**How young English language learners experience reading instruction in
a mixed reading ability classroom: Implementing the Guided Reading**

Approach

Rt
366
a1

A Thesis presented to the Faculty of
Education and Social Sciences Division

In Partial Fulfillment
Of the Requirements for the Degree of
Master of Arts in Education
Emphasis: Educational Management

by

Darine Salim Chaaya

LEBANESE AMERICAN UNIVERSITY

June 2006

How young English language learners experience reading instruction in a mixed reading
ability classroom: Implementing the Guided Reading Approach

A Thesis by

Darine Salim Chaaya

Submitted to the Lebanese American University in Beirut

In Partial fulfillment of the requirements

For the degree of

Master in Education

Approved as to style and content by:

Dr. Irma Ghosn

Advisor

Dr. Mona Nabhani

Committee Member

Dr. Ahmad Oueini

Committee Member

ACKNOWLEDGMENTS

I would like to take this opportunity to cordially thank all the people who made my thesis study a wonderful experience and supported me through its completion.

First, I am thankful for the supervision of Dr. Irma Ghosn for her continuous support and guidance that always steered me back in the right direction. I greatly appreciate all the time, effort and encouragement she has instilled to my thesis study.

I would also like to express my gratitude to the committee members Dr. Mona Nabhani, and Dr. Ahmad Oueini. Your constructive and thoughtful advice has allowed me to make adjustments along this long journey.

I am grateful for my principal, Ms. Geraldine Branch. Her moral support, trust, and ongoing encouragement to further learn has allowed me to grow professionally.

Special thanks to my valued friends and colleagues who accompanied me throughout my thesis study and shared all my happy moments. Your endless support and encouragement meant a lot to me and I am grateful for that.

My appreciation goes to the parents and the homeroom teacher of the second grade class, who consented to involving their children in my study. I thank them for the trust they gave me and their constant concern on how my study was going. A great thank you to the six second grade students who participated in my study and gave me their best.

Most importantly, I wish to thank the two dearest to my heart my parents, Salim and Georgette Chaaya, for instilling in me the strength, confidence and drive to pursue my Masters degree. The person I am today is a result of my family's constant love, care, understanding, patience and support. I would also like to mention my two brothers, Daoud and Dany. Their perseverance in life and their belief in me has enlightened me and shown me that anything is possible. Thank you!

I dedicate this thesis to my loving family that has endlessly supported me and made my achievements thus far possible.

ABSTRACT

The study examined how Guided Reading instruction was carried out in a second grade classroom in a private English- medium school in Beirut, Lebanon. The main purpose of the study was to find out whether the approach can meet the needs of children at different reading levels. Six children, three boys and three girls, of different reading abilities were the focus of the study. Data was collected over eight months through systematic observations and unstructured interviews. Data on children's reading progress was assessed using reading records from a PM Benchmark Kit (Nelly & Smith, 2000) that is a comprehensive reading assessment resource. In addition, reading continuums (Hill, 2001) were used to determine how children were developing as readers. Eleven reading strategies were introduced to help the young readers problem solve words and texts. Children were observed using the strategies during both instructional and independent reading time. All six readers progressed but at a different pace. At the conclusion of the study, the two emergent readers were reading at grade level, the two developing readers were one and two grades above grade level, and the two fluent readers had reached 5th and 6th grade level. Although the findings cannot be generalized, it appears that the Guided Reading approach helped cater to very diverse reading abilities, and further studies with larger groups and different grade levels are recommended.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
DEDICATIONS	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
Chapter	
I. INTRODUCTION	2
A. Significance of the study	2
B. Rationale of the study	3
C. Purpose of the study	3
D. Research Questions	4
E. Summary	4
II. LITERATURE REVIEW	5
A. Introduction	6
B. Theoretical Debate Summarized	6
C. Learning to Read in a Second Language	7
D. What makes an approach or method effective?	10
E. Scaffolding children's learning	11
F. Guided reading as a "balanced approach"	12
G. Guided Reading Approach	12
a. Strategies taught during Guided Reading	13
b. Leveled books	15
c. Structure of Guided Reading	17

d. Determining guided reading groups	19
e. Benefits of Guided Reading	19
G. Summary	20
III. METHODOLOGY	21
A. Introduction	21
B. Method	21
C. Negotiating access	21
D. Consent	22
E. Context	22
F. The children	23
a. Low Reader (LB)	23
b. Low Reader (LG)	24
c. Average Reader (AB)	24
d. Average Reader (AG)	24
e. High Reader (HB)	24
f. High Reader (HG)	25
E. Data Collection Instruments	25
F. Procedures	28
G. Observations	28
H. Guided reading implementation	28
I. Interviews	30
J. Data Analysis	31
IV. FINDINGS	33
A. How children engaged and developed	33

a. Low Readers	33
i. Low Reader Boy (LB)	33
ii. Low Reader Girl (LG)	38
b. Average Readers	41
i. Average Reader Boy (AB)	41
ii. Average Reader Girl (AG)	43
c. High Readers	46
i. High Reader Boy (HB)	46
ii. High Reader Girl (HG)	49
B. How children perceived themselves as readers	52
a. Low Readers	52
i. Low Reader Boy (LB)	52
ii. Low Reader Girl (LG)	52
b. Average Readers	53
i. Average Reader Boy (AB)	53
ii. Average Reader Girl (AG)	53
c. High Readers	54
i. High Reader Boy (HB)	54
ii. High Reader Girl (HG)	54
C. Summary of all six readers	55
V. DISCUSSION and CONCLUSIONS	57
A. How did children make use of the reading strategies?	57
B. How did children perceive reading and themselves as readers?	58
C. What kind of progress did children make?	61

D. Conclusions	63
VI. SUMMARY, LIMITATIONS and RECOMMENDATIONS	65
A. Summary	65
B. Limitations	66
C. Recommendations	66
VII. REFERENCES	68
A. Children's books mentioned	73
VIII. APPENDICES	76
A. Appendix A: Comparison of Systems Used to Level Books	77
B. Appendix B: Parent Letter	78
C. Appendix C: Children's Interview Questions	79
D. Appendix D: The PM Benchmark kit 'reading record' sheet	80
E. Appendix E: Sample of a 'reading record' sheet	81
F. Appendix F: The Reading Continuum	82
G. Appendix G: Guided Reading Record Sheet	83
H. Appendix H: Low Reader (LB) Reading Continuum	84
I. Appendix I: Low Reader (LG) Reading Continuum	85
J. Appendix J: Average Reader (AB) Reading Continuum	86
K. Appendix K: Average Reader (AG) Reading Continuum	87
L. Appendix L: High Reader (HB) Reading Continuum	88
M. Appendix M: High Reader (HG) Reading Continuum	89

LIST OF FIGURES

A. Figure 2.1: Characteristics of Leveled Books	16
B. Figure 2.2: The Essential Elements of Guided Reading	18
C. Figure 4.1: The Six Children’s Progress from September to April	34

Chapter I

INTRODUCTION

“The love of reading is the foundation of literacy...” (Copperman, 1986, p. 9).

How do children start to read, when do we become good readers, what makes us good readers, and most importantly how do we teach reading? Many such questions cross the teacher’s mind but no single best method, strategy or an approach has been identified

Yet, reading is essential in our everyday life, and it also plays a key role at the primary school level as it is through reading that children must access subject matter content. As Harris & Sipay (1971) point out, “Children must learn to read before they can read to learn.” This is of paramount importance for young second language learners who must learn to read for the purpose of learning. As Gardiner (2005, p. 69) notes, “reading is a skill for life, and if students do not learn to enjoy reading, they are cheated of a vital part of their education.”

In Lebanon, the context of the present study, children must study academic subjects in English (or French), which is not their mother tongue. The new national curriculum in Lebanon mandates the teaching of two foreign languages, one of which serves as the instructional language in the general curriculum. Therefore, developing good reading skills in English is of critical importance to them. The student whose reading skills are insufficient will be held behind in more than just one subject area, resulting in low achievement that will not only reduce motivation but may also lead to dropping out of school.

There appears to be no one best way to teach young English language learners (ELLs) to read. Rather, various approaches and strategies are required because of the

often wide range of ability levels in any given classroom, as August and Hakuta, (1997) point out. Recognizing the critical importance of reading to young ELLs, the lower elementary school, where I work, and which is the site of the present study, has made a serious effort to improve children's reading skills by employing a number of different approaches in order to encourage children to develop into life-long proficient readers. The school's reading programs aim at differentiating instruction in an effort to cater for each child's individual reading level to foster growth and facilitate reading in other subject areas. One of these approaches is the guided reading program adopted in my second grade classroom.

The guided reading (GR) approach was originally developed by two literacy educators, Myrtle Simpson and Ruth Trevor in the 1960's. In 1996, Irene Fountas and Gay Su Pinnell published *Guided Reading: Good First Teaching for All Children* which is based on Simpson and Trevor's work. However, no published research was identified about the effectiveness of this approach. In e-mail exchange on whether any empirical research on the effectiveness of the GR approach had been made, Irene Fountas, one of the developers of the program, noted that she had no knowledge of empirical studies on GR, but suggested to look at the research on small group instructional reading and its effects.

Significance of the study

The research on children's reading instruction in Lebanese elementary schools is very limited. Therefore, the study will contribute important information about how young second language learners experience reading instruction and how they progress. The

findings will be of interest to all Lebanese elementary school teachers teaching young second language learners to read.

Rationale of the study

According to Pressley (2002), students tend to realize that they are struggling with reading at the second grade level, but have the tendency to hide their difficulties with reading by misbehaving or refusing to read. These students might be able to make their way through school until fourth grade, but are then faced with serious difficulties when they have to read academic subject texts in order to learn.

Therefore, it is very important to investigate young second graders' reading progress in particular, in order to detect reading problems early. This is especially important where the curriculum is delivered in a second or foreign language, as is the case in Lebanon. It is also important to investigate to what extent any new approaches actually meet the needs of the students. Hence the need for the present study.

Moreover, research on reading instruction in Lebanese elementary schools is very limited. Therefore, the findings of the present study will contribute important information about how young second language learners experience reading instruction and how they progress.

Purpose of the study

The purpose of this exploratory study was to investigate the viability of the 'guided reading' (Fountas & Pinnell, 1996) approach in a second grade classroom, where children were English language learners with diverse reading abilities in English. The study sought to understand how children of different reading abilities responded to the

GR approach, what kind of progress they made, and how they perceived the reading instruction and themselves as readers.

Research Questions

The Main research question was: How does the guided reading approach work for young English language learners (ELLs) who are emergent, developing and fluent readers, and reading below, at, or above grade level?

More specifically:

1. How do children make use of the reading strategies?
 - a. Do they use reading strategies to help them make sense of texts during instructed reading time?
 - b. Do they use strategies when they are reading independently?
 - c. Do the emergent, developing and fluent readers differ in their use of strategies?
2. How do children perceive reading and themselves as readers?
 - a. Do the emergent, developing and fluent readers have similar or different perceptions of themselves as readers?
 - b. Do the emergent, developing and fluent readers perceive reading in a similar or different manner?
3. What kind of progress do children make?
 - a. Do they make expected progress?
 - b. Do the emergent, developing and fluent readers progress at similar pace?

Summary

This research study consists of six chapters. Chapter two reviews briefly the literature concerning second language learners' reading, and then describes the guided

reading approach. Next, chapter three describes the methodology, participants, data collection instruments and procedures used in the study. Chapter four presents the findings, which are discussed in chapter five. Finally, chapter six summarizes the study and the key findings, making some recommendations for further research.

Chapter II

LITERATURE REVIEW

Introduction

This chapter first briefly reviews the debate about the 'right' method of reading instruction and what is known about teaching reading to young second language learners.

It then describes the Guided Reading approach and the strategies it employs in detail.

Theoretical Debate Summarized

What is the process of learning to read and how do children learn to read? The debate about the correct method to teach reading has been going on for the past fifty years, and involves two contradicting theories. In 1955, Rudolph Flesch (1955) argued that reading needs to be based on skills; sounding letters out and the use of phonics. Chall (1967) agreed that if children are to become independent self-educating readers, they need a good grounding in phonics. She, however, stressed that decoding skills must be used within a meaningful instructional environment to allow complete transfer to independent reading to take place. More recently, Reid Lyon, a research psychologist, and Palmarffy (1997), among others, have also concurred that phonics are essential in learning to read.

The letter-sound phonics approach advocated by Flesch and colleagues is based on a "bottom-up" theory, which assumes that reading progresses from the very specific to the general. Decoding phonemes and pronouncing words are perceived to be the starting point, moving from "the smallest unit of meaning to the largest knowledge of the world" (Gregory, 1996, p. 5).

Countering the parts-to-whole approach is the “top-down” theory, also known as a psycholinguistic guessing game, put forth by Kenneth Goodman (1967). Goodman theorized about how readers predict the word they expect to find in the text. When children interact with texts they develop concrete hypotheses about the text, rather than focusing on separate sounds. The emphasis is on what the reader brings to reading situation from their prior knowledge and experiences, and the argument is that students learn to read by reading (Goodman, 1985).

The Balanced approach is a literacy program that provides a balance of specific instruction and student-directed activities that includes features of traditional parts to whole, phonics-based curricula and holistic meaning-focused curricula. The balanced literacy approach includes: reading aloud to children, shared reading and writing, guided reading, interactive writing and independent reading and writing (Routman, 1991). This approach has combined both the “bottom-up” theory and the “top-down” theory.

Learning to Read in a Second Language

Reading is one of the most efficient ways of learning. As Guillaume (1998) notes, it is through reading that students can build on their prior experiences. Reading gives the child the opportunity to explore unique experiences and relate them to the text. However, reading also, as Schulman and Payne (2000, p. 6) point out, “a complex activity” the teaching of which “is even more complex”. An English language learner (ELL) is someone who is learning English as a second language in any or all of the four strands- speaking, listening, reading and writing. Hence, one must ask what happens when young second language learners must learn to read in a language other than their mother tongue?

Studies over the past twenty years have shown that second language learners face significant challenges in school (e.g. Cardenas, Robledo, & Waggoner, 1988; Thomas & Collier, 1989). One of these challenges is having to learn to read in the new language. Limited reading ability will hinder children's academic achievement in the other school subjects. Moreover, teachers may judge students whose reading scores are low as having low academic abilities overall (Moss & Puma, 1995). At worst, low grades may result in dropping out of school. It is therefore, not surprising that Carrell (1988) argues reading to be the most important skill among the four in a second language, especially in English as a foreign language. Without solid reading skills, second language learners will not be able to perform at the expected grade level in the school subjects taught in English.

Following Rumelhart (1977), the majority of second language educators, along with Bernhart (1986), Carrell, Devine and Eskey (1988), view reading as an interactive process. Children interact with the text, creating meaning as their mental processes work simultaneously at different stages.

Reading in a second language requires that the reader be able to decode words fluently while also understanding their meaning. This implies previous meaningful encounters with the target words. This presents a problem for young ELLs whose English vocabulary is still limited. Fluency on the other hand, develops as vocabulary steadily increases through reading. Readers need to develop also awareness of the different genres, conventions, organization and structure of sentences and phrases (Taguchi, Takayasu-Maass & Gorsuch, 2004).

Fluency is the bridge between decoding and comprehension. Fluent readers decode words accurately and automatically, and they also have the capacity to make

sense of the text. Furthermore, the readers' background knowledge plays a vital role when it comes to comprehending text or what is being read. English language learners often struggle because they have difficulties relating their background knowledge to the reading (Short & Echevarria, 2005), particularly if their reading texts present culturally unfamiliar concepts.

The achievement of fluency in reading tends to be a complex task for ELLs. Without accuracy in decoding words, rapid recognition of words in text, comprehension is hindered and poses an obstacle to attaining fluency (Slavin & Calderon, 2001; Slavin & Madden, 2001).

Knowledge of vocabulary is essential to reading comprehension especially to ELLs, and the more vocabulary words the child knows the easier it is to comprehend texts. Whereas native English speakers enter kindergarten with the receptive vocabulary of around 5,000 words, young ELLs, would have limited or no vocabulary in the new language. Thus the ELLs will face significant challenges (August, Calderon & Carlo, 2002; Biemiller, 2001).

When Schoonen, Hulstijn and Bosser (1998) conducted a study of Dutch second language learners, they concluded that second language learners' meta-cognitive knowledge was one of the comprehension skills associated with advanced fluent readers. The skilled readers were able to choose a suitable strategy to solve their reading problem.

Second language learners make sense of second language texts by using many similar strategies that work well in their first language. They also have an understanding of how texts work (Lindfors, 1987). However, young ELLs, whose first language reading is still emerging or developing, will not have this advantage. Therefore, they need explicit

instruction in strategies that will help them unlock the meaning of text. The teacher's modeling of different strategies and thinking aloud to demonstrate their use can help children develop awareness of the different strategies, which will assist them when they try to construct meaning from texts (Anderson 1991).

Despite efforts, up till now, no single superior way has been identified to teach second language learners. According to August and Hakuta (1997) a diversity of approaches is required because of the great diversity of cases faced by schools and the different experiences the English language learners come across with literacy in their first language.

What makes an approach or method effective?

