagree	Neutral	Strongly Agree	7	28
Strongly Disagree	Neutral	Strongly Agree	Agree	Strongly Disagree	Neutral	Strongly Agree	7	29
Strongly Disagree	Disagree	Agree	Agree	Strongly Disagree	Strongly Agree	Agree	7	30

Appendix B

Student Post-Intervention Survey

Post-Intervention Survey

Confidence and Motivation Assessment

* Required

1. Did you view your progress monitoring scores and notes for the repeated reading intervention? *

Yes

No

2. Read the statements below. Rate them based on whether you *strongly agree*, *agree*, *neutral*, *disagree*, or *strongly disagree*. *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am interested in reading.	<input type="radio"/>				
I am confident in my reading ability.	<input type="radio"/>				
I do not enjoy reading whether it be at school or at home.	<input type="radio"/>				
I am not certain that I am a good reader.	<input type="radio"/>				
Reading is an enjoyable activity.	<input type="radio"/>				
I hate reading.	<input type="radio"/>				
I wish I was a good reader.	<input type="radio"/>				

3. What is your grade level? *

6

7

8

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 Microsoft Forms

Appendix B.1

Completed Student Post-Intervention Survey

ID	Did you view your pro...	I am interested in rea...	I am confident in my r...	I do not enjoy reading	I am not certain that i...	Reading is an enjoyabl...	I hate reading.	I wish I was a good rea...	What is your grade lev...
1	Yes	Neutral	Neutral	Disagree	Neutral	Neutral	Disagree	Neutral	7
2	Yes	Agree	Strongly Agree	Neutral	Disagree	Neutral	Strongly Disagree	Agree	7
3	Yes	Agree	Strongly Agree	Disagree	Strongly Disagree	Neutral	Strongly Disagree	Neutral	7
4	Yes	Neutral	Agree	Neutral	Neutral	Agree	Disagree	Agree	7
5	Yes	Strongly Agree	Strongly Agree	Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Agree	7
6	Yes	Agree	Strongly Agree	Neutral	Neutral	Agree	Strongly Disagree	Agree	7
7	Yes	Neutral	Agree	Neutral	Neutral	Agree	Disagree	Agree	7
8	Yes	Neutral	Agree	Neutral	Disagree	Agree	Strongly Disagree	Strongly Disagree	7
9	Yes	Neutral	Strongly Agree	Neutral	Strongly Disagree	Agree	Neutral	Strongly Agree	7
10	Yes	Disagree	Neutral	Neutral	Neutral	Neutral	Disagree	Strongly Agree	7
11	Yes	Strongly Agree	Agree	Neutral	Disagree	Agree	Strongly Disagree	Strongly Agree	7
12	Yes	Agree	Agree	Neutral	Agree	Neutral	Disagree	Strongly Agree	7
13	Yes	Neutral	Agree	Neutral	Disagree	Neutral	Strongly Disagree	Agree	7
14	Yes	Neutral	Strongly Agree	Neutral	Strongly Disagree	Neutral	Neutral	Strongly Agree	7
15	Yes	Neutral	Neutral	Disagree	Neutral	Neutral	Agree	Strongly Agree	7
16	Yes	Neutral	Neutral	Neutral	Neutral	Neutral	Disagree	Agree	7
17	Yes	Strongly Agree	Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Strongly Disagree	Strongly Agree	7
18	Yes	Neutral	Agree	Neutral	Disagree	Neutral	Disagree	Strongly Agree	7
19	Yes	Agree	Strongly Agree	Neutral	Strongly Disagree	Neutral	Disagree	Strongly Agree	7
20	Yes	Neutral	Agree	Neutral	Agree	Neutral	Neutral	Strongly Agree	7
21	Yes	Disagree	Disagree	Agree	Neutral	Disagree	Neutral	Strongly Agree	7
22	Yes	Agree	Strongly Agree	Neutral	Neutral	Strongly Agree	Strongly Disagree	Strongly Agree	7
23	Yes	Agree	Strongly Agree	Neutral	Disagree	Agree	Disagree	Strongly Agree	7
24	Yes	Neutral	Neutral	Neutral	Disagree	Neutral	Disagree	Disagree	7
25	Yes	Agree	Neutral	Agree	Neutral	Disagree	Neutral	Agree	7
26	Yes	Neutral	Disagree	Neutral	Agree	Neutral	Neutral	Agree	7
27	Yes	Neutral	Agree	Disagree	Agree	Neutral	Disagree	Agree	7
28	Yes	Neutral	Agree	Disagree	Disagree	Neutral	Disagree	Neutral	7
29	Yes	Agree	Strongly Agree	Neutral	Strongly Disagree	Neutral	Disagree	Strongly Disagree	7
30	Yes	Agree	Agree	Neutral	Strongly Disagree	Neutral	Disagree	Strongly Agree	7

