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Luci Hartmann

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**ORAL READING FLUENCY AND DIFFERENTIATION
IN ELEMENTARY GRADE LEVELS**

Luci Hartmann

Educational Leadership

Master of Education Program

Submitted in partial fulfillment

of the requirements of

Master of Education

in the Foster G. McGaw Graduate School

National College of Education

National Louis University

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Abstract

The purpose of this study is to examine oral reading fluency (ORF) and instructional differentiation at the elementary school level. ORF is a fundamental component needed for reading comprehension. Students need sufficient ORF to fully comprehend what they are learning in all subject matter. Using the Diagnostic Indicator of Basic Early Literacy Skills (DIBELS), the ORF of students in kindergarten through fifth grade were assessed three times during the school year. After each assessment, student scores were analyzed to determine which of three different instructional strategies would be used to improve each student's ORF. The results of my Capstone Project indicate that through the use of DIBELS and three levels of instructional differentiation, student ORF has improved.