Few methodologically precise studies exist on young second language learners' reading instruction (August & Hakuta, 1997). Recent studies have focused on considering the role of instructional methods in achieving significant learning outcomes (Gersten, Baker, Haager & Graves (2005), and Colina, Parker, Hasbrouk and Alecio (2001) categorize three instructional practices that have proven to facilitate development reading fluency of young ELLs: (a) repeated reading, (b) teacher/expert modeling, and (c) teaching students to self-monitor their progress.

The teacher's skill seems to be critical when it comes to effective instruction. Roehler and Duffy (1984) found that effective teachers use the modeling and explanation approach to explicitly teach strategies for decoding words and understanding the meaning of texts. Knapp's (1995) work shows that effective teachers also emphasize higher level thinking such as analysis, synthesis and evaluation rather than lower level skills of mere

knowledge. Many effective elementary teachers also successfully organize their reading instruction around literature, which seems to promote high reading achievement (ibid).

When, Taylor, Pearson, Clark, & Walpole (2000) compared different teachers' performance, they found that the effective teachers often engaged in small group reading instruction. In a small group, the teacher is able to focus more on individual children's needs and can guide them. Small-group instruction also allows exploration of concepts and strategies to take place better than whole-class instruction. In addition, involving the students actively with questions and tasks show to be more effective than just taking turns in answering direct teacher questions. It seems essential that the teacher be a facilitator or a coach, rather than just an information provider to children (Taylor, Peterson, Pearson, & Rodriguez, 2002). Furthermore, coaching in teaching word recognition and involving higher level questioning were associated with effective schools (Taylor et al, 2000).

Scaffolding children's learning

Small-group instruction conforms to Vygotsky's (1978) socio-cultural learning theory. According to this theory, knowledge is mediated and created by language in social use. Vygotsky recommends that children's higher level thinking skills develop through social interactions, allowing them to discover and experiment. Berk and Winsler (1995) emphasize the importance of modeling in directing children and using language in order to learn. They contradict the thought that children are sponges that absorb information from their teacher.

The term 'scaffolding' was introduced by Wood, Bruner and Ross in 1976 to refer to the assistance an adult provides to a child so that the child can accomplish a task they would not be able to accomplish on their own. This scaffolding is temporary and is

withdrawn when the child gains independence in the task. Scaffolding is used to motivate the child's interest, reduce the degree of freedom in performing the task, maintain focus and direction, draw attention to critical points, demonstrate, and control frustration. For scaffolding to be successful the interaction and warmth of the adult in the setting is essential (Berk and Winsler, 1995). This way the learner will be active, independent, problem solver and become comfortable in participating in the process.

Although the term scaffolding was originally used in the context of adult-child first language interaction, according to Anton, it is equally applicable in the context of second language learning.

Guided reading as a "balanced approach"

A balanced literacy program provides both specific, explicit instruction in reading skills and strategies, as well as student-directed activities. This approach includes reading aloud, integrated reading and writing, shared reading and writing, guided reading and writing, and independent reading and writing (Routman, 1991). Several studies support a balanced literacy curriculum for students who are second language learners (Goldenberg & Gallimore, 1991; Goldenberg & Sullivan, 1994; Moll, 1988).

Guided Reading Approach

The Guided Reading (GR), which is an example of a balanced approach, is not a new concept to teaching reading. It was developed during the 1960's in New Zealand by two literacy educators, Myrtle Simpson and Ruth Trevor, and is based on use of developmentally suitable texts. It aims to increase children's independent use of reading strategies. Schulman & Payne (2000, p. 6) believe that guided reading provides a "supportive framework for the systematic yet flexible instruction readers need to develop

their skills.” Also, guided reading is argued to be a structured, useful way of matching reading instruction and effective reading strategies to the diverse reading abilities likely to be found in the classroom (Fountas & Pinnell, 1996).

GR aims at facilitating children’s development into independent and strategic readers through teacher guidance in a small group setting. In addition, GR also aims at giving children enjoyable experiences in reading for meaning in a socially supportive setting. Students first work through new, unfamiliar texts in guided small groups reading books selected at their instructional level. Children then move to reading a number of similar type of texts at their independent reading level in order to develop independence and fluency (Fountas & Pinnell, 1996).

Strategies taught during Guided Reading

The reading strategies (Routman, 1991; Taberski, 2000; Schuman & Payne, 2000, and Bergeron & Wolff, 2002) emphasized during GR aim to give young children the tools they need to construct meaning from the texts they read and to develop into successful independent readers. The following are eleven reading strategies that Bergeron and Wolff (2002) recommend that young English language learners can use to build their reading skills.

(a) *Reading like you talk* is a fluency building strategy used when reading aloud and when rereading familiar stories several times. Children are encouraged to read as if they were talking.

(b) *Using picture clues* refers to using the illustrations to obtain hints and clues for the meaning of words or passages.

- (c) In *chunking words strategy* words are broken down into decodable parts or patterns; for example, using the chunking strategy to read the word monkey as *mon-key*.
- (d) *The predicting strategy* refers, for example, to the reader using the book title and cover art to speculate or hypothesize what the book will be about and what events may occur. Predicting can also occur at different points in the reading when the reader uses information from the already read text or their prior knowledge.
- (e) *Self-correcting strategy* is used when the reader discovers an error in their reading, stops, and rereads to correct themselves; for example, reading the word cavities as *cavtes* and then self-correcting by saying *cavities*.
- (f) *Stretching strategy* where the reader tries to sound out a difficult word with the help of the ending sound, such as, slowly sounding out the word 'falling' by saying *faall..lliing*.
- (g) *Summarizing strategy* aims at figuring out the general overall meaning of what has been read.
- (h) *Thinking aloud strategy* is a verbalized thinking process to express one's thoughts and one's knowledge about how words work. For example, after previewing a book, the reader predicts aloud what might happen or gives a reason for wanting to read the book as in: *"I'm going to read this to find out if the dog will rescue the boy and the girl."*
- (i) *Making connections strategy* refers to when readers relating the text to themselves, to another text, or to real world events; for example, "The dog in the story is called Cookie, and I had a dog called Cookie but she died."
- (j) *Analyzing strategy* helps process the text by identifying and examining its constituents parts and how they fit together, such as story elements. An example of helping readers

analyze stories is by the use of graphic organizers to identify setting, plot, and characters such as Venn diagrams for comparisons.

(k) *Questioning strategy* when readers ask questions of themselves as they read to monitor their understanding; for example, “does that make sense?” or “what familiar chunks do I see in this word?”

Leveled books

Leveled books, in the present study, refer to large collection of hundreds of books that have been classified into levels from A to Z by Fountas and Pinnell (1996) according to their perceived difficulty level based on text features, vocabulary, sentence length and complexity, content, story structures and language features. Levels J to M correspond to 2nd grade level. The selection includes fiction, non-fiction and content area readings (see Appendix A for a comparison of systems used to level books).

Many publishers such as Reading Recovery and Fountas and Pinnell have varying leveling systems. Leveling books is done according to important characteristics that describe each level. Some of the features that determine what level a book is are the concepts in the book, illustrations, language/structure and text features or layout (see Figure 2.1).

Clay (1991) categorizes books in level according to the accuracy of the child's reading fluency. According to her, at the independent level a child can read with 98%-100% accuracy and the reading is easy. At the instructional level a child can read with a 90%-97% of accuracy and this is where the best progress is made in reading. At the frustration level a child reads with less than 90% accuracy, and reading becomes too hard. Others have identified different percentages for those levels. Clay's formula is used in GR.

Figure 2.1 Characteristics of leveled books

Book Level	Characteristics of text	Examples of book titles
C (grade 1)	<ul style="list-style-type: none"> • Simple story lines • Familiar topics to children • 2-5 lines of text on a page • Pictures are important • Patterns and repetition are used 	<ul style="list-style-type: none"> • All Fall Down (Brian Wildsmith) • Can you see the eggs? (PM starters) • What can you be? (Tiger cub)
J (grade 2)	<ul style="list-style-type: none"> • Stories are longer and more complex • Most concepts are familiar • Beginning chapter books • Variety of texts- nonfiction, folktales, realistic stories... 	<ul style="list-style-type: none"> • Henry & Mudge (Cynthia Rylant) • Danny and the Dinosaur (Syd Hoff) • The Doorbell Rang (Pat Hutchins)
N (grade 3)	<ul style="list-style-type: none"> • Complex language structures • Challenging vocabulary • Highly detailed and descriptive • Chapter books that are about 100 pages and more 	<ul style="list-style-type: none"> • Amber Brown (Paula Danziger) • The Magic Finger (Roald Dalh) • The Enormous Crocodile (Roald Dalh)

Fountas, I. C. & Pinnell, G.S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann.

Structure of Guided Reading

Small groups of about four to six children with similar reading levels and needs work through a selected text in a GR session lasting for approximately 20 minutes. The session is divided into three phases (Figure 2.2 for details) starting first with the *before reading*, or also called *introducing the book* phase. In this phase the teacher introduces the book. Picture storybooks are usually introduced by a 'picture walk'; children examine the illustrations and try to imagine or make predictions about what the book might be about and relate the content to their prior knowledge and experiences. Chapter books are usually introduced by reading the title, looking at the cover page and reading the back cover as a summary of the book. During the first phase, the teacher introduces and models one specific reading strategy to the children. In the second, *during the reading* or *reading the book*, phase children read the book independently with a low voice or silently. As they read, the teacher observes the children closely and guides individuals to utilize reading skills and strategies to solve the problems they encounter as they read. The third phase, *after reading* involves a teacher-child discussion during which the teacher asks questions about the text to check for comprehension. In this phase, children will have an opportunity to make connections between the text and their own life experiences. During this phase, the teacher also engages in 'working with words', examining with individual children closely some of the words children struggled with as they were reading. Discussions of reading strategies take place throughout the session.

Figure 2.2 The Essential Elements of Guided Reading

	Before the reading	During the reading	After the reading
Teacher	<ul style="list-style-type: none"> • selects an appropriate text, one that will be supportive but with a few problems to solve • prepares an introduction to the story • briefly introduces the story, keeping in mind the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the teacher • leaves some questions to be answered through reading 	<ul style="list-style-type: none"> • “listens in” • observes the reader’s behaviors for evidence of strategy use • confirms children’s problem –solving attempts and successes • interacts with individuals to assist with problem solving difficulty (when appropriate) • makes notes about the strategy use of individual readers 	<ul style="list-style-type: none"> • talks about the story with the children • invites personal response • returns to the text for one or two teaching opportunities such as finding evidence or discussing problem solving • assesses children’s understanding of what they read • sometimes engages the children in extending the story through such activities as drama, writing, art, or more reading
Children	<ul style="list-style-type: none"> • engage in a conversation about the story • raise questions • build expectations • notice information in the text 	<ul style="list-style-type: none"> • read the whole text or a unified part to themselves (softly or silently) • requests help in problem solving when needed 	<ul style="list-style-type: none"> • talk about the story • check predictions and react personally to the story or information • revisit the text at points of problem solving as guided by the teacher • may reread the story to a partner or independently • sometimes engage in activities that involve extending and responding to the text (such as drama or journal writing)

The teacher's role in a GR session is to model, prompt and cater for the needs of the homogeneous group as well as the needs of individual children. The teacher supports and guides each reader's progress in the use of strategies they can employ when processing new, more challenging text levels.

Determining guided reading groups

To decide the level and groups where to place each child, the teacher carries out ongoing assessments on every child. Constant observations and individual assessment using the reading records help the teacher determine the changing ability levels and needs of every child. The children are placed according to their observed needs and specific level in small groups that do not exceed six members. The teacher observes each child's development and moves children in and out of groups as they develop differently from each other. The small group changes are constant if the teacher is watching development closely. There may be small changes every few weeks, I.C Fountas (personal communication, February 24, 2006).

Benefits of Guided Reading

According to Fountas and Pinnell (1996) the child and the teacher both benefit from the guided reading approach. The child will develop as an individual reader with the help of guided and supportive activities. In addition, the guided reading approach gives the child chances to develop reading strategies they can use when tackling reading complex texts individually. This will facilitate their reading development. Also, the teacher can observe and continuously assess the children as they problem-solve and use reading strategies. Moreover, the teacher is able to interact individually with the child about their reading.

Summary

In conclusion, while no single method has so far been found superior over others, the guided reading approach has many of the elements associated in research with children's reading achievement.

The chapter presented a brief summary of approaches to reading instruction and discussed the challenges to read in a second language. GR approach was then described in detail as regards to structure and strategies. The next chapter describes the methodology of the study.

Chapter III

MEHTODOLOGY

Introduction

The Guided Reading Approach (Fountas & Pinnell, 1996) is promoted as a method that helps children become strategic and successful readers. However, no systematic studies have been conducted on the effectiveness of guided reading in general and its use with young second language learners in particular. This chapter describes the participants and procedures used in this study as well as the data collection instruments and the approach to data analysis.

Method

Hopkins (1985) has demonstrated that classroom research is essential for school improvement, and Grabe and Stoller (2002), for example, advise teachers to carry out small-scale investigations in which they look systematically and critically at their classrooms instruction and the learning process. The present study is such a small-scale, exploratory case study, focusing on six young beginning readers. Such a method is useful for generating new theories and obtaining preliminary ideas for a new line of research (Stewart, 2004). The researcher was a full participant in the study as she was responsible for implementing the guided reading activities.

Negotiating access

An email was sent to the elementary school principal asking for permission to conduct the study in the school. The email included the place, purpose and a description of the study. In addition, information about the procedures and instruments that will be in

use, in order to accomplish the study, was mentioned. A reply was sent back stating support, approval and encouragement.

Consent

In order to protect the participants' rights, a letter was sent home to the parents of those students who were randomly selected for the study. The parent letter (see Appendix B) explained the researcher's purpose and what subject area will be focused on. Furthermore, the parent letter incorporates that interviewing will take place and only relevant information will be used. Made aware as well, the participant's names would be remained anonymous throughout the study. At the bottom of the letter a form was to be returned back notifying approval or disapproval of their children participating. The children were told that the interview was voluntary.

Context

The present study was carried out in one second grade classroom in a private, English-medium school in Beirut, Lebanon. The school provides education for Lebanese and international families. All instruction in the school is carried out in English (with the exceptions of the Arabic classes).

In Lebanon, the national curriculum mandates that first foreign language instruction begin in Kindergarten at age 4-5. Children must learn the first foreign language very well, because it serves as the instructional language in many of the academic subjects. The classroom in the study has a homeroom teacher and a full-time assistant teacher, who is also the researcher. Children in the class demonstrated a wide range of reading levels based on the end of Grade one assessment. While some were just

at the very beginning stages of their reading development, others were already developing fluency and reading above their grade level.

The Children

The participants of the study were six students (three boys and three girls) selected from the total of nineteen students in the class using purposive, criterion-based sampling, because, following Burns (2000), it served the purpose of the researcher to understand how children of different reading abilities related to the guided reading approach. The children were between seven to eight years old and were all native speakers of Arabic learning English as a second language, except one participant whose home language was Armenian.

At the beginning of the academic year in September, students in the class were divided into three groups based on their reading ability as measured by the PM Benchmark (Nelly & Smith, 2000): low, average and high. From each group, one boy and one girl were randomly selected for the study.

The low, emergent readers were labeled (LB) for the boy and (LG) for the girl while the average, at-grade level readers were labeled (AB) for the boy and (AG) for the girl. The high, above-grade level readers were labeled (HB) for the boy and (HG) for the girl.

Low Reader (LB)

LB was a lively boy with good oral English skills while his home language was Armenian. He had a creative imagination and enjoyed story telling. When it came to reading, he seemed to prefer to look at pictures rather than read. When frustrated, he would shrug his shoulders and sometimes cry. However, he willingly participated and

was at ease during the group discussions. He often brought books from home to share, although some were clearly above his independent reading level.

Low Reader (LG)

LG started the year as an extremely soft spoken and shy girl. She possessed fairly good oral skills in English and exhibited a creative imagination. She enjoyed sharing ideas about the books she read with her peers. However, she lacked strong phonemic awareness that would have helped her with her reading and spelling.

Average Reader (AB)

AB was an enthusiastic child who was eager to learn English. He was an enthusiastic learner and performed well when focused. He was fast in picking up new concepts and eager to show his recently acquired knowledge. He showed a positive attitude during reading time and mentioned often that he loved to read. AB enjoyed sharing experiences and participated in group discussions, often asking analytical questions.

Average Reader (AG)

AG was a bright girl, whose oral English was just developing. Her productive vocabulary was limited. Consequently, she was not always able to express clearly what she meant to say, but jumbled her sentences and words when attempting to speak. But she had acquired 1st grade level decoding skills.

High Reader (HB)

HB was a very calm and quiet child. He had good oral language skills and fairly good vocabulary. He was attentive, and focused, with a solid grasp of reading, as well as writing skills. He enjoyed reading and writing and asked a lot of questions, some showing

high level thinking skills. He willingly shared experiences during the group discussions and completed tasks enthusiastically.

High Reader (HG)

HG was an attentive, cooperative and studious girl with excellent speaking skills and a fairly good vocabulary for a young ELL. She loved to read and enjoyed the reading time. She was always curious to explore, experiment and find out new things.