Appendix C
Interview Response Log

Pre-intervention Interview

Date:

Interviewer:

Grade:

The interviewee posed each student with the following question:

"What is your view towards reading?"

Interviewee (Initials)	Response	Notes
1		
2		
3		
4		
5		
6		

Appendix D

Student Reading Passages

Laura

17	Laura Ingalls Wilder is a famous author. She wrote children’s books about pioneer life in the late 19th Century. Laura was born in 1867 in a log house in Wisconsin. She was the second daughter of Charles and Caroline Ingalls. Laura had an older sister named Mary. They were very close. The Ingalls family moved frequently. They went wherever their father could find a job. Shortly after Laura’s birth, the family moved to Missouri. A few years later, they moved to Kansas to start their own farm. A third daughter, Carrie, was born there. When Laura was 13, they left Kansas and returned to Wisconsin to be near family.
35	
52	
67	
85	
102	
109	The girls were happy to be there, but their father longed to farm again. So, four years later, in 1874, the family moved to Walnut Grove, Minnesota. They built a house and farmed the land. The three girls had many adventures there. But the family suffered many tragedies as well. During their first year there, Charles had grown a good wheat crop. It was destroyed by grasshoppers. This was repeated the next year as well. The family was blessed by a baby boy in 1875, but he died of an illness at only 9 months. The family suffered yet another tragedy when Mary lost her eyesight as a result of a stroke. That same year, Charles took a job with the railroad. They moved to De Smet in the Dakota Territories. When the railroad job was finished, they acquired some land. He began to farm again. A harsh winter made farming difficult that first year. But they persevered and were able to save enough money to send Mary to a school for the blind.
128	
145	
161	
178	
199	
217	
237	
253	
270	
283	When Laura was 15, she earned her teaching certificate. She began teaching at a small school several miles from her home. It was at this time that she met a farmer named Almanzo Wilder. They married three years later. They had a healthy baby girl named Rose. They had many misfortunes as well, however. Severe storms ruined their crops. This forced them into debt. Almanzo worked hard in the fields, but he got sick and became crippled. During this time, Laura was pregnant with their second child. He died shortly after birth, unnamed. Soon after, their house burned down when something in the kitchen caught fire.
299	
317	
333	
347	
364	
380	
389	The family then moved to Florida, where the warm conditions improved Almanzo’s health. They eventually returned to De Smet. But, in 1894, they relocated to Missouri. Here they would spend the rest of their lives. They bought a farm there and prospered.
403	
419	
431	Laura was a great storyteller. Her daughter Rose convinced her to write her stories so that other children could enjoy them too. Laura did so. In all, she wrote seven children’s books. These comprised her Little House series. They have been widely read and admired. She and Almanzo
448	
464	

Appendix E
Repeated Reading Progress Monitoring Log

My Reading Progress Log

Name: _____ Grade: _____

Passage	COLD READ Accuracy and wcpm	RR #1	RR #2	RR #3	WARM READ Accuracy and wcpm

Notes



• parents are to only fill in RR sections