Data Collection Instruments

Data for the study were collected through observations, reading records, reading continuum checklists and interviews. Observation, according to Collins & Cheek (1999) has proven to be one of the most appropriate methods in educational research, not least because observing students at work is essential in continuous assessment. Furthermore, systematic observation in one's own classroom offers the teacher different experiences and processes that will facilitate teacher's professional growth (Wajnryb, 1992), and will enable the teacher to reflect on their practice, which Hopkins (1985) relates to the whole school development.

Individual interviews according to Collins and Cheek (1999) give students the opportunity to express to the teacher their feelings and set goals and expectations. Pre-planned questions were used to guide the semi-structured interviews (see Appendix C) with the six students. Cohen and Manion (1994) suggest that this allows the interviewer to have some idea of the questions needing to be asked, but permits deviation from the list. The questions of the interview aimed at eliciting information about how the participants viewed themselves as readers and how they felt about reading. Since the

questions were open-ended questions, they were flexible to any alterations and modifications depending on the participant's answer.

The PM Benchmark kit 'reading records' (Nelly & Smith, 2000) (see Appendix D) were used in the present study to determine the participants' reading levels. The PM Benchmark Kit is adapted from Clay's (1993) "running record" method. The running record is an objective recording of exactly how a student reads. From this recording it is possible to determine accuracy, self correction rate, use of meaning, structural and visual cues, fluency and strategies used to decode unknown words. It functions as a formative assessment tool to guide programming and can be used to calculate whether the text is on the child's independent or instructional level.

The PM Benchmark Kit contains thirty texts, each representing a specific reading level, and copies of the texts as 'reading record' sheets for the teacher to mark. The reading record method gives the teacher a "playback of an entire oral reading episode, including the smallest details on the reader's attitude, demeanor, accuracy, and understanding" (Shea, 2000, p.10). According to Shea, this kind of assessment will facilitate the teacher and the student monitoring of reading growth. It is an efficient and quick way of gathering data that helps match texts with children's reading level (Fountas and Pinnell, 1996).

The PM Benchmark Kit was used based on Nelson and Smith (2000) as follows. The teacher identifies an appropriate starting level for each student, using their portfolios from the previous year. The portfolio included all the work of the child and the last reading assessment done at the end of the year. The student sat next to the teacher and read the text aloud. The teacher had a 'reading record' sheet with the same text, and

marked every word the child read; each correct word was ticked, omitted words or letters were crossed out, misread words, attempts, as well as self corrections, were marked above the text, every word read correctly by the student with a tick, record all attempts, self-corrects and errors by showing the student's responses above the text. The teacher did not give any prompts or cues to the child during the reading. Recording was done on a standardized record sheet. The PM Benchmark Kit provides an exact record sheet for every text (see Appendix E).

When the student completed reading the text he/she was asked to retell the story in order to assess comprehension. If the student was unable to retell the story even with some prompting from the teacher, the procedure was repeated with a lower level text.

The reliability of the reading records was taken into consideration. Reading records were collected by the teacher and the researcher to make judgments about the children's reading levels. This was done based on Ludlow's (2001) study which shows that having two raters increases the reliability of the method.

Hill's (2001) Reading continuum (see Appendix F) represents ten stages in a child's reading development: preconventional, emerging, developing, beginning, expanding, bridging, fluent, proficient, connecting and independent. The reading continuums reflect the notion that reading is a developmental process which occurs in a predictable fashion over time. Different students move along this continuum at different rates. The reading continuum was used to assess how the six children developed as readers throughout the academic year.

Procedures

At the beginning of the year when students in the class were divided into groups based on their reading ability as measured by the PM Benchmark records. The three boys and three girls who were randomly selected for the study were placed in appropriate groups: LB and LG were placed in the low reading group (emergent readers), AB and AG were placed in the average reading group (developing readers) and HB and HG were placed in the high reading group (fluent readers).

Observations

In order to follow the progress of the six participants during the guided reading, the researcher observed the children and took detailed notes using a guided reading group record sheet (see Appendix G). The researcher also observed the six children during independent reading and other reading activities that occurred in the classroom.

Guided reading implementation

Guided reading took place three times a week in sessions lasting for 20 minutes per group, following the Fountas and Pinnell (1996) guidelines. At the beginning of every two months the children were assessed using the PM Benchmark Kit reading record to note any progress and to determine whether their reading levels had changed. Depending on the progress children's groups were changed. The reading continuums were checked three times during the academic year, once every trimester (December, March, and May).

The following lesson sample illustrates the activities during the guided reading sessions.

Teacher: "Today's story is a tale; called The Sky is Falling, written by Katie Knight. It is about a nut that falls from a tree, hitting Rabbit on the head. Rabbit tells one friend that the sky is falling, and the story goes on."

LG: "I know I think I saw a video like it."

LB: "Can the sky fall?"

Teacher: "We will have to read to find out, but keep your thought. Let's do a book walk, pausing on each page to point out what is happening and call attention to picture details and new words."

(Children look through the pages)

Low reader: "What are those?" (Points to quotation marks)

Teacher: "The quotation marks in this story tell us that someone is talking."

LB: "So Bear's words are in quotation marks because he is speaking to Squirrel?"

LG: "Yes."

(After the book walk)

Teacher: "Now we will start reading the book. But what do you think I can do when I come to a word that I can't read?"

Low reader: (Shrugs shoulders) "I don't know."

LB: "Oh I know you can sound it out. Read the letters in the word."

LG: "Yeah you can do that, it helps you. Also you can look at the picture and try to look for details to help you."

Teacher models using picture cues, sounding out the first letter of a word and then subsequent letters and asks herself "does this word make sense?"

(Children start reading) Teacher monitors their reading and provides prompts when necessary.

LB: (Comes to a word that is more challenging)

Teacher: "Okay, LB, I want you to pause and look for picture cues, what do you think this word is from the picture?"

LB: "The picture is a squirrel, oh the word starts with s so it's squirrel"

LG: "Ya it is a squirrel I knew it from the picture also."

While the teacher worked with one of the guided reading groups, the other children engaged in independent reading. They chose books at their independent reading level, as defined by the reading records and the Fountas and Pinnell leveling system. On a specific shelf in the classroom, each child had a 'book bag', where the teacher placed about three books, both fiction and non-fiction, selected at each child's level as indicated by the most recent reading record assessment. A book of children's own choice was also in the bag selected from a basket of their reading level. Children were also able to select books to read from their bag during any free time.

Interviews

In November, the six students were interviewed. The interviews, which took place in a quiet room in the elementary school library, were tape-recorded for detailed analysis. The interview questions were piloted with two children in the same class who were not part of the sample. Children were also interviewed at the end of the study in May. The PM Benchmark Kit was already in use in the school and thus did not need to be piloted.

Data Analysis

Content analysis was used to analyze the observation data. As Burns (2000) recommends, a list of categories was first developed based on Hill's (2001) Reading Continuum and categories given a code as follows:

- (a) use of reading strategies (RS);
- (b) comprehension and response (CR);
- (c) oral reading (OR);
- (d) types of texts (T); and
- (e) attitude (A).

The RS category was further divided into eleven subcategories representing the type of strategy. So for example, RSa was 'reading like you talk' and RSb was 'using picture clues', and so on. The researcher then read the observation notes several times, looking for information related to the categories, and coded the data. The coded data were then copied on separate slips and sorted into months in order to track development.

Observation notes were used also during the study to mark the Reading Continuums. At the end of the study, the reading continuum data were examined to note any developmental progress.

Reading records were examined to determine the children's progress through the levels. The reading levels were converted to grade level equivalences according to Nelly and Smith (2000).

Finally, children's interview transcripts were analyzed by looking for words or expressions of how they perceived themselves as readers and what their attitude towards

reading was. Beginning and end of year interview transcripts were compared to find and changes.

Chapter 4

FINDINGS

This chapter first describes how the six children engaged with reading, how they developed in their reading from September to April. In addition, this chapter details how the children perceived reading and themselves as readers.

How children engaged and developed

The six children's reading levels were assessed using the PM Benchmark Kit (Nelly & Smith, 2000) four times during the study; in September, November, February and April. Figure 4.1 shows their scores and reading levels. Their development as readers was assessed using the reading continua (Hill, 2001), and observations were carried out throughout the study.

Low readers

Low Reader Boy (LB)

At the beginning of the year, LB was reading at Fountas and Pinnell (1996) level D, which according to the PM Benchmark corresponds to 1.4, which means fourth month of grade 1. Level D books were easy to understand with clear print and spacing, as well as supportive illustrations. According to the reading continuum, he was at a Preconventional stage, where he could turn the pages as he browsed through the illustrations. LB used his finger to point to each word on the page as he read during guided reading and independent reading time. His decoding skills were poor as he did not know all his alphabets spontaneously and he would mix up with the letters b, d and p.

Figure 4.1 The Six Children's Progress from September to April

	Sep	Nov	Feb	Apr
HG	3.9	5	5	6
HB	2.9	3.9	4.8	5
AG	1.9	2.7	2.7	3.3
AB	1.9	2.9	4.3	4.3
LG	1.5	1.8	2.2	2.7
LB	1.4	1.7	1.8	2.4

Key: In grades 1 to 4, the decimals indicate grade level months;
e.g. 1.4 = December of grade 1 and 2.9 = June of grade 2.

LB started the year with minimal letter sound knowledge and limited blend awareness. For example he would read path as “pth”, which made reading difficult and meaningless for him. Throughout the first month, LB often demonstrated high frustration levels during reading, frowning and sometimes even crying. After trying once or twice to read a given word and not get it correct, he would shrug his shoulders and refuse to continue reading or try to decode it. He was not willing to take risks or challenge himself.

By November, after two months of guided reading, LB had advanced three reading levels to level G. However, he rushed when he was reading and did not read or decode every word or every letter in the word. He would leave letters out, for example reading ‘hits’ as “hit” and ‘runs’ as “run”. Although LB indicated that he understood the function of a period in a text, he did not pause or stop at periods. Instead, he would read the sentences all together, which caused him confusion when it came to comprehending the text. On the other hand, LB showed improvement in his use of reading strategies to help him decode a new word. He could now sound out words and chunk words down, which made reading easier for him.

According to the December reading continuum, LB fitted the profile of a reader in the Emerging stage of reading (see Appendix H). He would ‘pretend’ read, relying on illustrations in order to tell a story. Typical to this stage, LB shared and commented on illustrations and participated in group readings. For example, in the story ‘Dinosaurs, Dinosaurs’ (Barton, 1994), LB did not read but just relied on the pictures to describe the dinosaurs that were “bumpy” and “spiky”.

As the year advanced, LB was making slow, yet steady progress. In February, he moved up one reading level to H, which corresponds to the last quarter of grade 1 of

Nelly and Smith's PM Benchmark. Evident improvement was seen in his use of the reading strategies. For example, in December and January LB was observed 'making predictions' from the title and the cover illustration. For example, in the story 'Josh Gets Glasses' (Allard, 2002), when he was asked to look at the title and predict what the book will be about he first thought Josh and his mother were getting ready for school, but after looking at the illustrations he said, "Oh maybe Josh getting glasses so maybe this is the doctor not his mother". He was now also 'making self-to-text connections', noting, "Josh reminds me of when I went to see the eye doctor also". He was building fluency by 'reading like you talk', he was checking picture cues for meaning, and continued to chunk words into decodable parts. The strategies helped LB decode and make sense of text and allow him to become an independent reader.

In March when the reading continuum had been checked, LB had shifted from the Emerging stage to the Developing stage (see Appendix H), where he was beginning to see himself as a reader, and used both illustration and print to make meaning of what he was reading. He was consistently using the reading strategies and was gaining fluency as he read and predictable books and familiar, simple pattern books. He was demonstrating an improved attitude towards interaction with both fiction and non-fiction books.

In April LB moved up three reading levels to K, which corresponds to December of grade 2. Level K books are longer and slightly more complex. They contain a wide range of vocabulary words, as well as dialogue, which requires the reader to follow in order to determine the events happening in the plot. During this month LB showed reading was beginning to be meaningful to him and that his perception of himself as a

reader had changed. For example, he would inquire when it would be reading time or for how long he could stay reading.

In May when the reading continuum was marked LB had moved from Developing stage to the Beginning Stage (see Appendix H), where he understood basic punctuation, such as periods, question marks, and exclamation marks. He could read level K books, such as, 'Frog and Toad Together (Lobel, 1970), and 'A Bargain for Frances' (Hoban, 1970) books. Also, LB had begun to use reading strategies and was able to discuss characters and events in a story with the teacher's help.

The following two excerpts, the first one from level D and the second from level K illustrate the progress.

A nut falls from a tree. The nut hits Rabbit. Rabbit runs to tell Fox.

"The sky is falling," says Rabbit. Fox runs to tell Bear. "The sky is falling," says Fox. Bear runs tell Squirrel. "The sky is falling," says Bear. Squirrel runs to tell Deer. "The sky is falling," says squirrel.

(Knight, 2002, p. 4-7)

Frog walked into the house. It was dark. All the shutters were closed. "Toad where are you?" called frog. Go away," said the voice from a corner of the room. Toad was lying in bed. He pulled all the covers over his head. Frog pushed Toad out of bed. He pushed him out the house and onto the front porch. Toad blinked in the bright sun. "Help!" said Toad. "I cannot see anything." (Lobel, 1970, p. 6-7).

Low Reader Girl (LG)

When LG was assessed in September 2005, her reading record placed her at mid first grade, at level E, according to Fountas and Pinnel's leveling system (1996). Level E books contain repeated language patterns that vary within the text and require problem solving to figure out new words and to relate the illustrations and text. The following excerpt is from a level E book that shows the repeated pattern:

“Oh, lovely mud,” said the cow, and she jumped in it.

“Oh, lovely mud,” said the pig, and he rolled in it. “Oh,

lovely mud,” said the duck, and she paddled in it

(Cowley, 1998, p.2-7).

In the early months of the academic year, LG had a habit of picking a book and going directly to the first page, attempting to read. She did not consider looking at the cover page or reading the title before she began to read. However, she soon began employ the ‘chunking’ strategy, which helped her when she encountered difficult words. She would chunk the letters and sound them out such as “bis...bis..ku..it” for *biscuit* and “ca...cas...t...le” for *castle*. However, when LG sounded out the words she did not always pronounce them correctly. For example, she pronounced *castle* as “cas-tt-le” wrong, but when the teacher urged her to look at the illustration on the page, she immediately corrected herself by saying the word correctly. Another evident reading strategy she was observed using was the use of the ‘stretching’ strategy to say “s-cul-p-ture” for *sculpture*. Yet, there was no fluency in her reading and she read without any expression in a low monotonous voice. However, by November LG had progressed three levels, from level E of September to level H.

By December when reading continuums were marked, LG was assessed as being in the Emerging stage (see Appendix I). She was now often highly motivated to learn to read and usually children at that stage tend to move through it quickly. Although she tended to rely on the illustrations to tell a story, she also began to focus on the print and recognize familiar words. LG participated in readings of familiar books and often memorized her favorite stories, such as ‘The Sky is Falling’ (Knight, 2002).

As the year progressed, LG developed steadily in her reading, moving up two more reading levels, to level J, meaning October of second grade level. Level J books contain considerably more dialogue. However, level J books required LG to think critically about characters. Obvious progress in her use of reading strategies was noticed. She began to make connections between the text and her experience. For example when reading ‘The Flood’ (Giles, 2005), she related the name ‘Mr. McDonald’ to the McDonald’s restaurant, and in “First Day of School” (Mc Namara, 2005); she made a ‘self-to-text connection’ by saying that her mother also came with her on the first day of school just like Michael’s mother in the story.

In March when the reading continuums were marked again, LG had moved from the Emerging stage to the Developing stage (see Appendix I), where children see themselves as readers and begin to browse through books independently. Besides browsing through books, LG also enjoyed sharing books with others. She now knew most letter sounds and was able to read simple words such as *dog* and *me* and a few sight words like *have* and *love*. She utilized both the print and the illustrations to comprehend what was happening as she read. Also, LG often read aloud word by word during guided reading, particularly with a new text. She gained fluency with books that she had read

and explored repeatedly and was able to retell the main idea of a story, discussing characters and participating in group discussions about stories.

In April LG moved up two reading levels from J to L and was able to read books at high second grade level (2.7). When the reading continuum was marked in May, LG was between the Beginning stage and the Expanding stage (see Appendix I), and was solidifying her skills and started to read beginning chapter books. For example, like *Pee Wee Scouts* (Judy Denton) or *Pinky and Rex* (James Howe) that are short series books. The following excerpt illustrates the type of language of these books:

The two boys began to fight, and Sport squirmed deeper into the grass. "Get him!" yelled Sonny as he wrestled with Roger. No one wanted to touch Sport... Molly bit her bottom lip. If here dad went prowling around the basement checking the chimney, he might find her homeless pets! Even though she'd hidden them behind the furnace where they'd be nice and warm (Delton, 1993, p.50 & 60).

She also built fluency and self-corrected herself when she made mistakes or when it did not make sense to her. For example, when she read a sentence that said 'wooden horse at the gates of Troy...' she read *Troy* as "toy," she stopped and reread the sentence again because it did not make sense to her at first. At this stage LG chose books at her reading level. She showed was able to figure out some difficult words by using strategies such as rereading the sentence again for meaning. However, LG at this stage was still building her reading vocabulary.

Average readers

Average Reader Boy (AB)

In September AB was assessed to be at reading level I according to Fountas and Pinnel (1996) which meant he was at the end of first grade level. At first, he read simple early readers books and was using a few of the reading strategies that were taught during guided reading. For example, he used a 'post-it' note to write a question about the text as he read through the text to find the answer later and not to interrupt his reading.

Moreover, AB used the 'covering letter' strategy to sound out the letters. In example when trying to read the word *leash* he covered the last two letters with his finger and said "lea" and then "sh". He then used illustration cues to help him find meaning for the word *leash*.

During November AB had moved from reading level I to a level M within two months. Level M books contained small print and narrow line spacing. Complex language was used with sophisticated vocabulary that required background knowledge and that was specific to context. For example, 'My Grandfather's Dragon' (Gannett, 1987) and 'Second Grade – Friends Again!' (Cohen, 1994). For example, following is an excerpt from a level M book.

My traveling days are over but last spring I took just one more trip and sailed to the Island of Tangerina, stopping at the port of Cranberry... I was particularly interested in a piece called Wild Island, which we had passed on our way to Tangerina. Wild Island and Tangerina joined together by a long string of rocks, but people never go to

Wild Island because it's mostly jungle and inhabited by very wild animals (Gannett, 1987, p.7).

He began to acquire strategies that good readers usually use when reading, such as going back and revisiting a few pages from where he had left off in order to re-fresh his memory on what he had read earlier. In addition, AB was observed using the prediction strategy to anticipate content from the title or illustrations based on his prior knowledge.

In December, when AB's reading continuum was marked he was in the Beginning stage (see Appendix J), where readers rely more on print than on illustrations to construct meaning. When he read aloud, he demonstrated understanding of basic punctuation, such as periods, question marks, and exclamation marks. Also, it was evident that AB was able to read silently for ten to fifteen minutes without distraction. He knew many words by sight but rarely corrected himself when his reading did not make sense. Also, he thought aloud when asked comprehension questions. During 'The Doorbell Rang' (Hutchins, 1989), when he was asked how many cookies Ma made he said "if each took six cookies so there were twelve". Moreover, he used the 'stretching' strategy in order to read a new word for example he says "star-v-ing" for *starving* and then realizes that there is the word *star* in *starving*. AB also made text-to-self connections, such as when reading "Shrek tales- Sleeping Ugly" (Yolen, 1997), when he related Shrek's jealousy of his sister Wanda to how he sometimes got jealous of his younger sister.

In February AB moved four reading levels from a level M to a level Q becoming more independent and using appropriate strategies. He remained at this level through April. During March, AB had moved from the Beginning stage to the Expanding stage

according to the reading continuum (see Appendix J). He was observed both during independent reading and guided reading and was found to read more fluently than earlier in the year. He engaged in reading easy chapter books such as, 'Birthday Disaster' and 'Rupert and the Griffin'. Additionally, AB showed improvement in self-correcting himself as he read during the guided reading sessions.

In April, AB maintained the same reading level. He was reading at a forth grade level and was working more on vocabulary and comprehension. This moved AB to the Bridging stage in May (see Appendix J). This stage was a merge for AB where he strengthened his skills by reading longer books with more complex plots, characters, and vocabulary. He began to read aloud with expressions and make connections between his reading and other books and authors. At this stage AB began to support his opinions with reasons and examples during small group literature discussions. For example, in 'George's Marvelous Medicine' (Dahl, 1981) AB made a text-to-self connection and explained the reason why the grandmother might have sent George to make her tea to not get in trouble.

Average Reader Girl (AG)

In September when AG was assessed with the PM Benchmark Kit (Nelly & Smith, 2000), she was at reading level I, which is equivalent to June of grade one.

During October she was observed just wanting to look at the pictures in books and did not want to read if she did not know how to read the title. For example, when she picked up 'The Princess and the Pea' (Anderson, 1991), she struggled to figure out the word *princess* in the title and stopped trying, beginning just to look at the pictures rather than read. After a few days, during a guided reading session, she began reading the same

book with a rush. However, while she read fluently she read without any expression and apparently without comprehension, because she was unable to answer factual questions asked. AG was observed to not self-correct herself unless errors were brought to her attention. AG was, however, alert to repetitive phrases, such as 'looked just fine!' in 'A Clean House for Mole and Mouse' (Ziefert, 1988), which she picked up from the second page. Moreover, she demonstrated the 'think aloud' strategy as she read. For example, she wondered while reading a story "how come the sentences start with a capital letter but they don't end with any punctuation mark?" And she called "healthy healthy I know how you can stay healthy!" before she started reading the story 'Healthy Me' (Freed, 2002)

In November, AG showed growth in her reading level. She had moved from reading level I to level L, which according to Fountas and Pinnell (1996) represents March of grade 2. Books at this level have more detail and description; involve more characters within the plot and less support from illustrations. Following is an excerpt from 'Cam Jansen and the Chocolate Fudge Mystery' that presents a number of characters and some descriptions:

Then she called, "Jacob. Jacob!" her husband, an old man with rosy cheeks and a bushy white mustache, came to the door. The woman introduced her husband and herself to Cam and Eric. "This is Mr. Jacob Miller and I'm Mrs. Janet Miller." "My name is Jennifer Jansen," Cam said, "and this is my friend, Eric Shelton."

(Adler, 1993, p. 5).

Improvement was evident throughout the month, and in December her reading continuum showed growth and progress. AG was assessed as being at the Developing stage (see Appendix K). She was capable of reading books with simple patterns and words. Also, she began to look at books independently for a short period of time and participated in discussions of the book.

In February, reading records showed that AG had remained at the same reading level since November. While he showed a great deal of fluency and smoothness in reading, her comprehension skills were still weak. AG had difficulty recalling stories, and at times she would be able to retell story events but not in the correct sequence. Her use reading strategies though, were evident throughout the year. For example, in the story 'If you take a mouse to school' (Numeroff, 2003), she asked before reading the story, "How can you take a mouse to school? I can't imagine a mouse in school..." She demonstrated a positive attitude towards reading, and seemed to enjoy the book, getting engaged and reading independently.

By March, however, AG, moved through the Beginning stage (see Appendix K). She started reading harder books and identifies different genres. For example, when she first got the book 'Amazing Bats' (Simon, 2004), she flipped through it and said, "Oh it has chapters!" AG was capable of reading for longer periods of time independently and was now able to retell the beginning, middle and end of stories in correct sequence with some guidance.

In April AG moved up two levels from a level L to a level N, which is equivalent to November of third grade (3.3). She continued making connections to texts and used various strategies as needed. When her reading continuum was marked in May, she had

moved from the Beginning stage to the Bridging stage (see Appendix K). At that stage AG's skills were combined by reading books with more complex plots, characters, and vocabulary. Moreover, she showed reading aloud with more expression and feeling with the text and the characters. She also reacted and responded to issues and ideas in books, as well as to facts and events in stories. She was able to make connections between her reading and other books and authors. For example, when she read 'Amber Brown Is Not a Crayon' and 'Amber Brown Goes Fourth' she concluded that in each book the author makes something happen to Amber Brown and she is always funny and smart.

High readers

High Reader Boy (HB)

After being assessed in September, HB was reading at level M, which according to the PM Benchmark corresponds to 2.9 (June of grade 2). Level M books have smaller print and narrower line spacing than the 1st grade books. The language structures and vocabulary are more complex, as the following excerpt from Junie B. Jones and some Sneaky Peeky Spying illustrates:

That's where! I quick ducked down and hided around the corner. Then I did some sneaky peeky spying on them. I saw Mrs. picking out yucky blucky brockly. And stewie pewie tomatoes. And also the kind of vegetables named Sue Keeny. Except for then the strange man snatched Sue Keeny right out of her hands
(Park, 1994, p.36).

In October HB was observed using some reading strategies that showed he was curious about words, such as noting, “There is the word *let* in triplet”. HB also asking questions as he read; for example, when reading ‘Triplet trouble and the runaway reindeer’ (Dadey, 1995), he wondered, “How can Alex have all those people as secret Santa?” Although HB asked a lot of questions to help in understand what he was reading, he sometimes read words incorrectly and did not self-correct. He identified repetitive phrases in the book and read that specific phrase with expression, as in, “Alex snapped her fingers in front of her nose,” which he read with excitement snapping his own fingers.

By November HB had moved from level M to level P. According to the PM Benchmark, this level corresponds to 3.9 (June of grade 3). The books were more complex with new characteristics and longer descriptive narratives. Such as, ‘The Twits’ and ‘George’s Marvelous Medicine’.

During December, according to the reading continuum, he was at the Beginning stage (see Appendix L), being able to read relatively harder books than many others in the class and stay engaged in reading for about ten to fifteen minutes without getting distracted. Moreover, he used reading strategies when reading independently. For example, he used the ‘questioning’ strategy when reading the book ‘Song and dance man’ (Ackerman, 1988). He went and got a post-it note and wrote a question- *what is vaudeville?* which he placed next to the word and continued reading to try and find an answer to his question. In addition to using reading strategies, HB also showed the ability to make self-to-text connections. As he read independently he got another sticky note and

placed it on the next page, writing 'T→S' and saying "It is a connection I made from text to self, because once I also put a hat on and started to dance."

As the year advanced, HB's reading improved steadily. In February, he was at reading level R, which represents May of fourth grade (4.8). The use of reading strategies continued to be evident in his reading. For example, he was using the chunking strategy as in "stat... u...es, oh! statues". HB was aware of that he could use the illustrations to find meaning of certain words in the text. For example, when he was reading 'Owl Moon' (Yolen, 1987), he did not know what a 'meadow' meant, but at the teacher prompt, "Where can you find the meaning of it?" he responded "Hmm, from the picture?"

In March, the reading continuum indicated that HB was at the Bridging stage (see Appendix L). By that time he was able to identify the different genres in reading and give reasons and explanations for his answers and his questions. He participated actively during reading discussions.

During April, HB had again moved up one reading level, reading at level S, corresponding to fifth grade. He was focusing mainly on vocabulary and comprehension skills at this point. By May, he had shifted from the Bridging stage of the reading continuum to the Fluent stage (see Appendix L). HB now was an independent, fluent reader capable of reading challenging children's literature in various genres for long periods of time. The books HB was engaged in contained fully developed characters and more challenging plots than in the previous stage. For example, Ramona books (Beverly Cleary) and Goosebumps (R. L. Stine). The following is excerpt from 'Ramona and her Father', presenting a challenging plot:

Ramona just wants everyone to be happy. If only her father would smile and joke again, her mother would look less worried, her sister would be cheerful, and Picky – picky would eat his cat food. But Ramona’s father has lost his job, and nobody in the Quimbey household is in a very good mood (Cleary, 1977).

HB used resources, such as dictionaries and a thesaurus, to learn new words, especially in May when the class was working on poetry.

High Reader Girl (HG)

HG started the year at Fountas and Pinnel’s (1996) reading level P, meaning she was already at the end of third grade level (3.9). In October, HG was observed beginning to read fluently, however often with no expression, which sometimes hindered her comprehension of the text. She showed good awareness of text structure. For example, she asked about the use of a semicolon that she had come across in one of the books she was reading.

In December, the reading continuum indicated she was at the Expanding stage (see Appendix M), where she was solidifying her reading skills and reading chapter books. For a fifth grade level. She was able to sit and read silently for fifteen to thirty minutes. Observations showed that she read aloud fluently and self-corrected herself when she made mistakes or when her reading did not make sense. For example, when she read from ‘Take me out to the airfield!’ (Quackenbush, 1976), she read *airfield* as “air-fild”, then she noticed that what she said did not make sense so, she re-read it again correctly. HG was also able to figure out difficult words by sounding them out.

Furthermore, HG became comfortable and confident in using a variety of reading strategies. She was observed making connections to her experience and real life events when she was reading. When reading 'Charlotte's Web' (White, 1980), she placed a post-it note next to a paragraph and wrote on it 'T→W' "it reminds me of the Tsunami."

HG showed great interest non-fiction books during both guided reading sessions and independent reading. The first thing she did when she had a non-fiction book, was to flip the pages quickly, trying to find out if it had any experiments. Also, as she read through this genre she would ask questions, such as "Can I get an index card and write the information I like?" She was able to locate and explain the different elements of a non-fiction type of book, such as, the table of contents, the index, and the glossary. In addition, she was familiar with some of the characteristics non-fiction books, such as diagrams, labels and captions. She might place a sticky note next to a diagram that she found interesting and wanted to share with others. As an Expanding reader, she was able to compare characters and events from different stories. For example, in the books 'My Teacher is an Alien' and 'My Teacher Fried my Brians' by Bruce Coville, HG was able to compare the same characters and the events of the two stories. However, she was still building her reading vocabulary as the books contained new words. Examples of complicated words are: padlocked, indignantly, rummaging, and courtesy.

In February, HG was still at the fifth grade level, but continued developing in the area of comprehension and vocabulary. Although her fluency had developed, she still had some trouble with reading big numbers, such as 9,577 and 60,000, for example.

During March the reading continuum indicated that HG developed from the Expanding stage to the Fluent Stage (see Appendix M), where she was able to read

challenging books of different genres. For example, Poetry, folk-tales, non-fiction and fiction. She was able read for extended periods of time independently (up to 30-40 minutes) and transferred new vocabulary from her readings to other subject areas. For example, she used some words from “Water and Wind” (Draper, 2002) o in the science unit on weather that she was studying. HG’s reading strategies were at the Bridging stage where she was observed collecting information by using different characteristics of genres. Such as, gathering information from non-fiction texts and using the captions, glossary and index for extra details.

In April, HG had moved up one more grade level, reading at a 6th grade level. She was now a fluent reader (see Appendix M). She read books with well developed characters and challenging plots, such as ‘The Island of the Blue Dolphins’ by Scott O’Dell. The following is an excerpt of a challenging plot in a level V book.

Far off the coast of California looms a harsh rock known
as the Island of San Nicholas. Dolphin flash in the blue
waters around it, sea otter play in the cast kelp beds,
cormorants roost on its crags, and sea elephants loll on the
stony beaches(O’Dell, 1970, p.i).

HG enjoyed using resources, such as a dictionaries and thesaurus, to help her learn new words. For example, when she would be writing a poem she would ask if she could use the thesaurus to find words that rhyme with the word she wanted to use.

How children perceived themselves as readers

Low readers

Low Reader Boy (LB)

During the interview at the beginning of the academic year, LB did not see himself as a good reader because sometimes he “would not know how to say a word” and to him “it is hard”. He thought reading was kind of hard for him and explained that because “sometimes there are big words” that he doesn’t “know how to spell”. However, LB described his feeling towards reading by saying it was “fun, but not when it is a hard book”, because that will not be of interest to him.

Towards the end of the year, in May, when LB was asked what he thought of reading, he was almost too excited to answer, the excitement evident from the smile on his face. He said that now “he could read better” and he knows “a lot of words”. Also, he mentioned that he had learned strategies to help him read and “understand what the story is about”. He also added that now he does not have to read only easy books but can read harder books as well.

Low Reader Girl (LG)

In September interview LG stated that she liked to read “because it taught her new information”. She felt happy about reading but then contradicted herself by saying that she did not like it because according to her reading was hard. Moreover, she said reading is “kind of hard for her, because new books have hard words, and it is hard to sound them”. She only liked easy books. When asked if she thought she was a good reader, she was uncertain and said no, because she “stops a lot” when she is reading, and there are

some words she does not know what they mean. She said that she does not know how to read well.

By the end of the end of the academic year when LG was asked again what she thought of reading, she said that she is good at reading now. She added that now she likes to read more, because “even if there is a hard word I will still know how to read it”.

Average readers

Average Reader Boy (AB)

When AB was asked in September whether he thought reading was hard or easy for him, he said that it is “both hard and easy”. He explained further by saying that “when books have big words it is hard, but when it has easy words it is easy” for him to read. Confidently AB identified himself as a good reader because he read “big books for fifth graders” and he practices reading them every day.

Towards the end of the year, in May, when AB was asked what he thought of reading, he said, that now he can read so good even better than before. He continued and mentioned that before he used to be a good reader but now he learned strategies that helped him when reading and that made him a better reader this year.

Average Reader Girl (AG)

In the interview, AG said that she liked to read and that reading makes her happy. With no hesitation, she considered reading to be easy for her, because she only read easy books. She then added that “If it is a hard book then I am not a good reader and I won’t like reading”.

At the end of the year when AG was asked how she perceived herself as a reader, she said, “I can read hard and easy books now, I am good.” When she was asked to

elaborate more she said, “Now, if it is a hard or easy book I can still read it and if there is a word I don’t know I can use a strategy to help me.”

High readers

High Reader Boy (HB)

According to HB, he liked to read “only during his free time,” and he stated that he does not always enjoy reading at school because sometimes he feels tired. He described his feeling about reading by saying “it is cool” and that “there are a lot of new words” he learns from books. He also said that feels excited when someone reads to him, but he preferred reading to himself, because if he did not understand something he can read it again. Also, HB confessed that he did not think he was a good reader and that “it all depends on the book”; if the book includes hard words, then he is not a good reader, but if he knows how to read all the words, he will consider himself a good reader.

Towards the end of the year when HB was asked how he perceived himself as a reader, he said “Now I can read any book even if it has hard words because I can use strategies” to help him understand what they mean and how to say them. He also included that reading this year “taught him a lot of information” and that the reading strategies were very helpful.

High Reader Girl (HG)

In the September interview HG said that she liked to read, because she understood everything she read. When asked to describe how she felt about reading she replied that she learns when she reads. She felt happy about reading and enjoyed it. Moreover, she considered reading to be easy, because if she read “any chapter book” she understands it

“anytime”. She deemed she was “a normal good reader” but was unable to explain what she meant by normal. Smiling, she just said that she reads well.

At the end of the year, she still perceived herself as a good reader. She mentioned that she knows what to do when she gets to a difficult word or when she reads a part in a book and feels she did not understand it. She explained that the strategies she learned from the way the teacher showed them helped her and she used them every time she read.

Summary of all six readers

The progress and development of the six readers throughout the academic year are notable. By the end of April, each of them was reading at or above grade level. The two low readers, who were below grade level at the beginning of the year, managed to grow and develop in their reading to reach grade level expectations. The average readers, who both started the year at expected grade level (June of Grade 1), made good progress and were in April above expected grade level; one of them having made two years and three months progress and the other one year and six months. Finally, the high readers, who in September were at the end of second and end of third grade had both moved up two grade levels, reading at 5th and 6th grade levels.

As the year advanced, the readers were able to sit for longer periods to read independently. Also, the readers had learned to select books that were appropriate for their reading level. Appropriate-level books provide for smooth, effective reading, increasing fluency and comprehension without the need for teacher support (Fountas and Pinnell, 1996).

The children were observed using the reading strategies during independent reading and while being guided through a text.

As for comprehension, by the end of the year, the children were able to retell a story including the story elements (character, setting, plot, etc.). In addition, the readers were able to answer comprehension questions such as who, what, where and when. In addition the high readers were able to answer inferential comprehension question requiring higher order thinking. For example, looking for the author's thoughts, beliefs and opinions in a text.

Another accomplishment for the low readers was that they learned to decode single- and multi-syllable words with regular spelling patterns. Similarly, the average readers were able to use their knowledge of word families, to decode words and read the second grade high frequency words.

In general, all six children progressed through grade level expectation as expected. The low readers were below grade level at the beginning of the year, reading books with topics that were generally familiar to them and the language structures in those books varied from natural sounding language to phrases with literary quality (Fountas & Pinnell, 1999). By April the LB and LG managed to reach grade level expectations.

This chapter described how each of the six readers developed over the eight-month study and how their perceptions about reading changed towards the end of the study. In the next chapter these findings will be discussed.

CHAPTER V

DISCUSSION AND CONCLUSIONS

The main research question of the study was how the guided reading approach works for young English language learners who are reading below, at, or above grade level was. This chapter first discusses the findings, organized around the three research questions: children's use of reading strategies; their perceptions of themselves as readers, and their progress. The chapter then draws conclusions emerging from the findings.

How did children make use of the reading strategies?

All six children clearly applied the strategies they were taught in their reading, both in the guided reading group and individually. This indicates that in small group settings, the teacher was able to model and guide the individual children on exactly how and when to use the various strategies as Taylor, Pearson, Clark, and Walpole's (2000) study suggests. The small group set-up made it possible for the teacher to explore what concepts and strategies each child needed. The teacher was able to provide the scaffolding (Wood, Bruner and Ross, 1976) each individual child needed. Consequently, the children were able to use the reading strategies they needed to help them make sense of texts. In other words, there was evidence of them developing into independent and strategic readers just as Fountas and Pinnell (1996) intend with this approach.

Not all the children required and needed the same strategies. The low readers, for example, needed to learn decoding strategies, which the teacher was able to teach explicitly and model in the small groups. The teacher explicit teaching and modeling are in line with scaffolding as described by Wood et al. This is specifically what the low readers in this study needed in order to begin to make progress. As Roehler and Duffy

(1984) show, such modeling and direct explicit teaching of decoding strategies has been found to be effective. On the other hand, reading higher level books required more strategy focusing on higher level thinking and comprehension. Again, the small homogeneous groups allowed the teacher to focus on appropriate strategies for these readers.

As Taylor, Pearson, Clark and Walpole (2000) note, the small group setting employed enables the teacher to attend to each child's reading needs. The leveled books used in the approach made it possible for the teacher to focus on the specific strategies called for in the different books and needed by the individual children.

The findings suggest that the six children were on their way into becoming skilled readers as Schoonen, Hulstijn and Bosser (1998) define them, able to choose the suitable strategy to solve the problems they encountered with texts.

How did children perceive reading and themselves as readers?

At the beginning of the study, the two low readers identified themselves as not "good readers." They viewed reading as hard for them, because they were neither able to read difficult words nor sound them out. As Lindfors (1987) points out, young ELLs, whose first language reading is still emerging or developing, will not have the advantage of transferring strategies from their first language reading. The findings of this study however, show that explicit instruction in strategies can help beginning second language readers unlock meaning of texts. This is evident from the observations and LB's and LG's progress. At the beginning of the year, LB and LG feared reading, unless they read "easy books".

However, at the end of the year when they were asked again how they perceive themselves as readers their perceptions had changed. Now both identified themselves as “good readers,” and said that they felt comfortable reading more books which according to them were easy. This is most likely because the books they were assigned were at their reading level and thus just right for them, making reading seem easy to them. At the end of the year, both LB and LG said that they were enjoying reading much more this year than in Grade 1. This supports Fountas and Pinnell’s (1996) claim that the guided reading approach gives children enjoyable experiences in reading for meaning in a socially supportive setting. Furthermore, the change in their perception is most probably also a result of their learning how to use reading strategies appropriately. This undoubtedly facilitated reading and made them enjoy reading more. Hence they perceived themselves reading better, with less difficulty or struggle than before.

Just like LB and LG, at the end of the year the two average reader’s perception of themselves had changed. They said that they enjoyed “just right books” that were relevant to their reading ability and they felt comfortable reading them. At the beginning of the school year, AG perceived reading to be easy for her, but that was because she only read easy books. She did not perceive herself as a “good reader” because, she did not like reading and thought it is hard for her. Maybe in her case the problem was that she had not been exposed to strategies that would have helped her problem solve words. AG’s perception of herself as a reader improved over the year. She saw herself as a good reader, because she was now able to read “hard books.” This she attributed to the strategies she had acquired.

AB, who at the beginning of the year found reading hard if there were “big words,” identified himself as “better reader than before” at the end of the year. He also noted that the strategies were helpful. He also read “big books” (for fifth graders) and practiced reading every day. The daily practicing of reading and repeating certain books would have also enhanced his reading skills. As Colina, Parker, Hasbrouk and Alecio (2001) point out, ‘repeated reading’ has proven to facilitate development reading fluency of young ELLs.

The way the average readers perceived themselves at the end of the year, clearly appears to be related to the training in the use of strategies. Being guided to select appropriate books at their reading level undoubtedly made reading seem easier to them, too.

Both HG and HB had positive attitude towards reading from the beginning and enjoyed reading for learning purposes. However, HB did not think of himself a good reader because he feared encountering hard words in texts. At the end of the academic year, HB was not afraid of hard words anymore, because he had learned strategies that helped him figure them out. Consequently, he was able to read “any kind of books.” Although HG’ perception of her reading ability was positive from the beginning of the study, she also recognized at the end of the year that the strategies she had acquired were helpful.

Overall, the guided reading approach focused on modeling of strategies and thinking aloud to demonstrate to children how they are used, which Anderson (1991) argues can help young readers develop awareness of the different strategies. This, in turn, assisted them when they tried to construct meaning from texts they were reading.

What kind of progress did children make?

The progress children made was unexpected. It appears that the guided reading approach enabled all the six children to progress at their own pace. Their progress was clearly evident, but the rate of progress was different for each reader. The low readers made slower progress than the average and high readers, who were developing rather fast, picking up strategies also quite rapidly. This was not surprising, as both started above grade level; however, the fact that the 2nd graders ended up reading at 5th and 6th grade level is very noteworthy.

LB and LG started the year at mid 1st grade level as emergent readers with only the early basic reading skills. Without developing solid grade-level reading skills, they would not be able to perform at the expected grade level in the school subjects taught in English as Carrell (1988) argues.

By April, LG ended up reading at grade level, while LB was still about three months behind, he was at grade level. It can be assumed from the pattern of their development that during the remaining few weeks, they might still make some further progress. Even allowing for possible regression in the summer, if the guided reading approach is continued in Grade 3, both might be able to catch up and hopefully maintain grade level.

During the eight months, AB and AG made good progress. Both were reading two and three grade levels above the expected June of grade 2 (2.9), although both had started at 1.9. As Fountas and Pinnell (1996) argue, having children read leveled books that corresponded to their reading level allowed them to develop and strengthen their comprehension and vocabulary skills. Also, the considerable growth may be due to the

grouping strategy, which moved children to higher groups as they advanced in their skills. Yet the groups were always homogeneous as regards the level, allowing the teacher to cater to the specific needs of the children.

Unexpectedly, HB had moved up one whole grade level already in November, three months into the study, reading at 4th grade level. HG's progress was similarly unexpected. By November, she had moved from high 3rd grade level to 5th grade reading level.

It is through reading that students can build on their prior experiences (Guillaume, 1998), as reading gives the child the opportunity to explore unique experiences and relate them to the text. It was noticed that the high readers after being in a guided reading group were able to make links between the text and their prior experience, as well as other texts.

The progress of the children merits discussion, particularly keeping in mind that English is not the children's mother tongue. . First, the progress can be related to children's exposure to specific reading strategies that must have helped them make sense of different texts better than if they had not received explicit strategy instruction. All six children were very aware of the usefulness of the strategies and knew how to use them. Their progress can also be related to the small group instructional setting, which made it possible for the teacher to provide the kind of individual support they needed in order to develop and grow in reading, which is what the guided reading approach aspires to accomplish. Had the class followed a fixed one-level reading program, which is the typical approach in most Lebanese schools, it is not difficult to imagine what could have happened. The low readers, who were reading below grade level at the beginning of the year, might have found grade-level material difficult, which would have hindered their

progress. This, in turn, might have influenced their perceptions about their ability, and they might have stayed below grade level. The average readers, who began at grade level, might have well continued to make progress with a grade-level reading program. The question is, would they have been able to achieve 3rd grade level? Finally, the high readers, who were already above grade level at the beginning of the year, given lower level material, might have lost interest and not made the progress they were capable of.

The findings are particularly relevant as regards the low and average readers, because as Carrell (1988) notes, reading is the most important skill for second language learners. Without solid reading skills, the children would not be able to perform at the expected grade level in the school subjects taught in English.

Conclusions

In conclusion, the low, average and high readers all made progress, although not equally. Each individual progressed at their own pace. It is argued here that this was made possible by the guided reading approach employed. First, the explicit instruction of reading strategies helped the children develop their reading skills, which is evident both in the interview data and in their progress results. Second, the small group instruction happened in groups where children were at similar ability levels. This made it possible for the teacher to tailor the instruction to the specific needs of the children, which is very difficult to do in whole-group instruction. Third, the leveled books children read at their independent reading level, combined with the strategies they acquired, facilitated development of fluency and controlled frustration. This made reading seem easier and had a positive influence on children's perceptions of themselves as readers.

The findings of the study suggest that the guided reading approach can provide a viable means for reading instruction in mixed ability classrooms. The three elements of guided reading (small groups; strategy instruction, and leveled materials) conform to the characteristics of scaffolding as it is identified by Wood, Bruner and Ross (1976). The small-group instruction and leveled materials make it possible to differentiate instruction in a mixed ability classroom. The small group also provides a context for the kind of interaction that Vygotsky's (1978) theory proposes to be essential in learning; learning happens in the context of meaningful, joint activities between the child and the adult. The following chapter summarizes the study, discusses the limitations, and makes recommendations for further study.

Chapter VI

SUMMARY, LIMITATIONS and RECOMMENDATIONS

Summary

Approaches and strategies to reading instruction have been widely debated in the literature, and no single approach has been found to be superior. The present exploratory study investigated how six young English language learners of different reading abilities engaged with the guided reading approach and what kind of progress the children made during a period of eight months. The study examined their independent reading behaviors and how they used the reading strategies they were taught. Children's perception about reading and themselves as readers was also investigated.

Data on children's progress was collected from the PM Benchmark Kit (Nelly & Smith, 2000) reading records. Six 2nd grade English language learners were observed during small group strategy instruction as well as during independent reading. Children's developmental reading stages were tracked using the reading continuum developed by Hill (2001). The data interpreted was done in a narrative case form (Yin, 1994). The data collected provided an overall view of what took place throughout the academic year of 2005-2006 in terms of the six children's reading instruction and progress.

Qualitative data acquired from ongoing observations during guided reading, independent reading, reading continuums and running records show that students were able to grow and progress with the guided reading approach. All six readers progressed throughout the study but each at a different pace. The two low readers were reading at grade level at the end of the study, the two average readers were one and two grades above grade level, and the two advanced readers reached 5th and 6th grade levels. It

appears, from the findings of the study, that the guided reading approach helped cater to diverse reading abilities. The acquisition of strategies enabled the children to better succeed in reading. This on the other hand provided a better self-image to the children; making them feel comfortable and motivated to learn more and become better learners and life long readers.

Limitations

Although the study provides insight into the potential positive influence of the guided reading approach on young ELLs' reading development, it has limitations. First, the study investigated the reading experience and progress of only six children in one single classroom. Hence, it does not enable generalizations to a wider population. However, the aim was rather to understand how individual children of different reading abilities experienced the guided reading approach. Another limitation is in the exploratory methodology that does not allow for causal claims to be made; however, the reliability of the reading record assessment was enhanced by having the two teachers collect records.

Another limitation was that at times, the researcher had to observe the children while teaching them, meaning that some field notes were recorded after the actual observation, which might have resulted in loss of some details. However, the extent of the field notes do provide sufficient 'thick description' (Geertz, 1983) to build a rather detailed picture of the six individual children and their progress.

Recommendations

Controlled, random-grouping experimental studies are recommended that will be able to determine the causal influence of the guided reading approach on children's

reading. Comparing pre- and posttests reading comprehension levels of the participants in guided reading with children in different programs will be useful in this regard. A wider picture on the benefits of this approach would emerge from examining its use at different grade levels and with a larger number of participants. Also, research on long-term reading progress with the implementation of the approach with English language learners should be considered. Because much of the research on reading instruction originates in American schools, future research in the Lebanese schools is recommended that would investigate the use of the guided reading approach.

REFERENCES

- Anderson, N. J. (1991). Individual differences in strategy use in second language reading and testing. *The Modern Language Journal*, 75, 460-72
- August, D., & Hakuta, K. (1997). Improving schooling for language-minority children: A research agenda. Washington: National Academy Press.
- August, D., Calderón M., & Carlo M. (2002). *The Transfer of Skills from Spanish to English: A Study of Young Learners*. Center for Applied Linguistics, Washington, D.C.
- Bergeron, B. S., & Wolff, M., B. (2002) Teaching reading strategies in the primary grades. New York, NY: Scholastic Professional Books.
- Berk, L. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children.
- Biemiller, A. (2001). "Teaching Vocabulary: Early, direct, and sequential." *American Educator*. Spring 2001. (25)(1): 24-28, 47
- Burns, R., B. (2001). Introduction to research methods. (4th ed). London: Sage Publications Ltd.
- Cardenas, J., Robledo, M., & Waggoner, D. (1988). The under education of American youth. *Intercultural Development Research Association*. [Electronic version]. Eric Digest.
- Carrell, P., Devine, J. & Eskey, D. (1988). Interactive approaches to second language reading. New York, NY: Cambridge University Press.
- Chall, J. (1967). Learning to read: The great debate. New York, NY: McGraw-Hill, Inc.

- Clay, M., M. (1991). *Becoming literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann Publishers.
- Clay, M., M. (1993). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann Publishers.
- Cohen L & Manion L (1994) *Research Methods in Education*, London, Routledge.
- Colina, M. G., Parker I.R., Hasbrouck, J. E., & Alecio, R. L. (2001). Intensive intervention in reading for at-risk beginning Spanish readers. *Bilingual Research Journal*, 25(4).
- Collier, V., & Thomas, W. (1989). How quickly can immigrants become proficient in school English? *Journal of Education Issues of Language Minority Students*, 5. 26-38.
- Collins, D., & Cheek, E. H. (1999). *Assessing guiding reading instruction*. United States of America: McGraw-Hill Companies, Inc.
- Copperman, P. (1986) *Taking books to heart: How to develop a love of reading in your child*. MA: Addison-Wesley.
- Flesch, R. (1955). *Why Johnny can't read and what you can do about it*. New York, NY: Harper & Row Publishers, Inc.
- Fountas, I. C. & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Gardiner, S. (2005). A skill for life. *Educational Leadership*, 63 (2), 67-70.
- Gersten, R., Baker, K., S., Haager, D., Graves, A., W. (2005). Exploring the role of teacher quality in predicting reading outcomes for first-grade English learners: An

observational study [Electronic version]. *Remedial and Special Education*, 26 (4), 197-207.

- Goldenberg, C., & Gallimore, R. (1991, November). Local knowledge, research knowledge, and educational change: A case study of early Spanish reading improvement. *Educational Researcher*, 20(8), 2-14.
- Godenberg, C., & Sullivan, J. (1994). *Making change happen in a language minority school: A search for coherence* (Education Practice Report #13). Washington, DC: Center for Applied Linguistics.
- Goodman, K., S. (1967) Reading: a psycholinguistic guessing game. *Journal of the Reading Specialist*, (4), 126-135.
- Goodman, K. (1985). "Unity in reading". In Singer, H., & Ruddell, R.B (Eds.). *Theoretical models and processes of reading* (pp. 259-272). Newark, DE: International Reading Association.
- Grabe, W., & Stoller, L., F. (2002). *Teaching and researching reading*. London: Pearson Education Longman.
- Gregory, E. (1996). *Making sense of a new world: Learning to read in a second language*. London: Paul Chapman Publishing Ltd.
- Guillaume, A.M. (1998). Learning with text in the primary grades. *The Reading Teacher*, 51(6), 476- 486.
- Harris, A. J., & Sipay, E.R. (1971). *Effective teaching of reading*. (2nd ed). New York, NY: McKay Co.
- Hill, B.C. (2001). *Development continuums: A framework for literary instruction and assessment K-8*. USA, MA: Christopher-Gordon Publishers.

- Hopkins, D. (1985). *A teacher's guide to classroom research*. Philadelphia: Open University Press.
- Knapp, M. S. (1995). *Teaching for meaning in high-poverty classrooms*. New York, NY: Teachers College Press.
- Lindfors, J. (1987). *Children's language and learning*. (2nd ed). Englewood Cliffs, NJ: Prentice-Hall.
- Ludlow, B., C. (2001). Using running records as a benchmark reading assessment: Reliability in assessment reading progress. (UMI No.3032045)
- Moll, L. (1988). Key issues in teaching Latino students. *Language Arts*, 65(5), 465-472.
- Moss, M., & Puma, M. (1995). *Prospects: The congressionally mandated study of educational growth and opportunity*. (First year report on language minority and limited English proficient students). U.S: Washington, Department of Education.
- Nelly, E., & Smith, A. (2000). *PM Benchmark kit 1*. UK: Nelson Thomson Learning.
- Palmaffy, T. (1997). See Dick Flunk (phonics-based instruction) [Electronic version]. *Policy Review*, 86, 32-40.
- Pressley, M. (2002) *Reading instruction that works: The case for balanced teaching* (2nd ed). New York, NY: Guilford Press.
- Roehler, L.R., & Duffy, G.G. (1984). *Direct explanation of comprehension processes*. New York, NY: Longman.
- Routman, R. (1991). *Invitations: Changing as teachers and learners K-12*. Portsmouth, NH: Heinemann.
- Rumelhart, D.E. (1977). Toward an interactive model of reading. In Dornic, S. (Ed.). *Attention and Performance* (6), (pp. 126-135). Hillsdale, NJ: Erlbaum.

- Schoonen, R., J. Hulstijn & B. Bossers (1998). Metacognitive and Language-specific Knowledge in Native and Foreign Language Reading Comprehension: An Empirical Study among Dutch Students in Grades 6, 8 and 10. *Language Learning* 48, 71-106.
- Schulman, B. R., & Payne, D. C. (2000). Guided reading: Making it work. New York, NY: Scholastic Professional Books.
- Shea, M. (2000). Taking running records: Grades 1-3. New York, NY: Scholastic Professional Books.
- Short, D., & Echevarria, J. (2005). Teacher skills to support English language learners. *Educational Leadership*, 62, (4), 8- 13.
- Slavin R. & Calderón, M. (2001). Effective programs for Latino students. Mahwah, NJ: Earlbaum.
- Slavin R. & Madden, N. (2001). One million children. Thousand Oaks, CA: Corwin Press.
- Stewart, W., P. (2004). Protocol submission: Small and/or Pilot Studies.
http://www.cincinnatichildrens.org/research/cores/gcrc/protocols/Small_or_Pilot_Studies.htm retrieved Dec. 12, 2005.
- Taberski, S. (2000). On solid Ground: Strategies for teaching reading K-3. Portsmouth, NH: Heinemann.
- Taguchi, E., Takayasu-Maass, M., & Gorsuch, J., G. (2004). Developing reading fluency in EFL: How assisted repeated reading and extensive reading affect fluency development. *Reading in a Foreign Language*, 16(2),

<http://nflrc.hawaii.edu/rfl/October2004/taguchi/taguchi.html> retrieved dec.12, 2005.

- Taylor, B.M., Pearson, D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary grade reading instruction in low-income schools. *Elementary School Journal*, 101(2), 121-165.
- Taylor, B. M., Peterson, D. S., Pearson, D., & Rodriguez, M. C. (2002). Looking inside classrooms: Reflecting on the “how” as well as the “what” In effective reading instruction: classroom practices were studied to identify those that were most useful for improve students’ reading ability. *The Reading Teacher*, 56 (3), 270-279.
- Vygotsky, L. (1978). *Mind in Society: the development of higher psychological processes*. Cambridge, MA: Harvard University press.
- Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers*.UK: Cambridge University Press.
- Wood, D., Bruner, J. & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100.
- Yin, R., K. (1994), *Case study research: Design and Methods* (2nd ed). London, Sage Publications.

Children’s books mentioned

- Ackerman, K. (1988). *Song and dance man*. New York, NY: Knopf, Random House.
- Adler, D. (1995). *Cam Jansen & the chocolate fudge mystery*. New York, NY: Puffin Books.

- Allard, S., S. (2002). Josh gets glasses. Tucson, Learning Page, Inc.
- Anderson, H., C. (1991). Princess and the pea. USA, Houghton Mifflin.
- Barton, B. (1994). Dinosaurs, Dinosaurs. USA, Harper Festival.
- Cleary, B. (1977). Ramona and her father. New York, NY: Morrow.
- Cohen, M. (1994). Second grade – fiends again!’ New York, NY: Scholastic, Inc.
- Cowley, J. (1999). Mrs. Wishy washy. New York, NY: Wright Group.
- Dadey, D. (1995). Triplet trouble and the runaway reindeer. New York, NY: Scholastic, Inc.
- Dahl, R. (1981). George’s marvelous medicine. New York, NY: Scholastic, Inc.
- Delton, J. (1993). Pee wees piles of pets. New York, NY: Bantam Doubleday Dell Books.
- Freed, K. (2002). Healthy me. Tucson, Learning Page, Inc.
- Hutchins, P. (1994). Doorbell rang. New York, NY: Mulberry Wilson's Children.
- Gannet, S., R. (1987). My father’s dragon. New York, NY: Random House, Inc.
- Giles, J. (2005). The flood. USA, Harcourt.
- Knight, K. (2002). The sky is falling. Tucson, Learning Page, Inc.
- Lobel, A. (1970). Frog and Toad Are Friends. New York, NY: Harper Collins.
- Mc Namara, M. (2005). First day of school. New York, NY: Scholastic, Inc.
- Numeroff, L., J. (2003). If you take a mouse to school . New York, NY: Scholastic, Inc.
- O’dell, S. (1970). The island of the blue dolphins. Boston: Houghton Mifflin.
- Park, B. (1994). Junie B. Jones and some sneaky peeking spying. New York, NY: Random House
- Simon, S. (2004). Amazing bats. New York, NY: Scholastic Inc.
- White, E., B. (1980) Charlotte’s web. New York, NY: Harper Collins.

Yolen, J. (1987). Owl moon. New York, NY: Philomel Books.

Yolen, J. (1997). Sleeping ugly. New York, NY: Putnam & Grosset Group.

Ziefert, H. (1988). A clean house for mole and mouse. New York, NY: Puffin Books.

Appendices

Appendix A

Comparison of Systems Used to Level Books

COMPARISON OF SYSTEMS USED TO LEVEL BOOKS

Fountas & Pinnel Levels	Reading Recovery Levels	Grade Level	Basal Levels	Developmental Reading Assessment	PM Benchmark Kit Levels
A	1	SEPT: K	READINESS		1-2
B	2	JUNE: K	READINESS		3-4
C	3-4	OCT. GR.1	PREPRIMER	4	5-6
D	5-6	DEC. GR.1	PREPRIMER	6	7
E	7-8	GR.1	PREPRIMER	8	8
F	9-10	GR.1	PRIMER	10	9-10
G	11-12	GR.1	PRIMER	12	11-12
H	13-14	GR.1	GRADE 1	14	13-14
I	15-16	JUNE GR.1	GRADE 1	16	15-16
J	17-18	OCT. GR.2	GRADE 2	18	17
K	19-20	DEC. GR.2	GRADE 2	20	18
L	21-22	MAR. GR.2	GRADE 2	24	19
M	23-25	JUNE. GR.2	GRADE 2	28	20
N	26-27	NOV. GR.3	GRADE 3	30	21
O	28-30	GR.3	GRADE 3	34	22
P	31-33	JUNE GR.3	GRADE 3	38	23
Q	34 TO	NOV. GR.4	GRADE 4	40	24
R	36+	MAY GR.4	GRADE 4	44	25
S, T, U,		GR.5	GRADE 5		26-28
V, W, X, Y, Z		GR.6	GRADE 6		29-30

Compiled from information in Fountas and Pinnel: Guided Reading: Matching Books to Readers

Reading Recovery Comprehensive Book List (January 1997)

Balanced Literacy Manual Division One by Brailsford

Developmental Reading Assessment by Beaver

Compiled by Mary Shearer, Sept. 1999

Revised by H. Zahradnik and A. Bourbonniere, Feb. 2001

Levels and comparisons are approximations and are subject to revision

Appendix B

Parent Letter

Dear Parents of 2B,

I am Darine Chaaya your child's assistant teacher at school. This year I will be working on my thesis and have chosen to focus on reading mainly effective reading instruction and how children react towards it. However, your help is greatly appreciated, as I plan to interview the children during the year and follow their reading progress to include in my study. Your child's name will not be used in my thesis, simply their responses to the interview (if relevant) and their progress.

Please take a few minutes to fill the bottom of the form and return it back with your child no later than Friday October 7th, 2005. For any further information don't hesitate to ask me or email me at dchaaya@acs.edu.lb.

Thank you for your help and support. ☺

Ms. Darine Chaaya

My Child's Name _____

☐ I allow my child to participate in this study.

☐ I would rather my child not participate in this study.

Parent's signature: _____

Appendix C

Children's Interview Questions

Children's Interview Questions

1. Do you like to read?
 - Why or why not?
2. How do you feel about reading?
3. Tell me what did you do during reading lessons last year?
4. How often do you read in second grade?
5. How do you feel when someone reads to you?
6. Where do you like to read?
7. Do you think reading is hard or easy for you?
 - Why?
8. What kind of books do you like to read?
9. How are you being taught how to read in second grade?
10. Do you think you are a good reader?
 - Why or why not?

Appendix D

The PM Benchmark kit ‘reading record’ sheet

Reading Record

Name: _____ Age: _____ Date: _____
 Text: The Waterslide Level: 14 R. W: 124
 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self corrections MSV
2	One Saturday morning, Tim's mum said, "We are going on a picnic today." "Oh, good," said Tim. "Can Michael come with us?" "Yes," said Mum. "You can phone him. Tell him to bring his swimming things."				
4	"We are going to have fun today," said Tim. "Where are we going?" said Michael. "Mum and Dad won't tell me," laughed Tim. "They are taking us to a new park."				
6	They drove all the way past the shops. Then Tim's dad stopped the car outside a park. "Tim," said Michael. "Look over there. This park has got a swimming pool and a waterslide , too."				
8	"Oh, no," said Tim. "That slide looks too big for me. I don't want to go on it." "Come on, Tim," shouted Michael.				
Total					

Appendix E

Sample of a 'reading record' sheet

Reading Record

Name: LG

Age: _____

Date: Nov. 2005

Text: The Waterslide

Level: 14

R. W: 124

Accuracy: 92

S.C. Rate: _____

Instructional

Page		E	S.C.	Errors MSV	Self corrections MSV
2	<p>One Saturday morning, Tim's mum said,</p> <p>"We are going on a picnic today."</p> <p>"Oh, good," said Tim.</p> <p>"Can Michael come with us?"</p> <p>"Yes," said Mum. "You can ^{push} phone him.</p> <p>Tell him to bring his swimming things."</p>	1			
4	<p>"We are going to have fun today,"</p> <p>said Tim.</p> <p>"Where are we going?" said Michael.</p> <p>"Mum and Dad won't tell me," ^I laughed Tim.</p> <p>"They are taking us to a new ^{sc} park."</p>	1	1		
6	<p>They ^{drived} drove all the way past the ^{ships} shops.</p> <p>Then Tim's dad ^{sc} stopped the car</p> <p>^{sc} outside a park.</p> <p>"Tim," said Michael. "Look ^{every} over there.</p> <p>This park has got a swimming pool</p> <p>and a waterslide, too."</p>	2			
8	<p>"Oh, no," said Tim.</p> <p>"That slide looks too big for me.</p> <p>I ^{got} don't want to go on it."</p> <p>"Come on, Tim," shouted Michael.</p>	1			
Total		10	5		

Appendix F

The Reading Continuum

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
<ul style="list-style-type: none"> ☐ Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites. ☐ Shows interest in reading signs, labels, and logos (environmental print). ☐ Recognizes own name in print. ☑ Holds book and turns pages correctly. ☑ Shows beginning/end of book or story. ☑ Knows some letter names. ☑ Listens and responds to literature. ☑ Comments on illustrations in books. ☑ Participates in group reading (books, rhymes, poems, and songs). 	<ul style="list-style-type: none"> ☐ Memorizes pattern books, poems, and familiar books. ☐ Begins to read signs, labels, and logos (environmental print). ☑ Demonstrates eagerness to read. ☑ Pretends to read. ☑ Uses illustrations to tell stories. ☑ Reads top to bottom, left to right, and front to back with guidance. ☑ Knows most letter names and some letter sounds. ☑ Recognizes some names and words in context. ☑ Makes meaningful predictions with guidance. ☑ Rhymes and plays with words. ☑ Participates in reading of familiar books and poems. ☑ Connects books read aloud to own experiences with guidance. 	<ul style="list-style-type: none"> ☐ Reads books with simple patterns. ☐ Begins to read own writing. ☑ Begins to read independently for short periods (5–10 minutes). ☑ Discusses favorite reading material with others. ☑ Relies on illustrations and print. ☑ Uses finger-point-voice matching. ☑ Knows most letter sounds and letter clusters. ☑ Recognizes simple words. ☑ Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words. ☑ Begins to make meaningful predictions. ☑ Identifies titles and authors in literature (text features). ☑ Retells main event or idea in literature. ☑ Participates in guided literature discussions. ☑ Sees self as reader. ☑ Explains why literature is liked/disliked during class discussions with guidance. 	<ul style="list-style-type: none"> ☐ Reads simple early-reader books. ☐ Reads harder early-reader books. ☐ Reads and follows simple written directions with guidance. ☐ Identifies basic genres (e.g., fiction, nonfiction, and poetry). ☑ Uses basic punctuation when reading orally. ☑ Reads independently (10–15 minutes). ☑ Chooses reading materials independently. ☑ Learns and shares information from reading. ☑ Uses meaning cues (context). ☑ Uses sentence cues (grammar). ☑ Uses letter/sound cues and patterns (phonics). ☑ Recognizes word endings, common contractions, and many high frequency words. ☑ Begins to self-correct. ☑ Retells beginning, middle, and end with guidance. ☑ Discusses characters and story events with guidance. ☑ Identifies own reading behaviors with guidance. 	<ul style="list-style-type: none"> ☐ Reads easy chapter books. ☐ Chooses, reads, and finishes a variety of materials at appropriate level with guidance. ☐ Begins to read aloud with fluency. ☑ Reads silently for increasingly longer periods (15–30 minutes). ☑ Uses reading strategies appropriately, depending on the text and purpose. ☑ Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words. ☑ Increases vocabulary by using meaning cues (context). ☑ Self-corrects for meaning. ☑ Follows written directions. ☑ Identifies chapter titles and table of contents (text organizers). ☑ Summarizes and retells story events in sequential order. ☑ Responds to and makes personal connections with facts, characters, and situations in literature. ☑ Compares and contrasts characters and story events. ☑ “Reads between the lines” with guidance. ☑ Identifies own reading strategies and sets goals with guidance.
Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none"> ☐ Reads medium level chapter books. ☐ Chooses reading materials at appropriate level. ☐ Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). ☐ Reads aloud with expression. ☑ Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance. ☑ Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance. ☑ Gathers and uses information from graphs, charts, tables, and maps with guidance. ☑ Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. ☑ Demonstrates understanding of the difference between fact and opinion. ☑ Follows multi-step written directions independently. ☑ Discusses setting, plot, characters, and point of view (literary elements) with guidance. ☑ Responds to issues and ideas in literature as well as facts or story events. ☑ Makes connections to other authors, books, and perspectives. ☑ Participates in small group literature discussions with guidance. ☑ Uses reasons and examples to support ideas and opinions with guidance. 	<ul style="list-style-type: none"> ☐ Reads challenging children's literature. ☐ Selects, reads, and finishes a wide variety of genres with guidance. ☐ Begins to develop strategies and criteria for selecting reading materials. ☐ Reads aloud with fluency, expression, and confidence. ☑ Reads silently for extended periods (30–40 min.). ☑ Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information. ☑ Gathers information using the table of contents, captions, glossary, and index (text organizers) independently. ☑ Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. ☑ Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. ☑ Generates thoughtful oral and written responses in small group literature discussions with guidance. ☑ Begins to use new vocabulary in different subjects and in oral and written response to literature. ☑ Begins to gain deeper meaning by “reading between the lines.” ☑ Begins to set goals and identifies strategies to improve reading. 	<ul style="list-style-type: none"> ☐ Reads complex children's literature. ☐ Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance. ☐ Develops strategies and criteria for selecting reading materials independently. ☑ Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. ☑ Gathers and analyzes information from graphs, charts, tables, and maps with guidance. ☑ Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance. ☑ Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently. ☑ Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing). ☑ Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft. ☑ Begins to generate in-depth responses in small group literature discussions. ☑ Begins to generate in-depth written responses to literature. ☑ Uses increasingly complex vocabulary in different subjects and in oral and written response to literature. ☑ Uses reasons and examples to support ideas and conclusions. ☑ Probes for deeper meaning by “reading between the lines” in response to literature. 	<ul style="list-style-type: none"> ☐ Reads complex children's literature and young adult literature independently. ☐ Selects, reads, and finishes a wide variety of genres independently. ☐ Begins to choose challenging reading materials and projects. ☑ Integrates nonfiction information to develop deeper understanding of a topic independently. ☑ Begins to gather, analyze, and use information from graphs, charts, tables, and maps. ☑ Generates in-depth responses and sustains small group literature discussions. ☑ Generates in-depth written responses to literature. ☑ Begins to evaluate, interpret, and analyze reading content critically. ☑ Begins to develop criteria for evaluating literature. ☑ Seeks recommendations and opinions about literature from others. ☑ Sets reading challenges and goals independently. 	<ul style="list-style-type: none"> ☐ Reads young adult and adult literature. ☐ Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry). ☐ Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms) ☑ Reads challenging material for pleasure independently. ☑ Reads challenging material for information and to solve problems independently. ☑ Persolves through complex reading tasks. ☑ Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently. ☑ Analyzes literary devices (e.g., metaphors, imagery, irony, and satire). ☑ Contributes unique insights and supports opinions in complex literature discussions. ☑ Adds depth to responses to literature by making insightful connections to other reading and experiences. ☑ Evaluates, interprets, and analyzes reading content critically. ☑ Develops and articulates criteria for evaluating literature. ☑ Pursues a widening community of readers independently.

Appendix G
Guided Reading Record Sheet

Guided Reading Record

Week of _____

Name	Book/Level	Behaviors Observed

Appendix H

Low Reader (LB) Reading Continuum

Preconventional
Ages 3-5

Emerging
Ages 4-6

Developing
Ages 5-7

Beginning
Ages 6-8

Expanding
Ages 7-9

- 1.1 Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites (environmental print)
- 1.2 Shows interest in reading signs, labels, and logos (environmental print)
- 1.3 Recognizes own name in print
- 1.4 Holds book and turns pages correctly
- 1.5 Shows beginning/end of book or story
- 1.6 Knows some letter names
- 1.7 Labels and responds to literature
- 1.8 Connects on illustrations to books
- 1.9 Participates in group reading (books, poems, songs, and story)

- 1.1 Memorizes pattern books, poems, and familiar books
- 1.2 Begins to read signs, labels, and logos (environmental print)
- 1.3 Demonstrates eagerness to read
- 1.4 Prefers to read
- 1.5 Uses illustrations to tell stories
- 1.6 Reads left to right, top to bottom, and back to back with guidance
- 1.7 Knows some letter names and some letter sounds
- 1.8 Recognizes some names and words in context
- 1.9 Makes meaningful predictions with guidance
- 1.10 Rhymes and plays with words
- 1.11 Participates in reading of familiar books and poems
- 1.12 Connects books read aloud to own experiences with guidance

- 1.1 Reads books with simple patterns
- 1.2 Begins to read own writing
- 1.3 Begins to read independently for short periods (5-10 minutes)
- 1.4 Discusses favorite reading material with others
- 1.5 Relies on illustrations and print
- 1.6 Uses large print-voice matching
- 1.7 Knows most letter sounds and letter clusters
- 1.8 Recognizes simple words
- 1.9 Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words
- 1.10 Begins to make meaningful predictions
- 1.11 Identifies titles and authors in literature (text features)
- 1.12 Retells main event or idea in literature
- 1.13 Participates in guided literature discussions
- 1.14 Sets self as reader
- 1.15 Explains why literature is read/discussed during class discussions with guidance

- 1.1 Reads simple early reader books
- 1.2 Reads books with simple patterns
- 1.3 Reads and discusses simple literature with guidance
- 1.4 Begins to read independently for short periods (5-10 minutes)
- 1.5 Discusses favorite reading material with others
- 1.6 Relies on illustrations and print
- 1.7 Uses large print-voice matching
- 1.8 Knows most letter sounds and letter clusters
- 1.9 Recognizes simple words
- 1.10 Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words
- 1.11 Begins to make meaningful predictions
- 1.12 Identifies titles and authors in literature (text features)
- 1.13 Retells main event or idea in literature
- 1.14 Participates in guided literature discussions
- 1.15 Sets self as reader
- 1.16 Explains why literature is read/discussed during class discussions with guidance

- 1.1 Reads easy chapter books
- 1.2 Chooses, reads, and finishes a variety of materials at appropriate level with guidance
- 1.3 Begins to read aloud with fluency
- 1.4 Reads silently for increasingly longer periods (15-30 minutes)
- 1.5 Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words
- 1.6 Increases vocabulary by using meaning cues (context)
- 1.7 Self-corrects for meaning
- 1.8 Follows written directions
- 1.9 Responds to and makes personal connections with facts, characters, and situations in literature
- 1.10 "Reads between the lines" with guidance
- 1.11 Identifies own reading strategies and sets goals with guidance

Bridging
Ages 8-10

Fluent
Ages 9-11

Proficient
Ages 10-13

Connecting
Ages 11-14

Independent

- 1.1 Reads medium level chapter books
- 1.2 Chooses reading materials at appropriate level
- 1.3 Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy)
- 1.4 Reads about with expression
- 1.5 Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance
- 1.6 Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance
- 1.7 Gathers and uses information from graphs, charts, tables, and maps with guidance
- 1.8 Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance
- 1.9 Distinguishes understanding of the difference between fact and opinion
- 1.10 Follows multi-step written directions independently
- 1.11 Discusses setting, plot, characters, and point of view (literary elements) with guidance
- 1.12 Responds to issues and topics in literature as well as facts or story events
- 1.13 Makes connections to other authors, books, and perspectives
- 1.14 Participates in small group literature discussions with guidance
- 1.15 Uses reasons and examples to support ideas and opinions with guidance

- 1.1 Reads challenging children's literature
- 1.2 Selects, reads, and finishes a wide variety of genres with guidance
- 1.3 Begins to develop strategies and criteria for selecting reading materials
- 1.4 Reads about with fluency, expression, and confidence
- 1.5 Reads silently for extended periods (30-40 min.)
- 1.6 Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information
- 1.7 Gathers information using the table of contents, captions, glossary, and index (text organizers) independently
- 1.8 Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas
- 1.9 Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft
- 1.10 Generates thoughtful oral and written responses in small group literature discussions with guidance
- 1.11 Begins to use new vocabulary in different subjects and in oral and written response to literature
- 1.12 Begins to gain deeper meaning by "reading between the lines"
- 1.13 Begins to set goals and identifies strategies to improve reading

- 1.1 Reads complex children's literature
- 1.2 Selects, reads, and finishes a wide variety of genres independently
- 1.3 Begins to choose challenging reading materials and projects
- 1.4 Integrates nonfiction information to develop deeper understanding of a topic independently
- 1.5 Begins to gather, analyze, and use information from graphs, charts, tables, and maps
- 1.6 Generates in-depth responses and sustains small group literature discussions
- 1.7 Generates in-depth written responses to literature
- 1.8 Begins to evaluate, interpret, and analyze reading content critically
- 1.9 Begins to develop criteria for evaluating literature
- 1.10 Seeks recommendations and opinions about literature from others
- 1.11 Sets reading challenges and goals independently

- 1.1 Reads young adult and adult literature
- 1.2 Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry)
- 1.3 Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms)
- 1.4 Reads challenging material for pleasure independently
- 1.5 Reads challenging material for information and to solve problems independently
- 1.6 Persuades through complex reading tasks
- 1.7 Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently
- 1.8 Analyzes literary devices (e.g., metaphors, imagery, irony, and satire)
- 1.9 Contributes unique insights and supports opinions in complex literature discussions
- 1.10 Adds depth to responses to literature by making insightful connections to other reading and experiences
- 1.11 Evaluates, interprets, and analyzes reading content critically
- 1.12 Develops and articulates criteria for evaluating literature
- 1.13 Pursues a widening community of readers independently

- 1.1 Types of Texts and Oral Reading

- 1.2 Reading Strategies

- 1.3 Comprehension and Response

- 1.4 Self-Evaluation

December-2005

March-2006

May-2006

Appendix I

Low Reader (LG) Reading Continuum

Preconventional Ages 3-5	Emerging Ages 4-6	Developing Ages 5-7	Beginning Ages 6-8	Expanding Ages 7-9
<ul style="list-style-type: none"> 1. Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites 2. Shows interest in reading signs, labels, and logos (environmental print) 3. Recognizes own name in print 4. Shows beginning of book or story 5. Holds book and turns pages correctly 6. Labels and points to the page 7. Comments on illustrations in books 8. Enjoys being read to 9. Enjoys being read to 10. Enjoys being read to 11. Enjoys being read to 12. Enjoys being read to 13. Enjoys being read to 14. Enjoys being read to 15. Enjoys being read to 16. Enjoys being read to 17. Enjoys being read to 18. Enjoys being read to 19. Enjoys being read to 20. Enjoys being read to 21. Enjoys being read to 22. Enjoys being read to 23. Enjoys being read to 24. Enjoys being read to 25. Enjoys being read to 26. Enjoys being read to 27. Enjoys being read to 28. Enjoys being read to 29. Enjoys being read to 30. Enjoys being read to 31. Enjoys being read to 32. Enjoys being read to 33. Enjoys being read to 34. Enjoys being read to 35. Enjoys being read to 36. Enjoys being read to 37. Enjoys being read to 38. Enjoys being read to 39. Enjoys being read to 40. Enjoys being read to 41. Enjoys being read to 42. Enjoys being read to 43. Enjoys being read to 44. Enjoys being read to 45. Enjoys being read to 46. Enjoys being read to 47. Enjoys being read to 48. Enjoys being read to 49. Enjoys being read to 50. Enjoys being read to 51. Enjoys being read to 52. Enjoys being read to 53. Enjoys being read to 54. Enjoys being read to 55. Enjoys being read to 56. Enjoys being read to 57. Enjoys being read to 58. Enjoys being read to 59. Enjoys being read to 60. Enjoys being read to 61. Enjoys being read to 62. Enjoys being read to 63. Enjoys being read to 64. Enjoys being read to 65. Enjoys being read to 66. Enjoys being read to 67. Enjoys being read to 68. Enjoys being read to 69. Enjoys being read to 70. Enjoys being read to 71. Enjoys being read to 72. Enjoys being read to 73. Enjoys being read to 74. Enjoys being read to 75. Enjoys being read to 76. Enjoys being read to 77. Enjoys being read to 78. Enjoys being read to 79. Enjoys being read to 80. Enjoys being read to 81. Enjoys being read to 82. Enjoys being read to 83. Enjoys being read to 84. Enjoys being read to 85. Enjoys being read to 86. Enjoys being read to 87. Enjoys being read to 88. Enjoys being read to 89. Enjoys being read to 90. Enjoys being read to 91. Enjoys being read to 92. Enjoys being read to 93. Enjoys being read to 94. Enjoys being read to 95. Enjoys being read to 96. Enjoys being read to 97. Enjoys being read to 98. Enjoys being read to 99. Enjoys being read to 100. Enjoys being read to 	<ul style="list-style-type: none"> 1. Memorizes pattern books, poems, and familiar books 2. Begins to read signs, labels, and logos (environmental print) 3. Pretends to read 4. Reads up to bottom, left to right, and back to back with guidance 5. Knows most letter names and some letter sounds 6. Recognizes some names and words in context 7. Makes meaningful predictions with guidance 8. Rhymes and plays with words 9. Participates in reading of familiar books and poems with guidance 10. Connects books read aloud to own experiences with guidance 	<ul style="list-style-type: none"> 1. Reads books with simple patterns 2. Begins to read own writing 3. Begins to read books for short periods (5-10 minutes) 4. Discusses favorite reading material with others 5. Relies on illustrations and print 6. Uses finger-pointing to follow 7. Knows most letter sounds and letter clusters 8. Recognizes simple words 9. Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words 10. Begins to make meaningful predictions 11. Identifies titles and authors in literature (text features) 12. Participates in oral literature discussions 13. Says self as reader 14. Explains why literature is shared during class discussions with guidance 	<ul style="list-style-type: none"> 1. Reads simple early reader books 2. Reads harder early reader books 3. Reads and follows simple written directions with guidance 4. Uses basic punctuation when reading orally 5. Knows most letter sounds and letter clusters 6. Uses sentence cues (grammar) 7. Uses left-to-right cues and patterns (phonics) 8. Reads beginning, middle, and end with guidance 9. Reads beginning, middle, and end with guidance 10. Reads beginning, middle, and end with guidance 11. Reads beginning, middle, and end with guidance 12. Reads beginning, middle, and end with guidance 13. Reads beginning, middle, and end with guidance 14. Reads beginning, middle, and end with guidance 15. Reads beginning, middle, and end with guidance 16. Reads beginning, middle, and end with guidance 17. Reads beginning, middle, and end with guidance 18. Reads beginning, middle, and end with guidance 19. Reads beginning, middle, and end with guidance 20. Reads beginning, middle, and end with guidance 21. Reads beginning, middle, and end with guidance 22. Reads beginning, middle, and end with guidance 23. Reads beginning, middle, and end with guidance 24. Reads beginning, middle, and end with guidance 25. Reads beginning, middle, and end with guidance 26. Reads beginning, middle, and end with guidance 27. Reads beginning, middle, and end with guidance 28. Reads beginning, middle, and end with guidance 29. Reads beginning, middle, and end with guidance 30. Reads beginning, middle, and end with guidance 31. Reads beginning, middle, and end with guidance 32. Reads beginning, middle, and end with guidance 33. Reads beginning, middle, and end with guidance 34. Reads beginning, middle, and end with guidance 35. Reads beginning, middle, and end with guidance 36. Reads beginning, middle, and end with guidance 37. Reads beginning, middle, and end with guidance 38. Reads beginning, middle, and end with guidance 39. Reads beginning, middle, and end with guidance 40. Reads beginning, middle, and end with guidance 41. Reads beginning, middle, and end with guidance 42. Reads beginning, middle, and end with guidance 43. Reads beginning, middle, and end with guidance 44. Reads beginning, middle, and end with guidance 45. Reads beginning, middle, and end with guidance 46. Reads beginning, middle, and end with guidance 47. Reads beginning, middle, and end with guidance 48. Reads beginning, middle, and end with guidance 49. Reads beginning, middle, and end with guidance 50. Reads beginning, middle, and end with guidance 51. Reads beginning, middle, and end with guidance 52. Reads beginning, middle, and end with guidance 53. Reads beginning, middle, and end with guidance 54. Reads beginning, middle, and end with guidance 55. Reads beginning, middle, and end with guidance 56. Reads beginning, middle, and end with guidance 57. Reads beginning, middle, and end with guidance 58. Reads beginning, middle, and end with guidance 59. Reads beginning, middle, and end with guidance 60. Reads beginning, middle, and end with guidance 61. Reads beginning, middle, and end with guidance 62. Reads beginning, middle, and end with guidance 63. Reads beginning, middle, and end with guidance 64. Reads beginning, middle, and end with guidance 65. Reads beginning, middle, and end with guidance 66. Reads beginning, middle, and end with guidance 67. Reads beginning, middle, and end with guidance 68. Reads beginning, middle, and end with guidance 69. Reads beginning, middle, and end with guidance 70. Reads beginning, middle, and end with guidance 71. Reads beginning, middle, and end with guidance 72. Reads beginning, middle, and end with guidance 73. Reads beginning, middle, and end with guidance 74. Reads beginning, middle, and end with guidance 75. Reads beginning, middle, and end with guidance 76. Reads beginning, middle, and end with guidance 77. Reads beginning, middle, and end with guidance 78. Reads beginning, middle, and end with guidance 79. Reads beginning, middle, and end with guidance 80. Reads beginning, middle, and end with guidance 81. Reads beginning, middle, and end with guidance 82. Reads beginning, middle, and end with guidance 83. Reads beginning, middle, and end with guidance 84. Reads beginning, middle, and end with guidance 85. Reads beginning, middle, and end with guidance 86. Reads beginning, middle, and end with guidance 87. Reads beginning, middle, and end with guidance 88. Reads beginning, middle, and end with guidance 89. Reads beginning, middle, and end with guidance 90. Reads beginning, middle, and end with guidance 91. Reads beginning, middle, and end with guidance 92. Reads beginning, middle, and end with guidance 93. Reads beginning, middle, and end with guidance 94. Reads beginning, middle, and end with guidance 95. Reads beginning, middle, and end with guidance 96. Reads beginning, middle, and end with guidance 97. Reads beginning, middle, and end with guidance 98. Reads beginning, middle, and end with guidance 99. Reads beginning, middle, and end with guidance 100. Reads beginning, middle, and end with guidance 	<ul style="list-style-type: none"> 1. Chooses, reads, and values a variety of materials at appropriate level with guidance 2. Reads daily for increasing longer periods (15-30 minutes) 3. Increases vocabulary by using meaning cues (context) 4. Self corrects for meaning 5. Follows written directions 6. Requests to add names to story connections with facts, characters, and situations in literature 7. Reads between the lines with guidance 8. Identifies own reading strategies and sets goals with guidance
Bridging Ages 8-10	Fluent Ages 9-11	Proficient Ages 10-13	Connecting Ages 11-14	Independent
<ul style="list-style-type: none"> 1. Reads medium level chapter books 2. Chooses reading materials at appropriate level 3. Enjoys knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy) 4. Reads about with expression 5. Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance 6. Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance 7. Gathers and uses information from graphs, charts, tables, and maps with guidance 8. Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance 9. Understands understanding of the difference between fact and opinion 10. Understands multi-step written directions independently 11. Understands selling, plot, characters, and point of view (literary elements) with guidance 12. Finds ways to focus and listen in literature as well as facts or story events 13. Finds connections to other authors, books, and perspectives 14. Participates in small group literature discussions with guidance 15. Uses reasons and strategies to support ideas and opinions with guidance 	<ul style="list-style-type: none"> 1. Reads challenging children's literature 2. Selects, reads, and finishes a wide variety of genres with guidance 3. Begins to develop strategies and criteria for selecting reading materials 4. Reads aloud with fluency, expression, and confidence 5. Reads silently for extended periods (30-40 min) 6. Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information 7. Gathers information using the table of contents, captions, glossary, and index (text organizers) independently 8. Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas 9. Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft 10. Generates thoughtful oral and written responses in small group literature discussions with guidance 11. Begins to use new vocabulary in different subjects and in oral and written response to literature 12. Begins to gain deeper meaning by "reading between the lines" 13. Begins to set goals and identifies strategies to improve reading 	<ul style="list-style-type: none"> 1. Reads complex children's literature 2. Reads and understands informational texts (e.g., word ads, brochures, schedules, catalogs, manuals) with guidance 3. Develops strategies and criteria for selecting reading materials independently 4. Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently 5. Gathers and analyzes information from graphs, charts, tables, and maps with guidance 6. Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance 7. Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently 8. Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing) 9. Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft 10. Begins to generate in-depth responses in small group literature discussions 11. Begins to generate in-depth written responses to literature 12. Uses increasingly complex vocabulary in different subjects and in oral and written response to literature 13. Uses reasons and examples to support ideas and conclusions 14. Probes for deeper meaning by "reading between the lines" in response to literature 	<ul style="list-style-type: none"> 1. Reads complex children's literature and young adult literature independently 2. Selects, reads, and finishes a wide variety of genres independently 3. Begins to choose challenging reading materials and projects 4. Integrates nonfiction information to develop deeper understanding of a topic independently 5. Begins to gather, analyze, and use information from graphs, charts, tables, and maps 6. Generates in-depth responses and sustains small group literature discussions 7. Generates in-depth written responses to literature 8. Begins to evaluate, interpret, and analyze reading content critically 9. Seeks recommendations and opinions about literature from others 10. Sets reading challenges and goals independently 	<ul style="list-style-type: none"> 1. Reads young adult and adult literature 2. Chooses and comprehends a wide variety of age-appropriate materials with ease (e.g., encyclopedias, magazines, manuals, novels, and poetry) 3. Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms) 4. Reads challenging material for pleasure independently 5. Reads challenging material for information and to solve problems independently 6. Persuades through complex reading tasks 7. Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently 8. Analyzes literary devices (e.g., metaphors, imagery, irony, and satire) 9. Contributes unique insights and supports opinions in complex literature discussions 10. Adds depth to responses in literature by making logical connections to other reading and experiences 11. Evaluates, interprets, and analyzes reading content critically 12. Develops and articulates criteria for evaluating literature 13. Pursues a widening community of readers helpfully

Appendix J

Average Reader (AB) Reading Continuum

Preconventional Ages 3-5	Emerging Ages 4-6	Developing Ages 5-7	Beginning Ages 6-8	Expanding Ages 7-9
<ul style="list-style-type: none">1.1 Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites1.2 Shows interest in reading signs, labels, and logos (environmental print)1.3 Recognizes own name in print1.4 Holds book and turns pages correctly1.5 Shows beginning/end of book or story1.6 Knows some letter names1.7 Labels and responds to literature1.8 Comments on illustrations in books1.9 Participates in group reading (books, rhymes, poems, and songs)	<ul style="list-style-type: none">1.1 Memorizes pattern books, poems, and familiar books1.2 Begins to read signs, labels, and logos (environmental print)1.3 Demonstrates eagerness to read1.4 Finds fun to read1.5 Uses illustrations to tell stories1.6 Reads top to bottom, left to right, and front to back with guidance1.7 Knows most letter names and some letter sounds1.8 Recognizes some names and words in context1.9 Makes meaningful predictions with guidance1.10 Rhymes and plays with words1.11 Participates in reading of familiar books and poems1.12 Connects books read aloud to own experiences with guidance	<ul style="list-style-type: none">1.1 Reads books with simple patterns1.2 Begins to read independently for short periods (5-10 minutes)1.3 Discusses favorite reading material with others1.4 Relies on illustrations and print1.5 Uses finger point-voice matching1.6 Knows most letter sounds and letter clusters1.7 Recognizes simple words1.8 Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words1.9 Begins to make meaningful predictions1.10 Identifies titles and authors in literature (text features)1.11 Partially understands how to use in literature1.12 Participates in guided literature discussions1.13 Sees self as reader1.14 Explains why literature is liked/didn't like during class discussions with guidance	<ul style="list-style-type: none">1.1 Reads simple early reader books1.2 Reads harder early reader books1.3 Finds and follows simple written directions with guidance1.4 Identifies basic genres (e.g., fiction, nonfiction, and poetry)1.5 Uses basic punctuation when reading orally1.6 Reads independently (10-15 minutes)1.7 Chooses reading materials independently1.8 Learns and shares information from reading1.9 Uses meaning cues (context)1.10 Uses sentence cues (grammar)1.11 Uses behavioral cues and patterns (phonics)1.12 Recognizes word endings, common word patterns, and many high-frequency words1.13 Begins to self-correct1.14 Reads beginning, middle, and end with guidance1.15 Discusses characters and story events with guidance1.16 Identifies own reading behaviors with guidance	<ul style="list-style-type: none">1.1 Reads easy chapter books1.2 Chooses, reads, and finishes a variety of materials at appropriate level with guidance1.3 Begins to read about with fluency1.4 Reads silently for increasingly longer periods (15-30 minutes)1.5 Uses reading strategies appropriately, depending on the text and purpose1.6 Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words1.7 Increases vocabulary by using meaning cues (context)1.8 Self-corrects for meaning1.9 Follows written directions1.10 Identifies chapter titles and table of contents (text organization)1.11 Summarizes and retells story events in an oral or written response1.12 Responds to and makes personal connections with text, characters, and situations in literature1.13 "Reads between the lines" with guidance
Bridging Ages 8-10	Fluent Ages 9-11	Proficient Ages 10-13	Connecting Ages 11-14	Independent
<ul style="list-style-type: none">1.1 Expresses knowledge of different genres (e.g., realistic fiction, technical fiction, and fantasy)1.2 Reads about with expression1.3 Uses resources (e.g., encyclopedia, CD-ROMs, and nonfiction texts) to locate and sort information with guidance1.4 Follows multi-step written directions independently1.5 Participates to browse and skim in literature as well as facts or story events1.6 Uses reasons and strategies to support ideas and opinions with guidance	<ul style="list-style-type: none">1.1 Reads challenging children's literature1.2 Selects, reads, and finishes a wide variety of genres with guidance1.3 Begins to develop strategies and criteria for selecting reading materials1.4 Reads about with fluency, expression, and confidence1.5 Reads silently for extended periods (30-40 min)1.6 Begins to use resources (e.g., encyclopedia, articles, Internet, and nonfiction texts) to locate information1.7 Gathers information using the table of contents, captions, glossary, and index (text organizers) independently1.8 Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas1.9 Begins to discuss literature with relevance to setting, plot, characters, and theme (literary elements), and author's craft1.10 Generates thoughtful oral and written responses in small group literature discussions with guidance1.11 Begins to use new vocabulary in different subjects and in oral and written response to literature1.12 Begins to gain deeper meaning by "reading between the lines"1.13 Begins to set goals and identifies strategies to improve reading	<ul style="list-style-type: none">1.1 Reads complex children's literature1.2 Selects, reads, and finishes a wide variety of genres independently1.3 Begins to choose challenging reading materials and projects1.4 Integrates nonfiction information to develop deeper understanding of a topic independently1.5 Begins to gather, analyze, and use information from graphs, charts, tables, and maps1.6 Generalizes in-depth responses and sustains small group literature discussions1.7 Generates in-depth written responses to literature1.8 Begins to evaluate, interpret, and analyze reading content critically1.9 Begins to develop criteria for evaluating literature1.10 Seeks recommendations and opinions about literature from others1.11 Sets reading challenges and goals independently	<ul style="list-style-type: none">1.1 Reads complex children's literature and young adult literature1.2 Selects, reads, and finishes a wide variety of genres independently1.3 Begins to choose challenging reading materials and projects1.4 Integrates nonfiction information to develop deeper understanding of a topic independently1.5 Begins to gather, analyze, and use information from graphs, charts, tables, and maps1.6 Generalizes in-depth responses and sustains small group literature discussions1.7 Generates in-depth written responses to literature1.8 Begins to evaluate, interpret, and analyze reading content critically1.9 Begins to develop criteria for evaluating literature1.10 Seeks recommendations and opinions about literature from others1.11 Sets reading challenges and goals independently	<ul style="list-style-type: none">1.1 Reads young adult and adult literature1.2 Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry)1.3 Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms)1.4 Reads challenging material for pleasure independently1.5 Reads challenging material for information and to solve problems independently1.6 Persuades through complex reading tasks1.7 Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently1.8 Analyzes literary devices (e.g., metaphors, imagery, irony, and satire)1.9 Confirms major insights and supports opinions in complex literature discussions1.10 Adds depth to responses to literature by making insightful connections to other reading and experiences1.11 Evaluates, interprets, and analyzes reading content critically1.12 Develops and articulates criteria for evaluating literature1.13 Persuades a wider community of readers independently

Self-Evaluation

Comprehension and Response

Reading Strategies

Types of Texts and Oral Reading

Attitude

December-2005

March-2006

May-2006

Appendix K

Average Reader (AG) Reading Continuum

Appendix L

High Reader (HB) Reading Continuum

Preconventional Ages 3-5	Emerging Ages 4-6	Developing Ages 5-7	Beginning Ages 6-8	Expanding Ages 7-9
<ul style="list-style-type: none">1. Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites.2. Shows interest in reading signs, labels, and logos (environmental print).3. Recognizes own name in print.4. Holds book and turns pages correctly.5. Shows beginning level of look or story.6. Knows some letter names.7. Indicates and responds to the story.8. Comments on illustrations in books.9. Participates in group reading (books, rhymes, poems, and songs).	<ul style="list-style-type: none">1. Memorizes pattern books, poems, and familiar books.2. Begins to read signs, labels, and logos (environmental print).3. Demonstrates eagerness to read.4. Prefers to read.5. Uses illustrations to tell stories.6. Reads top to bottom, left to right, and back to back with guidance.7. Knows most letter names and some letter sounds.8. Recognizes some names and words in context.9. Makes meaningful predictions with guidance.10. Rhymes and plays with words.11. Participates in reading of familiar books and poems.12. Connects books read aloud to own experiences with guidance.	<ul style="list-style-type: none">1. Reads books with simple patterns.2. Begins to read on his own.3. Begins to read independently for short periods (5-10 minutes).4. Discusses favorite reading material with others.5. Refers to illustrations and print.6. Uses finger point to match.7. Knows most letter sounds and letter clusters.8. Recognizes simple words.9. Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words.10. Begins to make meaningful predictions.11. Identifies titles and authors in literature (text features).12. Reads main event or idea in literature.13. Participates in guided literature discussions.14. Sees self as reader.15. Explains why literature is liked/dissliked during class discussions with guidance.	<ul style="list-style-type: none">1. Reads simple early reader books.2. Reads harder early reader books.3. Reads and labels simple written directions with guidance.4. Identifies basic genres (e.g., fiction, nonfiction, and poetry).5. Uses basic punctuation when reading orally.6. Reads independently (10-15 minutes).7. Chooses reading materials independently.8. Lays out and shares information from reading.9. Uses meaning cues (context).10. Uses sentence cues (grammar).11. Uses letter sound cues and patterns (phonics).12. Recognizes word endings, common contractions, and many high-frequency words.13. Begins to self-correct.14. Reads beginning, middle, and end with guidance.15. Discusses characters and story events with guidance.16. Identifies own reading behaviors with guidance.	<ul style="list-style-type: none">1. Reads easy chapter books.2. Chooses, reads, and finishes a variety of materials at appropriate level with guidance.3. Begins to read about with theory.4. Reads slowly, for increasingly longer periods (15-20 minutes).5. Uses reading strategies appropriately, depending on the text and purpose.6. Uses word structure cues (e.g., root words, prefixes, suffixes, word chunk) when encountering unknown words.7. Increases vocabulary by using meaning cues (context).8. Follows writer's directions.9. Self-corrects by rereading.10. Identifies chapter titles and table of contents (text organization).11. Summarizes and retells story events to compare details.12. Responds to and makes personal connections with facts, characters, and situations in literature.13. Compares and contrasts characters and story events.14. Reads between the lines with guidance.15. Handles own reading strategies and sets goals with guidance.
Bridging Ages 8-10	Fluent Ages 9-11	Proficient Ages 10-13	Connecting Ages 11-14	Independent
<ul style="list-style-type: none">1. Reads medium level chapter books.2. Chooses reading materials at appropriate level.3. Explains knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy).4. Reads about with expression.5. Uses resources (e.g., encyclopedia, CD-ROMs, and nonfiction texts) to locate and sort information with guidance.6. Gathers information by using the table of contents, captions, glossary, and index (text organization) with guidance.7. Compares and uses information from graphs, charts, tables, and maps with guidance.8. Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance.9. Utilizes notes underlining of the difference between fact and opinion.10. Follows multi-step written directions independently.11. Increases spelling, punctuation, and punctuation of their (library assignments) with guidance.12. Participates in book and class in the state as well as facts or story events.13. Participates in small group literature discussions with guidance.14. Uses resources and strategies to support ideas and opinions with guidance.	<ul style="list-style-type: none">1. Reads challenging children's literature.2. Selects, reads, and finishes a wide variety of genres with guidance.3. Reads about with fluency, expression, and automaticity.4. Begins to use resources (e.g., encyclopedia, articles, Internet, and nonfiction texts) to locate information.5. Compares and uses information from graphs, charts, tables, and maps with guidance.6. Generates thoughtful oral and written responses in small group literature discussions with guidance.7. Begins to use new vocabulary in different subjects and in oral and written responses to literature.8. Begins to gain deeper meaning by "reading between the lines."	<ul style="list-style-type: none">1. Reads complex children's literature and young adult literature independently.2. Selects, reads, and finishes a wide variety of genres independently.3. Begins to choose challenging reading materials and projects integration of nonfiction information to develop deeper understanding of a topic independently.4. Begins to gather, analyze, and use information from graphs, charts, tables, and maps.5. Generates in-depth responses and supports small group literature discussion.6. Generates in-depth written responses to literature.7. Begins to evaluate, interpret, and analyze reading content critically.8. Begins to develop criteria for evaluating literature.9. Seeks recommendations and opinions about literature from others.10. Sets reading challenges and goals independently.	<ul style="list-style-type: none">1. Reads young adult and adult literature.2. Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry).3. Reads and understands informational texts (e.g., manuals, consumer reports, applications, and terms).4. Reads challenging material for pleasure independently.5. Reads challenging material for information and to solve problems independently.6. Persists through complex reading tasks.7. Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently.8. Analyzes literary devices (e.g., metaphors, imagery, irony, and satire).9. Contributes unique insights and supports opinions in complex literature discussions.10. Adds depth to responses to literature by making insightful connections to other reading and experiences.11. Evaluates, interprets, and analyzes reading content critically.12. Develops and articulates criteria for evaluating literature.13. Discusses a wider community of readers independently.	

Appendix M

High Reader (HG) Reading Continuum